



MAAP Fall 2022

End-of-Course: Algebra I and English II

**Test Administrator's Scripts (TAS)**



# Table of Contents

<b>Guidelines for Administration.....</b>	<b>v</b>
<b>Administering the Online Test .....</b>	<b>3</b>
Logging In to Nextera .....	7
Algebra I without the Designated Break.....	15
English II with Writing without the Designated Break.....	17
Algebra I with the Designated Break.....	21
English II with Writing with the Designated Break.....	23
<b>Administering the Paper/Pencil Accommodated Test.....</b>	<b>27</b>
Completing Student Demographic Information.....	31
Algebra I without the Designated Break.....	33
English II with Writing without the Designated Break.....	35
Algebra I with the Designated Break.....	39
English II with Writing with the Designated Break .....	41



# **Guidelines for Administration**

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## Testing Guidelines

In the following scripts, directions for students are preceded by the word “SAY.”

1. Read these directions exactly as they are written, using a natural tone and manner.
2. Do not give help on specific test items.
3. If a mistake is made while reading directions, stop and say, “No, that is wrong. Listen again.” Then read through the directions again.

### Guidelines for Answering Questions about the Test

The rigor of the test and the intensity of the testing situation will probably generate questions from some students.

- During the test, the Test Administrator (TA) may remind students to follow directions.
- On the day of testing, no content instruction should occur in a room being used for test administration.
- Test Administrators, Proctors, and other staff may NOT answer any content-related questions from students after entering the testing room.

WHEN STUDENTS ASK FOR HELP	
When Students Ask...	Do <i>NOT</i> ...
<ul style="list-style-type: none"> <li>• for general help or advice:</li> </ul>	<ul style="list-style-type: none"> <li>• make suggestions relative to students’ work.</li> </ul>
<ul style="list-style-type: none"> <li>• for advice regarding test-taking strategies:</li> </ul>	<ul style="list-style-type: none"> <li>• recommend a specific strategy.</li> </ul>
<ul style="list-style-type: none"> <li>• about the difficulty of a test item:</li> </ul>	<ul style="list-style-type: none"> <li>• comment about the difficulty level of any question.</li> </ul>
<ul style="list-style-type: none"> <li>• whether particular answers are right or wrong:</li> </ul>	<ul style="list-style-type: none"> <li>• tell students that particular answers are right or wrong.</li> <li>• cue correct answers through vocal inflection, facial expressions, signs, or gestures.</li> </ul>
<ul style="list-style-type: none"> <li>• about the meaning of a word, phrase, or sentence:</li> </ul>	<ul style="list-style-type: none"> <li>• define a content word or phrase, or explain the meaning of a sentence.</li> </ul>
<ul style="list-style-type: none"> <li>• about their progress on the test:</li> </ul>	<ul style="list-style-type: none"> <li>• ask students to work faster; they can only be reminded of how much time remains.</li> </ul>

## Using This Manual

The following scripts are split into two sections relating to how students are taking the test: *Administering the Online Test* and *Administering the Paper/Pencil Accommodated Test*. TAs should read the *Preparing for* pages at the beginning of these sections, as these pages outline what is needed to ensure a smooth test administration the day of testing. A table is provided for quick reference of the materials and scripts TAs will need to administer the test based on student accommodations.

Both sections contain a script that prepares students to begin the test (*Logging In to Nextera* for online testing and *Completing Student Demographic Information* for Paper/Pencil accommodated testing). These scripts should be read prior to the content area scripts **unless you are administering the Braille accommodated test**, which only requires the content area script.

# **Administering the Online Test**

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## Preparing for Online Testing

Test Administrators should read and be familiar with the checklists, guidelines, and procedures in the *Test Administrator's Manual* (TAM) prior to testing. The table lists helpful sections in the TAM for administering each accommodation.

Before administering the test, verify testing accommodations have appropriately been set in student profiles (e.g., Text-to-Speech), and verify you have the correct testing materials listed in the table. If any materials are missing, immediately notify the School Test Coordinator (STC).

Ensure there is sufficient time remaining in the school day for the length of the test, especially when testing students with extended time. Plan for approximately 15 minutes to read the test directions to the students.

Before students enter the testing room, make sure the Secure Browser is launched on all student devices.

After students enter the testing room, verify the class roster. Remind students that all electronic devices, except for allowable calculators (see the *Calculator Policy* section of the TAM), **are not allowed in the testing environment**; otherwise their test will be invalidated.

When students are ready to begin testing, pass out testing materials (e.g., login credentials, scratch paper, pencils, and calculators) and begin reading the appropriate script provided in this manual, as noted in the table.

Test and Accommodation Administered	Materials Needed	Scripts to Administer the Test	For More Information
Online	<ul style="list-style-type: none"> <li>• Student login credentials</li> <li>• Access Code(s)</li> </ul>	<p><a href="#">Logging In to Nextera</a></p> <p>Algebra I</p> <ul style="list-style-type: none"> <li>• <a href="#">Without the Designated Break</a></li> <li>• <a href="#">With the Designated Break</a></li> </ul> <p>English II with Writing</p> <ul style="list-style-type: none"> <li>• <a href="#">Without the Designated Break</a></li> <li>• <a href="#">With the Designated Break</a></li> </ul>	
TTS	<ul style="list-style-type: none"> <li>• Student login credentials</li> <li>• Access Code(s)</li> <li>• Headphones</li> </ul>	<p><a href="#">Logging In to Nextera</a></p> <p>Algebra I</p> <ul style="list-style-type: none"> <li>• <a href="#">Without the Designated Break</a></li> <li>• <a href="#">With the Designated Break</a></li> </ul> <p>English II with Writing</p> <ul style="list-style-type: none"> <li>• <a href="#">Without the Designated Break</a></li> <li>• <a href="#">With the Designated Break</a></li> </ul>	Administering Text-to-Speech and Human Reader Accommodations
Human Reader (Online)	<ul style="list-style-type: none"> <li>• Student login credentials</li> <li>• Access Code(s)</li> <li>• Read-Aloud Script login credentials</li> <li>• Read-Aloud Script Access Code(s)</li> <li>• TA device (tablet, computer, etc.)</li> </ul>	<p><a href="#">Logging In to Nextera</a></p> <p>Algebra I</p> <ul style="list-style-type: none"> <li>• <a href="#">Without the Designated Break</a></li> <li>• <a href="#">With the Designated Break</a></li> </ul> <p>English II with Writing</p> <ul style="list-style-type: none"> <li>• <a href="#">Without the Designated Break</a></li> <li>• <a href="#">With the Designated Break</a></li> </ul>	Administering Text-to-Speech and Human Reader Accommodations



# Logging In to Nextera

## Online Testing Directions — Student Test Sign In



If the student test delivery system icon is not on student computers, contact your Test Coordinator.

A screenshot of the sign-in page for the Mississippi Academic Assessment Program. The page title is "Mississippi Academic Assessment Program" with "Powered by Nextera®" below it. There are two input fields: "User ID" and "Password". Below the fields is a blue "Sign In" button. The Questar logo is centered below the button. At the bottom, it says "© 2016 Questar Assessment" and "Nextera is a registered trademark of Questar Assessment, Inc." with "Version 77.0" below that. A red circle with the number "1" is overlaid on the left side of the screenshot.

1 Students will confirm the sign-in page is displayed.

SAY Do not enter anything until you have been instructed to do so.

Can everyone see the sign-in page?

**Note:** If any student indicates the sign-in page is not displayed, assist the student with launching the Questar Secure Browser (pinwheel icon) on their device.



- 2** Students will enter their case-sensitive MSIS/User ID and Password exactly as they appear on their student login credentials and select the “Sign In” button.

**SAY** Look at the MSIS number on your student login credentials. Type that MSIS number in the field titled User ID.

Now click on the Password field. Type in your password. Your password is on your student login credentials. Does anyone have any questions or need help finding the information you need to enter?

Once all questions have been answered,

**SAY** Click “Sign In” to start the test.

**Check your information**

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<small>Name</small> <b>Student Name</b>	<small>Date of birth</small> <b>XX/XX/XXXX</b>
<small>Grade</small> <b>Grade</b>	<small>Gender</small> <b>Female</b>
<small>School name</small> <b>School Name</b>	<small>Student number</small> <b>XXXXXXXXXX</b>
<small>Teacher name</small> <b>Teacher Name</b>	

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**3** Is everything here correct?

**3** On the next screen, students will confirm the information is correct and select “Yes.” If any student raises his/her hand during the following steps, pause and contact the School Test Coordinator before continuing. The STC can then edit the student information from the **STUDENTS** tab in Nextera Admin or contact Questar Customer Support for assistance. After any student information is edited, the student must log out and log back in to the test to confirm that the update has been made.

SAY Now you should see a screen with your name on it. If you do not see your own name, raise your hand. If your name is not spelled correctly, raise your hand.

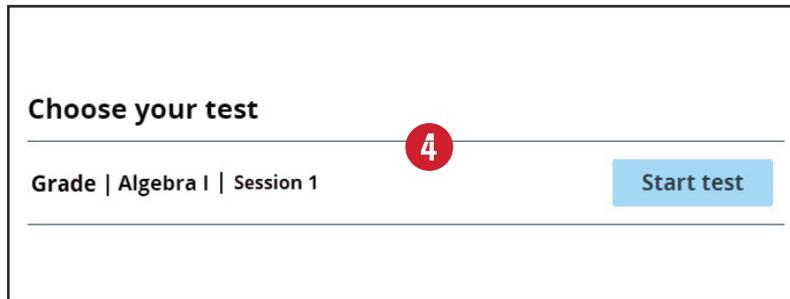
Now look at the rest of the information on the screen. Make sure it is correct.

- your date of birth
- your grade
- your gender
- your school’s name
- your student number
- your teacher’s name

If any of the information is not correct, please raise your hand.

If a student’s grade is incorrect, the student should not complete the test. Notify the STC, and they will need to contact Questar Customer Support for assistance. The student can begin testing once the grade displayed is correct.

SAY If all of the information is correct, you can click “Yes” now. The “Yes” button is at the bottom of the screen. Do not go past the next screen.



**Note: Ensure students using Text-to-Speech (TTS) have the accommodation set prior to signing in to the test.** Make sure the sound on Text-to-Speech devices is set at a comfortable level and headphones/earbuds are provided for students with the Text-to-Speech accommodation. Instruct students not to unplug their headphones while testing; otherwise it may cause them to get logged out of the test. If the TTS accommodation is set, students will see this TTS toolbar on their screen after logging in to the test.



**Note:** Instruct students to be careful not to hit the Insert key while typing because it may cause some of their responses to be overwritten. If they do accidentally hit the Insert key and enter overtype mode, they should select the Insert key again to return to insert mode.

**4** On the next screen, students will see links for the tests they are taking. Instruct them to select the link for the test they are taking during the current session.

Make sure all students are signed in and at the test selection screen.

SAY Now we are going to begin the test. Click on the “Start test” button next to [insert test session to be administered].

SAY You should now see the first page of the directions tutorial.

Make sure all students are on the correct screen. Directions are customized by content area and student accommodations.

SAY **Information Area**

### **Online/Offline Indicator**

The online indicator (a checkmark) means you are working online.

The offline indicator (an x) means you are working offline. Your answers are still being saved, but you will have to reconnect before submitting your test.

### **Directions & Pause/Sign Out**

The directions link allows you to access these directions again at any time during your test.

The pause/sign out link pauses the test and signs you out of the system without submitting your test.

## SAY **Navigation Area**

### **Review Screen**

Use the review button to see your progress on the test and quickly move between questions. This is also where you **submit your test when you are finished**.

### **Navigation Buttons**

Move between different questions on your test by using these buttons.

The next question button moves you forward one.

The previous question button moves you back one.

## SAY **Global Test Tools Zoom**

The zoom out button decreases the size.

The zoom in button increases the size.

### **Bookmark**

The bookmark button marks any question you want to return to at a later time. Anything you've bookmarked can be seen from the review screen.

### **Note**

The note button opens a text editor where you can leave yourself a note to refer to later. Any questions you've left a note on can be seen from the review screen.

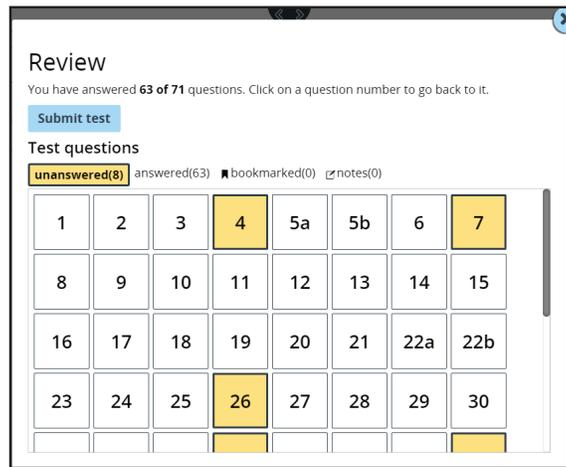
**Note:** Test tools will be different for every student based on test administered and accommodations set.

SAY Read the test tools page on your own. As a reminder, if you need to revisit the directions you can access the directions button at the top right of the screen.

Stop at the Access Code screen.

**Note:** A Proctor Password is required to resume a student's test that has been paused for over 4 hours. STCs can locate the Proctor Password on the Nextera *HOME* page under *School Information*.

## Online Testing Directions — Review Screen



- SAY If there is time remaining once you finish your test, you may review your work. To review your test before submitting it for scoring, select the “Review” button.
- SAY You can filter through different views on the Review screen to see unanswered questions, answered questions, bookmarks, or notes. The default filter shows any unanswered questions with a yellow background and answered questions with a white background.
- SAY You can navigate back to a question by clicking on the question number. Then click the “Review” button again to return to the Review screen. If you have any questions once you finish the test and go to the Review screen, raise your hand at that time and I will help you.
- SAY When you are ready to submit your test, go to the Review screen and click “Submit test.” There will be a message asking if you are sure you want to submit your test. Click “Submit test” again to submit your test. If you did not answer all of the questions and there is time remaining, you may click “Cancel” to go back and answer questions. If time is up, click “Submit test” to submit your test. Does anyone have questions before we begin?

Answer any questions the students might have.

## Online Testing Directions — Breaking During a Test

If students need to sign out of a test for a break or another reason,

- SAY Find the || / Sign out link at the top right of your screen next to your name.  Click it once and a screen will pop up asking if you’re sure you want to sign out of the test. Click “Pause test.”

The students are now signed out. Students must sign back in using their same User IDs/Passwords and submit the test once they are finished. Students will not be allowed back into their test the next day.

## Online Testing Directions — Administering the Test

<p><b>Access code needed</b></p> <p></p> <p>Please enter the access code that your teacher gives you.</p> <input type="text"/>	<p><b>Wait to start</b></p> <p></p> <p>Wait until your test is loaded and your teacher tells you to start the test.</p> <p><b>Exit</b> <b>Start test</b></p>
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- 1** SAY You should now see a screen asking for the Access Code. In the space provided, type in [insert the session Access Code]. Then click “Continue.”

**Note:** The remainder of the script does not apply for students testing with the extended time accommodation. Instruct extended time students to begin. Refer to their IEPs, 504 Plans, or LSPs for timing instructions.

There will be a separate Access Code for each session. Ensure the correct Access Code is used for the session being administered. Provide help to students who need it. Find the directions for the appropriate subject to continue with the test. Once all students have clicked “Continue,”

- 2** Read the appropriate script for the content area you are administering:

[Algebra I without the Designated Break](#)

[English II with Writing without the Designated Break](#)

[Algebra I with the Designated Break](#)

[English II with Writing with the Designated Break](#)

# **Algebra I without the Designated Break**

## Administering the Test without the Designated Break

### Algebra I

For those choosing ***NOT to take the designated break during the Algebra I test***, read the following directions.

**Note:** Refer to the MDE Accommodations Manual for the policy on extended testing time. Use the student's IEP/504/LSP to inform testing times for this accommodation in lieu of what is listed in the script below.

SAY The test you are about to take will last 3 hours. Click "Start test."

If you are a Human Reader administering a Read-Aloud Script, begin reading the Read-Aloud Script.

Make note of the time students begin.

**Start Time:** \_\_\_\_\_

**Stop Time:** \_\_\_\_\_

When there are ten minutes left,

SAY You have ten minutes left.

When time is up,

SAY Stop. Time is up. Whether or not you have finished, click the "Review" button. Then click "Submit test." Click "Submit test" again in the window that pops up. You have completed the test.

Collect all student login credentials and return them to the School Test Coordinator.

# **English II with Writing without the Designated Break**

## Administering the Test without the Designated Break

### English II with Writing

For those choosing ***NOT to take the designated break during the English II test***, read the following directions.

#### SESSION 1—ENGLISH II

**Note:** Refer to the MDE Accommodations Manual for the policy on extended testing time. Use the student’s IEP/504/LSP to inform testing times for this accommodation in lieu of what is listed in the script below.

SAY The test you are about to take will last 3 hours. Click “Start test.”

If you are a Human Reader administering a Read-Aloud Script, begin reading the Read-Aloud Script.

Make note of the time students begin.

**Start Time:** \_\_\_\_\_

**Stop Time:** \_\_\_\_\_

When there are ten minutes left,

SAY You have ten minutes left.

When time is up,

SAY Stop. Time is up. Whether or not you have finished, click the “Review” button. Then click “Submit test.” Click “Submit test” again in the window that pops up. You have completed the test.

If no more sessions are being administered for the day, collect all student login credentials and return them to the School Test Coordinator.

#### SESSION 2—WRITING PROMPT

**Note:** Refer to the MDE Accommodations Manual for the policy on extended testing time. Use the student’s IEP/504/LSP to inform testing times for this accommodation in lieu of what is listed in the script below.

SAY You will have 1 hour and 15 minutes to complete your response to the prompt. Click “Start test.”

If you are a Human Reader administering a Read-Aloud Script, begin reading the Read-Aloud Script.

Make note of the time students begin.

**Start Time:** \_\_\_\_\_

**Stop Time:** \_\_\_\_\_

When there are ten minutes left,

SAY You have ten minutes left.

When students complete the prompt, they should remain quiet until all students are finished or until time is up. When time is up,

**SAY** Stop. Time is up. Whether or not you have finished, click the “Review” button. Then click “Submit test.” Click “Submit test” again in the window that pops up. You have completed the test.

Collect all student login credentials and return them to the School Test Coordinator.



# **Algebra I with the Designated Break**

## Administering the Test with the Designated Break

### Algebra I

For those ***taking the designated break during the Algebra I test***, read the following directions.

**Note:** Refer to the MDE Accommodations Manual for the policy on extended testing time. Use the student’s IEP/504/LSP to inform testing times for this accommodation in lieu of what is listed in the script below.

SAY You will have two blocks of time, with a ten-minute break between them, to complete the entire test. The first block will last 1 hour and 30 minutes. I will stop you when it is time for a break. Click “Start test.”

If you are a Human Reader administering a Read-Aloud Script, begin reading the Read-Aloud Script. Make note of the time students begin.

**Start Time:** \_\_\_\_\_

**Stop Time:** \_\_\_\_\_

For specific directions on pausing tests for breaks, see the *Breaking During a Test* section. When it is time for the break,

SAY Stop. Locate the Sign Out link at the top right of your screen. Click “|| / Sign out.” Then click “Pause test.” We will take a ten-minute break before continuing. You may not discuss answers during this time.

When students are seated after their break,

SAY You will have 1 hour and 30 minutes to complete the test. Using your same login credentials, sign in again. Wait for me to tell you when to begin.

Help students sign in again. Once all students are on the “Wait to start” screen,

SAY Click “Start test.”

Make note of the time students begin.

**Start Time:** \_\_\_\_\_

**Stop Time:** \_\_\_\_\_

When there are ten minutes left,

SAY You have ten minutes left.

When time is up,

SAY Stop. Time is up. Whether or not you have finished, click the “Review” button. Then click “Submit test.” Click “Submit test” again in the window that pops up. You have completed the test.

Collect all student login credentials and return them to the School Test Coordinator.

# **English II with Writing with the Designated Break**

## Administering the Test with the Designated Break

### English II with Writing

For those *taking the designated break during the English II test*, read the following directions.

#### SESSION 1—ENGLISH II

**Note:** Refer to the MDE Accommodations Manual for the policy on extended testing time. Use the student’s IEP/504/LSP to inform testing times for this accommodation in lieu of what is listed in the script below.

SAY You will have two blocks of time, with a ten-minute break between them, to complete the entire test. The first block will last 1 hour and 30 minutes. I will stop you when it is time for a break. Click “Start test.”

If you are a Human Reader administering a Read-Aloud Script, begin reading the Read-Aloud Script. Make note of the time students begin.

**Start Time:** \_\_\_\_\_

**Stop Time:** \_\_\_\_\_

For specific directions on pausing tests for breaks, see the *Breaking During a Test* section. When it is time for the break,

SAY Stop. Locate the Sign Out link at the top right of your screen. Click “|| / Sign out.” Then click “Pause test.” We will take a ten-minute break before continuing. You may not discuss answers during this time.

When students are seated after their break,

SAY You will have 1 hour and 30 minutes to complete the test. Using your same login credentials, sign in again. Wait for me to tell you when to begin.

Help students sign in again. Once all students are on the “Wait to start” screen,

SAY Click “Start test.”

Make note of the time students begin.

**Start Time:** \_\_\_\_\_

**Stop Time:** \_\_\_\_\_

When there are ten minutes left,

SAY You have ten minutes left.

When time is up,

**SAY** Stop. Time is up. Whether or not you have finished, click the “Review” button. Then click “Submit test.” Click “Submit test” again in the window that pops up. You have completed the test.

If no more sessions are being administered for the day, collect all student login credentials and return them to the School Test Coordinator.

## **SESSION 2—WRITING PROMPT**

**Note:** Refer to the MDE Accommodations Manual for the policy on extended testing time. Use the student’s IEP/504/LSP to inform testing times for this accommodation in lieu of what is listed in the script below.

**SAY** You will have 1 hour and 15 minutes to complete your response to the prompt. Click “Start test.”

If you are a Human Reader administering a Read-Aloud Script, begin reading the Read-Aloud Script.

Make note of the time students begin.

**Start Time:** \_\_\_\_\_

**Stop Time:** \_\_\_\_\_

When there are ten minutes left,

**SAY** You have ten minutes left.

When students complete the prompt, they should remain quiet until all students are finished or until time is up. When time is up,

**SAY** Stop. Time is up. Whether or not you have finished, click the “Review” button. Then click “Submit test.” Click “Submit test” again in the window that pops up. You have completed the test.

Collect all student login credentials and return them to the School Test Coordinator.



# **Administering the Paper/ Pencil Accommodated Test**

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## Preparing for Paper/Pencil Accommodated Testing

Questar provides Paper/Pencil, Large Print, and Braille test books to districts upon request to meet accommodations listed in a student's IEP, 504 Plan, or LSP. Accommodated tests are secure materials and must be returned to Questar. The District Test Coordinator (DTC) or his/her designee will provide instructions for the handling of these materials.

Any student testing with a Paper/Pencil, Large Print, or Braille test book will record his/her answers by using the method documented in the student's IEP, 504 Plan, or LSP.

Test Administrators (TAs) **MUST** transcribe all Paper/Pencil, Large Print, and Braille student answers into Nextera immediately after the student is finished testing. Once transcription is complete, return all materials to the School Test Coordinator (STC).

If you are administering an accommodated version of the Algebra I test, make sure that each student has an allowable calculator. (Questar does not supply calculators along with accommodated materials.) Distribute the appropriate Reference Sheet, if needed, and clean scratch paper to these students. Reference Sheets and scratch paper are considered secure materials and must be returned to the STC/DTC after testing.

Students with an IEP, 504 Plan, or LSP work and break according to their respective documented accommodations. Test Administrators must be familiar with all accommodations before testing begins.

### Accommodated Form Testing Tips

- Note the time students begin.
- Move around the room after the test has started in order to make sure everyone is following directions.
- If a student has questions, refer to the chart in the *Testing Guidelines* section of this manual for additional information.
- Do not provide help on specific test questions.
- Encourage all students to do their best.
- Do not give a direct answer when a student asks whether his/her answer to a particular problem is correct. Use a neutral response such as **“Choose the answer you think is correct and then continue.”**
- Once students are finished testing, collect all materials.
- **All accommodated tests MUST be transcribed into the online system.** See the *Transcribing Accommodated Responses into Nextera* section of this manual.

Test Administrators should read and be familiar with the checklists, guidelines, and procedures in the *Test Administrator's Manual (TAM)* prior to testing. The table lists helpful sections in the TAM for administering each accommodation.

Before administering the test, verify you have the correct testing materials listed in the table. If any materials are missing, immediately notify the STC.

Ensure there is sufficient time remaining in the school day for the length of the test, especially when testing students with extended time. Plan for approximately 15 minutes to have students complete the student demographic information on the back cover of the test book and to read the test directions to the students. Note that students with Braille accommodated test books **do not** have student demographic information on the back cover, and Braille students will not complete this step.

After students enter the testing room, verify the class roster. Remind students that all electronic devices, except for allowable calculators (see the *Calculator Policy* section of the TAM), **are not allowed in the testing environment**; otherwise their test will be invalidated.

When students are ready to begin testing, pass out testing materials (e.g., Paper/Pencil Test books, scratch paper, pencils, and calculators) and begin reading the appropriate script provided in this manual, as noted in the table.

After administering a Paper/Pencil, Large Print, or Braille test, Administrators **must** transcribe student answers into Nextera immediately. Instructions can be found in the *Transcribing Accommodated Responses into Nextera* section of this manual.

Test and Accommodation Administered	Materials Needed	Scripts to Administer the Test	For More Information
Paper/Pencil or Large Print	<ul style="list-style-type: none"> <li>• Paper/Pencil or Large Print test books</li> </ul>	<a href="#">Completing Student Demographic Information</a> Algebra I <ul style="list-style-type: none"> <li>• <a href="#">Without the Designated Break</a></li> <li>• <a href="#">With the Designated Break</a></li> </ul> English II with Writing <ul style="list-style-type: none"> <li>• <a href="#">Without the Designated Break</a></li> <li>• <a href="#">With the Designated Break</a></li> </ul>	
Braille	<ul style="list-style-type: none"> <li>• Braille test book</li> <li>• Braille Teacher’s Edition test book</li> </ul>	Algebra I <ul style="list-style-type: none"> <li>• <a href="#">Without the Designated Break</a></li> <li>• <a href="#">With the Designated Break</a></li> </ul> English II with Writing <ul style="list-style-type: none"> <li>• <a href="#">Without the Designated Break</a></li> <li>• <a href="#">With the Designated Break</a></li> </ul>	
Human Reader (Offline)	<ul style="list-style-type: none"> <li>• Paper/Pencil or Large Print test books</li> <li>• Read-Aloud Script login credentials</li> <li>• Read-Aloud Script Access Code(s)</li> <li>• TA device (tablet, computer, etc.)</li> </ul>	<a href="#">Completing Student Demographic Information</a> Algebra I <ul style="list-style-type: none"> <li>• <a href="#">Without the Designated Break</a></li> <li>• <a href="#">With the Designated Break</a></li> </ul> English II with Writing <ul style="list-style-type: none"> <li>• <a href="#">Without the Designated Break</a></li> <li>• <a href="#">With the Designated Break</a></li> </ul>	Administering Text-to-Speech and Human Reader Accommodations

# **Completing Student Demographic Information**

## Completing Student Demographic Information

Prior to beginning these test directions, have all desks cleared. Distribute the testing materials, and ensure each student has two No. 2 pencils with erasers. If you are administering Session 2 of the English II assessment, re-distribute the testing materials that were filled out before administering Session 1 and skip this script, continuing to the appropriate script listed below. If you are administering a Braille accommodated test, skip this script and continue to the appropriate script listed below.

SAY Today you will take the [INSERT GRADE AND SUBJECT AREA] component of the Mississippi Academic Assessment Program. We will begin by filling in your information on your test book.

SAY Turn your test book over to the back cover. Find Box 1. Fill in the District Name, School Name, Classroom Name, and Date.

If needed, write the District, School, and Classroom names and the date on the board for students to copy. Once students are finished,

SAY Find Box 2, labeled “Student Name.” Print your name in the boxes—your last name, first name, and then your middle initial. Print one letter in each box. If your name is longer than the spaces provided, print as many letters as you can. If your name is shorter, you do not need to fill in the boxes past your name. [Pause while students print their names.] Then, for each column, fill in the circle with the letter that matches the letter you printed in the box at the top. If your name is shorter, you do not need to fill in any circles past your name. [Pause.]

SAY Now find box 3, “State ID Number.” In the boxes, write the nine digits of your State ID Number. Print one digit in each box. [Pause.] Now darken the circle for each digit. [Pause.]

SAY Find Box 4, “Birth Date.” In the column that says “Month,” fill in the circle beside the month in which you were born. [Pause.] Now find the column that says “Day.” In the boxes, write the day of the month you were born. For birth dates one through nine, print a zero in the first column. Print one digit in each box. [Pause.] Now find the column that says “Year.” In the last two boxes, print the last two digits of the year you were born. [Pause.] Now fill in the circle for either 19 or 20 and the circles that match the numbers you have printed. [Pause.]

SAY When you have finished, stop and put your pencils down.

When students have completed the Student Demographic Information, read the appropriate script for the content area you are administering:

[Algebra I without the Designated Break](#)

[English II with Writing without the Designated Break](#)

[Algebra I with the Designated Break](#)

[English II with Writing with the Designated Break](#)

# **Algebra I without the Designated Break**

## Administering the Accommodated Test without the Designated Break

### Algebra I

For those choosing ***NOT to take the designated break during the Algebra I test***, read the following directions after students have completed the demographic information on the back page of their test books.

**Note:** Refer to the MDE Accommodations Manual for the policy on extended testing time. Use the student's IEP/504/LSP to inform testing times for this accommodation in lieu of what is listed in the script below.

SAY The test you are about to take will last 3 hours. Open your test book to page 3. Read each question or problem carefully. Then, answer the question or work the problem. Be sure to mark your response in your test book.

If you are a Human Reader administering a Read-Aloud Script, begin reading the Read-Aloud Script.

If you are NOT a Human Reader,

SAY You may begin.

Make note of the time students begin.

**Start Time:** \_\_\_\_\_

**Stop Time:** \_\_\_\_\_

When there are ten minutes left,

SAY You have ten minutes left.

When time is up,

SAY Stop. Time is up. Put your pencil down and close your test book. You have completed the test.

Collect all test materials and return them to the School Test Coordinator.

# **English II with Writing without the Designated Break**

## Administering the Accommodated Test without the Designated Break

### English II with Writing

For those choosing ***NOT to take the designated break during the English II test***, read the following directions after students have completed the demographic information on the back page of their test books.

#### SESSION 1—ENGLISH II

**Note:** Refer to the MDE Accommodations Manual for the policy on extended testing time. Use the student's IEP/504/LSP to inform testing times for this accommodation in lieu of what is listed in the script below.

SAY The test you are about to take will last 3 hours. Open your test book to page 3. Read each passage and question carefully. Then, answer the question. Be sure to mark your response in your test book.

If you are a Human Reader administering a Read-Aloud Script, begin reading the Read-Aloud Script.

If you are NOT a Human Reader,

SAY You may begin.

Make note of the time students begin.

**Start Time:** \_\_\_\_\_

**Stop Time:** \_\_\_\_\_

When there are ten minutes left,

SAY You have ten minutes left.

When time is up,

SAY Stop. Time is up. Put your pencil down and close your test book. You have completed the test.

If no more sessions are being administered for the day, collect all test materials and return them to the School Test Coordinator.

#### SESSION 2—WRITING PROMPT

**Note:** Refer to the MDE Accommodations Manual for the policy on extended testing time. Use the student's IEP/504/LSP to inform testing times for this accommodation in lieu of what is listed in the script below.

SAY You will have 1 hour and 15 minutes to complete your response to the prompt. Open your test book to Session 2.

If you are a Human Reader administering a Read-Aloud Script, begin reading the Read-Aloud Script.

If you are NOT a Human Reader,

SAY You may begin.

Make note of the time students begin.

**Start Time:** \_\_\_\_\_

**Stop Time:** \_\_\_\_\_

When there are ten minutes left,

SAY You have ten minutes left.

When students complete the prompt, they should remain quiet until all students are finished or until time is up. When time is up,

SAY Stop. Time is up. Put your pencil down and close your test book. You have completed the test.

Collect all test materials and return them to the School Test Coordinator.



# **Algebra I with the Designated Break**

## Administering the Accommodated Test with the Designated Break

### Algebra I

For those ***taking the designated break during the Algebra I test***, read the following directions after students have completed the demographic information on the back page of their test books.

**Note:** Refer to the MDE Accommodations Manual for the policy on extended testing time. Use the student's IEP/504/LSP to inform testing times for this accommodation in lieu of what is listed in the script below.

SAY You will have two blocks of time, with a ten-minute break between them, to complete the entire test. The first block will last 1 hour and 30 minutes. I will stop you when it is time for a break. Open your test book to page 3. Read each question or problem carefully. Then, answer the question or work the problem. Be sure to mark your response in your test book.

If you are a Human Reader administering a Read-Aloud Script, begin reading the Read-Aloud Script.

If you are NOT a Human Reader,

SAY You may begin.

Make note of the time students begin.

**Start Time:** \_\_\_\_\_

**Stop Time:** \_\_\_\_\_

When it is time for the break,

SAY Stop. Place your pencil inside your test book and close the book. We will take a ten-minute break before continuing. You may not discuss answers during this time.

When students are seated after their break,

SAY You will have 1 hour and 30 minutes to complete the test. Wait for me to tell you when to begin. Open your test book to where you stopped before the break.

Once all students have opened their books,

SAY You may begin.

Make note of the time students begin.

**Start Time:** \_\_\_\_\_

**Stop Time:** \_\_\_\_\_

When there are ten minutes left,

SAY You have ten minutes left.

When time is up,

SAY Stop. Time is up. Put your pencil down and close your test book. You have completed the test.

Collect all test materials and return them to the School Test Coordinator.

# **English II with Writing with the Designated Break**

## Administering the Accommodated Test with the Designated Break

### English II with Writing

For those ***taking the designated break during the English II test***, read the following directions after students have completed the demographic information on the back page of their test books.

#### SESSION 1—ENGLISH II

**Note:** Refer to the MDE Accommodations Manual for the policy on extended testing time. Use the student's IEP/504/LSP to inform testing times for this accommodation in lieu of what is listed in the script below.

**SAY** You will have two blocks of time, with a ten-minute break between them, to complete the entire test. The first block will last 1 hour and 30 minutes. I will stop you when it is time for a break. Open your test book to page 3. Read each passage and question carefully. Then, answer the question. Be sure to mark your response in your test book.

If you are a Human Reader administering a Read-Aloud Script, begin reading the Read-Aloud Script.

If you are NOT a Human Reader,

**SAY** You may begin.

Make note of the time students begin.

**Start Time:** \_\_\_\_\_

**Stop Time:** \_\_\_\_\_

When it is time for the break,

**SAY** Stop. Place your pencil inside your test book and close the book. We will take a ten-minute break before continuing. You may not discuss answers during this time.

When students are seated after their break,

**SAY** You will have 1 hour and 30 minutes to complete the test. Wait for me to tell you when to begin. Open your test book to where you stopped before the break.

Once all students have opened their books,

**SAY** You may begin.

Make note of the time students begin.

**Start Time:** \_\_\_\_\_

**Stop Time:** \_\_\_\_\_

When there are ten minutes left,

**SAY** You have ten minutes left.

When time is up,

SAY Stop. Time is up. Put your pencil down and close your test book. You have completed the test.

If no more sessions are being administered for the day, collect all test materials and return them to the School Test Coordinator.

## SESSION 2—WRITING PROMPT

**Note:** Refer to the MDE Accommodations Manual for the policy on extended testing time. Use the student's IEP/504/LSP to inform testing times for this accommodation in lieu of what is listed in the script below.

SAY You will have 1 hour and 15 minutes to complete your response to the prompt. Open your test book to Session 2.

If you are a Human Reader administering a Read-Aloud Script, begin reading the Read-Aloud Script.

If you are NOT a Human Reader,

SAY You may begin.

Make note of the time students begin.

**Start Time:** \_\_\_\_\_

**Stop Time:** \_\_\_\_\_

When there are ten minutes left,

SAY You have ten minutes left.

When students complete the prompt, they should remain quiet until all students are finished or until time is up. When time is up,

SAY Stop. Time is up. Put your pencil down and close your test book. You have completed the test.

Collect all test materials and return them to the School Test Coordinator.

## Transcribing Accommodated Responses into Nextera

For students requiring a Paper/Pencil, Large Print, or Braille test book, all responses must be transcribed into the online Nextera Test Delivery System (TDS).

After a student completes testing, the transcriber will copy the student responses from the accommodated paper test book into the Nextera TDS. **All responses must be transcribed into the online system.** Ensure that all accommodated materials are collected and returned to the STC as soon as testing/transcription is complete.

### Transcription Instructions

Test Administrators should follow the steps below to transcribe a student's responses into Nextera:

- Step 1 Log in to the Nextera Admin site. Navigate to the student record and ensure the correct *Print Variations* accommodation option is selected for the applicable content area(s).
- Step 2 Obtain the student's login credentials from the *Test Administrations* page in Nextera Admin. **Note:** If the student is not assigned to a class in Nextera, the STC can manually add the student if needed and assign the student to a class. You will then be able to obtain the student's login credentials from the *Test Administrations* page for the class to which he or she is assigned.
- Step 3 After signing in as the student in the Secure Browser, ensure that all student data fields are accurate and complete.
- Step 4 Transcribe all student responses from the test book into Nextera. If a student response does not fit the Nextera field requirement, go back to the student and ask him/her to adjust his/her response in the test book in a secure testing environment. Do not modify the student's response in any way other than what the student provides.
- Step 5 Enlist a second staff member to verify that the student's responses were entered correctly before submitting the test. Then submit the test.

If you have any questions, please contact Questar Customer Support by calling 1-800-644-4054 or via email at [mscustomersupport@questarai.com](mailto:mscustomersupport@questarai.com).





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