



MAAP Spring 2022
Grades 3–8: Mathematics and
English Language Arts
End-of-Course: Algebra I and English II
Test Administrator's Manual (TAM)



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TAM

Instructions for test administration in the classroom are provided in this *Test Administrator's Manual* (TAM). The *School Test Coordinator's Manual* (STCM) and *District Test Coordinator's Manual* (DTCM) serve to guide Test Coordinators through general test administration activities for the Grades 3–8 Mathematics and English Language Arts and End-of-Course (EOC) Assessments. The STCM, DTCM, and additional information can be accessed from the *Help* page in Nextera® Admin located at:

- <https://ms.nextera.questarai.com>

All devices intended for use in the administration of the tests must be set up and configured using the Nextera® Test Delivery System as outlined in the *Setup & Installation Guide*, available on the Nextera *Help* page. Contact Questar or the Mississippi Department of Education (MDE) with any questions.

Contact Information

Questar Customer Support:

- mscustomersupport@questarai.com
- 1-800-644-4054
- Chat available on the Nextera *Help* page

MDE:

- Office of Student Assessment: 601-359-3052

MS Roles and Responsibilities

State Level User (SLU)

- Acts as the MDE point of contact for all District Test Coordinators (DTCs)
- Receives access to all districts in the state

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

- Communicates with the MDE
- Coordinates with the MDE, Questar, and the district
- Ensures all student data is correct in Nextera Admin and the MSIS system
- Orders, receives, and distributes shipped items appropriately
- DTC serves as the materials and notification point of contact for the MDE and Questar
- Enters and updates student information in Nextera Admin as needed
- Returns secure materials to Questar
- Views district-level information in Nextera Admin
- Only one DTC per district, but multiple DLUs are allowed

Superintendent (SUP)

- Views district-level reports
- Views district data files
- Views documentation on the *Help* page
- Only one SUP per district

District Information Technology Coordinator (DITC)

- Acts as the information technology point of contact for all schools in the district
- Ensures student devices are set up for testing

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

- Coordinates the assignment of Test Administrators, Proctors, and Hall Monitors with the DTC and Principals
- Documents the Test Administrator and Proctor in each room
- Organizes student login credentials into groups
- Checks student login credentials in and out
- Monitors student login credentials
- Enters new student information and updates student information in Nextera Admin
- Collaborates with District Test Coordinator on schedules and managing students
- Only one STC per school, but multiple BLUs are allowed

Principal (PRN)

- Views school-level reports
- Views documentation on the *Help* page
- Only one PRN per school

Test Administrator (TA) or Teacher

- Leads the test administration
- Reads the directions from the TAM and monitors students
- Holds a current teaching license
- Takes attendance during test administration
- Creates or approves the seating chart that is provided by the School Test Coordinator
- Views information of students assigned to his or her class(es) in Nextera Admin if the TA has been provided access by the district

Proctor

- Provides support as the secondary adult in the classroom during testing
- Monitors students and answers allowable questions*
- Receives LIMITED access to testing devices and secure materials
- Approves seating chart provided by the Test Administrator or School Test Coordinator
- Not a role that can be assigned to an account in Nextera Admin

*See the *Testing Guidelines* section of this manual.

Test Administration Checklist

Before Testing

- Carefully read the TAM to become familiar with the duties of the Test Administrator. The TAM and additional information can be accessed from the *Help* page in Nextera Admin. Contact the School Test Coordinator (STC) if there are any questions.
- Participate in the Mississippi Academic Assessment Program (MAAP) test security training.
- Work with the STC to prepare the test environment. The test environment should allow for comfortable seating, good lighting, a quiet setting, and adequate work space. Post a “Do Not Disturb — Testing in Progress” sign on the door on the day of testing.
- Ensure that test materials are handled according to the District/School Test Security Plan.
- Become familiar with the calculator and scratch paper policies.
- Ensure the memory is cleared on all physical calculators used in testing.
- Obtain printed copies of the Writing Rubric for optional student use during the Writing portion of the ELA or English II assessments. Work with the STC, as needed, to download and print the Writing Rubric from the Nextera *Help* page.
- Work with the STC, as needed, to print student login credentials and provide students the test session Access Code(s) for each test.
- Become familiar with the accommodations specified in the students’ Individualized Education Programs (IEPs), Section 504 Plans, and Language Service Plans (LSPs). Discuss with the STC how accommodations should be provided for each student. Note:** Due to the Literacy-Based Promotion Act, Grade 3 ELA students with accommodation 55 or 58 will not be read questions or answer choices in Session 1.
- Ensure the student sign-in screen will be displayed on each device before students enter the testing environment.
- Prepare a seating chart to be used in the testing room.
- Become familiar with all of the Nextera student testing features before the administration, using the Practice Tests (ms.nextera.questarai.com/tds/#practice).
- Work with the STC to understand how to troubleshoot common testing issues, and print a copy of the *Internet Connectivity Troubleshooting* section of this manual to have available during testing.
- If administering a Paper/Pencil version of the test, become familiar with the directions for administering Paper/Pencil tests.
- Become familiar with the requirements of distributing, collecting, and returning test materials to the STC.
- Become familiar with the Test Security Guidelines available on the MDE website at <http://www.mdek12.org/OSA/TS>.
- Notify the STC of any missing testing materials.

During Testing

- Maintain an adequate test environment that allows for comfortable seating, good lighting, a quiet setting, and adequate work space.
- Ensure that test materials are always in the possession of two trained staff members, at least one of whom is certified.
- Maintain the security of testing materials. The content of the test, including student responses, must not be reproduced or disclosed.
- Distribute student login credentials to the correct students and ensure each student signs in to his/her assigned testing session. Report missing or absent students to the STC. Report missing login credentials to the STC.
- Assign and distribute all secure testing materials to students, as needed.
- Read the “SAY” directions to the students just as they are written in the script, using a natural tone and manner. If a mistake is made when reading the directions, stop and say, “No, that is wrong. Listen again.” Then read the directions again.
- Administer the test and manage test sessions as described in this manual.
- Actively monitor students’ progress.**
- Answer student questions related to Nextera Test Delivery System functionality and test procedures. Do not answer any questions related to the content of the test.
- Make sure that the seating chart for each testing session includes each student’s name and the location of each student testing. Update the charts to account for absent students.
- Report any unusual circumstances or possible security violations to the STC and/or the DTC immediately.**
- Collect and account for all secure testing materials.

After Testing

- Verify that all online tests have been submitted.**
- Collect and inventory all secure testing materials, including scratch paper.
- Return all secure materials to the STC according to the procedures in this manual and/or the School Test Security Plan.

General Directions for Administering the Assessments

Online Administration

All MAAP tests are online assessments. If a student's IEP, 504 Plan, or LSP dictates a Paper/Pencil, Large Print, or Braille accommodation, printed tests are available. During the AMO window, DTCs can order accommodated materials through the *Order Materials* page under the **HELP** tab in Nextera Admin or by contacting Questar Customer Support.

Administration of the 2021–22 Mississippi Academic Assessment Program is an important professional responsibility. The usefulness of the test results depends on the accuracy of the results of each student. Experience shows that students' performance is highly dependent upon their motivation and attitude toward the tests, preparedness of the people administering the tests, physical arrangement of the rooms, and adherence to instructions.

The person responsible for administering any of the MAAP tests must be able to implement standard testing procedures. To ensure accurate and reliable results, the Test Administrator must become thoroughly familiar with these procedures before attempting to administer the test. The Test Administrator must carefully read through these directions prior to beginning the test administration and must participate in test security training in his/her district.

Test Environment

The test environment should allow for comfortable seating, good lighting, a quiet setting, and adequate work space. It is imperative that students be tested under optimal physical conditions. During the test administration, Test Administrators must try to maintain a natural classroom atmosphere, which will encourage students to do their best.

Ensuring Security

- Test Administrators, School Test Coordinators or their designees, and District Test Coordinators share the responsibility for ensuring that all test materials are handled in a professional, secure, and confidential manner and in accordance with security mandates and other general procedures.
- The Test Security/Confidentiality Agreement must be signed by all individuals involved in any part of the testing process. Failure to adhere to the conditions as set forth in this agreement will be considered a direct violation of the Mississippi Public School Accountability Standards.
- Test materials and student login credentials are secure documents and must be treated as such. They must be kept in a designated, locked, and secure place at all times, except during the actual test administration. The contents of the test, including student responses, must not be reproduced or disclosed.
- Two trained staff members must remain with the test materials at all times. One of these staff members must be certified. No one other than students taking the test is allowed to read the test. Anyone else who reads test items will be in violation of requirements stipulated in the current edition of the Mississippi Public School Accountability Standards.
- This manual must be used for training purposes and/or Test Administrator orientation prior to testing. After testing is complete for each administration, all materials must be returned to the School Test Coordinator or his/her designee.

Verifying Student Identity and Eligibility to Test

To ensure accurate student placement, the Test Administrator must only use DTC/STC-approved rosters. Make sure student names and MSIS numbers match their student login credentials.

Calculator Policy

Allowable Calculators:

- Grades 3–5: No calculators allowed
- Grades 6 and 7: Four-function calculators with square root and percentage functions
- Grade 8: Scientific calculators (with functionalities consistent with the TI-30XS or similar models)
- Algebra I: Graphing calculators

Additionally, schools must adhere to the following guidance regarding calculators:

- On the MAAP Grades 6–8 Mathematics assessments, calculators may be used on ALL items.
- On the MAAP Algebra I End-of-Course assessment, graphing calculators (with functionalities consistent with TI-84 or similar models) may be used on ALL items.
- For students taking the Grade 8 Mathematics assessment, the scientific calculator is available in Nextera. Students are allowed to bring a hand-held scientific calculator, if desired, as long as it is in accordance with the MDE Calculator Policy
- For students taking the Algebra I assessment, the Desmos graphing calculator is available in Nextera. Students are allowed to bring a hand-held graphing calculator, if desired, as long as it is in accordance with the MDE Calculator Policy.
- Calculators with a Computer Algebra System (CAS) feature or a solver of any kind (e.g., numeric equation, polynomial, and system of linear equations) are not allowed.
- Tablets, laptops (or PDAs), or phone-based calculators are not allowed during MAAP assessments.
- Students are not allowed to share calculators within a testing session.
- Students are not allowed to have multiple hand-held calculators on their desks during testing.
- Test Administrators and/or Proctors must confirm that the memory on ALL calculators has been cleared before and after each testing session. The calculators must have all formulas, applications, and programs (including, but not limited to, Zoom Math/Zoom Algebra and Polynomial Solver) disabled or removed before students use them during any state test. Failure to comply with this portion of the calculator policy will result in a test security violation.
- Calculators with “QWERTY” keyboards are not permitted.
- If schools or districts permit students to bring their own hand-held calculators for MAAP assessment purposes, Test Administrators must confirm that the calculators meet MAAP requirements as defined above.

Note: For information on the ruler and protractor policy, refer to the *MAAP Calculator, Ruler, and Protractor Policy* document on the Nextera *Help* page.

Writing Rubric Policy

During the Writing portion of the ELA and English II assessments, students have the option of using a printed copy of the Writing Rubric to inform their writing. The rubric is available to download and print from the Nextera *Help* page.

Scratch Paper

General Policies

- Schools provide scratch paper for students.
- Scratch paper is handed out as needed, not in stacks.
- Scratch paper must be returned to the STC/DTC along with any other testing materials.
- Scratch paper must be held by the STC for students with Accommodation 25 until the completion of their assessment.
- All scratch paper, including graph paper for the Mathematics and Algebra I assessments, must be shredded by the last day of the testing window, per the District/School Test Security Plan.
- The DTC must complete and upload the appropriate shredding documentation to the Office of Student Assessment as outlined in the Test Security Plan.
- Students have access to an unlimited amount of scratch paper for all portions of the MAAP assessment; **there is no minimum or maximum amount of scratch paper per student.**
- Graph paper is allowed as scratch paper in all grades for the **Mathematics and Algebra I** assessments.
- Plain lined (notebook) paper is allowable for all grades.

Medical Emergencies Guidance

If a student has an emergency and must leave the testing area for the remainder of that test day, the student **MAY** continue testing during the make-up session **provided** the following conditions:

- The student is not allowed to go back to any questions that were answered prior to the emergency; and
- A Non-Participation Due to Significant Medical Emergency Form is **NOT** submitted for the student.

The district may submit the test for scoring when the student answered at least one question for the following reasons:

- The district will accept the low score to prevent the student from counting against the district's participation rate.
- The student and/or parent refuses to continue testing.

The district may invalidate the score for the following reasons:

- If the student answered fewer than 10 questions and the district does not want the low score to impact its accountability rating.
- If the student qualifies for a Non-Participation Due to Significant Medical Emergency. For more information regarding the medical emergency, contact the MDE.

Note: ALL invalidations must be marked prior to the close of the test window. No invalidations will be added after scoring has been completed.

Additional Key Information

Preliminary Planning

- Some students have experience in taking online assessments, but others are not accustomed to them. It is highly recommended that students become familiar with the Practice Tests available at ms.nextera.questarai.com/tds/#practice.
- The school should provide satisfactory physical conditions in the room where the test is to be given. Be sure that lighting and ventilation are adequate. Make sure there is enough space between students to maintain confidentiality of responses.
- Post a “Do Not Disturb—Testing in Progress” sign on the door to prevent interruptions. There must be at least one Test Administrator in each testing area and a minimum of one Proctor for 1–25 students. If more than 25 students are in a testing room, additional proctors are required. For example, if there are 26–35 students, there must be a Test Administrator and two Proctors. See the MDE Test Security Training information for more details.
- Ensure that arrangements have been made for special accommodations for any student with an IEP, 504 Plan, or LSP that specifies allowable testing accommodations.

Students Leaving the Testing Area and Students Not Completing the Test

- If a student must leave the testing area for any reason before completing the test, make sure he/she pauses/signs out of the test and his/her testing materials are collected. If the student will be returning to the testing session, he/she must be escorted to and from the testing area. When the student comes back, return the testing materials and allow him/her to sign back in and continue the test. No student will be allowed to leave the testing area with any test materials, including student login credentials.
- If a student does not complete the test, he/she MAY be eligible to retake or finish the test during the make-up sessions. Make-up testing is ONLY for those students who were not present or had an emergency during the original testing session. Students will not be allowed back into their tests unless they meet the eligibility requirements in paragraph 1 of page 10.
- **Writing Prompt:** Since a student who leaves the testing environment during Session 2 of the ELA and English II assessments has seen and had time to consider the prompt before responding, they may have an unfair testing advantage. If a student must leave the testing environment for an extended period of time (e.g., lunch period, checkout, dismissal) after having seen the writing prompt, STOP, and immediately call the MDE. Unless it is an emergency, DO NOT move the student from the testing environment. The MDE will immediately provide a determination and communicate the course of action. Calling the MDE is not necessary for a student taking a quick restroom break.

Literacy-Based Promotion Act

If a student's reading deficiency is not remedied by the end of the student's Third-Grade year, as demonstrated by the student scoring above the lowest two (2) achievement levels in reading on the state annual accountability assessment or on an approved alternative standardized assessment for Third Grade, the student shall not be promoted to Fourth Grade.

Refer to Appendices A–E for instructions on administering the 3rd Grade Reading Alternative Assessment Retest.

Procedures for Reading Test Directions for All Tests

The directions for all MAAP tests can be found in Appendices A–D (online) and Appendix E (accommodated). Allow time prior to the test to distribute materials and demonstrate proper testing procedures. Plan for approximately 10 minutes to read the test directions to the students.

Testing Guidelines

In the appendices and scripts that start on page 27, 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.

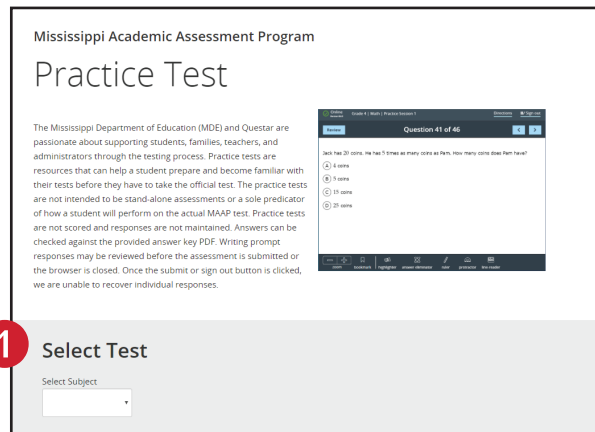
Guidelines for Answering Questions about the Test

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 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"> • for general help or advice: 	<ul style="list-style-type: none"> • make suggestions relative to students’ work.
<ul style="list-style-type: none"> • for advice regarding test-taking strategies: 	<ul style="list-style-type: none"> • recommend a specific strategy.
<ul style="list-style-type: none"> • about the difficulty of a test item: 	<ul style="list-style-type: none"> • comment about the difficulty level of any question.
<ul style="list-style-type: none"> • whether particular answers are right or wrong: 	<ul style="list-style-type: none"> • tell students that particular answers are right or wrong. • cue correct answers through vocal inflection, facial expressions, signs, or gestures.
<ul style="list-style-type: none"> • about the meaning of a word, phrase, or sentence: 	<ul style="list-style-type: none"> • define a content word or phrase, or explain the meaning of a sentence.
<ul style="list-style-type: none"> • about their progress on the test: 	<ul style="list-style-type: none"> • ask students to work faster; they can only be reminded of how much time remains.

Practice Tests

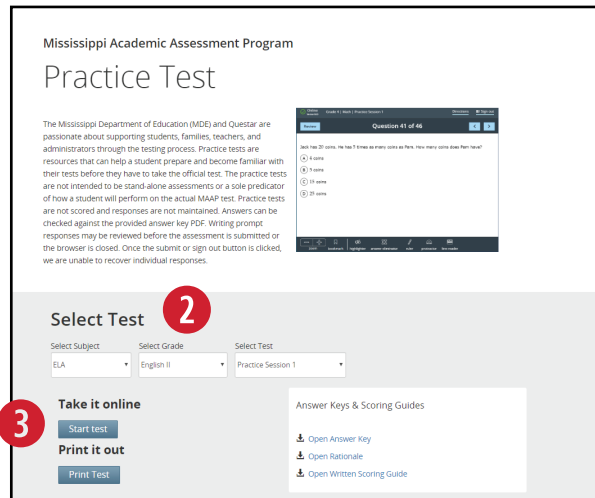


Mississippi Academic Assessment Program
Practice Test

The Mississippi Department of Education (MDE) and Questar are passionate about supporting students, families, teachers, and administrators through the testing process. Practice tests are resources that can help a student prepare and become familiar with their tests before they have to take the official test. The practice tests are not intended to be stand-alone assessments or a sole predictor of how a student will perform on the actual MAAP test. Practice tests are not scored and responses are not maintained. Answers can be checked against the provided answer key PDF. Writing prompt responses may be reviewed before the assessment is submitted or the browser is closed. Once the submit or sign out button is clicked, we are unable to recover individual responses.

1 **Select Test**

Select Subject



Mississippi Academic Assessment Program
Practice Test

The Mississippi Department of Education (MDE) and Questar are passionate about supporting students, families, teachers, and administrators through the testing process. Practice tests are resources that can help a student prepare and become familiar with their tests before they have to take the official test. The practice tests are not intended to be stand-alone assessments or a sole predictor of how a student will perform on the actual MAAP test. Practice tests are not scored and responses are not maintained. Answers can be checked against the provided answer key PDF. Writing prompt responses may be reviewed before the assessment is submitted or the browser is closed. Once the submit or sign out button is clicked, we are unable to recover individual responses.

2 **Select Test**

Select Subject: ELA | Select Grade: English II | Select Test: Practice Session 1

3 **Take it online**
Start test

Print it out
Print Test

Answer Keys & Scoring Guides

- Open Answer Key
- Open Rationale
- Open Written Scoring Guide

Before the day of the test, students should be given the opportunity to try the Practice Test, which will allow them to become familiar with the question types on the MAAP tests. Students may take the Practice Test as many times as they'd like. To access the Practice Test, direct students here: ms.nextera.questarai.com/tds/#practice

- 1 No sign-in information is needed to access the Practice Test. Direct students to the *Select Test* area on the screen.
- 2 Direct students to use the drop-down menus to select the appropriate subject, grade, and test.
- 3 To take the online Practice Test, direct students to select **Start test**.

Select Test

Select Subject: ELA | Select Grade: English II | Select Test: Practice Session 1

Take it online

Start test

Print it out





Print Test

Answer Keys & Scoring Guides

- Open Answer Key
- Open Rationale
- Open Written Scoring Guide

Select Accommodations

The Practice Test offers a selection of online accommodations for your preview. Please note that on test day students will not be able to select their own accommodations. Any accommodations needed for test day are pre-selected by a teacher or administrator per the student's IEP or 504 plan.

 <p>Answer Masking Answer Masking helps you focus on certain answers by hiding the others. Use the eye icon to hide or reveal answer sections.</p>	 <p>Background Color: This setting can't be used with Reverse Contrast. It places a layer over the entire test window background in the color you choose.</p>
 <p>Reverse Contrast When this setting is turned on, all text is white on black background.</p>	 <p>Text-to-Speech Text-to-Speech reads content on the test aloud to be listened to. Speakers are necessary, headphones are recommended.</p>

Continue

- If a student's IEP, 504 Plan, or LSP indicates he/she requires a Paper/Pencil version of the test, the Practice Test may be printed for practice. Teachers can access this page and select **Print Test** to open a printable version for these students. If a student needs a Large Print or Braille Practice Test, contact the STC.
- Once the subject, grade, and test are chosen, a link for the answer key appears. Select the link for a printable key for the Practice Test.
- After selecting the **Start test** button, the *Select Accommodations* window appears to allow students with certain online testing accommodations to practice with those accommodations. Help students select any available testing accommodations specified in their IEP/504 Plan/LSP, and then direct them to select **Continue**. (During the actual assessment, accommodations are pre-assigned based on students' IEPs/504 Plans/LSPs.) The system guides students through a short tutorial on the tools and features before they begin the Practice Test.

Make-Up Sessions

Students who were absent during the initial testing session can make up tests during the MDE-approved testing window. Scheduling make-up sessions must be coordinated by the School Test Coordinator to eliminate conflicts and to ensure that make-up students test under the same conditions as initial students. For the make-up sessions, materials are distributed/collected and tests are administered according to the same instructions as initial testing sessions.

For students who miss Session 1 or Session 2 and plan to complete the test, the test must always be given in the same order: Session 1 must be given prior to Session 2. If make-up testing is needed, make-up sessions may be given in one day or over two days, consistent with the initial testing session for each content area. All paper-based make-up tests must be administered, packed, and ready for pick-up on the scheduled district pick-up date. Pick-ups are not allowed to be rescheduled to administer make-up tests.

School Test Coordinators must keep test materials in a locked, secure storage area except during test administration. Only specific make-up materials needed for students who are taking make-up tests are distributed to Test Administrators at the time of the make-up session.

After make-up sessions, Test Administrators must return test materials to the School Test Coordinator, as explained in the following section. After make-up materials are returned, all test materials must be kept in locked storage under the School Test Coordinator's authority.

After all testing sessions (initial and make-up) are complete, the STC returns all test materials to the DTC according to the directions provided in the STCM.

Returning Materials to the School Test Coordinator

The following materials must be returned to the School Test Coordinator or his/her designee immediately after testing is complete:

- Test books
- Scratch paper
- Student login credentials
- Reference sheets (if printed)
- Writing rubrics (if printed)

Administering Text-to-Speech and Read-Aloud Accommodations

If a student is testing online and requires the accommodation of having the test read aloud, there is a Text-to-Speech (TTS) tool that reads directions and/or items aloud to the student. **The accommodation must be marked in Nextera Admin by the DTC/DLU or STC/BLU prior to the start of the assessment.**

Note: TTS is available for students who have either accommodation 53 or 55. For (53) Directions Only TTS, nothing will be read in Mathematics or Algebra I since the questions themselves contain the directions.

If a student's IEP, 504 Plan, or LSP requires the use of a Paper/Pencil version of the assessment and/or requires a human reader and/or permits paraphrasing, a Read-Aloud script is available. If a Read-Aloud script is needed, contact the STC. See the next section for instructions on administering the test with a human reader using a Read-Aloud script.

Allowable Read-Aloud Accommodations

Accommodation 53: The test directions (but not test items) can be read to individual students or a group, repeating and/or paraphrasing directions if needed.

Accommodation 55: The test directions, questions, and answer options can be read to individual students or a group, repeating directions/items, but not paraphrasing.

Accommodation 58: The test directions, questions, and answer options can be read to individual students or a group, repeating and/or paraphrasing only the directions if needed.

Note: Due to the Literacy-Based Promotion Act, Grade 3 ELA students with accommodation 55 or 58 will not be read questions or answer choices in Session 1.

Note: TTS requires an Internet connection and will not function while a device is offline. When the Internet connection is restored, the student with the Text-to-Speech accommodation will be able to select the play button again, and the TTS will load.

Instructions to the Read-Aloud Administrator

The reader is required to review and comply with these instructions. All remaining requirements concerning test security still apply. The reader must be familiar with the specific Read-Aloud accommodations for the students prior to administering the test.

All questions rely on the students' ability to comprehend and respond to items exactly as written or with allowable accommodations (IEP, 504 Plan, or LSP). The Read-Aloud script must be read to students verbatim, unless the students' IEP, 504 Plan, or LSP accommodations allow the directions to be paraphrased. Any additional information or explanation must not be provided as this will affect what the test is designed to measure.

Notes to the Reader

1. Pause after reading the question number and before reading the question itself.
2. Emphasize words or phrases that are underlined, italicized, or entirely capitalized.
3. Read directions and/or items according to the allowable accommodations noted on the previous page.
4. Pronounce abbreviations by voicing each initial letter (N-E-A, U-N, U-S-A) unless otherwise specified.
5. Hyphenated phrases should be read as one unit, in an even tone, and with a shorter pause between words than normal.

FAQs

- Students may use different platforms for different subjects. For example, a student may take an ELA or English II test on a Chromebook and a Mathematics or Algebra I test on a desktop computer.
- Students **MUST** restart a paused or terminated test on the **same platform** (Windows, Mac, iPad, etc.). It is advised to use the same device, as previously entered responses may be cached and would be easier to find, but it is not required. Customer Support will assist districts in determining if changing devices is appropriate.

Issues during Testing



- If the screen freezes, sign-in takes longer than one minute, or the test takes longer than one minute to load, try exiting the test and signing back in.
- If the device is permanently incapacitated, please contact the School Test Coordinator so he/she is aware of the issue.
- If multiple workstations exhibit the same issue, please contact the School Test Coordinator to further isolate and troubleshoot the issue.

Note: In the event of a technical issue (e.g., power outage or network failure), always consult with your STC/DTC and Technology Coordinator regarding appropriate steps to take. As needed, the STC/DTC will contact Questar Customer Support and the MDE for support.

Internet Connectivity Troubleshooting

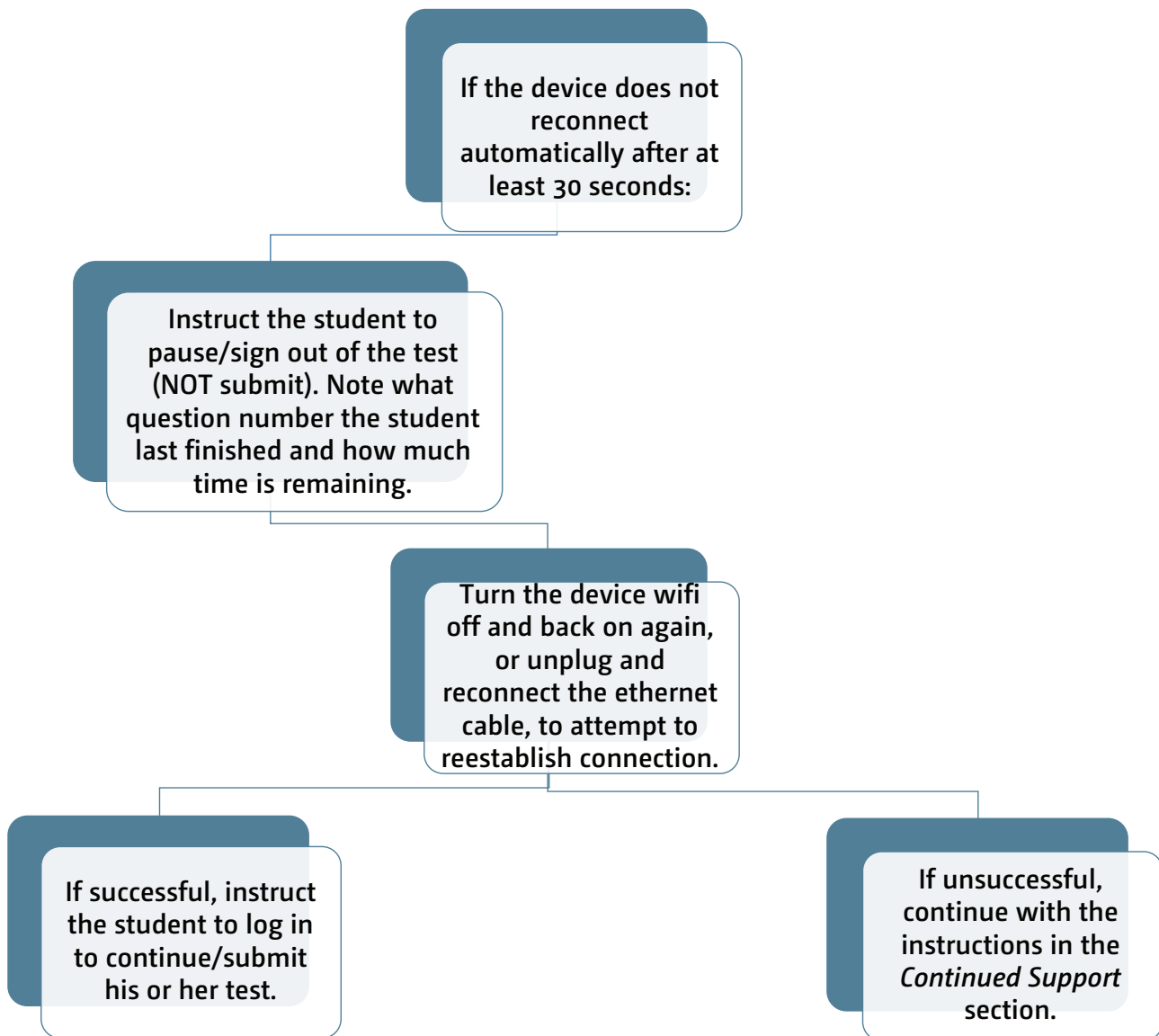
IMPORTANT: In all scenarios outlined below, if the student has not completed the test session, instruct the student to continue testing. (Student responses are stored in the device's local cache.)

Note: Text-to-Speech functionality will cease until connection is restored.

While testing, you can determine if a device is currently connected to the Internet by the  or  icons located in the upper-left corner of the screen.

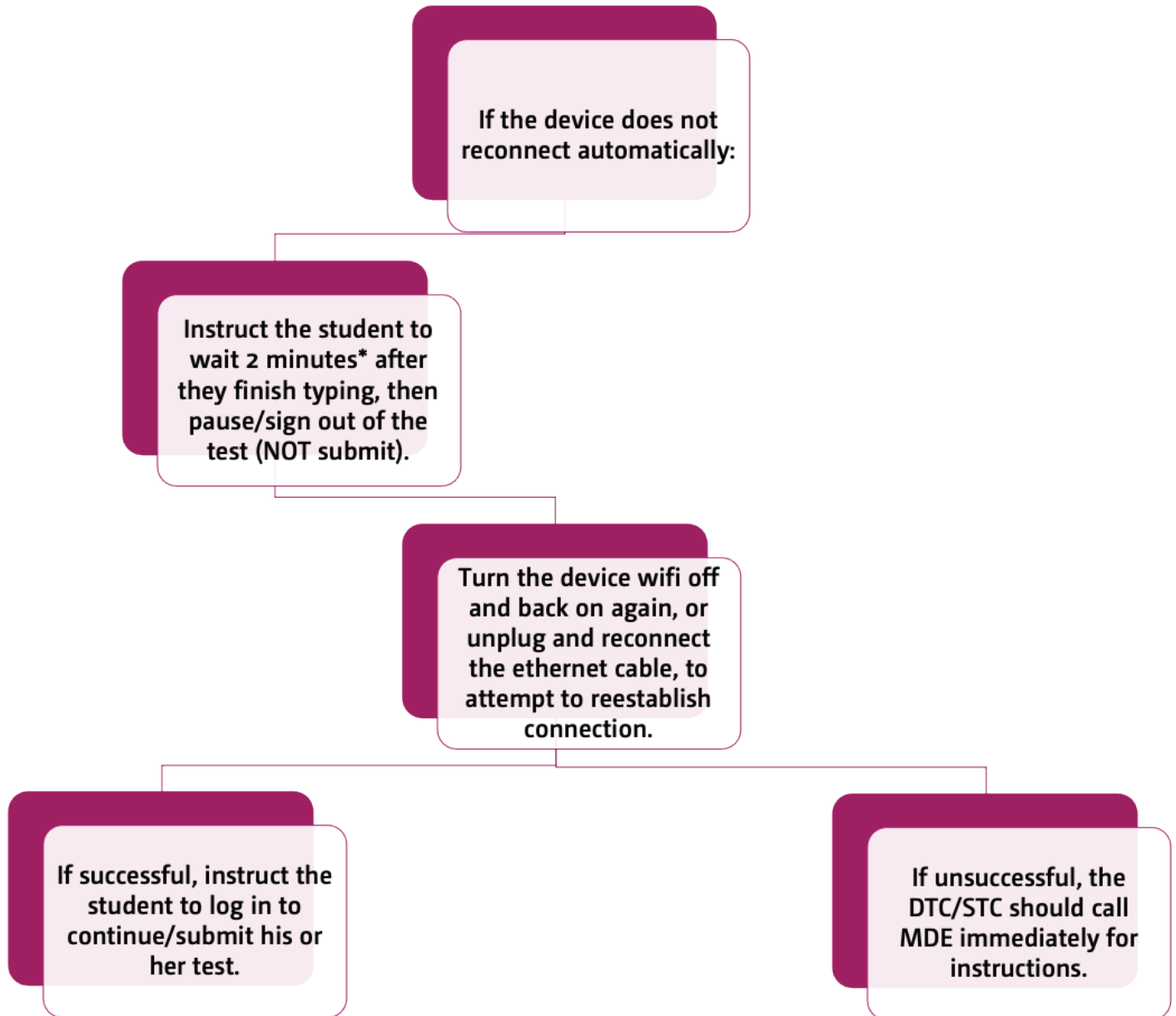
Scenario #1: Non-writing session for an individual student

After completion of a **non-writing** test session, an **individual student device** does not have internet connectivity.



Scenario #2: Writing session for an individual student

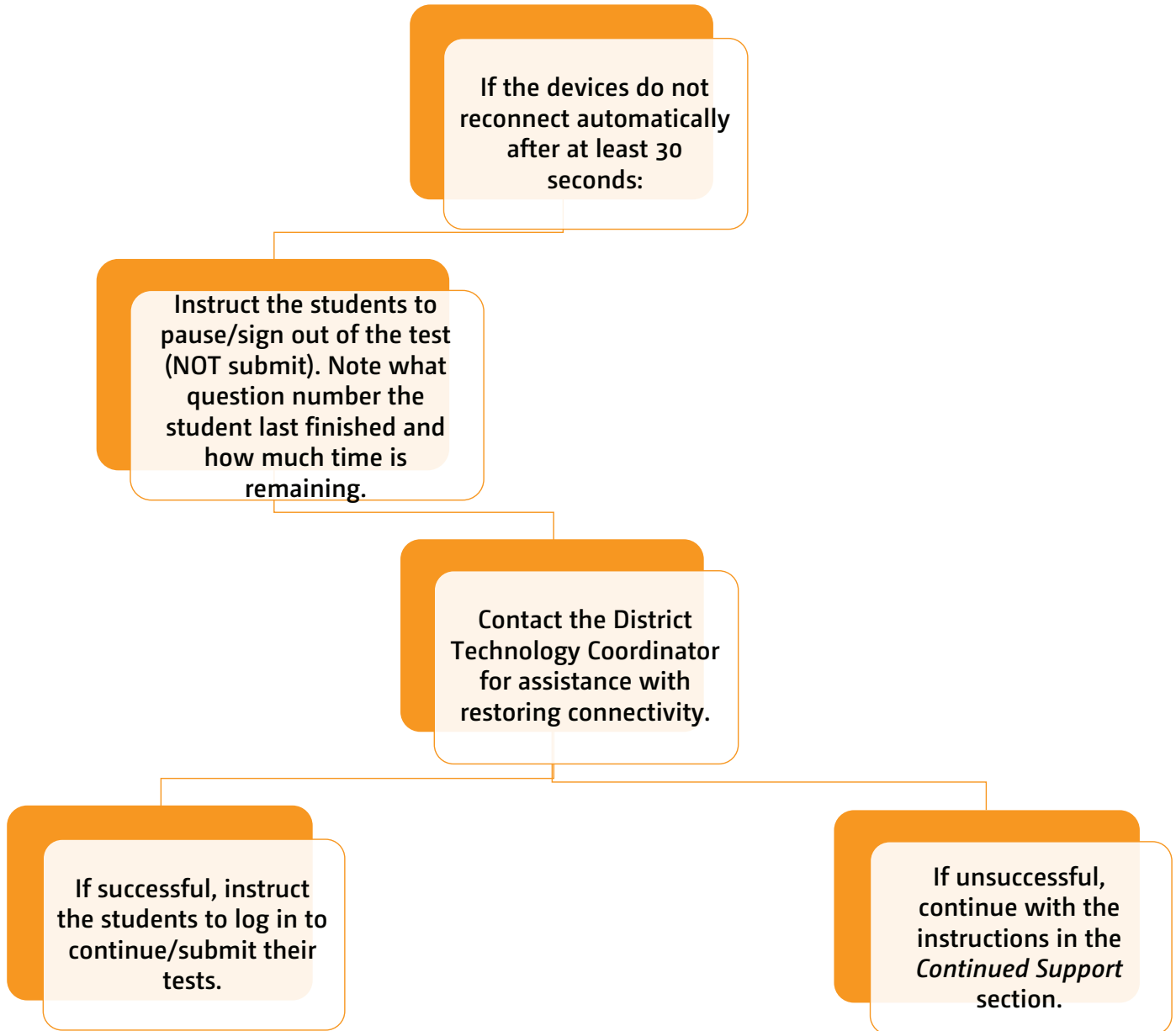
After completion of a **Writing** test session, an **individual student device** does not have internet connectivity.



Note: For Writing prompts, student responses are cached to the local device every 2 minutes. It is imperative that you try to get Writing students finished that day.

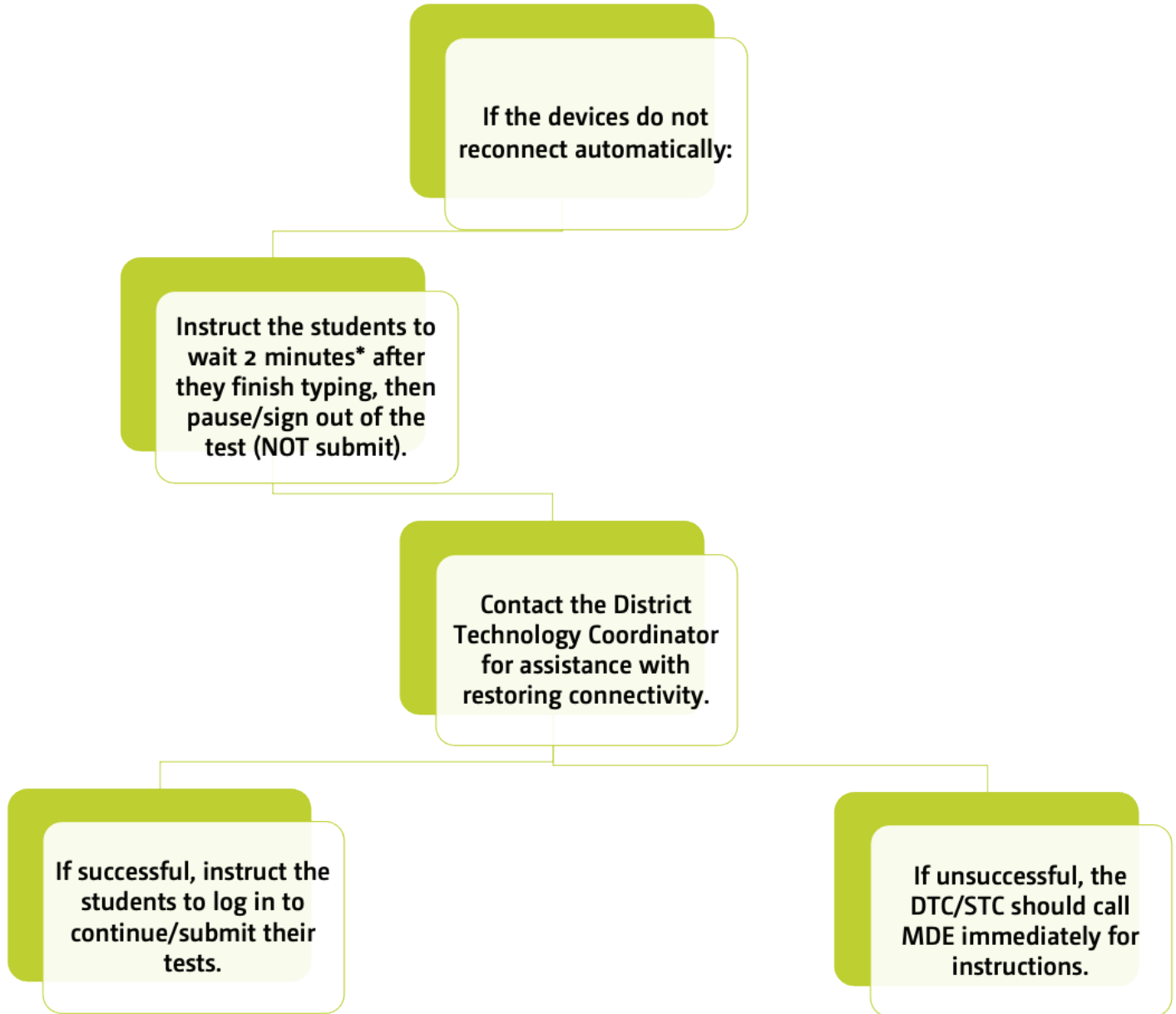
Scenario #3: Non-writing session for an entire class or school

After completion of a **non-writing** test session, an **entire classroom or school** does not have internet connectivity.



Scenario #4: Writing session for an entire class or school

After completion of a **Writing** test session, an **entire classroom or school** does not have internet connectivity.



Note: For Writing prompts, student responses are cached to the local device every 2 minutes.

Scenario #5: Extensive school outage with hard-wired devices (e.g., infrastructure network cable cut)

During testing, the school experiences a power outage when students are testing on hard-wired devices.

1. Do NOT have the students move to new devices.

2. Quarantine and label the devices with the students' names (include MSIS number if multiple students have the same name), if necessary. For computer labs, utilize seating charts to make sure the same student returns to the same device to resume testing.

3. If the students need to leave the testing area to resume testing another time, the class may be dismissed. Notify the MDE for next steps.

4. Call the school's maintenance team for assistance with restoring power.

5. Keep the devices powered on and plugged in to a power source.

6. Once power is restored, have the students log back in to their test. Students should wait at least two minutes for responses to populate.

7. Call Questar Customer Support at 1-800-644-4054 for assistance in recovering student responses if responses do not populate.

Scenario #6: Outage with individual/one-to-one devices

During testing, the school experiences a power outage when students are testing on individual/one-to-one devices.

1. Do NOT have the students move to new devices.

2. Call the school's maintenance team for assistance with restoring power. Work with the District Technology Coordinator to determine an approximate timeline for students to resume testing.

3. Contact Customer Support to document the number of students and classes impacted; make note of the case number to be entered onto an Irregularity Report (see step 5 below).

4. Whenever possible, quarantine and label student devices with the students' names (include MSIS number if multiple students have the same name). If quarantining is not possible, the access codes must be changed for all affected Test Administrations via the "View Test Administration" page in Nextera Admin. If assistance is needed to change the access codes, contact Customer Support.

5. If students need to leave the testing area to resume testing another time, the DTC must submit an Irregularity Report through Caveon Core for documentation purposes.

6. Once power is restored, have the students log back in to their test. Students should wait at least two minutes for responses to populate.

Note: If Internet connectivity is lost for any reason prior to the submission of a test session, the device cache stores the responses locally until connectivity is restored. Please do NOT clear cache before connectivity is restored.

Continued Support

Do NOT have the student(s) move to a new device or allow any other student(s) to test on the device(s).

Do NOT restart or reboot the device(s).

Quarantine and label the device(s) with the students' name(s) and/or MSIS number(s). Then if the student(s) need to leave the testing area to resume testing another time, the student(s) may be dismissed. Contact the MDE for guidance regarding rescheduling the test session and upload a testing schedule addendum in Caveon Core.

Contact the District Technology Coordinator to ensure there are not any software or policy settings that would clear out the devices' local cache or temporary files.

Keep the device(s) powered on and plugged in to a power source.

If still unable to reestablish connection, or at any point during the above steps, call Questar Customer Support at 1-800-644-4054.

If there are time or accommodation questions associated with the outage or if you need additional guidance when students are unable to finish testing the day of the outage, contact the MDE.

Appendix A: Online Testing Directions — Student Test Sign In



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

Mississippi Academic Assessment Program

Powered by Nextera®

1

User ID

Password



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Version 77.0

Before administering the test, verify testing accommodations have appropriately been set in student profiles (e.g., Text-to-Speech). Secure all student login credentials and the Access Codes for the test from the School Test Coordinator (STC). If any testing 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). 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 this manual), need to remain away at all times during testing; otherwise their test will be invalidated. When students are ready to begin testing, pass out testing materials (e.g., scratch paper, pencils, calculators, and student login credentials).

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

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

Is everything here correct?

3

- 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.

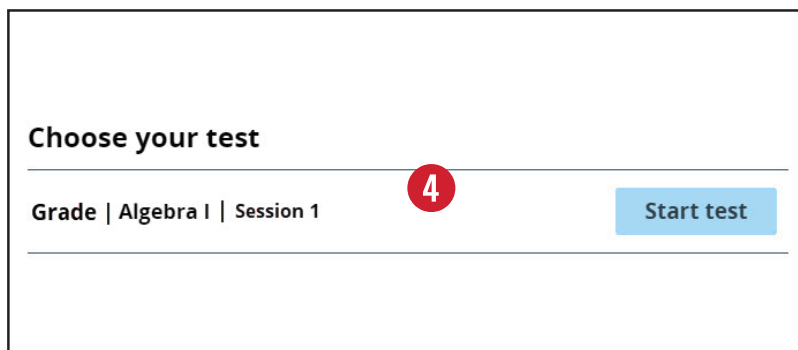
Now look at the rest of the information on the screen. Make sure it is correct.

- 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 information is incorrect, notify the STC before the student begins the test.

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.

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 overwrite 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.

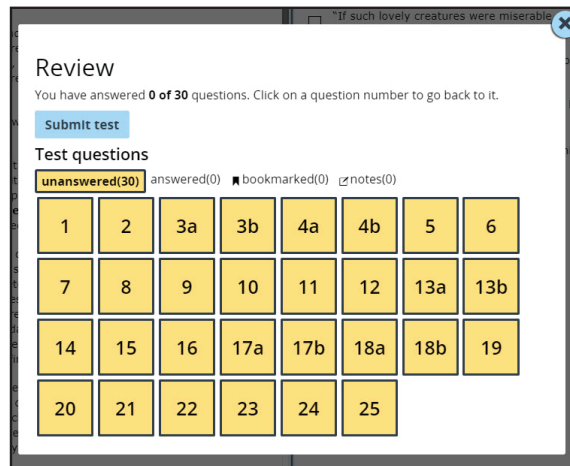
Make sure all students are on the correct screen. Directions are customized by content area and student accommodations.

SAY Click through the directions and read each screen carefully. When you come to the “Test tools” screen, check that all of your tools are listed and correct. If they are not, raise your hand.

Stop at the Access Code screen.

Note: A Proctor Password is required to resume a student’s test that has been paused for over 24 hours. STCs can locate the Proctor Password on the Nextera *HOME* page under *School Information*.

Appendix B: 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.
- 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.

Appendix C: 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.

Appendix D: Online Testing Directions — Administering the Test

<p>1 Access code needed</p> <p></p> <p>Please enter the access code that your teacher gives you.</p> <input type="text"/>	<p>2 Wait to start</p> <p></p> <p>Wait until your test is loaded and your teacher tells you to start the test.</p> <p>Exit Start test</p>
---	--

- 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 on the following pages.

Administering the Test without the Designated Break: Pages 34–36

Administering the Test with the Designated Break: Pages 38–41

Administering the Accommodated Test without the Designated Break: Pages 44–46

Administering the Accommodated Test with the Designated Break: Pages 48–51

Administering the Test without the Designated Break

Mathematics Grades 3–8 and Algebra I
ELA with Writing Grades 3–8
and English II with Writing
3rd Grade Reading Alternative Assessment Retest

Administering the Test without the Designated Break

Mathematics Grades 3–8 and Algebra I

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

SESSION 1

Note: Refer to the MDE Accommodations Manual for the policy on extended testing time.

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

Administering the Test without the Designated Break

ELA with Writing Grades 3–8 and English II with Writing

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

SESSION 1— ELA Grades 3–8 and ENGLISH II

Note: Refer to the MDE Accommodations Manual for the policy on extended testing time.

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

SAY You will have 1 hour and 15 minutes to complete your response to the prompt. 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 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 Test without the Designated Break

3rd Grade Reading Alternative Assessment Retest

For those choosing ***NOT to take the designated break during the 3rd Grade Reading Alternative Assessment Retest***, read the following directions.

SESSION 1

Note: Refer to the MDE Accommodations Manual for the policy on extended testing time.

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

Administering the Test with the Designated Break

Mathematics Grades 3–8 and Algebra I
ELA with Writing Grades 3–8
and English II with Writing
3rd Grade Reading Alternative Assessment Retest

Administering the Test with the Designated Break

Mathematics Grades 3–8 and Algebra I

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

SESSION 1

Note: Refer to the MDE Accommodations Manual for the policy on extended testing time.

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.”

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 (page 31). 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.

Administering the Test with the Designated Break

ELA with Writing Grades 3–8 and English II with Writing

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

SESSION 1— ELA Grades 3–8 and ENGLISH II

Note: Refer to the MDE Accommodations Manual for the policy on extended testing time.

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.”

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 (page 31). 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.

SAY You will have 1 hour and 15 minutes to complete your response to the prompt. 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 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 Test with the Designated Break

3rd Grade Reading Alternative Assessment Retest

For those *taking the designated break during the 3rd Grade Reading Alternative Assessment Retest*, read the following directions.

SESSION 1

Note: Refer to the MDE Accommodations Manual for the policy on extended testing time.

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.”

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 (page 31). 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.

Appendix E: Directions for Paper/Pencil, Large Print, and Braille Tests

Questar provides Paper/Pencil, Large Print, and Braille test books as accommodations to districts upon request. Accommodated tests are secure materials and must be returned to Questar. The District Test Coordinator 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.

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, Section 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 *Accommodated Materials Transcription Instructions* located on the Nextera *Help* page. Once transcription is complete, return all materials to the School Test Coordinator.

Administering the Accommodated Test without the Designated Break

Mathematics Grades 3–8 and Algebra I
ELA with Writing Grades 3–8
and English II with Writing
3rd Grade Reading Alternative Assessment Retest

Administering the Accommodated Test without the Designated Break

Mathematics Grades 3–8 and Algebra I

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

SESSION 1

Note: Refer to the MDE Accommodations Manual for the policy on extended testing time.

SAY The test you are about to take will last 3 hours. Open your test book to page 3. 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.

Administering the Accommodated Test without the Designated Break

ELA with Writing Grades 3–8 and English II with Writing

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

SESSION 1— ELA Grades 3–8 and ENGLISH II

Note: Refer to the MDE Accommodations Manual for the policy on extended testing time.

SAY The test you are about to take will last 3 hours. Open your test book to page 3. 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.

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

Administering the Accommodated Test without the Designated Break

3rd Grade Reading Alternative Assessment Retest

For those choosing ***NOT to take the designated break during the 3rd Grade Reading Alternative Assessment Retest***, read the following directions.

SESSION 1

Note: Refer to the MDE Accommodations Manual for the policy on extended testing time.

SAY The test you are about to take will last 3 hours. Open your test book to page 3. 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.

Administering the Accommodated Test with the Designated Break

Mathematics Grades 3–8 and Algebra I
ELA with Writing Grades 3–8
and English II with Writing
3rd Grade Reading Alternative Assessment Retest

Administering the Accommodated Test with the Designated Break

Mathematics Grades 3–8 and Algebra I

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

SESSION 1

Note: Refer to the MDE Accommodations Manual for the policy on extended testing time.

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. 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.

Administering the Accommodated Test with the Designated Break

ELA with Writing Grades 3–8 and English II with Writing

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

SESSION 1— ELA Grades 3–8 ENGLISH II

Note: Refer to the MDE Accommodations Manual for the policy on extended testing time.

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. 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.

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

Administering the Accommodated Test with the Designated Break

3rd Grade Reading Alternative Assessment Retest

For those *taking the designated break during the 3rd Grade Reading Alternative Assessment Retest*, read the following directions.

SESSION 1

Note: Refer to the MDE Accommodations Manual for the policy on extended testing time.

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. 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.



Questar®

Questar Assessment Inc.

14720 Energy Way

Apple Valley, MN 55124

(952) 997-2700

www.questarai.com