Mississippi Academic Assessment Program-Alternate (MAAP-A)

Spring 2023

Test Administration Manual (TAM)

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Introductory Information

Receive and Inventory Test Materials

Upon receipt of the Mississippi Academic Assessment Program-Alternate (MAAP-A) test materials, verify the contents of the shipment using the quantities indicated on the enclosed packing slip.

When conducting this inventory, make sure there are sufficient copies of each grade's Test Administration Booklet (TAB) to ensure that a second booklet is available for the Second Scorer.

The following MAAP-A test materials are enclosed in the shipment:

- TABs
  – Specific to grade and Performance Event (PE)
  – 2 provided per unique teacher
- Stimulus Materials
  – Specific to grade and PE
  – 1 set provided for every student enrolled
- Student Response Score Sheets
  – Universal; not specific to grade or PE
  – 2 provided for every student enrolled

Distribute the *Test Administration Manual* (TAM)

This *Test Administration Manual* and additional information is accessible from the **HELP** tab on the Nextera website, located at: ms.nextera.questarai.com

The *Test Administration Manual* (TAM) should be provided to Test Administrators (TAs) and Second Scorers so they can become familiar with MAAP-A testing procedures before administering a test. If TAs and Second Scorers have questions after reviewing the TAM, they should reach out to their School Test Coordinator (STC).

MAAP-A Administration

The Mississippi Academic Assessment Program–Alternate (MAAP-A) is the statewide assessment created to ensure compliance under the Every Student Succeeds Act of 2015 (ESSA) and the Individuals with Disabilities Education Act of 2004 (IDEA). The MAAP-A assessment is aligned with the Mississippi Alternate Academic Achievement Standards (MS AAAS) for English Language Arts (ELA), Mathematics, and Science and measures the academic skills of students with the most significant cognitive disabilities, who meet the requirements to take the MAAP-A. Qualifications must be documented on the students' Individualized Education Programs (IEPs).

Spring 2023 Test Administration: Key Dates

Before Testing	
Materials Due in District	February 20, 2023
Additional Materials Order (AMO) Window*	February 27–May 4, 2023
During Test Window	
MAAP-A Test Administration Window	March 13–May 5, 2023
All scores must be transcribed into Nextera by 5:00 p.m. CT	May 5, 2023
After Testing	
Districts return test materials to Questar**	March 27–May 12, 2023

*Districts must call Questar's Customer Support directly if requiring additional materials within the last days of the testing window.

**All scoreable material must be shipped to Questar as soon as testing is complete.

MAAP-A Test Design
- The MAAP-A is an on-demand administration.
- The MAAP-A is made up of distinct tasks in each content area (ELA and mathematics in grades 3–8 and High School [HS], and science in grades 5, 8, and HS).
- The tasks are organized in a grade-specific TAB that the TA will follow as he/she presents the items within each task for each content area.
- In Nextera, TAs have the user role "Teacher" and are labeled as "Scorer #1" in the scoring section (TA = Teacher = Scorer #1).
- In Nextera, Second Scorers have the user role "Second Scorer" and are labeled as "Scorer #2" in the scoring section (SS = Second Scorer = Scorer #2).

MAAP-A Assessment Components

- **Performance Event (PE)** – The PE is the content area being assessed (ELA, mathematics, or science). Each PE is organized in grade-specific test booklets consisting of scripted tasks.
- **Task** – A task measures a particular standard. Each task within a specific PE is scripted with "**SAY**" and "*DO*" statements that guide the TA through the task administration to ensure a standardized delivery of the assessment.
- **Item** – Each task is comprised of four items. Items within each task are written at varying levels of complexity and provide varying levels of support. Each task will begin with the most complex item and the least amount of support and end with the least complex item and the most support.

All students in Grades 3–8 will be assessed on all tasks for their particular grade. For example, a student in Grade 5 will be assessed in the PEs of ELA (reading and writing), mathematics, and science.

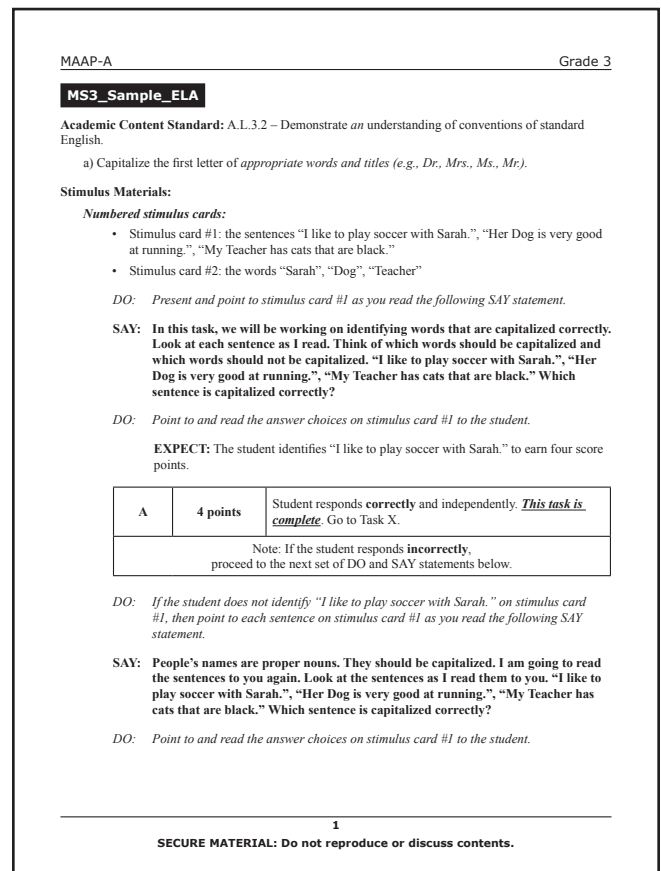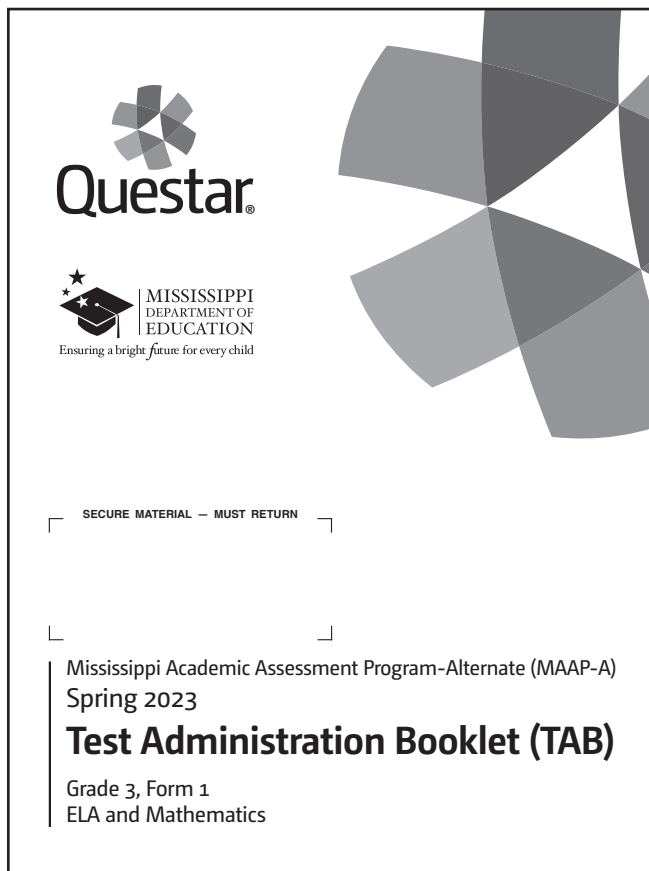## MAAP-A Task Components

The primary components of the PE include:

- Grade-level academic content standard
- Stimulus materials
- Basic setup (if appropriate)
- "**SAY**" and "*DO*" statements
- "**EXPECT**" statements for all 4, 3, and 2 score points in each item
- Embedded score-point boxes for 4, 3, 2, 1, and 0 score point(s)
- NOTES (if applicable)

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MAAP-A Administration

The tasks are written to address specific identified skills related to the assessed standards by means of a scripted format ("**SAY**" and "*DO*" statements). The TA is required to begin the presentation of each task at the beginning of the script.

Following each series of "**SAY**" and "*DO*" statements is an "**EXPECT**" statement that specifically states the correct response criteria associated with the task. The score points associated with the level of the student response are indicated in a "score-point box" below each "**EXPECT**" statement.

- If the student does not provide a correct response, the TA administers the next set of "**SAY**" and "*DO*" statements within the task.
- When the student meets the criteria indicated in the "**EXPECT**" statement associated with an item within the task, score points are awarded to the student. The TA moves to the next task in the TAB.
- If the student does not provide a correct response to any item within a task, a score of zero (0) points is recorded. The TA moves to the next task in the TAB.

Test Administration Booklet (TAB) Sample

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SECURE MATERIAL — MUST RETURN

Mississippi Academic Assessment Program-Alternate (MAAP-A)
Spring 2023
Test Administration Booklet (TAB)
Grade 3, Form 1
ELA and Mathematics

MAAP-A   Grade 3

MS3_Sample_ELA

Academic Content Standard: A.L.3.2 – Demonstrate *an* understanding of conventions of standard English.

a) Capitalize the first letter of *appropriate words and titles (e.g., Dr., Mrs., Ms., Mr.).*

Stimulus Materials:

Numbered stimulus cards:
- Stimulus card #1: the sentences "I like to play soccer with Sarah.", "Her Dog is very good at running.", "My Teacher has cats that are black."
- Stimulus card #2: the words "Sarah", "Dog", "Teacher"

DO: *Present and point to stimulus card #1 as you read the following SAY statement.*

SAY: **In this task, we will be working on identifying words that are capitalized correctly. Look at each sentence as I read. Think of which words should be capitalized and which words should not be capitalized. "I like to play soccer with Sarah.", "Her Dog is very good at running.", "My Teacher has cats that are black." Which sentence is capitalized correctly?**

DO: *Point to and read the answer choices on stimulus card #1 to the student.*

     EXPECT: The student identifies "I like to play soccer with Sarah." to earn four score points.

A	4 points	Student responds **correctly** and independently. *__This task is complete__*. Go to Task X.
		Note: If the student responds **incorrectly**, proceed to the next set of DO and SAY statements below.

DO: *If the student does not identify "I like to play soccer with Sarah." on stimulus card #1, then point to each sentence on stimulus card #1 as you read the following SAY statement.*

SAY: **People's names are proper nouns. They should be capitalized. I am going to read the sentences to you again. Look at the sentences as I read them to you. "I like to play soccer with Sarah.", "Her Dog is very good at running.", "My Teacher has cats that are black." Which sentence is capitalized correctly?**

DO: *Point to and read the answer choices on stimulus card #1 to the student.*

1

SECURE MATERIAL: Do not reproduce or discuss contents.

Stimulus Materials Sample

Sample: Grade 3 ELA

I like to play soccer with Sarah.

Her Dog is very good at running.

My Teacher has cats that are black.

MS3_SAMPLE_ELA, STIMULUS CARD #1   1

Sample: Grade 3 ELA

Sarah   Dog   Teacher

MS3_SAMPLE_ELA, STIMULUS CARD #2   2

Activities Prior to Test Administration

School Test Coordinator (STC) Responsibilities

The STC schedules and manages the activities of TAs (special education teachers and other licensed school personnel) during the testing window, monitors the test administration, maintains the security of test materials, and assembles and returns test materials to the District Test Coordinator (DTC). The STC should contact the DTC if the testing materials have not arrived at the school by the date given by Mississippi Department of Education (MDE) and Questar.

The STC will:

- verify and inventory materials received using the packing lists provided in the MAAP-A shipment.
- monitor the scheduling of assessment sessions.
- distribute test materials to each TA and Second Scorer.
- verify the security and accuracy of materials at all times.
- ensure TAs have reviewed the TAB and prepared stimulus materials.
- monitor (or arrange monitoring of) test administration sessions to ensure consistency with established MDE policies.
- assemble materials for return to the DTC once all MAAP-A testing is completed.

Preparation Time

The TAs <u>must</u> be given access to the testing materials **at least one week <u>PRIOR</u> to the first day of testing** to allow sufficient time to review the assessment, prepare the necessary materials, and familiarize themselves with the assessment. Please ensure TAs follow all test security protocols (listed on page 10).

MAAP-A Administration Policies

Personnel Required for Administration

For each administration of a PE, both a TA and Second Scorer, who hold current Mississippi Educator Licenses, are required. Before testing, each of the personnel must complete the 2023 MAAP-A administration training requirements provided by the MDE.

Test Administrator Requirements

Each student <u>must</u> be assessed by a special education teacher <u>who holds</u> a current Mississippi Educator License, who provides instruction to the assessed student on a regular basis, and who has completed the MAAP-A training. If that individual is not available to administer the PE, another Mississippi licensed special education educator who meets the aforementioned TA requirements and training criteria <u>must</u> administer that component.

Individuals who will be assessing a student must be set up with an account in Nextera Admin and have a Teacher or Second Scorer role assigned to their accounts. These roles are required to provide a valid 6-digit Mississippi Educator License ID.

Non-certified staff members, para-educators, student teachers, and substitute teachers are NOT allowed to administer the MAAP-A.

Test Administrator Training Requirements

To ensure a valid and reliable administration that yields accurate inferences about student academic achievement, all TAs are required to complete training. Teachers directly responsible for administering, compiling, and submitting the MAAP-A test are required to complete training prior to the administration of the MAAP-A test.

The training is provided in two formats:

1. Live, web-based training for Teachers and Second Scorers with less than 3 years of MAAP-A experience
2. Live, web-based training for experienced Teachers and Second Scorers with 3+ years of MAAP-A experience

Note: All are encouraged to attend these trainings live, but for those with scheduling conflicts, a recording of the training will be posted to Nextera Admin *Help* page, under the MAAP-A Training section.

Test Administrator Responsibilities

The TA is the designated leader and coordinator for the preparation of materials for the administration of the MAAP-A. He/she must:

- be a special education teacher who holds a current Mississippi Educator License.
- attend or view the MAAP-A training provided by the MDE and Questar.

- fill out and complete the demographic information for the two *Student Response Score Sheets* for each student (one for the TA and one for the Second Scorer).
- plan and administer the PEs according to administration criteria.
- enlist one Second Scorer to observe and independently score the administration of the PEs for **each** student assessed.
- return all materials to the STC for submission to Questar.

Second Scorer Requirements for the PE Component

The Second Scorer must hold a current Mississippi Educator License and have attended or watched MAAP-A test training. If that individual is not available to administer the PE, another Mississippi licensed educator who meets the Second Scorer requirements and training criteria may serve as the Second Scorer. Mississippi licensed educators may include:

- another special education teacher.
- a general education teacher.
- a Mississippi licensed related-service provider.

Non-certified staff members, para-educators, student teachers, and substitute teachers are NOT allowed to administer the MAAP-A.

The Second Scorer is given a TAB and Student Response Score Sheet on which to record a student's scores **independently** (without consultation with the TA). A TA can fill the role of Second Scorer for a student if needed, as long as he/she is not acting as the TA for that same student. At the secondary level, a different Second Scorer may be utilized to score the different content areas. It is mandatory that all records of student performance on the PE be recorded on the Student Response Score Sheet that has been provided for the Second Scorer for each student.

Schools will receive materials for TAs and Second Scorers. The TAB and the Student Response Score Sheet used by the Second Scorer are considered confidential and must not be reviewed by anyone other than the Second Scorer.

Test Administrator's Checklist

Teachers directly responsible for administering, compiling, and submitting the MAAP-A test must complete training prior to administering the test.

The TA is the designated leader and coordinator for the preparation of materials for the administration of the MAAP-A.

Scheduling

- The tasks can be administered at any time during the MAAP-A testing window (March 13–May 5, 2023).

- As the individual most familiar with and connected to a student's academic performance, the TA must carefully consider scheduling options in order to allow students to achieve optimal performance.
- TAs should work with their STC to assign Second Scorers to work with each TA.

Test Administrator's Checklist – Before

- ❏ Carefully read the TAM to become familiar with the duties of a TA.
- ❏ Contact the STC if there are any questions.
- ❏ Ensure that test materials are handled according to the School Test Security Plan.
- ❏ Become familiar with the requirements of distributing, collecting, and returning test materials to the STC.
- ❏ Notify the STC of any missing testing materials.
- ❏ Read through the text of all tasks before administering any tasks to any students.
- ❏ Prepare stimulus materials to provide access to the test for students (i.e., darken, outline, enhance, or emboss materials).
- ❏ Select and prepare the appropriate materials to enable individual student responses (see *Preparing/Adapting Materials*).
- ❏ Fill out a paper copy of the LCI for each student testing. Additional copies may be found on the Nextera Admin HELP tab.

Preparation of Stimulus Materials

It is essential that the TA read through the text of all tasks before administering the test to a student. Thorough preparation will reduce the administration time and result in a more efficient use of time when administering the test.

At the beginning of the mathematics assessment within the TAB, there is a list of response materials that may be needed for specific tasks beyond the provided stimulus cards that are to be used. This list includes manipulatives used for counters, ten-rods, coins, etc. For all assessments, the TA must have at least one blank sheet of paper to mask answer options when applicable. The NOTES section will indicate the number of blank sheets of paper per task when needed.

In addition to the response materials list for the mathematics assessment, all individual tasks contain a list of Stimulus Materials, Response Materials, and the basic preparation materials that provide task guidance.

Preparing/Adapting Materials

Appropriate Adaptations

Students who are significantly cognitively disabled often need adaptations to gain access to the concepts and skills being assessed:

- manipulatives;
- stamps for writing numbers and text;
- tactile-enhanced; and
- assistive technology use.

Appropriate Individual Student Response Materials

- pencil
- augmentative or communication devices
- word cards (e.g., Yes/No)
- icons
- pictures (i.e., symbol system)

Given the TA's knowledge of each student, decisions can be made prior to the administration of each task as to what additional response materials or adaptations to promote access may be required. Any materials or adaptations used during the assessment should be those used regularly or daily with the student.

Ensure the Security of Assessment Materials

The MAAP-A program requires rigorous test security in order to ensure that the results of the assessments are valid and reliable.

All parts of the test materials are considered secure documents. Secure documents MUST be:

- kept in a locked and secure place when not being handled by the TA or Second Scorer.
- always in the possession of two trained (one holding a Mississippi Educator License) staff members.
- viewed only by persons who are part of the test administration process.
- accounted for before, during, and after the test administration window.

Secure test materials MUST NOT be:

- enlarged on a copy machine. If enlarged materials are needed, please contact Questar Customer Support to order a Large Print Kit.
- shared with colleagues who will not administer the assessment.

All MAAP-A test materials, whether used or unused, and adapted stimulus materials must be returned to Questar after completion of testing with the sole exception of the TAM, which must be destroyed at the district level. Questar will conduct a thorough inventory of returned materials and report its findings to the MDE.

Home-bound Students

For a home-bound student being assessed, both a TA and a Second Scorer are required. All district and school security plans are required and must be followed.

The test administration and student scoring process must follow the same procedures as students assessed within a school or district building.

For additional home-bound student assistance or guidance, please contact the MDE.

Pausing and Resuming Administration of the MAAP-A

The TA may pause the administration of the assessment, following the award of score points within a task, if the student's behavior, medical needs, or characteristics prohibit the student from demonstrating optimal performance.

If the testing session is paused, the TA records the response of the student for the last administered task/item prior to pausing the test session.

Familiarity with the task sequence will aid the TA in the determination of where to pause the testing session if not all tasks/items have been administered.

If the testing session is paused, the TA must complete the administration as soon as possible and within the testing window.

If any occurrence raises questions or concerns about correct test administration, contact MDE immediately. The MDE State Board of Education testing irregularity policies, as stated in MS Public Schools Accountability Standards 2020, must be followed.

Stopping Rule and Attemptedness

Test Administrators are expected to follow the script in the TAB. It is important that each student has an opportunity to participate in the MAAP-A. To participate meaningfully in the MAAP-A, each student must be able to clearly communicate through a **consistent, intentional,** and **observable** response mode. Careful consideration should be given to using the most accessible presentation and response modes for the student.

The stopping rule applies to students who do not respond to the **first** scorable item because of deficits in communication skills. The purpose of the stopping rule is to prevent students who do not have a **consistent, intentional,** and **observable** mode of communication from sitting through the entire assessment.

Please ensure the student meets the following criteria before applying the stopping rule:

- No consistent, intentional, observable mode of communication;
- No response to test items; and
- Documented communication deficits identified in the student's Individualized Education Plan (IEP).

The District Test Coordinator must not enter "Stopping Rule" until the Test Administrator has entered the scores into Nextera and returned the signed student response Score Sheet to the Test Coordinator.

If a student, who does not have a consistent, intentional, and observable mode of communication, does not respond after administering all parts of the **first** task in each content area, then the Test Administrator may stop testing. Please adhere to the following:

1. On the *Student Response Score Sheet*, make sure a zero (0) for all tasks is indicated by the TA and Second Scorer.
2. Transcribe the scores of zero (0) for all tasks in Nextera then Select SAVE.
3. Report the situation to the School Test Coordinator (STC).
4. The STC must notify the DTC.
5. The DTC must enter the Stopping Rule in Nextera Admin under the Student(s). This must be completed prior to the closing of the test window. Please refer to page 12 in the TCM on how to enter the Stopping Rule.

If the student's behavior, medical needs, and/or characteristics prohibit him/her from completing the assessment, this does not warrant the option to use the Stopping Rule. If a student has an observable response mode but is not engaged with the assessment task, please pause and resume testing based on your student's needs.

Activities During Test Administration

Test Administrator's Checklist – During

❏ Position the student so he/she can view and manipulate materials in order to facilitate sustained engagement.

❏ Maintain an environment with comfortable seating, good lighting, quiet setting, and adequate working space.

❏ Read the "**SAY**" statements just as they are written, using a natural tone and manner.

❏ Have ready any accommodations typically used during instruction that are consistent with established MDE policies.

❏ Use a No. 2 pencil to mark the Student Response Score Sheet.

❏ Present the materials as directed in the "*DO*" statements, requesting the student's attention to the materials (when introducing Stimulus or Response Materials).

❏ Remove Stimulus or Response Materials completely from the visual field or reach of the student (when directed to remove Stimulus or Response Materials).

❏ Match labeling of Stimulus Materials or Response Materials with pointing.

❏ Allow sufficient wait time, based on knowledge of the student, to move through each item at an appropriate pace.

Appropriate Testing Administration Techniques

• Encourage the student to do his/her best on the tasks.

• Follow the "**SAY**" and "*DO*" statements and guidelines of the MAAP-A.

• Use the appropriate accommodations. Any materials or adaptations used during the assessment should be those used regularly or daily with the student.

• Accept all modes of discriminate responding and communication.

• Start administration at the beginning of each task.

• Move to the next task within the performance event when a student responds correctly.

• Make sure all stimulus materials and response materials are appropriately prepared and available for each student.

• Repeat test questions and directions as necessary.

• Ensure that correct answers are not cued with intonation, body language, or in any other manner.

• Point to and follow the text at the sentence or word level with your finger, or use a piece of scrap paper as a guide while the text is being read. Do not stop on, or in any way highlight, key words for a student as this would be considered cuing or prompting.

• Reinforce student effort, using specific language (e.g., "You are being a good listener," or "Good job—you are working hard."), not only correct performance.

• Use appropriate wait times for each student.

Scoring the MAAP-A Tasks

Be mindful that students will respond in a variety of ways (e.g., with words, gestures, eye gaze, communication devices, assistive technology, etc.). Direct observation enables the scorers to accurately assign the appropriate score points based on the embedded score requirements.

- Student responses on the MAAP-A are independently recorded on the Student Response Score Sheet by the TA and the Second Scorer.
- Use a No. 2 pencil when recording student responses.
- Make sure all tasks are administered (12–15 tasks in each content area).
- Mark directly onto a Student Response Score Sheet during the administration of the MAAP-A.
- Transcribe scores from the Student Response Score Sheet(s) into Nextera. Please see the Transcribing Scores in Nextera Admin section for additional details/directions.
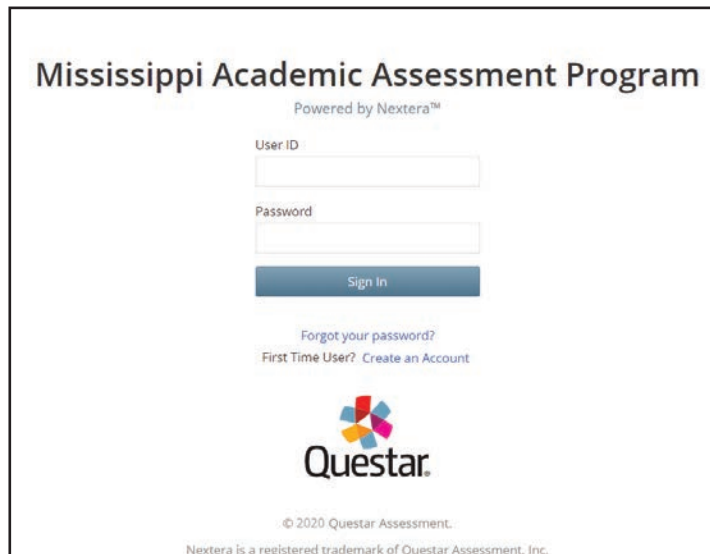
Nextera Admin for Test Administrators

Sign In

Nextera Admin is an online platform where user accounts, students, and class information is managed for the MAAP-A assessment. For Test Administrators, the main function of Nextera Admin is to transcribe scores following the administration of the MAAP-A assessment for reporting. DTCs, STCs, and SEUs can find more information about the tasks they must perform in Nextera Admin in the *Test Coordinator's Manual*.
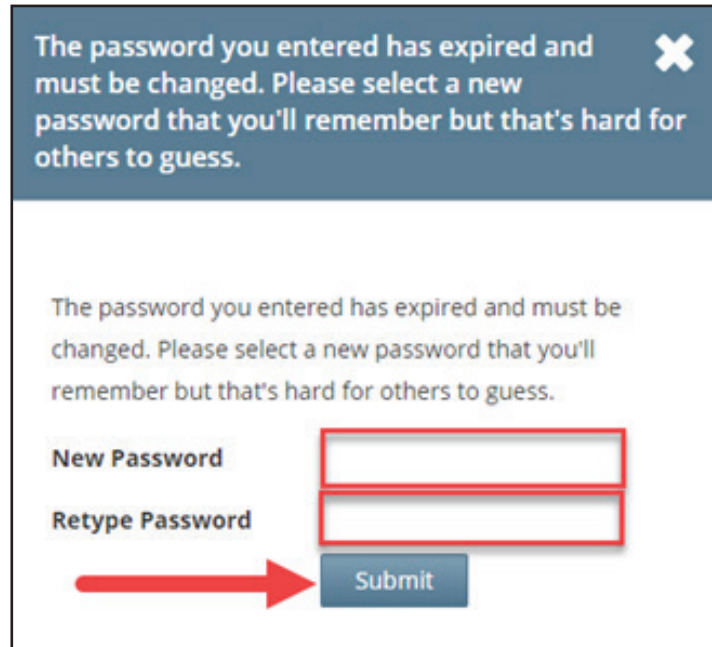
Sign-in information for Nextera Admin has been distributed by Questar. If the autogenerated email was not received or cannot be located, verify that this email is not currently in your spam or junk folders in your email account. If you do not have your login credentials, please work with your STC for account access. If you need any additional assistance with your login credentials, please contact Customer Support.

1. Once you have been given your User ID and Password, enter this website address in your browser window: ms.nextera.questarai.com/admin.
2. Enter your User ID and Password, then select **Sign In**.

3. The first time you sign in, you will be asked to change your password.
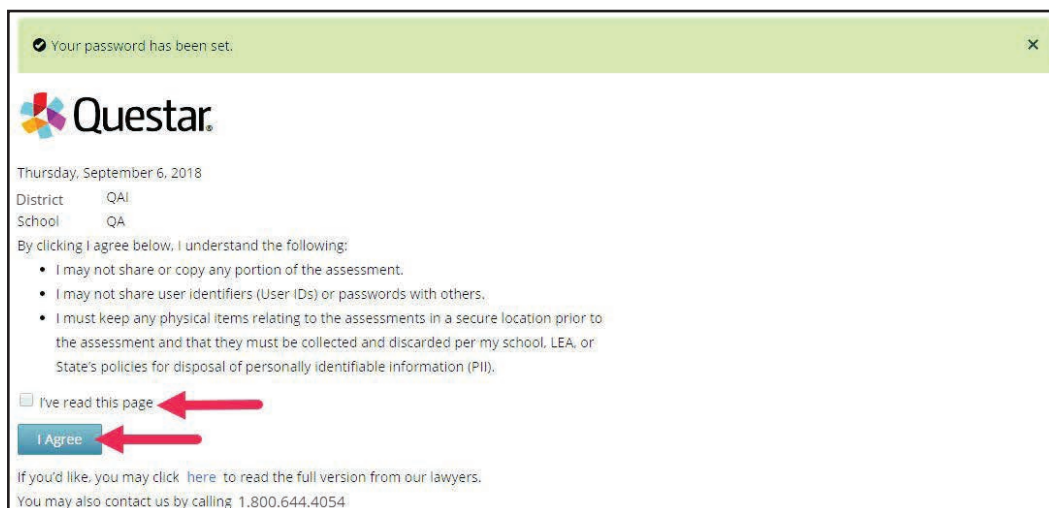
You will also be asked to acknowledge and agree to the Security Compliance statement the first time you sign in. You will be presented with a paraphrased version of the statement. From this screen, you may choose to read the full version.

You must exit out of the full version and select the box confirming **I've read this page**, then select **I Agree** on the original screen in order to agree to the terms.

Resetting Your Password

1. If you forget or lose your password, select the **Forgot your password**? link on the **Sign In page**.

2. Enter your email address and select **Submit**. You will be sent an email with further instructions to complete the password reset.

Home

If entering with a Nextera account assigned with a school- or district-level role, select the administration before proceeding.

Select **Change** in the upper left corner of the screen, then select "2023 Spring Alternate" as the Test Admin Window.

If assigned a Teacher or Second Scorer role, the Test Admin Window will be pre-populated.

Accounts

Individuals who need to access Nextera Admin must be set up with an account in Nextera Admin. Multiple user levels (or **roles**) exist within Nextera. An individual can be assigned multiple roles within his/her account. Some examples of roles include DTC, STC, Special Education User (SEU), TA/Teacher, and Second Scorer. DTCs, STCs, and SEUs are responsible for managing profiles in Nextera. If assistance or adjustments are needed for account access, please contact your STC or DTC.

Please note that a Teacher or Second Scorer role must be added to an account if that individual will be assessing a student. It is important that the teacher role be added in order for the system to capture that individual's valid Mississippi Teacher License ID for reporting purposes.

If you will act as both a Second Scorer and a Teacher in Nextera Admin, you should be assigned the Teacher role to ensure you have the necessary access for both roles.

In Nextera, Test Administrators will be referred to as Teachers. When they are completing scoring they will be referred to as the Primary or Scorer #1.

Scorers and Second Scorers

SEUs, STCs, and DTCs can add a new "Scorer" or change scorers within Nextera.

If a scorer is changed for a student after scores have been saved in Nextera but not submitted, those scores will be cleared and all scores will need to be transcribed again by the newly assigned scorer. The final scores are tied to the scorer that submits the scores.

Students

Students are assigned to classes based on the information Questar received in the Pre-ID file from MSIS, provided by the MDE. New students, or edits to existing students, can be made manually by STCs or DTCs. Please contact the STC or DTC if a change is needed.

Students must be added to a class before they are accessible for a TA or Second Scorer to enter scores for them in the system. Please ensure the student is assigned to a class before and after testing to ensure scores are processed.

Students can be unassigned or reassigned to another class, if needed.

Note: A change to a student's grade must be completed prior to any scores being entered for that student. The student's grade in Nextera Admin represents the student's testing grade. The Student Response Score Sheet in Nextera Admin is based on that grade. If the student's identified grade needs to be changed, please contact Questar's Customer Support for assistance.

Note: You may calculate a student's peer age / peer grade level by using the MSIS Grade Codes & EL Peer Age-Peer Grade Conversion document found on the Nextera Help Tab, or by referencing the Assessment page in the student's IEP. Remember to use the student's age as of September 1st of the current school year.

If a student is non-graded (56/58) and does not take the peer age / peer grade level statewide assessment, they are counted as not tested. If the student takes a grade level assessment other than the peer age / peer grade, they are flagged as testing off grade level and counted as not tested.

If a student is graded in MSIS (3–8) and does not take the grade 3–8 statewide assessment according to their grade listed in MSIS as of the January data file (Month 5) then the student is counted as testing off grade level and considered not tested.

Learner Characteristics Inventory (LCI)

The LCI is an important part of the student's demographic information. The LCI must be completed for each student before the beginning of the test administration.

The Special Education Director (Special Education User [SEU] role in Nextera) is responsible for entering the completed LCI information on behalf of teachers. STCs and DTCs also have the ability to enter and complete LCI information, if needed.

To assist with completion, a "paper" version of the LCI is posted on the *Help* page in Nextera Admin under the MAAP-A Resources section. This form can be printed and provided to the teachers to complete and return to the SEU. The SEU must enter the LCI information into Nextera Admin.

For additional guidance on entering LCI information, please refer to the video tutorial titled, Entering Student LCI Information Tutorial, or the LCI Quick Reference Guide posted on the Nextera *Help* page.

Activities Following Test Administration

Transcribing Scores into Nextera Admin
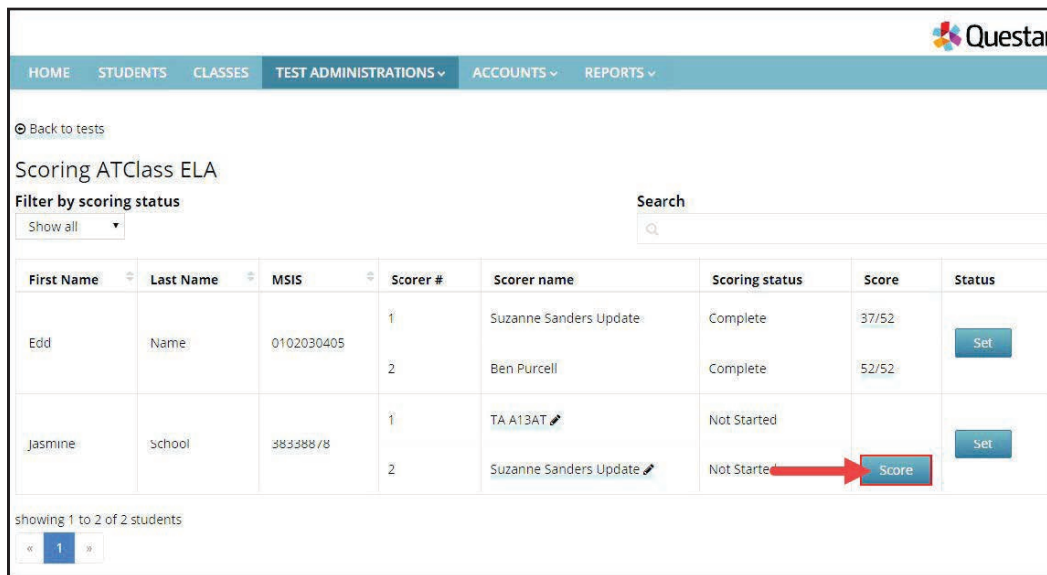
TAs and Second Scorers are responsible for entering student scores into Nextera Admin under the *Test Administrations* page. Both the TAs and Second Scorers follow the same steps to transcribe and submit student scores. Scores can be saved for each student as needed. Student scores cannot be submitted unless the LCI has been fully completed for the student.

NEW FOR SPRING 2023:

Prior to entering scores for students with Large Print or Braille accommodations, the TA must verify with the STC or DTC that the correct accommodations were set in Nextera Admin. This is found in the Students profile under Accessibility and Accommodation Options. More information can be found in the TCM on page 27.

Note: Only the person assigned the correct role to enter scores for the student is able to see the Score button for that student.

1. Select **Score** to transcribe a student's scores into Nextera Admin.

If the Score Button doesn't display, please check that you are within the test window dates and that your STC has assigned you to the student for whom you are transcribing scores. The online score sheet will display to enter the student's scores.
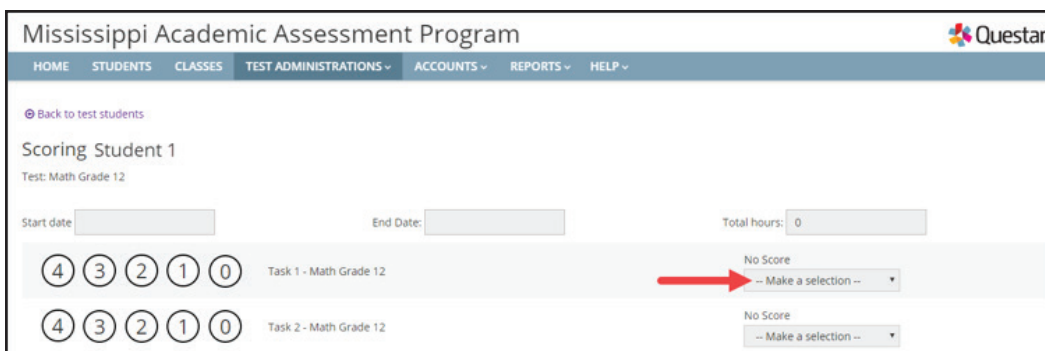
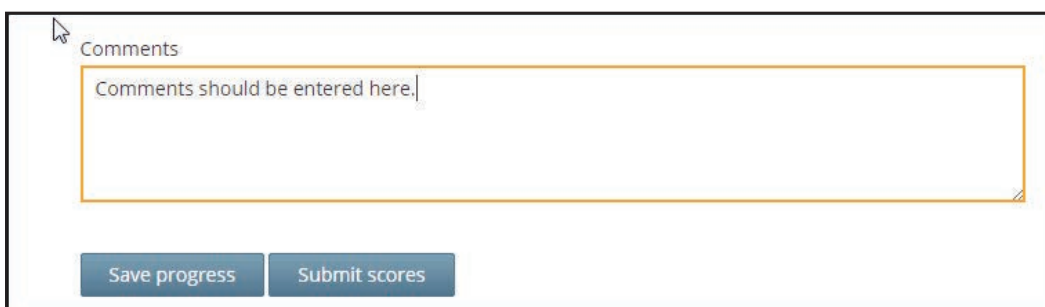2. Enter the score for each task by selecting the appropriate score point circle.

Note: for Braille students ensure that the correct tasks have been omitted as indicated on the paper score sheet by grade level and enter the score of zero "0" for these tasks in Nextera Admin.

3. SECOND SCORERS ONLY - If the Test Administrator moved on to the next task before the Second Scorer observes a correct student response, "N.O." (Not Observed) should be circled on the paper score sheet for that task. In Nextera, the Second Scorer will then select **Not Observed** from the **No Score** drop-down box on the right side of the screen for that task.
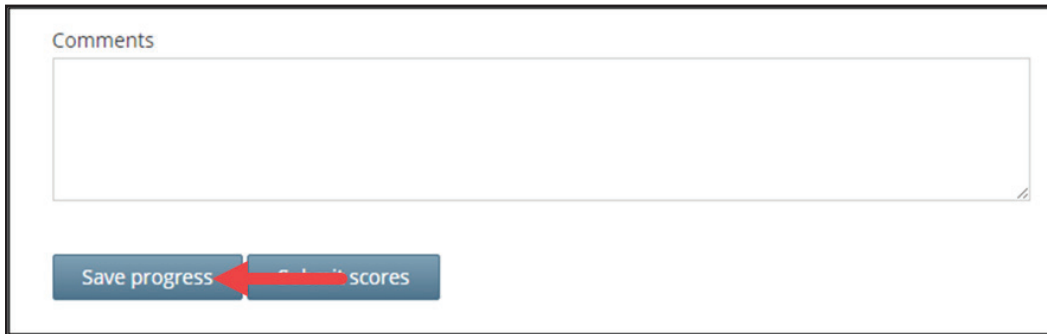
    At the end of the tasks, there is a box for comments to assist in tracking details regarding a student's PE.

4. Enter comments, if applicable.
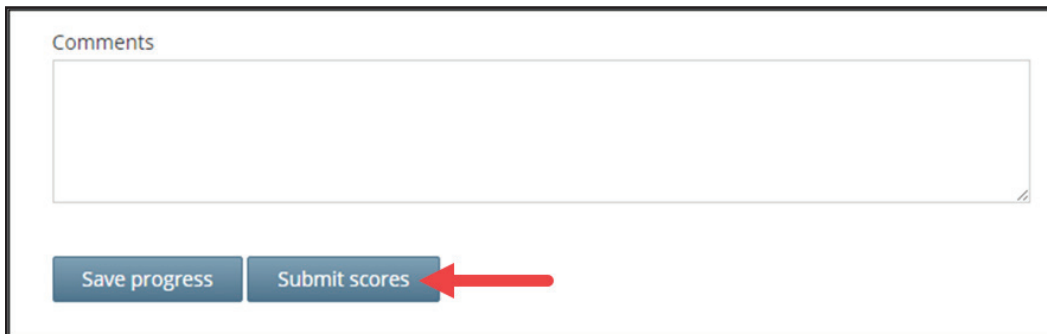
Select **Save progress** to save the scores transcribed without submitting.

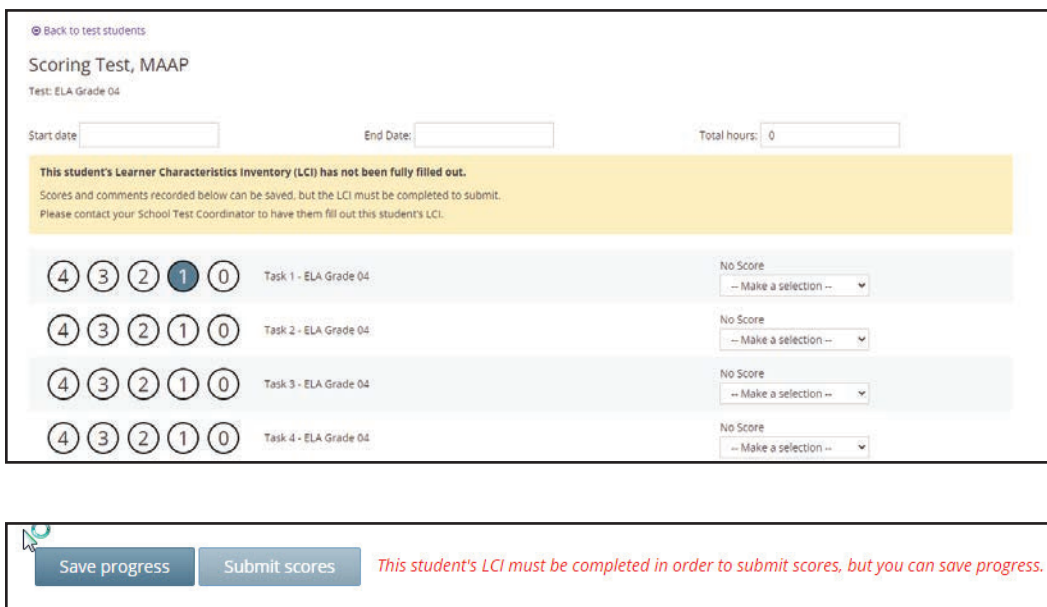5. Select **Submit scores** when all scores have been transcribed, and the score should be calculated.

If the LCI is not completed and there is an attempt to submit scores, it will trigger an error message at the top and bottom of the screen. If the TA or the Second Scorer experiences this message, please contact the SEU so the LCI can be completed, and then scores can be submitted.

IMPORTANT: Please ensure transcription into Nextera Admin is complete and accurate prior to submitting scores. Once submitted, the scores are locked and considered ready for scoring. All transcription into Nextera Admin MUST be completed by the close of the testing window.

Once scores have been submitted, the **Scoring Status** will update to Complete and a raw score will be shown.

Assemble Student Materials

After each test session, TAs are responsible for collecting all test materials and verifying they are accounted for.

After each student's final test session, all of the following scoreable and non-scoreable test materials must be assembled:

- Test Administration Booklet
- Second Test Administration Booklet
- Student Response Score Sheet (two per student: one filled in by the TA and one filled in by the Second Scorer, to be returned to Questar)
- Stimulus cards (including any modified stimulus materials)

The STC/DTC must:

- make sure TAs and Second Scorers have entered scores into Nextera Admin for each student assessed.
- collect assessment materials from TAs and Second Scorers.
- verify that **ALL** test materials are returned.
- contact the TA and/or Second Scorer immediately if items are missing.
- return all test materials to Questar. Return instructions for STCs and DTCs are included in the MAAP-A Spring 2023 *Test Coordinator's Manual*.

Test Administrators and Second Scorers must transcribe the scores for each student assessed into Nextera Admin.

Collect assessment materials from TAs/Second Scorers. Verify that all test materials are returned to the STC/DTC. **If any item is not returned, obtain it from the TA/Second Scorer immediately.**

Test Administrator's Checklist – After

- ❏ Verify that the Student Response Score Sheet is filled out.
- ❏ Transcribe scores into Nextera.
- ❏ Sign the front page of the Student Response Score Sheet.
- ❏ Collect all test materials and verify they are accounted for.
- ❏ Return all testing materials to the STC.

Contact Information

Mississippi Department of Education Website

http://www.mdek12.org/

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Appendix A: TA Combined Checklist

Test Administrator's Checklist – Before

❏ Carefully read the TAM to become familiar with the duties of a TA.

❏ Contact the STC if there are any questions.

❏ Ensure that test materials are handled according to the School Test Security Plan.

❏ Become familiar with the requirements of distributing, collecting, and returning test materials to the STC.

❏ Notify the STC of any missing testing materials.

❏ Read through the text of all tasks before administering any tasks to any students.

❏ Prepare stimulus materials to provide access to the test for students (i.e., darken, outline, enhance, or emboss materials).

❏ Select and prepare the appropriate materials to enable individual student responses (see *Preparing/Adapting Materials*).

❏ Fill out a paper copy of the LCI for each student testing. Additional copies may be found on the Nextera Admin HELP tab.

Test Administrator's Checklist – During

❏ Position the student so he/she can view and manipulate materials in order to facilitate sustained engagement.

❏ Maintain an environment with comfortable seating, good lighting, quiet setting, and adequate working space.

❏ Read the "**SAY**" statements just as they are written, using a natural tone and manner.

❏ Have ready any accommodations typically used during instruction that are consistent with established MDE policies.

❏ Use a No. 2 pencil to mark the Student Response Score Sheet.

❏ Present the materials as directed in the "*DO*" statements, requesting the student's attention to the materials (when introducing Stimulus or Response Materials).

❏ Remove Stimulus or Response Materials completely from the visual field or reach of the student (when directed to remove Stimulus or Response Materials).

❏ Match labeling of Stimulus Materials or Response Materials with pointing.

❏ Allow sufficient wait time, based on knowledge of the student, to move through each item at an appropriate pace.

Test Administrator's Checklist – After

❏ Verify that the Student Response Score Sheet is filled out.

❏ Transcribe scores into Nextera.

❏ Sign the front page of the Student Response Score Sheet.

❏ Collect all test materials and verify they are accounted for.

❏ Return all testing materials to the STC.

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