OEAA Update

Produced by the Michigan Department of Education, Office of Educational Assessment and Accountability (OEAA), for all who administer statewide assessments in Michigan. Please post in a conspicuous location.

Website: www.michigan.gov/oeaa
Toll-free: 877-560-8378
Email: oeaa@mi.gov

Table of Contents

If you have any questions about any material in this OEAA update, please call 877-560-8378 or e-mail oeaa@michigan.gov.

Stay In Touch With OEAA

To ensure continued communications from the Office of Educational Assessment OEAA, please do not delay in checking the Educational Entity Master (EEM) and assuring all of the following have been correctly identified (including contact information) for your district/schools: Superintendent, Principals, District MEAP Coordinator, District MI-Access Coordinator, District MEAP-Access Coordinator, and District ELPA Coordinator. While anyone can access the EEM to review this information, only the authorized EEM user for your district can make changes in the EEM at www.michigan.gov/eem. If you need assistance with using the EEM, call 517-335-0505.

MEAP-Access Fall 2009 Assessment

The MEAP-Access assessment is the newest statewide assessment being administered this fall. MEAP-Access assesses grades 3-8 grade level content expectations (GLCEs) for Reading and Mathematics. The Writing test will be administered for grade 4 and 7 only.

MEAP-Access is designed to address the assessment needs for students that the MI-Access Functional Independence and MEAP assessments are not appropriate. The eligibility criteria are listed on the MEAP-Access webpage at www.michigan.gov/meap-access.

Students selected for participation in MEAP-Access must:

1. have a current IEP in order to be eligible, and
2. MUST be flagged as "Special Education" in the Single Record Student Database (SRSD). Students assessed with MEAP-Access but not checked as "Special Education" will be considered not assessed.

MEAP-Access will be administered during the same timeframe as MEAP, which starts October 13 and runs through October 29, 2009. MEAP-Access administration is not confined to a single day of testing. Once the start date for a content area has arrived, that content area may be assessed anytime through the end of the cycle, which ends October 29, 2009. A calendar has been provided to show when each content area may be assessed. Test materials will begin arriving the week of September 28, 2009.

MEAP-Access Testing Calendar				
OCTOBER 2009				
Monday	Tuesday	Wednesday	Thursday	Friday
	13 **Reading**	**14** Reading	**15** Reading	**16** Reading
19 Reading	**20** **Math** and/or reading	**21** Math and/or Reading	**22** **Writing**, math, and/or reading	**23** Writing, math, and/or reading
26 Writing, math, and/or reading	**27** Writing, math, and/or reading	**28** Writing, math, and/or reading	**29** Writing, math, and/or reading *NO TESTING AFTER TODAY!*	**30**
NOV 2	**NOV 3**	**NOV 4** **LAST DAY TO SHIP**	*Late fees and other penalties may be assessed if you ship after November 4.*	

Dates to remember:

- Districts can pre-identify students through the OEAA secure site and will receive preprinted student labels with their test materials if entered by September 17, 2009. Beyond this date they will need to print the labels locally.
- Additional materials may be ordered on the OEAA secure site between September 29 and October 26, 2009.
- The final day to return all materials, with no penalty or fees, is November 4, 2009.
- The dates for schools to review tested roster will be around November 17 through 23, 2009. An email message will be sent to the MEAP-Access District Coordinator when the tested roster is available. Tested roster is the last opportunity to make sure

all the student answer documents have been received by the contractor and that the student demographic information is correct.

Enlarged Print and MEAP-Access

As products from the OEAA evolve, we are striving to incorporate principles of Universal Design for Learning (UDL) wherever feasible. Utilizing a larger, clearer font in assessment materials is one of the UDL characteristics that the OEAA is attempting to integrate. All directions and items in MEAP-Access booklets for grades 3 through 5 are 12-point Verdana font; grades 6 through 8 booklets are in 10 or 11-point Verdana, depending on the type of item.

Since reading comprehension selections feature authentic text, it was not possible to also change the fonts on some passages. They are used on our state assessments with permission from the original authors and cannot be modified without copyright violations.

As has been the case for MEAP, the MEAP-Access assessments for fall 2009 will have enlarged print versions. These accommodated versions have traditionally been used only by students classified as visually impaired, but other students with disabilities may utilize this format if appropriate. In order to ensure that the students with disabilities participating in MEAP-Access have the most accessible assessment possible, the OEAA recommends that each IEP team consider the enlarged print format.

If the IEP team determines that a student would respond better taking the test with enlarged print, make sure that this accommodation is noted on the student's IEP for each content area. In addition, be sure to communicate this to your MEAP-Access coordinator and/or any other staff responsible for ordering materials to ensure that enough enlarged print booklets arrive. Samples of font and type sizes used for MEAP-Access reading selections are posted on the MEAP-Access Web site (at www.mi.gov/meap-access). If you have any questions, please call 877-560-8378 or e-mail oeaa@michigan.gov.

The New MEAP Writing Assessment

A decision by the Michigan State Board of Education last spring to assess writing at 4th and 7th grades starting in 2010 (with field testing of new items in the fall of 2009) led to the creation of the Writing Assessment Advisory Committee. The committee's goal was to review the MEAP writing assessments that had been used from 2005 through 2008 and make recommendations for improvement.   Committee members included classroom teachers, school administrators, ISD consultants and private individuals. After examining MEAP writing test data from several years, reviewing NAEP and other state writing assessments and the GLCEs, the committee made several recommendations.

Writing from Knowledge and Experience

Since Writing from Knowledge and Experience has historically been a key component of Michigan's writing assessment, the committee decided that it was important to maintain with minor modifications. Future changes include rewording the prompt so that students will write a narrative response as well as limiting the number of options.

Peer Response to Student Writing Sample

The committee also felt that the Response to the Student Writing Sample with the multiple choice items should be kept because these items address the GLCEs that cover revising and editing, many of which are less efficiently assessed in a constructed response format.

The Peer Response to the Student Writing Sample will be standardized for both 4th and 7th grade to reflect actual classroom practice. Students will be asked to respond to the following prompt: "What could the writer do to improve this sample?" The writing samples will vary, thus yielding different responses.

Informational Writing

One critical aspect of writing that the committee recommended adding to the assessment was informational writing. With the elimination of the constructed responses on the math, science and social studies MEAP, it was decided that this genre of writing should be addressed on the writing assessment. By including an informational constructed response, the significance of writing in the content area is also reinforced.

At every grade level, there is a writing GLCE under the genre domain that expects students to demonstrate an understanding of central ideas and supporting details using effective organizational patterns. Based on these expectations, the committee decided to initially assess "Writing to Make Comparisons" at the 4th grade and "Writing to Show Cause and Effect" at the 7th grade. These text structures were intentionally selected as a means of scaffolding the assessment so that students would be better prepared to write a persuasive essay when they take the ACT in eleventh grade. Other organizational patterns, such as descriptive writing, may be assessed on future MEAPs.

In order to ensure that writing is the ONLY construct being assessed, no additional reading (other than the prompt) will be required. For the comparison piece at grade four, students will be given a one to two word sentence which asks them to compare two things (e.g., apples/oranges or flies/mosquitoes). At the seventh grade, students will be given a short prompt that states a cause and they will need to write about the resulting effects (e.g., effects of watching television on study habits or effects of a bad storm) or vice versa. The various content areas provide many opportunities for applying these and other organizational patterns when writing. Remember, teaching within a context is always better than teaching in isolation.

What Will Be on the Assessment This Fall?

Writing items will be field tested this fall (2009), and become operational next fall (2010). For field testing this fall, the 4th and 7th grade tests will have one student writing sample with eight multiple choice items. In addition, there will be one constructed response. Depending on the test form, students will be asked to respond to either the new informational prompt or the Peer Response to the Student Writing Sample.

Scoring Rubrics

The use of analytic rubrics for scoring the narrative and informational prompts along with a new holistic rubric for the Peer Response to the Student Writing Sample will also be field tested this fall. The analytic rubrics are currently slated to measure student performance on the following components of writing:

- Content and Ideas

- Organization
- Style
- Conventions

Preliminary rubrics will be released soon. Since rubrics are flexible tools and need to be adapted to fit the task, the rubrics released this fall will be considered drafts. Once scoring of the field test constructed responses is complete, the rubrics will be finalized.

Checklists

The following checklists from the MEAP test booklets are provided to give teachers and students an idea about the expectations for these new items.

Comparison Checklist

_____ Do I include an introduction that states how the topics are being compared?
_____ Do I provide at least one comparison which is supported with important details and examples?
_____ Do I use language effectively to help the reader understand the comparisons?
_____ Do I use a logical order to move from one idea to the next?
_____ Do I include a conclusion that helps the reader understand my comparisons?
_____ Do I spell, punctuate, and capitalize my writing to help readers understand?

Cause and Effect Checklist

_____ Do I include an introduction that clearly states the cause and effect relationships?
_____ Do I use important details and examples to explain at least one effect?
_____ Do I use language effectively to help the reader understand the cause and effect relationships?
_____ Do I use a logical order to move from one idea to the next?
_____ Do I include a conclusion that helps the reader understand the cause and effect relationships?
_____ Do I spell, punctuate, and capitalize my writing to help readers understand?

MI-Access Fall 2009 Assessment

The OEAA secure site is now open for the fall 2009 MI-Access student pre-ID entry through September 17, 2009 (www.michigan.gov/oeaa-secure). Students identified by this date will receive preprinted labels for student answer documents. Students selected for MI-Access must have a current IEP in order to be eligible.

The fall MI-Access assessment window is October 12 through November 20, 2009.

MI-Access assessment materials will arrive in districts the week of September 28, 2009. Additional materials may be ordered at the secure site from October 5 through November 13, 2009. Early returns should be returned by November 13, 2009 to the contractor. Please check the webpage for information about the early return program and to view the 2009-2010 MI-Access Calendar. The final day to return all assessment materials to the MI-Access contractor with no penalties or fees is Dec. 4, 2009.

New for MI-Access Functional Independence assessments: ELA is no longer a combined score of Accessing Print and Expressing Ideas. Expressing Ideas is assessed in grades 4, 7,

and 11. This change will be reflected in student test booklets and student answer documents this fall.

Assessment Accommodations Update

The Assessment Accommodation Summary Table provides Michigan educators, parents, and other interested parties a summary of the standard (S) and nonstandard (NS) accommodations for each state assessment included in Michigan's Educational Assessment System (MEAS). The summary table is to be used by educators as a reference to determine if an assessment accommodation that has been determined appropriate for the student, is a standard or nonstandard accommodation for the MEAS.

The Assessment Accommodation Summary Table, approved by the State Board of Education (SBE) in 2005, now requires revisions since there is a new state assessment: MEAP-Access. In 2009, an advisory committee was formed to review the current table in its entirety to determine if additional revisions were necessary.

A revised Assessment Accommodation Summary Table was presented to the SBE in August, 2009, and is on the approval agenda for September, 2009. If approved by the SBE, the revised assessment Accommodation Summary Table will be effective for the fall 2009 Assessment window. The changes are designed to improve the usefulness of the table; there are no major changes to the types of accommodations provided.

The OEAA will send an email notification to the listservs if the revised table receives SBE approval. In addition, the revised table will be posted to the web site immediately upon SBE approval.

Fall 2009 MDE Assessment & Accountability Conferences

The deadlines are fast approaching to register at the early bird rate for the two remaining Educational Assessment and Accountability Conferences

The Grand Rapids conference will be held at the DeVos Place on September 21. Register by September 8 at the rate of $110. The Novi conference will be held at the Rock Financial Showplace on September 28. Register by September 14 to receive the above rate. Registration fees will increase after the dates above to $125. Walk-ins the day of the conferences is $140 if space permits. Registration includes a continental breakfast, lunch, materials, and SB-CEUs if you attend for the full day.

The conferences will focus on assessment and accountability topics including sessions on MEAP, MI-Access, MEAP-Access, MME, AYP, MI-SAS, Secondary Credit Assessments, ELPA, NAEP, and using assessment data. Space is limited at all sites.

Michigan Merit Examination (MME) Important Dates

Please keep in mind these important dates for MME:

- Week of August 31 – High School (HS) Principals receive MME School Establishment/Renewal packets.
- Week of September 8 - September issue of MME Focus on Spring 2010 will be distributed to HS Principals and District Assessment Coordinators via email. Please make sure your email addresses are correct in the MDE Educational Entity Master

(EEM). The September issue will focus on the School Establishment and Renewal process, as well as the September webcasts.

- Monday – September 21, 2009 – HS Principal Profile Forms are due naming the MME Test Supervisor, MME Backup Supervisor, and MME Test Accommodations Coordinator for your school for this school year. Forms and instructions are located in the MME School Establishment packet that HS Principals will receive the week of August 31. Public high schools will be completing this process online. Nonpublic high schools will continue to return hard copy forms to ACT for this school year.
- Tuesday – September 22, 2009 - Webcast 1pm – Spring 2010 MME Overview
- Tuesday – September 22, 2009 – Webcast 2pm – Spring 2010 MME Accommodations Application Process Briefing (Applications for MME Day 1 ACT Plus Writing are due December 1, 2009).

New OEAA Secure Site User Account Policy

OEAA has implemented a new policy beginning immediately for issuing user IDs and passwords for the OEAA Secure Site to more closely comply with the Federal Education Records Privacy Act (FERPA).

OEAA will only create user IDs for the following type of users:

- District Administrator Level Access
- School Administrator Level Access for nonpublic schools
- ISD level access and/or users requiring access to multiple districts
  - A form must be submitted for each district and signed by the district superintendent

A user ID request form must be completed, signed by the Superintendent or Nonpublic School Administrator and the user ID applicant, and faxed to OEAA at 517-335-1186. The user ID request forms will only be available by emailing a request to OEAA@michigan.gov. There is a separate form for each of these levels of access.

OEAA will verify the name of the Superintendent/Nonpublic Administrator from the Educational Entity Master (EEM). The request will be denied if the Superintendent/Nonpublic Administrator name does not match what is in the EEM.

A confirmation of the receipt of the completed request form will be sent via email to the Superintendent/Nonpublic School Administrator email addressed as listed on the EEM to verify that it is approved.

The OEAA will send the new user information via email to the approved user within 24 – 48 hours of the request.

The District or Nonpublic School Administration Level access will allow the user to create new users, delete users, change the level of access of current users, and reset a user's password for the district or nonpublic school. All requests for other types of user access and password resets received by OEAA will be directed back to the appropriate District/School Administrator Level User.

Information on how to create new users, delete users, change the level of access for current users and resetting passwords can be found in the User Maintenance section of the OEAA Secure Site User Manual, which can be found on the log in page of the site before logging in or at the bottom of the Announcement screen after logging in.

Fall 2009 MEAP Assessments

MEAP Test Administrator Manuals

The Fall 2009 MEAP Test Administrator Manuals for grades 3 – 9 are now available on the MEAP web page (www.michigan.gov/meap). There is one administrator manual for each grade assessed. The MEAP District and Building Coordinator Handbook is not being produced for fall 2009. Information formerly contained in this handbook is included in each test administrator manual.

Although a supply of manuals will be shipped with test materials approximately 2 weeks prior to the test window, the administrator manuals are posted online for the benefit of those who would like to review and/or print copies in advance.

MEAP Test Schedule and Make-up Testing

The Fall 2009 MEAP Schedule is posted on the MEAP web page. Each MEAP subject area test has a specific initial test date and multiple make-up test dates. This fall there is not a specific make-up test form that must be used (e.g., Form 11 in fall 2008). Students, who do not take a test on the initial test date, may test on scheduled make-up test dates. These students will use the same test form assigned to the school.

Emergency MEAP Test Administration or Resumed MEAP Testing

If a student becomes ill during testing or if parents/guardians remove students from school during testing, there are two options for the school to consider:

(1) The student takes the **entire** emergency test for the appropriate grade/subject area; or
(2) The student resumes testing where he or she left off.

The decision to allow the student to resume testing or take the **entire** emergency test should be made by the school *and* parents or guardians of the student. Factors to consider in making this determination should be if the student was able to give his or her best effort before they stopped testing or if taking the entire emergency test is in the best interest of the student.

In cases where a student will take the **entire** MEAP emergency test under option 1 above, the school will need to contact OEAA to request an emergency test (at no charge to the district) and the student will need a new student answer document (with a preprinted barcode label attached). The original, partially completed, answer document should be returned in the orange special handling envelope with the appropriate information completed. The new student answer document will have to be returned for scoring with a completed MEAP School/Grade Header Sheet indicating Form 99.

When the decision is made to allow a student who became ill or was removed from school by the parent/guardian during testing to resume where he or she left off, all of the following criteria *must* be met:

1) The test administrator must collect all of the test materials and make a note of exactly the last question answered by the student. Students who stop in the middle

of a constructed-response question will not be allowed to return to that question. The student must have a one-on-one test administrator/proctor for the remaining portion of the test.

2) The building MEAP coordinator must fill out the *Special Case Assessment Form* posted on the OEAA Secure Site (www.michigan.gov/oeaa-secure) and submit the completed form to OEAA.

3) The test directions must be read aloud to the student (except the directions for completing the demographic page of the answer document if that has already been completed); and

4) The test administrator must ensure that the student is NOT allowed to review, change, or go back to any previously administered portion of the test.

If all four of the above conditions cannot be met, the student must take the **entire** MEAP emergency test.

Late Fees for Return of Materials

Schools that return MEAP answer documents for scoring that do not have the correct preprinted student information or barcode label affixed will be charged a $10 fee for processing these documents. Schools that return test materials after November 4th may be charged a late fee (see MEAP Test Schedule). All fees will be assessed through our scoring contractor, Measurement Incorporated.

CEPI Update – MSDS 2.0 Deployment

MSDS 2.0 is scheduled to be deployed into production in mid-September. The deployment of MSDS 2.0 is focused on critical functionality so that the SRSD can be decommissioned in August 2009 as planned. Testing is currently underway at the state level, and district testing runs from mid-July through late August.

2.0 New Collections (not deployed in MSDS 1.0)

- Fall General Collection: This replaces the fall SRSD collection. Full-time equivalency (FTE), enrollment, demographic and program participation data are reported in this collection for state and federal reporting purposes. This will be the official fall FTE count. This collection is due into the MSDS November 4 and must be certified by November 18, 2009.
- Supplemental Nutrition Collection: This collection is for districts to report students who are eligible for supplemental nutrition. The collection replaces the reporting of these data in both the Michigan Electronic Grants System (MEGS) and the SRSD. This collection must be submitted and certified by November 12, 2009.
- Student Record Maintenance: This optional collection is used to: submit any summer graduates for the "End of Summer Snapshot;" submit enrollment records between general collections; submit exit records; update student demographic and program data; and request changes to the primary education providing entity (PEPE). The End of Summer Snapshot is due October 14, 2009

2.0 New Functionality

- Enhanced UIC Matching: The MSDS 2.0 matching process has been rewritten for efficiency and to enhance the quality of UIC matches. This includes the ability to utilize first-name pseudonyms, hyphenated last names, character removal (e.g.,

O'Brien = Obrien), multiple-birth order, middle names, and inverted first and last names.

- Enhanced Student Search: The student search functionality currently only looks for exact matches. This has been enhanced to include the option to run a search through the full matching algorithm. This can help users find UICs for students they know are in the system but cannot readily find using the basic student search functionality.
- Decertification: This allows users to decertify a collection before the end of the collection window without going through the CEPI. This functionality puts more control of the data back into the district users' hands. Users can decertify and recertify as often as they like during the collection window.
- Student History Reports: District users can now access a student history report for students currently enrolled within their district. This report provides information about program participation, enabling district users to identify potential needs for services more quickly upon students' enrollment, as well as their mobility history, which is critical for graduation rate calculations.
- FTE Conflict Resolution: This functionality enables the authorized users of a district to see when they have FTE conflicts for one of their students with another district (>1.0 FTE) and provides a mechanism for alerting the ISD auditor when those conflicts cannot be resolved prior to the audit. In the SRSD, these data were only made available to the ISD auditors. District users will have two weeks after the close of the fall and spring general collections to resolve conflicts before those conflicts move to the auditor for resolution.
- Audit: The basic audit functionality currently available in SRSD for intermediate school district (ISD) auditors will be deployed in the MSDS for the fall count.
- Reports: For the first time, MSDS will provide reports back to district users on data they have certified. For the initial deployment, reports will be limited to summary reports that were available in the Administrator Data Review application, alpha lists, submission summaries and key quality review reports (similar to existing error-check reports).
- Reusable Components: All collections have been structured around the use of components. Components are logical groupings of characteristics that are consistent across all collections. If the code or definition of a characteristic changes, it is changed once and applies to every collection. This will ensure consistency in definitions and codes across all collections.
- Usability Enhancements: The staging-area summary screen has been modified for usability; menu items have been changed to make it easier for users to navigate the system.