Instructions for test administration in the classroom are provided in this Test Administrator’s Manual (TAM). The Test Coordinator’s Manual (TCM) serves to guide Test Coordinators through sign-in and general test administration activities for the End-of-Course (EOC) Assessments. The TAM and additional information can be accessed from the Help tab on the Online Administration System (Admin) located at:

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

All devices intended for use in the administration of the tests must be set up and configured to test using Nextera, Questar’s student test delivery system. If you have any questions, contact Questar or the MDE.
Contact Information

MDE:
- Office of Student Assessment 601-359-3052

Questa Customer Support:
- MScustomersupport@questarai.com
- 800-644-4054
User Roles and Responsibilities

State Level User (SLU)
- Acts as the point of contact for all District Test Coordinators (DTCs) in the MDE
- Edits student data as necessary
- Edits Test Administrator data as necessary
- Receives full access

District Information Technology Coordinator (DITC)
- Acts as the information technology point of contact for all schools in the district
- Only one role per district

District Test Coordinator (DTC) (same as District Level User—DLU)
- Communicates with the MDE
- Coordinates between the MDE, Questar, and the District
- Ensures all student data is correct
- Receives and distributes shipped items appropriately
- Acts as materials and notification point of contact for the MDE
- Assigns rights to School Test Coordinators for entry of new students and/or enters new student information
- Returns secure materials to Questar
- Views district level information, not state summary report
- Only one DTC per district, but multiple DLUs are allowed

School Test Coordinator (STC) (same as Building Level User—BLU)
- Documents the Test Administrator and proctor in each room
- Organizes Test Administrator codes into groups and how they went into testing
- Responsible for checking codes in and out
- Monitors codes
-Enters new student information and updates student information
- Assigns Test Administrators
- Assigns Hall Monitors
- Assigns Proctors
-Schedules tests
User Roles and Responsibilities (continued)

- Collaborates with District Test Coordinator on schedules and managing students
- Only one STC per school, but multiple BLUs are allowed

Test Administrator

- Leads the test administration
- Reads the directions from the TAM and monitors students
- Holds a current teaching license
- Takes attendance during test administration
- Creates or signs off on the seating chart that is provided by the School Test Coordinator
- Can view students assigned to his/her classroom
- Can view student demographic information

Proctor

- Provides support as the secondary adult in the classroom during testing
- Monitors students and answers allowable questions
- Receives NO access to anything such as computers, testing tools, etc.
- Records own name for district tracking purposes
- Signs off on seating chart provided by the Test Administrator or School Test Coordinator

*See the “Guidelines for Answering Questions about the Test” section on page 17.
Test Administration Checklist

Before Testing

☐ Carefully read the TAM to become familiar with the duties of the Test Administrator. The TAM and additional information can be accessed from the Help tab in Nextera Admin. Contact your School Test Coordinator (STC) if there are any questions.

☐ Participate in the Mississippi Academic Assessment Program (MAAP) test security training.

☐ Work with the STC to prepare the test environment. The test environment should allow for comfortable seating, good lighting, a quiet setting, and adequate work space. Remove or cover posters and visual aids. Post a “Do Not Disturb — Testing in Progress” sign on the door on the day of testing.

☐ Ensure that test materials are handled according to the School Test Security Plan.

☐ Become familiar with the calculator and scratch paper policies.

☐ Ensure the memory is cleared on all calculators used in testing.

☐ Prior to testing, work with the STC and teachers to ensure that students are familiar with the Item Samplers that are available.

☐ Work with the STC, as needed, to print student sign-in credentials (test labels) and the Test Session Access Code(s) for the test.

☐ Become familiar with the accommodations specified in the students’ Individualized Education Program (IEP), Section 504 Plan, and Language Service Plan (LSP). Discuss with the STC how accommodations should be provided for each student.

☐ Ensure access to the Student Test Sign-In screen prior to testing.

☐ Prepare a seating chart to be used in the testing room.

☐ Become familiar with all of the Nextera student testing features before the administration.

☐ Work with the STC to understand how to troubleshoot common testing issues.

☐ If administering a Paper/Pencil version of the test, become familiar with the directions for administering Paper/Pencil tests.

☐ Become familiar with the requirements of distributing, collecting, and returning test materials to the STC.

☐ Become familiar with the Test Security Guidelines available on the MDE website at http://www.mdek12.org/OSA/TS.

☐ Notify the STC of any missing testing materials.
Test Administration Checklist (continued)

During Testing

☐ Maintain an adequate test environment that allows for comfortable seating, good lighting, quiet setting, and adequate work space.

☐ Ensure that test materials are always in the possession of two trained (one being certified) staff members.

☐ Maintain the security of testing materials. The content of the test, including student responses, must not be reproduced or disclosed.

☐ Distribute student test labels to the correct student and ensure each student signs into his/her assigned testing session. Report missing or absent students to the STC. Report missing sign-in credentials to the STC.

☐ Assign and distribute all secure testing materials to students, as needed.

☐ Read the “SAY” directions to the students before testing just as they are written, using a natural tone and manner. If a mistake is made when reading the directions, stop and say, “No, that is wrong. Listen again.” Then read the directions again.

☐ Administer the test and manage test sessions as described in the TAM.

☐ Actively monitor students’ progress.

☐ Answer student questions related to Nextera Test Delivery System functionality and test procedures. Do not answer any questions related to the content of the test.

☐ Make sure that the seating chart for the testing session includes the student’s name and the location of each student testing. Update the chart to account for absent students.

☐ Report any unusual circumstances or possible security violations to the STC and/or the DTC immediately.

☐ Collect and account for all secure testing materials.

After Testing

☐ Verify that all online tests have been submitted.

☐ Collect and inventory all secure testing materials, including scratch paper.

☐ Return all secure materials to the STC according to the procedures in the TAM and/or School Test Security Plan.
General Directions for Administering the Assessments

Online Administration

All MAAP tests are online assessments. If a student’s IEP, 504 Plan, or LSP dictates a Paper/Pencil, Braille, or Large Print accommodation, printed tests are available. DTCs can order accommodated materials through the Help tab and Order Materials link in Nextera Admin.

Administration of the 2017–18 Mississippi Academic 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 person administering the tests, physical arrangement of the rooms, and adherence to instructions.

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

Test Environment

The test environment should allow for comfortable seating, good lighting, quiet setting, and adequate work 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.
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 and student test labels are secure documents and must be treated as such. They will be kept in a designated, locked, and secure place at all times, except during the actual test administration. The contents of the test, including student responses, must not be reproduced or disclosed.

- Two trained staff members must remain with the test materials at all times. One of these staff members must be certified. No one other than students taking the test should read the test. In the event that a reading accommodation must be provided for a student, the Test Administrator, proctor, and reader (if applicable) 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, 2016.

- The 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 Student Identity and Eligibility to Test

To ensure accurate student placement, the Test Administrator must only use DTC/STC approved rosters.
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 MAAP assessments.
- Students will need a hand-held scientific or graphing calculator. These calculator tools are not available in Nextera. A four-function calculator is the only calculator tool available in Nextera.
- Calculators with a Computer Algebra System (CAS) feature are not allowed.
- Tablets, laptops (or PDAs), or phone-based calculators are not allowed during MAAP assessments.
- Students are not allowed to share calculators within a testing session.
- Test Administrators and/or proctors must confirm that memory on all calculators has been cleared before and after each testing session. Failure to comply with this portion of the calculator policy will result in a test security violation.
- Calculators with “QWERTY” keyboards are not permitted.
- If schools or districts permit students to bring their own hand-held calculators for MAAP assessment purposes, Test Administrators must confirm that the calculators meet MAAP requirements as defined above.

Calculator Accommodation Policy

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

- 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 that section. NOTE: This accommodation will remain in place if the overall calculator policy changes. This does not change or replace the Allowable Calculator policy above.
Scratch Paper

General Policies

- Schools will provide scratch paper for students.
- Scratch paper should be handed out as needed, not in stacks.
- Scratch paper must be returned to the STC/DTC along with any other testing materials.
- Scratch paper must be held by the STC for students with Accommodation 25 until the completion of their assessment.
- All scratch paper, including graph paper on the Algebra I portion of the assessment, should be shredded per your security plan.
- Districts must shred scratch paper by the last day of the testing window.
- The DTC must complete and upload the Certificate of Shredding to SharePoint within 7 days of the end of the testing window, acknowledging that the scratch paper has been shredded.
- Students have access to an unlimited amount of scratch paper for all portions of the MAAP assessment; there is no minimum or maximum amount of scratch paper per student.
- Graph paper is allowed to be used as scratch paper in all grades for the Algebra I portion of the assessment.
Medical Emergencies Guidance

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

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

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

- The district will accept the low score to prevent the student from counting as not tested and against the district's participation rate.
- The student and/or parent refuses to continue testing.

The district may invalidate the score when the student has answered 10 or fewer questions for the following reasons:

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

Preliminary Planning

- Some students have experience in taking online assessments, 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 ms-sampler.nextera.questarai.com.
- 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. For example, if there are 26–35 students there must be a Test Administrator and two proctors.
- Ensure that arrangements have been made for special accommodations for any student with an Individualized Education Program (IEP), 504 Plan, or LSP that specifies allowable testing accommodations.

Students Leaving the Testing Area and Students Not Completing the Test

- If a student must leave the testing area for any reason before completing the test, make sure he/she signs out of the test or his/her testing materials are collected. 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 test labels with sign-in information.
- If a student does not complete the test for any reason, he/she MAY be eligible to retake or finish the test during the make-up sessions. Make-up testing is ONLY for those students who were not present or had an emergency during the original testing session. Students will not be allowed back into their tests unless they meet eligibility requirements in paragraph 1 of page 13.
Procedures for Reading Test Directions for All Tests

- Allow time prior to the test period to distribute materials and demonstrate proper testing procedures. Plan for approximately 10 minutes to read the test directions to the students.
- Districts must document in their district/school test security plans the block of time allotted for testing, as well as the procedures used to dismiss students from testing.
- The following sections contain directions that are to be read to students as they prepare to take one of the MAAP tests.

The directions for all MAAP tests can be found in Appendix A (online) and Appendix B (accommodated).
Testing Guidelines

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 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.
## Testing Guidelines (continued)

<table>
<thead>
<tr>
<th>WHEN STUDENTS ASK FOR HELP</th>
<th>You May...</th>
<th>DO NOT...</th>
</tr>
</thead>
<tbody>
<tr>
<td>• for general help or advice:</td>
<td>• remind students to follow directions. • recommend that students check their work carefully.</td>
<td>• make specific suggestions relative to students’ work.</td>
</tr>
<tr>
<td>• for advice regarding test-taking strategies:</td>
<td>• suggest that students try unspecified alternate strategies.</td>
<td>• recommend a specific strategy.</td>
</tr>
<tr>
<td>• about the difficulty of a test item:</td>
<td>• encourage students to keep trying.</td>
<td>• comment about the difficulty level of any question.</td>
</tr>
<tr>
<td>• whether particular answers are right or wrong:</td>
<td>• use a neutral response such as “Choose the answer you think is correct and then continue.”</td>
<td>• tell students that particular answers are right or wrong. • cue correct answers through vocal inflection, facial expressions, signs, or gestures.</td>
</tr>
<tr>
<td>• about the meaning of a word, phrase, or sentence:</td>
<td>• 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.</td>
<td>• define a content word or phrase, or explain the meaning of a sentence.</td>
</tr>
<tr>
<td>• about their progress on the test:</td>
<td>• refer them to the amount of time remaining.</td>
<td>• ask students to work faster.</td>
</tr>
</tbody>
</table>
Item Sampler and Practice Tests

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

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 test. To take the online Item Sampler, students should click “Start Test.”
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/LSP, then direct them to click “Continue.” (During the actual assessment, accommodations are pre-assigned based on students’ IEPs/504 Plans/LSP.) The system will walk students through a short tutorial on the tools and features of the Sampler before they begin the Item Sampler.

If a student’s IEP, 504 Plan, or LSP indicates he/she requires a Paper/Pencil version of the test, the Item Sampler or Practice Test may be printed for practice. Teachers 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 the STC.

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 or Practice Test.
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 Session 1 or Session 2 and plan to complete the test, the test must always be given in the same order: Session 1 must be given prior to Session 2. If make-up testing is needed, make-up sessions may be given in one day or over two days, consistent with the standard testing session for each content area. All paper-based 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 make-up tests.**

General Points

Students who were absent during the regular testing session will have the opportunity to make up a test during the MDE approved testing window. 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 the TAM.

School Test Coordinators will 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 make-up materials, all test materials 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**

**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 and read-aloud scripts 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 and read-aloud scripts should be immediately returned to the School Test Coordinator or his/her designee.

- All scratch paper must be collected and given to the STC/DTC.
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 Text-to-Speech tool that will read directions and/or items aloud to him/her. The accommodation must be marked in the Nextera Admin by the SLU, DTC/DLU, or STC/BLU prior to the start of the assessment.

If a student’s IEP, 504 Plan, or LSP requires he/she uses a Paper/Pencil version of the assessment and/or has a human reader, and/or if the Plan permits paraphrasing, a Read-Aloud script is available for order. If a Read-Aloud script is needed, contact the STC, who will compile orders for the school for the DTC.

Allowable Read-Aloud Accommodations

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

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

Accommodation 58: The test directions, questions, and answer options can be read to individual students or a group, repeating and/or paraphrasing only the directions if needed.
Administering Read-Aloud Accommodations (continued)

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, 504 Plan, or LSP accommodations allow the directions to be paraphrased. Any additional information or explanation shall not be provided as this will affect what the test is designed to measure.

Notes to the Reader

1. Pause after reading the question number and before reading the question itself.
2. Emphasize words or phrases that are underlined, italicized, or entirely capitalized.
3. 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.
FAQs

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

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 the School Test Coordinator so he/she is aware of the issue.
- iPad2 Guided Access – If students are using the Apple iPad2 without Guided Access turned on, they may receive a message saying to turn on Guided Access to sign in to the test. Due to a known issue introduced by Apple, when Guided Access is turned on, it may not allow students to select their responses in the test. If this issue occurs, 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.

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 on the same device once network connectivity is restored. This will send remaining responses to the Questar server.
Before you begin administering the test, make sure you have all of your student sign-in credentials and the Access Code for the test. In Nextera, these are the testing labels. If you do not, please refer to the “Printing Student Labels” 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 steps in administering the test are to pass out scratch paper, pencils, calculators, and the secure student test labels, and to have students sign in. If your district tests Session 2 of the Algebra I or English II test on another day, refer back to these instructions for logging into Session 2:

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 “Questar Secure Browser MS.” 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?
Students will enter their case-sensitive User ID and password exactly as they appear on their test labels and click the SIGN IN button.

**SAY** Look at the User ID on your test label. 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 test label. 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 (continued)

On the next screen, students will confirm the information is correct and click “Yes.” (If any student raises his/her hand during the following steps, pause and contact the School Test Coordinator before continuing. The STC can then edit the student information from the Students tab of Nextera Admin or contact Questar’s Customer Support for assistance.)

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

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

• your date of birth
• your grade
• your gender
• your school’s name
• your student number
• your teacher’s name

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

If a student’s information is incorrect, notify your STC before the student begins the test.

SAY If all of the information is correct, you can click “YES” now. The YES button is at the bottom of the screen. Do not go past the next screen.
Online Testing Directions — Student Test Sign In (continued)

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 test” button next to [insert test to be administered].

SAY  You should now see the first page of the directions tutorial.

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

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

When you come to the screen telling you the Access Code is needed, stop.

Students will enter the Access Code later.

Note: For students with Text-to-Speech accommodations, make sure that they are provided with a working set of headphones or earbuds and that the sound on their devices has been set to a reasonable level.
Review Screen

**SAY** If there is time remaining once you finish your test, you may review your work. To review your test before submitting it for scoring, select the Review button.

**SAY** You can filter through different views on the Review screen to see unanswered questions, answered questions, bookmarks, or notes. The automatic filter is used to see unanswered questions.

**SAY** You can navigate back to a question by clicking on the question number. Then click the Review button again to return to the Review screen. If you have any questions once you finish the test and go to the Review screen, raise your hand at that time and I will help you.

**SAY** When you are ready to submit your test, go to the Review screen and click “Submit test.” 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 might have.
Administering the Test

1. **Access code needed**
   - Please enter the access code that your <literals.teacher> gives you.
   - [Exit] [Continue]

2. **Wait to start**
   - Wait until your <literals.teacher> tells you to start the test.
   - [Exit] [Start test]

---

**1. SAY** You should now see a screen asking for the Access Code. In the space provided, type in [insert your Access Code]. Then click “Continue.”

**Note:** The remainder of the script does not apply for students testing with the extended time accommodation. Instruct extended time students to begin and refer to their IEP, 504 Plans, or LSP for timing instructions.

There will be a separate Access Code for each session. Ensure the correct Access Code is used for the session being administered. Provide help to students who need it. Find the directions for the appropriate subject to continue with the test. Once all students have clicked Continue,

2. Read the appropriate script on the following pages.
Administering the Test (continued)

ALGEBRA I

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

SESSION 1

**SAY** The test you are about to take will last 2 hours and 37 minutes. Click “Start test.”

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 “Submit test.” Click “Submit test” again in the window that pops up. You have completed the test.

Collect all test labels to return to your School Test Coordinator.

SESSION 2

**SAY** The test you are about to take will last 1 hour and 30 minutes. Click “Start test.”

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 “Submit test.” Click “Submit test” again in the window that pops up. You have completed the test.

Collect all test labels to return to your School Test Coordinator.
Administering the Test (continued)

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

**SESSION 1**

**SAY** You will have two blocks of time, with a ten-minute break between them, to complete the entire test. The first block will last 1 hour and 18 minutes. I will stop you when it is time for a break. Click “Start test.”

Make note of the time students begin. For specific directions on pausing tests for breaks, see page 39. When it is time for the break,

**SAY** Stop. Locate the Sign Out link at the top right of your screen. Click “[||] / Sign out.” Then, click “Pause test.” We will take a ten-minute break before continuing. You may not discuss answers during this time.

When students are seated after their break,

**SAY** You will have 1 hour and 19 minutes to complete the test. Using your same test label, sign in again. Wait for me to tell you when to begin.

Help students sign in again. Once all students are on the “Wait to start” screen,

**SAY** Click “Start test.”

Make note of the time students begin. 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 “Submit test.” Click “Submit test” again in the window that pops up. You have completed the test.

Collect all test labels to return to your School Test Coordinator.
Administering the Test (continued)

SESSION 2

SAY The test you are about to take will last 1 hour and 30 minutes. Click “Start test.”

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 “Submit test.” Click “Submit test” again in the window that pops up. You have completed the test.

Collect all test labels to return to your School Test Coordinator.
Administering the Test (continued)

ENGLISH II AND WRITING

For those choosing not to take the designated break during the English II test, read the following directions.

SESSION 1—ENGLISH II

Note: For accommodations testing, refer to MDE’s Accommodation Manual for the policy on extended testing time.

SAY The test you are about to take will last 2 hours and 18 minutes. Click “Start test.”

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 “Submit test.” Click “Submit test” again in the window that pops up. You have completed the test.

Collect all test labels to return to your School Test Coordinator.

SESSION 2—WRITING

Note: For accommodations testing, refer to MDE’s Accommodation Manual for the policy on extended testing time.

Students with the Extended Time accommodation may go on to Prompt 2 at their own pace.

SAY You will have 1 hour and 15 minutes to complete your response for Prompt 1. Do not start Prompt 2 until I tell you to do so. Otherwise, your test will be invalidated. Click “Start test.”

When there are ten minutes left,

SAY You have ten minutes left.

When time is up,

SAY Stop. This is the end of Prompt 1. You will have 1 hour and 15 minutes to complete your response for Prompt 2. Do not go back to Prompt 1 during this time, or your test will be invalidated. You may begin.

When there are ten minutes left,

SAY You have ten minutes left.
Administering the Test (continued)

When time is up,

**SAY** Stop. Time is up. Click the Review button, then click “Submit test.” Click “Submit test” again in the window that pops up. You have completed the test.

Collect all test labels to return to your School Test Coordinator.
Administering the Test (continued)

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

**SESSION I—ENGLISH II**

**SAY** You will have two blocks of time, with a ten-minute break between them, to complete the entire test. The first block will last 1 hour and 9 minutes. I will stop you when it is time for a break. Click “Start test.”

Make note of the time students begin. For specific directions on pausing tests for breaks, see page 39. When it is time for the break,

**SAY** Stop. Locate the Sign Out link at the top right of your screen. Click “|| / Sign out,” then click “Pause test.” We will take a ten-minute break before continuing. You may not discuss answers during this time.

When students are seated after their break,

**SAY** You will have 1 hour and 9 minutes to complete the test. Using your same test label, sign in again. Wait for me to tell you when to begin.

Help students sign in again. Once all students are on the “Wait to start” screen,

**SAY** Click “Start test.”

Make note of the time students begin. 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 “Submit test.” Click “Submit test” again in the window that pops up. You have completed the test.

Collect all test labels to return to your School Test Coordinator.
Administering the Test (continued)

SESSION 2—WRITING

**Note:** For accommodations testing, refer to MDE’s Accommodation Manual for the policy on extended testing time. Students with the Extended Time accommodation may go on to Prompt 2 at their own pace.

**SAY** You will have 1 hour and 15 minutes to complete your response for Prompt 1. Do not start Prompt 2 until I tell you to do so. Otherwise, your test will be invalidated. Click “Start test.”

When there are ten minutes left,

**SAY** You have ten minutes left.

When time is up,

**SAY** Stop. This is the end of Prompt 1. You will have 1 hour and 15 minutes to complete your response for Prompt 2. Do not go back to Prompt 1 during this time, or your test will be invalidated. You may begin.

When there are ten minutes left,

**SAY** You have ten minutes left.

When time is up,

**SAY** Stop. Time is up. Click the Review button, then click “Submit test.” Click “Submit test” again in the window that pops up. You have completed the test.

Collect all test labels to return to your School Test Coordinator.
BIOLOGY I AND U.S. HISTORY

Note: The Biology I and U.S. History tests are untimed. If districts have a designated time allowed for students to complete a test, this time must be stated.

SAY You will have as much time as you need to complete the test as long as you are on task. If you finish early, you may check your work by clicking the Review button. Once you are finished reviewing your answers, click “Submit test” in the Review screen. Then, click “Submit test” again in the window that pops up to complete the test. Click “Start test.”

Once all students have finished the test, collect all test labels to return to your School Test Coordinator.
Breaking During a Test

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

SAY

Find the || / Sign out link at the top right of your screen next to your name.

Click it once and a screen will pop up asking if you’re sure you want to sign out of the test. Click “Pause test.”

The tests are now signed out. Students must sign back in using their same User IDs/passwords and submit the tests once they are finished. Students will not be allowed back into their tests the next day.
Appendix B: Directions for Accommodated Tests

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

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, 504 Plan, or LSP. Test Administrators MUST transcribe all Paper/Pencil, Braille, and Large Print student answers into Nextera immediately.

If you are administering an accommodated version of the Algebra I test, make sure that each student has an allowable calculator. Distribute the appropriate Reference Sheet, if needed, and clean scratch paper to these students. Reference Sheets and scratch paper are considered secure materials. Scratch paper must be collected and given to the STC/DTC after testing, and Reference Sheets must be collected and returned to Questar.

[FOR ACCOMMODATED TESTS]

Individualized Education Program, Section 504 Plan, and Language Service Plan 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 17 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. All accommodated tests MUST be transcribed into the online system. See page 25 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.
Administering the Test

ALGEBRA I

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

SESSION 1

**SAY** The test you are about to take will last 2 hours and 37 minutes. Open your test book to page 3. You may 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. Put your pencils down and close your test books. You have completed the test.

Collect all test materials to return to your School Test Coordinator.

SESSION 2

**SAY** The test you are about to take will last 1 hour and 30 minutes. Open your test book to Session 2. You may 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. Put your pencils down and close your test book. You have completed the test.

Collect all test materials to return to your School Test Coordinator.
Administering the Test (continued)

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

SESSION 1

**SAY** You will have two blocks of time, with a ten-minute break between them, to complete the entire test. The first block will last 1 hour and 18 minutes. I will stop you when it is time for a break. Open your test book to page 3. You may begin.

Make note of the time students begin. When it is time for the break,

**SAY** Stop. Place your pencil inside your test book and close the book. We will take a ten-minute break before continuing. You may not discuss answers during the break.

When students are seated after their break,

**SAY** You will have 1 hour and 19 minutes to complete the test. Wait for me to tell you when to begin. Open your test book to where you stopped before the break.

Once all students have opened their books,

**SAY** You may begin.

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

**SAY** You have ten minutes left.

When time is up,

**SAY** Stop. Time is up. Put your pencils down and close your test book. You have completed the test.

Collect all test materials to return to your School Test Coordinator.

SESSION 2

**SAY** The test you are about to take will last 1 hour and 30 minutes. Open your test book to Session 2. You may begin.

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

**SAY** You have ten minutes left.
Administering the Test (continued)

When time is up,

**SAY** Stop. Time is up. Put your pencils down and close your test book. You have completed the test.

Collect all test materials to return to your School Test Coordinator.
Administering the Test (continued)

ENGLISH II AND WRITING

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

SESSION 1—ENGLISH II

**Note:** For accommodations testing, refer to MDE’s Accommodation Manual for the policy on extended testing time.

**SAY** The test you are about to take will last 2 hours and 18 minutes. Open your test book to page 3. You may 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. Put your pencils down and close your test book. You have completed the test.

Collect all test materials to return to your School Test Coordinator.

SESSION 2—WRITING

**Note:** For accommodations testing, refer to MDE’s Accommodation Manual for the policy on extended testing time.

Students with the Extended Time accommodation may go on to Prompt 2 at their own pace.

**SAY** You will have 1 hour and 15 minutes to complete your response for Prompt 1. Do not start Prompt 2 until I tell you to do so. Otherwise, your test will be invalidated. Open your test book to Session 2. You may begin.

When there are ten minutes left,

**SAY** You have ten minutes left.

When time is up,

**SAY** Stop. This is the end of Prompt 1. Find the beginning of Prompt 2 in your test book. You will have 1 hour and 15 minutes to complete your response for Prompt 2. Do not go back to Prompt 1 during this time, or your test will be invalidated. You may begin.
Administering the Test (continued)

When there are ten minutes left,

**SAY**  You have ten minutes left.

When time is up,

**SAY**  Stop. Time is up. Put your pencils down and close your test books. You have completed the test.

Collect all test materials to return to your School Test Coordinator.
Administering the Test (continued)

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

SESSION I—ENGLISH II

Note: For accommodations testing, refer to MDE’s Accommodation Manual for the policy on extended testing time.

SAY  You will have two blocks of time, with a ten-minute break between them, to complete the entire test. The first block will last 1 hour and 9 minutes. I will stop you when it is time for a break. Open your test book to page 3. You may begin.

Make note of the time students begin. For specific directions on pausing tests for breaks, see page 39. When it is time for the break,

SAY  Stop. Place your pencil inside your test book and close the book. We will take a ten-minute break before continuing. You may not discuss answers during the break.

When students are seated after their break,

SAY  You will have 1 hour and 9 minutes to complete the test. Wait for me to tell you when to begin. Open your test book to where you stopped before the break.

Once all students have opened their books,

SAY  You may begin.

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

SAY  You have ten minutes left.

When time is up,

SAY  Stop. Time is up. Put your pencils down and close your test book. You have completed the test.

Collect all test materials to return to your School Test Coordinator.
Administering the Test (continued)

SESSION 2—WRITING

Note: For accommodations testing, refer to MDE’s Accommodation Manual for the policy on extended testing time. Students with the Extended Time accommodation may go on to Prompt 2 at their own pace.

SAY You will have 1 hour and 15 minutes to complete your response for Prompt 1. Do not start Prompt 2 until I tell you to do so. Otherwise, your test will be invalidated. Open your test book to Session 2. You may begin.

When there are ten minutes left,
SAY You have ten minutes left.

When time is up,
SAY Stop. This is the end of Prompt 1. Find the beginning of Prompt 2 in your test book. You will have 1 hour and 15 minutes to complete your response for Prompt 2. Do not go back to Prompt 1 during this time, or your test will be invalidated. You may begin.

When there are ten minutes left,
SAY You have ten minutes left.

When time is up,
SAY Stop. Time is up. Put your pencils down and close your test books. You have completed the test.

Collect all test materials to return to your School Test Coordinator.
Administering the Test (continued)

**BIOLOGY I AND U.S. HISTORY**

**Note:** The Biology I and U.S. History tests are untimed. If districts have a designated time allowed for students to complete a test, this time must be stated.

**SAY** You will have as much time as you need to complete the test as long as you are on task. If you finish early, you may check your work. Open your test book to page 3. You may begin.

Once all students have finished the test, collect all test materials to return to your School Test Coordinator.