



**Test
Administrator
Manual**

Fall 2009





Michigan State Board of Education

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2009/2010 STATE BOARD OF EDUCATION STRATEGIC GOAL

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

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This portion of the manual (pages 37-69) is not available online. Please refer to the print manuals shipped to your school from the contractor.

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Schools may start administration of the assessment by subject on dates specified in the calendar below. MEAP-Access students have from the initial date for each subject area test through the end of the test cycle (October 29, 2009), if needed to complete testing.

OCTOBER 2009				
Monday	Tuesday	Wednesday	Thursday	Friday
	13 <i>1st day available to administer</i> Reading Grades 3-8 (Book 1 Grades 4 & 7)	14	15	16
19	20 <i>1st day available to administer</i> Math	21	22 <i>1st day available to administer</i> Book 2 Reading/Writing (Grades 4 & 7**)	23
26	27	28	29 <u>NO TESTING AFTER TODAY!</u>	30
NOV 2	NOV 3	NOV 4 LAST DAY TO SHIP	<i>Late fees and other penalties may be assessed if you ship after November 4.</i>	

If you SHIP your materials

On or before Nov. 4 No late fee, no processing fee. Results will be included in data files, and in paper or PDF reports. Results will be included in AYP and MI-SAS.	On or between Nov. 5 and Nov. 11 Scoring contractor may charge school a \$250 late fee . Results will be included in data files, and in paper or PDF reports. Results will be included in AYP and MI-SAS.	On or between Nov. 12 and Nov. 18 Scoring contractor may charge school a \$250 late fee PLUS a \$25 processing fee for EACH answer document scored.	After Nov. 18 Answer documents will NOT be scored, so results will NOT appear in any data files, paper or PDF reports. Results will NOT be included in AYP or MI-SAS. Although no late fee or processing fee will be charged, all materials MUST be returned. Failure to return materials may result in a substantial fine levied against school by Michigan Department of Education.
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These are SHIP dates...not dates scoring contractor receives your materials.

**Book 2 for Grades 4 & 7 will be one of four separate forms. Forms 1 and 2 contain Reading and Writing. Forms 3 and 4 contain Writing. Your school will be assigned one of these four forms.

MEAP-Access Grades 3 – 8 Testing Information

Content area	Grades	Parts	Estimated Time (in minutes)**	Number of Items
Reading* [Test dates are 10-13-09 through 10-29-09]	3	1	60	13
		2	45	16
	4	1	60	13
		2	45	16
	5	1	60	13
		2	45	16
6	1	60	13	
	2	45	16	
7	1	60	13	
	2	45	16	
8	1	60	13	
	2	45	16	
Reading/Writing* Forms 1-4 [Test dates are 10-22-09 through 10-29-09]	4 & 7	1 2	60 60	Varies by Form
Mathematics [Test dates are 10-20-09 through 10-29-09]	3	Parts 1 and 2 Calculators are NOT allowed.	40 40	Part 1 – 16 Part 2 – 16
		4	Part 1 Calculators are NOT allowed.	45 20
	5			Part 2 Calculators may be used.
		6 & 7	45 20	
	8	20 45	Part 1 – 9 Part 2 – 23	

Students have from the initial date of each content area test through the end of the test cycle, if needed, to complete their testing (including accommodated versions of the test). Parts 1 and 2 may be administered on separate days.

* Grades 4 and 7 have a Book 1 Reading and Book 2 Reading/Writing. All other grades have only one booklet titled Reading.

** These times are estimates only.

All MEAP-Access test materials (scorable and nonscorable) must be shipped to the MEAP-Access contractor on or before November 4, 2009.

Testing Information

The MEAP-Access Fall 2009 Grades 3-8 test cycle is from October 13-29, 2009. Materials will be shipped to arrive in school districts approximately two weeks before the first day of the test cycle.

All MEAP-Access tests are designed to be administered in group settings. All students taking MEAP-Access, including students who use an accommodated version of the test, have from the initial date of each content area test through the end of the test cycle (October 29, 2009), if needed, to complete their testing.

All Fall 2009 MEAP-Access tests are **untimed** and student-paced. Arrangements **must** be made to allow additional time during the same continuous session for students who require more time to complete these tests. Students should not be allowed to leave a test session for an extended length of time (i.e., lunch hour, leave for the rest of the school day due to illness) and be allowed to resume testing. Contact the OEAA for further instruction. For planning purposes, see the chart above to view the estimated time for each test session.

MEAP-Access General Information

Purpose of This Manual

The purpose of this *MEAP-Access Test Administrator Manual* is to provide information about this new assessment and specific directions for administration of the fall 2009 tests. Each test administrator should be provided with an administrator manual. A supply was shipped with test materials.

Nonsecure portions of the MEAP-Access manual are online at www.michigan.gov/meap-access. **No copies shall be made of the secure portions of the MEAP-Access Test Administrator Manual.**

Federal Guidelines for Alternate Assessments with Modified Achievement Standards

On April 7, 2007, the U.S. Department of Education issued regulations describing Alternate Assessments based on Modified Achievement Standards (AA-MAS). The regulations permit a state to develop an assessment aligned with modified academic achievement standards as part of its assessment and accountability system under Title I of the Elementary and Secondary Education Act (ESEA).

States may develop modified academic achievement standards and use alternate assessments based on those modified achievement standards for students with persistent academic disabilities and served under the Individuals with Disabilities Education Act (IDEA). States may include proficient scores from such assessments in making adequate yearly progress (AYP) decisions, but those scores will be capped at 2% of the total tested population. This provision does not limit how many students may be assessed against modified achievement standards. Individualized Education Program (IEP) Teams will make the decision about which individual students should take such an assessment.

Continued Policy

States may continue to use Alternate Assessments based on Alternate Achievement Standards (AA-AAS) for students with the most significant cognitive disabilities. States may continue to include proficient scores from such assessments in making AYP decisions and those scores will still be capped at 1% of the total tested population. Proficiency for all other students above the 1% and 2% cap will be measured against grade-level achievement standards. IEP teams will continue making the decision about which individual students should take such an assessment.

Michigan Awarded AA-MAS Grant

The Michigan Department of Education (MDE) was awarded a grant from the U.S. Office of Special Education Programs to develop AA-MAS that will fulfill an important need in the Michigan Educational Assessment System.

This project has dual purposes:

1. to design a replicable process for modifying the existing MEAP Reading/Writing and Mathematics assessments in grades 3-8 by reducing length and difficulty levels, while maintaining appropriately challenging content that reflects the state's GLCEs; and
2. to create an online professional development system that can be adopted and adapted by states, school districts, and individual educators.

In December 2008, draft eligibility criteria for AA-MAS were distributed statewide for public input. The MEAP-Access pilot assessment was administered in the winter of 2009. Based on feedback, the assessment was named MEAP-Access. Data from the pilot assessment and comments on the draft criteria were analyzed and compiled in March 2009, and presented to the State Board of Education (SBE) for approval. Following the incorporation of SBE approval, the final *MEAP-Access Eligibility Criteria and Participation Guidelines* and assessment formats were produced and can be accessed on the MEAP-Access Web site at www.michigan.gov/meap-access.

MEAP-Access Based on Grade Level Content Expectations (GLCEs)

MEAP-Access is based on modified academic achievement standards that cover the same grade-level expectations as the general assessment. In Michigan, the general assessment for Grades 3 through 8 is the Michigan Educational Assessment Program (MEAP). According to the regulations, only the academic achievement standards are modified, **not** the content standards upon which the assessment is based. The content standards for the general assessments are the Grade Level Content Expectations (GLCEs). For more information on the GLCEs, please visit the Office of School Improvement Web site at www.michigan.gov/osi.

The requirement that modified academic achievement standards be aligned with grade level content standards is important in order for students to have an opportunity to achieve at grade level. Therefore, students must have access to, and instruction in, grade-level content.

For more details related to this regulation, the U.S. Department of Education has published a guidance document that is in a question-and-answer format. The *Guidance Document for the 2% Regulations* is posted on the MEAP-Access link at www.michigan.gov/oeaa.

Michigan Assessment Continuum

Through the efforts of the MDE and its collaboration with the Offices of Educational Assessment and Accountability; Special Education and Early Intervention Services; School Improvement; Educational Technology and Data Information; as well as local district educators; assessment experts; and other stakeholders; Michigan now has a continuum of assessments that reflects a tradition of the highest technical quality, founded in robust curriculum standards and the knowledge and skills of a diverse population. MEAP-Access will complete the continuum, providing a valid, reliable, and fair measure of the achievement of students who struggle with the academic content areas of Reading, Writing, and Mathematics and who may not meet grade-level expectations for the grade in which they are enrolled.

Assessment Continuum		
Assessment	Type of Assessment	Based On
MEAP/MME	General	GLCEs/HSCEs
MEAP/MME with Accommodations	General	GLCEs/HSCEs
MEAP-Access	AA-MAS*	GLCEs
MI-Access Functional Independence	AA-AAS**	Extended GLCEs
MI-Access Supported Independence	AA-AAS**	Extended GLCEs
MI-Access Participation	AA-AAS**	Extended GLCEs

*AA-MAS=Alternate Assessment based on Modified Achievement Standards

**AA-AAS=Alternate Assessment based on Alternate Academic Standards

The MEAP-Access assessments incorporate universal design principles in order to maximize accessibility so that students may better show what they know and are able to do.

Continuum Options (MEAP, MEAP-Access, or MI-Access Functional Independence)

MEAP-Access will complete the Michigan Assessment Continuum and will provide a valid and fair measure of the achievement of students who struggle with different academic content areas and who may not meet GLCEs for the grade in which they are enrolled. (Refer to page 13 for MEAP-Access eligibility criteria.) MEAP-Access provides the IEP Team with the flexibility to have a student participate in MEAP, MEAP-Access, or MI-Access (FI) within the same cycle. The IEP Team is responsible for making this decision for each content area assessed at a given grade. For example:

- A student may take MEAP Mathematics and MEAP-Access Reading.
- A student may take MEAP-Access Mathematics and MI-Access FI Accessing Print and Expressing Ideas.
- A student may take MEAP Reading/Writing and MI-Access FI Mathematics.

MI-Access Supported Independence and Participation students may not be considered for this option.

Consequences

The IEP Team must take into account the following potential consequences when making decisions about the student and his or her participation in statewide assessment.

- If a student participates in a MI-Access FI assessment, it is assumed that the student is receiving instruction based on Michigan's FI Extended Grade Level Content Expectations (EGLCEs).
- A divergent path at a young age may have consequences later and may prevent the student from progressing through Michigan's GLCEs as needed to meet the requirements of the Michigan Merit Curriculum and to earn a general high school diploma.
- The student may not qualify for the Michigan Promise Scholarship.

District Assessment Coordinator Responsibilities

Each district, public school academy, or participating nonpublic school, must designate a District Assessment Coordinator. At the option of the district, this person may be the current MEAP or MI-Access coordinator. The District Assessment Coordinator will be responsible for the overall integrity of the assessment program. They will oversee all assessment procedures and will ensure the district is in compliance with required standardized procedures, will report irregularities to OEAA as soon as possible, and assist the OEAA in resolving the irregularity. The District Assessment Coordinator sets the tone of high integrity for the entire district and holds specific responsibilities which include, but are not limited to

- Serving as the contact person between the district and the OEAA and/or MEAP-Access Scoring Services;
- Becoming familiar with the information in the test administrator manual prior to the assessment window;
- Coordinating the ordering, distribution, collection, return, and security of test materials;
- Directing the accurate completion of student identification information and “School Use Only” sections of student answer documents; and
- Disseminating assessment information contained in correspondence to district and school staff (including administrators, curriculum directors, teachers, and counselors) and to students and parents, where appropriate.

At non-public schools, the principal (or a designee) serves as the District Assessment Coordinator.

In addition, District Assessment Coordinators must review and be familiar with the Assessment Coordinator responsibilities found in the document *Professional Assessment and Accountability Practices for Educators* (www.michigan.gov/oeaa). A checklist of *District Assessment Coordinator Responsibilities* can be found on page 90 of this manual.

Building Assessment Coordinator Responsibilities

Each school building that is involved in the assessment (including adult and alternative education programs) should have a Building Assessment Coordinator. This coordinator is responsible for the overall integrity of the assessment in the assigned building(s). The Building Assessment Coordinator responsibilities include, but are not limited to

- Serving as the building contact person between the school and the District Assessment Coordinator;
- Reading and becoming familiar with the information in the MEAP-Access Test Administrator Manual for the specific test cycle prior to testing;
- Carrying out building-level duties involved in the distribution, security, and collection of test materials; and

- Returning materials to the District Assessment Coordinator after testing is complete.

Building Assessment Coordinators should meet with the District Assessment Coordinator to discuss topics such as scheduling, procedures for receiving and returning materials, test security, completion of “School Use Only” sections of student answer documents, and other issues.

In addition, Building Assessment Coordinators must review and be familiar with the Building Assessment Coordinator responsibilities found in the document *Professional Assessment and Accountability Practices for Educators* (www.michigan.gov/oeaa). A checklist of *Building Assessment Coordinator Responsibilities* can be found on page 92 of this manual.

Test Coordinators and Administrators

Each public school district and nonpublic school district will designate one individual in the district who is responsible for coordinating the administration of MEAP-Access to students in that district. If no person is so designated by the district, the OEAA will assume that the district’s MI-Access Coordinator also serves as the district’s MEAP-Access Coordinator.

The District Assessment Coordinator for MEAP-Access must make sure the proper address is entered in the Educational Entity Master (EEM) in order to ensure that assessment materials will be shipped to the correct location. The coordinator will be responsible for ensuring that

- Students scheduled to take MEAP-Access are indeed eligible under the established criteria;
- All individuals involved with the administration or handling of materials for the assessment sign the *OEAA Security Compliance Form*;
- All *OEAA Security Compliance Forms* are kept on file for one year following the assessment;
- Assessments are administered in accordance with the procedures established by the OEAA; and
- The return of all testing materials for scoring is according to timelines.

District Assessment Coordinators will also be responsible for ensuring that assessment materials are

- Distributed to schools,
- Collected from schools after testing is complete, and
- Returned to the MEAP-Access contractor.

District Assessment Coordinators will also serve as the primary point of contact for communications with OEAA and the contractor.

Building Assessment Coordinators will oversee the test administration process at the building level. They will also identify which teachers will administer tests to students.

Professional Assessment Administration

All staff involved in the administration of the MEAP-Access tests should refer to the *Professional Assessment and Accountability Practices for Educators* document at www.michigan.gov/oeaa for detailed information about their specific roles and responsibilities in accurately and fairly assessing students.

NOTE: At the time this manual went to print, OEAA was in the process of updating the *Professional Assessment and Accountability Practices for Educators* document and presenting it for consideration and approval by the State Board of Education. Please check the OEAA web page at www.michigan.gov/oeaa for the latest information on assessment responsibilities.

All testing personnel must complete and sign an *OEAA Security Compliance Form* to indicate that they

- have read the professional practices document and this manual,
- understand their role in the test administration process,
- agree to keep all test materials secure, and
- agree to keep all information confidential.

These forms are to be signed prior to test administration and kept on file at the district level for one year following the assessment.

Contact Information

MEAP-Access coordinators and test administrators should read this manual in its entirety before staff members are trained and the tests begin. To promote the most effective flow of information, District Assessment Coordinators are to be the primary contacts for all district communications. If District Assessment Coordinators have questions after reviewing this manual, they should do one of the following:

- Contact OEAA for information about MEAP-Access test administration procedures, content, scheduling, ordering, concerns about students with disabilities, and appropriate tests or accommodations:

Phone: 1-877-560-8378, Option 7

Fax: 517-335-1186

E-mail: OEAA@michigan.gov

Web site: www.michigan.gov/meap-access

- Contact Questar Assessment, Inc. for information about receiving, packaging, or returning test materials:

Phone: 1-877-560-8378, Option 4

Fax: 952-997-2770

E-mail: MEAP-Access@QuestarAI.com

Student Selection and Eligibility Criteria

Student Selection for MEAP-Access

For fall 2009, participating students will be determined by the Individualized Education Plan (IEP) Teams using the eligibility criteria.

Eligibility Criteria and Guidelines for Participation

- The *MEAP-Access Eligibility Criteria and Guidelines for Participation* were drafted and distributed last fall along with a memo from Mike Flanagan, Superintendent of Public Instruction, on March 31, 2009. Recipients of these guidelines were local and intermediate school district superintendents, school principals, school staff involved in state assessments, ISD and local special education directors, public school academy directors, and public school academy special education contacts. The full document can be accessed at www.michigan.gov/meap-access.

It is critical that each student participating in MEAP-Access meets all the criteria specified in the *MEAP-Access Eligibility Criteria and Guidelines for Participation*. These criteria include, but are not limited to, the following:

- A student must have a current Individualized Education Program (IEP);
- The IEP must include goals that are based on Michigan's grade-level content standards for the grade in which the student is enrolled. In Michigan, these standards are articulated in the GLCEs;
- The IEP Team is reasonably certain that the student will not achieve grade-level standards, at the same level of rigor as their peers, within the year covered by the IEP;
- The student must have access to and instruction in grade-level content for the grade in which the student is enrolled;
- There must be objective evidence demonstrating that the student's disability has precluded the student from achieving the grade-level standards at the same level of rigor as the student's peers;
- The student's progress or lack of progress must be determined using multiple objective and valid measures of the student's academic achievement over time;
- The IEP Team members must not base their decision on whether a student will participate in the MEAP-Access assessments solely on the student's
 - special education category,
 - ethnicity, or
 - economic background;

- Students who participate in MEAP-Access should not be precluded from attempting to complete the requirements for a regular high school diploma;
- Students with a Section 504 Plan are not eligible for alternate assessments; and
- The IEP team has the flexibility within the assessment continuum to have a student participate in MEAP, MEAP-Access, and/or MI-Access (Functional Independence only) for different content areas.

IEP Monitoring

All IEP Teams who determine that a student will participate in MEAP-Access are responsible for ensuring that he or she meets all of the criteria articulated in the *MEAP-Access Eligibility Criteria and Guidelines for Participation*. Beginning in fall 2009, IEPs selected for monitoring via the MDE Office of Special Education–Early Intervention Services Continuous Improvement Monitoring System–Cycle 2 (CIMS-2) will include questions designed to monitor appropriate student participation in state assessment. Compliance with the State Performance Plan (SPP) Indicator 3 requires all students participating in MEAP-Access to have met each facet of the criteria.

Pre-Identification of Students

To increase the accuracy of student demographic information when reporting performance results, the OEAA requires that all students taking state-level assessments—including the MEAP-Access—be pre-identified. Among other things, the Pre-ID process allows testing contractors to print Pre-ID labels for identified students to be affixed to their scorable test documents.

The MEAP-Access contractor will print and ship barcode labels for every student pre-identified in the OEAA Secure Site on or before the end of the Pre-ID window date. However, there may be instances where students who are eligible for testing were not identified (or were identified incorrectly by that date). For example:

- A new student may enroll in the district;
- A coordinator may note an error in the Single Record Student Database (SRSD); and/or
- A coordinator may need to make changes to a student’s demographic information, such as altering his or her grade of enrollment.

In cases like these (where changes are made after the Pre-ID deadline), it will be too late for the MEAP-Access contractor to print and ship labels for the students, so districts or schools will need to print them locally from the OEAA Secure Site. Locally-printed labels must be printed on Avery #5161 adhesive labels, using a laser printer whenever possible because the scanning equipment may not pick up ink from ink-jet printers. Depending on where the labels are printed (at the district or in the school), coordinators may affix them to the correct test documents before distributing them to schools.

Districts and schools are responsible for pre-identifying students for MEAP-Access on the OEAA Secure Site (www.michigan.gov/oeaa-secure).

Complete instructions on how to pre-identify students can be found in the OEAA Secure Site User Manual, which is located on the login page of the OEAA Secure Site. Additional assistance is available by contacting 1-877-560-8378.

Prior to pre-identification of MEAP-Access students, administrators should check with IEP Teams to ensure that all students who will be assigned to MEAP-Access have a current IEP and meet all of the eligibility criteria specified by federal regulations. The *MEAP-Access Eligibility Criteria and Guidelines for Participation* can be accessed at www.michigan.gov/meap-access.

MEAP-Access Test Administration

Valid and reliable MEAP-Access tests require that tests are first constructed in alignment with Michigan content standards, and then scored according to sound measurement principles. Sound test practices require that schools across the state administer all tests in a consistent manner so that all students have a fair and equitable opportunity for a score that accurately reflects their achievement in each subject.

Schools play a key role in administering the MEAP-Access tests in a manner consistent with established procedures, monitoring the fair administration of the test, and working with the OEAA to address deviations from established test administration procedures. District and school faculty members play a key role in ensuring that administration procedures are followed. Please review the test procedures in this manual, follow the established test administration procedures carefully, and notify the District Assessment Coordinator if a concern arises.

Test Administrators and Proctors

The MEAP-Access tests were designed to be administered, when possible, by the students' own certified teachers or resource room teacher for the content area being assessed. MEAP-Access Assessment Administrators must meet the following minimum qualifications:

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

Depending on the number of students in each room, proctors may also be assigned to assist the test administrator. Assessment Administrators and Proctors are responsible for:

- Reading and becoming familiar with MEAP-Access test administration procedures for the specific test cycle prior to the tests;
- Reading directions **exactly as they appear** in this manual to students and answering questions about test directions;
- Verifying that no unauthorized materials or equipment are being used during the tests;

- Moving throughout the room and ensuring that students are working in the correct section of their test booklets and are marking their responses in the appropriate areas of their answer documents using only a No. 2 pencil;
- Reporting instances of deviations in test administration or prohibited student behavior to the Building Assessment Coordinator for early and fair resolution of any concerns;
- Reviewing student information on answer documents for accuracy;
- Ensuring that all tests are completed according to the schedule, and all materials are returned by the appropriate deadline (see the calendar on page 5);
- Ensuring that all assessment booklets (including Braille, enlarged print, reader scripts, and audio CD versions) and manuals are kept securely locked in storage while in schools;
- Ensuring that all materials are returned after the tests. MEAP-Access test booklets, used student answer documents, and test administrator manuals are secure documents and may not be copied or retained in schools. They must be kept in locked storage both before and after tests. No person, other than students to be assessed, shall be allowed to review or take the test.

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

Complete information regarding the responsibilities of test administrators and proctors, including checklists, may be found in the document, *Professional Assessment and Accountability Practices for Educators*. This document establishes the “ground rules” for how each test is to be administered and is available at the OEAA Web site (www.michigan.gov/oeaa). A checklist of Assessment Administrator and Assessment Proctor responsibilities can be found on pages 94 and 96 of this manual.

NOTE: At the time this manual went to print, OEAA was in the process of updating the *Professional Assessment and Accountability Practices for Educators* document and presenting it for consideration and approval by the State Board of Education. Please check the OEAA web page at www.michigan.gov/oeaa for the latest information on assessment responsibilities.

Students to Be Tested

Michigan has made the commitment that all students must be assessed as required by state policy and federal law. All eligible students who are enrolled in Grades 3 through 8 must be given the opportunity to take the MEAP-Access tests administered in their grades. Students who are repeating a grade and who took MEAP-Access tests the previous year are to be assessed again in the grade they are currently enrolled.

Students with Disabilities

The IEP Team is to determine how students with disabilities are assessed in each of the content areas. According to federal law, the IEP specifies whether or not a student with disabilities will participate in each of the MEAP-Access assessments or in another assessment.

The MEAP-Access test cycle allows adequate time for schools to administer tests and to provide opportunities for makeup tests. Some students may require appropriate and reasonable accommodations to measure achievement relative to state content standards. (See Assessment Accommodations, beginning on page 19.)

Keep in mind that accommodations may ONLY be used if:

1. the student's IEP indicates that they are appropriate for the student, AND
2. they reflect what the student routinely uses, or how the student routinely responds, during instruction.

English Language Learners

English language learners (ELLs), also known as Limited English Proficient (LEP) students, are to participate in the state test programs. ELLs may be given test accommodations that are customarily used during normal classroom activities and testing. For further information regarding ELL test accommodations, see page 19 of this manual.

The U.S. Department of Education allows flexibility in the test participation of English language learners who are "in their first year in U.S. public schools." The "first year" is defined as the first "school year" that the student is enrolled. For the Fall 2009 MEAP-Access tests, this applies to ELLs entering a U.S. public school for the first time during the 2008-09 school year.

This flexibility specifies that during the student's first year of enrollment in a U.S. public school, the school has the option of not administering the Reading/Writing portion of the state test (MEAP, MEAP-Access, or MI-Access), provided that the English Language Proficiency Assessment (ELPA) has been given to the student. ELPA participation counts toward the 95% participation rate requirement for Adequate Yearly Progress (AYP). The student must take the mathematics portion of the state test. The score will not count for AYP. To ensure accurate calculation of AYP, an ELL must have a date entered in the "First Entered USA" field of the student record on the OEAA Secure Site if the student has entered the U.S. within the past 12 months.

A student may be exempt from only one administration of the Reading/Writing portion of the MEAP, MEAP-Access or MI-Access. The mathematics, science, and social studies portions of the State test are to be administered.

MEAP, MEAP-Access and MI-Access Assessments for Ungraded Students

The Michigan State Board of Education policy, the No Child Left Behind Act of 2001, and the Individuals with Disabilities Education Act require that state-level tests be administered to ALL students in required content areas. District policy determines grade assignments for students.

However, when the district identifies a student as ungraded in the Single Record Student Database (such as some programs for students with disabilities and alternative education programs), the State will assign students to a specific grade based on the following table:

Student Age* in Ungraded Programs	Grade Assignment	Required Content areas to be Assessed in Academic Year 2009–2010 (MEAP, MEAP-Access and MI-Access)
9	3rd	Reading, Mathematics
10	4th	Reading/Writing, Mathematics
11	5th	Reading, Mathematics, Science
12	6th	Reading, Mathematics, Social Studies
13	7th	Reading/Writing, Mathematics
14	8th	Reading, Mathematics, Science
15	9th	Social Studies**

* Students must be these ages on or before December 1 of the school year in which the test is administered.
** For students with an IEP requiring an alternate test, the IEP Team will determine how the student is assessed in this content area until the state develops a MEAP-Access or MI-Access test in this content area.

Assessment Accommodations

In the State of Michigan, all students are to participate in the assessment programs approved by the State Board of Education. For some students, accommodations that are routinely used during instruction may be considered for use during the administration of the MEAP-Access assessment. The *Assessment Accommodation Summary Table* is available at www.michigan.gov/meap-access. It identifies standard and nonstandard accommodations for State assessments for students with disabilities, Section 504 students, or for students with Limited English Proficiency (also referred to as English language learners, or ELLs). The table has been approved by the State Board of Education and was developed in consultation with districts, schools, and Michigan practitioners experienced in the education of students within these classifications.

NOTE: At the time this manual went to print, OEAA was in the process of revising the *Assessment Accommodation Summary Table* and presenting it for consideration and approval by the State Board of Education. Please check the OEAA web page at www.michigan.gov/oeaa for the latest information on assessment and accommodations.

In general, the determination for the use of standard or nonstandard assessment accommodations must be documented in the student's school records. For students with disabilities, this documentation must be in the student's Individualized Education Program (IEP). The documentation must be specific for each content area administered.

English language learners (ELLs) may be given accommodations for statewide assessments if the accommodations are customarily used during normal classroom activities and assessment. ELLs must have accommodations spelled out in their ELL plans. Decisions regarding appropriate accommodations for ELLs may be determined in a number of ways. Districts with large populations of ELLs may assign this responsibility to a coordinator or specialist at the administrative level who consults with the classroom teacher. In districts with small populations of ELLs, the decision may be the responsibility of the classroom teacher and the District Assessment Coordinator.

For fall 2009, accommodated versions of the MEAP-Access tests will include Braille, enlarged print, reader scripts, and audio CD versions. Each accommodated version of the assessment ordered will be shipped with one test booklet and one blank answer document.

A school cannot make AYP if it does not have a minimum participation rate of 95% for the entire school and each measurable subgroup. Therefore, it is highly recommended that districts check to see how many IEPs indicate that a student is a candidate for nonstandard assessment accommodations. In light of the significant consequences of using nonstandard assessment accommodations, the IEP Team may find it prudent to review the use of nonstandard accommodations. Remember, this is an IEP Team decision! If there needs to be a change in what is stated in the IEP, the IEP can be amended using the *Addendum to the Individualized Education Program Form and Manual*. These documents can be found at www.mi.gov/ose-eis on the Special Education Administrative Forms and Procedures page.

All students taking MEAP-Access, including students who use an accommodated version of the test, have from the initial date of each content area test through the end of the test cycle (October 29, 2009), if needed, to complete their testing.

All questions related to assessment accommodations for students with disabilities and for English language learners (ELLs), also referred to as Limited English Proficient, should be directed to the OEAA at 1-877-560-8378 or by email to oeaa@michigan.gov.

Assessment Accommodation Consequences—No Child Left Behind

It is important to know whether an assessment accommodation is standard or nonstandard, since it can affect whether a school or district meets the requirements of the No Child Left Behind (NCLB) participation rates and Adequate Yearly Progress (AYP). At the school, district, and subgroup (ethnicity, economically disadvantaged, English language learners, and students with disabilities) levels, a minimum of 95% of the students enrolled in each of the grades being assessed must first participate in the State's English language arts and mathematics assessments in order to make AYP.

A standard assessment accommodation is one that does not change the construct that the assessment is measuring. The score received by a student using a standard assessment accommodation counts when calculating NCLB participation rates. A nonstandard assessment accommodation does change what the assessment is measuring and results in an invalid score. For example, the MEAP-Access reading assessment is intended to measure how well a student can read through decoding. Therefore, if the reading passages and items are read to a student, it becomes a listening assessment and not a reading assessment. Another example is the use of a calculator on any portion of the MEAP-Access mathematics assessment where calculators are not permitted. If a calculator is used on those portions of the assessment, it becomes a nonstandard assessment accommodation because it changes what the mathematics assessment is measuring. As a result, a student using a nonstandard assessment accommodation will not count as being assessed when calculating NCLB participation rates and is counted as not proficient when calculating AYP.

Purpose of Assessment Accommodation Summary Table

The State Board of Education, at its August 2009 meeting, was presented with standard and nonstandard assessment accommodations for the Michigan Educational Assessment Program (MEAP), MEAP-Access, and MI-Access (Michigan's Alternate Assessment Program). The *Assessment Accommodation Summary Table* is for Michigan educators, parents, and parties who are interested in the standard (S) and nonstandard (NS) accommodations for students eligible for special education. The summary table of assessment accommodations (pending approval at the September 2009 meeting) is to be used by educators as a reference to determine whether an assessment accommodation that has been determined appropriate for the student is a standard or nonstandard accommodation for State assessments. It is not to be used as a checklist for determining which assessment accommodations should be used for a student. The *Assessment Accommodations Summary Table* is located at www.michigan.gov/oeaa.

Audio Versions of Tests

Only students whose IEP specifies that the student routinely uses audio accommodations may use the audio versions (compact discs, also referred to as CDs) of the mathematics MEAP-Access tests. Please note that there is no audio version of the writing assessment because the directions and writing prompts are read aloud to all students. There is no audio version for the reading assessments as it changes the construct being measured from reading to listening, making it a nonstandard accommodation.

To order additional audio versions (CDs) of the tests, the District Assessment Coordinator should order online at www.michigan.gov/oeaa-secure. NOTE: It is important to grid the "Audio Version" bubble in Section 8 of the demographic area on the answer document.

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

1. The tests **must be administered to each student individually** unless equipment with a headset and counter is available.
2. All students using an accommodated version of a test must also have a printed copy of the regular test booklet to use.
3. Students should be able to use the equipment independently, since this accommodation is used routinely in the classroom. Students may be assisted in playing the audio version, but may not be given any help with answering any test item.
4. Students who use the audio versions must use standard Fall 2009 answer documents, but may be given one of the following options:
 - Gridding their own answer documents;
 - Marking answers in their test booklets and having a test administrator, proctor, or test accommodations provider transcribe the answers into the answer documents;
 - Dictating responses to a scribe or into a tape recorder to a test administrator, proctor, or test accommodations provider who will then grid the answer documents; or
 - Braille their responses and have a test administrator, proctor, or test accommodations provider transcribe the answers into the answer documents.
5. The test administrator must read the directions from the MEAP-Access Test Administrator Manual to the student exactly as written. Assessment directions are also included at the beginning of each audio version, but should be presented by the test administrator first so that any questions the student has can be addressed.
6. The audio CD test contains item-by-item CD tracking. Any instructions or test item scenario information is included on the track for the subsequent item. For example, Track 1 contains all test information leading up to and including item 1. Track 2 contains item 2, Track 3 contains item 3, and so on.

7. Answer documents (scannable test booklets for Grade 3 students) for students who used the audio versions of the tests must be packaged and returned with the other used answer documents.
8. Audio versions of the tests are **secure materials** that must be returned at the end of the test cycle. **No copies of these materials may be made, downloaded or retained.**

Use of Reader Scripts (Mathematics only)

The use of reader scripts (a scripted version of the assessment) replaces reading an assessment aloud to students from a test booklet. Reader script use for the MEAP-Access mathematics assessment is a standard accommodation for students with disabilities who need that accommodation, as defined in their IEP, and for English language learners. Please refer to the *Assessment Accommodation Summary Table* located at www.michigan.gov/meap-access for more information.

When using reader scripts with appropriate students, the assessment(s) **must be administered to each student individually**. NOTE: It is important to grid the "Assessment Accommodation — Reader Script" bubble in Section 8 of the demographic area on the answer document.

Scribes, Tape Recorders, and Braillewriters

Dictating responses to a scribe or into a tape recorder is a standard accommodation for students with disabilities who need that accommodation as defined in their IEP. Students using one of these accommodations are to include specific instructions about punctuation, spelling, indentation, etc., for constructed response items. Also, the use of a Braillewriter is permissible.

If a student uses a tape recorder, scribe, or Braillewriter as an assessment accommodation, a test administrator, proctor, or accommodations provider must transcribe the student's response onto an answer document or scorable test booklet and return it along with other scorable materials. Spelling, punctuation, indentation, etc., must be transcribed exactly as it was in the student's original response.

For students using a Braillewriter version, it is important to grid the "Assessment Accommodation - Braille" bubble in section 8 of the demographic area on his or her answer document(s). Use the "Scribe" bubble to indicate the student used a scribe as an accommodation; use the "Other" bubble to indicate that the student used a tape recorder as an accommodation.

Enlarged Print and Braille Versions of the Assessments

Enlarged print and Braille versions of the assessment are standard accommodations for students with disabilities who need those accommodations as defined in their IEP. If a student uses an enlarged print version as a test accommodation, **a test administrator, proctor, or accommodations provider must transcribe the student's response into a regular answer document that is returned along with other scorable materials. Student responses for Grade 3 must be entered into the scorable test booklet.** These transcribed answer documents do NOT need to be returned in the white "Special Handling" envelope. Spelling, punctuation, indentation, etc., must be transcribed exactly as it was in the student's original response.

For students using the enlarged print version, it is important to grid the “Assessment Accommodation - Enlarged Print” bubble in section 8 of the demographic area on their answer document(s). For students using the Braille version, grid the “Assessment Accommodation - Braille” bubble.

Word Processors

The use of word processors for constructed response items is a standard accommodation for students with disabilities who need that accommodation as defined in their IEP. Because the writing assessment tests the student's use of the conventions of writing, including correct spelling and grammatical usage, students using word processors or word-processing software as an accommodation must be monitored so that spelling, dictionary, thesaurus, and grammatical software are deactivated. Grid the "Word-Processed" bubble on the student answer document(s) in Section 8 of the demographic area to indicate that the student used a word processor as a standard assessment accommodation. If the spell check, dictionary, thesaurus, and grammatical software are NOT deactivated, the nonstandard assessment accommodation bubble **must** be gridded.

Word-processed answers do not need to be transcribed onto the student's scannable booklet or answer document by the student or a test administrator, proctor, or accommodations provider. Instead, Assessment Administrators need to place a student label (printed from the OEAA Secure Site) on the upper left corner of each page with identifying student information that matches the information on the student's booklet or answer document. (Coordinators will need to print these labels and provide them to Assessment Administrators.)

The additional pages must be included with the student's answer document which has all required student identification information completed. **Do not staple or otherwise attach word-processed pages to the answer document.** Word-processed paper(s) that are returned without a completed student answer document cannot be processed. NOTE: For Grade 3, the pages must be inserted into the student's test booklet.

All answer documents containing word-processed pages must be shipped in the white envelope marked "SPECIAL HANDLING AND/OR WORD-PROCESSED DOCUMENTS." This envelope is provided to the District and Building Assessment Coordinators. **When returning these special handling envelopes, schools should place them on the bottom of any other returned materials in the first box of their return shipment.** Word-processed pages that are not returned in this manner cannot be scored.

Additional Paper

When additional paper is used for constructed response items, the Assessment Administrator needs to place a student label (printed from the OEAA Secure Site) on the upper left corner of each page with identifying student information that matches the information on the student's booklet or answer document. (Coordinators will need to print these labels and provide them to Assessment Administrators.)

The additional pages must be inserted with or into the student's answer document which has all required student identification information completed. **Do not staple or otherwise attach additional paper to the answer document.** Additional paper that is returned without a completed student answer document cannot be processed.

All answer documents (or scannable test booklets for Grade 3) containing additional papers must be shipped in the white envelope marked "SPECIAL HANDLING AND/OR WORD-PROCESSED DOCUMENTS." This envelope is provided to the District and Building Assessment Coordinators. **When returning these special handling envelopes, schools should place them on the bottom of any other returned materials in the first box of their return shipment. Word-processed pages that are not returned in this manner cannot be scored.**

Extended Time for Testing

Extended time is a standard accommodation for students with disabilities who need that accommodation as defined in their IEP. Since MEAP-Access is untimed, students may take the time necessary to complete the test. It is also permissible to allow for the assessment to be administered in parts with small breaks between segments.

The fall 2009 assessment window runs from October 13, 2009, through October 29, 2009. All students taking MEAP-Access will have until October 29, 2009, to complete all subjects being assessed. However, students may not begin a subject until the day the subject is scheduled to be assessed for all students. For example, the MEAP-Access Mathematics test may not be administered prior to October 20, 2009. (See the Assessment Schedule on page 5.)

Special Test Situations

Students Who Move During Test Administration

If a student has completed either the Reading or Mathematics test in the sending school, the District Assessment Coordinator or building principal of the student's receiving school must contact the student's former school and confirm which MEAP-Access test the student has completed. Students do not need to retake a test confirmed as completed in the sending school. The sending school will include all answer documents with their shipment back to the scoring contractor.

For the sending school: The District Assessment Coordinator or building principal must send a message to aypcontactus@michigan.gov and include the student's name, grade level, school and district name, and exit date.

For the receiving school: Either grade-level test the student did not take may be taken using the receiving school's test forms with a barcode label affixed to the student's answer document.

Rapid Onset of Medical Disability

Prior to the tests, a student may have rapid onset of a medical disability that warrants a test accommodation. For example:

- A few days prior to the test, a student broke his or her arm. The student may need a test accommodation (e.g., a word-processor or a scribe); or
- A student recently underwent surgery and is homebound or still in the hospital. The student may need to take the test at home or in the hospital with appropriate supervision of a school district professional.

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

Fire Emergency or Building Evacuation

Please contact the appropriate person in the building, and report the event to OEAA.

Weather Emergency

Please contact the appropriate person in the building, and report the event to OEAA.

Test Administration: Materials

Fall 2009 MEAP-Access test materials will be delivered no later than two weeks before the test cycle begins. Preprinted student barcode labels are shipped with other test materials if the deadline for registering the students has been met and they are sorted according to grade, subject, class/group ID, student last name, student first name, and student middle initial. An overage of answer documents and test materials will be shipped to schools and the district. A packing list will be provided for checking in the materials. **Keep the boxes your materials arrive in. You will need them for returning materials.** Shipments include the following:

2009 MEAP-Access Test Administrator Manual

There is one test administrator manual for ALL MEAP-Access tests. Manuals are supplied for each District and Building Assessment Coordinator and each test administrator. Nonsecure portions of the MEAP-Access manual are online at: www.michigan.gov/meap-access.

No copies shall be made of the secure portions of the MEAP-Access Test Administrator Manual.

Test Booklets: *Reading and Mathematics (Grades 3-8), Book 2 Reading/Writing (Grades 4 and 7)*

- **Grade 3** — Students use a scorable test booklet (combined booklet and answer document) for all subjects. Schools will receive barcode labels to be affixed to each student's test booklet.
- **Grades 4-8** — Test booklets are provided for each content area by grade. Separate answer documents are provided. Schools will receive barcode labels to be affixed to each student's answer document.

No copies shall be made of any test booklets or any portion thereof. Assessment booklets are secure materials which must be carefully monitored and kept in locked storage while in schools.

Answer Documents

Every student taking a MEAP-Access test (excluding Grade 3, in which students have scorable test booklets) will have a separate answer document for Reading and Mathematics. It is very important that students use the answer document that corresponds to the test being administered. Answer documents for the same subject cannot be used across grades, nor can the same grade's answer document be used across subjects. For example, do not use a Grade 4 Mathematics Answer Document when administering the Grade 5 Mathematics Test.

No copies shall be made of the scorable student test booklet and answer documents or any portion thereof. Answers shall not be transcribed or recorded on any document other than a scorable test booklet or answer document.

Demographic Information

There are nine sections on the Grade 3 scorable test booklet and the Grades 5, 6, and 8 Answer Documents. There are ten sections on the Grades 4 and 7 Answer Documents. Sections 1-4 and 10 are to be filled out by the student and sections 5-9 are to be filled in by the administrator. These sections are explained in detail:

1-4 Student, teacher, school, and district. To be filled out by the student.

5 Class/Group: Section 5 is an optional field. This optional information allows districts and schools to receive reports organized by class or group designation(s). It is the decision of the school or district to use this option and to define class/group numbers that are most useful to the district or school. Assessment administrators should contact their District Assessment Coordinator for their 4-digit class/group number.

6 Research Codes I and II: This is an optional field. In addition to the usual aggregate school and district summaries, research reports provide districts with an opportunity to receive results broken out (disaggregated) by research group (up to ten groups per report). In the past, school districts have used the optional research fields to answer such questions as:

1. Is there a relationship between the number of years students have attended school in our district and their test scores?
2. Is there a difference in attainment of achievement objectives among those students who had reading program A vs. reading program B (vs. reading program C, etc.)?
3. Do students in “non-graded” classrooms score higher or lower than students in “conventional” classrooms?

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

1. Research questions must be developed at the district level, and each report response must be assigned a different number from one to ten. **The assessment administrator may enter one response per code on the student’s answer document (one response in the Report I column and one response in the Report II column).**
2. Districts may elect to use one or both of the Research Report options at any or all of the grades assessed.

7 Report Codes: Assessment administrators select the appropriate codes, using the following guidelines. Mark all that apply.

Home Schooled – If an assessed student is home schooled, fill in the “Home Schooled” bubble. 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 MEAP-Access tests, but may test during the district’s test cycle. Home-schooled students should contact their local school district for test information. Public school districts are required to administer the MEAP-Access tests to home-schooled students who reside in their district

and wish to test. Districts will receive separate reports for a home-schooled student, plus a parent report. The parent report should be forwarded to the parents or guardians of the home-schooled student. Parents or guardians of home-schooled students should contact their local school district for more assessment information.

Formerly Limited English Proficient (FLEP) – A student is designated as Formerly LEP when he or she is no longer designated LEP because the school or school district has determined that the student is no longer eligible to receive support services to acquire English language proficiency. This designation must be used to track student achievement for two years after the LEP designation has been removed. (No Child Left Behind, Title III, Subpart 2, Section 3121.)

Homeless – A homeless student is one who lacks a fixed, regular, and adequate nighttime residence. This includes students who live in shelters, abandoned buildings, cars, and public spaces, as well as students whose families share housing with other families because of economic hardship or live in motels, hotels, trailer parks, or campgrounds.

Student Prohibited Behavior – (See page 33 for use of the "Student Prohibited Behavior" bubble.)

- 8 Assessment Accommodation:** The Assessment Accommodation section of the student answer document is used to identify the test accommodation(s) used by a student as required by the No Child Left Behind Act of 2001. If a student received more than one accommodation for MEAP-Access, mark all that apply. If a student did not receive any accommodation for the test, leave this area blank.

The answer documents for mathematics each list the same standard accommodations. The Reading/Writing answer documents, however, have fewer accommodation options listed as standard accommodations. Due to the construct of what is being tested on the Reading/Writing tests, some accommodations considered to be standard accommodations for the other content areas would become nonstandard accommodations if used during the Reading/Writing tests.

- 9** This section is bubbled only when an “emergency” form is used.

- 10** Students in Grades 4 and 7 are given instructions to fill in the form number from the front of their Book 2 Reading/Writing booklet.

Mathematics Overlay

A mathematics overlay sheet is supplied for each student taking the MEAP-Access mathematics test in Grades 3 and 8. (Students in Grades 4-7 do not require a mathematics overlay sheet to take the test.)

- The overlay sheet for Grade 3 contains a ruler that measures inches and centimeters, and a “Grid in Square Units.”
- The overlay sheet for Grade 8 contains a ruler only, that measures inches and centimeters.

White “Special Handling” Envelope

This should be used for the return of word-processed or other documents needing special handling.

Return Kit

This contains labels and instructions for returning the MEAP-Access materials, including:

- Class/Group Header Sheets
- Special Handling Envelope
- Paper Bands
- Light purple-colored Scorable Materials Labels
- Tan-colored Non-scorable Materials Labels
- Return Shipping Labels
- Packing Diagrams

Packing Checklists

Immediately upon arrival of test materials, District or Building Assessment Coordinators should verify that sufficient quantities have been received.

Any shortages of MEAP-Access test materials should be reported by the District Assessment Coordinator as soon as possible. The District Assessment Coordinator is responsible for submitting additional orders. Assessment Administrators should not open test booklet packets until the first day of the test for a subject.

Test Administration: Guidelines

The purpose of the MEAP-Access tests is to accurately measure student achievement in Reading/Writing and Mathematics for Grades 3-8. To accomplish this, school personnel administering the tests play a crucial role. Administrators can minimize problems that interfere with assessing students by following these guidelines:

- Maintain the security of all test materials before, during, and after the test, and between test sessions;
- Administer the tests in a manner consistent with established test procedures;
- Establish test conditions that prevent opportunities for students to engage in prohibited behaviors (intentional or unintentional);
- Review student information completed on answer documents for accuracy; and
- Communicate with the District Assessment Coordinator if questions or concerns arise.

Test Security

Assessment booklets, including Braille, enlarged print, reader scripts, and audio versions (CDs) are all secure materials that must be carefully monitored.

MEAP-Access test booklets and the Test Administrator Manual are secure documents and may not be copied or retained in schools. They must be kept in locked storage both before and after the tests are administered and returned to the MEAP-Access contractor as directed. No person, other than students to be assessed, shall be allowed to review or take the test.

A sample of the OEAA Security Compliance Form is included on page 89 of this manual. This form should be read and signed by all MEAP-Access coordinators, test administrators, proctors, and any individuals who have had access to the MEAP-Access tests or assisted with test administration. This form is to be signed when test materials are distributed and before testing begins. ***These forms are to be kept on file by the District Assessment Coordinator for one year.***

Leaving the Room During the Test

Students are allowed to go to the restroom during the test, but it is best not to make a general announcement to that effect. Only one student may leave the test room at a time. Collect the test booklet and answer document from the student upon leaving and return them to the student when he or she is back in the room. **Assessment administrators must never allow students to be unsupervised during testing.**

Students who leave a test session for an extended length of time (i.e., lunch hour, remainder of the school day due to illness, etc.) should not be allowed to resume testing. Contact the OEAA for further instruction.

Monitoring Test Administration

Assessment administrators and proctors are responsible for monitoring student activities during the test to make sure that students are progressing through the tests and are not confused about directions. Before the test, make sure to:

- Distribute all materials to students.
- Check for appropriate test booklets and answer documents.
- Remind students to turn off all electronic communication devices (e.g., cell phones, pagers, PDAs, iPods[®], etc.) and to store them out-of-sight.
- Ensure that the only materials on students' desks and tables are those authorized for use in that part of the test.
- Administer the tests according to the test administrator manual.
- Read directions **exactly as they appear** in the test administrator manual to students. Answer questions about test directions as described in the test administrator manual.
- Monitor the test sessions by moving throughout the test room.
- Ensure that students are working in the correct section of their test booklets and are marking their responses in the appropriate areas of their answer document (or test booklet for Grade 3) using only a No. 2 pencil. Student responses are limited to the space provided in the answer document, unless specified as an approved accommodation. Students are not permitted to return to previously administered sections of a test after a session is complete. Students may not revisit test answers *for any reason* after test booklets and answer documents have been collected.
- Ensure that the test room is quiet during the entire test administration.
- Remain in the test room at all times, unless replaced by another trained staff member.
- Report any incidents of questionable student behavior or deviations in test administration to the Building Assessment Coordinator for early and fair resolution of any concerns. (See page 34.)
- Ensure that students do not leave the test room unless extenuating circumstances are present. If a student must leave, test administrators must collect the test booklet and answer document and return them to the student upon his or her return. Only one student may leave the room at a time.

Also consider the following:

- Are students in Grades 4-8 marking their responses in the correct document (answer document vs. the booklet)?
- Are students in Grades 4-8 marking their responses in the correct section of the answer document?
- Is there a large number of erasures? Are students confused about the directions or having other problems?

- Are students doodling or marking randomly? Do they appear to be racing through the test? Students may underline, highlight, or write notes in their booklets only. Remind them of the importance of the test results.
- Are any students distracting others? If so, they should be moved to a separate test room.

Administrative Errors During Assessment

If an administrative error occurs during the test, the District Assessment Coordinator should report it immediately to the OEAA at 1-877-560-8378 or email **OEAA@michigan.gov**. The prompt reporting of an administrative error may allow a remedy to be implemented that would allow the school and students to obtain valid scores. Some examples of administrative errors include:

- not allowing a student to complete the test,
- failing to keep test materials secure at any time before, during, or after the test, or
- allowing students to be unsupervised during the test.

If there is any question about whether an administrative error has occurred, please contact the OEAA. The first concern of MEAP-Access staff is to assist the district in obtaining valid scores.

Student Prohibited Behavior During Assessment

The “Student Prohibited Behavior” bubble on section 7 of the student answer documents is to be used to identify students who engage in prohibited behavior. In August 2005, the State Board of Education approved the Office of Educational Assessment and Accountability (OEAA) *Professional Assessment and Accountability Practices for Educators*. This document is available at the OEAA Web site (**www.michigan.gov/oeaa**). This document establishes the “ground rules” for how each test is to be administered. It is recommended that the document be downloaded from the Web site and read in its entirety prior to the assessment cycle, as it contains specific information for individuals based on test responsibilities.

School personnel should review this section prior to administering the tests. Students should also be informed of appropriate test practices.

Students should also be made aware of prohibited test practices and the potential consequences. Prohibited student behavior includes any of the following:

- Communicating or collaborating in any manner with another student. This includes written, electronic, verbal, or gestured forms of communication;
- Copying another student’s answers, or requesting or accepting help from another person;
- Using any material or equipment that is not expressly permitted by the test administration manual;
- Answering a test question or any part of a test for another student, or providing assistance to another student before or while that student is taking a state test;

- Returning to previously administered sections of the test after a test session is complete;
- Using any prohibited calculator, communication, or information storage device (e.g., cell phones, pagers, PDAs, iPods[®], etc.); and
- Engaging in any other behavior that has the intent of artificially affecting the student’s score or the score of another student.

All reasonable attempts should be made to redirect students with questionable activity. If the Assessment Administrator (or Assessment Proctor) observes a student who appears to be engaging in one or more of the prohibited behaviors, the Assessment Administrator should allow the suspected student(s) to finish the test and code the student’s answer document by filling in the “Student Prohibited Behavior” bubble in section 7 of the demographic area. The Assessment Administrator is to immediately notify the Building Assessment Coordinator of the suspected prohibited behavior. An immediate preliminary investigation with appropriate documentation is to be conducted to determine if prohibited behavior occurred. The District Assessment Coordinator can be a valuable resource in the preliminary investigation and should be notified about any prohibited behavior.

The principal must then notify the student and his or her parent or guardian of the alleged prohibited behavior and provide them with a chance to respond.

If the principal determines that the student has not engaged in a prohibited practice, as reported, and notifies the OEAA in writing within 20 school days of the last day of the test cycle, the test score(s) will not be invalidated, and the OEAA will restore the affected score(s). If the principal does not notify the OEAA within the 20 school days, the score(s) will remain invalidated. Adequate Yearly Progress (AYP) requires the use of a valid test score. A student without a valid test score will be considered “not assessed” for AYP purposes.

The “Student Prohibited Behavior” bubble is NOT meant to be used for students who do not appear to be working hard on the test or otherwise not taking the test seriously. It is only intended for students engaging in prohibited behavior.

MEAP-Access Grades 3-8 Reading Test

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

The Reading test for Grades 3, 5, 6, and 8 is contained in one booklet. Tests for Grades 4 and 7 are divided into two booklets. Book 1 contains reading items only. Book 2 will be one of four forms: Forms 1 and 2 have reading and writing items. Forms 3 and 4 have only writing items. Directions for the Grade 4 and 7 Book 2 Reading/Writing tests begin on page 44.

NOTE FOR GRADES 4 AND 7: After students complete the Book 1 Reading Test, keep the answer documents secure for student use with Book 2. When Book 2 testing begins, redistribute the students' answer documents. Ensure that each student receives his or her own answer document from Book 1.

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

Grades 3-8 MEAP-Access Reading Test — October 13, 2009

Materials Needed by Test Administrator:

- MEAP-Access Test Administrator Manual for Fall 2009

Manuals are secure materials that must be carefully monitored. They must be kept in **locked** storage while in schools.

Materials Needed by Students:

- MEAP-Access Reading Booklet
 - Grade 3 MEAP-Access Reading Scorable Test Booklet
 - Grades 4-8 Reading Booklet

- MEAP-Access Reading Answer Document
 - Grades 5, 6, and 8 MEAP-Access Reading Answer Document
 - Grades 4 and 7 MEAP-Access Book 1 Reading Answer Document
- No. 2 pencil

Test booklets are secure materials that must be carefully monitored. These materials must be kept in **locked** storage while in schools. Students may underline, highlight, or write notes in their test booklets. **No scratch paper or additional sheets of paper may be used unless specified as an assessment accommodation.**

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

Test Length

This test is **untimed** and student-paced. Students **must** be given as much time as needed during the *same continuous session* to complete the test being administered. Arrangements should be made before testing begins for any student who needs additional time to complete the test.

For planning purposes, the time recommended for the test sessions is approximately 60 minutes for Part 1 and 45 minutes for Part 2.

Additional time is necessary to distribute materials, read test directions to students at the beginning of each session, and collect test materials at the end of each session.

Directions

Passages printed in the shaded boxes and preceded by the word **SAY** are instructions to students and are to be read aloud ***exactly as they are written***. (The italicized instructions to the test administrator are not read aloud to the students.) Pause periodically to make sure students understand these directions and answer questions as necessary.

The demographic information in sections 5-10 on the back cover of the scorable test booklet or on the front of the student answer document should be filled in by the Assessment Administrator either before distributing test booklets or after they have been collected. (See page 27.)

Grade 3 Reading Directions continue on the following page. Grades 4-8 Reading Directions continue on page 40.

The Reading directions for Book 1 and Reading/Writing Directions for Book 2 are considered *SECURE MATERIAL*.

This portion of the manual (pages 37-69) is not available online. Please refer to the print manuals shipped to your school from the contractor.

MEAP-Access Grades 3-8 Mathematics Test

This manual contains detailed test administration procedures. It also contains appropriate and inappropriate test preparation and administration guidelines, and other valuable tips and instructions. It is important that test administrators review this entire manual before administering a test.

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

Materials Needed by Test Administrator:

- MEAP-Access Test Administrator Manual, Fall 2009

Materials Needed by Students:

- Grade 3 MEAP-Access Mathematics Scorable Test Booklet
- Grades 4-8 MEAP-Access Mathematics Booklet
- Grades 4-8 Mathematics Answer Document
- Overlay Sheets (if applicable)
- No. 2 Pencil
- Calculator (when permissible)

Test booklets are secure materials which must be carefully monitored. These materials must be kept in **locked** storage while in schools. Students may underline, highlight or write notes in their test booklets. **No scratch paper or other devices not listed above may be used unless specified as an assessment accommodation.**

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

Test Length

This test is **untimed** and student-paced. Students **must** be given as much time as needed during the *same continuous session* to complete each part of the test being administered. Arrangements should be made before testing begins for any student who needs additional time to complete the test.

For planning purposes, the test session estimated times vary by grade and part. Please refer to the *Fall 2009 MEAP-Access Test Schedule* on page 5.

Additional time is necessary to distribute materials, read test directions to students at the beginning of the session, and collect test materials at the end of the session.

Directions

The text on the following pages contains the specific directions for administering the mathematics test. Passages printed in the shaded boxes and preceded by the word **SAY** are instructions to students and are to be read aloud **exactly as they are written**. (*The italicized instructions to the test administrator are not read aloud to the students.*) Pause periodically to make sure students understand these directions and answer questions about the directions as necessary. When referring to a particular area on an answer document, hold the document up and point to the proper area to help students find their place.

If you choose to read any part of the MEAP-Access Mathematics test aloud to your students, you **must** use a reader script. Reader script use for the MEAP-Access mathematics assessment is a standard accommodation for students with disabilities who need that accommodation, as defined in their IEPs, and for English language learners. Please refer to the *Assessment Accommodation Summary Table* located at www.michigan.gov/meap-access for more information. The table below lists items that may NOT be read aloud. (Not listed in the table are items with unlabeled shapes in the stem or answer choices. These may not be named or described to the student.)

Grade	Item	Do Not Read
3	2	answer choices
4	1	number in stem
4	2	answer choices
7	7	answer choices

NOTE: Sections 5, 6, 7, 8, and 9 of the answer document are to be filled in by the assessment administrator either before distributing the answer documents or after they have been collected.

Grade 3 Mathematics Directions continue on the following page. *Grades 4-8 Mathematics Directions* continue on page 75.

The Mathematics directions are considered **SECURE MATERIAL.**

This portion of the manual (pages 72-79) is not available online. Please refer to the print manuals shipped to your school from the contractor.

Ending a Test Session

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

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

Test booklets are secure materials that must be carefully monitored. They must be kept in **locked** storage while in schools.

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

Test Administrator Responsibilities After Testing

Before sorting materials, please note that an answer document is considered used if a student has taken all or part of the test. NOTE: In Grade 3, the test booklet is a scorable test booklet.

1. Verify that there is only one of each appropriate answer document for each student. The appropriate answer documents are as follows:

Mathematics (Grades 3 - 8)

Reading (Grades 3, 5, 6, and 8)

Book 1 Reading and Book 2 Reading/Writing (Grades 4 and 7)

2. Check the answer documents for the following:
 - a. Only answer documents dated Fall 2009 have been used.
 - b. The barcode label on the answer document matches the student's name printed on the answer document and that all answer documents have a barcode label specific to the student. Each answer document returned for scoring must have a scannable barcode label attached. There will be a \$10 fee for each answer document returned without a scannable barcode label affixed (see page 14).
 - c. All required student identification fields (Student Name, Teacher Name, etc.) have been completed accurately.
 - d. All optional data fields the district chose to use, Sections 5, 6, 7, 8, and 9 (if applicable), have been completed accurately.

- e. No correction fluid, crayons, markers, highlighters, or colored pencils have been used on student answer documents.
 - f. No staples, glue, rubber bands, or paper clips have been used on student answer documents.
 - g. No extra paper is attached (except when approved as a test accommodation).
 - h. No answer documents have been disassembled or damaged.
3. Notify the District Assessment Coordinator if an answer document is found to have been damaged, or to contain markings by writing utensils that are not allowed. The District Assessment Coordinator should contact the OEAA for assistance.
 4. Notify the Building Assessment Coordinator of any student answer documents that are to be returned in the envelope that is marked "Special Handling or Word-Processed Documents." These envelopes are for those students who used a word processor as a test accommodation. The student answer document and word-processed page(s) are to be returned in the white envelope. This applies to additional paper as well. Each of these pages must also have a student barcode label.
 5. Keep the mathematics overlays and reference sheets for use in future classroom activities if they have not been written on. Those that have been written on must be destroyed or returned to the Building Assessment Coordinator.
 6. Return **all answer documents** to the Building Assessment Coordinator as soon as possible after the test. Refer to *Assembling Scorable Materials for Return* on page 84.
 7. Complete the *OEAA Security Compliance Form* and return it to your Building Assessment Coordinator. Follow your Building Assessment Coordinator's instructions for completing the *MEAP-Access School/Grade Header Sheet* and the optional *Class/Group ID Sheet*.
 8. Return this manual with the non-scorable and ancillary materials.

District and/or Building Assessment Coordinator Responsibilities After Testing

1. If a student used a tape recorder, scribe, enlarged print test, or Braillewriter as a test accommodation, a member of the school staff must transcribe the student's responses into a scannable answer document that has the student's preprinted information or barcode label affixed. Spelling, punctuation, indentation, etc., must be transcribed exactly as it was in the student's original response.
2. If a student used a word processor as a test accommodation for constructed response items, multiple-choice responses must be gridded onto a regular answer document by the student or a member of the school staff. Word-processed constructed response answers do not need to be transcribed onto an answer document by school staff. Each word-processed page must be printed and identified using a student's barcode label affixed to each additional page with content area and item number noted on each page.

The additional pages must be inserted with or into the student’s answer document that has all required student identification information completed. Do not staple or otherwise attach word-processed pages to the answer document. Word processed paper(s) that are returned without a completed student answer document cannot be processed.

All answer documents containing word-processed pages must be shipped in an envelope marked “Special Handling and/or Word-Processed Documents.” When returning these special handling envelopes, schools should place them on the bottom of any other returned materials in the first box of their return shipment. Word-processed pages that are not returned in this manner cannot be scored.

Organizing Scorable Materials for Return

- A. First, separate the secure materials into two piles for return to the contractor — one for the scorable materials (test booklets for grade 3 and answer documents for grades 4-8) and another for test booklets (grades 4-8) and *MEAP-Access Test Administrator Manuals*.
- B. Once all the scorable materials are separated from the non-scorable materials, separate the scorable materials by grade level and content area.

NOTE: All materials with test items are considered secure and MUST be returned to the MEAP-Access contractor. For more information, refer to the table on page 84.

Stacking the Booklets and/or Answer Documents for Each Building

Repeat this process for each school or building:

- A. If the school would like score reports to list students by class/group, a scannable *Class/Group ID Sheet* that identifies the teacher name for each class/group must be submitted. A sample sheet and instructions for completing it can be found on page 86.
- B. For each grade level and content area being returned, complete a *MEAP-Access School/Grade Header Sheet*. Be sure to place one completed sheet on top of each grade level and content area submitted and bubble in the total number of documents being returned for that grade and content area. A sample sheet and instructions for completing it are provided on page 87.
- C. Bundle all *MEAP-Access School/Grade Header Sheet* and scorable materials together by grade level and content area, using the white paper bands. Please note that each grade level and content area MUST be bundled separately by content area. (See the *MEAP-Access Return of Scorable Materials* graphic on page 85 or use the *Scorable Packing Diagram* included in your shipment to assist you.)
- D. Bundle any completed *Class/Group ID Sheets* together, and bundle any Special Handling Envelopes that were used together. Use the white paper bands provided to secure the bundles.
- E. Place all the scorable materials in sturdy cartons. (It is strongly recommended that schools/districts use the cartons in which the materials were originally shipped.) Place the bundled MEAP-Access Special Handling Envelopes (if used) in the cartons first as shown on the *Packing Diagram*

and in the Return of MEAP-Access Scorable Materials graphic on page 85. Next, put the bundled grade level units into the cartons, stacking them in descending order by grade level (i.e., Grade 8 materials should be at the bottom and Grade 7 materials should be next). Then put the bundled *Class/Group ID Sheets* on top of these units, at the top of the box.

- F. Affix the purple Scorable Materials Label to each box that contains scorable materials. It is recommended that each school's prepared box (or boxes) be left unsealed until District Assessment Coordinators can check the materials.
- G. Pack all non-scorable materials in their own box or boxes in any order. (Refer to the Non-Scorable and Ancillary Materials Packing Diagram for more information.) Non-scorable materials include
 - Test Booklets for grades 4 through 8;
 - Enlarged Print Booklets;
 - All CDs;
 - Braille books;
 - MEAP-Access Test Administrator Manuals.
- H. Affix the tan Non-Scorable Materials Label to each box that contains non-scorable materials.
- I. Do not seal the boxes until they have been checked by both the District Assessment Coordinator and Building Assessment Coordinator. They need to be sure that all the materials have been returned and that the correct grade level scorable materials are bound with paper bands to the correct *School/Grade Header Sheets*.

Returning Materials for the District

After confirming that the materials have been properly stacked and packed, the District Assessment Coordinator should affix return shipping labels to each box. The district must return the school materials in ONE shipment on or before Wednesday, November 4. See page 5 for more information on shipping dates.

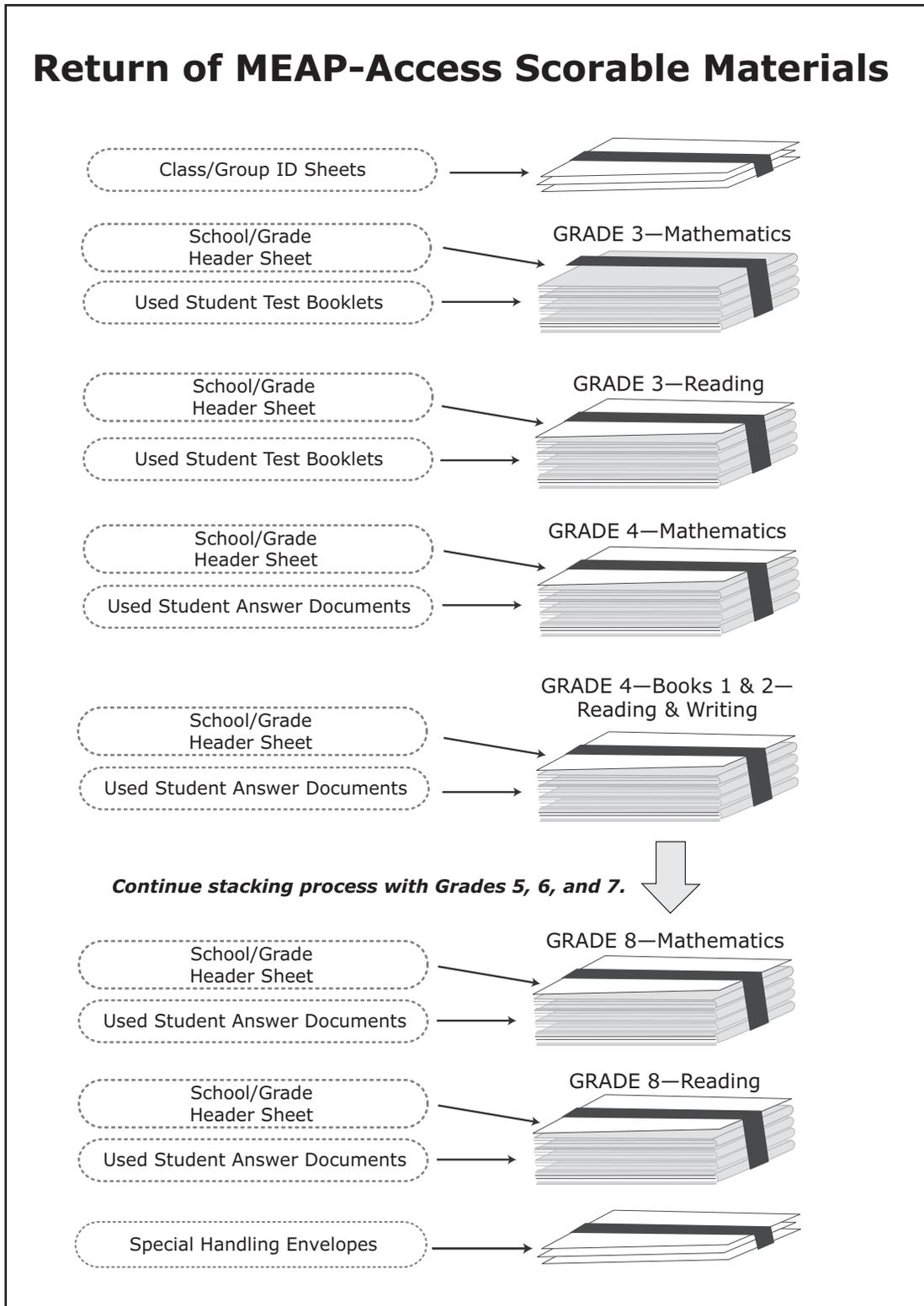
Assembling Scorable Materials for Return

Assessment Materials to be Returned

Assessment Materials	Return to MEAP-Access Contractor	Schools Keep	Schools Destroy
All MEAP-Access Test Administrator Manuals	X		
All Test Booklets (including Braille, enlarged print, reader scripts, and audio versions)	X		
Used Answer Documents	X		
Unused Answer Documents			X
Unused Scorable Test Booklets (Grade 3)	X		
Marked Math Overlays			X
Unmarked Math Overlays		X	
Signed OEAA Security Compliance Forms		X*	
Used School/Grade Header Sheets	X		
Used Class/Group ID Sheets	X		
Unused School/Grade Header Sheets			X
Unused Class/Group ID Sheets			X

*Signed OEAA Security Compliance Forms are kept on file for one year by the District Assessment Coordinator.

The diagram below is an example of how scorable materials should be assembled for return to the MEAP-Access contractor. The *Class/Group ID Sheets* for each school should be placed on top of the stacks of used answer documents for that school. The used answer documents are separated by grade and then by content area (Reading, Reading/Writing, and Mathematics).



OEAA Security Forms and Responsibilities

The purpose of the *OEAA Security Compliance Form* is to ensure that all parties that have access to the assessment materials understand that these are highly secure materials and are to be used for assessment purposes only. These forms should be read and signed by all parties who have access to the MEAP-Access assessment materials prior to test administration.

Follow the directions printed on the *OEAA Security Compliance Form*. A sample form is included on the following page. These forms are NOT returned to the scoring contractor. District Assessment Coordinators are to keep all signed forms on file for one year.

Pages 90 - 97 are excerpted from the publication *Professional Assessment and Accountability Practices for Educators*, which is available in each school and district, and is publicly available on the OEAA Web page at www.michigan.gov/oeaa.

- District Assessment Coordinator Responsibilities
- Building Assessment Administrator Responsibilities
- Assessment Administrator Responsibilities
- Assessment Proctor Responsibilities

Each person assigned responsibilities as the school test administrator or test proctor should receive a copy of the appropriate document, so that they will understand their responsibilities before, during, and after the test. After the *OEAA Security Compliance Forms* are signed, they should be returned to the Building Assessment Coordinator.

OEAA 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 *Professional Assessment & Accountability Practices for Educators* as published by the Office of Educational Assessment and Accountability (OEAA) 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 as they relate to my role in the current assessment.

Date: _____

Signature: _____

Printed Name: _____

Note: An electronic copy of the *Professional Assessment & Accountability Practices for Educators* is available on the Internet at <http://michigan.gov/oeaa>. For further information, contact the Michigan Department of Education, Office of Educational Assessment and Accountability, 608 W. Allegan St., P.O. Box 30008, Lansing, MI, 48909, or call toll-free 1-877-560-8378.

1. Assessment Programs *Mark ALL that apply*

MEAP
 MEAP-Access
 MI-Access
 MME
 ELPA

2. District

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

3. School

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

4. Assessment Roles *Mark ALL that apply*

District Coordinator
 Proctor
 School Coordinator, Test Supervisor, or Back-Up Test Supervisor
 Accommodations Provider or Test Accommodations Coordinator
 Assessment Administrator or Room Supervisor
 Other

5. Information Box

PLEASE PRINT—Use full names.

School Name: _____

District Name: _____

Directions

TO COMPLETE:

- Mark all corresponding bubble(s) next to the assessment program(s) for which you have one or more roles.
- Print the **DISTRICT** code. Enter leading zeros if necessary (for example, "01234"). Mark the corresponding bubbles. (Note: District Coordinators mark district code only; skip Step 3.)
- Print the **SCHOOL** code. Enter leading zeros if necessary (for example, "01234"). Mark the corresponding bubbles.
- Mark all corresponding bubble(s) next to your role(s) in the assessment administration process (for example, District Coordinator, School Coordinator, etc.).
- In the area under **Information Box**, district coordinators print district name **only**. All others print **both district** name and **school** name on the lines provided.

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.



District Assessment Coordinator Responsibilities

Each district, public school academy, and non-public school must designate a District Assessment Coordinator. The District Assessment Coordinator sets the tone of high performance with integrity for the entire district and holds specific responsibilities. The District Assessment Coordinator shall:

Before Assessment Administration

- Serve as the designated person for the district or ISD/RESA in all communications with OEAA and/or Scoring Services.
- Be aware of appropriate assessment activities and ethical practices at all levels.
- Inform District Superintendent and local Board of Education of state assessment practices document.
- Be aware of assessment preparation guidelines.
- Attend statewide assessment program meetings and apply training to assessments.
- Coordinate the pre-identification, ordering, distribution and security of assessment materials.
- Be a resource to the Building Assessment Administrator in developing and disseminating an assessment plan for the building including: a schedule of days and times; rooms to be used; staff to be involved; accommodations to be provided for; impact on buses, bell schedules, lunches, and other events; and plans for students not being assessed at any given time.
- Review identification and demographic information for accuracy and consistency with other school records.
- Approve Assessment Administrator qualifications.
- Disseminate assessment information contained in correspondence to district and school staff (including administrators, curriculum directors, teachers, and counselors), and to students and parents where appropriate.
- Read and become familiar with the information in the Test Administrator Manual.
- Train Building Assessment Coordinators in ethical standards and appropriate administration practices specific to MEAP, MEAP-Access, MI-Access, and ELPA.
- Oversee inventory of all assessment materials.
- Store assessment materials in a secure location.
- Organize assessment materials for individual schools in the district.
- Be sure that assessment materials arrive at schools before the assessment period.

- Direct the accurate completion of student identification information and “School Use Only” sections of answer documents.
- Ensure that Building Assessment Coordinators know the procedure for the return of materials after assessments are completed.

During Assessment Administration

- Monitor at least a sample of assessment administrations.
- Answer questions from the Building Assessment Coordinators and Assessment Administrators that might arise during the assessment administration.
- Report any assessment irregularities and administration procedural errors to the OEAA. Immediately contact the OEAA at the number provided in the Administration Manuals with detailed information and steps taken. You may wish to call the OEAA at 877-560-8378.

After Assessment Administration

- Assist Building Assessment Coordinators with any assessment administration issues such as invalidation of assessments and special codes/accommodations.
- Ensure that answer documents have been completed and filled in correctly.
- Consolidate and assemble all assessment materials after assessment administration according to procedures specified.
- Arrange for assessment materials to be returned to the appropriate scoring service by the required deadlines.

Complete the *OEAA Security Compliance Form*, collect all signed forms from Building Assessment Coordinators, and keep them on file in the district for one year.

Building Assessment Coordinator Responsibilities

My District Assessment Coordinator	
Phone	Email

Each school building that is involved in administering assessments (including adult and alternative education programs) should have a Building Assessment Coordinator. The Building Assessment Coordinator has a key role in setting the tone of high performance with integrity for the building and holds specific responsibilities. The Building Assessment Coordinator shall:

Before Assessment Administration

- Serve as the building contact person between the school and the District Assessment Coordinator.
- Attend training conducted by the District Assessment Coordinator and apply procedures appropriate to the specific assessment.
- Read and adhere to the information in the Assessment and Administrator Manuals.
- Develop and disseminate an assessment plan for the building, including: a schedule of days and times; rooms to be used; staff to be involved; accommodations to be provided for; impact on buses, bell schedules, lunches, and other events; and plans for students not being assessed at any given time.
- Train the Assessment Administrators and Proctors on administrative procedures and ethical practices.
- Provide information regarding ethical and unethical assessment practices information to students, assessment administrators, proctors, teachers, and parents.
- Conduct an inventory of assessment materials received from the District Assessment Coordinator.
- Ensure assessment materials are kept in a secure location.
- In rooms used for assessment, ensure that all items (such as displays, charts, maps, tables, bulletin board material, etc.) that contain any information directly related to MDE Benchmarks and GLCEs that could provide information to students in answering questions during test taking have been cleared or covered.
- Assemble and distribute assessment materials to Assessment Administrators.
- Ensure that assessment materials that are allowed by the state assessments are made available to students.

- Assist in making Assessment Administrators aware of any assessment accommodations prescribed in Individualized Education Programs (IEPs), 504 Plans, and instructional practices for English language learners.
- Have a plan for students who finish early or who require extra time; and
- Reinforce to Assessment Administrators and Assessment Proctors the prohibited use of electronic communication or information storage devices (i.e., pagers, cell phones, PDAs, iPods®).

During Assessment Administration

- Ensure that each room used for assessments has an Assessment Administrator and an Assessment Proctor, if needed, present at all times.
- Ensure that assessment materials are kept secure in a designated location within the school between assessment sessions until all materials are returned to the District Assessment Coordinator.
- Monitor assessment administration sessions to ensure the security and accountability of all secure materials and that standardized assessment procedures are being followed; and
- Report and document any assessment irregularities or administrative procedural errors to the District Assessment Coordinator immediately.

After Assessment Administration

- Collect and conduct an inventory of assessment materials after the assessment.
- Notify the District Assessment Coordinator of any missing materials and follow instructions for recovering them.
- Ensure that answer documents have been completed and filled in correctly.
- Ensure that any cover or return form has been completed correctly.
- Prepare all assessment materials for return to the District Assessment Coordinator.
- Return assessment materials to the District Assessment Coordinator consistent with required timelines; and
- Report and document any incidents that have not been previously reported that deviate from proper administrative procedures.

Complete the *OEAA Security Compliance Form* and return all signed forms to the District Assessment Coordinator.

Assessment Administrator Responsibilities

My Building Assessment Coordinator	
Phone	Email

Assessment Administrators must be at least one of the following:

- An employee of the district who is a certified or licensed educational professional;
- A substitute teacher who is certified and employed by the district on an as-needed basis;
- Someone who was a certified teacher but has allowed the teaching certificate to expire due to retirement or change of career and has been approved by the District Assessment Coordinator as a qualified test administrator.

The Assessment Administrator sets the tone of high performance with integrity in the test room and holds specific responsibilities. The Assessment Administrator shall:

Before Assessment Administration

- Attend training by the District Assessment Coordinator and/or Building Assessment Coordinator specific to MEAP, MEAP-Access, MI-Access, or ELPA.
- Read the Test Administrator Manual prior to tests.
- In rooms used for testing, ensure that all items (such as displays, charts, maps, tables, bulletin board material, etc.) that contain any information directly related to MDE Benchmarks and GLCEs that could provide information to students in answering questions during test-taking have been cleared or covered.
- Ensure the test room has an adequate amount of district-supplied materials (i.e., pencils or rulers).
- Know test security procedures and be prepared to follow them before, during, and after each test session.
- Have a plan for students who finish tests early or who require extra time.
- Have an implementation plan for students in need of accommodations as prescribed in Individualized Education Programs (IEPs), and instructional practices for English language learners (ELLs).

During Assessment Administration

- Distribute all materials to students. Check for appropriate test booklets and answer documents.

- Remind students to turn off all electronic communication devices (e.g., cell phones, pagers, PDAs, iPods[®], etc.) and to store them out-of-sight.
- Administer the tests according to the Test Administrator Manual.
- Read directions exactly as they appear in the administration manual to students. Answer questions about test directions as described in the administration manuals.
- When directed by the administration manual to read directions from the student test booklet, read the specific directions.
- Monitor the test sessions by walking around the room to make sure students are working independently on the test.
- Ensure that students are working in the correct section of their test booklets and are marking their responses in the appropriate areas of their answer document. Student responses are limited to the answer spaces provided.
- Ensure that the test room is quiet during the entire test administration.
- Remain in the test room at all times unless replaced by another trained staff member.
- Report any incidents of deviations in test administration or questionable student behavior to the Building Assessment Coordinator for early and fair resolution of any concerns.
- Ensure that students are not allowed to leave the test room unless extenuating circumstances are present. If a student must leave, Assessment Administrators must collect the test booklet and answer document and return them to the student upon his/her return. Only one student may leave the room at a time.
- Direct students to erase any stray marks and darken any faint bubbles prior to handing in their completed tests.

After Assessment Administration

- Collect test materials and account for all test materials regardless of perceived student effort.
- Ensure that answer documents have the correct student identification completed correctly.
- Do not erase or darken any marks in the student answer document.
- Deliver test materials in person to the Building Assessment Coordinator at the end of each test administration.
- Report any potential test irregularity or administrative procedural error to the Building Assessment Coordinator.

Complete the *OEAA Security Compliance Form* and submit it to the Building Assessment Coordinator.

Assessment Proctor Responsibilities

My Building Assessment Coordinator	
Phone	Email

As a general rule, students do best when assessed in the typical classroom environment. If larger groups must be assessed, appropriate allocation of staff will maximize student success. Depending on the number of students in each room, trained proctors may be assigned to assist the Assessment Administrator. It is recommended that a proctor be assigned for any group beyond a reasonable classroom size of 25 to 35 students.

An Assessment Proctor can be a teacher's aide, paraprofessional, or other paid district or school personnel. If volunteers must be used, they should be trained with appropriate testing procedures; family members of students in the test group should not be used as proctors.

Assessment Proctors who are used in the capacity of providing test accommodations to students must be thoroughly trained in providing the accommodations prior to the test.

The Assessment Proctor assists in setting the tone of high performance with integrity in the test room and holds specific responsibilities. The Assessment Proctor's responsibilities include:

Before Assessment Administration

- Participate in test administration training.
- In rooms used for testing, ensure that all items (such as displays, charts, maps, tables, bulletin board material, etc.) that contain any information directly related to MDE Benchmarks and GLCEs that could provide information to students in answering questions during test taking have been cleared or covered.

During Assessment Administration

- Assist the Assessment Administrator in monitoring the prohibition of electronic communication and information storage devices (e.g., cell phones, pagers, PDAs, iPods[®], etc.)
- Assist the Assessment Administrator in distributing test materials.
- Observe students and monitor those who have been given permission to leave the test room temporarily.
- Monitor the test sessions by walking around the room to make sure students are working independently on the test.
- Ensure that students are working in the correct section of their test booklets and are marking their

responses in the appropriate areas of their answer document. Student responses are limited to the answer spaces provided.

- Remain in the test room at all times unless replaced by another trained staff member.
- Ensure the test room is quiet during the entire test administration.
- Report any questionable or unusual activity to the Assessment Administrator immediately.
- Accompany students who are being directed to an alternate test room to complete tests.
- Provide accommodations as prescribed in the student's Individualized Education Program (IEP), and instructional practices for English language learners.

After Assessment Administration

- Assist the Assessment Administrator in collecting and accounting for all test materials.
- Ensure that answer documents have correct student identification completed and filled in correctly.

Complete the *OEAA Security Compliance Form* and submit it to the Building Assessment Coordinator.

MEAP-Access Feedback Form

Student Challenges of Assessment Items

Clearly identify items being challenged.

Comments Regarding MEAP-Access Assessment Administration

A. Good Points

B. Areas Needing Improvement

Return this form to:
MEAP-Access Comments
P.O. Box 30008
Lansing, MI 48909
Fax: 517/335-1186



Michigan Department of Education
Office of Educational Assessment and Accountability
608 West Allegan Street
P.O. Box 30008
Lansing, MI 48909
(877) 560-8378
www.mi.gov/meap-access

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