



Mississippi Academic Assessment Program-Alternate (MAAP-A)
Spring 2025

Test Coordinator's Manual (TCM)



Copyright © 2025 by the Mississippi Department of Education

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without permission in writing from the Mississippi Department of Education.

Printed in the United States of America.

Table of Contents

MAAP-A Administration	1
Important Dates	2
User Accounts (and Roles) and Responsibilities	3
Before Testing.....	5
Nextera Admin Site	7
Managing User Accounts.....	12
MAAP-A Administration Policies	21
Managing Student Information.....	24
Updating a Student’s School of Record and Testing School	30
Managing Classes	31
During Testing.....	37
Invalidations and Not Testing Codes	38
After Testing	40
Additional Information	44
Contact Information	45
Appendix A	46
Appendix B: DTC/STC Combined Checklist.....	47

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 Elementary and Secondary Education Act (ESEA) [as amended by the Every Student Succeeds Act of 2015 (ESSA)] and the Individuals with Disabilities Education Act of 2004 (IDEA). The MAAP-A English Language Arts and Mathematics assessments are based on the 2019 Mississippi Alternate Academic Achievement Standards for English Language Arts and Mathematics (MS AAAS-ELA, MS AAAS-Mathematics). Similarly, Science is based on the 2019 Mississippi Alternate Academic Achievement Standards for Science (MS AAAS-SCI).

More information on each assessment can be found on the Mississippi Department of Education website at <https://mdek12.org/studentassessment/maap-a/>.

Online Resource Material

General	Resources	Other Resources
<p>Tutorials</p> <ul style="list-style-type: none"> Introduction to Nextera Video Tutorial Managing User Accounts Video Tutorial Working with Classes Video Tutorial Working with Student Information Video Tutorial Accessing Reports & Data Files Tutorial <p>Guides</p> <ul style="list-style-type: none"> Pre-ID-File Upload Guide Nextera Admin Quick Tips Additional Material Order (AMO) Guide District Data Files Guide Reports Guide UPS Return Labels Guide 	<p>MAAP-A Manuals</p> <ul style="list-style-type: none"> Fall 2024 Test Administration Manual MAAP-A (TAM) Fall 2024 Test Coordinator's Manual MAAP-A (TCM) <p>MAAP-A Training</p> <ul style="list-style-type: none"> Receiving and Packing Materials Tutorial Scoring in Nextera Admin Tutorial Entering Student LCI Information Tutorial MAAP-A Frequently Asked Questions (2/17/2024) <p>MAAP-A DTC/STC/SPED Director Training Slides and Recordings:</p> <ul style="list-style-type: none"> DTC/STC/SPED Director Training Recording Spring 2024 DTC/STC/SPED Director Training Slides Spring 2024 <p>MAAP-A Teacher Training Slides and Recordings:</p> <ul style="list-style-type: none"> Teacher Training Recording Spring 2024 Teacher Training Slides Spring 2024 <p>MAAP-A Sample Tasks</p> <ul style="list-style-type: none"> Link to MDE MAAP-A website 	<p>MAAP-A Other Resources</p> <ul style="list-style-type: none"> Learner Characteristics Inventory (LCI) - Paper Copy for Teachers Spring 2024 Student Response Score Sheet Group Information Sheet <p>MAAP-A Quick Reference Guides</p> <ul style="list-style-type: none"> Second Scorer Quick Reference Guide 2024 Learner Characteristics Inventory (LCI) - Quick Reference Guide 2024 MSIS Grade Codes & EL Peer Age-Peer Grade Conversion Chart Spring 2024 MAAP-A District Data File Layout Spring 2024 MAAP-A Report Interpretation Guide Spring 2024 MAAP-A Parent Report Interpretation Guide <p>Checklists</p> <ul style="list-style-type: none"> Fall 2024 Before Testing Checklists Fall 2024 During Testing Checklists Fall 2024 After Testing Checklists

Reference material, including the TAM, is available on the Nextera *Help* page.

- 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 2025 Test Administration: Key Dates

Task	Beginning Date	Ending Date
Test Material Arrives in Districts	February 13, 2025	February 18, 2025
Additional Material Order Window	February 24, 2025	April 25, 2025
MAAP-A Test Administration Window	March 10, 2025	May 2, 2025
All scores must be transcribed into Nextera by 5:00 p.m. CT	----	No later than May 2, 2025
All paper material must be received at NWEA	----	No later than May 12, 2025

*The DTC must call NWEA's Customer Support directly if requiring additional material within the last days of the testing window.

User Accounts (and Roles) and Responsibilities

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

Non-Nextera Activities

- Communicates/coordinates between MDE, NWEA, and within the district
- Orders, receives, and distributes printed material to schools
- Verifies and returns material to NWEA after testing is complete

Nextera Activities

- Only one DTC per district, multiple DLUs are allowed
- Creates and assigns the School Test Coordinator (STC) and Special Education User (SEU) accounts
- Views district level and school (within his/her own district) level information
- Ensures all student data is correct (this would include entering Large Print and/or Braille Accommodation information)
- 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, Invalidate Test, and Stopping Rule codes, as appropriate

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

Non-Nextera Activities

- Coordinates between the DTC, NWEA, and within the school
- Manages secure material within the school before, during, and after testing
- Returns all material to the DTC
- Confirms the Test Administrator and Second Scorer have completely filled out the student response scoresheet
- Collaborates with the DTC, TA, and Second Scorer on testing schedules

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
- Assigns student accommodations in Nextera Admin (Large Print or Braille)

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, STC, TA, and Second Scorer on testing schedules

Nextera Activities

- Only one SEU per district
- District-level role with district-level access
- Responsible for entering LCI data for students on behalf of each TA (licensed teacher)
- Ability to add/edit student demographic data, if needed

Test Administrator/Teacher (Teacher)

Non-Nextera Activities

- The teacher who works regularly with, and is most familiar with, the student being assessed
- Must hold a current Mississippi Educator License
- Reads the Test Administration Manual
- Collaborates with the STC and Second Scorer on testing schedules
- Reviews the Test Administration Booklet (TAB) and prepares stimulus material AT LEAST ONE WEEK prior to testing based on student needs
- Leads the administration using the TAB and stimulus material
- 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
- **New this year:** The Teacher will act as the Second Scorer
- When acting as the Second Scorer, scores do not need to match
- When acting as the Second Scorer, you must independently record and enter scores into Nextera
- When acting as the Second Scorer, you are 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 your 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
- 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

Before Testing

Before Testing Checklist

- The DTC will distribute test material to the schools in the NWEA boxes and verify that each school has received the necessary test material.
- The DTC will notify NWEA and MDE of any missing material.
- The DTC will order additional material as necessary.
- The DTC/STC will ensure that student data is accurate and current in Nextera.
[See the Nextera Admin Site section in this manual.](#)
- The District Special Education Director (SEU)/STC will ensure that the LCI is completed for each student.
- The DTC/STC will ensure each teacher acting as the Test Administrator has access to the secure testing material at least one week prior to the scheduled administration of the assessment.

Test Coordinator Responsibilities

The STC or DTC must schedule and manage the activities of the TA (special education teacher and/or other licensed school personnel) during the testing window, monitor the test administration, maintain the security of test material, and pack and return test material to NWEA.

The Test Coordinator will

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

Preparation Time

Ensure each TA is given access to the testing material **at least one week PRIOR to the scheduled day of testing**. This will provide the TA sufficient time to review the assessment, prepare the necessary material, and familiarize themselves with the assessment. Please ensure the TA follows all test security protocols.

Scheduling

- The tasks can be administered at any time during the MAAP-A testing window (March 10–May 02, 2025). Please refer back to the schedule listed on page 2.
- As the individual who is most familiar with and integral to a student’s academic performance, the TA must carefully consider scheduling options in order to allow students to achieve optimal performance.
- The TA should work with the STC to assign a Second Scorer to work with each TA.

For a full list of TA responsibilities for the MAAP-A, please refer to the MAAP-A TAM, which is posted on the Nextera **HELP** tab.

Nextera Admin Site

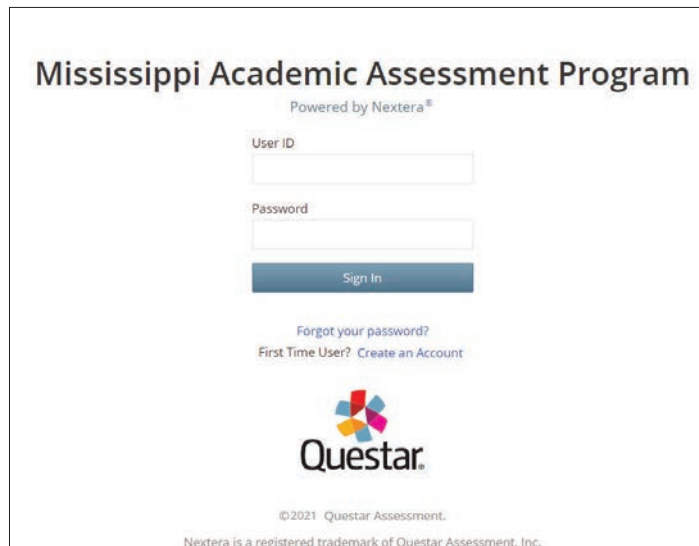
Note: The Questar name is used in certain Nextera screenshots.

Sign In

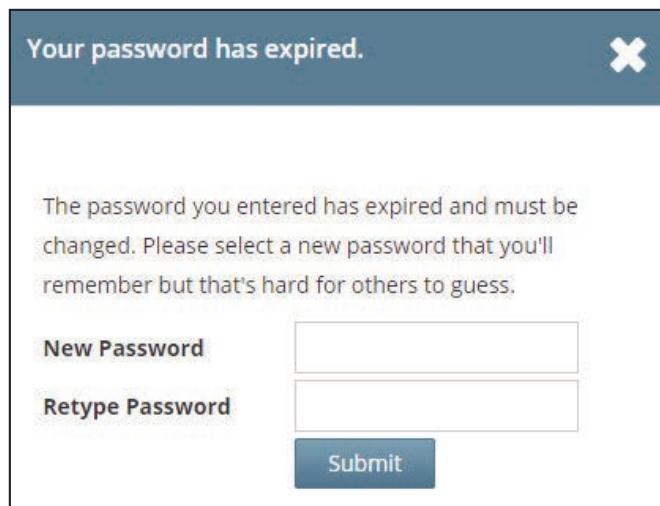
NWEA provided DTC sign-in information via a Nextera auto-generated email sent to the email address used for the DTC's user account. If the auto-generated email was not received or cannot be located, verify that this email is not currently in your spam or junk folders in your email account. If you need 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**.

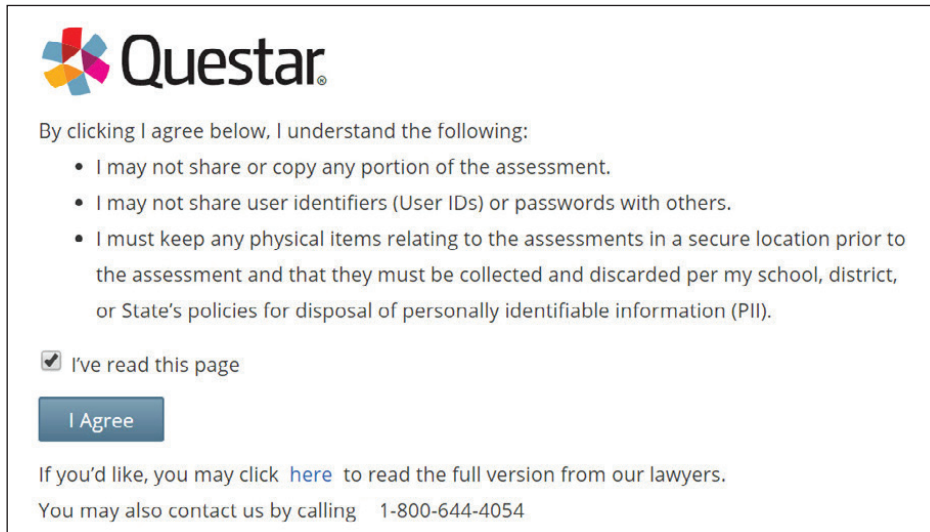



2. The first time you sign in, you will be asked to change your password.



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.

3. 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.



 Questar®

By clicking I agree below, I understand the following:

- I may not share or copy any portion of the assessment.
- I may not share user identifiers (User IDs) or passwords with others.
- I must keep any physical items relating to the assessments in a secure location prior to the assessment and that they must be collected and discarded per my school, district, or State's policies for disposal of personally identifiable information (PII).

I've read this page

If you'd like, you may click [here](#) to read the full version from our lawyers.
You may also contact us by calling 1-800-644-4054.

Resetting Your Password


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




Mississippi Academic Assessment Program
Powered by Nextera™

User ID:

Password:


 [Forgot your password?](#)


 Questar.

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

Reset a forgotten password ✕

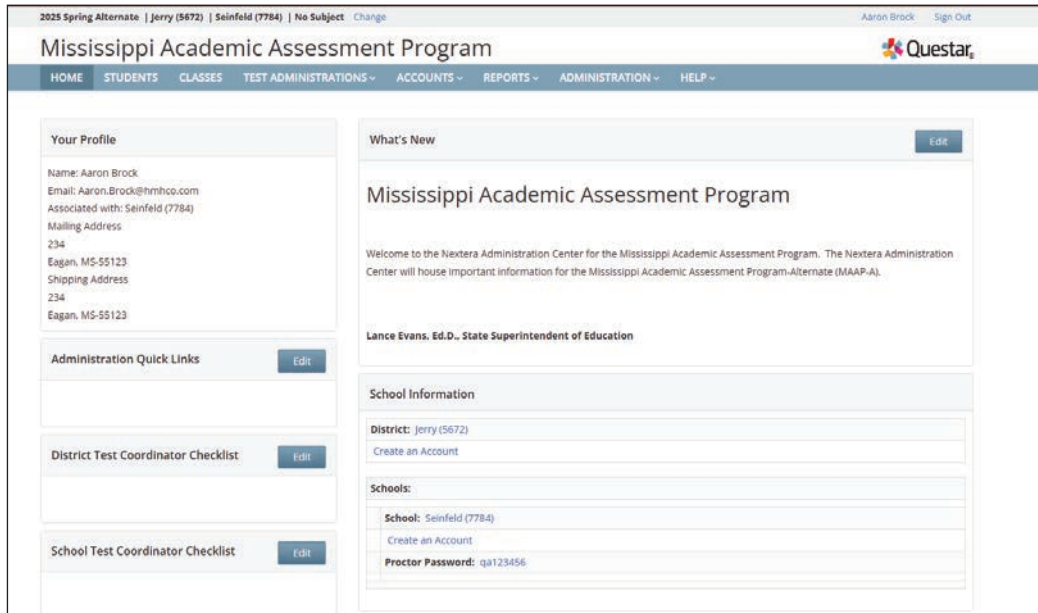
If you do not know or have forgotten your password to sign into Nextera, you can use this page to reset your password. You will need to enter the email address associated with your account below to begin. Please note, if you have multiple accounts associated with an email address, they all use the same password currently and this will reset the password for all of them.

Email 


Submit 

When you click submit, you will receive an email asking you to confirm you want to reset your password. Please allow up to five minutes for this email to arrive, and follow the instructions in the email to complete your password reset.

HOME Page



2025 Spring Alternate | Jerry (5672) | Seinfeld (7784) | No Subject [Change](#) Aaron Brock [Sign Out](#)

Mississippi Academic Assessment Program 

HOME STUDENTS CLASSES TEST ADMINISTRATIONS ACCOUNTS REPORTS ADMINISTRATION HELP

Your Profile

Name: Aaron Brock
Email: Aaron.Brock@hnhco.com
Associated with: Seinfeld (7784)
Mailing Address
234
Eagan, MS-55123
Shipping Address
234
Eagan, MS-55123

Administration Quick Links [Edit](#)

District Test Coordinator Checklist [Edit](#)

School Test Coordinator Checklist [Edit](#)

What's New [Edit](#)

Mississippi Academic Assessment Program

Welcome to the Nextera Administration Center for the Mississippi Academic Assessment Program. The Nextera Administration Center will house important information for the Mississippi Academic Assessment Program-Alternate (MAAP-A).

Lance Evans, Ed.D., State Superintendent of Education

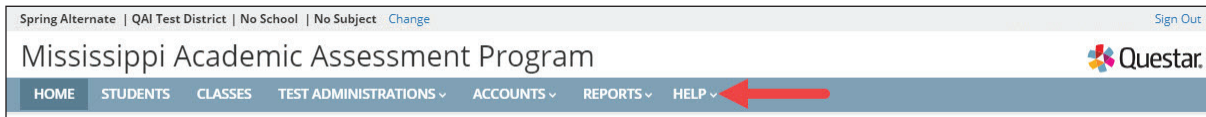
School Information

District: Jerry (5672)
[Create an Account](#)


Schools:

School: Seinfeld (7784)
[Create an Account](#)
Proctor Password: qa123456

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

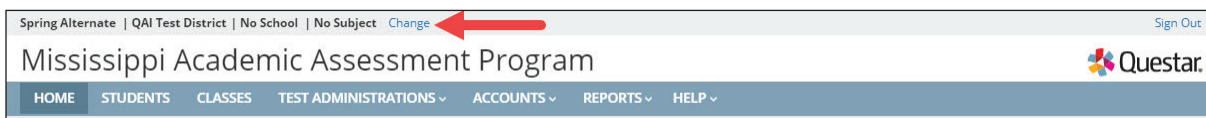


Spring Alternate | QAI Test District | No School | No Subject [Change](#) [Sign Out](#)


Mississippi Academic Assessment Program 

HOME STUDENTS CLASSES TEST ADMINISTRATIONS ACCOUNTS REPORTS **HELP**

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



Spring Alternate | QAI Test District | No School | No Subject [Change](#) [Sign Out](#)

Mississippi Academic Assessment Program 

HOME STUDENTS CLASSES TEST ADMINISTRATIONS ACCOUNTS REPORTS HELP

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

The DTC, STC, and SEU are responsible for ensuring all user accounts in Nextera Admin are set up 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.

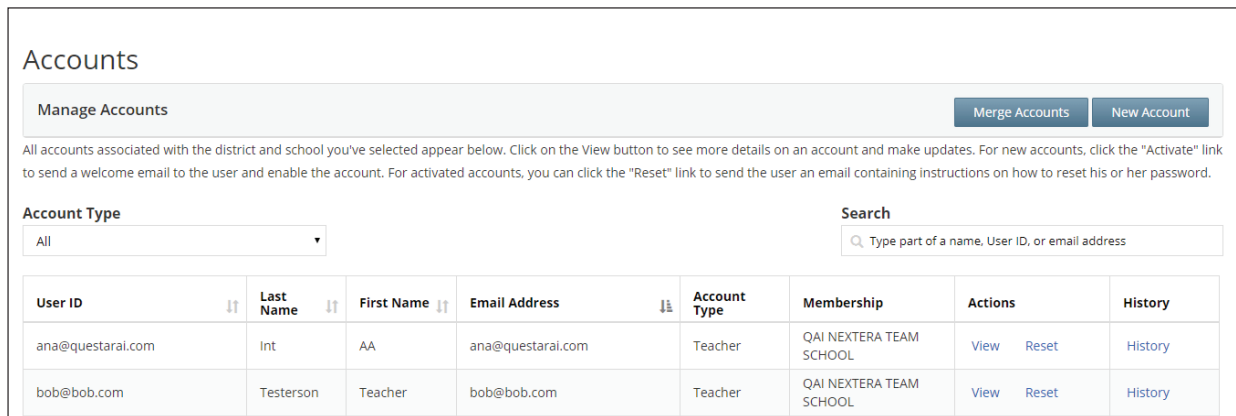
The DTC, STC, and SEU can add or edit roles as needed to allow specific individuals the rights they need for accessing their student information.

IMPORTANT: Remember that the DTC, STC, and SEU 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.



Accounts

Manage Accounts Merge Accounts New Account

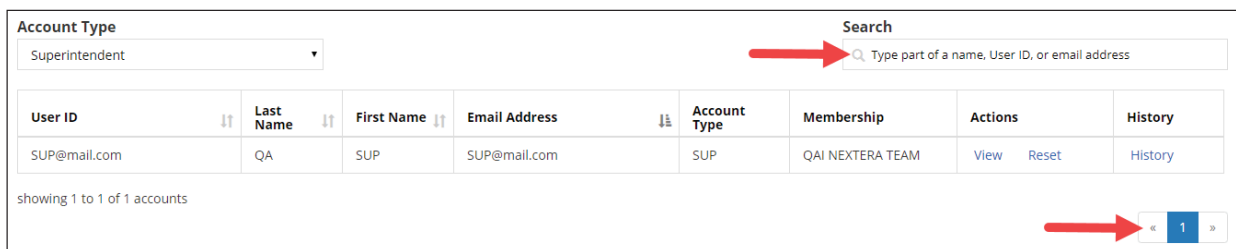
All accounts associated with the district and school you've selected appear below. Click on the View button to see more details on an account and make updates. For new accounts, click the "Activate" link to send a welcome email to the user and enable the account. For activated accounts, you can click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

Account Type: All

Search: Type part of a name, User ID, or email address

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.



Account Type: Superintendent


Search: 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 »

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

Account Type: Superintendent 


Search:

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: All 

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	QAI NEXTERA TEAM SCHOOL	View Reset	History

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

Account Type: All

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	QAI NEXTERA TEAM SCHOOL	View Reset	History



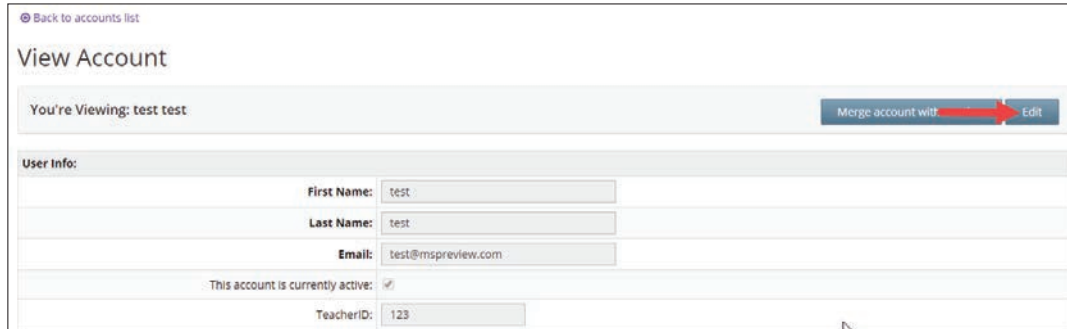
If changes are needed, you will need to view and edit the account.

Note: Whether a teacher will act as a TA or a Second Scorer, they will have the Teacher role assigned to them in Nextera.

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.

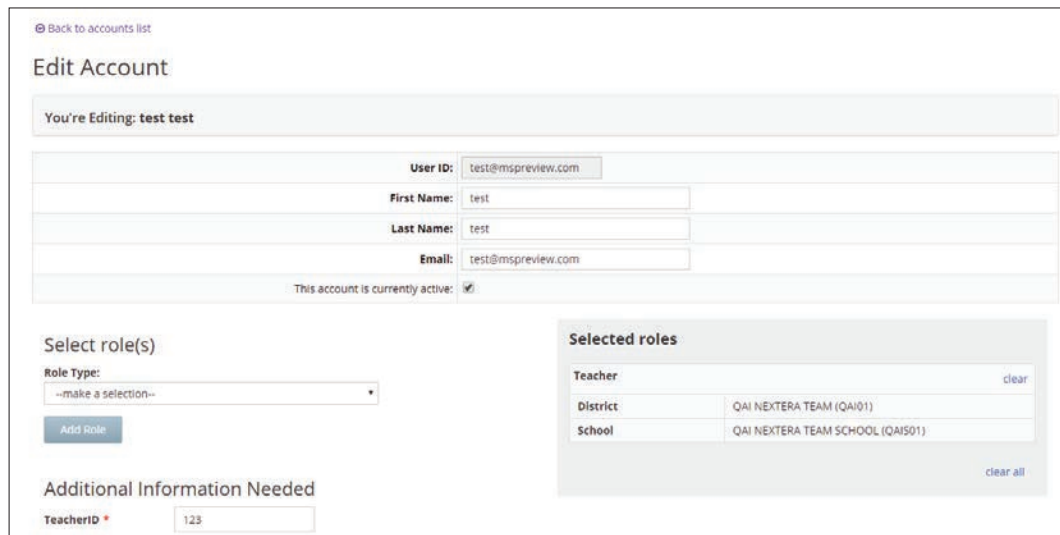
1. While viewing an existing account, select **Edit**.



The screenshot shows the 'View Account' interface. At the top left is a link 'Back to accounts list'. The main heading is 'View Account'. Below this, it says 'You're Viewing: test test' with a 'Merge account with' button and an 'Edit' button. The 'User Info' section contains the following fields:

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.



The screenshot shows the 'Edit Account' interface. At the top left is a link 'Back to accounts list'. The main heading is 'Edit Account'. Below this, it says 'You're Editing: test test'. The 'User Info' section contains the following fields:

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

Below the user info is a 'Select role(s)' section with a 'Role Type' dropdown menu (currently showing '--make a selection--') and an 'Add Role' button.

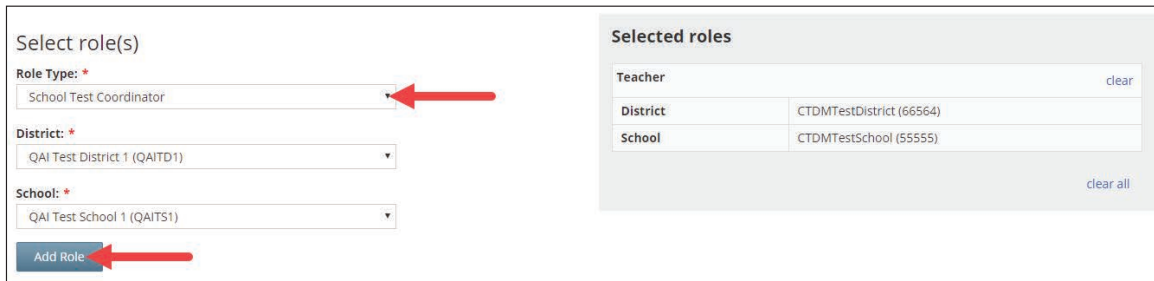
To the right is a 'Selected roles' section with a table:

Teacher		clear
District:	QAI NEXTERA TEAM (QAI01)	
School:	QAI NEXTERA TEAM SCHOOL (QAI501)	
clear all		

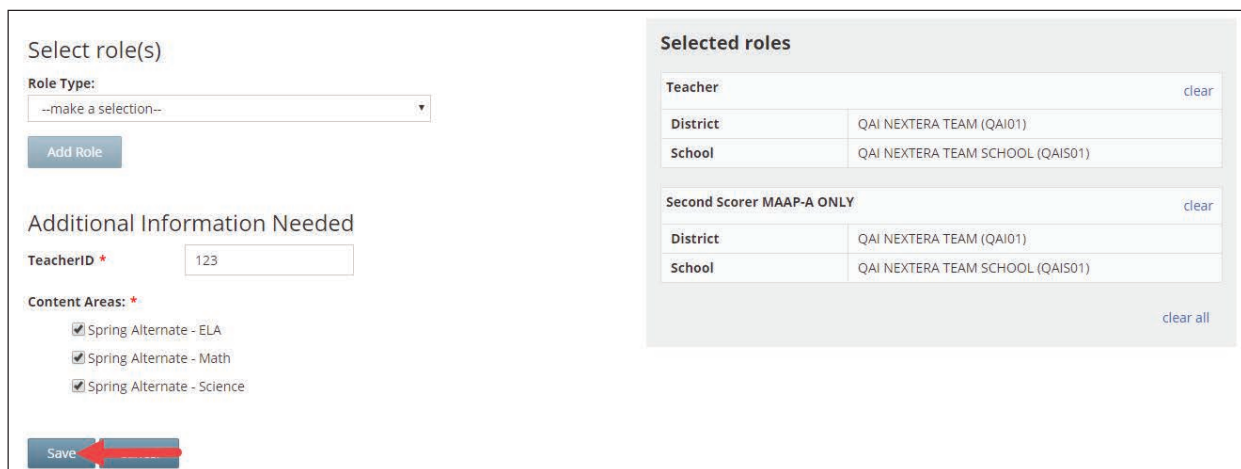
At the bottom is an 'Additional Information Needed' section with a 'TeacherID' field containing the value '123'.

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

When editing a Teacher account, the DTC/STC 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).



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



Note: Only one individual can be listed as the DTC or SEU, and only one STC can be active per school. However, multiple DLUs and BLUs can be added. Additionally, the TA will be pre-populated into Nextera after the Pre-Identified (Pre-ID) file has been loaded.

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.

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

Accounts

Manage Accounts
Merge 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. 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.

[Back to accounts list](#)

Add New Account

User Information

First Name: *

Last Name: *

Username: *

This account is currently active

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

Select role(s)

Role Type: *

District: *

School: *

Selected roles

Please select role(s) for this user using the controls on the left.

- If you have selected the Teacher 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: *

- Alternate - Algebra I (Alt)
- Alternate - Biology (Alt)
- Alternate - English II (Alt)
- Alternate - English Language Arts (Alt)
- Alternate - Math (Alt)
- 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: *

Add Role

Selected roles

Teacher	clear
District	NWEA Program District (NWEA)
School	NWEA Program School TEST (0001)

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: *

- Alternate - Algebra I (Alt)
- Alternate - Biology (Alt)
- Alternate - English II (Alt)
- Alternate - English Language Arts (Alt)
- Alternate - Math (Alt)
- Alternate - Science (Alt)

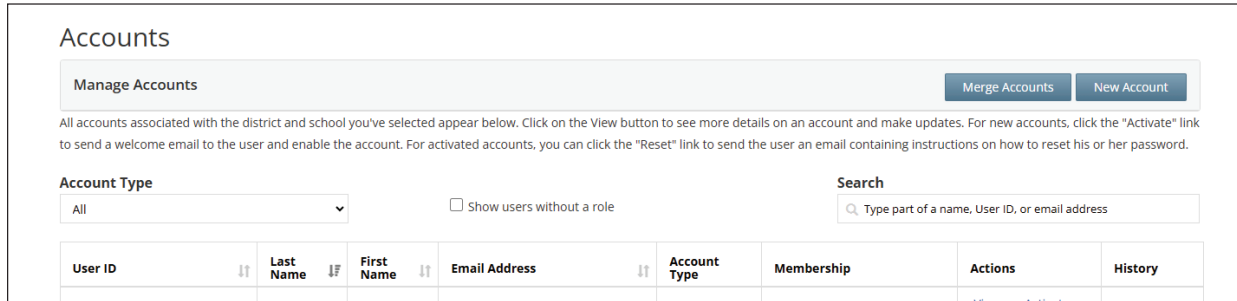
Cancel
Create an Account

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

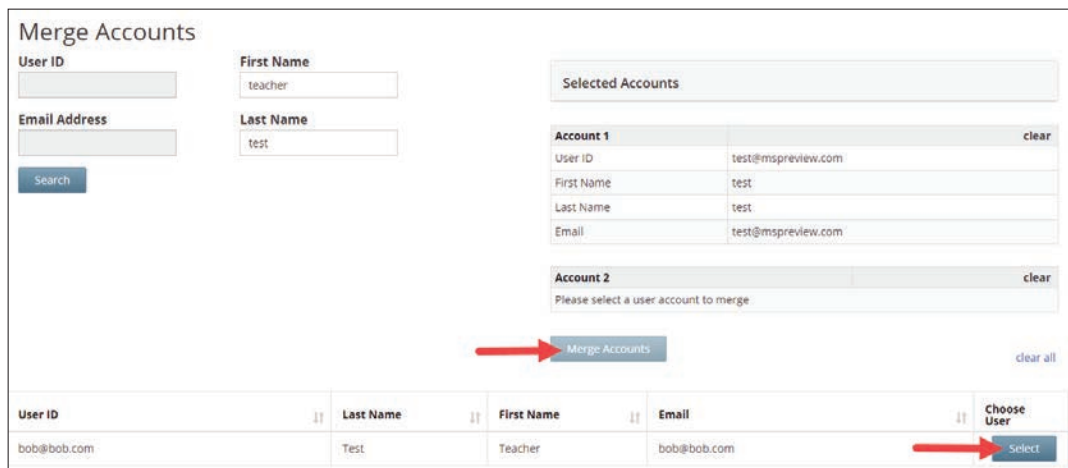
Manage Accounts Merge Accounts New Account

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: All Show users without a role Search: Type part of a name, User ID, or email address

User ID	Last Name	First Name	Email Address	Account Type	Membership	Actions	History
						View Activate	

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



Merge Accounts

User ID: First Name:

Email Address: Last Name:

Selected Accounts

Account 1

User ID	test@mspreview.com
First Name	test
Last Name	test
Email	test@mspreview.com

Account 2

Please select a user account to merge

User ID	Last Name	First Name	Email	Choose User
bob@bob.com	Test	Teacher	bob@bob.com	<input type="button" value="Select"/>

If one of the accounts is a Teacher account and they need to still add scores for students, issues may arise if the accounts are not merged in the correct order. If you have any concerns or run into issues please contact NWEA customer support.

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
✕

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	Account 2		
User ID	test@mspreview.com	User ID	bob@bob.com
First Name	test	First Name	Test
Last Name	test	Last Name	Teacher
Email	test@mspreview.com	Email	bob@bob.com
<div style="display: flex; justify-content: space-around; width: 100%;"> <div style="text-align: center;"> <div style="background-color: #4a7c9c; color: white; padding: 5px 15px; border-radius: 3px;">Make primary</div> ← </div> <div style="text-align: center;"> <div style="background-color: #4a7c9c; color: white; padding: 5px 15px; border-radius: 3px;">Make primary</div> </div> </div>			

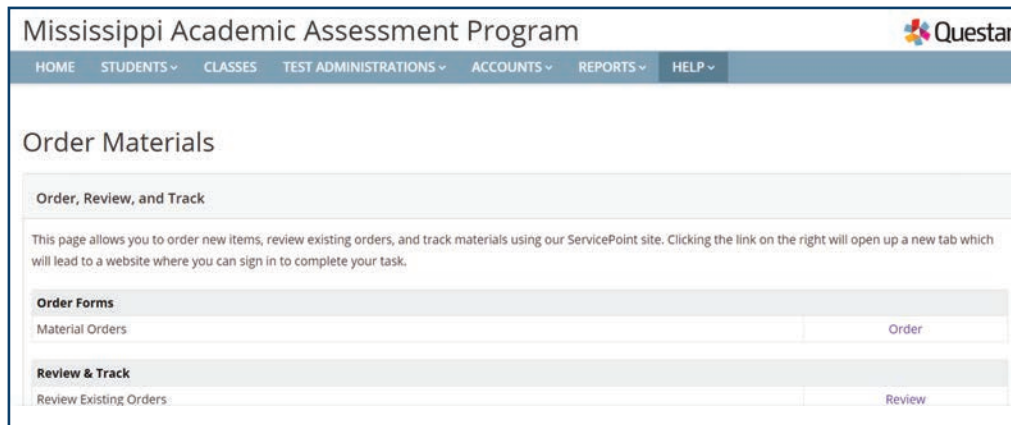
Cancel

Merge Accounts

Return to the account page

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

Ordering Material



After you have inventoried your material shipment:

The *Order Material* 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 Material* page is available to the DTC and DLU to order material.

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

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

Receiving Material

Material will be packed in boxes organized by school and shipped to the district, to the attention of the DTC. Upon receiving the boxed material, the DTC **MUST** inventory the material using the content list. If the contents do not match the box content list, the DTC must contact NWEA Customer Support to note the discrepancy and order additional material.

The DTC and STC **MUST** store material in a secure location at all times, except when they are being prepared/reviewed/used for administration by the TA.

MAAP-A Administration Policies

Home-bound Students

For a home-bound student being assessed, both a TA and a Second Scorer are required. Both the district and the school test security plans must be followed when testing home-bound students.

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

If you have additional questions regarding assessing home-bound students, please contact the MDE/OSA.

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.

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

Stopping Rule

Each TA is expected to follow the script in the TAB. It is important that each student has an opportunity to participate in the MAAP-A, even if the TA believes the student will not respond. To participate meaningfully in the MAAP-A, each student must be able to clearly communicate through a **consistent**, **intentional**, and **observable** response mode. Careful consideration should be given to using the most accessible presentation and response modes for the student.

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

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

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

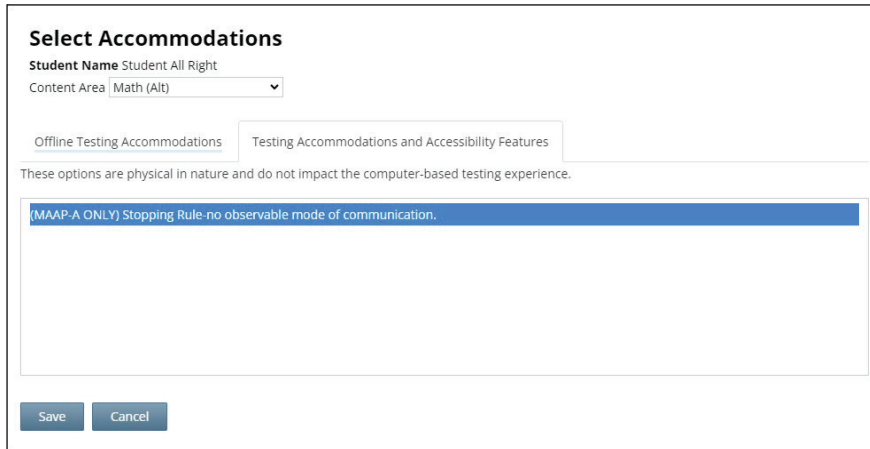
The District Test Coordinator must not enter “Stopping Rule” until the Test Administrator has entered the scores into Nextera and returned the signed student response Score Sheet to the Test Coordinator. If a student, who does not have a consistent, intentional, and observable mode of communication, does not respond after administering all parts of the **first task in each content area**, then the Test Administrator may stop testing. Please adhere to the following:

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

DTC Entering the Stopping Rule in Nextera

To mark the Stopping Rule for applicable student(s):

1. Select View, then Edit on the applicable student(s) within Nextera.
2. Scroll down to the applicable content area and select the Modify button.
3. From the Select Accommodations window, select the Testing Accommodations and Accessibility Features tab, then scroll down and select **(MAAP-A ONLY) Stopping Rule-no observable mode of communication**.
4. Select Save in the Select Accommodations window, then select Save again at the bottom of the Edit Student Record window.



Select Accommodations

Student Name Student All Right

Content Area Math (Alt)

Offline Testing Accommodations Testing Accommodations and Accessibility Features

These options are physical in nature and do not impact the computer-based testing experience.

(MAAP-A ONLY) Stopping Rule-no observable mode of communication.

Save Cancel

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

Managing Student Information

The initial list of students in Nextera Admin is populated based on a Pre-ID file sent by MDE. The DTC, STC, and SEU 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.
Please contact your School Test Coordinator to have them fill out this student's LCI.

<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input checked="" type="radio"/> 1 <input type="radio"/> 0	Task 1 - ELA Grade 04	No Score -- Make a selection --
<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	Task 2 - ELA Grade 04	No Score -- Make a selection --
<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	Task 3 - ELA Grade 04	No Score -- Make a selection --
<input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 0	Task 4 - ELA Grade 04	No Score -- Make a selection --

Save progress

Submit scores

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

The District Special Education Director (Special Education User [SEU] role in Nextera Admin) is responsible for entering the completed LCI information on behalf of teachers. The DTC and STC 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 Learner Characteristics Inventory (LCI) Quick Reference Guide posted on the *Help* page.

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>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

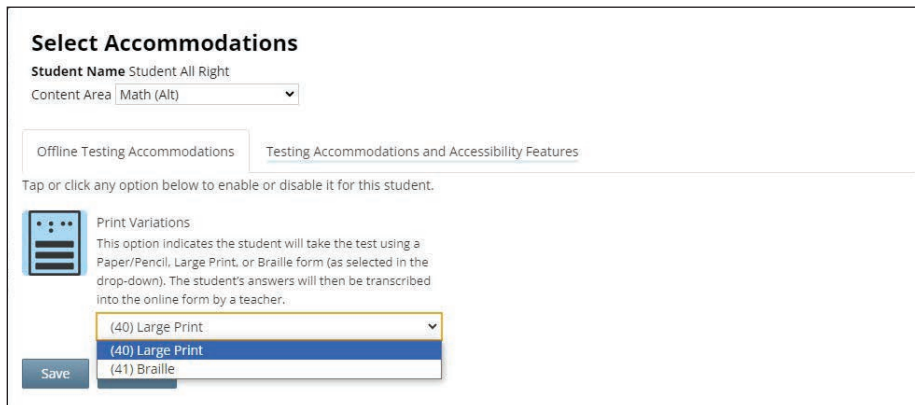
2. Enter the information using the radio buttons and drop-down options ensuring the details align with the information in the student's Individual Education Program (IEP), then select **Save**.

Marking Braille or Large Print in Nextera

District Test Coordinators or School Test Coordinators must mark any Braille or Large Print accommodations on the student profile. It is best practice to mark the applicable Print Variation accommodation while entering the LCI information, which must be completed prior to testing occurring. Print Variations can only be marked in Nextera when a student has been added to testing classes.

How to mark Braille or Large Print in Nextera

1. The STC must log into Nextera and make sure that you have the Spring 2025 Alternate window selected through the **Change** button.
2. Select the **STUDENTS** tab.
3. Locate your student by paging through your students or by using the Search feature, then select **View**.
4. The *View Student* page displays. Select **Edit**.
5. Students must be assigned to their testing class for print variations to be marked. On the *Edit Student Record* page, scroll down to the applicable content area and class, then select **Modify**.
6. The *Select Accommodations* window displays. Select the **Offline Testing Accommodations** tab, then select **Print Variations**. The button will highlight blue once it has been selected.
7. After selecting **Print Variations**, select either **(40) Large Print** or **(41) Braille**, then select **Save** at the bottom of the *Select Accommodations* window.
8. Scroll to the bottom of the *Edit Student Record* page and select **Save**. If you do not select **Save** a second time at the bottom of the *Edit Student Record* page, the marked Print Variation accommodation **will not be saved**.



Select Accommodations

Student Name Student All Right
Content Area Math (Alt)

Offline Testing Accommodations Testing Accommodations and Accessibility Features

Tap or click any option below to enable or disable it for this student.

Print Variations
This option indicates the student will take the test using a Paper/Pencil, Large Print, or Braille form (as selected in the drop-down). The student's answers will then be transcribed into the online form by a teacher.

(40) Large Print
(40) Large Print
(41) Braille

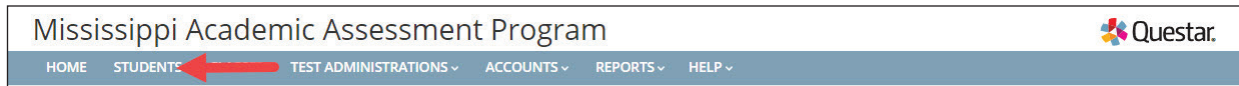
Save

Add or Edit a Student

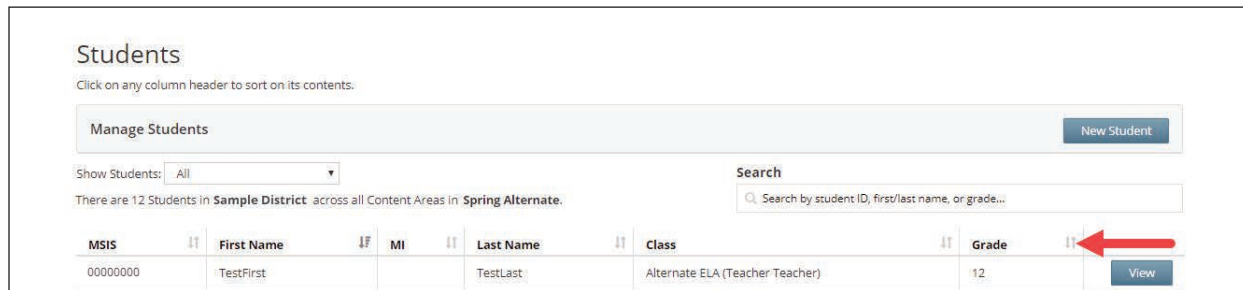
The initial list of students available in Nextera Admin is created based on Pre-ID data provided by MDE. If you determine that a student record needs to be updated, or a student is not on the list, this section of the manual will provide instruction for performing these tasks.

Editing a Student:

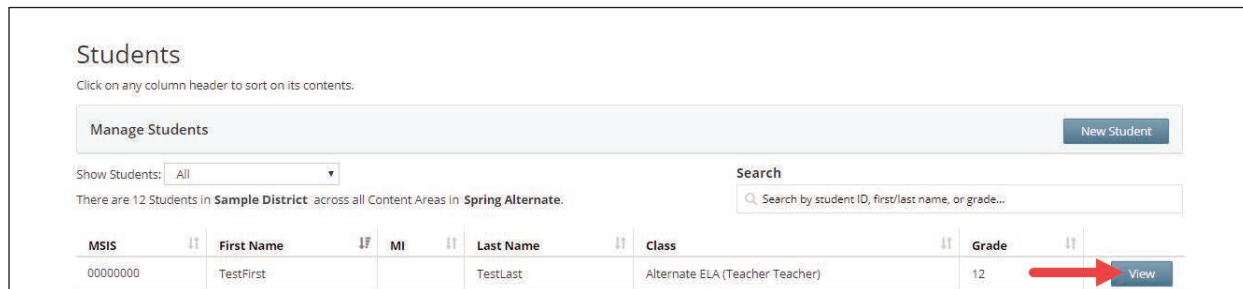
1. Select **Students** under the **STUDENTS** tab.



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.



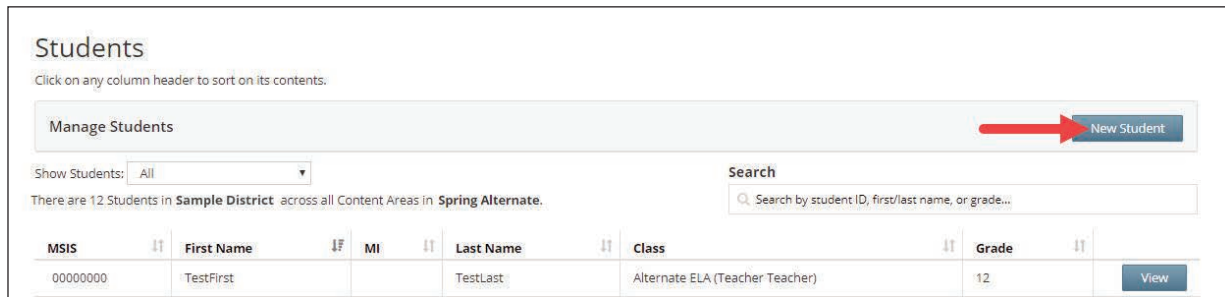
5. Change information as appropriate, scroll to the bottom of the page, and select **Save** when you are done.



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. If you receive an error message while attempting to add a new student, please contact NWEA Customer Support for assistance.

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

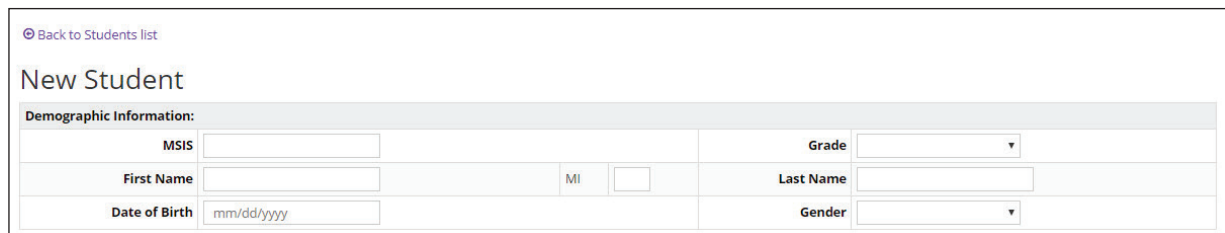
Show Students: All

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	View
00000000	TestFirst		TestLast	Alternate ELA (Teacher Teacher)	12	View

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



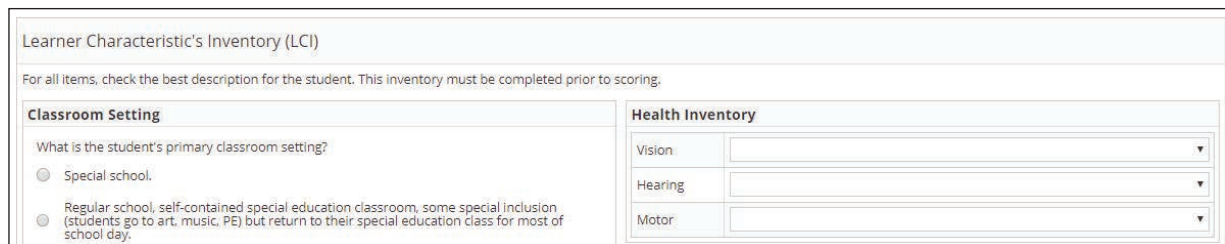
[Back to Students list](#)

New Student

Demographic Information:

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

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.
<p style="text-align: left;">Save </p>	

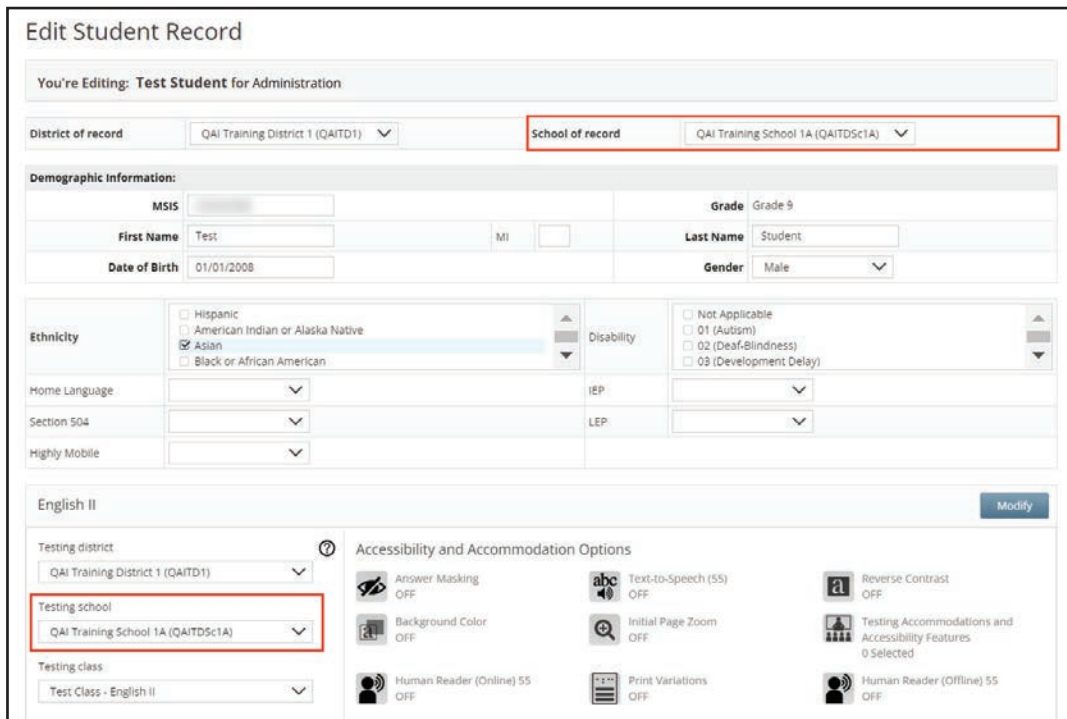
In order for students to be available to score, the student must be assigned to a class. See the [Managing Classes](#) section for instructions.

Updating a Student's School of Record and Testing School

There will be times throughout the test administration window when students have switched schools within your district and will need their School of record updated within the Nextera Admin site. During this time, the DTC must also update the student's Testing school/class for each subject in which the student is testing. This section will give you step-by-step instructions on ensuring that a student's School of record and Testing school data match.

To Update a Student's School of Record and Testing School:

1. Select the **STUDENTS** tab, then select **Students** again from the drop-down menu.
2. Select the **View** button on the student needing their school of record changed, then select **Edit**.
3. From the **School of record** drop-down menu, select the correct school for the student.
4. Scroll down until you can see the subjects that the student will be testing in. Select the **Testing school** drop-down menu and ensure that the **School of record** and **Testing school** are the same. The image below shows the **School of record** and **Testing school** not matching and in need of correction. Updating the **School of record** alone will **NOT** update the **Testing school**. This must be done for each subject the student is testing in.



The screenshot shows the 'Edit Student Record' interface. At the top, it says 'You're Editing: Test Student for Administration'. Below this, there are two dropdown menus: 'District of record' (QAI Training District 1 (QAITD1)) and 'School of record' (QAI Training School 1A (QAITDSc1A)). The 'School of record' dropdown is highlighted with a red box. Under 'Demographic Information', fields include MSIS, Grade (Grade 9), First Name (Test), Last Name (Student), Date of Birth (01/01/2008), and Gender (Male). There are also sections for Ethnicity, Home Language, Section 504, Highly Mobile, and Disability. Below this, under the 'English II' subject, there are dropdowns for 'Testing district' (QAI Training District 1 (QAITD1)), 'Testing school' (QAI Training School 1A (QAITDSc1A)), and 'Testing class' (Test Class - English II). The 'Testing school' dropdown is also highlighted with a red box. To the right of these dropdowns is an 'Accessibility and Accommodation Options' section with various toggle switches for features like Answer Masking, Background Color, Human Reader, Text-to-Speech, Initial Page Zoom, Print Variations, Reverse Contrast, and Testing Accommodations and Accessibility Features.

5. Select Save at the bottom of the *Edit Student Record* page. The student's information has now been updated correctly.

Note: If a student needs to be moved from a school in another district to a school in your district, you must contact NWEA Customer Support to request this change. Only the receiving district can request this move.

Managing Classes

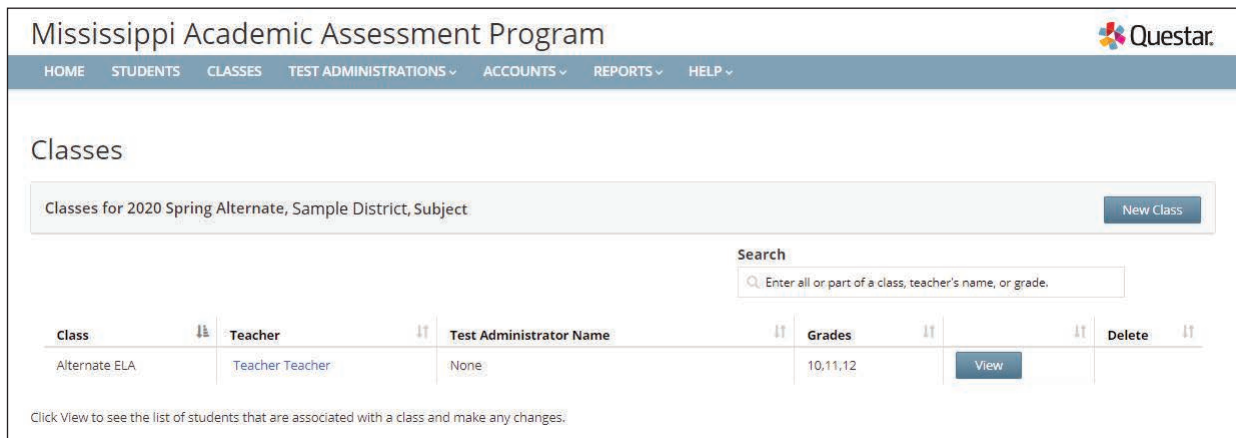
Since students do not test in groups for MAAP-A, the purpose of classes in Nextera is to organize students into groups for reporting.

Students are assigned to classes based on the information NWEA 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.

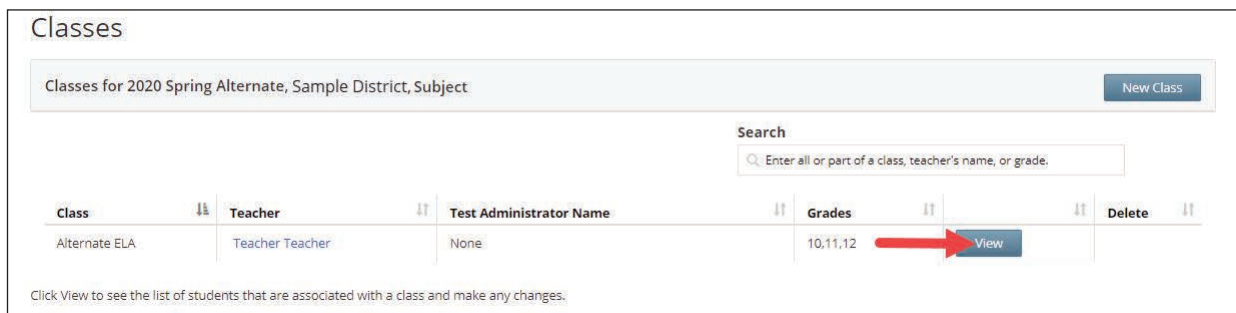
Reviewing Classes

To review the list of students for an existing class:

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



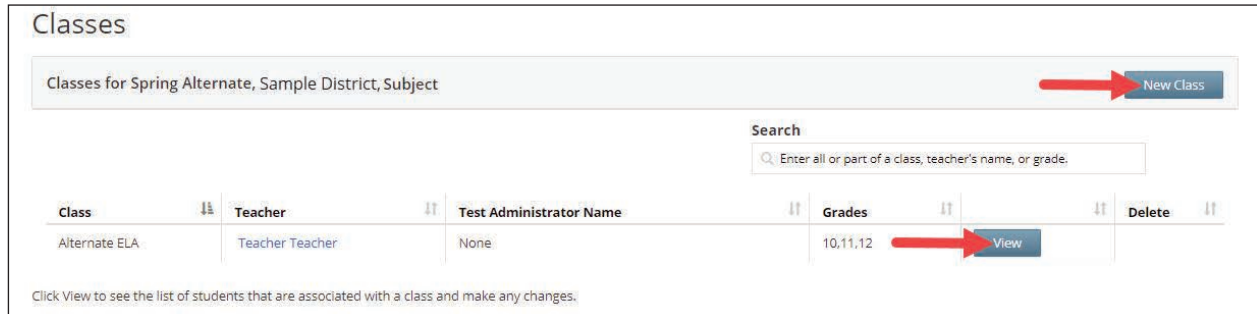
2. You may see information about any class by selecting **View**.



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). Please ensure you have the correct district, school, and subject selected in the global header.



Classes

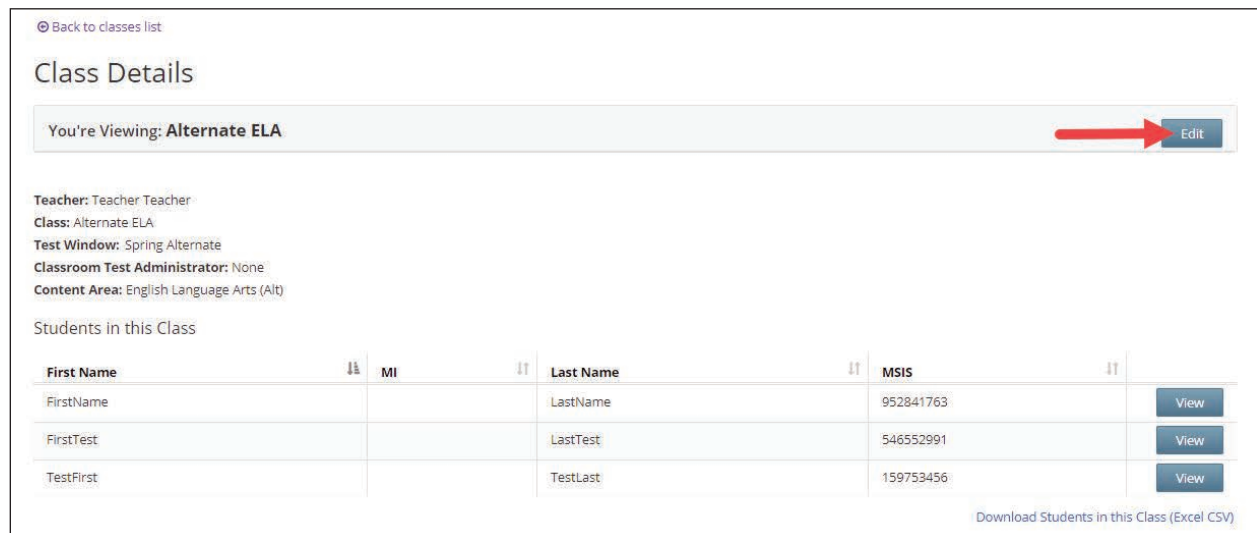
Classes for Spring Alternate, Sample District, Subject New Class

Search

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

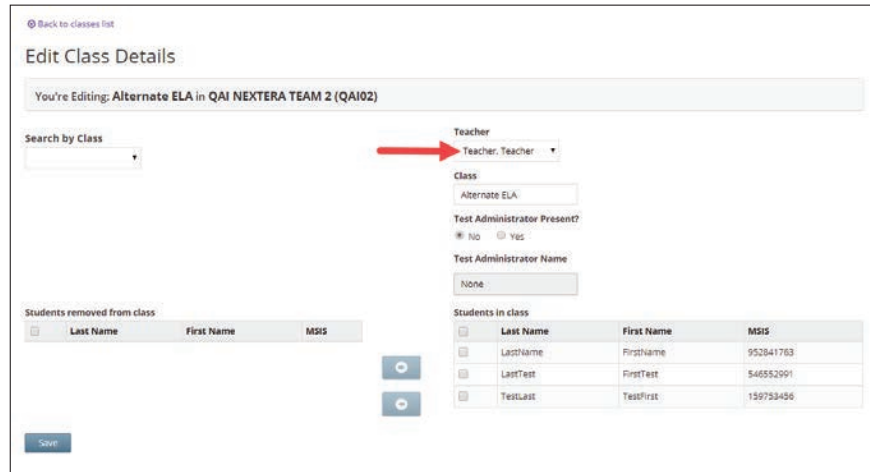
Teacher: Teacher Teacher
Class: Alternate ELA
Test Window: Spring Alternate
Classroom Test Administrator: None
Content Area: English Language Arts (Alt)

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.

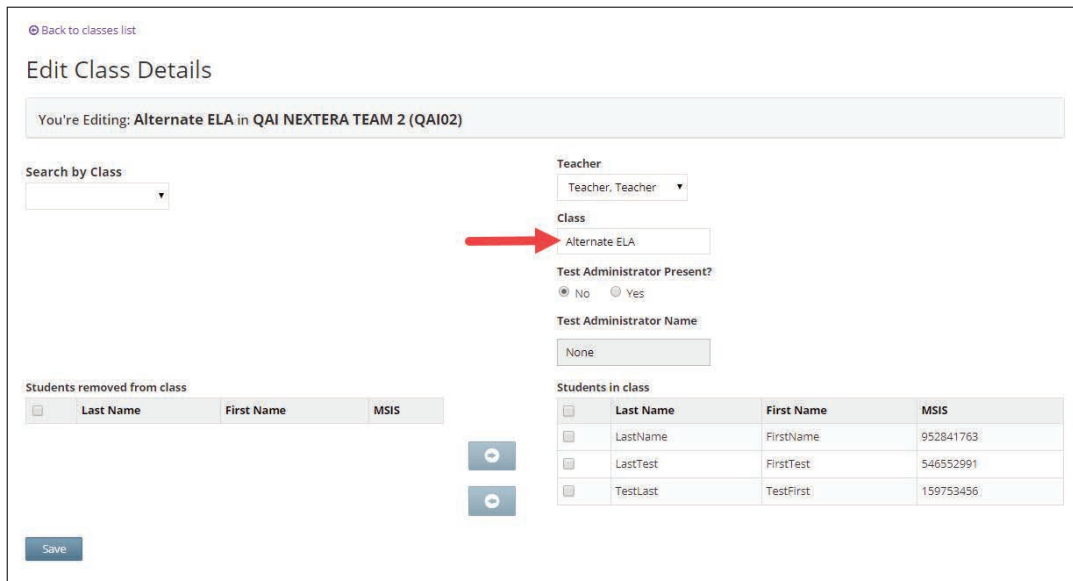


The screenshot shows the 'Edit Class Details' interface. At the top, it says 'You're Editing: Alternate ELA in QAI NEXTERA TEAM 2 (QAI02)'. Below this is a 'Search by Class' dropdown. To the right, the 'Teacher' dropdown menu is open, showing 'Teacher, Teacher' as the selected option. A red arrow points to this dropdown. Below the dropdown are fields for 'Class' (containing 'Alternate ELA'), 'Test Administrator Present?' (with radio buttons for 'No' and 'Yes'), and 'Test Administrator Name' (containing 'None'). At the bottom, there are two tables: 'Students removed from class' and 'Students in class'. The 'Students in class' table has three rows of data.

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

- 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.



This screenshot is similar to the previous one, but the 'Class' field is highlighted with a red arrow. The 'Class' field contains the text 'Alternate ELA'. The 'Teacher' dropdown is still open, but the red arrow is pointing to the 'Class' field instead. The rest of the form, including the 'Test Administrator Present?' radio buttons and the 'Students in class' table, remains the same as in the previous screenshot.

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

- 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

- 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

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
<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

Save

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
Unassigned Students

Teacher
Teacher, Teacher

Class
Alternate ELA

Test Administrator Present?
 No Yes

Test Administrator Name
None

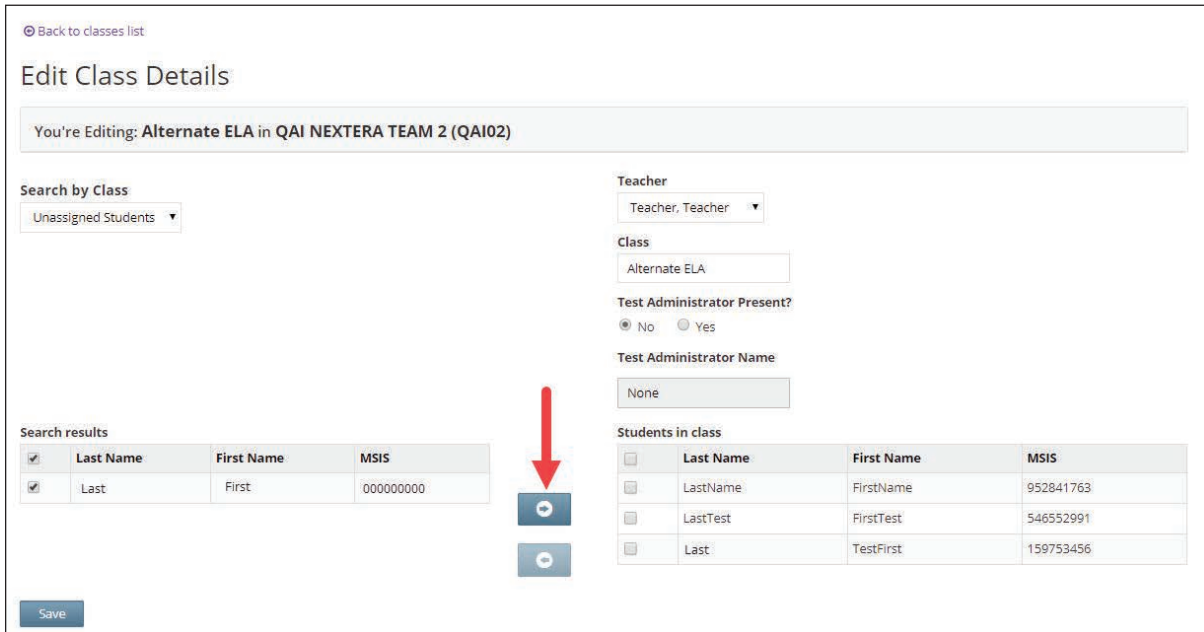
Search results

<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

Save



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

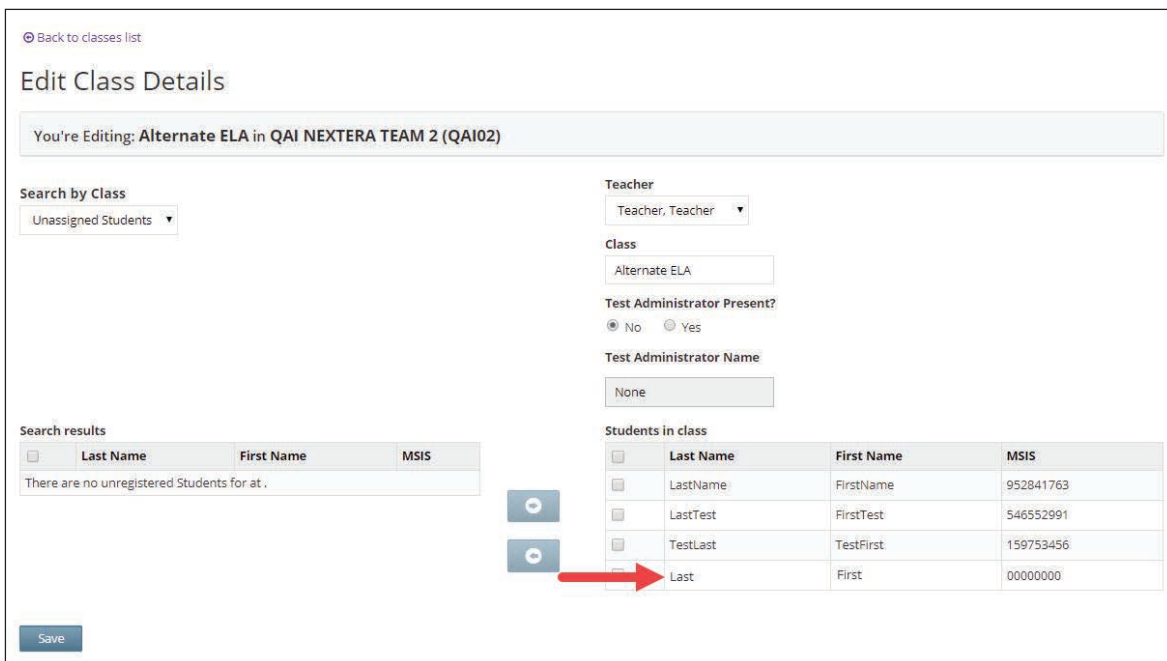
Search results

<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	000000000

Save



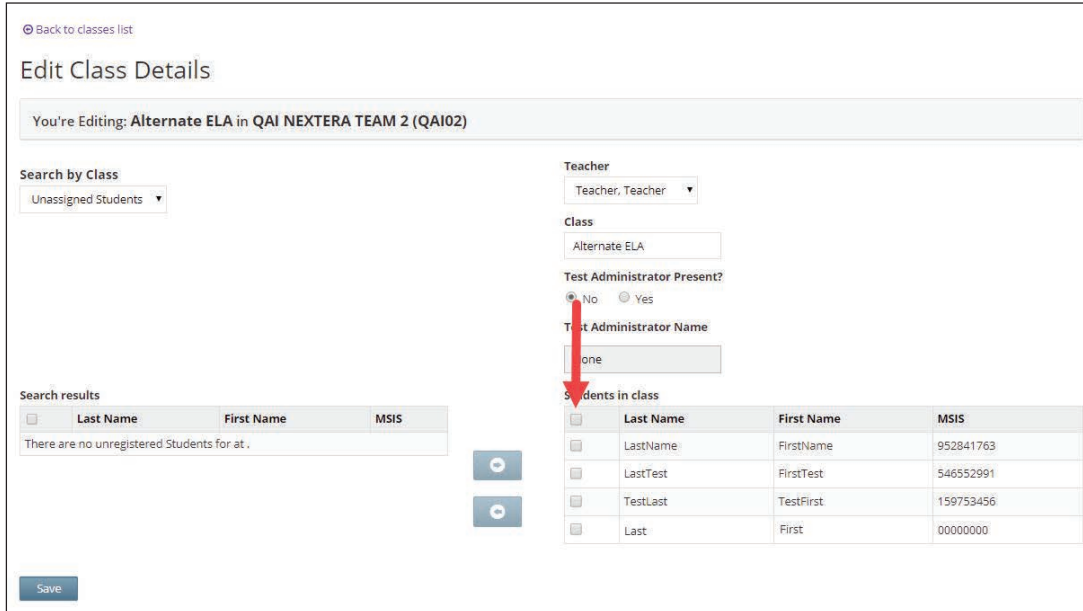
9. Select **Save** at the bottom of the page once you are finished.

Save



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

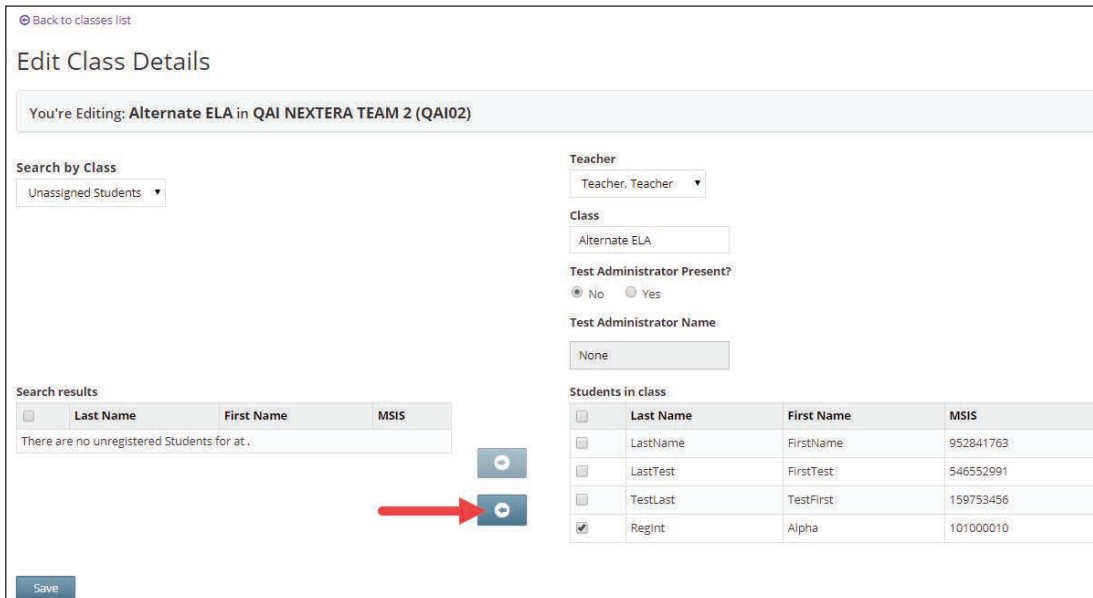
Search results: There are no unregistered Students for at .

Students in class:

	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

Save

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: There are no unregistered Students for at .

Students in class:

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

Save

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

- The DTC/STC will be available during your school's testing sessions to answer questions and will help resolve problems as needed.
- The DTC will assist the STC in identifying and resolving any testing incidents.
- The DTC will provide schools with additional material as necessary.
- The DTC/STC will monitor schools to ensure that test administration and test security policies and procedures are followed.
- The DTC will communicate with MDE, as needed, in the case of testing incidents and security breaches or for guidance when test invalidation is considered.
- The DTC will submit invalidation requests per MDE guidelines.
- The DTC/STC 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.

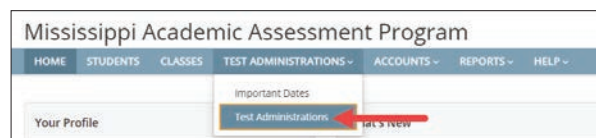
Invalidations and Not Testing Codes

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

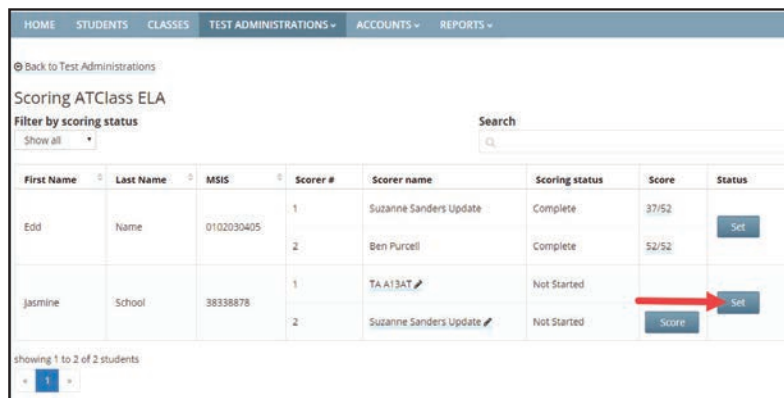
1. The Test Administrator must immediately notify the STC.
2. The STC must notify the DTC.
3. The DTC must enter the invalidation in Nextera Admin, and complete an invalidation form with a valid reason for invalidation. This must be completed prior to the close of the test window.

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.

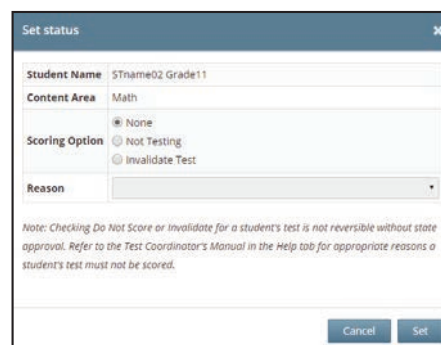


The screenshot shows the 'Scoring ATClass ELA' page. A table lists students with columns for First Name, Last Name, MSIS, Scorer #, Scorer name, Scoring status, Score, and Status. A red arrow points to the 'Set' button in the Status column for the student 'Jasmine'.

First Name	Last Name	MSIS	Scorer #	Scorer name	Scoring status	Score	Status
Edd	Name	0102030405	1	Suzanne Sanders Update	Complete	37/52	Set
			2	Ben Purcell	Complete	52/52	
Jasmine	School	38338878	1	TA A13AT	Not Started		Set
			2	Suzanne Sanders Update	Not Started		Score

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 screenshot shows the 'Set status' dialog box. It contains fields for Student Name (STName02 Grade11) and Content Area (Math). Under Scoring Option, there are three radio buttons: None (selected), Not Testing, and Invalidate Test. Below is a Reason drop-down menu. A note at the bottom states: 'Note: Checking Do Not Score or Invalidate for a student's test is not reversible without state approval. Refer to the Test Coordinator's Manual in the Help tab for appropriate reasons a student's test must not be scored.'

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

SNT Possible values:

- Absent during entire testing window
- Sudden temporary illness
- Extreme emotional reaction
- Student refusal
- Student moved out of district during testing window
- High School Student previously tested and reported

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

- Student/Parent Refusal
- Student assessed outside of testing window
- Student tested with non-allowable device
- Staff testing violation
- Tested off grade

After Testing

After Testing Checklist

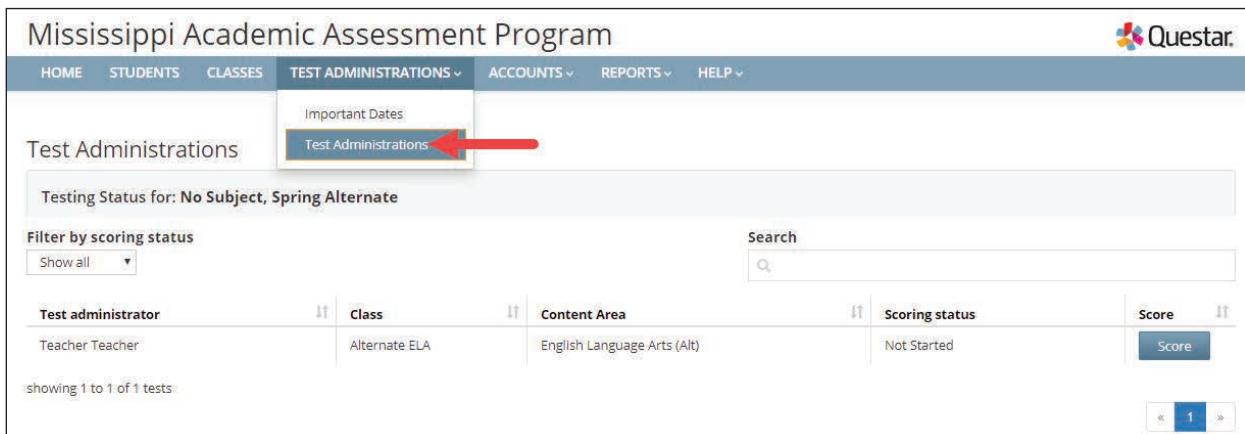
- The DTC/STC will collect and inventory all secure test material.
- The DTC will count and pack all test material in accordance with NWEA and MDE regulations. Return material to NWEA using the labels provided with your material.
- The DTC/STC will shred material and complete the Certificate of Shredding form.
- The DTC/STC will collect all paperwork required to be filed by your District/School Test Security Plan.
- The DTC will notify MDE of any missing material.
- The STC will notify the DTC of any cases in which a Stopping Rule or Invalidation has been used for a student.

Transcribing Scores into Nextera

The TA and Second Scorer 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 material is maintained.

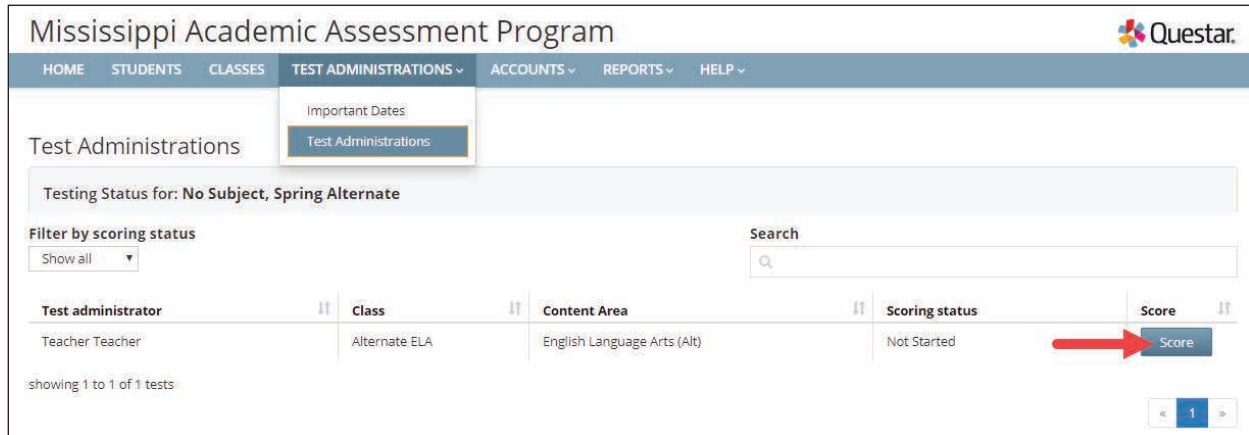
Note: Only the user assigned to enter scores for the student will be able to see the Score button for that student. A teacher or individual assigned to enter scores MUST have a Teacher role associated with his/her account. (e.g., If an STC is acting as either a TA or Second Scorer for a student, they must 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 MAAP web application interface. At the top, there is a navigation bar with tabs: HOME, STUDENTS, CLASSES, TEST ADMINISTRATIONS (selected), ACCOUNTS, REPORTS, and HELP. Below the navigation bar, the 'Test Administrations' section is active, showing a dropdown menu with 'Important Dates' and 'Test Administrations' (highlighted with a red arrow). The main content area displays 'Testing Status for: No Subject, Spring Alternate'. There is a 'Filter by scoring status' dropdown set to 'Show all' and a search box. Below this is a table with columns: Test administrator, Class, Content Area, Scoring status, and Score. The table contains one row: Teacher Teacher, Alternate ELA, English Language Arts (Alt), Not Started, and a 'Score' button. At the bottom, it says '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

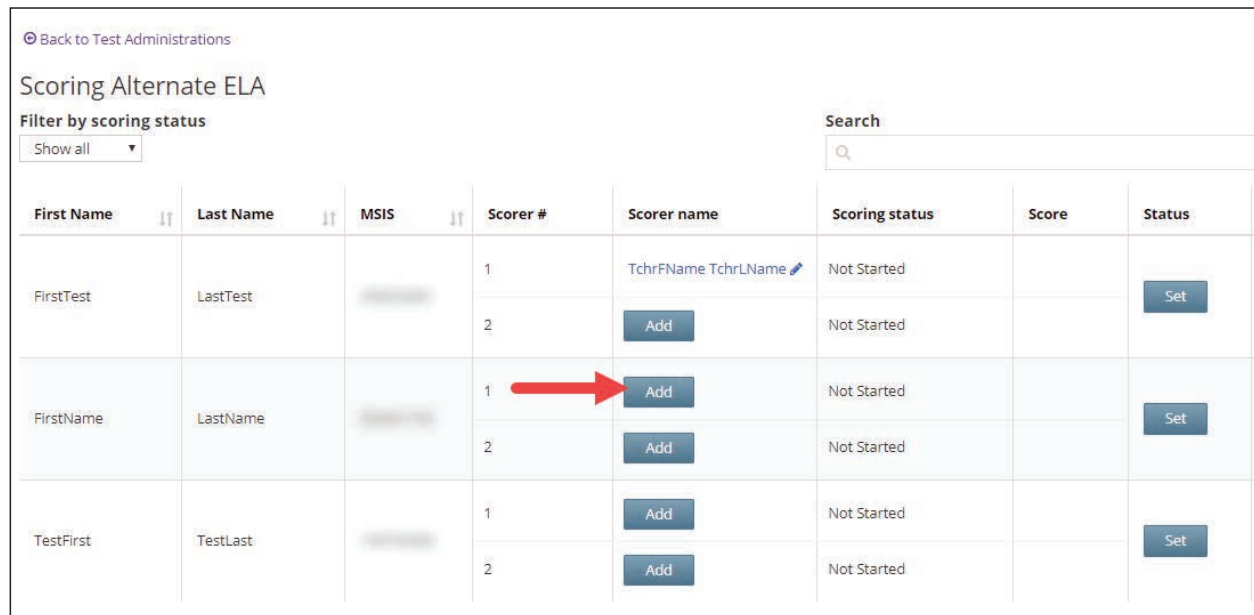
Search

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. The DTC, STC, and SEU 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 should be assigned the Teacher 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

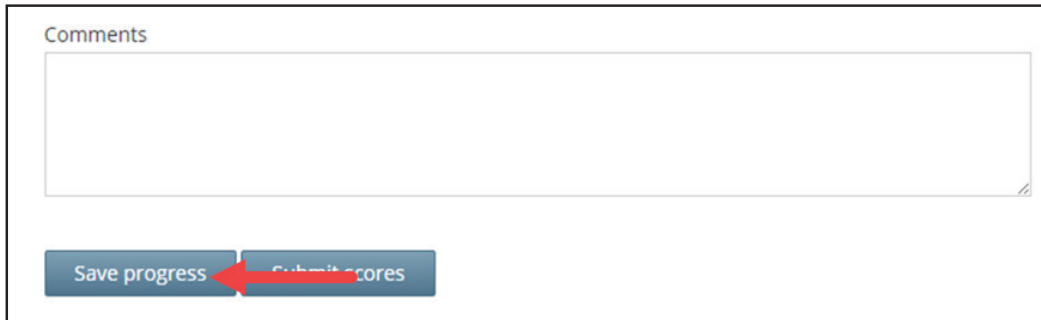
Scoring Student, Test

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 --

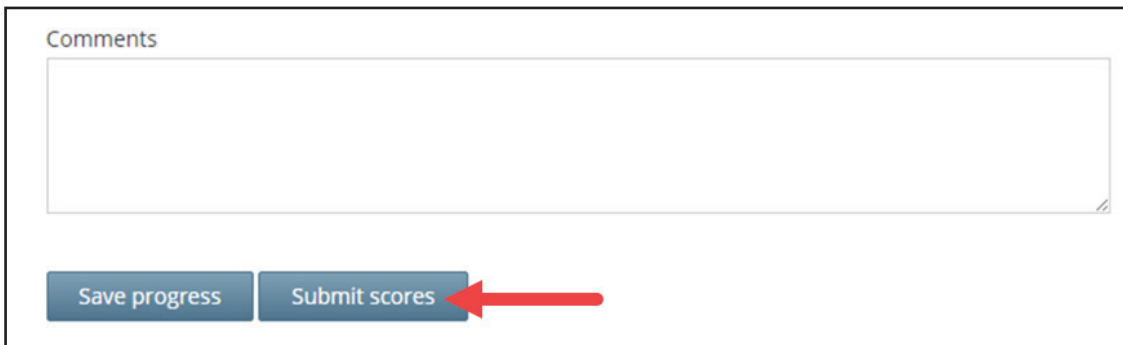
- At the end of the tasks there is a box for comments to assist in tracking details regarding a student's performance event. Select **Save progress** to save the scores transcribed without submitting.



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.

Additional Information

Returning Material

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

STC

- Collect all material from each TA.
- For each class, complete a Group Information Sheet (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 material and envelopes with the *Student Response Score Sheets*.
- Use the Divider Sheet to separate the white Tyvek Return envelopes and non-scoreable material, placing the Return Envelopes on top of the Divider Sheet.
- Place an ORANGE return label on each box of material being returned, indicating “Box X of X” for the entire school. Box labels can be found in the School Return Kit which was located in the original shipment.
- Return your boxes, unsealed, to your DTC for required verification checks.

DTC

- Complete final verification checks.
- Make sure all paper material is in the box based on the original inventory.
- Seal each box with shipping tape on the top and bottom.
- 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. 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 NWEA customer.
- When your packages are given to UPS, make sure you receive a confirmation receipt with the tracking numbers, along with the date and time given to UPS.

Contact Information

Mississippi Department of Education Website

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

Office of Student Assessment

Dr. Jerrika Mabry

Phone: 601-359-2885

Email: jmabry@mdek12.org

Sharon Prestridge

Phone: 601-359-1970

Email: SPrestridge@mdek12.org

Dr. Jackie Sampsell

Phone: 601-359-3052

Email: jsampsell@mdek12.org


NWEA Customer Support

Phone: 800-644-4054

Email: MSCustomerSupport@NWEA.org

Appendix A

MAAP-A Returns Poster


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

Packing MAAP-A Material

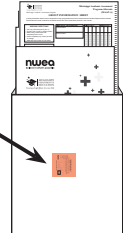
At The Building

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

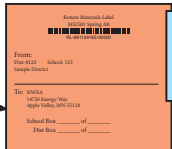
- Using the same NWEA box(es) in which your material arrived, place the material in the following order, from top to bottom: White Tyvek Return Envelope (with GIS and Score Sheets), Divider Sheet, and all secure, non-scoreable material (including Test Administration Booklets, poly bags of loose stimulus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




White Tyvek Return Envelopes (containing GIS and Score Sheets)
Divider Sheet
Secure, non-scoreable material (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 MATERIAL) TO THE DISTRICT TEST COORDINATOR (DTC)

Shipping MAAP-A Material

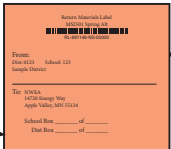
At The District


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







Mississippi Customer Support

Phone: (800) 644-4054 E-Mail: MSCustomerSupport@NWEA.org

Appendix B: DTC/STC Combined Checklist

Before Testing Checklist

- The DTC will distribute test material to the schools in the NWEA boxes and verify that each school has received the necessary test material.
- The DTC will notify NWEA and MDE of any missing material.
- The DTC will order additional material as necessary.
- The DTC/STC will ensure that student data is accurate and current in Nextera. [See the Nextera Admin Site section in this manual.](#)
- The District Special Education Director (SEU)/STC will ensure that the LCI is completed for each student.
- The DTC/STC will ensure each teacher acting as the Test Administrator has access to the secure testing material at least one week prior to the scheduled administration of the assessment.

After Testing Checklist

- The DTC/STC will collect and inventory all secure test material.
- The DTC will count and pack all test material in accordance with NWEA and MDE regulations. Return material to NWEA using the labels provided with your material.
- The DTC/STC will shred material and complete the Certificate of Shredding form.
- The DTC/STC will collect all paperwork required to be filed by your District/School Test Security Plan.
- The DTC will notify MDE of any missing material.
- The STC will notify the DTC of any cases in which a Stopping Rule or Invalidation has been used for a student.

During Testing Checklist

- The DTC/STC will be available during your school's testing sessions to answer questions and will help resolve problems as needed.
- The DTC will assist the STC in identifying and resolving any testing incidents.
- The DTC will provide schools with additional material as necessary.
- The DTC/STC will monitor schools to ensure that test administration and test security policies and procedures are followed.
- The DTC will communicate with MDE, as needed, in the case of testing incidents and security breaches or for guidance when test invalidation is considered.
- The DTC will submit invalidation requests per MDE guidelines.
- The DTC/STC 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.

nwea[®]
believe in what's possible[®]

NWEA

14720 Energy Way
Apple Valley, MN 55124

www.nwea.org