



Mississippi Academic Assessment Program-Alternate (MAAP-A)
Spring 2022

Test Coordinator's Manual (TCM)



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Printed in the United States of America.

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Introductory Information

This Manual

This *Test Coordinator's Manual* (TCM) serves to guide Test Coordinators (TCs) through sign in and general test administration activities for the Mississippi Academic Assessment Program-Alternate (MAAP-A). Instructions for test administration in the classroom are provided in the *Test Administration Manual* (TAM). The TAM and additional information can be accessed on the *Help* page in Nextera® Admin under the heading “MAAP-A Resources” located at: <https://ms.nextera.questarai.com>.

MAAP-A Administration

Overview

The MAAP-A is used to evaluate student performance relative to the Mississippi College and Career-Readiness Standards.

The 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 for English Language Arts, Mathematics, and Science (MS AAAS) and measures the academic skills of students with the most significant cognitive disabilities, who meet the requirements to take the MAAP-A, and who have that qualification documented on their Individualized Education Programs (IEPs).

More information on each assessment, including blueprints and additional resources, can be found on the Mississippi Department of Education website at <https://www.mdek12.org/OSA/SP/MAAP-A>.

Online Resource Materials

MAAP-A Resources

MAAP-A Manuals

- MAAP-A Spring Test Administration Manual (TAM)
- MAAP-A Spring Test Coordinator's Manual (TCM)

MAAP-A Training

- MAAP-A DTC/STC/SPED Training PPT
- MAAP-A Teacher Regional Training PPT
- MAAP-A Guiding Questions - Regional Training
- MAAP-A Nextera Training Webinar Recording
- MAAP-A Nextera Training Webinar PPT
- MAAP-A Nextera Training Webinar Questions Log
- **MAAP-A Sample Tasks:**
 - Grade 3 Math Script
 - Grade 3 Math Stimulus Card
 - Grade 4 ELA Script
 - Grade 4 ELA Stimulus Card
 - HS Science Script
 - HS Science Stimulus Card

MAAP-A Other Resources

- MAAP-A Attemptedness Rule Clarification-Revision
- Spring Reports QRG
- Learner Characteristics Inventory (LCI) - Paper Copy for Teachers
- Learner Characteristics Inventory (LCI) - Quick Reference Guide
- MAAP-A_Student Response Score Sheet
- Second Scorer Quick Reference Guide
- MAAP-A Fall Retest Task Tracker
- MAAP-A_Return Instructions Poster

Various reference materials, such as the TAM, are available on the Nextera *Help* page. The MAAP-A materials are under the **MAAP-A Resources** section of the table.

- Select **Help** under the **HELP** tab.
- At the bottom of the page you will see the **Support Documentation** section. Select any document title to open.

Important Dates

Spring 2022 Test Administration: Key Dates

Before Testing	
Materials Due in District	February 28, 2022
Additional Materials Order (AMO) Window*	March 1–May 5, 2022
During Test Window	
MAAP-A Test Administration Window	March 14–May 6, 2022
All scores must be transcribed into Nextera by 5:00 p.m. CT	May 6, 2022
After Testing	
Districts return test materials to Questar**	March 21–May 13, 2022

*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.

User Accounts (and Roles) and Responsibilities

District Test Coordinator (DTC) or District-Level User (DLU)

Non-Nextera Activities

- Communicates/coordinates between MDE, Questar, and within the district
- Orders, receives, and distributes printed materials to schools appropriately
- Sends materials back to Questar after testing is complete

Nextera Activities

- Only one DTC per district, multiple DLUs are allowed
- Creates and assigns School Test Coordinators (STCs) and Special Education Users (SEUs) accounts
- Views district level and school (within his/her own district) level information
- Ensures all student data is correct
- Serves as a backup to the SEU role to enter the *Learner Characteristics Inventory* (LCI) information and to ensure it is entered in Nextera Admin
- Serves as a backup to the STC to assign licensed Teachers and Second Scorers
- Applies Not Testing and Invalidate Test codes, as appropriate

School Test Coordinator (STC) or Building-Level User (BLU)

Non-Nextera Activities

- Coordinates between the DTC, Questar, and within the school
- Manages secure materials within the school before, during, and after testing (after testing is complete, returns all materials to the DTC)
- Documents the Test Administrators (TAs) and Second Scorers
- Collaborates with the DTC, TAs, and Second Scorers on testing schedules and considerations

Nextera Activities

- Creates and assigns TA (licensed MS teachers) and Second Scorer (licensed MS teachers) accounts
- Views school level information
- Ensures all student data is correct, including the ability to add/edit student demographic data as appropriate
- Serves as a backup to the SEU role to enter the LCI and to ensure it is entered in Nextera Admin

Special Education User (SEU)

Non-Nextera Activities

- Unique role for MAAP-A (This role should be assigned to the District Special Education Director)
- Collaborates with the DTC, STCs, TAs, and Second Scorers on testing schedules and considerations

Nextera Activities

- District-level role with district level access
- Responsible for entering LCI data for students on behalf of TAs (licensed teachers)
- Ability to add/edit student demographic data, if needed

Test Administrator/Teacher (TA)

Non-Nextera Activities

- The teacher who is most familiar with and works regularly with the student(s)
- Must hold a current Mississippi Educator License
- Collaborates with the STC and Second Scorers on testing schedules and considerations
- Reviews the Test Administration Booklet (TAB) and prepares stimulus materials prior to testing and as appropriate for student needs
- Leads the administration using the TAB and stimulus materials
- Documents the student's score, based on the scripted "Expect" statements in the TAB, by indicating the scores on his/her own paper copy of the Student Response Score Sheet

Nextera Activities

- Completes a paper version of the LCI and submits it to the SEU or STC, or meets with and provides LCI details for students to the SEU or STC
- Completes LCI for each student before testing begins (required)
- In Nextera, has the user role "Teacher" and is labeled as "Scorer #1" in the scoring section (TA = Teacher = Scorer #1)
- After testing is complete, enters/transcribes student scores into Nextera

Second Scorer

Non-Nextera Activities

- Must hold a current Mississippi Educator License
- A silent participant in the test administration who observes and documents the student's score, based on the scripted "Expect" statements in the TAB, by indicating the scores on his/her own paper copy of the Student Response Score Sheet
- Scores independently of TA but bases score on interactions between the TA and student

Nextera Activities

- In Nextera, user role label is "Second Scorer"
- In the scoring section, will be labeled as "Scorer #2"
- After testing is complete, enters/transcribes student scores into Nextera
- Cannot view student demographic information
- Can view own account profile but is unable to edit

Before Testing

Before Testing Checklist

- DTCs will distribute test materials to the schools and verify that each school has received the necessary test materials.
- DTCs will notify Questar and MDE of any missing materials.
- DTCs will order additional materials as necessary.
- DTCs/STCs will ensure that student data is accurate and current in Nextera.
[See the Nextera Admin Site section in this manual.](#)
- DTCs will save the boxes in which materials were received to return the materials to Questar after testing has been completed.
- SEUs/STCs will ensure that the LCI is completed for each student.
- DTCs/STCs will ensure teachers acting as Test Administrators have access to the secure testing materials one week prior to administering the assessment.

Test Coordinator Responsibilities

The TC must schedule and manage the activities of TAs (special education teachers and other licensed school personnel) during the testing window, monitor the test administration, maintain the security of test materials, and assemble/return test materials to Questar.

The Test Coordinator will:

- verify and inventory materials received using the packing lists provided for MAAP-A testing materials.
- 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 Test Administration Booklet (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 Questar once all MAAP-A testing is completed.

Preparation Time

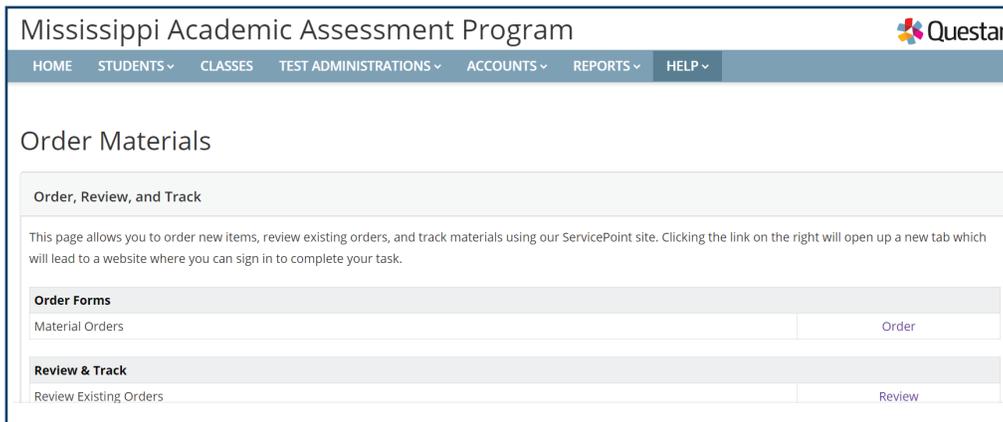
Ensure each TA is given access to the testing materials **one week PRIOR to the day of testing**. This will provide the TAs sufficient time to review the assessment, prepare the necessary materials, and familiarize themselves with the assessment.

Scheduling

- The tasks can be administered at any time during the MAAP-A testing window (March 14–May 6, 2022).
- As the individual who is 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.

For a full list of responsibilities and important activities for the MAAP-A, please refer to the MAAP-A TAM, which is posted on the **HELP** page in Nextera Admin.

Ordering Materials



After you have inventoried your materials shipment:

The *Order Materials* page, available under the **HELP** tab, allows you to enter an Additional Material Order (AMO), review an existing order, and track material shipments. The *Order Materials* page is available to DTCs, DLU, and SEUs to order materials.

Once on the *Order Materials* page, select the service you want to access. Selecting the **Order, Review, or Track** links will open a window for Questar's ServicePoint application. Using this application, you can add and review orders and track shipments. For additional information about ServicePoint, refer to the *Additional Materials Order (AMO) Quick Reference Guide* posted on the *Help* page.

Receiving Materials

Materials will be packed in boxes organized by school and shipped to the district (DTC). Upon receiving the materials, DTCs **must** inventory the materials using the box content list. If the contents do not match the box content list, the DTC should contact Questar Customer Support to note the discrepancy and order additional materials, if needed.

Note: Based on the district's enrollment count, DTCs receive a small overage of materials, please utilize those prior to placing additional material orders.

The DTC **MUST** store materials in a secure location until distributing them to schools. It is recommended that the secure materials are distributed to schools at least seven school days prior to the start of testing. DTCs and STCs must store materials in a secure location at all times, except when they are being prepared/reviewed/used for administration by TAs.

MAAP-A Administration Policies

Test Irregularities

Schools must not schedule an interruption to the school day, such as a fire drill, that will affect students in any way during the assessment. If an interruption in testing occurs due to severe weather, a fire alarm, or any other natural or man-made occurrence, the TA must immediately notify the STC and note the circumstances/time of the occurrence. As soon as circumstances allow, the STC must notify the DTC and the DTC must notify MDE. Test administration must resume as soon as possible after the interruption, and students must be allowed the full amount of time remaining when the interruption occurred. If testing cannot continue the same day, contact MDE prior to rescheduling.

Following an interrupted test administration, MDE staff will review the incident to provide guidance as to whether the students' work will be counted as a valid attempt.

If students have strong emotional reactions to a situation (such as an actual fire or other situation that creates either a real or perceived threat, causes damage to property, or results in injury to a person), the appropriate course of action will be determined following a review of the circumstances.

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.

Personnel Required for Administration

For each administration of the assessment, a TA and a Second Scorer are required. Before testing, each TA and Second Scorer must complete the MAAP-A administration and scoring training required by MDE. Refer to the MAAP-A TAM for further information related to MAAP-A Administration Policies.

Home-bound Students

For a home-bound student being assessed, both a TA and a Second Scorer will be 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 MDE.

Pausing and Resuming Administration of the MAAP-A

The TA may pause the administration of the assessment, following the award of a score point within a task or for an item, if the student’s behavior, medical needs, or characteristics prohibit the student from demonstrating optimal performance in one sitting.

If the testing session is paused, the TA records the student’s response to 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 all tasks/items have not been administered.

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

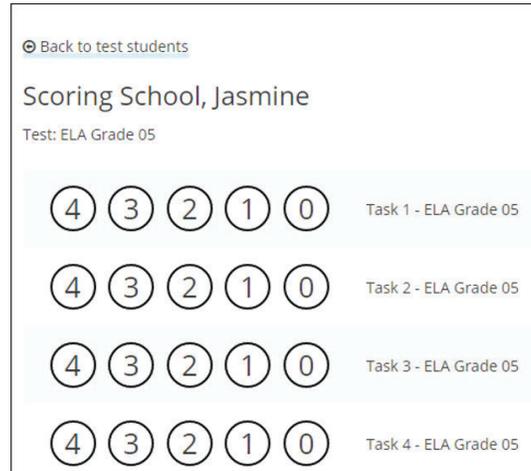
Stopping Rule and Attemptedness

If the student’s behavior, medical needs, and/or characteristics prohibit him/her from completing the assessment, the provision to cease testing may be used. In order to cease testing, complete the following steps:

1. Ensure that a minimum of one full task per content area is attempted. On the *Student Response Score Sheet*, make sure a score of zero (0) for **all tasks** is indicated by the TA and Second Scorer.

MATHEMATICS / ALGEBRA I (All Grades)						
4	3	2	1	0	Task 1	N.O.
4	3	2	1	0	Task 2	N.O.
4	3	2	1	0	Task 3	N.O.
4	3	2	1	0	Task 4	N.O.
4	3	2	1	0	Task 5	N.O.
4	3	2	1	0	Task 6	N.O.
4	3	2	1	0	Task 7	N.O.
4	3	2	1	0	Task 8	N.O.
4	3	2	1	0	Task 9	N.O.
4	3	2	1	0	Task 10	N.O.
4	3	2	1	0	Task 11	N.O.
4	3	2	1	0	Task 12	N.O.
4	3	2	1	0	Task 13*	N.O.
Second Scorer Only						
*Task 13: Grades 5, 6, 7 and HS only						

2. Transcribe the scores of zero (0) for all of the tasks into Nextera. Select **Save** to retain the zero (0) scores.



⊖ Back to test students

Scoring School, Jasmine

Test: ELA Grade 05

4	3	2	1	0	Task 1 - ELA Grade 05
4	3	2	1	0	Task 2 - ELA Grade 05
4	3	2	1	0	Task 3 - ELA Grade 05
4	3	2	1	0	Task 4 - ELA Grade 05

3. Report the situation to the STC so an irregularity form can be completed.
4. Please choose from one of the following as it pertains to your student and district.
 - a. If the student should be counted as attempted for the district and included in reporting, no further action is needed.
 - b. If the student should NOT be counted as tested and should be excluded from reporting, then the DTC must select the **Stopping Rule** from the Invalidate codes.

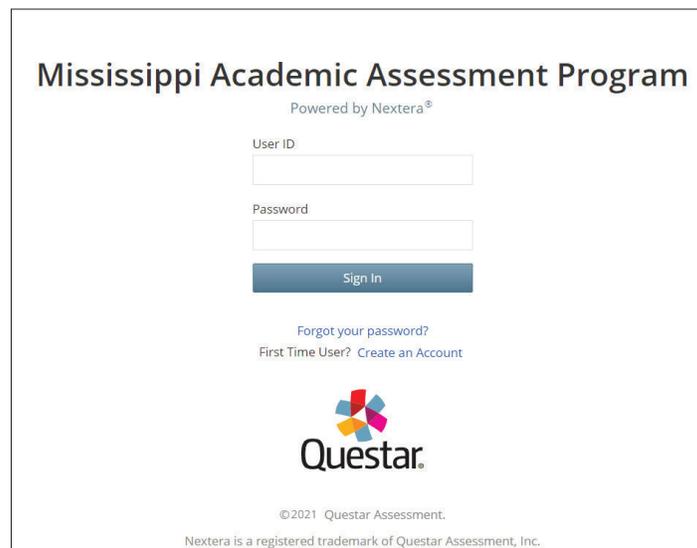
Nextera Admin Site

Sign In

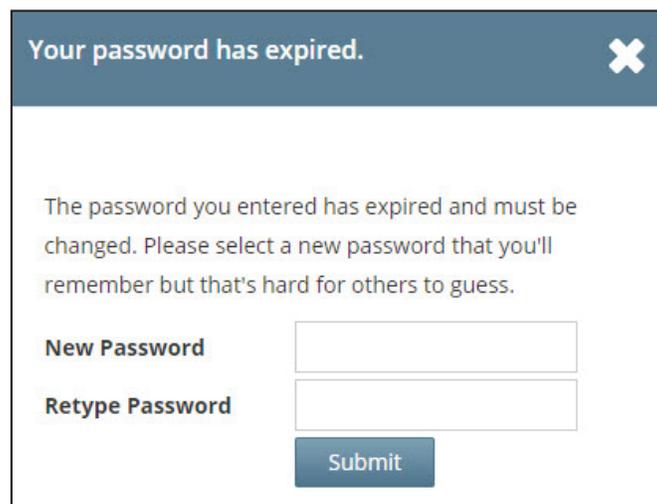
Questar provided DTC sign-in information via a Nextera auto-generated email sent to the email address used for the DTC's user account. If the auto-generated email was not received or cannot be located, verify that this email is not currently in your spam or junk folders in your email account. If you need additional assistance with your login credentials, please contact Customer Support.

Once you have been given your User ID and Password, enter this website address in your browser window: ms.nextera.questarai.com/admin.

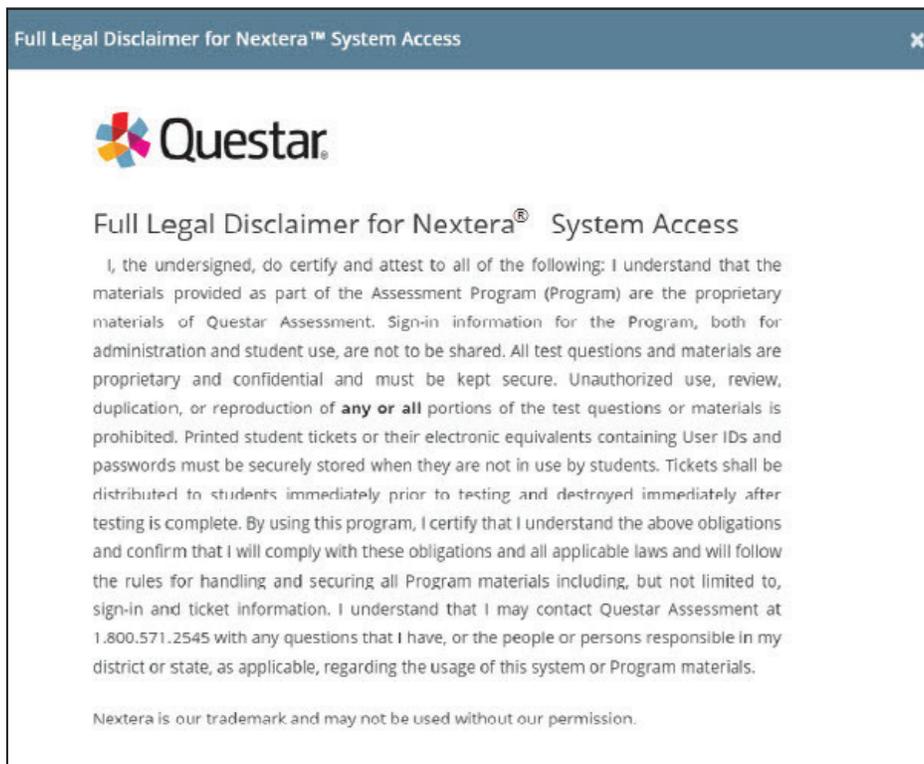
1. Enter your User ID and Password, then select **Sign In**.



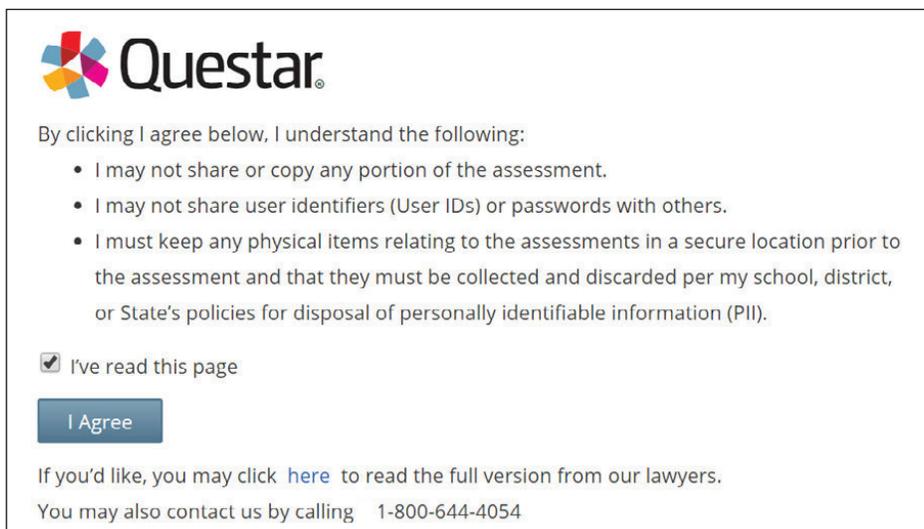
2. The first time you sign in, you will be asked to change your password.



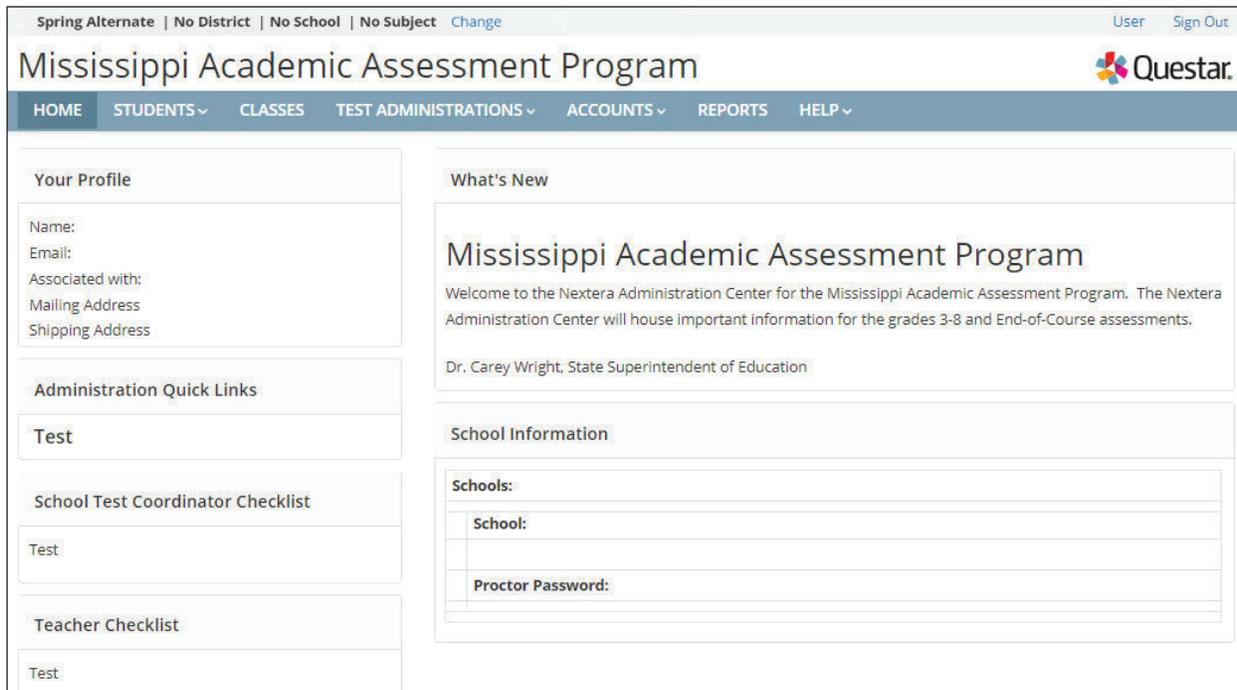
- You will also be asked to acknowledge and agree to the Security Compliance statement the first time you sign in. You will be presented with a paraphrased version of the statement. From this screen, you may choose to read the full version.



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



HOME Page



The screenshot shows the home page of the Mississippi Academic Assessment Program. At the top, there is a navigation bar with the following items: "Spring Alternate | No District | No School | No Subject" followed by a "Change" link, and "User" and "Sign Out" links. The main header includes the "Mississippi Academic Assessment Program" title and the "Questar" logo. Below the header is a navigation menu with tabs for "HOME", "STUDENTS", "CLASSES", "TEST ADMINISTRATIONS", "ACCOUNTS", "REPORTS", and "HELP". The main content area is divided into several sections: "Your Profile" (with fields for Name, Email, Associated with, Mailing Address, and Shipping Address), "Administration Quick Links" (with a "Test" link), "School Test Coordinator Checklist" (with a "Test" link), and "Teacher Checklist" (with a "Test" link). On the right side, there is a "What's New" section with the heading "Mississippi Academic Assessment Program" and a welcome message. Below that is a "School Information" section with a "Schools:" label and a form containing "School:" and "Proctor Password:" fields.

1. You may select the **HELP** tab at any time for additional support, training resources, and frequently asked questions.



This close-up screenshot shows the navigation menu with a red arrow pointing to the "HELP" tab. The menu items are "HOME", "STUDENTS", "CLASSES", "TEST ADMINISTRATIONS", "ACCOUNTS", "REPORTS", and "HELP".

2. The upper-left corner of the screen shows the currently selected administration, district, school, and subject.



This close-up screenshot shows the upper-left corner of the page with a red arrow pointing to the "Change" link. The text above the link reads "Spring Alternate | QAI Test District | No School | No Subject".

Ensure that the desired Administration, District, School, and Subject/Content Area are selected. If changes are needed select the **Change** link. In the window that displays, use the drop-down options to make the desired changes. Select **Change** to save your changes.

What would you like to work on next? ✕

Window	Spring Alternate ▼
District	--make a selection-- ▼
School	--make a selection-- ▼
Content Area	--make a selection-- ▼

Change Cancel

Managing User Accounts

DTCs, STCs, and SEUs are responsible for ensuring all user accounts in Nextera Admin are setup and the appropriate user roles are assigned.

Multiple user (or role) levels exist within Nextera. Some examples include STC, TA, and Second Scorer. A complete list of role types can be found in the [User Accounts \(and Roles\) and Responsibilities](#) section of this manual.

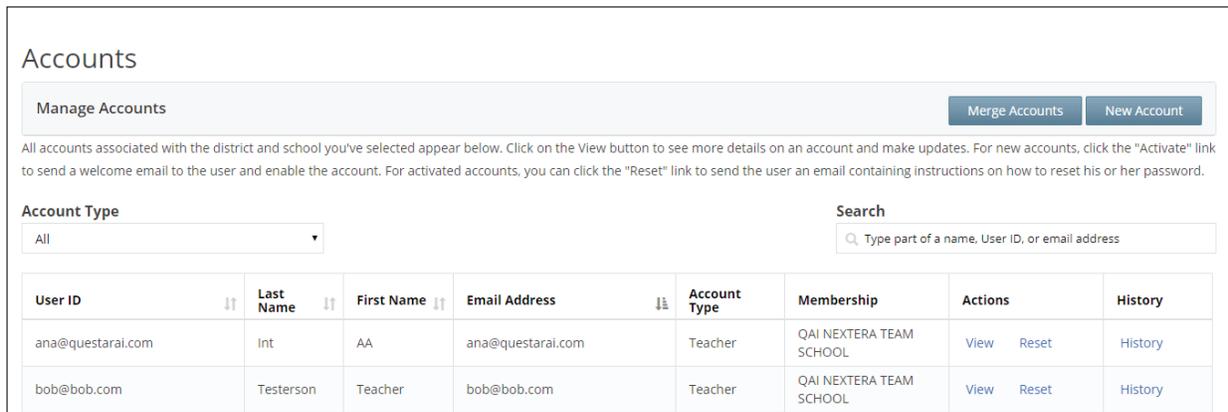
DTCs, STCs, and SEUs can add or edit roles as needed to allow specific individuals the rights they need for accessing their student information.

IMPORTANT: Remember that STCs, DTCs, and SEUs are also responsible for assigning Scorer #1 and Scorer #2 for students in Nextera Admin after verifying the appropriate roles are assigned for user accounts. For detailed instructions on assigning scorers, please see the [Transcribing Scores into Nextera Admin](#) section of this manual.

Verifying Assigned User Roles

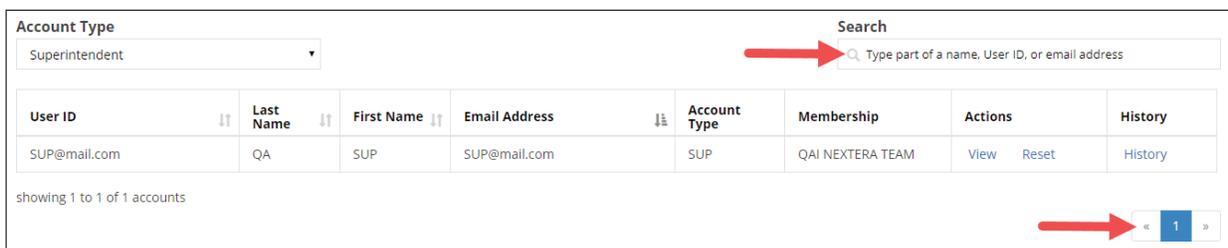
1. Select **ACCOUNTS** from the menu bar, then select **Accounts** from the available drop-down options.

The *Accounts* page displays.



User ID	Last Name	First Name	Email Address	Account Type	Membership	Actions	History
ana@questarai.com	Int	AA	ana@questarai.com	Teacher	QAI NEXTERA TEAM SCHOOL	View Reset	History
bob@bob.com	Testerson	Teacher	bob@bob.com	Teacher	QAI NEXTERA TEAM SCHOOL	View Reset	History

2. You can page through the list of accounts using the arrows at the bottom of the page, or search for an existing account using the search field.



3. You can also filter the list of accounts using the **Account Type** drop-down.

Account Type					Search			
Superintendent					Type part of a name, User ID, or email address			
User ID	Last Name	First Name	Email Address	Account Type	Membership	Actions		History
SUP@mail.com	QA	SUP	SUP@mail.com	SUP	QAI NEXTERA TEAM	View	Reset	History
showing 1 to 1 of 1 accounts								
« 1 »								

4. Once you locate the specific account in the list, you can verify the current assigned user roles in the **Account Type** column.

Account Type					Search			
All					Type part of a name, User ID, or email address			
User ID	Last Name	First Name	Email Address	Account Type	Membership	Actions		History
tjaax@questarai.com	Jaax	Tyler	tjaax@questarai.com	DLU	QAI NEXTERA TEAM	View		History
test@mspreview.com	test	test	test@mspreview.com	Teacher	QAI NEXTERA TEAM SCHOOL	View	Reset	History

5. Select **View** to view all details for the account.

Account Type					Search			
All					Type part of a name, User ID, or email address			
User ID	Last Name	First Name	Email Address	Account Type	Membership	Actions		History
tjaax@questarai.com	Jaax	Tyler	tjaax@questarai.com	DLU	QAI NEXTERA TEAM	View		History
test@mspreview.com	test	test	test@mspreview.com	Teacher	QAI NEXTERA TEAM SCHOOL	View	Reset	History

If changes are needed, you will need to view and edit the account.

Important: If a teacher will act as a TA and a Second Scorer in the physical classroom for different students throughout the MAAP-A test window, ensure this user has the Teacher role assigned to them in Nextera. This will allow them the access they need as both the TA and Second Scorer. Instructions on editing existing accounts can be found in the next section of this manual.

Editing Existing Accounts

After viewing an existing account and verifying the correct roles are assigned, you may need to make some identified changes to the account.

1. While viewing an existing account, select **Edit**.



Back to accounts list

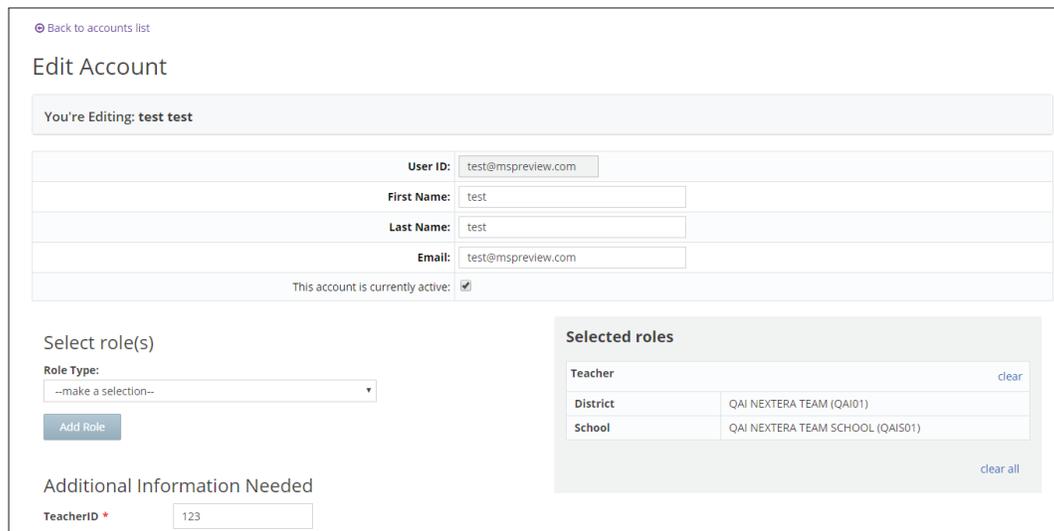
View Account

You're Viewing: test test Merge account with ~~test test~~ Edit

User Info:

First Name:	test
Last Name:	test
Email:	test@mspreview.com
This account is currently active: <input checked="" type="checkbox"/>	
TeacherID:	123

The *Edit Account* page displays.



Back to accounts list

Edit Account

You're Editing: test test

User ID:	test@mspreview.com
First Name:	test
Last Name:	test
Email:	test@mspreview.com
This account is currently active: <input checked="" type="checkbox"/>	

Select role(s)

Role Type:

Add Role

Additional Information Needed

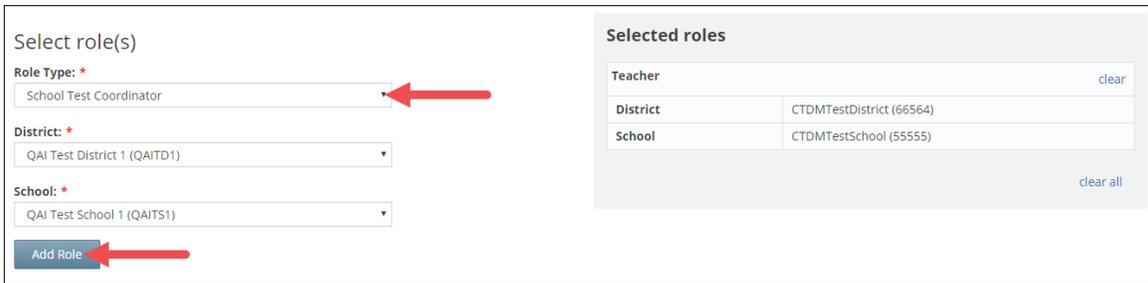
TeacherID *

Selected roles

Teacher	<input type="text" value=""/>	clear
District	QAI NEXTERA TEAM (QAI01)	
School	QAI NEXTERA TEAM SCHOOL (QAI01)	
clear all		

2. Make any desired changes to the user’s account.

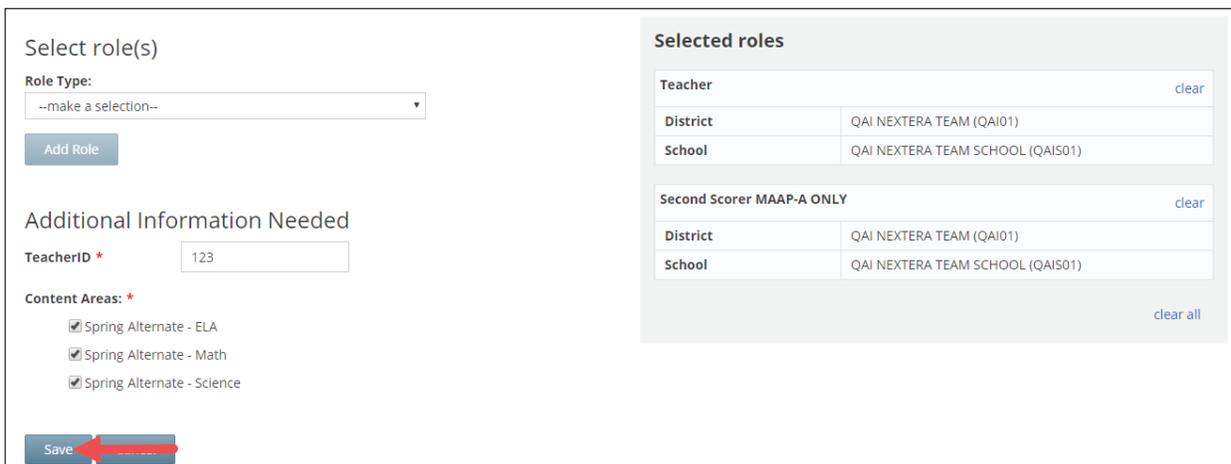
When editing a Teacher or Second Scorer account, DTCs/STCs will need to update the email address from the current placeholder email address to the teacher’s school email address and check the box “this account is currently active”. Multiple user roles can be assigned to accounts by selecting the desired role in the **Role Type** drop-down, then selecting **Add Role**. You can repeat this step to add any additional roles for the user (e.g., users who will be both an STC and a Teacher).



The screenshot shows the 'Select role(s)' form. The 'Role Type' dropdown is set to 'School Test Coordinator'. The 'District' dropdown is 'QAI Test District 1 (QAITD1)' and the 'School' dropdown is 'QAI Test School 1 (QAITS1)'. The 'Add Role' button is highlighted with a red arrow. To the right, the 'Selected roles' section shows a table with one role: 'Teacher' with a 'clear' link.

Selected roles	
Teacher	clear
District	CTDMTestDistrict (66564)
School	CTDMTestSchool (55555)
clear all	

3. Once you have accurately entered all the user’s information, select **Save**.



The screenshot shows the 'Additional Information Needed' form. The 'TeacherID' field contains '123'. The 'Content Areas' section has three checked options: 'Spring Alternate - ELA', 'Spring Alternate - Math', and 'Spring Alternate - Science'. The 'Save' button is highlighted with a red arrow. To the right, the 'Selected roles' section shows two roles: 'Teacher' and 'Second Scorer MAAP-A ONLY', each with a 'clear' link.

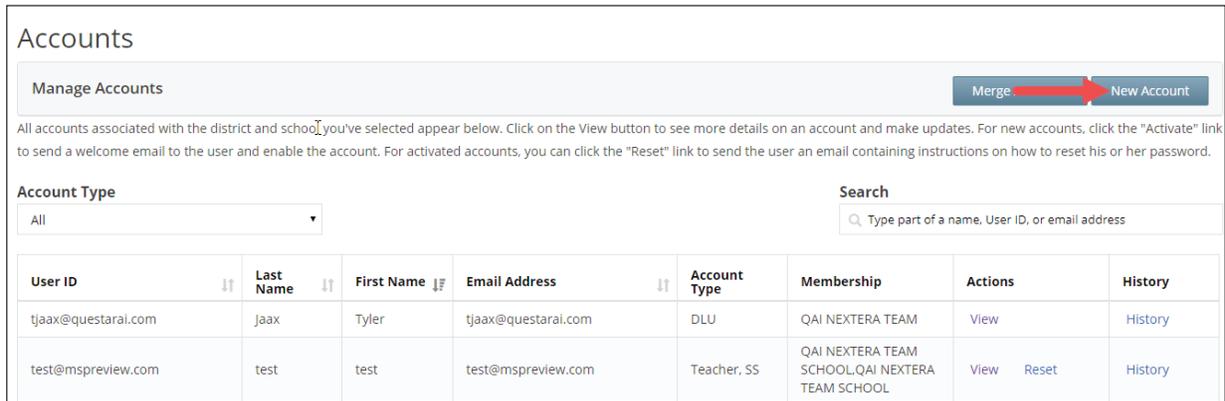
Selected roles	
Teacher	clear
District	QAI NEXTERA TEAM (QAI01)
School	QAI NEXTERA TEAM SCHOOL (QAIS01)
Second Scorer MAAP-A ONLY	
District	QAI NEXTERA TEAM (QAI01)
School	QAI NEXTERA TEAM SCHOOL (QAIS01)
clear all	

Note: Only one individual can be listed as the DTC, and only one STC can be active per school. However, multiple DLUs and BLUs can be added. Additionally, TAs will be pre-populated into Nextera after a student roster file is received prior to each administration.

Adding a New Account

If you cannot locate the user’s account on the *Accounts* page in Nextera Admin using the search field or paging through the list, you will need to add a new account for the user.

- To add a new account, select **New Account** from the *Accounts* page.

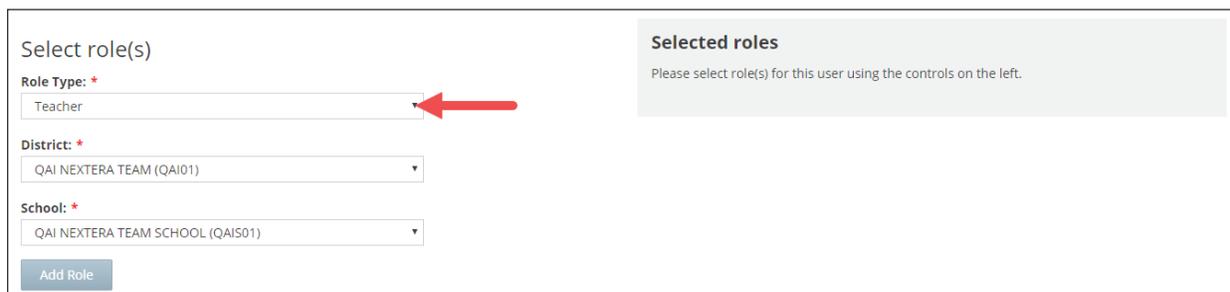


User ID	Last Name	First Name	Email Address	Account Type	Membership	Actions	History
tjaax@questarai.com	Jaax	Tyler	tjaax@questarai.com	DLU	QAI NEXTERA TEAM	View	History
test@mspreview.com	test	test	test@mspreview.com	Teacher, SS	QAI NEXTERA TEAM SCHOOL, QAI NEXTERA TEAM SCHOOL	View Reset	History

- On the *New Accounts* page, fill in all of the required information at the top of the page and ensure the **This account is currently active** box is selected.



- Select the desired **Role Type** from the drop-down box.



- If you have selected the Teacher or Second Scorer role, you will need to scroll down and complete the *Additional Information Needed* section before selecting **Add Role**. Enter the Teacher license number in the **Teacher ID** field and select all MAAP-A **Content Areas** for the current administration year.

Additional Information Needed

TeacherID *

Content Areas: *

- Spring Alternate - English Language Arts (Alt)
- Spring Alternate - Math (Alt)
- Spring Alternate - Science (Alt)

For any other role, this additional information is not needed, and you would select **Add Role**.

Select role(s)

Role Type: *

District: *

School: *

Selected roles

Teacher clear	
District	QAI NEXTERA TEAM (QAI01)
School	QAI NEXTERA TEAM SCHOOL (QAIS01)
clear all	

- Repeat this step for any additional roles (e.g., a user who will be both an STC and a Teacher). Select **Create an Account**.

Additional Information Needed

TeacherID *

Content Areas: *

- Spring Alternate - English Language Arts (Alt)
- Spring Alternate - Math (Alt)
- Spring Alternate - Science (Alt)

Once you've selected **Create an Account**, an auto-generated email will be sent to the email address entered for the account holder instructing him or her how to access Nextera Admin.

Merging Two Existing Accounts

If an individual has multiple accounts and would like to have a single set of login credentials for Nextera Admin, those can be merged by following these steps:

1. To merge accounts, select **Merge Accounts** on the *Accounts* page.

Accounts

Manage Accounts

Merge Accounts
New Account

All accounts associated with the district and school you've selected appear below. Click on the View button to see more details on an account and make updates. For new accounts, click the "Activate" link to send a welcome email to the user and enable the account. For activated accounts, you can click the "Reset" link to send the user an email containing instructions on how to reset his or her password.

Account Type

Search

User ID	Last Name	First Name	Email Address	Account Type	Membership	Actions	History
tjaax@questarai.com	Jaax	Tyler	tjaax@questarai.com	DLU	QAI NEXTERA TEAM	View	History
test@mspreview.com	test	test	test@mspreview.com	Teacher, SS	QAI NEXTERA TEAM SCHOOL, QAI NEXTERA TEAM SCHOOL	View Reset	History

2. Locate and select the two accounts to be merged, then select **Merge Accounts**.

Merge Accounts

User ID

Email Address

Search

First Name

Last Name

Selected Accounts

Account 1	clear
User ID	test@mspreview.com
First Name	test
Last Name	test
Email	test@mspreview.com

Account 2 clear

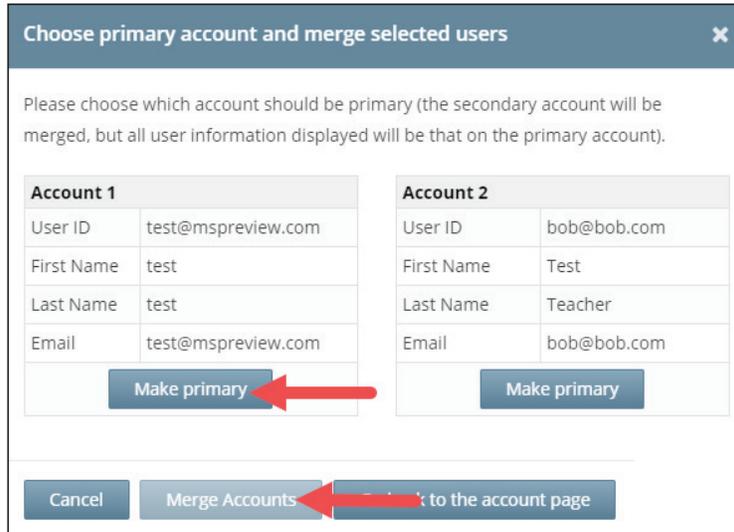
Please select a user account to merge

Merge Accounts
clear all

User ID	Last Name	First Name	Email	Choose User
bob@bob.com	Test	Teacher	bob@bob.com	Select

Select the account to be the primary account, select **Make Primary**, and then select **Merge Accounts**.

Note: Selecting the primary account will designate which login credentials the user will enter to sign in to Nextera Admin.



Choose primary account and merge selected users [X]

Please choose which account should be primary (the secondary account will be merged, but all user information displayed will be that on the primary account).

Account 1	
User ID	test@mspreview.com
First Name	test
Last Name	test
Email	test@mspreview.com
<input type="button" value="Make primary"/>	

Account 2	
User ID	bob@bob.com
First Name	Test
Last Name	Teacher
Email	bob@bob.com
<input type="button" value="Make primary"/>	

3. A pop-up window will appear confirming the merge was successful.

Managing Student Information

The initial list of students in Nextera Admin is populated based on a Pre-ID file sent by MDE. DTCs, STCs, and SEUs are responsible to verify and update this student information prior to testing. The Learning Characteristics Inventory **MUST** be completed for each student before testing begins. This section of the manual will guide you through the steps you need to take to complete these tasks.

Learner Characteristics Inventory (LCI)

The LCI is an important part of the student’s demographic information. The LCI **MUST** be completed and entered in Nextera for each student before the beginning of the test administration. If the LCI is not entered 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 entered, and then scores can be submitted.

This student's Learner Characteristics Inventory (LCI) has not been fully filled out.
Scores and comments recorded below can be saved, but the LCI must be completed to submit.
[Click here to fill out this student's LCI.](#)

<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	Task 1 - ELA Grade 05
<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	Task 2 - ELA Grade 05
<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	Task 3 - ELA Grade 05
<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	Task 4 - ELA Grade 05

Save progress
Submit scores

This student's LCI must be completed in order to submit scores, but you can save progress.

The Special Education Director (Special Education User [SEU] role in Nextera Admin) 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 should enter student Learner Characteristic Inventory (LCI) information under the student’s profile in Nextera. 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 *Help* page.

Add or Edit a Student

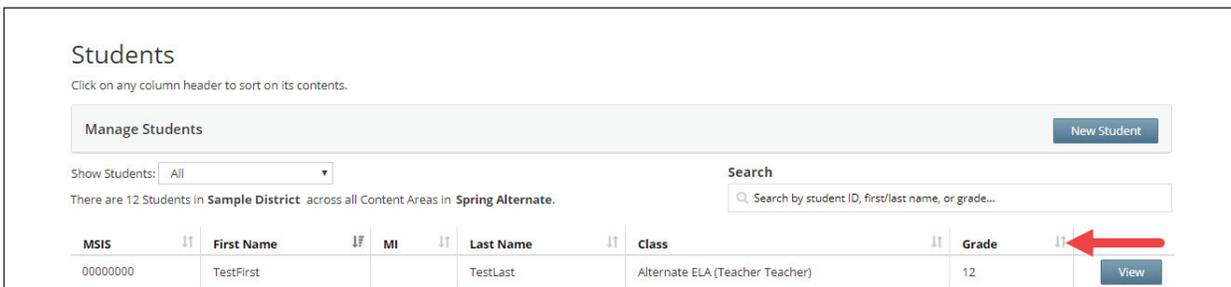
The initial list of students available in Nextera Admin is created based on Pre-Identified (Pre-ID) data provided by MDE. If you determine that a student record needs to be updated, or a student is not on the list, this section of the manual will provide instruction for performing these tasks.

Editing a Student:

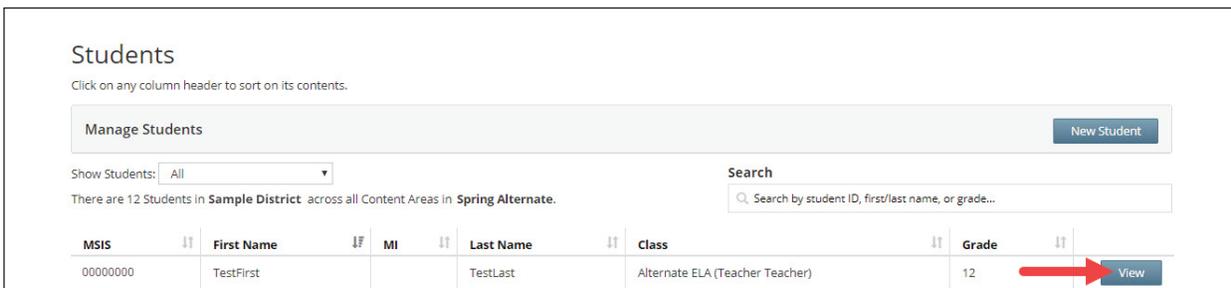
1. Select **Students** under the **STUDENTS** tab.



2. You will see the Students page displayed. You may sort students by Student **MSIS**, **First Name**, **Last Name**, **Class**, or **Grade**.



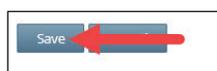
3. Select **View** to review or edit a student's demographic information.



4. To make changes, select **Edit** while viewing a profile.



5. Change information as appropriate, scroll to the bottom of the page, and select **Save** when you are done.



Completing the Learner Characteristics Inventory (LCI)

1. On the *Edit Student Record* page, scroll down to view the LCI.

Learner Characteristic's Inventory (LCI)

For all items, check the best description for the student. This inventory must be completed prior to scoring.

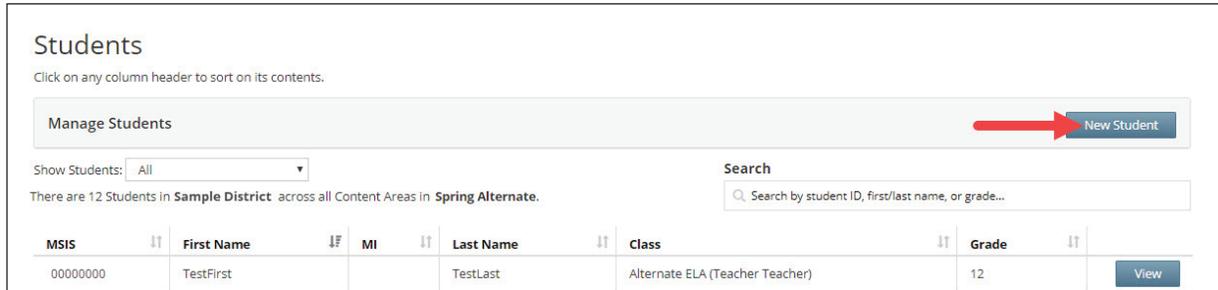
<p>Classroom Setting</p> <p>What is the student's primary classroom setting?</p> <p><input type="radio"/> Special school.</p> <p><input type="radio"/> Regular school, self-contained special education classroom, some special inclusion (students go to art, music, PE) but return to their special education class for most of school day).</p> <p><input type="radio"/> Regular school, primarily self-contained special education classroom, some academic inclusion (students go to some general education academic classes (such as reading, math, science, in addition to specials) but are in general education classes less than 40% of the school day).</p> <p><input type="radio"/> Regular school, resource room/general education class, students receive resource room services, but are in general education classes 40% or more of the school day).</p> <p><input checked="" type="radio"/> Regular school, general education class inclusive/collaborative (students based in general education classes, special education services are primarily delivered in the general education classes) - at least 50% of the school day is spent in general education classes.</p> <p>Expressive Communication</p> <p><input type="radio"/> Uses symbolic language to communicate: Student uses verbal or written words, signs, Braille, or language-based augmentative systems to request, initiate, and respond to questions, describe things or events, and express refusal.</p> <p><input type="radio"/> Uses intentional communication, but not at a symbolic language level: Student uses understandable communication through such modes as gestures, pictures, objects/textures, points, etc., to clearly express a variety of intentions.</p> <p><input type="radio"/> Student communicates primarily through cries, facial expressions, change in muscle tone, etc., but no clear use of objects/textures, regularized gestures, pictures, signs, etc., to communicate.</p> <p>Augmentative Communication System</p> <p>Does your student use an augmentative communication system in addition to or in place of oral speech?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>Receptive Language</p> <p><input type="radio"/> Independently follows 1-2 step directions presented through words (e.g. words may be spoken, signed, printed, or any combination) and does NOT need additional cues.</p> <p><input type="radio"/> Requires additional cues (e.g. gestures, pictures, objects, or demonstrations/models) to follow 1-2 step directions.</p> <p><input type="radio"/> Alerts to sensory input from another person (auditory, visual, touch, movement) BUT requires actual physical assistance to follow simple directions.</p> <p><input type="radio"/> Uncertain response to sensory stimuli (e.g., sound/voice; sight/gesture; touch; movement; smell).</p>	<p>Health Inventory</p> <p>Vision <input type="text"/></p> <p>Hearing <input type="text"/></p> <p>Motor <input type="text"/></p> <p>Engagement</p> <p><input type="radio"/> Initiates and sustains social interactions.</p> <p><input type="radio"/> Responds with social interaction, but does not initiate or sustain social interactions.</p> <p><input type="radio"/> Alerts to others.</p> <p><input type="radio"/> Does not alert to others.</p> <p>Health Issues/Attendance</p> <p><input type="radio"/> Attends at least 90% of school days.</p> <p><input type="radio"/> Attends approximately 75% of school days; absences primarily due to health issues.</p> <p><input type="radio"/> Attends approximately 50% or less of school days; absences primarily due to health issues.</p> <p><input type="radio"/> Receives Homebound Instruction due to health issues.</p> <p><input type="radio"/> Highly irregular attendance or homebound instruction due to issues other than health.</p> <p>Reading</p> <p><input type="radio"/> Reads fluently with critical understanding in print or Braille (e.g., to differentiate perspective, point of view, emotional response, etc.).</p> <p><input type="radio"/> Reads fluently with basic (literal) understanding from paragraphs/short passages with narrative/informational texts in print or Braille.</p> <p><input type="radio"/> Reads basic sight words, simple sentences, directions, bullets, and/or lists in print or Braille.</p> <p><input type="radio"/> Aware of text/Braille, follows directionality, makes letter distinctions, or tells a story from the pictures that is not linked to the text.</p> <p><input type="radio"/> No observable awareness of print or Braille.</p> <p>Mathematics</p> <p><input type="radio"/> Applies computational procedures to solve real-life or routine word problems from a variety of contexts.</p> <p><input type="radio"/> Does computational procedures with or without a calculator.</p> <p><input type="radio"/> Counts with 1:1 correspondence to at least 10, and/or makes numbered sets of items.</p> <p><input type="radio"/> Counts by rote to 5.</p> <p><input type="radio"/> No observable awareness or use of numbers.</p>
--	--

2. Enter the information using the radio buttons and drop-down options ensuring the details align with the information in the student's Individual Education Program (IEP), then select **Save**.

Adding a Student:

IMPORTANT: Before adding a new student, please ensure that the student is not already in Nextera. Use the **Search** field, located on the Students page, to verify that the student does not already exist in Nextera.

1. Select **New Student** to add a new student not listed.



Students

Click on any column header to sort on its contents.

Manage Students New Student

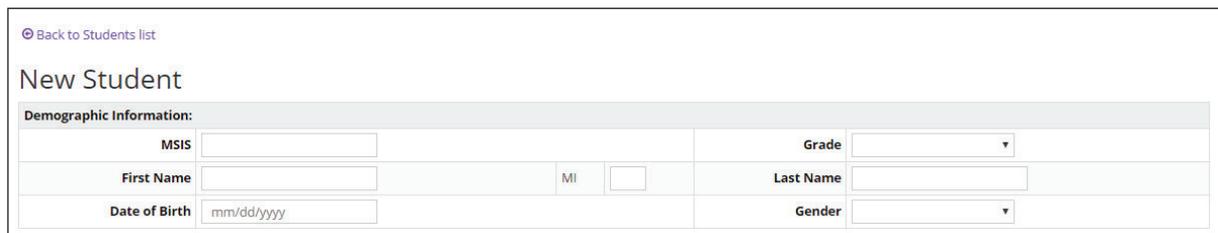
Show Students: All

Search: Search by student ID, first/last name, or grade...

There are 12 Students in Sample District across all Content Areas in Spring Alternate.

MSIS	First Name	MI	Last Name	Class	Grade	
00000000	TestFirst		TestLast	Alternate ELA (Teacher Teacher)	12	View

2. You will now see a blank student demographic page and a blank LCI displayed.



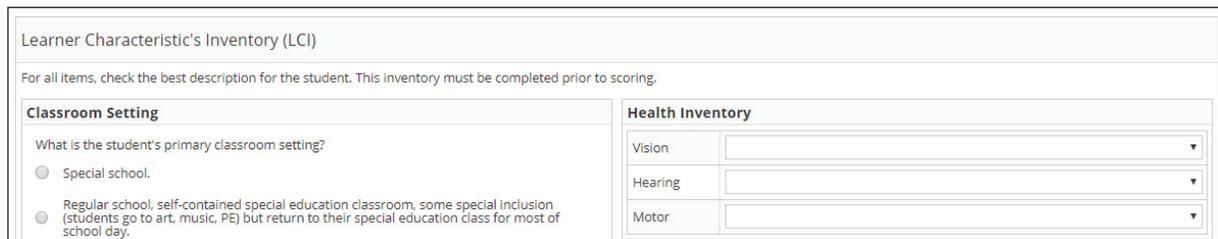
[Back to Students list](#)

New Student

Demographic Information:

MSIS	<input type="text"/>	Grade	<input type="text"/>
First Name	<input type="text"/>	MI	<input type="text"/>
Last Name	<input type="text"/>	Gender	<input type="text"/>
Date of Birth	<input type="text" value="mm/dd/yyyy"/>		

3. Enter in all required information for the new student, including all of the LCI fields.



Learner Characteristic's Inventory (LCI)

For all items, check the best description for the student. This inventory must be completed prior to scoring.

<p>Classroom Setting</p> <p>What is the student's primary classroom setting?</p> <p><input type="radio"/> Special school.</p> <p><input type="radio"/> Regular school, self-contained special education classroom, some special inclusion (students go to art, music, PE) but return to their special education class for most of school day.</p>	<p>Health Inventory</p> <p>Vision: <input type="text"/></p> <p>Hearing: <input type="text"/></p> <p>Motor: <input type="text"/></p>
--	--

Note: All fields with a bold title are required and must be completed, including the LCI. All other fields are optional.

4. Select **Save** at the bottom of the page when you are finished.

<p>Receptive Language</p> <ul style="list-style-type: none"> <input type="radio"/> Independently follows 1-2 step directions presented through words (e.g. words may be spoken, signed, printed, or any combination) and does NOT need additional cues. <input type="radio"/> Requires additional cues (e.g., gestures, pictures, objects, or demonstrations/models) to follow 1-2 step directions. <input type="radio"/> Alerts to sensory input from another person (auditory, visual, touch, movement) BUT requires actual physical assistance to follow simple directions. <input type="radio"/> Uncertain response to sensory stimuli (e.g., sound/voice; sight/gesture; touch; movement; smell). 	<ul style="list-style-type: none"> <input type="radio"/> Aware of text/Braille, follows directionality, makes letter distinctions, or tells a story from the pictures that is not linked to the text. <input type="radio"/> No observable awareness of print or Braille.
	<p>Mathematics</p> <ul style="list-style-type: none"> <input type="radio"/> Applies computational procedures to solve real-life or routine word problems from a variety of contexts. <input type="radio"/> Does computational procedures with or without a calculator. <input type="radio"/> Counts with 1:1 correspondence to at least 10, and/or makes numbered sets of items. <input type="radio"/> Counts by rote to 5. <input type="radio"/> No observable awareness or use of numbers.

Save 

In order for students to be available to score, the student must be assigned to a class. See the [Managing Classes](#) section for instructions.

Moving Students Between Districts

Only Questar Customer Support representatives have the ability to move a student from his/her district to another district. Please call Questar Customer Support at (800) 644-4054 to request a student move. This request must come from a DTC.

If the student is in your district:

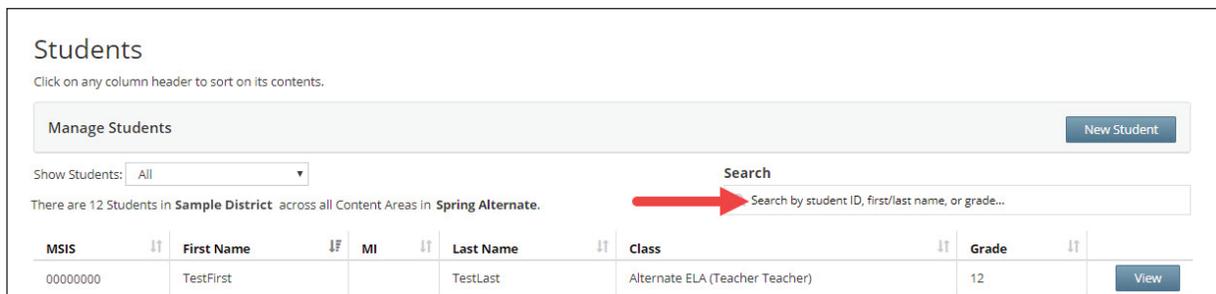
1. On the **STUDENTS** tab in Nextera Admin, select **Students**.



Mississippi Academic Assessment Program 

HOME **STUDENTS** TEST ADMINISTRATIONS ACCOUNTS REPORTS HELP

2. Access the student profile by typing the student's ID or last name in the **Search** field.



Students
Click on any column header to sort on its contents.

Manage Students New Student

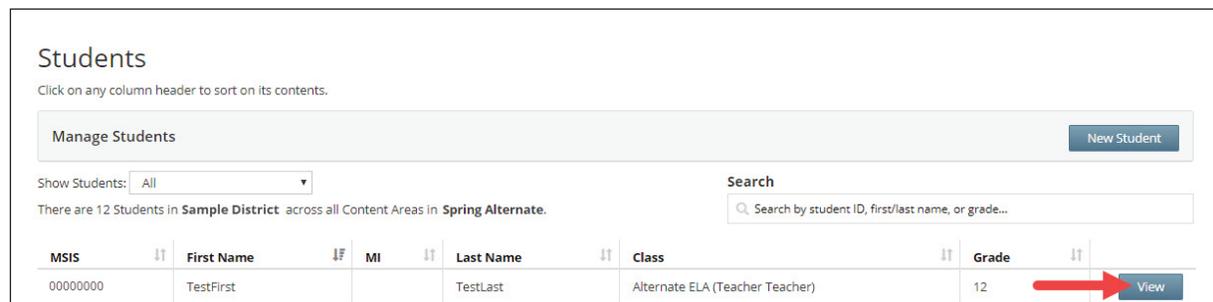
Show Students: All

There are 12 Students in **Sample District** across all Content Areas in **Spring Alternate**.

Search Search by student ID, first/last name, or grade...

MSIS	First Name	MI	Last Name	Class	Grade	
00000000	TestFirst		TestLast	Alternate ELA (Teacher Teacher)	12	View

3. To the right of that student's information, select **View**.



Students
Click on any column header to sort on its contents.

Manage Students New Student

Show Students: All

There are 12 Students in **Sample District** across all Content Areas in **Spring Alternate**.

Search Search by student ID, first/last name, or grade...

MSIS	First Name	MI	Last Name	Class	Grade	
00000000	TestFirst		TestLast	Alternate ELA (Teacher Teacher)	12	View

4. On the *View Student* page, select **Edit**.



[Back to Students list](#)

View Student

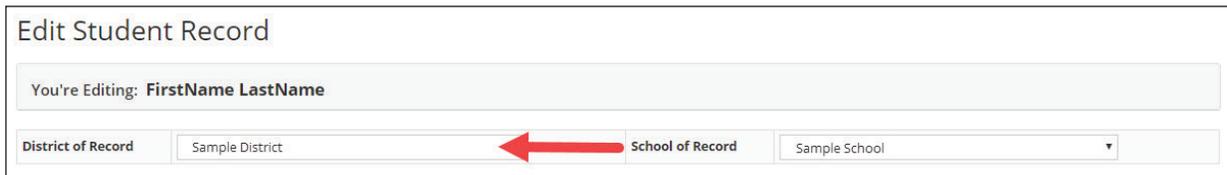
You're Viewing: **TestFirst TestLast** Edit

District of Record	Sample District	School of Record	Sample School
--------------------	-----------------	------------------	---------------

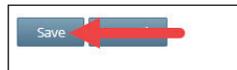
- Change the **Class** drop-down to **--Not Testing--**.



- In the District of Record menu, select the district into which the student is moving.



- Once the District of Record has been selected, the list of schools in that district will display in the School of Record menu on the right. Change the School of Record to the school into which the student is moving. If the school doesn't have a class set up, a message will display indicating that the move cannot be completed.
- Select **Save**.



Once you select **Save**, the student will be moved to the new district and school. You will no longer be able to view the student profile. The receiving STC or BLU can now view the student profile and add the student to a testing group.

Managing Classes

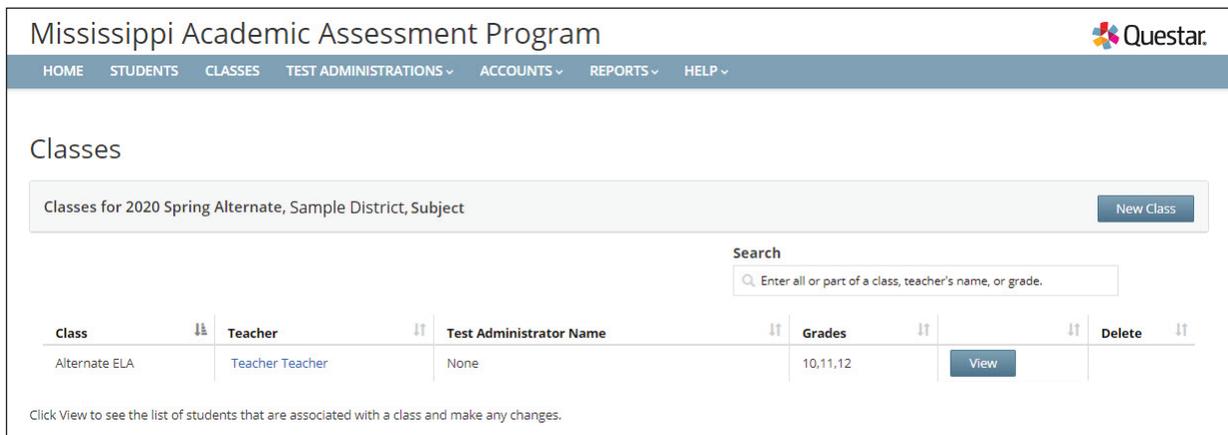
Since students do not test in groups for MAAP-A, the purpose of classes in Nextera are to organize students into groups for reporting.

Students are assigned to classes based on the information Questar receives in the Pre-ID file from MDE. If you add students manually, you will need to follow the steps below to add or move students into classes. If a student is not assigned to a class, scores cannot be entered for the student.

Reviewing Classes

To review the list of students for an existing class:

1. Select the **CLASSES** tab. The *Classes* page displays.



Mississippi Academic Assessment Program

HOME STUDENTS CLASSES TEST ADMINISTRATIONS ACCOUNTS REPORTS HELP

Classes

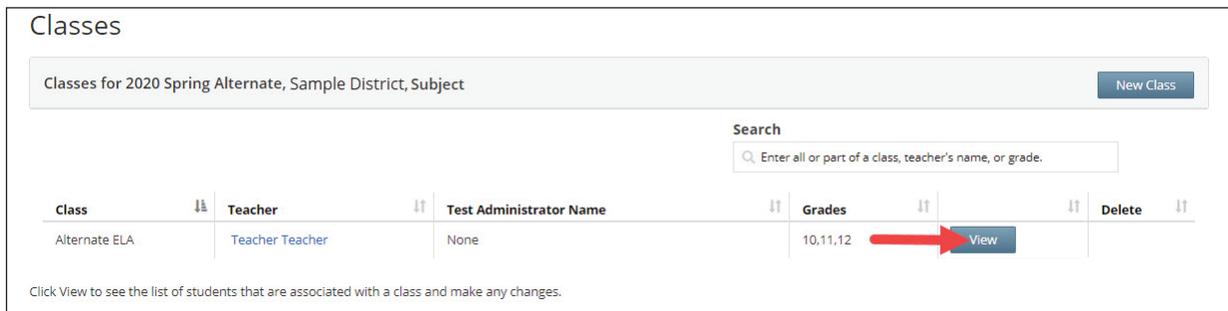
Classes for 2020 Spring Alternate, Sample District, Subject [New Class](#)

Search
Enter all or part of a class, teacher's name, or grade.

Class	Teacher	Test Administrator Name	Grades	Delete
Alternate ELA	Teacher Teacher	None	10,11,12	View

Click View to see the list of students that are associated with a class and make any changes.

2. You may see information about any class by selecting **View**.



Classes

Classes for 2020 Spring Alternate, Sample District, Subject [New Class](#)

Search
Enter all or part of a class, teacher's name, or grade.

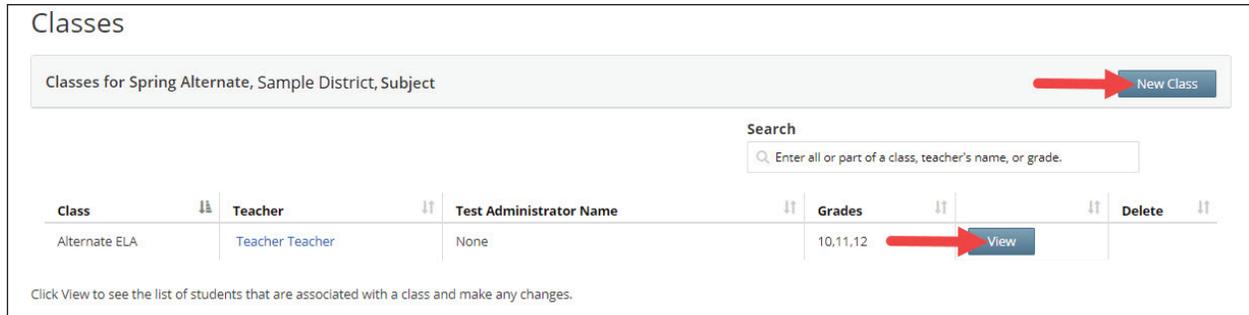
Class	Teacher	Test Administrator Name	Grades	Delete
Alternate ELA	Teacher Teacher	None	10,11,12	View

Click View to see the list of students that are associated with a class and make any changes.

3. To create a new class, or edit an existing class, continue to the next section of this manual.

Adding Students to a Class

- From the *Classes* page, select **View** for an existing class you would like to edit (or select **New Class** if you want to add a new one).



Classes

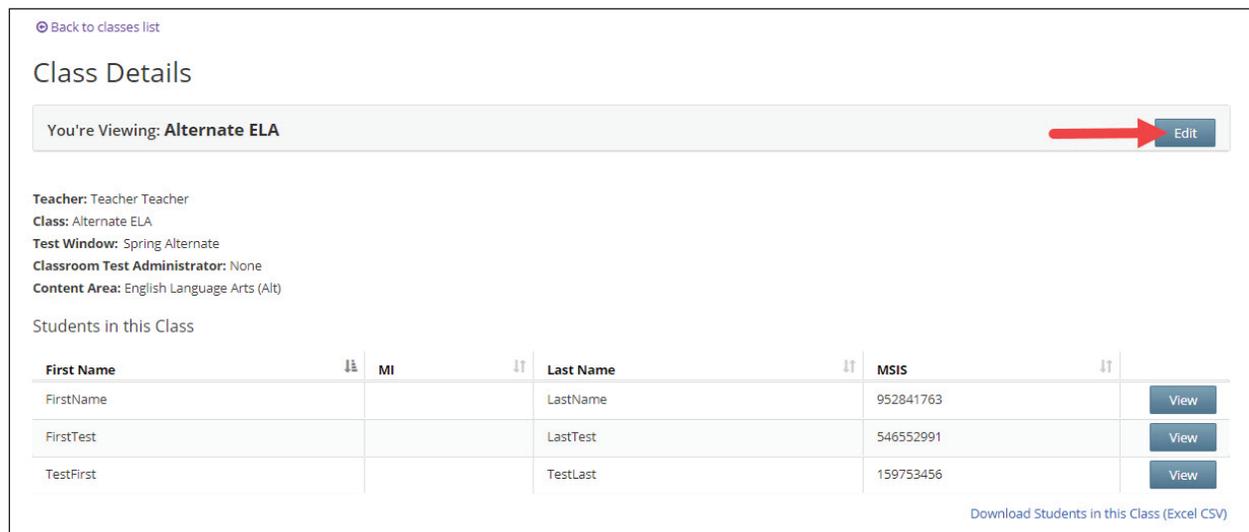
Classes for Spring Alternate, Sample District, Subject New Class

Search
Enter all or part of a class, teacher's name, or grade.

Class	Teacher	Test Administrator Name	Grades	Delete
Alternate ELA	Teacher Teacher	None	10,11,12 View	

Click View to see the list of students that are associated with a class and make any changes.

- Once you are viewing details for an existing class, select **Edit** to edit the existing class (or if you chose to create a new class, the *New Class* page will display).



Back to classes list

Class Details

You're Viewing: **Alternate ELA** Edit

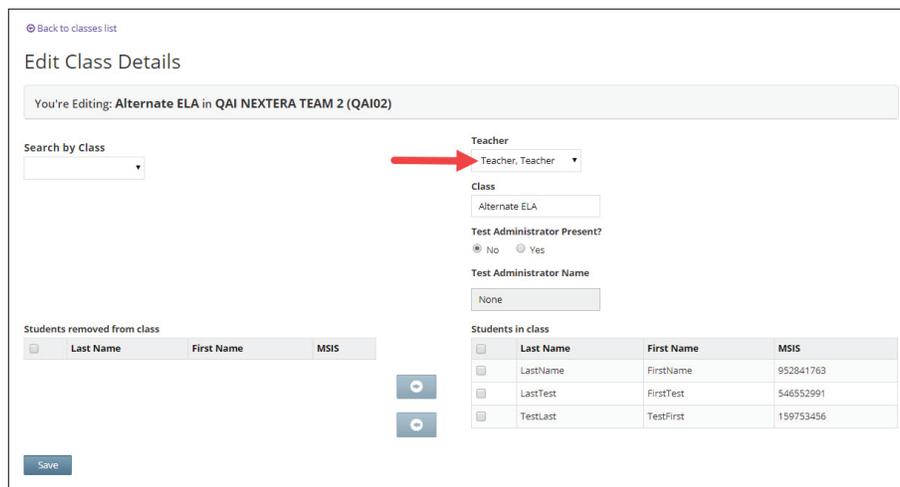
Teacher: Teacher Teacher
Class: Alternate ELA
Test Window: Spring Alternate
Classroom Test Administrator: None
Content Area: English Language Arts (Alt)

Students in this Class

First Name	MI	Last Name	MSIS	
FirstName		LastName	952841763	View
FirstTest		LastTest	546552991	View
TestFirst		TestLast	159753456	View

Download Students in this Class (Excel CSV)

- Select a Teacher (TA) using the drop-down, or confirm the correct Teacher is displayed.



Back to classes list

Edit Class Details

You're Editing: **Alternate ELA in QAI NEXTERA TEAM 2 (QAI02)**

Search by Class

Teacher Teacher, Teacher

Class
Alternate ELA

Test Administrator Present?
 No Yes

Test Administrator Name
None

Students removed from class

Last Name	First Name	MSIS

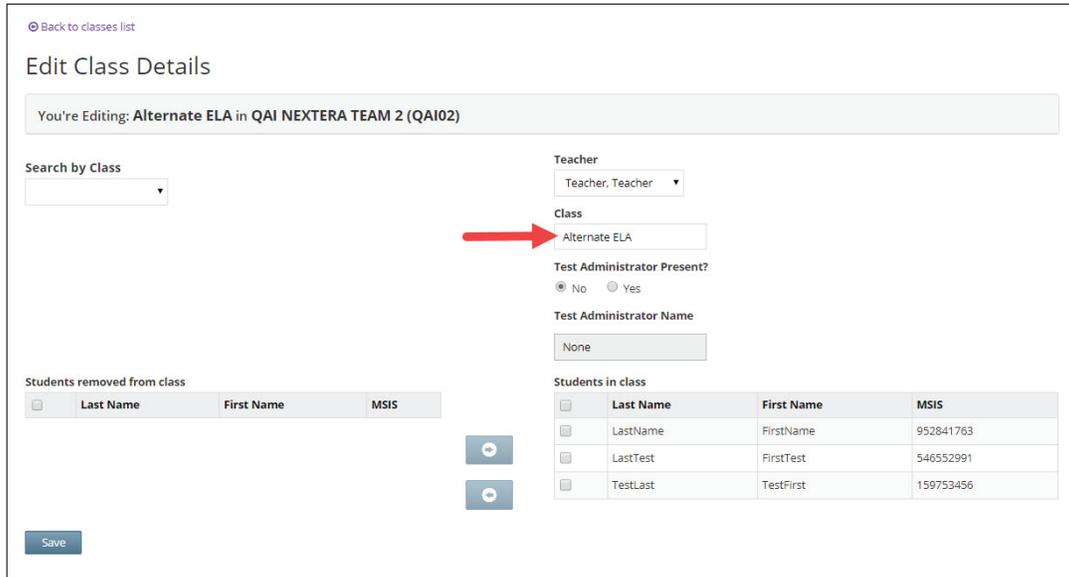
Students in class

Last Name	First Name	MSIS
LastName	FirstName	952841763
LastTest	FirstTest	546552991
TestLast	TestFirst	159753456

Save

- Name your new class, or confirm the correct existing class name is displayed.

Note: It is strongly recommended that the class name includes the TA's name to ensure your score reports are printed by TA name after testing. This will help to differentiate between the different reports.



Back to classes list

Edit Class Details

You're Editing: Alternate ELA in QAI NEXTERA TEAM 2 (QAI02)

Search by Class

Teacher: Teacher, Teacher

Class: Alternate ELA

Test Administrator Present? No Yes

Test Administrator Name: None

Students removed from class

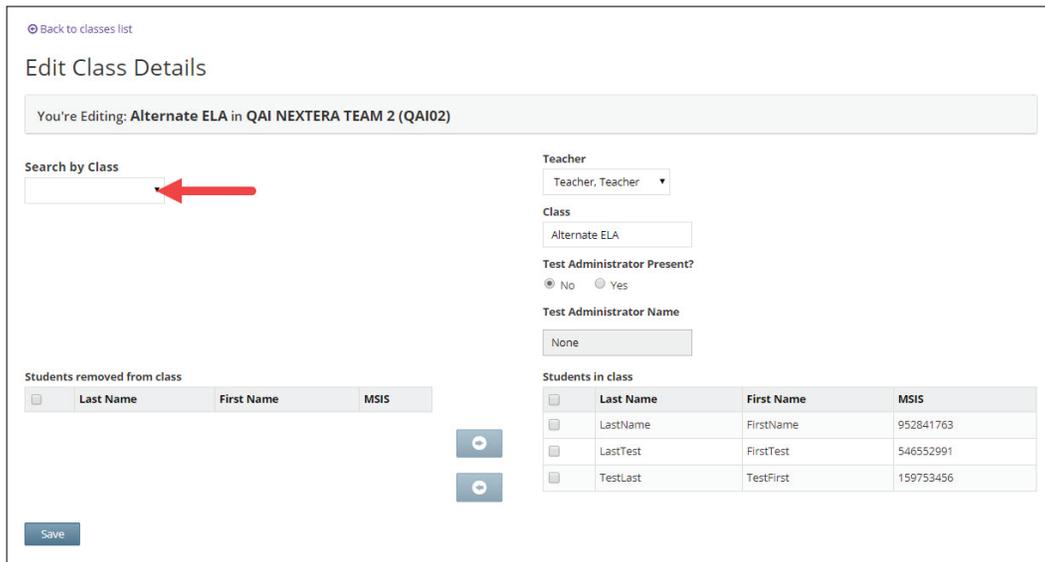
<input type="checkbox"/>	Last Name	First Name	MSIS
<input type="checkbox"/>			

Students in class

<input type="checkbox"/>	Last Name	First Name	MSIS
<input type="checkbox"/>	LastName	FirstName	952841763
<input type="checkbox"/>	LastTest	FirstTest	546552991
<input type="checkbox"/>	TestLast	TestFirst	159753456

Save

- You can use the **Search by Class** drop-down to either select from a list of unassigned students, or students in an existing class. If you select students from an existing class, they will be removed from the previous class and added to the class you are creating or editing.



Back to classes list

Edit Class Details

You're Editing: Alternate ELA in QAI NEXTERA TEAM 2 (QAI02)

Search by Class

Teacher: Teacher, Teacher

Class: Alternate ELA

Test Administrator Present? No Yes

Test Administrator Name: None

Students removed from class

<input type="checkbox"/>	Last Name	First Name	MSIS
<input type="checkbox"/>			

Students in class

<input type="checkbox"/>	Last Name	First Name	MSIS
<input type="checkbox"/>	LastName	FirstName	952841763
<input type="checkbox"/>	LastTest	FirstTest	546552991
<input type="checkbox"/>	TestLast	TestFirst	159753456

Save

6. Select the check box(es) next to the student(s) in the left column whom you wish to add.

[Back to classes list](#)

Edit Class Details

You're Editing: **Alternate ELA in QAI NEXTERA TEAM 2 (QAI02)**

Search by Class

Teacher

Class

Test Administrator Present?
 No Yes

Test Administrator Name

Search results

<input type="checkbox"/>	Last Name	First Name	MSIS
<input type="checkbox"/>	Last	First	000000000

Students in class

<input type="checkbox"/>	Last Name	First Name	MSIS
<input type="checkbox"/>	LastName	FirstName	952841763
<input type="checkbox"/>	LastTest	FirstTest	546552991
<input type="checkbox"/>	TestLast	TestFirst	159753456

7. Select the **right arrow**.

[Back to classes list](#)

Edit Class Details

You're Editing: **Alternate ELA in QAI NEXTERA TEAM 2 (QAI02)**

Search by Class

Teacher

Class

Test Administrator Present?
 No Yes

Test Administrator Name

Search results

<input checked="" type="checkbox"/>	Last Name	First Name	MSIS
<input checked="" type="checkbox"/>	Last	First	000000000

Students in class

<input type="checkbox"/>	Last Name	First Name	MSIS
<input type="checkbox"/>	LastName	FirstName	952841763
<input type="checkbox"/>	LastTest	FirstTest	546552991
<input type="checkbox"/>	Last	TestFirst	159753456

8. Student name(s) will be added to this class indicated by the column on the right.

[Back to classes list](#)

Edit Class Details

You're Editing: **Alternate ELA in QAI NEXTERA TEAM 2 (QAI02)**

Search by Class
 Unassigned Students ▾

Teacher
 Teacher, Teacher ▾

Class
 Alternate ELA

Test Administrator Present?
 No Yes

Test Administrator Name
 None

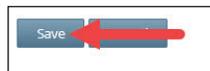
Search results

<input type="checkbox"/>	Last Name	First Name	MSIS
There are no unregistered Students for at.			

Students in class

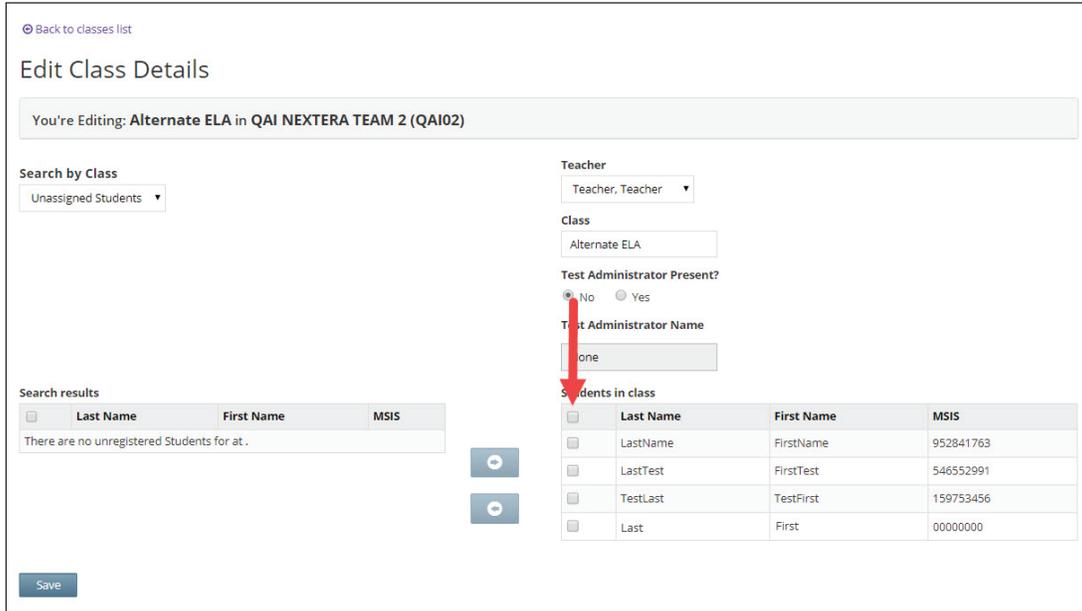
<input type="checkbox"/>	Last Name	First Name	MSIS
<input type="checkbox"/>	LastName	FirstName	952841763
<input type="checkbox"/>	LastTest	FirstTest	546552991
<input type="checkbox"/>	TestLast	TestFirst	159753456
<input type="checkbox"/>	Last	First	00000000

9. Select **Save** at the bottom of the page once you are finished.



Removing a Student from a Class

1. On the *Edit Class Details* page, select the check box(es) next to the student(s) in the right column whom you wish to remove. If a student was uploaded to Nextera Admin and does not need to test, remove them from the class.



Back to classes list

Edit Class Details

You're Editing: **Alternate ELA in QAI NEXTERA TEAM 2 (QAI02)**

Search by Class
Unassigned Students

Teacher
Teacher, Teacher

Class
Alternate ELA

Test Administrator Present?
 No Yes

Test Administrator Name
None

Search results

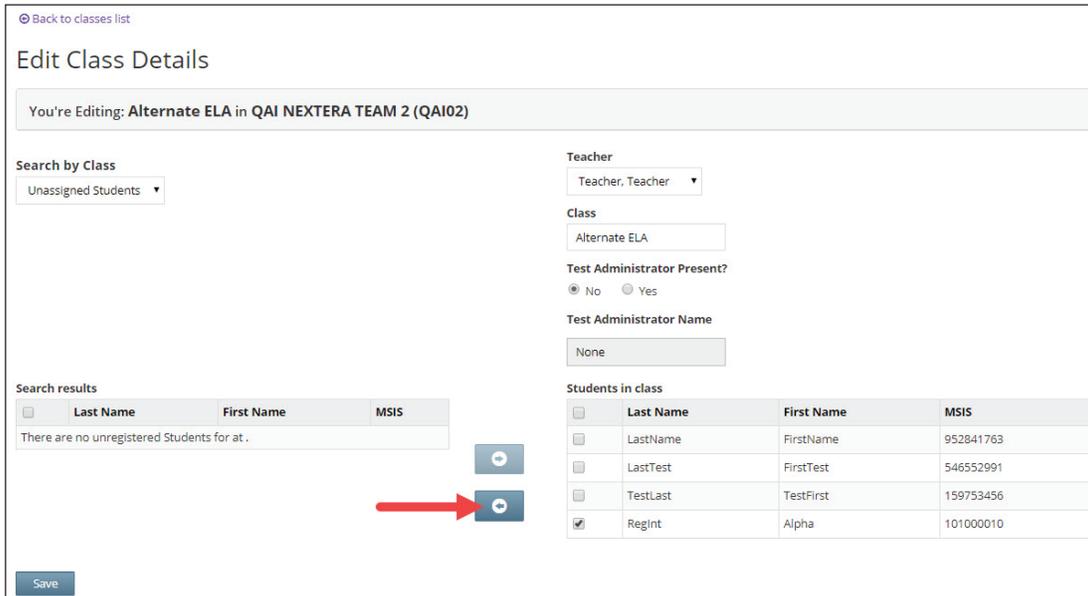
Last Name	First Name	MSIS
There are no unregistered Students for at .		

Save

Students in class

Last Name	First Name	MSIS
LastName	FirstName	952841763
LastTest	FirstTest	546552991
TestLast	TestFirst	159753456
Last	First	00000000

2. Select the **left arrow**.



Back to classes list

Edit Class Details

You're Editing: **Alternate ELA in QAI NEXTERA TEAM 2 (QAI02)**

Search by Class
Unassigned Students

Teacher
Teacher, Teacher

Class
Alternate ELA

Test Administrator Present?
 No Yes

Test Administrator Name
None

Search results

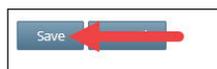
Last Name	First Name	MSIS
There are no unregistered Students for at .		

Save

Students in class

Last Name	First Name	MSIS
LastName	FirstName	952841763
LastTest	FirstTest	546552991
TestLast	TestFirst	159753456
<input checked="" type="checkbox"/> RegInt	Alpha	101000010

3. The student name(s) will be removed from this class and will be unassigned from any class. Select **Save** at the bottom of the page once you are finished.



During Testing

During Testing Checklist

- DTCs/STCs will be available during your school's testing sessions to answer questions and will help resolve problems as needed.
- DTCs will assist STCs in identifying and resolving any testing incidents.
- DTCs will provide schools with additional materials as necessary.
- DTCs/STCs will monitor schools to ensure that test administration and test security policies and procedures are followed.
- DTCs will communicate with MDE, as needed, in the case of testing incidents and security breaches or for guidance when test invalidation is being considered.
- DTCs will submit invalidation requests per MDE guidelines.
- DTCs/STCs will be prepared to coordinate and monitor adjustments in testing schedules if inclement weather or other unforeseen events threaten or force school closures, network interruption, etc.

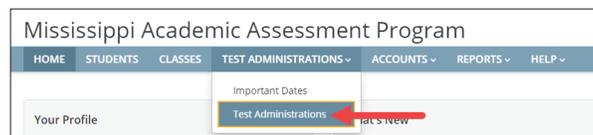
Invalidations and Not Testing Codes

If a student’s test session needs to be invalidated, complete the following steps:

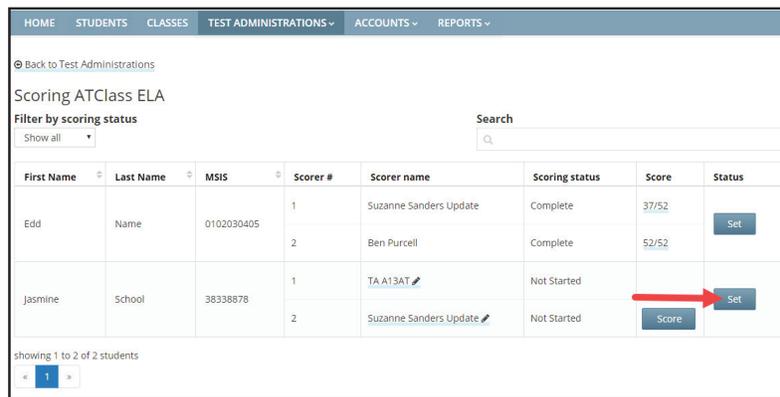
1. The Test Administrator must immediately notify the STC.
2. The STC must notify the DTC.
3. The DTC must enter the invalidation in Nextera Admin, and complete an invalidation form with a valid reason for invalidation in Caveon Core. This must be completed prior to the close of the test window.

Marking an Invalidation or Not Testing Code in Nextera:

1. Select Test Administrations under the **TEST ADMINISTRATIONS** tab. Then select **View** for the appropriate class.

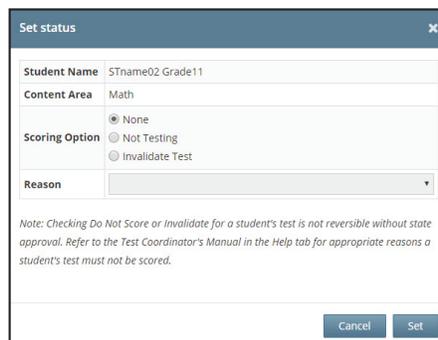


2. In the Registered Students section, find the student’s name and select **Set** in the Status column.



A new window will pop up with options to select Not Testing or Invalidate Test.

3. Select the **Scoring Option** of either **Not Testing** or **Invalidate Test** using the radio buttons, then select the appropriate code from the **Reason** drop-down and select **Set**.



The **Reason** values for setting a Student as **Not Testing** are listed below.

- Absent during entire testing window
- Sudden illness (Must document with OSA Medical Emergency Form)
- Extreme emotional reaction
- Student refusal
- Student moved out of district during testing window
- High School Student previously tested and reported
- Other

The **Reason** values for the **Scoring Option** of **Invalidate Test** are:

- Student/parent refusal
- Student tested with non-allowable accommodation
- Student assessed outside of testing window
- Stopping Rule
- Staff testing violation
- Other
- Tested off grade

Stopping Rule and Attemptedness

If the student's behavior, medical needs, and/or characteristics prohibit him/her from completing the assessment, the provision to cease testing may be used. In order to cease testing, complete the following steps:

1. Ensure that a minimum of one full task per content area is attempted. On the *Student Response Score Sheet*, make sure a score of zero (0) for **all tasks** is indicated by the TA and Second Scorer.

MATHEMATICS / ALGEBRA I (All Grades)						
4	3	2	1	0	Task 1	N.O.
4	3	2	1	0	Task 2	N.O.
4	3	2	1	0	Task 3	N.O.
4	3	2	1	0	Task 4	N.O.
4	3	2	1	0	Task 5	N.O.
4	3	2	1	0	Task 6	N.O.
4	3	2	1	0	Task 7	N.O.
4	3	2	1	0	Task 8	N.O.
4	3	2	1	0	Task 9	N.O.
4	3	2	1	0	Task 10	N.O.
4	3	2	1	0	Task 11	N.O.
4	3	2	1	0	Task 12	N.O.
4	3	2	1	0	Task 13*	N.O.
Second Scorer Only						↑
*Task 13: Grades 5, 6, 7 and HS only						

2. Transcribe the scores of zero (0) for all of the tasks into Nextera. Select **Save** to retain the zero (0) scores.

[Back to test students](#)

Scoring School, Jasmine

Test: ELA Grade 05

4	3	2	1	0	Task 1 - ELA Grade 05
4	3	2	1	0	Task 2 - ELA Grade 05
4	3	2	1	0	Task 3 - ELA Grade 05
4	3	2	1	0	Task 4 - ELA Grade 05

3. Report the situation to the STC so an irregularity form can be completed.
4. Please choose from one of the following as it pertains to your student and district.
 - a. If the student should be counted as attempted for the district and included in reporting, no further action is needed.
 - b. If the student should NOT be counted as tested and should be excluded from reporting, then the DTC must select the **Stopping Rule** from the Invalidate codes.

Additional Materials

Additional Information

MAAP-A Nextera or Paper-and-Pencil Testing-Related Questions:

Questar MS Support

Phone: 800-644-4054

Email: mscustomersupport@questarai.com

Mississippi Department of Education Website:

<https://www.mdek12.org>

Office of Student Assessment:

Dr. Jackie Sampsell

Phone: 601-359-3052

Email: jsampsell@mdek12.org

Returning Materials

After testing, all materials must be returned to Questar. Use the following lists and the Returns poster in the Appendix to assist in preparing materials for return.

For STCs

Collect all materials from TAs.

For each class, complete a GIS and place it on top of the associated group of the *Student Response Score Sheets*.

Place the completed GIS(s) and the *Student Response Score Sheets* in the white Tyvek return envelope(s) with the GIS(s) at the top of the documents within envelope #1 (in cases where multiple envelopes are needed).

Indicate School Name and Grade(s) on each of the return envelope labels.

Place loose stimulus cards in the larger plastic bags provided in your shipment. Assemble and place all Test Administration Booklets (TABs) in the boxes with the other stimulus materials and envelopes with the *Student Response Score Sheets*.

Use the Divider Sheet to separate the white Tyvek Return envelopes and non-scoreable materials, placing the Return Envelopes on top of the Divider Sheet.

Place an ORANGE return label on each box of materials being returned, indicating 'Box X of X' for the entire school. Box labels can be found in the School Return Kit.

Return your boxes, unsealed, to your DTC for required verification checks.

For DTCs

Complete final verification checks.

Seal the box(es) with shipping tape (on the top and bottom of each box).

Indicate 'Box X of X' for the entire district on each return label.

Place one UPS shipping label on the top of each box.

Arrange your UPS pick-up.

If you have a daily pick-up or regular deliveries from UPS, give the package(s) to your UPS driver or leave the packages where the driver would normally deliver or pick up your packages. If UPS is not at your location on a daily basis, call 877-536-2697 to schedule your pick-up, and indicate you are a Questar customer.

After Testing

After Testing Checklist

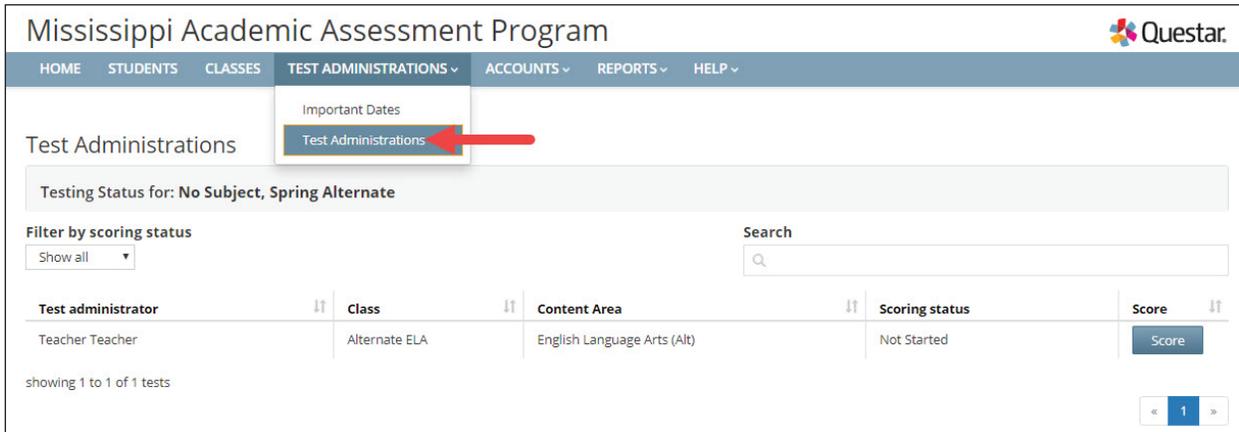
- DTCs/STCs will verify that all scores have been submitted into Nextera by each TA and Second Scorer.
- DTCs/STCs will collect and inventory all secure test materials.
- DTCs will count and pack all test materials in accordance with Questar and MDE regulations. Return materials to Questar using the labels provided with your materials.
- DTCs/STCs will shred materials and complete the Certificate of Shredding form.
- DTCs/STCs will collect all paperwork required to be filed by your District/School Test Security Plan.
- DTCs will notify MDE of any missing materials.
- TAs will notify the STC of any cases in which a Stopping Rule has been used for a student or in which a different Not Testing code may need to be applied in Nextera.

Transcribing Scores into Nextera

TAs and Second Scorers are responsible for entering student scores into Nextera. Both roles follow the same steps to transcribe and submit student scores. Student scores are entered under the *Test Administrations* page. Scores can be saved for each student as needed. Student scores cannot be submitted unless the LCI has been fully completed for the student. Both the TA and Second Scorer should enter scores into the Nextera Admin together to ensure proper security and handling of the materials is maintained.

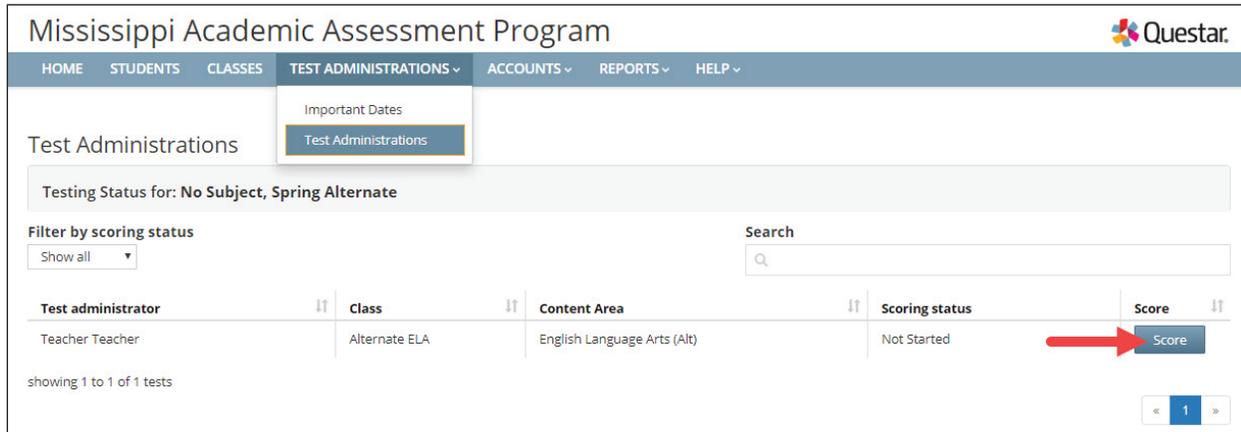
Note: Only the user assigned to enter scores for the student will be able to see the Score button for that student. A teacher or individual assigned to enter scores MUST have a Teacher role associated with his/her account. (e.g., If an STC is acting as either a TA or Second Scorer for a student, they should add the role of Teacher to their account so the MS Educator License number can be entered.)

1. Select **Test Administrations** from the **Test Administrations** tab.



The screenshot shows the 'Mississippi Academic Assessment Program' interface. The 'TEST ADMINISTRATIONS' tab is selected in the top navigation bar. A dropdown menu is open under this tab, with 'Test Administrations' highlighted and a red arrow pointing to it. Below the navigation, the page displays 'Testing Status for: No Subject, Spring Alternate'. There is a 'Filter by scoring status' dropdown set to 'Show all' and a search bar. A table lists test administrations with columns for 'Test administrator', 'Class', 'Content Area', 'Scoring status', and 'Score'. The first row shows 'Teacher Teacher' for 'Alternate ELA' in 'English Language Arts (Alt)', with a 'Not Started' status and a 'Score' button. The page indicates 'showing 1 to 1 of 1 tests' and has a pagination control showing '1'.

2. Select **Score** to display a list of the student in the class and their assigned scorers.



Mississippi Academic Assessment Program

HOME STUDENTS CLASSES TEST ADMINISTRATIONS ACCOUNTS REPORTS HELP

Test Administrations

Testing Status for: No Subject, Spring Alternate

Filter by scoring status: Show all

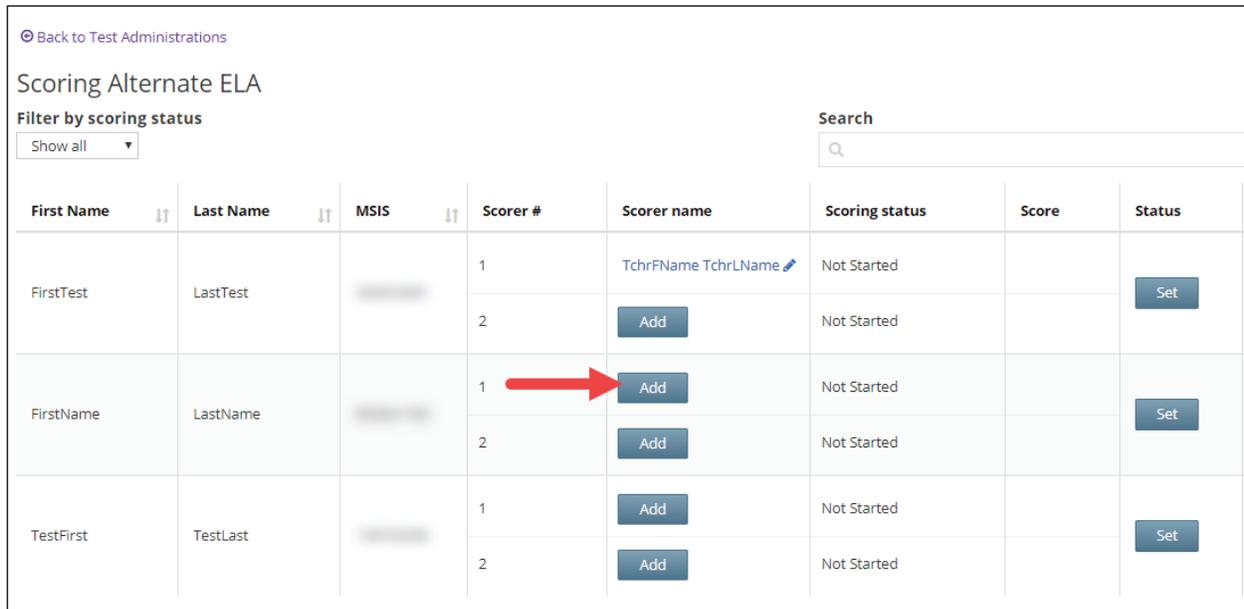
Search

Test administrator	Class	Content Area	Scoring status	Score
Teacher Teacher	Alternate ELA	English Language Arts (Alt)	Not Started	Score

showing 1 to 1 of 1 tests

3. SEUs, STCs, and DTCs must assign a new scorer by selecting **Add** in the Scorer name column. The Test Administrator (Scorer #1) should be the student’s primary teacher. Scorer #2 can be a user assigned either the Teacher or Second Scorer role in Nextera Admin. You can also select the name of Scorer #1 or Scorer #2 if you need to change the scorer.

IMPORTANT: If the Scorers are not assigned on this page, they will not be able to transcribe scores following the administration of the assessment. The STC, DTC, or SEU must ensure this step is completed prior to test administration.



Back to Test Administrations

Scoring Alternate ELA

Filter by scoring status: Show all

Search

First Name	Last Name	MSIS	Scorer #	Scorer name	Scoring status	Score	Status
FirstTest	LastTest	[blurred]	1	TchrFName TchrLName	Not Started		Set
			2	Add	Not Started		
FirstName	LastName	[blurred]	1	Add	Not Started		Set
			2	Add	Not Started		
TestFirst	TestLast	[blurred]	1	Add	Not Started		Set
			2	Add	Not Started		

- Select **Score** in the row for the student for whom you need to transcribe scores.

Back to Test Administrations

Scoring Alternate ELA

Filter by scoring status: Show all

Search

First Name	Last Name	MSIS	Scorer #	Scorer name	Scoring status	Score	Status
FirstTest	LastTest	[blurred]	1	TchrFName TchrLName	Not Started	Score	Set
			2	Add	Not Started		
FirstName	LastName	[blurred]	1	Add	Not Started		Set
			2	Add	Not Started		
TestFirst	TestLast	[blurred]	1	Add	Not Started		Set
			2	Add	Not Started		

- The online score sheet will display to enter the student's scores. Enter the score for each task by selecting the appropriate score point circle.

Back to test students

Scoring School, Student Name

Test: ELA Grade 05

4	3	2	1	0	Task 1 - ELA Grade 05
4	3	2	1	0	Task 2 - ELA Grade 05
4	3	2	1	0	Task 3 - ELA Grade 05
4	3	2	1	0	Task 4 - ELA Grade 05

- Second Scorers ONLY: If the TA moves on to the next task before the Second Scorer observes a correct student response, the Second Scorer will then select **Not Observed** from the drop-down box on the right side of the screen for the specific task.

Mississippi Academic Assessment Program

HOME STUDENTS CLASSES TEST ADMINISTRATIONS ACCOUNTS REPORTS HELP

Back to test students

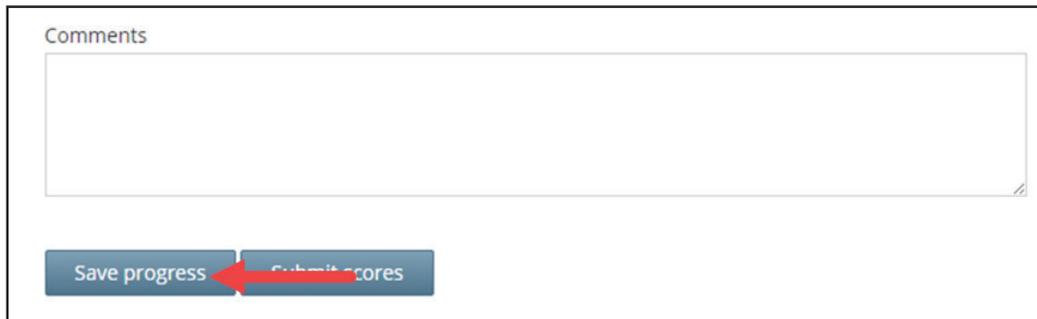
Scoring Student, Test

Test: Algebra I Grade 12+

Start date: [] End Date: [] Total hours: 0

4	3	2	1	0	Task 1 - Algebra I Grade 12+	No Score -- Make a selection --
4	3	2	1	0	Task 2 - Algebra I Grade 12+	No Score -- Make a selection --

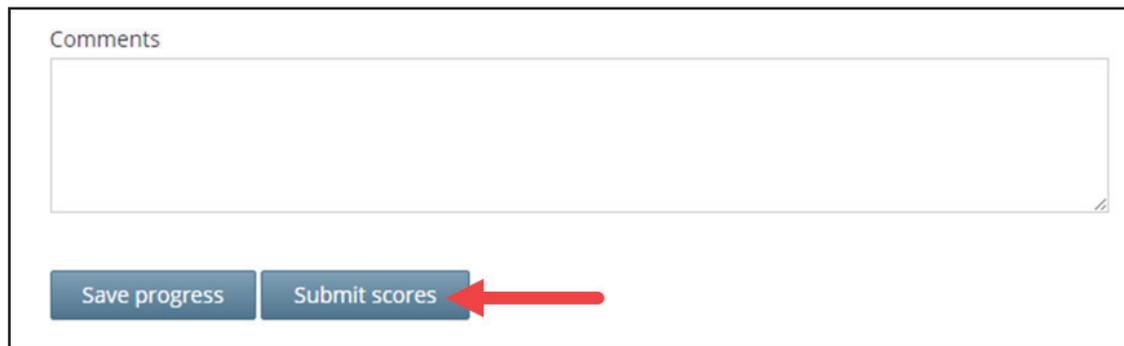
- At the end of the tasks there is a box for comments to assist in tracking details regarding a student's performance event. Select **Save progress** to save the scores transcribed without submitting.



Prior to submitting scores for a content area, it is strongly recommended to carefully review and validate that all scores have been transcribed properly.

Note: If the score sheet is submitted prematurely, it will result in having to seek MDE approval to reopen a score sheet. (MDE approval will be required before a score sheet can be unlocked.)

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



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

Note: If the Stopping Rule is being used for a student, ensure that the TA and Second Scorer enter a zero (0) score for all tasks. Select **Save** to ensure the scores are saved.

When transcribing the scores for students with a Braille accommodation into Nextera Admin, mark a zero "0" for each task that should be omitted.

IMPORTANT: The indication of zero "0" for those tasks will NOT affect student scores.

Contact Information

Mississippi Department of Education Website

<http://www.mdek12.org/>

Office of Student Assessment

Dr. Jackie Sampsell

Phone: 601-359-3052

Email: jsampsell@mdek12.org

Questar Customer Support

Phone: 800-644-4054

Email: MSCustomerSupport@questarai.com

Appendix A

MAAP-A Returns Poster



MISSISSIPPI ACADEMIC ASSESSMENT PROGRAM-ALTERNATE (MAAP-A) RETURNS

Packing MAAP-A Materials

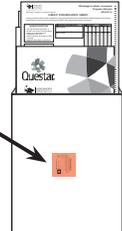
At The Building

PLACE STUDENT RESPONSE SCORE SHEETS IN WHITE TYVEK RETURN ENVELOPES

1

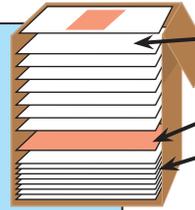
- Complete one Group Information Sheet (GIS) for each group returned.
- If more than one envelope is used for a group/class, label the envelope 1 of __, 2 of __, etc.
- Place the group of Student Response Score Sheets and associated GIS in the White Tyvek Return Envelope with the GIS on top of the Score Sheets.
- Please ensure all Return Envelopes are fully sealed.

COMPLETE THE INFORMATION ON THE ORANGE ENVELOPE LABEL.



2

- Using the same Questar box(es) in which your materials arrived, place the materials in the following order, from top to bottom: White Tyvek Return Envelope (with GIS and Score Sheets), Divider Sheet, and all secure, non-scoreable materials (including Test Administration Booklets, poly bags of loose stimulus cards, and unopened stimulus cards), leaving each box unsealed.



White Tyvek Return Envelopes (containing GIS and Score Sheets)

Divider Sheet

Secure, non-scoreable materials (including TABs and poly-bags of loose stimulus cards)

3

INDICATE BOX _ OF _ BEING RETURNED FOR ENTIRE SCHOOL



Place one ORANGE return label on the top of each box. Box labels can be found in the School Return Kit.



4 RETURN ALL BOXES (CONTAINING SCOREABLE AND NON-SCOREABLE MATERIALS) TO THE DISTRICT TEST COORDINATOR (DTC)

Shipping MAAP-A Materials

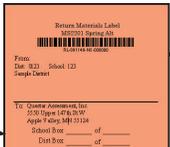
At The District

1 District Test Coordinators will complete final verification checks.

2 Place one UPS return shipping label on the top of each box being returned.

3

INDICATE BOX _ OF _ BEING RETURNED FOR ENTIRE DISTRICT



Place one UPS return shipping label on the top of each box being returned.



Mississippi Customer Support
 Phone: (800) 644-4054 E-Mail: mcustomersupport@questarai.com



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Minneapolis, MN 55124

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