



2015–2016
Mississippi Assessment Program (MAP)
Test Administrator's Manual

End-of-Course Assessment
Algebra I and English II

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GENERAL DIRECTIONS FOR ADMINISTERING THE MAP

Online Administration

Except for the Writing portion, MAP tests are now online tests. If a student's IEP or 504 Plan dictates paper/pencil testing, printed tests will be available as an accommodation.

Administration of the 2015–16 Mississippi Assessment Program is an important professional responsibility. The usefulness of the test results depends on the accuracy of the results for each student. Experience shows that students' performance is highly dependent upon their motivation and attitude toward the tests, preparedness of the teacher administering the tests, physical arrangement of the rooms, and adherence to instructions.

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

Test Environment

The test environment should allow for comfortable seating, good lighting, quiet setting, and adequate working space. It is imperative that students be tested under optimal physical conditions. During the test administration, Test Administrators should try to maintain a natural classroom atmosphere, which will encourage students to do their best. All subject-related materials must be covered or removed from testing rooms.

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Ensuring Security

- Test Administrators, School Test Coordinators or their designees, and District Test Coordinators will share the responsibility for ensuring that all test materials are handled in a professional, secure, and confidential manner and in accordance with security mandates and other general procedures.
- Test materials must be kept in a designated, locked, and secure place at all times, except during the actual test administration. The contents of the test, including student responses, must not be reproduced or disclosed.
- Secure test materials must always be in the possession of two staff members who have been trained in test security procedures. No one other than students taking the test should read the test. In the event that a reading accommodation must be provided for a student, the Test Administrator, Proctor, and reader, who reads the test to the student, must sign a confidentiality statement assuring that the test questions will not be reproduced or disclosed. Anyone else who reads test items will be in violation of requirements stipulated in Mississippi Public School Accountability Standards, 2014. The Passage section in the English II test cannot be read aloud as an accommodation.
- The Test Administrator's Manual (TAM) should be used for training purposes and/or Test Administrator orientation prior to testing. After testing is complete for each administration, all materials must be returned to the School Test Coordinator or his/her designee.

Verifying Students' Identities and Eligibility to Test

An important task of the Test Administrator at the beginning of each testing session is to verify that all students sitting for the test are eligible for the MAP test. Class rosters must be used to ensure eligibility, and the Test Administrator should be familiar with the students to verify their identities.

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CALCULATOR POLICY

Allowable Calculators

- High school: Graphing calculators (with functionalities consistent with TI-84 or similar models)

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

- Calculators may be used on ALL items on the Algebra I End-of-Course MAP assessments.
- No calculators with Computer Algebra System (CAS) features are allowed.
- No tablet, laptop (or PDA), or phone-based calculators are allowed during MAP assessments.
- Students are not allowed to share calculators within a testing session.
- Test administrators and/or proctors must confirm that memory on all calculators has been cleared before and after the testing sessions. Failure to comply with this portion of the calculator policy will result in a test security violation.
- Calculators with “QWERTY” keyboards are not permitted.
- If schools or districts permit students to bring their own hand-held calculators for MAP assessment purposes, test administrators must confirm that the calculators meet MAP requirements as defined above.

Calculator Accommodation Policy

The following are allowable accommodations on the MAP for students with an Individualized Education Program (IEP) or Section 504 Plan who have this testing accommodation specified for this subject area.

- A61—For Algebra I, the approved type of calculator can be used; however, if any section prohibits the use of a calculator, then a basic four-function calculator could be used in those sections.

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IMPORTANT INFORMATION

Preliminary Planning

Some students will have some experience in taking this type of test, but there may be students who are not accustomed to them. It is highly recommended that students become familiar with the Item Samplers available at <https://ms-practice.nextera.questarai.com/student/Webclient/PracticeTest/>.

- The school should provide satisfactory physical conditions in the room where the test is to be given. Be sure that lighting and ventilation are adequate and that students are seated so that there is enough space between them to maintain confidentiality of responses.
- Post a “Do Not Disturb—Testing in Progress” sign on the door to prevent interruptions. There must be at least one Test Administrator in each testing area and a minimum of one Proctor for 1–25 students. For every 10 additional students another proctor is required.
- Ensure that arrangements have been made for special accommodations for any student with an Individual Education Plan (IEP) or 504 Plan that specifies allowable testing accommodations.

Students Leaving the Testing Area and Students Not Completing the Test

- If a student must leave the testing area for any reason before completing the test, make sure they sign out of the test, or collect his/her testing materials. If the student will be returning to the testing session, he/she should be escorted to and from the testing area. When the student comes back, return the testing materials or allow him/her to sign back in and continue the test. No student will be allowed to leave the testing area with any test materials, including sign-in credentials.
- If a student does not complete the test for any reason, he/she will not be eligible to retake or finish the test during the make-up sessions. Make-up testing is for ONLY those students who were not present during the original testing session.

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Writing Test Books and Pre-ID Labels

Pre-ID labels for Writing test books contain the student information necessary to identify the student taking a given test and eliminate the need to hand-grid the demographic information on the test book.

- The primary purpose of the pre-ID labels is to ensure that a correct Mississippi Student Identifier System (MSIS) ID number is captured for each student. The name and student information printed on the pre-ID label represent the data in the MSIS system approximately two months prior to testing. If any information is gridded on a test book, the pre-ID label will override gridded student information.
- If a pre-ID label is unavailable, the grid on the Writing test book must be filled in, either by the student or the Test Administrator. If a student has transferred from one school to another within the district, the pre-ID label and test book can be transferred with the student.

DO NOT discard any unused test books. DO NOT use them for a different test administration. Send all unused test books back to Questar.

Procedures for Reading Test Directions for All Tests

- Allow 30 minutes prior to the test period to distribute materials, read the directions to the students, and demonstrate proper testing procedures.
- Districts should document in their district/school test security plans the block of time allotted for testing, as well as the procedures that will be used if only a few students remain testing after other students have completed testing.
- The following sections contain directions that are to be read to students as they complete the demographic information page of the test book and then as they prepare to take one of the MAP tests.

The directions for all MAP tests begin on page 12.

What's Important

In the following sections, all the directions that are to be read to students are in bold type so that they stand out from other text.

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

Guidelines for Answering Questions about the Test

- During the test, the Test Administrator may remind students to follow directions.
- The rigor of the test and the intensity of the testing situation will probably generate questions from some students.
- The table that follows—“When Students Ask for Help”—illustrates the types of teacher interventions that are permissible and in the best interest of the student.
- On the day of testing, no content instruction should occur in a room being used for test administration.
- Test administrators, proctors, and other staff may NOT answer any content-related questions from students after entering the testing room.

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WHEN STUDENTS ASK FOR HELP		
When Students Ask...	You <i>May</i> ...	DO <i>NOT</i> ...
<ul style="list-style-type: none"> • for general help or advice: 	<ul style="list-style-type: none"> • remind students to follow directions • recommend that students check their work carefully. 	<ul style="list-style-type: none"> • make specific suggestions relative to students' work.
<ul style="list-style-type: none"> • for advice regarding test-taking strategies: 	<ul style="list-style-type: none"> • suggest that students try unspecified alternate strategies. 	<ul style="list-style-type: none"> • recommend a specific strategy.
<ul style="list-style-type: none"> • about the difficulty of a test item: 	<ul style="list-style-type: none"> • encourage students to keep trying. 	<ul style="list-style-type: none"> • comment about the difficulty level of any question.
<ul style="list-style-type: none"> • whether particular answers are right or wrong: 	<ul style="list-style-type: none"> • use a neutral response such as "Choose the answer you think is correct and then continue." 	<ul style="list-style-type: none"> • tell students that particular answers are right or wrong. • cue correct answers through vocal inflection, facial expressions, signs, or gestures.
<ul style="list-style-type: none"> • about the meaning of a word, phrase, or sentence: 	<ul style="list-style-type: none"> • encourage students to reread the complete question and then, if necessary, to skip a difficult question and come back to it after completing other questions. 	<ul style="list-style-type: none"> • define a content word or phrase, or explain the meaning of a sentence.
<ul style="list-style-type: none"> • about their progress on the test: 	<ul style="list-style-type: none"> • refer them to the amount of time remaining. 	<ul style="list-style-type: none"> • ask students to work faster.

Item Sampler Sign-In

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Mississippi Assessment Program Item Sampler

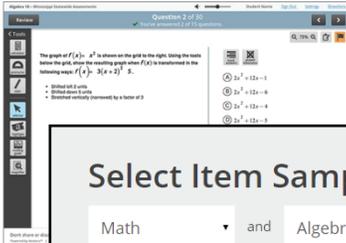
Questar is passionate about supporting teachers, administrators, parents and students through every step of the assessment process. The Item Sampler offers an opportunity for students to become familiar with the question types and format they will experience during testing.

[Learn more](#) or try the Item Samplers below.

1

Select Item Sampler

Select Subject and



2

Select Item Sampler

Math and Algebra I

Option 1: Take it online

Option 2: Print it out

Supplemental Scoring

Written or typed answers are evaluated by professional scorers using the guidelines below. When you have completed the Item Sampler, please review your responses using these guidelines.

[Download Answer key for multiple choice questions](#)

Before the day of the test, students should be given the opportunity to try the Item Sampler, which will allow them to become familiar with the question types they will see on the MAP tests. Students may take the Item Sampler as many times as they'd like. To access the Item Sampler, direct students here:

<https://ms-practice.nextera.questarai.com/student/Webclient/PracticeTest/>

- 1 No sign-in information is needed to access the Item Sampler. Once on the page, direct students to the Select Item Sampler area on the screen.
- 2 Direct students to use the dropdown menus to select the appropriate subject and grade. To take the online Item Sampler, students should enter their name in the box and click **Start Test**.

Item Sampler Sign-In

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3 Select Accommodations

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

Reading Guide
This tool allows you to block out area above or below a line (or lines) of text, letting you focus on a specific part of the page.

Reverse Contrast
When this setting is turned on, all text is white on black background.

Answer Eliminator
This tool lets you place an X through answers that you believe are incorrect.

Select Item Sampler

Math and Algebra I

Option 1: Take it online

Enter your name

Start Test

Option 2: Print it out

Print Test

Supplemental Scoring

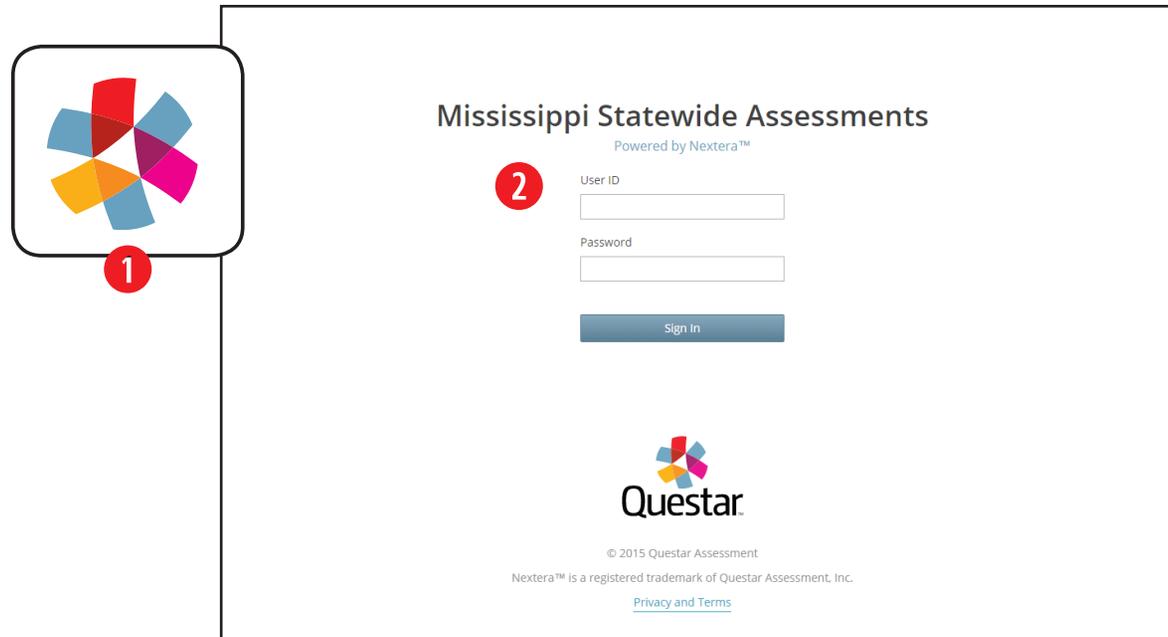
Written or typed answers are evaluated by professional scorers using the guidelines below. When you have completed the Item Sampler, please review your responses using these guidelines.

5 [Download Answer key for multiple choice questions](#)

- 3** A Select Accommodations screen will appear to allow students with testing accommodations to practice with those accommodations. Help students select any testing accommodations specified in their IEP/504 Plans, then direct them to click **Continue**. (During the actual assessment, accommodations are pre-assigned based on students' IEPs/504 Plans.) The system will walk students through a short tutorial on the tools and features of the Sampler before they begin the Item Sampler.
- 4** If a student's IEP or 504 Plan indicates he/she requires a paper/pencil version of the test, the Item Sampler may be printed for practice. Test Administrators can access this page and click **Print Test** to print out a version for these students. If a student needs a Large Print or Braille Item Sampler, contact your STC.
- 5** Once the subject and grade have been chosen, a link for the Answer Key will appear. Click on the link for a printable Key for the Item Sampler.

If the student test delivery system icon is not on student computers, contact Questar customer support.

Online Testing Directions — Student Test Sign-In



Before you begin giving the test, make sure you have all of your student sign-in credentials, and the access code for the test. If you do not, please refer to the “Printing Student Authentication Credentials” section of the Test Coordinator’s Manual or speak with your School Test Coordinator. Make sure there is sufficient time remaining in the school day for the length of the test. The first step in giving the test is to pass out the secure student sign-in credentials and have students sign in:

1 Students will click the testing icon on their screens to launch the application.

SAY On your computer screen, locate the pinwheel or the icon titled “QAI Secure Browser.”

Double-click this icon and the program will launch. Once the program has opened, you will see the sign-in page.

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

Can everyone see the sign-in page?



- 2** Students will enter their case-sensitive User ID and password exactly as they appear on their sign-in credentials and click the SIGN IN button.

SAY Look at the User ID on your sign-in credentials. Type that User ID in the field titled User ID.

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

Once all questions have been answered,

SAY Click “Sign In” to start the test.

Online Testing Directions — Student Test Sign-In

Is this you?

3 Student ID: 334839489

First Name: Load2

Last Name: Test2

Date of Birth: 05/05/2004

Gender: Male

School Name: Questar Test School

Teacher Name: Test Administrator, TA

Grade: 05 (Grade 5)

Does everything look right?

- 3** On the next screen, students will confirm the information is correct, then click CONTINUE. (If corrections are required, contact the School Test Coordinator before the students begin the test. The STC can then edit the student information from the Students tab of the Admin site.)

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

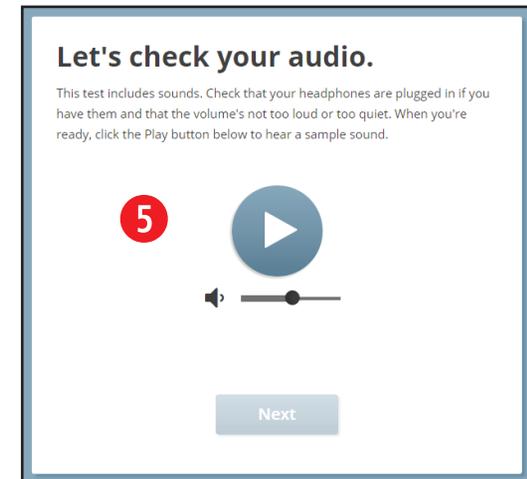
Now look at the rest of the information on the screen. Make sure it is correct.

- your Student ID
- your date of birth
- your gender
- your school name
- your teacher name
- your grade

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

If all of the information is correct, you can click YES now. The YES button is at the bottom of the screen.

Do not go past the next screen.



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

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

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

NOTE: Only students using the Screen Reader Accommodation will see the audio check screen. If no students in your testing group have the Screen Reader Accommodation, skip to page 16.

SAY You should now see the audio check screen.

Make sure all students are on the audio check screen.

- 5** **SAY** Click on the play button to hear the sound.

If you hear the sound, click Next.

If you do not hear the sound, raise your hand.

Make sure all students can hear the sound and have clicked Next.

6 **Directions**
Follow these directions to complete the test. If you want to re-read these directions, click on the "Directions" link in the top right of your test.

 **75 questions**

Follow these directions for taking the test:

- Your test administrator will let you know when to start and when to stop.
- Select **Directions** to review the test directions at any time during the session.
- Use the **Highlight** button to highlight key words or areas on the screen.
- Use the **Option Eliminator** button to eliminate answer choices that you think are incorrect.
- Use the **Bookmark** button to flag any questions you wish to review again before finishing the test.
- Use the **Reference Sheet** button to view formulas and other information that may help you solve problems on the test.
- Select **Sign out** at any time to leave the test. This will exit you from the test, and you will need to enter your username and password to log in again.

[Return](#)

6 **SAY** You should now see the Directions screen.

Make sure all students are on the Directions screen.

SAY Follow these directions for taking the test:

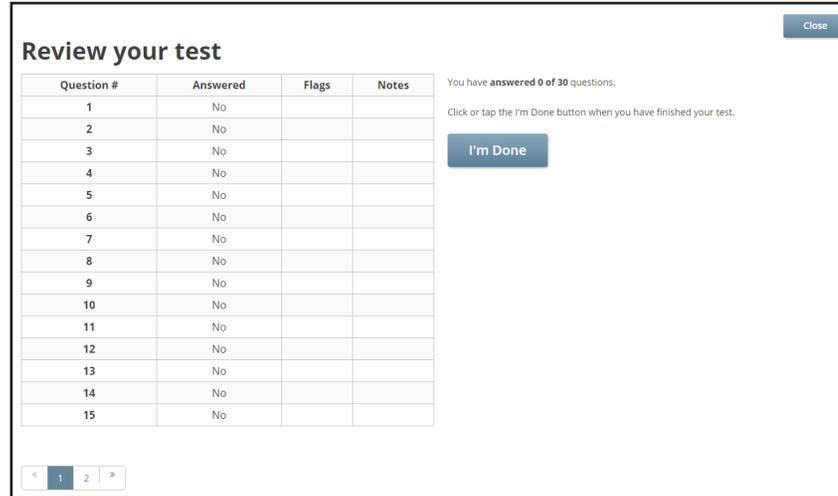
- Your test administrator will let you know when to start and when to stop.
- Select **Directions** to review the test directions at any time during the session.
- Use the **Highlight** button to highlight key words or areas on the screen.
- Use the **Option Eliminator** button to eliminate answer choices that you think are incorrect.
- Use the **Bookmark** button to flag any questions you wish to review again before finishing the test.

Online Testing Directions — Student Test Sign-In

[Please note the reference sheet is only for Algebra I. Do not read the bullet pertaining to the reference sheet if you are administering the English test.]

- **Use the Reference Sheet button to view formulas and other information that may help you solve problems on the test.**
- **Select Sign Out at any time to leave the test. This will exit you from the test, and you will need to enter your username and password to log in again.**
- **Try to save time at the end of the session to review your work.**

Review Screen



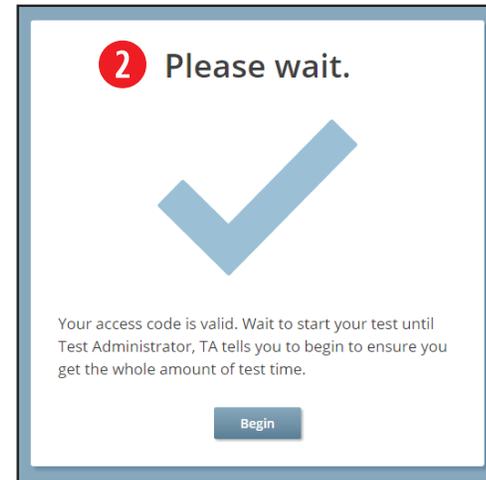
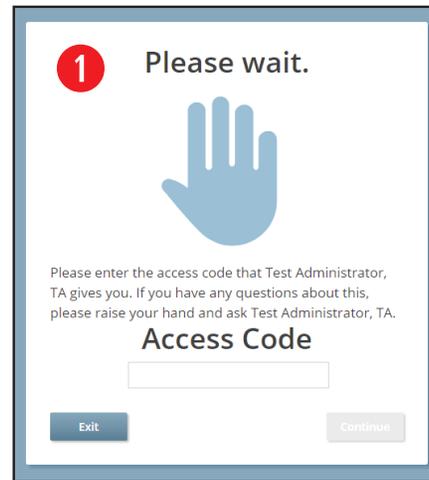
- 1 SAY To review your test before submitting it for scoring, select the Review button.
- 2 SAY At the top right of the Review screen there will be a message indicating the number of questions you have answered.
- 3 SAY On the left-hand side of the Review screen is the question number. To the right of each question number, you will see its status in an Answered column with either Yes or No for each item. You can navigate back to a question by clicking on the flag or the status. Then click the Review button again to return to the Review screen. Are there any questions about the Review screen?

Answer any questions the students may have. Then,

- 4 SAY When you are ready to submit your test, click “I’m Done.” If you answered all the questions, there will be a message asking if you are sure you want to submit your test. Click “Yes” to submit your test. If you did not answer all the questions, you will see a different message asking if you want to go back and answer the remaining questions. If there is time remaining, you may go back and answer questions. If time is up, click “No” to submit your test. Does anyone have questions before we begin?

Answer any questions the students may have.

Review Screen



- 1** SAY **Click Continue. You should see a short tutorial explaining different features of the testing system. Please navigate through the tutorial and raise your hand if you have any questions. When you are finished, click I'm Done.** [Pause until students are finished with the tutorial.]
- You should now see a screen asking for the Access Code. In the space provided, type in [insert your access code]. Then click Continue.**

Provide help to students who need it. Find the directions for the appropriate subject to continue with the test. Once all students have clicked Continue,

- 2** [FOR ALGEBRA I TESTS]

For those choosing *not to take the designated break during the Algebra I test*:

SAY **The test you are about to take will last 196 minutes.**

Make note of the time students begin. When there are ten minutes left,

SAY **You have ten minutes left.**

When time is up,

Review Screen

SAY Stop. Time is up. If you have not finished, click the Review button, then click “I’m Done.” Click “No” in the window that pops up. You have completed the test.

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

SAY You will have two 98 minute blocks to work with breaks in between them. I will stop you when it is time for a break. Click Begin.

Make note of the time students begin. For specific directions on pausing tests for breaks, see page 23. When it is time for the break,

SAY Stop. Remember which question you are on. Locate the Sign Out link at the top right of your screen. Click Sign Out, then click Ok. We will take a 10 minute break before continuing. You may not discuss answers during this time.

When students are seated after their break,

SAY You will have 98 minutes to complete the test. Using your same sign-in credentials, sign-in again. Wait for me to tell you when to begin.

Help students sign-in again. Once all students are on the Please Wait screen,

SAY Click Begin.

Make note of the time students begin. When there are ten minutes left,

SAY You have ten minutes left.

When time is up,

SAY Stop. Time is up. If you have not finished, click the Review button, then click “I’m Done.” Click “No” in the window that pops up. You have completed the test.

Collect all sign-in credentials to return to your School Test Coordinator.

Review Screen

[FOR ENGLISH II TESTS]

For those choosing *not to take the designated break during the English II test*:

SAY The test you are about to take will last 142 minutes.

Make note of the time students begin. When there are ten minutes left,

SAY You have ten minutes left.

When time is up,

SAY Stop. Time is up. If you have not finished, click the Review button, then click “I’m Done.” Click “No” in the window that pops up. You have completed the test.

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

SAY You will have two 71 minute blocks to work with a break in between them. I will stop you when it is time for a break. Click Begin.

Make note of the time students begin. For specific directions on pausing tests for breaks, see page 23. When it is time for the first break,

SAY Stop. Remember which question you are on. Locate the Sign Out link at the top right of your screen. Click Sign Out, then click Ok. We will take a 10 minute break before continuing. You may not discuss answers during this time.

When students are seated after their break,

SAY You will have 71 minutes to complete the test. Using your same sign-in credentials, sign-in again. Wait for me to tell you when to begin.

Help students sign-in again. Once all students are on the Please Wait screen,

SAY Click Begin.

Review Screen

Make note of the time students begin. When there are ten minutes left,

SAY You have ten minutes left.

When time is up,

SAY Stop. Time is up. If you have not finished, click the Review button, then click “I’m Done.” Click “No” in the window that pops up. You have completed the test.

Collect all sign-in credentials to return to your School Test Coordinator.

Pausing a Test

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

SAY

[Sign Out](#) Find the Sign Out link at the top right of your screen next to your name.

Click it once and a screen will pop up asking if you're sure you want to pause the test. Click "Ok."

The tests are now paused. Students must sign back in using their same User IDs/passwords and submit the tests once they are finished. If students pause the test for a break, the break must be less than 20 minutes. **Any test that is paused longer than 20 minutes will require a Proctor Password to sign back into the test.** Contact your District or School Test Coordinator to obtain the Proctor Password.

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Answers to frequently asked questions about testing

- Students may use different platforms for different subjects. For example, a student may take the English test on a Chromebook and the Mathematics test on a desktop.
- Students **MUST** restart a paused or terminated domain subtest on the **same platform** (Windows, Mac, iPad, etc.). It is advised to use the same device, as previously entered responses may be cached and would be easier to find, but it is not required.

Issues during testing

- If the screen freezes, sign-in takes longer than one minute, or test load takes longer than one minute, try exiting the test and signing back in.
- If the device is permanently incapacitated, or if network connectivity is lost for an extended period of time, please contact Questar Customer Support. Also contact your Test Coordinator so they are aware of the issue.
- iPad2 Guided Access – If your students are using the Apple iPad2 without Guided Access turned on, you may receive a message telling you to turn on Guided Access to sign in to the test. Due to a known issue introduced by Apple, when you turn Guided Access on, it may not allow students to select their responses in the test. If you encounter this issue, it will be resolved by resetting all of the device settings. This can be done by going to the device Settings, selecting General, and then selecting Reset All Settings.
- If multiple workstations exhibit the same issue, please contact Questar Customer Support to further isolate and troubleshoot the issue.

Troubleshooting Tips

Lost Internet connectivity during testing

- If network connectivity is lost during the test, the student should continue to test and submit the test. DO NOT move the student to another device. The device will continue trying to reconnect indefinitely to upload the test responses.
- If the testing platform must be terminated or the device is powered down, reopen Nextera once network connectivity is restored. This will send remaining responses to the Questar server.

Be prepared before you contact Questar Customer Support. The more details you can provide about the issue, the better support we can provide.

If any other problems occur, contact your school or district technology staff for assistance.

Troubleshooting Tips

Directions for Writing and
Accommodated Tests

Make-up Sessions

Returning Materials to the
School Test Coordinator

Administering Read-Aloud
Accommodations

Directions for Writing and Accommodated Tests

WRITING TEST BOOKS DIRECTIONS FOR COMPLETING THE STUDENT DEMOGRAPHIC PAGE

Prior to beginning these test directions, have all desks cleared. Each student should have two No. 2 pencils with erasers. These directions pertain to the standard, Large Print, and Braille Writing tests. If a student taking a Braille Writing test Brailles his/her answer, the response needs to be transcribed into a standard test book and the standard test book must have either the student label, or demographic information filled in. When reading these instructions to students, be sure to say the name of the test that students are preparing to take. In most cases, student labels will be applied to test books.

If a test book has a student label, no information should be filled in and you should skip this section.

Proceed with the following directions for completing the demographic information on the test book if students are filling in the information.

SAY Today you will take the English II Writing component of the Mississippi Assessment Program. We will begin by preparing the test book that you will use.

Distribute the test books.

Directions for Writing and Accommodated Tests

SAY On the front cover of your test book, find Box 1. Fill in the District Name, School Name, and Classroom Name.

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

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

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

Now find Box 4, “Gender.” Fill in the correct circle for your gender, either female or male. [Pause.]

Now go to box 5, “Ethnic Background.” Fill in the circle beside the best description of your ethnic background (fill in all that apply): Hispanic, Asian, Native Hawaiian/Pacific Islander, American Indian/Alaskan Native, Black, or White. [Pause.]

Find box 6, “Birth Date.” In the column that says “Month,” fill in the circle beside the month in which you were born. [Pause.] Now find the column that says “Day.” In the boxes, write the day of the month you were born. For birth dates one through nine, print a zero in the first column. Print one digit in each box. [Pause.] Now find the column that says “Year.” In the last two boxes, print the last two digits of the year you were born. [Pause.] Now fill in the circle for either 19 or 20 and the circles that match the numbers you have printed. [Pause.]

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

When students have completed the Student Demographic Information, they are ready to begin the test.

Directions for Writing and Accommodated Tests

- What's Important
- Item Sampler Sign-In
- Online Testing Directions
 - Student Test Sign-In
 - Review Screen
 - Pausing a Test
- Troubleshooting Tips
- Directions for Writing and Accommodated Tests**
- Make-up Sessions
- Returning Materials to the School Test Coordinator
- Administering Read-Aloud Accommodations

DIRECTIONS FOR WRITING AND ALL PAPER/PENCIL, BRAILLE, AND LARGE PRINT TEST ADMINISTRATIONS

The Writing component of English II tests will be administered in a paper/pencil format, while Algebra I and the remainder of the English II test will be online. However, Questar provides Paper/Pencil, Braille, and Large Print test books as accommodations to districts upon request. Accommodated versions are secure materials and must be returned to Questar. The District Test Coordinator or his/her designee will provide instructions for the handling of these materials.

Any student testing with a Paper/Pencil, Braille, or Large Print test book will record his/her answers by using the method documented in the student's IEP. Answers must then be transcribed into Nextera for English II and Algebra I. For Writing, if a student Brailles their response, it must be transcribed into a standard Writing test book. Large Print test books do not need to be transcribed and may be returned to Questar with responses in them for scoring.

If you are administering an accommodated version of the Algebra I test, make sure that each student has a straightedge (or ruler) and an allowable calculator. Distribute the Algebra I Reference Sheet and clean scratch paper to these students. Reference Sheets and scratch paper are considered secure materials. Scratch paper must be collected and destroyed after testing, and Reference sheets must be collected and returned to Questar.

To begin administering the test,

[FOR WRITING]

SAY You will have 50 minutes to complete the test. Open your test book to page 2. You may begin.

When there are ten minutes left,

SAY You have ten minutes left.

Directions for Writing and Accommodated Tests

When time is up,

SAY Stop. Time is up. Put your pencils down and close your test books.

Collect all test materials and return them to the School Test Coordinator. If a student taking a Braille Writing test Brailles his/her answer, the response needs to be transcribed into a standard test book. Large Print Writing tests do not need to be transcribed. Once transcription is complete, return all materials to your School Test Coordinator.

[FOR ACCOMMODATED TESTS]

IEP/504/LSP students will work and break according to their respective accommodations. Make sure you check and are familiar with all accommodations before testing begins.

Make note of the time students begin. Move around the room after the test has started in order to make sure that everyone is following directions. If a student has questions, you may refer to the chart on page 9 for responses, **but do not give help on specific test questions.** Encourage all students to do their best.

Do not give a direct answer when a student asks whether his/her answer to a particular problem is correct. Use a neutral response such as **“Choose the answer you think is correct and then continue.”**

Once students are finished testing, collect all test materials. Accommodated tests **MUST** be transcribed into the online system. See page 12 for instructions on signing into the test as a student. If tests are not transcribed, they will be returned to you for transcription. Once transcription is complete, return all materials to your School Test Coordinator.

Make-up Sessions

Directions for Administering Make-Up Sessions

After the school's regular testing has ended, it will be necessary to administer a make-up test to any student who missed the primary scheduled testing session. Scheduling make-up sessions must be coordinated with the School Test Coordinator to eliminate conflicts and to ensure that the students will be taking make-up tests under the same conditions as the other students.

For students who miss day one or day two and plan to complete the test, the test must always be given in the same order: Part I: Vocabulary/Reading on day one and Part II: Writing/Grammar on day two. If make-up testing is needed, the test must be administered over two days. All make-up tests must be administered, packed, and ready for pickup on the scheduled pick-up date for your district. **Like with all previous administrations, you are not allowed to reschedule your pick-up in order to administer makeup tests.**

General Points

Students who were absent during the regular testing session should have the opportunity to make up a test within the make-up period. For the make-up session, distribute and collect materials as described in the instructions for the regular sessions, and administer the test according to the instructions found in this manual.

School Test Coordinators must maintain test materials in a locked, secure storage area except during test administration. School Test Coordinators cannot distribute test materials to Test Administrators until the time of the make-up test administration. Test Administrators will receive only the specific make-up materials needed for the students who are taking a make-up test.

Once a student completes testing, the Test Administrator will prepare test materials to return to the School Test Coordinator, as explained on the following pages. Once the Test Administrator returns the makeup materials, all test materials, used and unused, must be kept in locked storage under the School Test Coordinator's authority.

The School Test Coordinator or his/her designee will then return the test materials to the District Test Coordinator.

Returning Materials to the School Test Coordinator

DIRECTIONS FOR PREPARING MATERIALS FOR RETURN TO THE SCHOOL TEST COORDINATOR

Inspecting the Writing Test Books

The Mississippi Department of Education requires this inspection to take place in a controlled setting. Immediately after testing, stack the **test books**. Each test book must be checked as follows:

- Make sure the students' marks have been made with a No. 2 pencil (soft, black lead). Light marks and marks made with colored pencils, ink, or felt-tip pens cannot be detected by scanners and will not be scored properly. Light marks and marks made with other writing instruments must be marked over with a No. 2 pencil.
- Check that student information is correct.

Inventorying Test Materials

Prior to returning the test materials, Test Administrators must inventory test books and read-aloud scripts. The number of test books and read-aloud scripts to be returned must equal the number issued. All test books, used and unused, **must** be accounted for.

Returning Test Materials

All test materials must be returned to the School Test Coordinator or his/her designee.

- After testing has ended, test books and read-aloud scripts have been inspected, and test materials have been inventoried, all test books should be immediately returned to the School Test Coordinator or his/her designee. All materials should be returned by the Test Administrator.
- All scratch paper must be collected and destroyed.

Thank you for participating in the Mississippi Assessment Program.

Administering Read-Aloud Accommodations

INSTRUCTIONS FOR ADMINISTERING READ-ALOUD ACCOMMODATIONS

If a student is testing online and requires the accommodation of having the test read aloud, there is a Screen Reader tool that will read items aloud to him/her. The accommodation must be marked in the Admin site by the STC prior to the start of the assessment.

If a student's IEP or 504 Plan requires he/she uses a paper/pencil version of the assessment, a Read-Aloud script is available for order. If you need a Read-Aloud script, contact your STC, who will compile orders for your school for the DTC.

Allowable Read-Aloud Accommodations

Accommodation 53: The directions can be read to the students throughout the assessment.

Accommodation 55: The directions and the questions and answer choices can be read aloud, but the reading passages cannot be read to the student.

Accommodation 58: The directions and the questions and answer choices can be read aloud, but the reading passages cannot be read to the student.

Instructions to the Read-Aloud Administrator

As the reader, you are required to review and comply with these instructions. Also, remember that all remaining requirements concerning test security still apply. You should be familiar with the specific read-aloud accommodations for your students prior to administering the read-aloud.

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

Administering Read-Aloud Accommodations

Notes to the Reader

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

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