

## HOW CAN YOU HELP?

### BEFORE THE TESTS



- ✚ Talk with your child about when the tests will be given, what types of test they are, and what the teacher has said about them.
- ✚ Let your child know that the tests are important. Encourage your child to try his/her best so the results will reflect your child's learning as accurately as possible.
- ✚ Cramming for the MEAP is not a good idea. These tests cover what has been learned over time; last-minute studying will not help much, if any. Encouraging your child to keep up with classwork is, and will be, the best preparation for any test he/she will take.
- ✚ Read with your child and encourage him/her to read a variety of materials.



### THE DAY OF THE TESTS

- ✚ You can help your child well on test days by encouraging him/her to relax and to feel positive about testing.
- ✚ A good night's sleep and a good breakfast always help performance.
- ✚ Be sure your child is at school on time.
- ✚ When your child returns home, ask about the testing and how he/she thought everything went.

### AFTER THE TESTS



- ✚ Once the scores have been returned to you district, ask your child's teacher, principal, or counselor to review test results with you.
- ✚ Discuss the scores with your child. Point out areas where your child has demonstrated strength, and areas where he/she may need help.
- ✚ Attend parent/teacher conferences.

## QUESTIONS ABOUT MEAP TESTING?

### CALL YOUR CHILD'S SCHOOL

#### Oscoda Area School District Administration

##### Superintendent of Schools

Christine Beardsley

##### Director of Curriculum & Student Support

Hallie Snyder

##### Cedar Lake Elementary

##### Glennie Elementary

Jane Negro, Principal

##### Richardson Elementary Middle School

Charlie Negro, Principal

Scott Moore, Assistant Principal

##### Oscoda High School

Neil Brady, Principal

Steve Kennedy, Assistant Principal

##### Oscoda Board of Education

Neal Sweet, President

Craig Peters, Vice President

Anne Holley, Secretary

Sherry Clouse, Treasurer

Mark Parent, Trustee

Elizabeth Hayman, Trustee

Mark Poland, Trustee

Our partnership with you in the education of your child is important. We hope that you find this information useful and that the MEAP testing sessions will prove to be positive experiences for your child.

For ideas and help with learning activities, call the Curriculum Office (989-739-2033)

## OSCODA AREA SCHOOLS



## MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM

## AN INFORMATION GUIDE FOR YOU AND YOUR STUDENT

Testing window  
October 14  
through  
October 30, 2008



## WHAT IS MEAP?

MEAP is a statewide program initiated by the State Board of Education and funded by the legislature.

MEAP consists of a set of tests that assess reading, mathematics, writing, science and social studies. The tests reflect the Michigan framework and benchmarks in these five content areas. The state requires that all Michigan public schools administer these tests each year to students in selected grades. English Language Arts is tested at grades 3-8; Mathematics is tested at grades 3-8; Science is tested at grades 5 and 8; and Social Studies is tested at grades 5 and 9.

Beginning with the class of 2005, students who perform in the top two levels of achievement on one or more of the MEAP tests administered at grades 7 and 8 may be eligible for an additional \$500 merit award. In addition, potentially-eligible grades 7 and 8 students must meet the High School Tests (HST) requirements.

### WHAT DOES MEAP LOOK LIKE?

The MEAP tests are untimed. Test items are multiple choice and constructed-response items. Summary results are reported as the percent of students scoring in each of the content-specific categories of achievement. Performance is reported as “Level 1-Exceeded Michigan Standards”, Level 2-Met Michigan Standards”, Level 3-Basic Level”, and “Level 4-Apprentice”. These tests are administered to students in several sessions to avoid test fatigue.

The new **English Language Arts** (ELA) test consists of three parts related to a common theme. The tests are designed to assess writing, listening and reading skills.

Part 1 requires the student to write to a prompt related to the theme. Part 2 requires the student to listen to a story being read, take notes, and then



answer ten multiple-choice questions. Part 3 requires the student to read two selections related to the theme and then answer multiple-choice questions, answer cross-text questions across the two reading texts, and then produce a written response to a direct question connecting the two selections to the theme.



The **Mathematics** tests are designed to assess mathematics knowledge necessary to live and work in a technological society. These tests have a strong focus on mathematical problem-solving and higher-order thinking skills. Students respond to some multiple-choice and open-ended questions.

The **Science** tests cover physical, earth, and life sciences. Students respond to three item types: Cluster Problems—students read a scenario based in a real world context and then respond to a series of multiple-choice and open ended questions; Text Critique—students read a short science passage from the popular press (newspaper, magazine) and then respond to a series of questions about the passage through multiple-choice and open-ended questions. Students read about an investigation and then respond to independent multiple-choice items and a constructed-response item that related to the investigation.



The **Social Studies** tests are designed to measure knowledge and skills in relation to six of the seven areas in the state social studies framework and benchmarks. Students respond to three item types: Selected Response—students read a passage, map, chart or table and then respond to a series of multiple-choice questions; Constructed Response—requires students to explain a conclusion, provide examples, complete a chart, interpret information, or give a reason for their answer; Extended Response—requires students to write more



detailed answers which include interpretations of data from an imaginary policy issue, identify a relationship presented in the data section, take a position for or against a policy and give reasons for supporting the position taken.

### HOW IS THE MEAP SCORED?

**Students’ responses are rated according to set standards-NOT against other students.** Students are compared only to standards set by the State Board of Education.

Every student has an equal chance of meeting or exceeding the State Board of Education Standards. Because student scores are based on pre-set standards, it’s possible for every student to meet or exceed those standards.

### WHEN CAN YOU SEE THE RESULTS?

MEAP results from the winter testing should be returned before the end of the school year. Once the school district receives the results, the information will be shared with you.

### HOW ARE MEAP RESULTS USED?

**At the student level**, perhaps most important to you and your child, your child’s teacher(s) uses the results to identify strengths and learning needs, and to work with you to plan ways to meet those needs.

**At the school level**, MEAP results are used to identify curricular and/or instructional changes that may need to be made to better serve students.

**At the district level**, MEAP results are compared to statewide performance standards as a means to assess district strengths and weaknesses.

**At the community level**, MEAP results are one piece of information about Oscoda Area Schools and the school system that is reported to and discussed with parent and community groups.