



MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

Mississippi Academic Assessment Program Alternate  
(MAAP-A)

# **TEST ADMINISTRATOR'S MANUAL (TAM)**

**MAAP-A GRADES 3–8 AND END-OF-COURSE**



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# INTRODUCTION AND OVERVIEW



# INTRODUCTION AND OVERVIEW

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## Contact Information

The *Test Administrator's Manual (TAM)* should be provided to the Test Administrator and the Second Scorer so they can become familiar with MAAP-A testing procedures before administering a test. If the Test Administrator and the Second Scorer have questions after reviewing the *TAM*, they should reach out to their School Test Coordinator (STC). In addition to the *TAM*, the following resources are available, which can be found on the **General Information—Documents** tab of the DRC INSIGHT Portal (<https://www.drceirect.com/all/eca-portal-ui/welcome/ms>):

- *DRC INSIGHT Technology User Guide*—technical document for online testing
- *DRC INSIGHT Portal User Guide*—detailed information on DRC INSIGHT Portal navigation
- Student Response Score Sheets—used by the Test Administrator and Second Scorer to record student responses
- Learner Characteristics Inventory (LCI)—paper version of LCI to assist with completion

All devices intended for use in the administration of the tests must be set up and configured using the DRC INSIGHT Online Testing System. System Requirements for the DRC INSIGHT online testing system can be found by clicking on the **View System Requirements** button on the **General Information—Downloads** tab on the DRC INSIGHT Portal.

MDE:

- Office of Student Assessment: 601-359-3052

DRC Customer Service:

- [MSHelpDesk@datarecognitioncorp.com](mailto:MSHelpDesk@datarecognitioncorp.com)
- 888-476-0264

## MAAP-A Grades 3–8 and EOC

The Mississippi Academic Assessment Program–Alternate (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, the Science assessments are 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 (MDE) website at <https://mdek12.org/studentassessment/maap-a/>.

### Important Dates

Event	Description	Date
<b>Prior to Testing</b>	DRC INSIGHT Portal Test Management Opens for Districts	February 23, 2026
	Paper Materials Delivered to Districts	February 23, 2026
	Additional Materials Order Window	February 23–April 28, 2026
<b>Testing Window</b>	March 9–May 1, 2026  <b>All scores must be transcribed into the DRC INSIGHT Application no later than May 1, 2026 by 5 PM CST.</b>	
<b>After Testing</b>	Secure Materials Shipping Deadline	May 8, 2026
	Secure Materials Receipt at DRC Deadline	May 15, 2026



# ROLES AND RESPONSIBILITIES



## **ROLES AND RESPONSIBILITIES**

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### **District Test Coordinator (DTC)**

- Serves as the primary point of contact with the Office of Student Assessment (OSA) and DRC and leads the implementation and administration of statewide assessments for the district
- Adds School Test Coordinators (STCs) to the DRC INSIGHT Portal and assigns them the appropriate permissions for the entry of new students and/or updates student information
- Adds Technology Coordinators to the DRC INSIGHT Portal who require access
- Orders, receives, and distributes printed materials to schools
- Serves as a backup to the STC to assign licensed Teachers and Second Scorers
- Serves as a backup to enter the Learner Characteristics Inventory (LCI) information and to ensure it is entered into the DRC INSIGHT Portal
- Applies testing codes to the student's testing profile, as appropriate. (Not testing, stopping rule codes, and test invalidation codes)
- Ensures the Test Administrator and Second Scorer have student responses recorded into the DRC INSIGHT Application prior to the close of the MAAP-A window
- Collects and returns all MAAP-A materials to DRC after testing is complete
- Views district-level information and reports

### **District Special Education Director**

- Collaborates with the DTC, STC, Test Administrator, and Second Scorer on testing schedules
- Assists and provides LCI support to the Test Administrator as needed
- Enters LCI information into the student's profile on the DRC INSIGHT Portal

### **District Technology Coordinator**

- Serves as the information technology point of contact for all schools in the district
- Attends required DRC technology coordinator training
- Downloads and installs online testing software

### **School Test Coordinator (STC)**

- Leads the implementation and administration of statewide assessments at the school
- Coordinates between the DTC, the District Special Education Director, DRC, and Test Administrators within the school
- Collaborates with the DTC, Test Administrators, and Second Scorers on developing testing schedules and student test sessions
- Adds Test Administrators and Second Scorers to the DRC INSIGHT Portal and assigns them the appropriate permissions

- Receives and inventories the school's paper-based secure testing materials, storing them within the school's secure material location while not in use for testing or preparation
- Locally prints and securely stores student response score sheets and LCIs, storing them within the school's secure material location while not in use for testing or preparation.
- Enters new student information and updates existing student information in the DRC INSIGHT Portal
- Adds braille and/or large print accommodations to student records
- Distributes the LCI to the Test Administrator to fill out for each student being assessed
- Ensures all student data is correct within the DRC INSIGHT Portal, including accommodation and demographic information
- Serves as a backup to the District Special Education Director to enter the LCI in DRC INSIGHT Portal
- Creates two test sessions and assigns student records to test sessions
- Prints and securely stores testing tickets in the school's designated secure material location while they are not in use for preparation or testing purposes
- Tracks the distribution and collection of test tickets and other secure materials using a classroom inventory log
- Monitors test statuses to ensure testing is completed
- Ensures Test Administrators and Second Scorers have entered all student responses prior to the close of the MAAP-A window
- Ensures all returnable secure test materials are inventoried and returned to the DTC for shipment back to DRC

### **Test Administrator**

- Holds a current Mississippi Educator License
- Works regularly with, and is most familiar with, the student being assessed
- Reads the *Test Administrator's Manual*
- Collaborates with the STC and Second Scorer on testing schedules
- Completes a paper version of the LCI and submits it to the Special Education Director, or meets with and provides LCI details to the Special Education Director
- Reviews the Test Administration Booklet (TAB) and prepares stimulus material in accordance with the procedure outlined in the School Test Security Plan (done at least one week prior to testing and based on student needs)
- Leads test 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 their own paper copy of the Student Response Score Sheet
- Alerts the STC if student information, test ticket information, or testing rosters are incorrect
- After testing is complete, enters/transcribes student scores into the DRC INSIGHT Application prior to the close of the MAAP-A test window

## **ROLES AND RESPONSIBILITIES**

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### **Second Scorer**

- Holds a current Mississippi Educator License
- Silently observes the student's responses
- Independently scores student responses based on the scripted "Expect" statements in the TAB and documents the student's score on a separate copy of the Student Response Score Sheet
- Does not compare response records with the Test Administrator
- After testing is complete, enters/transcribes student scores into the DRC INSIGHT Application prior to the close of the MAAP-A test window

## Test Administrator's Checklist

### Before Testing

- Carefully read the *TAM* to become familiar with the duties of a Test Administrator.
- Contact the STC if there are any questions.
- Ensure that test material is handled according to the School Test Security Plan.
- Become familiar with the requirements of distributing, collecting, and returning test material to the STC.
- Notify the STC of any missing testing material.
- Read through the text of all tasks before administering any tasks to a student.
- Prepare stimulus material to provide access to the test for students (i.e., darken, outline, enhance, or emboss material).
- Select and prepare the appropriate material to enable individual student responses (see *Preparing/Adapting Material*).
- Fill out a paper copy of the LCI for each student testing. Paper copies can be found on the DRC INSIGHT Portal under General Information-Documents.

### Preparation of Stimulus Material

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

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

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

### Preparing/Adapting Material

#### Appropriate Adaptations

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

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

## ROLES AND RESPONSIBILITIES

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### Appropriate Individual Student Response Material

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

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

### During Testing

- Position the student so he/she can view and manipulate material in order to facilitate sustained engagement.
- Maintain an environment with comfortable seating, comfortable temperature, good lighting, quiet setting, and adequate working space.
- Read the "**SAY**" statements just as they are written, using a natural tone and manner, and reading at an appropriate pace individualized for each student.
- Have ready any accommodations typically used during instruction that are consistent with established MDE policies.
- Use a No. 2 pencil to mark the Student Response Score Sheet.
- Present the material as directed in the "**DO**" statements, requesting the student's attention to the material (when introducing Stimulus or Response Material).
- Remove Stimulus or Response Material completely from the visual field or reach of the student (when directed to remove Stimulus or Response Material).
- Match labeling of Stimulus Material or Response Material with pointing.
- Allow sufficient wait time, based on knowledge of the student, to move through each item at an appropriate pace.

### Appropriate Testing Administration Techniques

- Encourage the student to do his/her best on the tasks.
- Follow the "**SAY**" and "**DO**" statements and guidelines of the MAAP-A.
- All material or adaptations used during the assessment should be those used regularly or daily with the student in the classroom.
- Accept all modes of discriminate responding and communication.
- Start administration at the beginning of each task.
- Move to the next task within the performance event when a student responds correctly.
- Make sure all stimulus material and response material are appropriately prepared and available for each student.

- Repeat test questions and directions as necessary.
- Ensure that correct answers are not cued with intonation, body language, or in any other manner.
- Point to and follow the text at the sentence or word level with your finger, or use a piece of scrap paper as a guide while the text is being read. Do not emphasize or highlight key words for a student as this would be considered cueing or prompting.
- Reinforce student effort, using specific language (e.g., “You are being a good listener,” or “Good job—you are working hard.”), not only correct performance.
- Use appropriate wait times for each student.

### Scoring the MAAP-A Tasks

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

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

### After Testing

- Verify that the Student Response Score Sheet is filled out.
- Transcribe scores into the DRC INSIGHT Application.
- Sign the front page of the Student Response Score Sheet.
- Collect all test material and verify they are accounted for.
- Return all testing material to the STC.
- The Test Administrator will notify the STC of any cases in which a Stopping Rule or Invalidation has been used for a student.



# **DRC INSIGHT PORTAL LOG IN AND NAVIGATION**



# DRC INSIGHT PORTAL LOG IN AND NAVIGATION

## Sign In

If the Test Administrator requires access to the DRC INSIGHT Portal to view documents or assist the STC, contact the STC to request an account setup to access certain areas of the DRC INSIGHT Portal.

### 1. Log In

**Welcome to the DRC INSIGHT Portal**  
Data Recognition Corporation (DRC) welcomes educators to the DRC INSIGHT Portal!

This Web site enables you to quickly and easily access program information for the Mississippi Academic Assessment Program (MAAP-ELA, Math, and Science and MAAP-EOC Algebra I, Biology, English II, and U.S. History).

To access secure program content, authorized district and school personnel need to log in from this page. To log in, enter your username and password, and then click Sign In.

**Access Video Tutorial and Online Tools Training with Google Chrome**  
Publicly accessible versions of the Student Video Tutorial and the Online Tools Trainings (OTTs) are available. Follow the link below to access these practice opportunities. Note that Google Chrome is the only supported web browser for this public version of the OTTs.

WBTE Portal: <https://wbte.drccedirect.com/MS/portals/ms>

© DRC Insight 2024 [Contact Us](#) [Terms of Use](#) [Privacy Policy](#) [Browser Requirements](#) **DRC**

- A** To log in to the DRC INSIGHT Portal, you must have a username and a password. When your STC or DTC creates a new user account, you will receive an automatically generated email from DRC. The email will contain a link to activate the new account and to set a password for the DRC INSIGHT Portal.

**NOTE:** Within **24 hours** of receiving the email, you must activate your account. After 24 hours, the account must be reset.

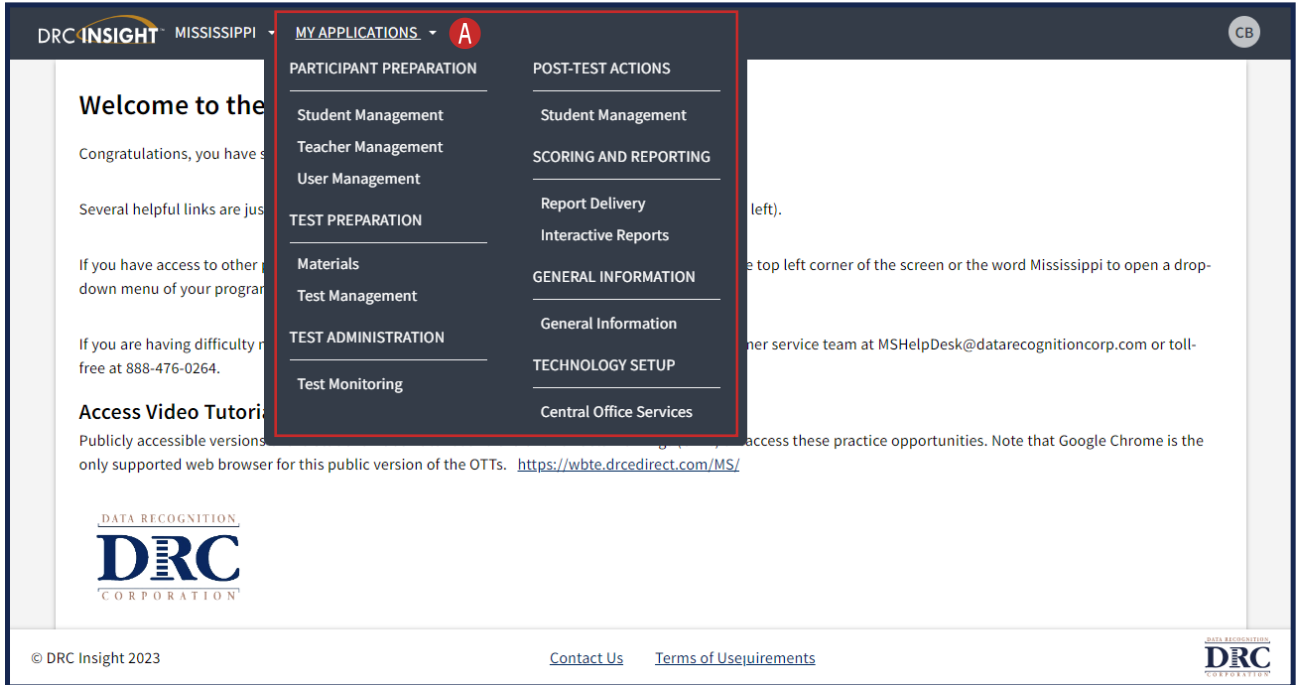
Use the following website link to access the DRC INSIGHT Portal:

<https://www.drccedirect.com/all/eca-portal-ui/welcome/ms>.

## Home Tab

1. The image below shows the menu options available to Test Administrators after login.

**A** From this screen, access the various menu options by selecting **My Applications**.



## DRC INSIGHT PORTAL LOG IN AND NAVIGATION

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### Students

Students will be added to the DRC INSIGHT Portal based on a pre-ID file provided by MDE for MAAP-A Spring. New students, or edits to existing students, can be added manually by STCs or DTCs. Please contact the STC or DTC if a change is needed.

A student must be assigned to two test sessions for each content area to ensure that both the Test Administrator and the Second Scorer have a test ticket when transcribing scores into the DRC INSIGHT Application. Please ensure that both the Test Administrator and Second Scorer enter scores for the student before the end of the testing window so that the scores are properly processed.

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

**Note:** A change to a student's grade must be completed prior to any scores being entered for that student. The student's grade in DRC INSIGHT Portal represents the student's testing grade. The Student Response Score Sheet in DRC INSIGHT Application is based on that grade. If a student's identified grade needs to be changed, please contact MDE for approval. Once approval has been granted by MDE, contact DRC Customer Support if assistance is needed to update the grade level.

### Learner Characteristics Inventory (LCI)

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

The District Special Education Director is responsible for entering the completed LCI information on behalf of teachers. STCs and DTCs also have the ability to enter and complete LCI information, if needed.

To assist with completion, a "paper" version of the LCI is posted on the DRC INSIGHT Portal under General Information-Documents under the MAAP-A Spring 2026 Administration. This form can be printed and provided to the teachers to complete and return to the District Special Education Director. The District Special Education Director must enter the LCI information into DRC INSIGHT Portal within the student's profile under Student Management.

# MAAP-A ADMINISTRATION



# MAAP-A ADMINISTRATION

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## MAAP-A Test Design

- The MAAP-A is an on-demand administration.
- The MAAP-A is a one-on-one assessment administered individually to students with the most significant cognitive disabilities.
- The MAAP-A is made up of distinct tasks in each content area (ELA and mathematics in grades 3–8 and High School [HS], and science in grades 5, 8, and HS).
- The tasks are organized in a grade-specific TAB for grades 3–8 and content area-specific TAB for EOC that the Test Administrator will follow as he/she presents the items within each task for each content area.
- In the DRC INSIGHT Portal, the Test Administrator and Second Scorer will have the user role “Test Administrator.”

## MAAP-A Assessment Components

- **Performance Event (PE)** – The PE is the content area being assessed (ELA, mathematics, or science). Each PE is organized in grade-specific test booklets for grades 3–8 and content area-specific test booklets for EOC consisting of scripted tasks.
- **Task** – A task measures a particular standard. Each task within a specific PE is scripted with “**SAY**” and “**DO**” statements that guide the Test Administrator through the task administration to ensure a standardized delivery of the assessment.
- **Item** – Each task is comprised of four items. Items within each task are written at varying levels of complexity and provide varying levels of support. Each task will begin with the most complex item and the least amount of support and end with the least complex item and the most support.

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

## MAAP-A Task Components

The primary components of the PE include the following:


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

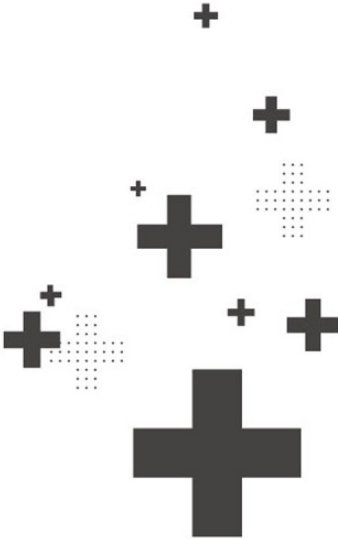
The tasks are written to address specific identified skills related to the assessed standards by means of a scripted format (“**SAY**” and “**DO**” statements). The Test Administrator is required to begin the presentation of each task at the beginning of the script.

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

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

## Test Administration Booklet (TAB) Sample





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

### Test Administration Booklet (TAB)

High School, Form 1  
Algebra I

MAAP-A Biology

**MS\_BIO\_SAMPLE**

Academic Content Standard: A.BIO.1A.1 – Use a graphic organizer to classify organisms as living and nonliving things.

**Stimulus Materials:**  
*Numbered stimulus cards:*

- Stimulus card #1: the sentences "A living thing is defined as anything that is alive. A nonliving thing is defined as anything that is not living. It has never been alive."
- Stimulus card #2: a graphic organizer titled "Things on Earth" with the two categories: "Living Things" with the things "tree" and "cloud"; "Nonliving Things" with the things "sand" and "water"
- Stimulus card #3: the words "tree", "cloud", "sand"
- Stimulus card #4: a graphic of a tree, labeled "tree"; a graphic of a cloud, labeled "cloud"; a graphic of sand, labeled "sand"

♦ *NOTE: Have available a blank sheet of paper for masking.*

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

**SAY:** In this task, you will classify objects as living or nonliving. Listen to these sentences. "A living thing is defined as anything that is alive. A nonliving thing is defined as anything that is not living. It has never been alive."

*DO: Present and point to stimulus card #2 as you read the following SAY statement.*

**SAY:** This is a graphic organizer of things on Earth. It shows the names of things under the classifications, "Living Things" and "Nonliving Things".

*DO: Point to the "Things on Earth" bubble at the top of the graphic organizer as you read the following SAY statement.*

**SAY:** This graphic organizer begins with "Things on Earth".

*DO: Point to the "Living Things" and "Nonliving Things" bubbles in the second row of the graphic organizer as you read the following SAY statement.*

**SAY:** Things on Earth can be classified as living things or nonliving things.

*DO: Point to "tree", "cloud", "sand", and "water", in that order, on stimulus card #2 as you read the following SAY statement.*

**SAY:** The "tree" and "cloud" are classified as living things, and "sand" and "water" are classified as nonliving things.

*DO: Present and point to stimulus card #3 as you read the following SAY statement.*

---

1

## Stimulus Material Sample

English II\_\_SAMPLE

**The class is preparing to conduct a science experiment involving chemicals. The teacher will stress the importance of following the safety rules. She wants to make sure there are no accidents.**

MS\_ENGII\_TASK\_1, STIMULUS CARD #1

1

English II\_\_SAMPLE

**apply force to**

**worry about**

**emphasize**

MS\_ENGII\_TASK\_1, STIMULUS CARD #2

2

### Receive and Inventory Test Material

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

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

The following MAAP-A test material is enclosed in the shipment:

- TABs
  - Specific to grade for grades 3–8 and Performance Event (PE) for EOC
  - 2 provided per unique teacher
- Stimulus Material (Stimulus Cards and Business-sized Stimulus Cards)
  - Specific to grade for grades 3–8 and PE for EOC
  - 1 set provided for every student enrolled

### Preparation Time

Each Test Administrator must be given access to the testing material **at least one week PRIOR to the first day of testing** to allow sufficient time to review the assessment, prepare the necessary material, and familiarize themselves with the assessment. Please ensure the Test Administrator follows all test security protocols (listed on page 25).



# MAAP-A ADMINISTRATION POLICIES



# MAAP-A ADMINISTRATION POLICIES

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## Test Administrator and Second Scorer Requirements

Each student must be assessed by a special education teacher who holds a current Mississippi Educator License, provides instruction to the assessed student on a regular basis, and has completed the MAAP-A STC test training. If that individual is not available to administer the assessment, another Mississippi licensed special education educator who meets the aforementioned Test Administrator requirements and training criteria must administer the assessment.

Individuals who will be assessing a student must be added into Teacher Management with the DRC INSIGHT Portal so that they can be associated with their Test Session. Within Teacher Management, it is required to provide a valid 6-digit Mississippi Educator License ID.

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

## Second Scorer Requirements for the PE Component

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

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

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

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

Schools will receive material for both the Test Administrator and the Second Scorer. The TAB and the Student Response Score Sheet used by the Second Scorer are considered confidential and must not be reviewed by anyone other than the Second Scorer.

## Scheduling

- The tasks can be administered at any time during the MAAP-A testing window (March 9–May 1, 2026). Please refer back to the schedule listed on page 3.
- As the individual most familiar with and connected to a student’s academic performance, the Test Administrator must carefully consider scheduling options in order to allow students to achieve optimal performance.
- The Test Administrator should coordinate with the STC to select a qualified Second Scorer.

## Ensure the Security of Assessment Material

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

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

- stored in the school’s designated secure material storage location while not in use for preparation or actual testing.
- in the possession of two trained (one holding a Mississippi Educator License) staff members at all times.
- viewed only by persons who are part of the test administration process.
- accounted for before, during, and after the test administration window. Secure test material **MUST NOT** be:
  - enlarged on a copy machine. If enlarged material is needed, please contact DRC Customer Support to order a Large Print Kit.
  - shared with colleagues who will not administer the assessment.

All MAAP-A test material and adapted stimulus material, both used and unused, must be returned to the STC after the completion of testing each day.

After the testing window is closed, the stimulus materials and LCI can be locally destroyed by STCs/DTCs.

## Home-bound Students

For a home-bound student being assessed, both a Test Administrator and a Second Scorer are required. All test security policies and procedures must be adhered to at all times when testing home-bound students.

If the student’s Individualized Education Plan (IEP) states that the student’s aide needs to be present during testing, then the student’s aide must participate in test security training and have a signed test security confidentiality agreement.

## MAAP-A ADMINISTRATION POLICIES

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

### Pausing and Resuming Administration of the MAAP-A

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

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

Familiarity with the task sequence will aid the Test Administrator 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 Test Administrator must complete the administration as soon as possible within the testing window.

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

### Stopping Rule and Attemptedness

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

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

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

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

The District Test Coordinator must not enter "Stopping Rule" until the Test Administrator has entered the scores into DRC INSIGHT Application 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 Test Administrator and Second Scorer.
2. Transcribe the scores of zero (0) for all tasks in the DRC INSIGHT Application 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 the DRC INSIGHT Portal under the student's profile within Student Management. This must be completed prior to the closing of the test window. For instructions on how to enter in the "Stopping Rule," please see the *Test Coordinator's Manual*.

If the student's behavior, medical needs, and/or characteristics prohibit them 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.

### Accommodations

The following accommodations are available to students according to their IEP/504 Plan. Please refer to the *Mississippi Testing Accommodations Manual*, July 2022, for more information.

Type	Accommodation	Code
Online	Large print	40
Online	Braille	41
Testing	(MAAP-A ONLY) Stopping Rule—No observable mode of communication	N/A



# ACTIVITIES FOLLOWING TEST ADMINISTRATION



## ACTIVITIES FOLLOWING TEST ADMINISTRATION

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### Marking Braille or Large Print in the DRC INSIGHT Portal

Prior to entering scores for students with Large Print or Braille accommodations, the Test Administrator must verify with the STC or DTC that the correct accommodations were set in DRC INSIGHT Portal. This is found in the Student's profile under the Accommodation Tab. If accommodations were marked prior to printing the test tickets, they should appear on the test tickets for both the Test Administrator and the Second Scorer.

### Transcribing Scores into the DRC INSIGHT Application

Each Test Administrator and Second Scorer is responsible for entering student scores into the DRC INSIGHT Application. Both the Test Administrator and the Second Scorer follow the same steps to transcribe and submit student scores. Scores can be saved for each student as needed. Please verify that the LCI has been fully completed for the student prior to entering in the student scores.

The Test Administrator and Second Scorer must independently record and enter scores into DRC INSIGHT Application. The Test Administrator and Second Scorer should not compare their response records. Please note that the Test Administrator and Second Scorer cannot enter scores for the same student concurrently. **If this is attempted, an error message will appear.**

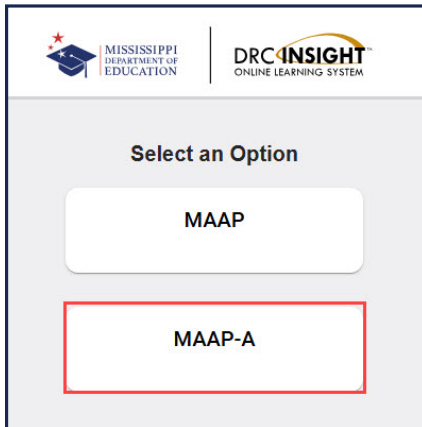
### Transcription Instructions

Test Administrators and Second Scorers should follow the steps below to transcribe a student's responses.

1. Confirm the appropriate LCI information is marked on the student's record.
2. Ensure the appropriate print accommodations are marked on the student's record. If accommodations were marked prior to printing the test tickets, they should appear on the test tickets for both the Test Administrator and the Second Scorer.
3. Obtain the student's online test ticket from the DRC INSIGHT Portal. **NOTE:** The Test Administrator and Second Scorer will each have their own test ticket. If the Test Administrator or Second Scorer do not have their own test ticket, please contact the STC for that information.
4. Using the information on the student's test ticket, sign in to the DRC INSIGHT Application as the student.
  - a. Launch the DRC INSIGHT Application by selecting the "DRC INSIGHT" Icon on your device.

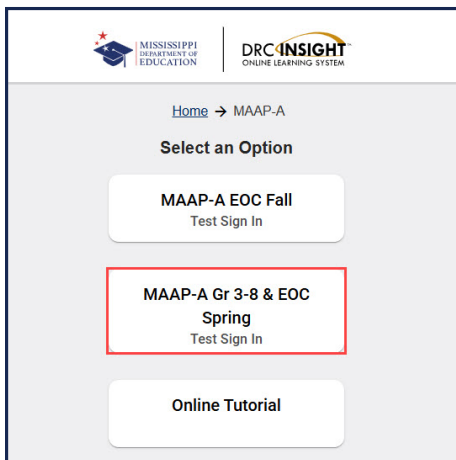


- b. Once the program has opened, you will see the landing page, select the “MAAP-A” option.



The screenshot shows the landing page for the MAAP-A program. At the top left is the Mississippi Department of Education logo, and at the top right is the DRC INSIGHT ONLINE LEARNING SYSTEM logo. Below the logos, the text "Select an Option" is centered. There are two buttons: "MAAP" and "MAAP-A". The "MAAP-A" button is highlighted with a red rectangular border.

- c. From the Test Sign In page, select the MAAP-A Gr 3-8 & EOC Spring option.



The screenshot shows the Test Sign In page. At the top left is the Mississippi Department of Education logo, and at the top right is the DRC INSIGHT ONLINE LEARNING SYSTEM logo. Below the logos, the text "Home → MAAP-A" is displayed. Underneath, "Select an Option" is centered. There are three buttons: "MAAP-A EOC Fall Test Sign In", "MAAP-A Gr 3-8 & EOC Spring Test Sign In", and "Online Tutorial". The "MAAP-A Gr 3-8 & EOC Spring Test Sign In" button is highlighted with a red rectangular border.

- d. Enter in the Username and Password from the Test Ticket. Then Select “Sign In.”
- i. The Test Administrator and Second Scorer should have their own test ticket.



The screenshot shows the DRC INSIGHT Sign In page. At the top is the DRC INSIGHT logo. Below it, the text "Home → Sign In" is displayed. Underneath, "DRC INSIGHT Sign In" is centered. Below that, the text "Sign in using the Username and Password you were provided." is displayed. There are two input fields: "Username\*" and "Password\*". The "Username\*" field contains the text "MAAP-A". The "Password\*" field has a "Show Text" checkbox next to it. Below the input fields is a "Sign In" button.

## ACTIVITIES FOLLOWING TEST ADMINISTRATION

- e. The Welcome screen will appear. Please check that the student information on the screen is correct. If information is not correct, please contact the STC. If information is correct, select "Continue."

DRC INSIGHT

Verify Student Information

Before you begin testing, please review the following information.

Participant Name:	Training Student
Test Name:	Biology
Test Session:	Session
Date of Birth:	01/01/2009
School Name:	DRC Use Only - OTT Sample School
Student ID:	9876543210
Accommodation(s):	

If any of your information is not correct, please notify your Test Administrator.

If your information is correct, select **Continue**.

Continue

- f. The next screen will show the name of the test the student is scheduled for. Please select (test).

The following tests have been scheduled for **Training Student!**

Once instructed, click on the test link below to start the test.

If no additional tests are available, please select Exit to close the application.

- [Biology](#)

- g. Proceed through the directions until you are presented with the "Begin The Test" Screen. Select "Begin The Test."

The screen shows an image to check whether your computer screen is set up correctly. You should see three shaded circles below. Please raise your hand if you do not clearly see three circles.

- Raise your hand if you have any questions before you begin the test.
- When you are ready, select [Begin The Test](#) **Begin The Test**.

## ACTIVITIES FOLLOWING TEST ADMINISTRATION

5. Transcribe all student responses from the Student Score Sheet into the online system.
  - a. Enter the score for each task by selecting the appropriate score point circle.
  - b. For Braille students ensure that the correct tasks have been omitted as indicated on the paper score sheet by grade level and enter the score of zero "0" for these tasks in DRC INSIGHT Application.
  - c. Second Scorers ONLY: If the Test Administrator moves on to the next task before the Second Scorer observes a correct student response, the Second Scorer will then select **Not Observed** for the specific task.

Please note that the Test Administrator and Second Scorer cannot enter scores for the same student concurrently. **If this is attempted, an error message will appear.**
6. Verify that the student's responses were entered correctly before submitting the test. Submit the test.
  - a. Please ensure transcription into DRC INSIGHT Application is complete and accurate prior to submitting scores. Once submitted, the scores are locked and considered ready for scoring. All transcription into DRC INSIGHT Application **MUST** be completed by the close of the testing window.

If you have any questions, please contact DRC Customer Service via phone at 1-888-476-0264 or email at [MSHelpDesk@datarecognitioncorp.com](mailto:MSHelpDesk@datarecognitioncorp.com).

### Assemble Student Material

After each test session, each Test Administrator is responsible for collecting and verifying all test material.

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

- Test Administration Booklet
- Second Test Administration Booklet
- Student Response Score Sheet (two per student: one filled in by the Test Administrator and one filled in by the Second Scorer, to be returned to DRC)
- Both small and large Stimulus cards as appropriate (including any modified stimulus material)

The STC/DTC must

- make sure both the Test Administrator and Second Scorer have recorded scores for each assessed student.
- collect assessment material from both the Test Administrator and Second Scorer.
- verify that **ALL SECURE** test material is returned and stimulus materials and LCI are locally destroyed.

## ACTIVITIES FOLLOWING TEST ADMINISTRATION

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- contact the Test Administrator and/or the Second Scorer immediately if items are missing.
- return all test material to DRC. Return instructions for the STC and the DTC are included in the MAAP-A Spring 2026 *Test Coordinator's Manual*.

The Test Administrator and Second Scorer must transcribe the scores for each student assessed into DRC INSIGHT Application.

Collect assessment material from the Test Administrator/Second Scorer. Verify that all test material is returned to the STC/DTC. **If any item is not returned, obtain it from the Test Administrator/Second Scorer immediately.**

# TECHNOLOGY HELPFUL HINTS



## TECHNOLOGY HELPFUL HINTS

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### Testing Platforms

The Test Administrator and/or Second Scorer may use different platforms for different subjects. For example, the Test Administrator and/or Second Scorer may transcribe the responses from an Alternate Biology test on a Chromebook and the Alternate English II test on a desktop.

### General Information for Using Tablet Devices

If you are transcribing the test using an iPad:

- When online testing using an iPad, DRC INSIGHT is automatically placed in Assessment Mode, which prevents access to other apps during testing. When the DRC INSIGHT app is launched from an iPad, the Test Administrator and/or Second Scorer may be prompted to turn on Assessment Mode, depending on how the software was configured by your technology personnel. If prompted, have the Test Administrator and/or Second Scorer select Yes to allow Assessment Mode. Assessment Mode will be turned off automatically when the Test Administrator and/or Second Scorer exits the tests.

If you are transcribing the test using a Chromebook:

- Test Administrators and/or Second Scorers transcribing the test with Chromebooks should NOT be logged in to a Google account. If a student logs in to the Chromebook using a Google account, they will not see the DRC INSIGHT App. The DRC INSIGHT App runs in Single App Kiosk Mode, which means that the Test Administrator and/or Second Scorer cannot access any other application until they exit the online testing engine.

### Other Considerations for Tablet Devices

- STCs or Test Administrators should ensure each device is fully charged or plugged in before beginning testing.
- DRC INSIGHT will be displayed in landscape mode only.
- Use only the tip of one finger to touch the screen. A hand resting on the edge of the screen will disable the ability to make selections with the other hand.
- Use of certain gestures like pinching to zoom in/out are supported.
- Swiping is not supported.
- If a device is idle for too long, the screen will dim or turn off ("sleep"). Each device has its own "sleep" setting, typically 1–5 minutes of inactivity. The testing system is designed to exit a student out of a test after 20 minutes of inactivity. After 19 minutes of inactivity, a one-minute timer will pop up asking if the Test Administrator or Second Scorer would like to continue. This timer may not be seen, however, if the screen has already gone to "sleep." If the screen has gone to "sleep," the Test Administrator and/or Second Scorer can touch any key to re-activate it or press the home key (and if applicable, may need to type in the device password).

### **Pause Functionality**

When transcribing the student scores, if the Test Administrator or Second Scorer needs to leave for a short break, they should select the **Pause** button. A countdown, beginning with 20 minutes, appears on the screen notifying them of the time left before the system automatically exits the test.

If the test is not resumed within 20 minutes, the Test Administrator or Second Scorer must log back in using the information on his/her test ticket to finish the test.

### **Inactivity**

After 20 minutes of inactivity on a testing device, the software will automatically exit the test. The Test Administrator or Second Scorer then must log back in using the information on his/her test ticket to finish the test.

### **Loss of Internet Connectivity**

Responses are sent to DRC servers frequently, including after each navigational click. If a device loses Internet connectivity during transcription, a message will appear to notify the Test Administrator or Second Scorer (“Connection Retry is in Progress”). When this message appears, DRC INSIGHT will attempt to restore contact with DRC servers for 5 minutes. If a connection is re-established, the message will close and the Test Administrator or Second Scorer can continue transcribing. If a connection is not re-established during this time, the message will close and the Internet Connection Error message will be displayed. The Test Administrator or Second Scorer must discontinue transcribing until an Internet connection can be established. At any time during the five-minute interval, the Test Administrator or Second Scorer can click Exit the Test to temporarily end transcribing.

If the connectivity issue cannot be resolved on the day of testing, contact the STC for further direction.



# **APPENDIX A: TEST ADMINISTRATOR COMBINED CHECKLIST**



## APPENDIX A: TEST ADMINISTRATOR COMBINED CHECKLIST

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### Test Administrator's Checklist – Before

- Carefully read the *TAM* to become familiar with the duties of a Test Administrator.
- Contact the STC if there are any questions.
- Ensure that test material is handled according to the School Test Security Plan.
- Become familiar with the requirements of distributing, collecting, and returning test material to the STC.
- Notify the STC of any missing testing material.
- Read through the text of all tasks before administering any tasks to a student.
- Prepare stimulus material to provide access to the test for students (i.e., darken, outline, enhance, or emboss material).
- Select and prepare the appropriate material to enable individual student responses (see *Preparing/Adapting Material*).
- Fill out a paper copy of the LCI for each student testing. Paper copies can be found on the DRC INSIGHT Portal under General Information-Documents.

### Test Administrator's Checklist – During

- Position the student so he/she can view and manipulate material in order to facilitate sustained engagement.
- Maintain an environment with comfortable seating, comfortable temperature, good lighting, quiet setting, and adequate working space.
- Read the "**SAY**" statements just as they are written, using a natural tone and manner, and reading at an appropriate pace individualized for each student.
- Have ready any accommodations typically used during instruction that are consistent with established MDE policies.
- Use a No. 2 pencil to mark the Student Response Score Sheet.
- Present the material as directed in the "*DO*" statements, requesting the student's attention to the material (when introducing Stimulus or Response Material).
- Remove Stimulus or Response Material completely from the visual field or reach of the student (when directed to remove Stimulus or Response Material).
- Match labeling of Stimulus Material or Response Material with pointing.
- Allow sufficient wait time, based on knowledge of the student, to move through each item at an appropriate pace.

### Test Administrator's Checklist – After

- Verify that the Student Response Score Sheet is filled out.
- Transcribe scores into the DRC INSIGHT Application.
- Sign the front page of the Student Response Score Sheet.
- Collect all test material and verify they are accounted for.
- Return all testing material to the STC.
- The Test Administrator will notify the STC of any cases in which a Stopping Rule or Invalidation has been used for a student.



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