

# TEST ADMINISTRATOR MANUAL

**SPRING 2023 • MISA 5 & 8**



**Computer-Based and Paper-Based Testing**



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*\* Larry Hogan was the Governor of Maryland when this manual went to print.*

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## WHAT'S NEW FOR THE SPRING 2023 ADMINISTRATION?

### New Content and a Few Reminders

- The URL for the MCAP Portal is <https://support.mdassessments.com>.
- Each STC should enter their MCAP MISA testing schedule in the Statewide Schedule Tool at <https://itempra.org/schedule>. Schedules should be entered no later than a week before the testing window and updated as changes occur.
- The timing and number of Sections for the 2023 MCAP MISA 5&8 will consist of four 40-minute Sections.
- Scheduling the date and time when creating a Session in Pearson Access are now required fields that control when the test will be available to students.
- The Answer Masking tool is available to all students when properly indicated on the Local Student and Accommodations file submitted by the LAC or STC in the LEA 24 schools. It is highly recommended that teachers use the Practice Tests to model the use of this tool.
- Students taking a paper version of this test must be placed into a Session on Pearson Access. This is for Scoring and Reporting purposes.
- Any student still in the Active Status at the end of a Section in Pearson Access should be resumed and then moved to the next Section of the test by the STC. Once a student is moved, the STC must continue to move the student to the next Section for the remainder of the test.



## 1.0 Overview

The Maryland Comprehensive Assessment Program (MCAP) is the umbrella for annual statewide assessments in English Language Arts/Literacy, Mathematics, Science, and Social Studies. The MCAP assessments can be administered in either computer-based (CBT) or paper-based (PBT) format.

The Maryland Integrated Science Assessment (MISA) administered in grades 5 & 8 will focus on the ability to demonstrate the essential knowledge and understanding of science and engineering to make sense of real-world phenomena and solve authentic problems.

### 1.1 About this Manual

This manual provides instructions applicable to Test Administrators necessary for the computer-based and paper-based administration of the MCAP MISA 5&8 assessment, as well as the procedures and protocols for the Test Administrator to complete before, during, and after each test administration. This manual also contains the protocols that Test Administrators and Proctors must follow related to test security and test administration. Definitions for terms used in this manual can be found in **Appendix A**.

When administering the MCAP assessment to students, the Test Administrator will use the same script (i.e., student directions that are read aloud during testing) for all four Sections and Mode of testing (computer-based or paper-based) they are administering. All administration instructions are contained within each script. The translated Spanish scripts are available at <https://support.mdassessments.com/>.

Documents referenced in this manual are available on the MCAP Portal found at: <https://support.mdassessments.com/>.

**NOTE: Procedures outlined in this manual must be followed. Failure to follow proper testing procedures is a violation of the Code of Maryland Regulations (COMAR), Section 13A.03.04.05A: *Test Administration and Data Reporting Policies and Procedures, Testing Behavior Violations.***

### 1.2 Roles of Individuals

**The Local Accountability Coordinator (LAC)** in each Local Educational Agency (LEA) is the individual at the LEA level who is responsible for the overall coordination of each test administration. When testing issues arise, the LAC is the main point of contact with the Maryland State Department of Education (MSDE). In Maryland’s LEA 24 schools, most tasks for this role are the responsibility of the School Test Coordinator.

**School Test Coordinator (STC)** is the individual at the school level who is responsible for the overall coordination of test administration. All schools in Maryland are required to have an STC. The STC role may not be taken on by the principal unless a waiver is submitted and approved by MSDE. The STC must resolve testing issues at their school, collaborate on preparing technology, and report any irregularities during or after testing. This individual is also responsible for all post-testing procedures. The Pearson Access platform calls this the Test Coordinator role.

**Test Administrator (TA)** is an individual at the school who is responsible for administering the assessment. All Test Administrators must be employees of the LEA/LEA 24 school and trained for the specific test administration. The Pearson Access platform calls this the Test Administrator role.

Legislation (House Bill 617) allows a public school principal to appoint any employee to serve as the TA pending review and approval by the local Superintendent. Although principals may select any employee, keep in mind that the TA remains culpable if test security infractions occur.

All Personnel assigned to be Test Administrators must be employees of the local school system, be trained for their role, and sign a “Test Administration and Certification of Training Form and Non-Disclosure Agreement.”

**Teacher (T)** is an individual with secure account access to information about their students in Pearson Access. The Teacher may administer the assessment, but in this manual, we will call the person administering the assessment the Test Administrator. The Pearson Access platform calls this the Teacher role.

**Non-Eligible Test Administrators:** Teachers or staff who are parents or legal guardians may NOT serve as a Test Administrator for their own child or any student residing within the same dwelling. Parents who are regular volunteers, student teachers, or student interns may not serve as the TA.

The following roles do not need access to Pearson Access:

**Proctor** is an individual who may be called on to help monitor a testing Session under the supervision of the Test Administrator. A Test Administrator must be in the room at all times during testing if a Proctor is present. Student teachers may serve as Proctors who assist the Test Administrators.

Proctor responsibilities include but are not limited to:

- Meeting with the School Test Coordinator to review test security and administration protocols
- Reviewing policies and instructions in the *Test Administrator Manual*
- Assisting in the preparation of the testing environment
- Assisting in the supervision of test administration during each Section

A Proctor is recommended for all classrooms due to the nature of computer-based testing.

**Accommodator** is an individual who, under the direction of the Test Administrator, provides specific accommodations that are documented in a student’s IEP, 504 plan, or EL Plan.

**Technology Coordinator (TC)** is an individual at the school or LEA level who is responsible for setting up testing devices for computer-based testing. The School Test Coordinator must collaborate with an individual who will be on-site or readily available to serve in this role during the administration. The Technology Coordinator will no longer need an account in Pearson Access but can access technical requirements on the MCAP Portal (<https://support.mdassessments.com/technology-setup/>).

Technology Coordinator responsibilities include but are not limited to:

- Configuring student testing devices
  - Ensuring each device meets minimum technology requirements
  - Installing/updating the TestNav App on each testing device
- Ensuring the infrastructure (e.g., wireless access points, bandwidth) is adequate
- Managing problems with firewalls
- Removing (or turning off) any software that would allow secure test material on testing devices to be viewed on another testing device during testing
- Providing technical support for School Test Coordinators and Test Administrators
- Assisting with the retrieval of “Log Files” on student devices when requested by Pearson



## 2.0 Test Security and Administration Policies

### 2.1 Maintaining the Security of Test Materials and Content

The administration of any MCAP assessment is a secure testing event. Maintaining the security of test materials before, during, and after the test administration is crucial to obtaining valid and reliable results.

Students may not have access to secure test materials before testing. For a full list of testing materials, refer to Section 4.2. The following test materials are secure and must be returned to Pearson as either scorable or nonscorable:

- Paper test books
- Large print and braille test books
- Spanish test books
- Student testing tickets and Seal Codes if printed (computer-based testing)
- Scratch paper written on by students

Follow the security plan developed by your School Test Coordinator and/or principal for your school. Contact your School Test Coordinator with any questions about your school's security plan.

Make sure to follow your school's chain-of-custody protocol for secure materials at all times. Failure to follow proper chain-of-custody requirements may result in test invalidations. The handling of secure test materials must be documented before, during, and after test administration in order to maintain their security.

#### 2.1.1 Test Administrator Responsibilities

##### 1. Receive training in administering test Sessions properly and securely.

- Review the *Test Administrator Manual (TAM)* and all relevant test security requirements before administering test Sessions.
- Attend any training session(s) led by the STC/Designee before test administration.
- Understand and follow the protocols related to administering accessibility features and accommodations, if applicable.
- Sign the Test Administration and Certification of Training Form and Non-Disclosure Agreement after training.

##### 2. Administer all tests according to appropriate protocols.

- Administer tests during the days specified for each content by the LAC within the MSDE testing window.
- Follow the directions and read the scripts in the *TAM* verbatim to students. Translated scripts in Spanish are available under the Resources section on the MCAP Portal at (<https://support.mdassessments.com/>).
- Remove or cover any classroom displays that provide information related to the content being assessed or to test-taking strategies (refer to Section 2.3).
- Provide students with all required test materials as listed in the *TAM*.
- Prevent the use of prohibited materials (refer to Section 2.3) during testing Sections. Note that results may be invalidated for students who use cell phones or other prohibited electronic devices during a test Section, including after a student turns in their test materials and during a break (see exception listed in Section 2.2.1).
- Manage test Sessions in Pearson Access.
- Only provide one Seal Code at a time when directed in the test script for computer-based testing.

3. **Focus full attention on the testing environment at all times during testing.**
  - Ensure that students are not running any applications on their testing device (music streaming, YouTube®, etc.) before launching TestNav.
  - Monitor the testing process by continually moving unobtrusively about the room.
  - Ensure that students are supervised during testing, including during breaks.
  - Ensure students are working only on the Section being administered. If a Test Administrator observes a student working in the incorrect Section, this can be a testing irregularity that must be reported to the STC.
  
4. **Ensure that students do not participate in any form of cheating.**
  - Ensure that students do not consult notes, textbooks, or other teaching materials; do not share test questions with other students; and do not consult other students, school personnel, or anyone else during testing.
  - Ensure that students do not have access to any electronic communication with other students during testing.
  
5. **Do not provide unauthorized assistance to a student that could impact their answers.**
  - At any time during a test Session, a Test Administrator may repeat verbatim a portion of the *Test Administrator Manual* script if necessary for clarification.
  - Test Administrators must not assist a student during testing or alter or interfere with a student's response in any way that would impact their answers. Examples of unauthorized assistance include, but are not limited to:
    - Providing answers to a student
    - Indicating that a student has answered a question correctly, incorrectly, or left a question blank
    - Defining words or providing synonyms
    - Spelling words
    - Influencing a student's responses by offering verbal or non-verbal hints, clues, or cues
    - Altering, explaining, simplifying, or paraphrasing any test question, reading passage, writing prompt, or Selected Response answer option
    - Suggesting that a student add more information to a response or review or reconsider a response to a question
  
6. **Follow proper test security procedures for providing accessibility features or accommodations.**
  - Ensure that students are only provided accommodations or accessibility features that are listed specifically for use during testing in an approved IEP, 504 plan, or EL plan.
  - Follow guidelines on proper administration of accommodations as prescribed in the *Maryland Assessment, Accessibility, & Accommodations Policy Manual*.
  
7. **Follow chain-of-custody requirements to return all test materials after testing each day.**

### 2.1.2 Security Forms

In the event of a testing irregularity or a test security breach, Test Administrators should be prepared to provide their STC or LAC with information needed to complete the investigation.

## 2.2 Testing Irregularities and Security Breaches

Any action that compromises test security or score validity is prohibited. These may be classified as testing irregularities or security breaches. Section 2.2.1 contains examples of activities that compromise test security or score validity (note that these lists are not exhaustive). It is highly recommended that School Test Coordinators discuss these and other possible testing irregularities and security breaches with Test Administrators during training. Refer to Section 2.2.2 for information on reporting testing irregularities and security breaches.

### 2.2.1 Examples of Testing Irregularities and Security Breaches

Examples of test security breaches and irregularities include but are not limited to:

- **Electronic Devices Irregularities**
  - Using a cell phone or other prohibited handheld electronic device (e.g., smartphone, iPod®, smart watch, personal scanner, eReader, etc.) while secure test materials are distributed, while students are testing, after a student has submitted the Section/test but still in the testing room, or during a break.
    - Exception: School Test Coordinators, Technology Coordinators, and Test Administrators are permitted to use cell phones in the testing environment ONLY in cases of emergencies related to testing or when timely administration assistance is needed. LACs may set additional restrictions on allowable devices within their LEA as needed.
    - **Exception:** Certain electronic devices may be allowed for medical or audiological purposes during testing.
  
- **Test Supervision Irregularities**
  - Coaching students during testing, including giving students verbal or nonverbal cues, hints, suggestions, or paraphrasing or defining any part of the test
  - Engaging in activities (e.g., grading papers, reading a book, newspaper, or magazine) that prevent proper student supervision at all times while secure test materials are still distributed or while students are testing
  - Leaving students unattended without a Test Administrator for any period of time while secure test materials are still distributed or while students are testing (Proctors must be supervised by a Test Administrator at all times)
  - Deviating from testing time procedures as outlined in Section 2.4
  - Allowing cheating of any kind
  - Providing unauthorized persons with access to secure materials
  - Accessing a test in Pearson Access during non-testing times without state approval
  - Failing to provide a student with a documented accommodation or providing a student with an accommodation that is not documented and therefore is not appropriate
  - Allowing students to test before or after the MSDE test administration window without state approval
  
- **Test Materials Irregularities**
  - Losing a student testing ticket or Seal Code page
  - Providing unauthorized access to Seal Codes
  - Leaving test materials unattended or failing to keep test materials secure at all times

- Reading or viewing the passages or test items before, during, or after testing
    - Exception: Administration of a Human Reader/Signer accessibility feature for MISA 5&8 which requires a Test Administrator to access passages or test items.
  - Copying or reproducing (e.g., taking a picture of) any part of the passages or test items or any secure test materials
  - Revealing or discussing passages or test items with anyone, including students and school staff, through verbal exchange, email, social media, or any other form of communication
  - Removing secure test materials from the school’s campus or removing them from locked storage for any purpose other than administering the test
  - Accessing a student’s test without the student or the STC present
- **Testing Environment Irregularities**
  - Failing to follow administration directions exactly as specified in this *Test Administrator Manual*
  - Displaying any resource (e.g., posters, models, displays, teaching aids) that defines, explains, illustrates terminology or concepts, or otherwise provides unauthorized assistance during testing
  - Allowing preventable disruptions such as talking, making noises, or excessive student movement around the classroom
  - Allowing unauthorized visitors in the testing environment
    - Unauthorized Visitors—Visitors, including parents/guardians, school board members, reporters, and school system staff not trained or authorized to serve as Test Administrators or Proctors, are prohibited from entering the testing environment.
    - Authorized Visitors—Visits by MSDE assessment office monitors, and state-authorized observers are allowed based on state-specific policy, as long as these individuals do not disturb the testing process. Refer to your School Test Coordinator for details about observation visits in Maryland.

### 2.2.2 Reporting Testing Irregularities and Security Breaches

For a list of testing irregularities and security breaches that must be reported and documented, refer to your School Test Coordinator. If an incident must be reported according to your state policy, follow the protocol outlined below.

- The incident must be reported to the School Test Coordinator immediately.
- If follow-up documentation is required by your LAC or State Security Officer, complete any additional documentation required.

## 2.3 Testing Environment

The testing environment is defined as the location in which students are actively testing (e.g., classroom, computer lab). It is important to establish procedures to maintain a quiet testing environment throughout testing. When setting up the testing environment, the following should be taken into consideration:

- Some students may finish testing before others and the expectations for what those students may do must be determined and established in advance of the testing day. Refer to your School Test Coordinator for your MSDE and LEA/LEA 24 policy on what students may do after testing.
- Unauthorized visitors are prohibited from entering the testing environment as described in the Testing Environment Irregularities section.

- The testing sign in **Appendix C** or one created for all testing rooms in the school should be posted on the outside of the room door.
- Prohibited classroom resources (see below for more information) should be removed or covered before the test administration.

### Administrative Considerations for ALL Students

With the support of the school administration, the School Test Coordinator has the authority to schedule students in testing spaces other than regular classrooms, and at different scheduled times, as long as all requirements for testing conditions and test security are met as set forth in this manual. Accordingly, School Test Coordinators may determine that any student may require one or more of the following test administration considerations, regardless of the student’s status as a student with a disability or as an English Learner:

- Small-group testing
- Frequent breaks
- Time of day
- Separate or alternate location
- Specified area or seating
- Adaptive and specialized equipment or furniture

For more information on administrative considerations that are available for ALL students, refer to Fact Sheet AC-1 of the *Maryland Assessment, Accessibility, & Accommodations Policy Manual*.

### Materials Prohibited in the Testing Environment

Prohibited materials can compromise test security and violate the construct being measured by the assessment, thus producing invalid results. Prohibited materials must be covered or removed from the testing room.

The following are materials that may NOT be used at any time during testing, including after a student has completed testing (e.g., submits Section) or during a break. Students, Test Administrators, Proctors or other authorized persons in the test environment may not possess these or any other materials.

- **Materials Prohibited During All Sections**
  - All personal electronic equipment not related to testing (e.g., cell phones, iPods®, personal document scanners, eBooks, electronic pens, smart watches; refer to Section 2.2.1 for one exception)
  - Any resource (e.g., books, dictionaries, posters, models, displays, graphs, teaching aids) that defines, explains, illustrates terminology or concepts, or otherwise provides unauthorized assistance during testing. Refer to the *Maryland Assessment, Accessibility, & Accommodations Policy Manual* for additional information on approved resources for a student with a disability or an English Learner.
  - Any manipulative not approved through a unique accommodation request prior to testing (refer to your School Test Coordinator for more information)\*  
\*May be allowable if listed in the student’s IEP or 504 plan according to your LEA policy.

**Note:** The Test Administrator (TA) or School Test Coordinator (STC) may keep a silenced cell phone available only for issues directly related to the immediate test administration. Any other use will be considered a Testing Irregularity.

The decision to allow use of a cell phone by the TA or STC lies with the LAC in the LEA or LEA 24.

Follow the general rule that if the material in question may help the student answer or find an answer, then it is not allowed in the testing environment.

Prior to testing, Test Administrators should instruct students to place all prohibited materials out of reach during testing (e.g., locker, book bag). If a student is found to have any prohibited materials in their possession upon arrival for testing, instruct the student to hand the materials to the Test Administrator or follow your local policy. As a reminder, if a student is found to have prohibited materials (including cell phones) during live testing, the test may be invalidated.

Other materials may be permitted after a student has completed testing. Refer to your School Test Coordinator for your MSDE and LEA/LEA 24 policy.

### Exceptions for Test Accommodations

A student with a disability or an English Learner may be allowed to use certain tools or materials that are otherwise prohibited during testing if the need for these accommodations is documented in the student’s IEP, 504 plan, or EL plan.

## 2.4 Scheduling and Testing Time

All test Sections, including make-up testing, must be completed during your LEA/MSDE approved testing window. Sections may be scheduled at any time during your testing window. Contact your School Test Coordinator if you have any questions about your testing dates.

### Section Testing Time

MCAP tests are timed. Testing time is limited to the section testing times listed in Table 2.1 (with the exception of an extended time accommodation as noted in Section 6.0). Testing time is the maximum amount of time students may work in a Section unless they have a documented accommodation.

**Administration Time** is the total time that schools should schedule for each Section. It includes the section testing time and the approximate times for administrative tasks such as reading directions, answering questions, distributing materials, closing Sections, and collecting test materials (shown in Table 2.0 below).

Example: When the section testing time is 40 minutes, schools might schedule a total of 70 minutes: 15 minutes for reading directions and distributing materials + 40 minutes of testing + 15 minutes for end-of-section activities.

**Table 2.0 Administration Time**

	Task	Approximate Time to be Allotted for Test Administration
Guidelines for Scheduling	1. Pre-administration tasks, including reading instructions to students and answering questions.	10 minutes
	2. Distribution of test materials to students.	5 minutes
	3. Administration of each Section.	Refer to Table 2.1 for Section Testing Times for each grade
	4. End-of-section activities, including signing students out of TestNav and collecting test materials.	5–15 minutes

**Section Testing Time** is the maximum amount of time allowed for a student to respond to questions in a Section of the assessment. **A new Section cannot be started until all students in the Section have either Submitted their test or been moved by the STC to the next Section.**

If all students have completed testing before the end of the Section Testing Time, the Section may end. Once the section testing time has elapsed, the Section must end, except for students with extended time accommodations. Refer to your School Test Coordinator for the MSDE and LEA/LEA 24 policy on what students may do if they complete a Section prior to the end of the section testing time.

**Table 2.1 Section Testing Times for MISA 5&8**

Subject(s)	Section	Section Testing Time (Minutes)
MISA 5&8	Section 1	40
	Section 2	40
	Section 3	40
	Section 4	40

**Make-Up Testing**

Ensure that your School Test Coordinator knows who is absent on testing day, so that make-up testing can be scheduled. Students must complete all Sections within the LEA/LEA 24 testing window.

**Breaks**

Speak with your School Test Coordinator to clarify local procedures for breaks. For more information about breaks refer to Section 4.8.

Test Security  
and Administration  
Policies

## 3.0 BEFORE Testing

### 3.1 Checklist of Tasks for Test Administrators to Complete BEFORE Testing

This section describes activities the Test Administrator (TA) must complete before the first testing day. It is highly recommended that you complete these tasks no later than the timeline suggested.

At Least One Week Before Testing	Reference
<input type="checkbox"/> Review policies and instructions for test administration in this manual.	
<input type="checkbox"/> Complete any required training with the School Test Coordinator to review test security, administration protocols and plans, and day of test activities.	Section 3.2
<input type="checkbox"/> Complete recommended online training or in-person training.	Section 3.2 and <a href="https://support.mdassessments.com/">https://support.mdassessments.com/</a>
<input type="checkbox"/> Review the Test Administration and Certification of Training Form and Non-Disclosure Agreement. Sign and submit it after training to the School Test Coordinator according to MSDE policy.	<b>Appendix B</b>
<input type="checkbox"/> Review all testing accommodations and accessibility features to be administered for your students.	Section 3.4
<input type="checkbox"/> Strongly Recommended: Administer the Practice Test and TestNav Tutorial to students.	Section 3.5
One Day Before Testing	Reference
<input type="checkbox"/> Ensure your Pearson Access sign-in works and that you have access to the correct test Session/s (if provided by the STC).	
<input type="checkbox"/> Confirm the accommodations or accessibility features for students in your testing Session.	Section 3.4
<input type="checkbox"/> Prepare the testing environment.	Section 3.6

### 3.2 Test Administrator Training and Preparation

Test Administrators must meet with the School Test Coordinator to prepare for the test administration and review responsibilities. In addition to this document, review the training modules that provide more detailed information on specific aspects of the MCAP administration at <https://support.mdassessments.com/>.



### 3.3 Develop a Test Administration Plan

#### 3.3.1 Training Plan

School Test Coordinators are responsible for training all Test Administrators, Proctors, and all other staff with access to secure materials. Training attendance should be documented and kept on file for six years. An effective training plan will familiarize all school staff with their individual responsibilities and Maryland Test Security policies listed under Section 2.0. The School Test Coordinator will:

- Explain chain-of-custody requirements.



- Distribute and/or provide links to the *Test Administrator Manuals (TAMs)* to Test Administrators before this meeting.
  - Manuals are also available on the MCAP Portal.
  - Test Administrators will read scripts and other instructions from the *Test Administrator Manual*. Specific scripts for Large Print, Braille, and Human Reader scripts for Mathematics will not be found in the TAM.
- Ensure applicable staff receive administration and technical updates on the MCAP Portal.
-  Ensure all relevant staff have active Pearson Access accounts, understand their user roles in Pearson Access, and know how to complete tasks (as applicable).
-  Ensure all relevant staff are familiar with Practice Tests.

### 3.3.2 Security Plan

School Test Coordinators must develop a security plan for their school. An effective security plan will accomplish the following:

- Inform all individuals with access to secure materials of security protocols, prohibited activities, testing irregularities, security breaches, and the COMAR text listed on the back of the Test Administration and Certification of Training Form and Non-Disclosure Agreement. Anyone with access to secure materials **MUST** sign this agreement.
- Establish and document the chain-of-custody of test materials (described in Section 2.1).
  - Ensure that test materials are accounted for at all times before, during, and after test administration.
  - Chain-of-Custody Form templates are available on the MCAP Portal.
- Designate a central locked location with limited access for secure storage of test materials.
- Document that Test Administrators and Proctors have received necessary materials and training for a successful, secure administration of the MCAP assessments.
- Establish who is responsible for securely destroying or recycling specified test materials after administration (described in Section 4.2).

**Note:** Failure to implement an effective security plan may result in test invalidations.

#### Security Agreement

**Appendix B** lists MSDE security protocols that all individuals with access to secure materials must follow.

Before testing, all staff (e.g., Local Accountability Coordinators, School Test Coordinators, Test Administrators, Proctors, etc.) with access to secure test materials should review the security agreement and sign the security agreement. Schools are required to maintain signed copies (paper copies or scanned forms stored electronically) for 6 years.

## 3.4 Preparing to Administer Accessibility Features and Accommodations During MCAP Assessments

The School Test Coordinator will provide Test Administrators with a list of all required accessibility features and accommodations for applicable students. If you are administering a test with an accessibility feature or accommodation, be sure you have received the proper training. Refer to Section 6.0 for additional information about accessibility features and accommodations. It is critical to ensure that students have received and practiced the appropriate accessibility features and accommodations prior to testing. Test Administrators may check students' accessibility features and accommodations by reviewing the information in Pearson Access or from your School Test Coordinator.

### 3.5 Administer Practice Test and the TestNav Tutorial

Administering the Tutorial and Practice Test is an important preparation step for both test administration staff and students. It is highly recommended that all students who will participate in the MCAP assessments first take the Tutorial and Practice Test for the specific content available at <https://support.mdassessments.com/>.

During the live test, Test Administrators will NOT be allowed to assist students with TestNav functionality and navigation. Therefore, it is important that these questions be answered during the Tutorial and Practice Test. The computer-based Practice Test and the TestNav Tutorial contain test items to help familiarize students with testing tools and the process for responding to different item types. A paper-based test as well as accommodated forms are also available for students to use as practice.

Your School Test Coordinator will provide you with instructions for administering the Practice Tests and Tutorial. It may take up to 30 minutes to administer each Section of the Practice Test or Tutorial. Throughout the school year, students should be provided access to the Tutorial and Practice Test. Students with accommodations may need additional practice time to become familiar with all computer-based testing features. Any student using the Text-to-Speech feature should become familiar with the controls in the Practice Test before live testing. This year the Answer Masking tool will be available for all students. This can be found under the “buddy” on the top right corner of TestNav.

### 3.6 Prepare the Testing Environment

Every assessment setting, whether for computer-based or paper-based testing, should have good lighting and ventilation, a comfortable room temperature, and should be as free as possible from noise and other interruptions. Chairs should be comfortable and tables at an appropriate height with sufficient room for approved testing materials. Confirm that each student will have adequate work space and be sufficiently separated from other students to support a secure testing environment. Check that all needed materials and equipment are available and in good working condition.

To maintain security in a computer-based testing environment, MSDE recommends the following ideal configurations for seating students (unless local policy and procedures do not allow):

- Seat students in every other seat.
- Arrange monitors back-to-back.
- Seat students back-to-back.
- Seat students in a semicircle.
- Seat students in widely spaced rows or in every other row.

If an ideal seating configuration is not possible for computer-based testing, physical and visual barriers between testing devices should be used to prevent students from viewing other testing devices. Schools may already have one or more of the following materials available that can be adapted for this purpose:

- Card stock (e.g., manila folders) that can be taped to the sides of monitors
- Flattened cardboard boxes that can be cut, folded, and taped to form a visual barrier between testing devices
- Tri-fold display boards (such as those used for science project exhibits) that can stand freely between testing devices
- Cardboard carrels
- Privacy screens that narrow the viewing angle of a computer monitor so that it is visible only to someone sitting directly in front of it. Schools that have privacy screens available should affix them to monitors prior to the beginning of testing and ensure that students are seated so that they cannot view the monitor of the student seated in the row in front of them.

Before students enter either the computer-based or paper-based test environment:

- Check to make sure your sign-in to Pearson Access works (if needed).
- Cover or remove from the testing environment all materials containing content in the subject area being tested, including any materials listed in Section 2.3.
- Post a “Testing — Please Do Not Disturb” sign (refer to **Appendix C** of this manual) on the outside of the door of the testing room.
- Post an example of the “Stop” and “Go On” signs (refer to **Appendix C** of this manual) on the board or a document camera (paper-based only).
- Display a timing box on the board; refer to the example in Figure 3.0.
  - Write the section number you are administering on the Section Number line in the timing box on the board.
  - Using the section testing time in Table 2.1 of this manual for reference, write the section testing time on the correct line in the timing box on the board.
  - Do not fill in the Starting Time or Stopping Time lines until instructed to do so in the scripts.
  - Only enter the Seal Code information as directed in the Test Administration Script. Only ONE Seal Code should be entered on the Timing Box at a time (computer-based only).
  - Countdown timers connected to the Internet may be used to display and monitor remaining testing time. A backup timer that is not connected to the Internet should run at the same time so that in the event of an Internet outage, the testing time is still accurate.

**Figure 3.0 Timing Box Example**

<b>Section Number:</b> _____ <b>Section Testing Time:</b> _____ <b>Starting Time:</b> _____ <b>Stopping Time:</b> _____ <b>Seal Code:</b> _____
---

**BEFORE  
Testing**

## 4.0 DURING Testing

### 4.1 Checklist of Tasks for Test Administrators to Complete DURING Testing

This section describes activities Test Administrators must complete during the testing day.

Testing Day	Reference
<input type="checkbox"/> Receive test materials from School Test Coordinator and track receipt using the Chain-of-Custody Form.	Section 4.2
<input type="checkbox"/> Manage test Sessions and review each student’s status for computer-based testing in Pearson Access: <ul style="list-style-type: none"> <li><input type="radio"/> Test Administrator signs into Pearson Access.</li> <li><input type="radio"/> Confirm test Sessions have been created by the STC.</li> <li><input type="radio"/> Confirm the accommodations for students.</li> <li><input type="radio"/> Provide only one Seal Code at a time for specific Section of the assessment.</li> <li><input type="radio"/> Ensure students have submitted completed test Sections.</li> </ul>	Section 4.3
<input type="checkbox"/> Distribute test materials to students and administer the MCAP assessment according to the directions in this manual using the appropriate administration script (computer-based or paper-based). <input type="checkbox"/> Scripts for Large Print and Braille tests will be packaged with those tests when delivered and also available on the MCAP Portal.	Section 4.4
<input type="checkbox"/> Help students launch and sign in to the TestNav App (computer-based only).	
<input type="checkbox"/> Monitor testing time.	Section 4.5
<input type="checkbox"/> Supervise test administration and provide breaks (if applicable).	Sections 4.7 and 4.8
<input type="checkbox"/> The STC should move students to the Next Section if they did not submit their test.	Section 4.9.1
<input type="checkbox"/> Troubleshoot computer-based testing issues as needed.	Section 4.7.1
<input type="checkbox"/> Return all testing materials to the School Test Coordinator.	Section 4.9.3
<input type="checkbox"/> Complete any documentation necessary for reporting any testing irregularity or security breach.	Section 2.2.2

## 4.2 Receive Test Materials from the School Test Coordinator (Testing Day)

The School Test Coordinator will distribute test materials to and collect materials from the Test Administrators each test administration day. Test materials must not be stored in classrooms prior to or following the day of administration.

Test materials that must be distributed by School Test Coordinators to Test Administrators for computer-based test administration include:

- **Pearson-supplied materials**
  - Student testing tickets (printed by the STC for computer-based testing)
  - Test books for paper-based testing
  - *Test Administrator Manual*
- **School-supplied material**
  - Wooden No. 2 pencil(s) with eraser(s)
  - Blank scratch paper
    - Test Administrators must supply at least one sheet of unused scratch paper (blank, lined, or graph) for each student. Students can request more scratch paper during the Section, if needed.
    - Test Administrators are responsible for collecting all used scratch paper to be securely destroyed. Schools may reuse unused scratch paper (only if paper is completely blank).
  - Calculators for the paper-based assessment for all students. TestNav will have a calculator on the platform for computer-based testing and only students with documented need for handheld calculator will receive one.
  - Testing devices that meet the minimum technology specifications set forth by Pearson and MSDE (**Note:** Student should not supply their own device for testing.)
  - Headphones (see Headphones section for more information)
  - Materials necessary for the administration of accommodations or accessibility features (For a full list of materials included in accommodated kits, refer to Section 6.2 of the *Test Coordinator Manual* [TCM].)
  - Timing device such as a clock or watch, to keep track of time during testing
  - “Testing — Please Do Not Disturb” sign to post on the doors of the testing rooms

### Calculators

Grade/course-specific calculators will be available to all students during the MISA 5&8 assessment. Students taking the computer-based assessment will have access to an embedded calculator in TestNav, the online platform. All students taking the paper-based assessment should have access to a handheld calculator.

Students in grade 5 should use a four function calculator with square root and percentage.

Students in grade 8 should use a scientific calculator.

Students must only use calculators that are allowable for their grade/course assessment. Only students with a specific calculator accommodation may use calculators outside of their grade/course level. In order to provide comparability, students must only use calculators that are allowable for their grade-level/course assessment. Allowing for the use of a calculator that is not designated for the grade-level/course assessment may unfairly disadvantage or advantage students and is, therefore, not allowed (except for students with an appropriate accommodation). Consult with your School Test Coordinator for more information about the Calculator Policy.

If a student needs a specific calculator (e.g., large key, talking), the student may also bring their own, provided it is specified in their approved IEP or 504 plan. For more clarifications, refer to the Calculator FAQ's under the Calculator Policy at <https://support.mdassessments.com/>.

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

- No calculators with Computer Algebra System (CAS) features are allowed.
- No tablet, laptop (or PDA), or phone-based calculators are allowed during MCAP assessments.
- Students are NOT allowed to share calculators with another student during any test Section.
- Test Administrators must confirm that the memory on all calculators has been cleared before and after the testing Sections.
- Calculators with “QWERTY” keyboards are NOT permitted.
- If LACs or schools permit students to bring their own specific calculator for MCAP assessment purposes, School Test Coordinators or Test Administrators must confirm that the calculators meet requirements as defined above.

### Headphones

Headphones are not needed for any Section of the MISA assessment. Headphones are needed for students who receive the text-to-speech (TTS) accessibility feature for MISA 5 or 8.

A Test Audio button will appear on the sign-in page to ensure the student using TTS has sound before launching the assessment. Students should set the volume to the highest level on the device at the sign-in screen in TestNav. Students can adjust the volume level within TestNav at any point in the Section. Bluetooth-enabled headphones or earbuds are NOT permitted during the MCAP assessments.

Stand-alone headphones (i.e., headphones not connected to a device) are also an accessibility feature; therefore, some students may use headphones as noise buffers to minimize distractions or filter external noise during testing. If students use headphones just as noise buffers, Test Administrators are responsible for ensuring that the headphones are not plugged into any testing device.

**Note: Programs (i.e., music streaming, YouTube®, etc.) on all testing devices are to be closed and not running in the background before launching TestNav.**

### 4.3 Manage Computer-Based Test Sessions in Pearson Access (Testing Day)

Table 4.0 describes the possible statuses for a student during each online Session.

**Table 4.0 Student Statuses in Pearson Access**

Reference <https://support.assessment.pearson.com/pearsonaccess/test-session-management/student-test-statuses>.

Status	Description
Ready	The student has not yet started the assessment.
Active	The student has signed in and started the assessment.
Resumed	The student has been authorized to resume the Section and may sign in with their original testing ticket. If the student exits the Section (either intentionally or unintentionally) before testing time is over, they may sign in to the test with their testing ticket and resume testing. Students in <b>Ready, Completed, Submitted for Scoring, or Marked Complete</b> cannot be resumed. A student must be in the Resumed status before moving to the next Section of the test.
Completed	The entire test has been submitted by the student through TestNav and student responses have been processed for scoring.
Marked Complete	The LAC or in some cases the STC must mark a test complete when a student has exited TestNav and will not return to complete the test.
Submitted for Scoring	The test is complete or marked complete and is being scored.
Void	If exceptions occurred during a test session, an authorized user can mark the test attempt Void. The user can re-register the student for a different test session. Voided attempts do not appear on reports. Results are excluded from both individual and summary reports.

### 4.4 Distribute Materials and Read Script (Testing Day)

After students are seated, verify student roster/attendance and note absent students for make-up testing. Then, read the appropriate administration script and distribute student testing tickets for online testing or test books for paper testing and scratch paper when instructed to do so.

Test Administrators are required to adhere to the scripts provided in this manual for administering the MCAP assessment. Read word-for-word the bold instructions in each SAY box to students. You may not modify or paraphrase the wording in the SAY boxes. Some of the SAY boxes are outlined with a dashed line and should ONLY be read aloud if they are applicable to your students. Text that is outside the SAY boxes includes directions meant for Test Administrators and should NOT be read to students. You may repeat any part of the scripted directions as many times as needed while you are delivering the script.

### 4.5 Keep Time (Testing Day)

Keep accurate time while administering each test Section. Remember that failure to provide the correct section testing time may result in test invalidation. Refer to Table 2.1 for guidance on section testing times.

**Note:** A student with the extended time accommodation specified in their approved IEP, 504 plan, or EL plan, may be provided additional documented time to complete each Section. The additional time must be given at the conclusion of regular Section Testing Time with no more than a 3-minute break before the extra response time is initiated if needed.

## 4.6 Maintain Test Security

Adhere to the test security protocols at all times and report violations or concerns to your School Test Coordinator immediately. It is essential to follow security measures at all times in order to ensure the validity, reliability, and fairness of the assessment results. Tests must be administered strictly in accordance with the instructions and procedures set forth in this manual and the assessment security instructions and procedures provided by MSDE.

If testing is interrupted at any time during the Section (e.g., safety threat, fire emergency, student becoming ill), follow the procedures throughout Section 4.7.

## 4.7 Supervise Test Administration

During testing, you are expected to actively proctor and focus your full attention on students at all times to confirm they are working independently. This means ensuring students are NOT involved in questionable activities. Ensure that all student desks are free of any prohibited materials and that all prohibited aids have been removed or covered. Refer to Sections 2.2 and 2.3 for information on prohibited activities and prohibited materials.

### 4.7.1 Guidance for Troubleshooting Computer-Based Testing

If student testing devices are experiencing technical problems during a test, such as freezing, error messages, or blank screens, that prevent the student(s) from normal continuation of testing, the Test Administrator should follow the procedures outlined below and on the next page.

- If an assigned accommodation does not appear correctly for a student, instruct the student to exit the test immediately and contact the School Test Coordinator.
- When a technology disruption affecting a **single student** occurs, Test Administrators should follow these steps:
  - Note the time of the disruption so that the remaining time for the Section can be calculated.
  - Follow the procedures outlined by your school on who to contact for troubleshooting guidance.
    - Guidance for troubleshooting common errors is available on <https://support.mdassessments.com/>.
    - Technology Coordinators and Test Administrators must NOT take photos of error screens.
  - If the issue cannot be resolved in a timely manner without disruption to the other students testing, the student should be moved to another testing device and given time to account for any delay caused by the error and the switch in devices. Make a note of any device the student uses.
  - If no alternate device is available, the student should be dismissed from the testing environment and resume the test on a functioning device as soon as possible on the same day. The student may not alter any previously entered response and must be given the amount of time remaining in the test Section when the technical problem occurred.
  - Document the situation in writing. Refer to your School Test Coordinator for the LEA/LEA 24 policy about reporting a testing irregularity.



- When a technology disruption affecting **multiple students** occurs, Test Administrators should follow these steps:
  - Pause testing in the room until the problem is resolved.
  - Note the time of the disruption so that the remaining time for the Section can be calculated.
  - Follow the procedures outlined by your school on who to contact for troubleshooting guidance.
    - Guidance for troubleshooting common errors is available on <https://support.mdassessments.com/>.
    - Technology Coordinators and Test Administrators must NOT take photos of error screens.
  - Once the issues are resolved, prepare students to resume testing for the continuation of the Section:
    - Students should resume their test using their original Testing Ticket.
    - Test Administrators must inform students how many minutes remain in the Section.
    - Test Administrators must display the updated start time and stop time of the Section.
  - Document the disruption in writing. Refer to your School Test Coordinator for your state and LEA policy about reporting a testing irregularity.
- If a student exits TestNav (either unintentionally or intentionally) before completing a test and before the Testing Time has ended:
  - Verify that TestNav is shut down for the student.
  - Students should sign in and resume their test using their original Testing Ticket.
    - The student’s test will resume from the next unanswered question.
    - The system will upload any test responses that the student entered after the interruption if resuming on the same testing device.

#### 4.7.2 Contaminated Test Materials

If any test materials (e.g., test books) become contaminated with bodily fluids (e.g., student becomes ill on a test book), the following procedures must be followed:

1. The Test Administrator must immediately:
  - a. Stop testing for the student or group, as needed.
  - b. Record the amount of time remaining.
  - c. If possible, record the item number and page number where the student stopped for paper testing.
  - d. Follow your school procedure for medical emergencies.
2. Qualified school personnel must safely handle the soiled test book and place it in a resealable plastic bag with the security barcode label visible from the exterior. Handling materials must be done in accordance with procedures outlined in OSHA regulations.
3. After the testing area is cleaned and the students have returned, the Test Administrator must remind students of the amount of time remaining for the Section prior to the disruption. Testing may then resume. The STC must contact the LAC if testing must be completed on another day for that Section of that assessment.
  - a. If the ill student returns to resume testing, and the completed responses can be transcribed into a replacement test book, the Test Administrator must provide the

student with a new test book. The Test Administrator must ensure the student’s name is recorded on the front of the replacement test book for proper identification.

- b. If the ill student returns to resume testing and the completed responses cannot be transcribed into a replacement test book, the student may be given the opportunity to retake those Sections, using a replacement test book, during make-up testing. Contact your LAC or MSDE for further guidance if necessary.
4. Your School Test Coordinator will take care of the contaminated materials.

#### 4.7.3 Torn or Damaged Test Materials

If any test materials are damaged (e.g., ripped pages, incorrectly applied labels), the following procedures must be followed.

1. The test book must be replaced. After testing, but within the test window, the student’s answers must be transcribed into a replacement test book. Answers must be transcribed following the guidelines for transcribing student responses in the *Test Coordinator Manual*. The student’s demographic information must be gridded on the test book.
2. Your School Test Coordinator will take care of the damaged materials.

#### 4.7.4 Guidance for Clarifying Directions During Administration

Test Administrators are permitted to clarify ONLY general administration instructions after reading the script word-for-word. **No passages or test items may be read or clarified.**

If you have questions, consult your School Test Coordinator.

If a Test Administrator is providing the **General Administration Directions Clarified in Student’s Native Language (by Test Administrator)** accommodation to an English Learner (EL), then these guidelines must also be followed in providing clarifications in a student’s native language if possible. Only Spanish directions will be available for the Test Administrator. A Test Administrator script in Spanish is available under Resources on the MCAP Portal (<https://support.mdassessments.com/training-resources/>).

#### 4.7.5 Guidance for Redirecting Students

The Test Administrator or Proctor may redirect the student’s attention to the test without coaching or assisting the student in any way. Examples may include:

- Providing reminders to stay on task and focused during the assessments
- Providing a visual cue to the student to remain on task

Test Administrators and Proctors may not individually remind or encourage a student to answer all questions. Test Administrators and Proctors may not point or gesture to the student to complete a specific test item or encourage a student to select an answer choice.

#### 4.7.6 Dismissing Students for Misconduct

The Test Administrator must contact the STC to discuss the dismissal of any student for misconduct according to your local policy. If student misconduct warrants dismissal, collect the student’s test materials. The student will then be dismissed from the testing environment. The student may be eligible to continue testing in another location (e.g., guidance counselor’s office) with an eligible Test Administrator according to local policy. The school must submit a Testing Incident Report Form (TIRF) or similar locally created Testing Irregularity report within five school days to the LAC unless otherwise directed by your LAC or State Security Officer.

If a student is observed with any of the items listed in Section 2.3 during testing or during breaks, the Test Administrator should collect the prohibited materials or follow the LEA/LEA 24 policy. The STC should complete a locally created Testing Irregularity report and follow the MSDE policy for submitting the form.

#### 4.7.7 Item Irregularities During Testing

If during testing, a student alerts a Test Administrator to a possible unanswerable or misprinted test item, use the following steps:

- If the issue being experienced is with a particular item, the Test Administrator should instruct the student to bookmark the item for computer-based testing and continue testing. The student should NOT Submit the test until the issue is resolved. The Test Administrator and School Test Coordinator should try to troubleshoot the issue with the bookmarked item by contacting their Technology Coordinator or by using troubleshooting guidance available at <https://support.mdassessments.com/>. If troubleshooting does not resolve the issue, the Test Administrator, Technology Coordinator, or School Test Coordinator should call the Customer Support Center and LAC to report the issue. The student should be given time to complete the bookmarked item before the end of the testing window.
- If a timely solution cannot be found, the Test Administrator should:
  - Instruct the student to proceed with the test, but the student should NOT Submit the FINAL test Section.
  - Note the content area, course/grade level, item number, test format (online), and a brief description of the issue and provide that information to the School Test Coordinator to complete the Local School System Testing Irregularity Documentation and report to the LAC. Actual wording from the question should never be included either verbally or in writing.
  - Remember, school personnel may NOT read or review a test item [Exception: Accommodations that require review of items prior to testing].

#### 4.7.8 Procedures for Safety Threats and Severe Weather

In all instances of safety and severe weather threats, consult your local evacuation policy. In the event there is a building evacuation, lockdown, or school closure that occurs **before** the start of a Section, follow the protocol outlined below:

- Proceed with testing only if the Section can be completed that day.
  - If the Section cannot be completed, schedule the Section during make-up testing.
- Document the situation, noting the event, date and time, students affected, and any other specific details regarding the situation.
- Refer to your School Test Coordinator for the MSDE policy about reporting a testing irregularity.

In the event there is a building evacuation, lockdown, or school closure that occurs **during** the Section, follow the protocol outlined below:

- If possible, note the time of the disruption so that the remaining time for the Section can be calculated.
- If leaving the test environment, take necessary steps to ensure the security of the test materials, if time permits.
- Upon returning to the testing room, prepare students for the continuation of the Section:
  - Inform students how many minutes remain in the Section.
  - Write on the board the updated start time and stop time of the Section.
  - Students should sign in using their original testing ticket.
- Using the Testing Incident Report Form (TIRF) or LEA Testing Irregularity Report, document the situation.
- Refer to your School Test Coordinator for the MSDE and LEA/LEA 24 policy about reporting a testing irregularity.

## 4.8 Administer Breaks

During a break, there should NOT be conversations among students, and students are NOT permitted to use electronic devices, play games, or engage in activities that may violate the validity of the test. Students must be supervised at all times during breaks, including breaks between Sections.

Test Administrators are responsible for ensuring that students are NOT able to see the content on other students' test materials or on other students' testing devices. MSDE policies for breaks are listed in the next section. Refer to your School Test Coordinator for additional requirements regarding breaks.

### 4.8.1 Breaks During a Section

The following breaks are permitted during test administration at the discretion of the Test Administrator:

- One stretch break of up to three minutes for the entire classroom is allowed during testing for each Section. The end of section time can be adjusted up to 3 minutes at the end of this break.
- Individual restroom breaks are allowed. It is recommended that no more than one student at a time be allowed to use the restroom and students be supervised. Schools should follow their own policy regarding students going to the restroom. Section Testing Time may NOT be adjusted for restroom breaks, and students should be encouraged to use the restroom prior to beginning the section time.
- Students are NOT permitted to talk during breaks.

During these breaks, visual blocks should be applied to students' testing devices (e.g., turn off the monitor, tape folders to the screen) instead of having students exit the test or close their devices. The Test Administrator should also ensure the security of students' scratch paper.

**Frequent breaks:** Frequent breaks may be offered as an administration consideration.

### 4.8.2 Breaks Between Sections

If your School Test Coordinator scheduled Sections back-to-back for students, breaks are highly recommended between Sections to stretch, go to the restroom, or get a drink for the entire classroom. All students in the Session must break at the same time between Sections. The STC may be moving students to the next Section during this break. Communication between the STC and TA is critical so that students do not sign in to the next Section before this move is complete.

## 4.9 Ending Each Section (Computer-based testing)

### 4.9.1 Signing Students Out of TestNav

**NEW** As students complete testing each Section, Test Administrators will use the instructions at the end of the administration script to help them sign out of TestNav. Test Administrators may provide navigational guidance as students click through the sign out steps. The STC will be responsible for resuming any student still in the Active status and moving all students to the next Section.

### 4.9.2 Collect Test Materials

Collect student testing tickets and scratch paper. Count the number of items to ensure each student has returned their student testing ticket and scratch paper. If a student loses or destroys their student testing ticket, contact your School Test Coordinator. This Testing Irregularity MUST be reported immediately and documented.

**Note:** Follow your local chain-of-custody procedure to ensure all materials have been collected.

### 4.9.3 Return Materials to School Test Coordinator

The following are materials that must be returned to the School Test Coordinator:

- Student testing tickets and Seal Codes (secure documents) for computer-based testing
- Calculators (if appropriate)
- Accommodated test materials (inform the School Test Coordinator of any tests needing transcription)
- Used and unused scratch paper

## 4.10 Ending Each Section (Paper-based testing)

### 4.10.1 Collect Test Materials

Collect test books, scratch paper, testing tools, and accessibility/accommodations tools (as needed) from students. Make sure all students have written their names on their test books. Count the materials to make sure each student has returned their test book and scratch paper.

**Note:** Follow your local chain-of-custody procedure to ensure all materials have been collected.

### 4.10.2 Return Materials to School Test Coordinator

The following are materials that must be returned to the School Test Coordinator:

- Test books
- Calculators
- Accommodated test materials (inform the School Test Coordinator of any tests needing transcription)
- Used and unused scratch paper

Test books are considered used in any instance where a student has tested, including incomplete or partially complete test books.

## 4.11 Make-Up Testing

**PAPER-BASED TESTING**—If a student starts a Section and leaves the testing environment (e.g., due to illness, family emergency, natural disaster) without finishing that Section, they may be allowed to complete that Section on a different day within the approved window. If you have concerns about a student completing a Section, you should NOT allow the student to begin. If a student leaves during a Section, note the exact place in the test where the student stopped and the time remaining and then contact the School Test Coordinator. Students are NOT allowed to alter any previously entered responses in either paper-based or computer-based make-up tests. They must pick up exactly where they left off.

**COMPUTER-BASED TESTING**—For students taking a make-up test, be sure you have the testing Seal Codes for the appropriate Session and Section in Pearson Access to allow the student to sign in to the missed Section. The STC must move the student into the correct Section in Pearson Access. Students are NOT allowed to alter any previously entered responses in either paper-based or computer-based make-up tests. They must pick up exactly where they left off.

In some cases, the STC may move a student into a computer-based Make-up Session with students from other Sessions of the same content. This will allow all students in that new Make-up Session to have the same Seal Codes. This may make it easier to administer computer-based Make-up testing.

## 4.12 Scripts for Administering MISA 5&8 (Computer-Based and Paper-Based)

### 4.12.1 Computer-Based Script – All Sections

The administration script under Section 4.12.1 will be used **for all Sections** of the Computer-Based MISA 5&8 test.

Test Administrators are required to adhere to the scripts provided in this manual for administering the MCAP assessment. Read word-for-word the bold instructions in each SAY box to students. You may not modify or paraphrase the wording in the SAY boxes. Some of the SAY boxes are outlined with a dashed line and should **ONLY** be read aloud if they are applicable to your students. Some directions may differ slightly by Section and are noted within the administration script. Test Administrators should be familiar with the script before administering the assessment.

Section	Section Testing Time	Required Materials	Start Time	Stop Time
Sections 1–4	40 Minutes per Section	<ul style="list-style-type: none"> <li>• Student testing tickets and Seal Codes</li> <li>• Pencils</li> <li>• Calculators (See calculator policy)</li> <li>• Scratch paper</li> </ul>		

It is critical to ensure that students have the appropriate accessibility features and accommodations prior to testing. Refer to Section 3.4 for further instructions on how to check accessibility features and accommodations.

Test Administrators must make sure all testing devices are turned on and TestNav is launched to the **Sign-In** page. **If headphones are needed as an accessibility feature, make sure they are plugged in prior to launching TestNav (except for headphones that are used as noise buffers).** Students should not have any application open before launching TestNav.

	<p><b>Today, you will take the Maryland Integrated Science Assessment (MISA).</b></p> <p><b>You may not have any electronic devices at your desk, other than your testing device. Making calls, texting, taking pictures, and browsing the Internet are not allowed. If you have any unapproved electronic devices with you right now, including cell phones, please turn them off and raise your hand. If you are found to have unapproved electronic devices during testing, your test might not be scored.</b></p>
--	---

If a student raises their hand, collect the electronic device (or follow your school/LEA policy) and store it until the Section is complete. Certain electronic devices may be allowed for accommodations purposes only during testing. Please contact your School Test Coordinator if you have questions regarding electronic devices.

#### Checking Audio (for MISA 5&8 Text-to-Speech Accessibility Features only)

	<p><b>Make sure your headphones are plugged in and put them on. On your screen below the “Sign In” button is a link called “Test Audio.” Select the link to make sure you can hear through your headphones and adjust the volume to the highest level. You can adjust the volume in the test after you begin.</b></p>
--	---

See below for a screenshot of the **Test Audio** function. Test Administrators should assist students with audio adjustments as needed.



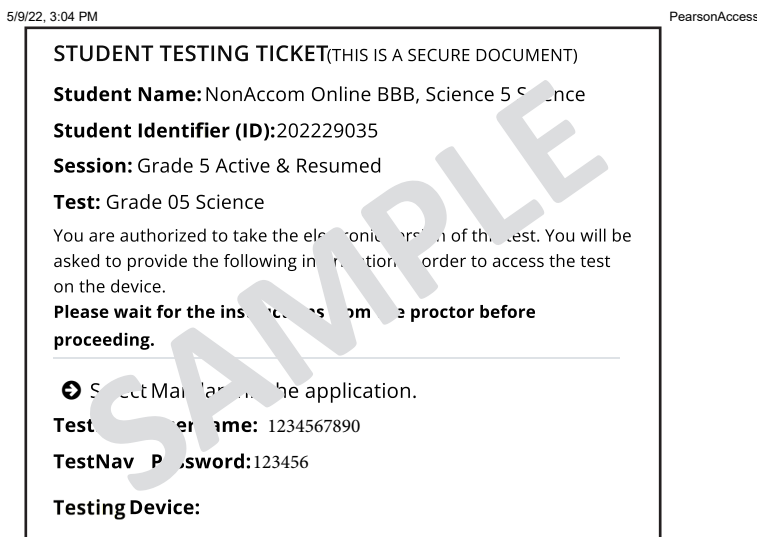
### Instructions for Signing In

	<p>Please sit quietly while I distribute your student testing tickets and scratch paper. Do NOT sign in until I tell you to do so.</p>
--	--

Distribute scratch paper and student testing tickets. Make sure students have pencils.

	<p>Now, look at your student testing ticket and make sure it has your first and last name on it. Raise your hand if you do not have <u>your</u> ticket.</p>
--	---

If a student has the wrong ticket, provide the correct student testing ticket to the student. If you do not have the correct student testing ticket, contact the School Test Coordinator.





**Now, enter your Username as shown on the bottom of your ticket.**

(Pause.)

**Next, enter the Password as shown on your ticket.**

(Pause.)

**Finally, select the “Sign In” button.**

(Pause.)

**Find your name on the top of the screen. If the name you see is not yours, please raise your hand. You should see “Welcome” in front of your name.**

**Circulate throughout the room to make sure all students have successfully signed in.** Retype the Username and Password for a student, if necessary. Passwords are not case sensitive. If the student does not see their correct name on the Sign In screen, close the TestNav App, launch the App again and sign the student back in with the correct student testing ticket.

### Instructions for Administering All Sections



**Select the “Start” button on the screen. Follow along while I read the directions on the screen. You may need to use the scroll bar on the right to follow along. Do NOT select any other “Start” button until I tell you to do so.**

**Today, you will take Section \_\_ (1, 2, 3, or 4) of the Grade \_\_ (5 or 8) MISA Test.**

**Read the information on each tab. Then, follow the directions to answer each question.**

**Some of the questions will ask you to write a response. Enter your response in the box on your screen. There will be enough space for you to complete your response. If your response is longer than the space provided, a scroll bar will appear. You will be able to use the scroll bar to review your entire response. Only responses entered in the box will be scored.**

**If you do not know the answer to a question, you may bookmark it and go on to the next question. If you finish early, you may review your answers and any questions you may have bookmarked.**



**This is the end of the testing directions on the screen. Do not go on until you are told to do so.**



**Say** Please remember that during testing, you may not talk to other students or look at another student’s screen. You may not share materials or use materials not provided by the Test Administrator.

Do not attempt to leave TestNav by closing the window or switching applications unless told to do so by your Test Administrator.

Do you have any questions?

*Answer any questions students may have. Repeat any of the instructions, as necessary.*

Some words or phrases will be underlined. If you see any underlined words or phrases, you can click the link to display a pop-up glossary, which will provide you with the definition of the word or phrase.

You will notice that item sets may have more than one tab with information. Be sure to read the information on all tabs before responding to questions.

Do you have any questions?

**Say** You will have 40 minutes to complete the Section. I will help you keep track of the time by recording the remaining testing time on the board. If you finish the Section early, you may review the answers in that Section only.

**Figure 3.0 Timing Box Example**

Section Number: \_\_\_\_\_

Section Testing Time: \_\_\_\_\_

Starting Time: \_\_\_\_\_

Stopping Time: \_\_\_\_\_

Seal Code: \_\_\_\_\_

Read only one choice from OPTION A, B, or C below based on your LEA or LEA 24 policy (refer to your School Test Coordinator).

**Say** OPTION A  
After you have submitted the test, sit quietly until the Section has ended. You may not use your device to access the Internet or other Applications.


OPTION B  
After you have submitted the test, I will dismiss you.


OPTION C  
After you have submitted the test, you may read a book or other allowable materials until the Section has ended. You may not use your device to access the Internet or other Applications.

**Say** Do you have any questions?


Answer any questions.

### Instructions for Starting the Test

	<p>Read this box for Section 1 of the test.</p> <p><b>Scroll to the bottom of the screen.</b></p> <p>(Pause.)</p> <p><b>Select the “Start” button.</b></p> <p>(Pause.)</p> <p><b>You should now be in the test.</b></p>
---	---

	<p>In Sections 2, 3, and 4 say,</p> <p><b>Scroll to the bottom of the screen.</b></p> <p>(Pause.)</p> <p><b>I will now give you a 4 digit Seal Code to place in the Enter Seal Code box. This Seal Code unlocks the next Section of your test. The Seal Code is ____.</b></p> <p><b>Enter that Seal Code and then click Start.</b></p> <p>(Pause.)</p> <p><b>You should now be in the test.</b></p>
---	---

Display and say aloud ONLY one Seal Code at a time to enter Sections 2–4. All students will enter the same Seal Code. Pause to make sure all students are in the correct Section.

	<p><b>You will have 40 minutes to complete this Section. I will also let you know when you have 10 minutes of testing time left. Be sure you click the SUBMIT button after completing each Section of your test. Do not close your device when finished.</b></p> <p><b>You may begin working now.</b></p>
---	---

Write the starting time and stopping time in the timing box (Figure 3.0 Timing Box Example).

Actively proctor while students are testing:

- Redirect students as necessary (Section 4.7.5).
- If technology issues occur during testing, assist students as needed. Follow the protocol in Section 4.7.1, as applicable, if any technology issues cause a disruption.
- Assist students in signing out of TestNav as they complete the Section (Section 4.9.1).
- Collect test materials as students complete testing (Section 4.9.2).
- If students have questions about an item, tell them, “Do the best you can.”
- If students indicate that a test item is not functioning appropriately, refer to Section 4.7.7.
- Ensure that any absent student remains in the Ready status.

### Instructions for Taking a Break During Testing and Testing Interruptions

The following are permitted during test administration at the discretion of the Test Administrator:

- One stretch break of up to three minutes for the entire classroom during testing for each Section. The stopping time should be adjusted by no more than three minutes if there is a stretch break.
- Individual restroom breaks during testing (do not adjust stop time).

The following security measures must be followed:

- Students must be supervised.
- Student screens should not be visible to other students.
- Students are not permitted to talk to each other during testing or breaks during testing.
- Students are not permitted to use electronic devices, play games, or engage in activities that may compromise the validity of the test.

If taking a three-minute stand and stretch break during the Section:

<b>Say</b>	<b>Please stop and tilt cover or turn off your screen. We will take a silent three minute stretch break. No talking is allowed.</b>
------------	---

After taking a classroom break, be sure students are seated and device screens are visible:

<b>Say</b>	<b>You may now resume testing.</b>
------------	------------------------------------

#### Instructions for When 10 Minutes of Section Time Remain

When 10 minutes of section time remain,

<b>Say</b>	<b>You have 10 minutes remaining.</b>
------------	---------------------------------------

Continue to actively proctor while students are testing.

#### Instructions for Ending the Section

When the section time is finished, read the following SAY box if there are students still actively testing. If another Section will be administered after a short break, stop the directions after exiting the Section. (Do not have students sign out of TestNav.)

<b>Say</b>	<b>Stop working. Testing time has now ended.</b>
------------	--

<b>Say</b>	<p><b>Some of you may have submitted your test, and some of you may not have submitted your test.</b></p> <p><b>Right now I need all students to go to the User Dropdown Menu by the “Little Buddy” on the top right corner of your screen.</b></p> <p><b>Click the arrow to see “Sign out of TestNav,” and click “Save and Return Later.”</b></p> <p><i>(Notify the STC that the Section is finished and students may be moved to the next Section. The STC will notify the Test Administrator when this task is complete so that students may begin the next Section. When students sign in to TestNav, they should be on the Directions page and ready to enter the Seal Code to unlock the next Section.)</i></p>
------------	---



I will now collect your student testing ticket and scratch paper.

Circulate throughout the room to make sure all students have successfully signed out. Then, collect student testing tickets and scratch paper.

- Students should Submit each Section of the test as they finish, but even those who did not click Submit should exit TestNav. They will be Resumed and then moved to the next Section by the STC. Ensure all students are in the **Resumed** status in Pearson Access after Sections 1–3 and showing **Submitted for Scoring** at the end of the last Section of the test.
- If testing another Section on the same day, collect materials, but do not return materials to the STC until after the next Section is complete.
- At the end of testing for that day, return all test materials to your School Test Coordinator. Report any missing materials and absent students.
- Report any testing irregularities to your School Test Coordinator.

**Note:** If you are administering more than one Section during the same day, allow students to take a short break (e.g., restroom break, stretch break) or extended break (e.g., lunch). This will give the STC time to be sure all students are moved to the next Section. If the break exceeds more than 15 minutes, collect all tickets and materials. Once students have returned and are seated, read the script to administer additional Sections.

The previous directions in Section 4.12.1 should be used for all Sections of the Computer-Based MISA Assessment.

#### 4.12.2 Paper-Based Script for MISA 5&8 – All Sections

The administration script under Section 4.12.2 will be used **for all Sections** of the Paper-Based MISA 5&8 Test.

Test Administrators are required to adhere to the scripts provided in this manual for administering the MCAP assessment. Read word-for-word the bold instructions in each SAY box to students. You may not modify or paraphrase the wording in the SAY boxes. Some of the SAY boxes are outlined with a dashed line and should **ONLY** be read aloud if they are applicable to your students. Test Administrators should be familiar with the script before administering the assessment.

Section	Section Testing Time	Required Materials	Start Time	Stop Time
Sections 1–4	40 Minutes per Section	<ul style="list-style-type: none"> <li>• Test Books</li> <li>• Pencils</li> <li>• Scratch paper</li> <li>• Calculators (Refer to Calculator Policy for Grade Specific Calculator)</li> </ul>		
End of each Section – Student <b>Stop</b>				

It is critical to ensure that students have the appropriate accessibility features and accommodations prior to testing. Refer to Section 3.4 for further instructions on how to check accessibility features and accommodations.

**Instructions for Preparing to Test**

	<p><b>Today, you will take the Maryland Integrated Science Assessment (MISA).</b></p> <p><b>You may not have any unapproved electronic devices at your desk. Making calls, texting, and taking pictures are not allowed. If you have any electronic devices, including cell phones, with you right now, please turn them off and raise your hand. If you are found to have unapproved electronic devices during testing, your test might not be scored.</b></p>
--	---

If a student raises their hand, collect the electronic device (or follow your school/LEA policy) and store it until the Section is complete. Certain electronic devices may be allowed for accommodations purposes only during testing. Contact your School Test Coordinator if you have questions regarding electronic devices.

	<p><b>Please sit quietly while I distribute the test materials.</b></p>
--	---

Distribute scratch paper and wooden No. 2 pencils.

Then, distribute test books.


	<p><b>If there is a label on the front of your Test Book, make sure it has your name on it. Please check your name and date of birth on the front cover of your Test Book where it says “Student Name” and “Date of Birth.” Raise your hand if your name and date of birth on the cover do not describe you.</b></p> <p><i>Pause while students check to make sure they have the correct Test Books and write their name and date of birth on the Test Book cover.</i></p>
--	--


	<p><b>Each page of the Test Book has a direction shown in the bottom, right-hand corner. A “Go On” at the bottom of the page indicates that there are more questions to answer in this Section.</b></p> <p><i>Hold up or point to an example of the “Go On.”</i></p>
--	--

	<p><b>If you see a “Stop sign” in the bottom, right-hand corner of the page, you should not turn past this page until instructed to do so by the Test Administrator.</b></p> <p><i>Hold up or point to an example of the “Stop” sign.</i></p> <p>If Section 1:</p> <p><b>Write your first and last name at the top of your test book in Box A.</b></p> <p>If Section 2, 3, or 4:</p> <p><b>Check to make sure your first and last name is written at the top of your test book in Box A.</b></p>
--	--


Make sure each student has written their name on the test book. If necessary, assist students with making sure they are using the test book that belongs to them.

**Instructions for Administering All Sections**

 <p><b>Say</b></p>	<p>Using the <b>Section Tabs on the edge of the page</b>, open your test book to the first page of Section __ (fill in the appropriate Section number) and follow along while I read the directions.</p> <p>Do <b>NOT</b> turn the page until I tell you to do so.</p> <p>Today you are going to take Section ____ (fill in the appropriate Section number) of the MISA test.</p> <p>Read each question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your test book. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.</p> <p>Some of the questions will ask you to write a response. Write your response in the space provided in your test book. Be sure to keep your response within the space provided. Only responses written within the space provided will be scored.</p> <p>If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this Section <b>ONLY</b>. Do not go past the stop sign.</p>
---	---

 <p><b>Say</b></p>	<p>This is the end of the directions for this Section. Do not turn your page until you are told to do so.</p> <p>When you see a <b>GO ON</b> sign in your test book, you may go on to the next page. When you reach the <b>STOP</b> sign in your test book, do <b>NOT</b> go on until directed to do so.</p> <p>If you finish early and have completely checked your work in this Section, raise your hand and I will collect your test materials. Once I have collected your materials, you cannot get them back.</p>
---	--

Read only one choice from OPTION A, B, or C below based on your LEA or LEA 24 policy (refer to your School Test Coordinator).

 <p><b>Say</b></p>	<p>OPTION A</p> <p><b>After I have collected your test materials, please sit quietly until the Section has ended.</b></p>
	<p>OPTION B</p> <p><b>After I have collected your test materials, I will dismiss you.</b></p>
	<p>OPTION C</p> <p><b>After I have collected your test materials, you may read a book or other allowable materials until the Section has ended.</b></p>

	Do you have any questions?
--	----------------------------

Answer any questions.

Figure 3.0 Timing Box Example

Section Number: _____ Section Testing Time: _____ Starting Time: _____ Stopping Time: _____
--

	You will have 40 minutes to complete this Section. I will let you know when you have 10 minutes of testing time left.  Turn to the next page. You may begin working now.
--	--

Write the starting time and stopping time in the timing box (Figure 3.0 Timing Box Example).

Actively proctor while students are testing:

- Redirect students as necessary.
- Collect test materials as students complete testing.
- If students have questions about an item, tell them, “Do the best you can.”
- If students indicate that a test item seems irregular, refer to Section 4.7.7.
- Ensure students do not move on to other Sections.

### Instructions for Taking a Break During Testing and Testing Interruptions

The following are permitted during test administration at the discretion of the Test Administrator:

- One stretch break of up to three minutes for the entire classroom during testing for each Section. The stopping time should be adjusted by no more than three minutes if there is a stretch break.
- Individual restroom breaks during testing (do not adjust stop time).

The following security measures must be followed:

- Students must be supervised at all times during breaks.
- Test books must be closed or covered.
- Students are not permitted to talk to each other during testing or breaks during testing.
- Students are not permitted to use electronic devices, play games, or engage in activities that may compromise the validity of the test.

If taking a three-minute stand and stretch break during the Section:

<b>Say</b>	<b>Please stop testing, place your scratch paper in your test book, and close your test book. We will take a silent three minute stretch break. No talking is allowed.</b>
------------	--

After taking a classroom break, ensure students open their test books and continue testing where they left off.

<b>Say</b>	<b>Open your test books and continue testing.</b>
------------	---

**Instructions for When 10 Minutes of Section Time Remain**

When 10 minutes of Section time remain,

<b>Say</b>	<b>You have 10 minutes remaining.</b>
------------	---------------------------------------

Continue to actively proctor while students are testing.

**Instructions for Ending the Section**

When the section time is finished:

<b>Say</b>	<p><b>Stop working.</b></p> <p><b>Testing time has now ended. Close your test book.</b></p> <p><b>I will collect the remaining test books.</b></p>
------------	--

- Collect test books, calculators, scratch paper, testing tools, and accessibility/accommodations tools (as needed) from students.
- If testing another Section on the same day, take a break and then read the script to begin the next Section. At that time, materials and test books may be redistributed.
- After testing has ended for the day, return all test materials to your School Testing Coordinator. Report any missing materials and absent students.
- Report any testing irregularities to your School Test Coordinator.

**Note:** If you are administering more than one Section during the same day, allow students to take a short break (e.g., restroom break, stretch break) or extended break (e.g., lunch). Test books should be collected and secured if the break exceeds 15 minutes. The Test Administrator must remain with the test books at all times unless they are secured. Once students have returned and are seated, read the previous script to move on to the next Section.

The previous directions found in Section 4.12.2 should be used for all Sections of the Paper-Based MISA 5&8 Assessments.



## 5.0 AFTER Completion of Each Testing Day

### 5.1 Checklist of Tasks for Test Administrators to Complete AFTER Testing

This section describes activities Test Administrators must complete after testing.

Testing Day	Reference
<input type="checkbox"/> Ensure all materials have been returned after testing.	Section 5.2
<input type="checkbox"/> Complete any documentation necessary for reporting any testing irregularity or security breach.	Section 2.2.2

### 5.2 Return Materials to the School Test Coordinator

The following are materials that must be returned to the School Test Coordinator:

- *Test Administrator Manual* (after all Sections are completed)
- Student testing tickets and Seal Codes (Computer-Based Testing)
- Test books for paper-based testing
- Accommodated test materials
- Used and unused scratch paper
- A Test Session Roster noting any students who missed a specific Section of the assessment

## 6.0 Accessibility Features and Accommodations

The *Maryland Assessment, Accessibility, & Accommodations Policy Manual* is available online at: <https://support.mdassessments.com/>. Schools in Maryland must refer to this manual for full information about identifying and administering accessibility features and accommodations.

### 6.1 Test Administration of Accessibility Features and Accommodations

In Sections 3 and 4 of the *Maryland Assessment, Accessibility, & Accommodations Policy Manual*, guidance is provided for School Test Coordinators and Test Administrators on before testing, during testing, and after testing activities necessary for the successful administration of each accessibility feature and accommodation.

### 6.2 Before Testing: Preparing for Accessible Test Administration

If you will be administering any accessibility features or accommodations be sure you receive the proper training and materials from your School Test Coordinator. Ask your School Test Coordinator for a list of any students in your group receiving accessibility features and/or accommodations.

If you will be administering any of the accommodations/accessibility features below, review the corresponding documentation in the *Maryland Assessment, Accessibility, & Accommodations Policy Manual*.

Accommodation	<i>Maryland Assessment, Accessibility, &amp; Accommodations Policy Manual</i> References
<i>Human Reader</i>	<p><b>Appendix E:</b> Test Administration Protocol for the Human Reader Accommodation for English Language Arts/Literacy Assessments, and the Human Reader Accessibility Feature for Mathematics, Science (MISA 5 &amp; 8), and Social Studies 8 Assessments</p> <p><b>Human Reader scripts (for Mathematics only):</b> These are secure materials which are NOT included in the manual. These must be indicated on the Local Student and Accommodations File in order to be shipped in the initial order with secure test materials. Additional Orders (AOs) may be placed as needed. Scripts are required to ensure mathematics assessments are read consistently.</p>
<i>Human Scribe</i>	<b>Appendix B:</b> Protocol for the Use of the Scribe Accommodation, used to ensure consistency of scribing and transcription
<i>Human Signer</i>	<b>Appendix J:</b> Human Signer Guidelines give guidance to signers to ensure consistency in administration.
<i>Extended Time</i>	<b>Appendix C:</b> Guidance for Selecting, Training and Administering the Extended Time Accommodation
<i>Large Print and Braille</i>	<b>3d–3f:</b> Assessments for Students who are blind or visually impaired
<i>Assistive Technology (Screen Reader and Non-Screen Reader)</i>	<b>Assistive Technology Guidance</b> available on the MCAP Portal at: <a href="https://support.mdassessments.com">https://support.mdassessments.com</a>

### 6.3 During Testing: Test Administration of Accessibility Features and Accommodations

**Appendix A** in the *Maryland Assessment, Accessibility, & Accommodations Policy Manual* outlines administration directions for each accessibility feature and accommodation. The following accessibility features and accommodations require actions by the Test Administrator during testing.

Test Administrators may provide the following accessibility features to a student during testing:

- General Administration Directions Read Aloud, Repeated, or Clarified as needed
- Redirect Student to the Test
- Human Reader or Signer for the MISA 5&8 Assessment

Test Administrators may need to provide the following accommodations to a student with an IEP/504 plan during testing:

- Human Reader for MISA 5&8
- Human Signer for MISA 5&8
- Human Signer for Test Directions
- Human Scribe for Dictated Responses
- Human Scribe for Signed Responses
- Extended Time
- Monitor Test Response

Test Administrators may need to provide the following accommodations to an English Learner during testing:

- Extended Time
- Human Scribe for MISA 5&8
- General Administration Directions Read Aloud, Repeated, or Clarified as needed in Student’s Native Language
- Human Reader in English or Spanish

#### Special Accommodations Circumstances During Testing

Reference the following appendices of the *Maryland Assessment, Accessibility, & Accommodations Policy Manual* for special circumstances regarding accommodations:

- **Appendix H:** Emergency Accommodation Form for State Assessments
  - An emergency accommodation may be appropriate for a student who incurs a temporary disabling condition that interferes with test performance shortly before or within the MCAP assessment window (e.g., a student breaks their arm and needs a scribe).
- **Appendix I:** Student Accommodation Refusal Form
  - If a student refuses the accommodation(s) listed in their IEP, 504 plan, or, if required by your state, EL plan, the school must document in writing that the student refused the accommodation(s). However, the accommodation(s) must be offered and remain available to the student during the test administration.

Contact your School Test Coordinator if either of these circumstances occurs.

## 6.4 After Testing: Completing Accessible Test Administration

After testing, your School Test Coordinator may ask you to assist with transcription of student responses or other after testing activities for accessibility features and accommodations. Remember, accommodated student responses (e.g., AT, scribe) are secure and must be treated as secure test materials.

# Appendix A

## Glossary of Terminology

## Glossary of Terminology

This glossary contains specific terms used throughout this manual. The manual covers Maryland policies, and there are additional state-specific policies in **Appendix C** of the *Test Coordinator Manual*.

Term	Definition
<b>Accessibility Features</b>	Accessibility features are tools or preferences that are either built into the assessment system or provided externally by Test Administrators. Accessibility features can be used by any student taking the MCAP assessments. A small selection of accessibility features available to all students need to be identified in advance.
<b>Accommodations</b>	An accommodation is an assessment practice or procedure that changes the presentation, response, setting, and/or timing and scheduling of assessments. Accommodations are intended to remove barriers that may exist due to a student’s disability or level of English proficiency. Accommodations must be listed in the student’s approved IEP, 504 plan, or EL plan.
<b>Accommodator</b>	Accommodator is an individual who, under the direction of the Test Administrator, provides specific accommodations that are documented in a student’s IEP, 504 plan, or EL plan.
<b>Administration Time</b>	Administration time is the total time schools should schedule for each Section, including the Section testing time and the approximate times shown in Table 2.0 for reading directions, answering questions, distributing materials, closing Sections, and collecting test materials.
<b>IEP, 504 Plan, or EL Plan</b>	IEP refers to Individualized Education Program plan. It is a program developed to ensure that a student who has a disability and is attending an elementary or secondary educational institution receives specialized instruction and related services.  The 504 plan refers to a plan developed to ensure that a student who has a disability and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment.  An English learner (EL) plan refers to a plan developed to ensure that a student who is learning English has equal rights and access to a high-quality education.
<b>Local Accountability Coordinator (LAC)</b>	The LAC is the individual at the LEA/district level responsible for the overall coordination of test administration. For the purpose of this manual, the term LAC is used. In LEA 24 schools, the tasks for this role would be the responsibility of the School Test Coordinator.
<b>Local Educational Agency (LEA 24)</b>	Commonly referred to as the “non-public” schools or LEA 24 schools.
<b>Local Educational Agency (LEA)</b>	Commonly referred to as a school district.
<b>Local Student and Accommodations (LSA) File</b>	The Student Registration File and Personal Needs Profile have been combined into one file layout now known as the Local Student and Accommodations File. This is the data file for enrolling students as well as including the accessibility features and accommodations that are needed to take an MCAP assessment.
<b>Maryland Comprehensive Assessment Program (MCAP)</b>	The overarching program name for all state assessments created by Maryland educators. The MCAP will include tests in English Language Arts/Literacy, Mathematics, Science, and Social Studies.

Term	Definition
<b>Mathematics Tools for Administration</b>	Mathematics tools for administration include rulers and protractors, Mathematics reference sheets, and Geometry tools. Mathematics tools for accommodations may include large print ruler, braille ruler, tactile compass, or braille protractor. See the <i>Maryland Assessment, Accessibility, &amp; Accommodations Policy Manual</i> for more information on Mathematics tools for accommodations.
<b>Non-secure</b>	Test materials that have been made available to the public include Practice Tests, manuals and user guides. The availability of non-secure materials does not compromise test security or score validity.
<b>Pearson Access</b>	The website used for the registration, setup, preparation, and management of both the paper-based and computer-based formats of the MCAP assessments. Pearson Access requires username and password setup. More information about setup and operation for the MCAP assessments is available in the <i>Pearson Access Online User Guide</i> .
<b>Seal Codes</b>	A secure code required to enter each Section of the test.
<b>Section</b>	Each content area of the MCAP assessments is comprised of Sections. Each Section has a set administration time within a Session and is typically administered all at once. The tables in Section 2.4 of this manual provide Section details.
<b>Section Testing Time</b>	Section testing time is the amount of time any student who needs it must be provided to complete the Section. As such, it is the amount of testing time schools must schedule for each Section. A new Section cannot be started until all students in the Section are finished or until section testing time has expired.
<b>Secure</b>	A test item, reading passage, or test that has not been made available to the public. It also includes test items and student responses. For the paper-based administration, secure materials refer to test book and answer documents. For both the paper-based and computer-based administrations, secure materials also refer to mathematics reference sheets written on by students and scratch paper written on by students.
<b>Session</b>	In Pearson Access, a Session is the group of students registered to test a content area together (same time and location).
<b>Testing Environment</b>	All aspects of the test surroundings during testing, this includes what a student can see, hear, or access.
<b>Testing Incident Report Form (TIRF)</b>	The LAC should use this form as a model for essential elements to collect when Testing Irregularities are reported within their LEA. The LAC is to submit this form whenever a test security violation or test administration procedural deviation (Category 2 violation) from MSDE testing policy takes place.
<b>TestNav</b>	The application used to administer the computer-based MCAP assessment is available at <a href="https://download.testnav.com/">https://download.testnav.com/</a> .

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# **Appendix B**

## **Test Administration and Certification of Training Form and Non-Disclosure Agreement**

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## Test Administration and Certification of Training Form and Non-Disclosure Agreement

This form must be signed by all individuals having access to test materials, including online materials, during **any** Maryland State Department of Education (MSDE) sponsored testing. This includes:

- School Test Coordinators (STCs);
- Test Administrators/Examiners (TAs/TEs);
- Persons designated as Proctors;
- Instructional Assistants or other personnel who provide accommodations to students with disabilities and/or students who are English Learners (EL); and
- Teachers or others who support a test administration or who have access to test materials.

Only persons who are employees or agents of the school district and who have signed this form may supervise, administer, proctor, or assist with the administration of the test. The school system must retain completed forms on file as specified in Code of Maryland Regulations (COMAR) 13A.03.04.03.

This is to certify that:

- I understand that the MSDE assessment materials are confidential and I agree to abide by all of the regulations governing test administration and data reporting policies and procedures as specified in COMAR 13A.03.04.
- I have been trained for my role in the upcoming testing by a trainer authorized by my school district. I am familiar with COMAR and the district test administration regulations and have received a copy of the regulations.
- I understand that it is a breach of professional ethics to provide or alter answers, provide verbal or nonverbal clues, teach items on the test, share prompts, coach, hint, or in any way influence a student's performance during the testing. The only materials students may use are those authorized in the manuals related to the specific assessments.
- I understand that copies of test materials, including items and other documents that are identified as secure, are confidential and must be kept secure at all times. Unauthorized access, use, transportation, duplication, or reproduction of any portion of these assessment materials is prohibited.
- I understand that making notes about test items, making answer keys for, writing about, or discussing with persons not involved in the test administration, the content of the actual test or any part thereof, including reading passages, is prohibited. (For the KRA, making observational notes about student performance is acceptable.)
- I understand that I may not provide any part of the test materials for examination or other use by any other party.
- I understand that I may not disseminate any of the test materials to any other party.
- I understand that I may not discuss the topics and/or specific content of the test materials with any other party.
- I understand that accommodations for students with disabilities must be limited to those documented in the student's IEP or Section 504 Plan, and accommodations for English Learners (EL) must be limited to those documented in the EL Plan. Accommodations also must be those which are permitted as outlined in the current *Maryland Accommodations Manual*. (Note that this is not applicable for the KRA.)
- I understand that the test must be administered on the dates specified within the allowed testing window.
- I understand the test materials must be returned to the representative authorized by MSDE by the agreed-upon date.
- I understand that, unless part of the directions for administration, I may not read any material to a student unless part of an allowable accommodation (Note that this is not applicable for the KRA.). Students unsure of the question or an answer should be told only to reread the question and give their best response. Although I understand I can encourage students to respond to each question, I understand I cannot tell students to change their responses.
- I understand that students who finish a portion of the assessment early may review their work only as permitted in the respective administration manual. (Note that this is not applicable for the KRA.)
- If I am administering an alternate Maryland assessment, I understand that I may not inaccurately report a student's responses or "coach" a student to provide correct answers.
- **I have read the above and have been prepared for my role in the test administration.** I have received and reviewed the current administration's manual(s) and agree to abide by the policies and procedures as outlined therein. I understand that violations of test administration and security provisions may include invalidation of test results, cost assessed to my district, disciplinary actions against me by my district, and/or certificate suspensions or revocations by the MSDE as applicable.

\_\_\_\_\_  
*Name (Please print)*

\_\_\_\_\_  
*Title*

\_\_\_\_\_  
*School Year*

\_\_\_\_\_  
*LEA #, School #, and School Name*

\_\_\_\_\_  
*Signature*

\_\_\_\_\_  
*Date*

**Title 13A - STATE BOARD OF EDUCATION**  
**Subtitle 03 GENERAL INSTRUCTIONAL PROGRAMS**  
**Chapter 04 Test Administration and Data-Reporting**  
**Policies and Procedures** Authority: Education Article, §2-205, Annotated Code of Maryland

**.01 Scope.**

This chapter applies to:

A. Tests administered by or through the State Board of Education including but not limited to:

- (1) The Maryland Comprehensive Assessment Program (MCAP) (English and Language Arts and Mathematics);
- (2) The Maryland Integrated Science Assessment (MISA) for grades 5 and 8;
- (3) The Alternate Maryland Integrated Science Assessment (Alt-MISA) for grades 5 and 8;
- (4) The Multi-State Alternate Assessment (MSAA);
- (5) The High School Assessment for Government (HSA Government);
- (6) The High School Assessment for Science (HS MISA);
- (7) The Kindergarten Readiness Assessment (KRA);
- (8) The English Language Proficiency Assessment (ELPA) – ACCESS for ELLs;
- (9) The norm-referenced test or tests in use by the State;
- (10) The Educator Credentialing Tests; and
- (11) Other test instruments required by the State Board of Education;

B. Data reporting required by the State Board of Education including the data-based areas described in COMAR 13A.01.04 and other measures used to determine availability of services and funding; and

C. Local school system-owned materials that are the same as those used in any State-operated assessment program.

D. The security and monitoring of any instrument administered by or through the State Board of Education, to include assessments and surveys.

**.02 Definitions.**

A. In this chapter, the following terms have the meanings indicated.

B. Terms Defined.

- (1) "Department" means the State Department of Education.
- (2) "Individual" means a student, teacher, administrator, or other school system or Department employee.
- (3) Local School System.
  - (a) "Local school system" means a public school system.
  - (b) "Local school system" includes special schools and institutions and nonpublic schools approved under COMAR 13A.09.10 that use tests administered on behalf of the State Board of Education.
  - (c) "Maryland School Performance Program (MSPP)" means a performance-based education accountability program that focuses on accountability through school improvement in the public schools.
  - (d) "Test administration" means the range of activities from procurement of secure assessment materials through the return of secure assessment materials to the Department or its agents.

**.03 Local School System Test Administration and Data-Reporting Policies.**

A. A local school system shall develop and adopt test administration and data-reporting policies.

B. The test administration policy shall provide for:

- (1) The security of the materials during testing and the storage under lock and key of all secure tests and test materials in all versions, including, but not limited to, answer keys, audio tapes, videotapes, compact disks (CDs), and examinee answer documents, before, during, and after testing;
- (2) The proper administration of tests and the monitoring of test administrations;
- (3) Training, at least annually, of appropriate personnel on the local test administration policy and procedures; and
- (4) The prohibition of electronic devices, including personal devices, (unless required for testing or administrative purposes) in testing rooms during testing; and
- (5) The retention of an archival document for a minimum of 6 years after the date of test administration, containing the following information for each testing group each testing day:
  - (a) Name and student identification number for each student;
  - (b) School and system names and identifiers;
  - (c) Names of the test administrators, examiners, accommodators, and proctors; and
  - (d) Unique test document identification number for each student for paper testing only.

C. The data reporting policy shall contain:

- (1) Procedures for the accurate and timely collection, storage, and retrieval of data required by the State Board as described in Regulation .01 of this chapter;
- (2) Procedures for reporting assessment results to parents/guardians of students within 30 days of receipt by the local school system, but no later than the 15th of September for spring assessment results.
- (3) Procedures for the delivery of assessment results to parents/guardians by one or more of these methods:
  - (a) First-class mail;
  - (b) Backpack or student folder only if parents/guardians are notified by phone or electronically to expect the assessment results to be delivered on a date certain by that method;
  - (c) Personally at Parent/Teacher conferences; or
  - (d) Electronically through the communication system used by the local school system to keep parents/guardians informed; and

(4) Training of appropriate personnel on data reporting procedures.

D. Test Administration and Certification of Training Forms.

(1) The Department and each local school system shall use a Department provided or approved test administration and certification of training form and a Department provided or approved nondisclosure agreement, as appropriate, for its employees.

(2) Before initially handling any test materials, and annually after that, each individual directly or indirectly involved shall sign a test administration and certification of training form or a nondisclosure agreement, whichever is applicable.

(3) All signed forms and agreements shall be retained by the Department or local school system for the duration of the individual's employment or relationship with the Department or local school system.

(4) Forms and agreements may be signed electronically using any means approved by the Department.

E. Electronic Archival of Documents. Each local school system may develop and adopt policies and procedures for the secure electronic archival of paper documents.

**.04 Local School System Testing Designates.**

A. All personnel involved in testing must be employees of the local school system, be trained for their role, meet the requirements of their role as described herein, and sign a Department approved Test Administration and Certification of Training Form.

B. Personnel may not serve as a Test Administrator, Proctor, or Accommodator in the same testing room as a student who is a family member or who resides within the same dwelling.

C. Testing Personnel

(1) Local Accountability Coordinators.

(a) A local superintendent of schools shall designate annually one individual per school system to serve as the Local Accountability Coordinator (LAC).

(b) The LAC shall have oversight of the:

- (i) Procurement of test instruments that are used in testing programs administered by or through the State Board of Education;
  - (ii) Organization, implementation, orientation, and verification of the Maryland educational assessment programs in the school system; and
  - (iii) Administration and security of state-mandated assessments.
- (c) The name of the LAC shall be provided in writing to the Department within 10 days of the designation.
2. School Test Coordinators.

(a) Each school system shall designate one individual per school to serve as the Primary School Test Coordinator (STC).

(b) A Principal may not serve as the STC unless permission has been granted by the Department.

(c) STCs must possess a valid Maryland State Department of Education (MSDE) certificate for professional school staff.

(d) Eligible STCs include the following:

- (i) State-certified teachers.
- (ii) State-certified guidance counselors, library media specialists, school psychologists, pupil personnel workers, and school administrators (other than the Principal).
- (e) The Primary STC shall:

(i) Have responsibility for training and supervising school personnel in test administration policy and procedures; and

(ii) Be the primary point of contact with the LAC and the Department during the administration of all state assessments.

(f) The school system may further designate, one or both, an:

- (i) Alternate STC per school.
- (ii) Assistant STC per state-mandated assessment.
- (3) Test Administrators (TAs)
  - (a) Selected by each public school's principal subject to review and approval by the local Superintendent.
  - (b) For any multi-state assessment consortium testing, TAs must possess a valid Maryland State Department of Education (MSDE) certificate for professional school staff.
- (4) Proctors
  - (a) The decision to use Proctors is a local school system option.
  - (b) Must be under the direct supervision of an eligible TA.
  - (c) TAs may serve as Proctors.
  - (d) Proctors may include:
    - (i) Instructional assistants and aides.
    - (ii) Substitutes or other staff members who are employees of the school system.
  - (5) Accommodators
    - (a) May provide accommodations to students during testing.
    - (b) Must be under the direct supervision of an eligible TA.
  - (c) Accommodators may include:
    - (i) Test Administrators.
    - (ii) Instructional assistants and aides.
    - (iii) Substitutes or other staff members who are employees of the school system.

(a) The decision to use Proctors is a local school system option.

(b) Must be under the direct supervision of an eligible TA.

(c) TAs may serve as Proctors.

(d) Proctors may include:

- (i) Instructional assistants and aides.
- (ii) Substitutes or other staff members who are employees of the school system.

(5) Accommodators

(a) May provide accommodations to students during testing.

(b) Must be under the direct supervision of an eligible TA.

(c) Accommodators may include:

- (i) Test Administrators.
- (ii) Instructional assistants and aides.
- (iii) Substitutes or other staff members who are employees of the school system.

**.05 Testing Behavior Violations.**

A. It is a violation of test security for an individual to fail to follow test administration procedures promulgated by the local board of education or the State Board of Education and published in test administration manuals and related materials for mandatory tests administered by or through the State Board of Education to students or educators.

B. It is a violation of test security for an individual to:

- (1) Give examinees access to secure test items or materials before testing;
- (2) Give unauthorized individuals access to secure test items or

materials;

(3) Copy, reproduce, use, or otherwise disclose in any manner inconsistent with test security regulations and procedures any portion of secure test materials;

(4) Provide answer keys or answers orally, in writing, or by any other means, to examinees;

(5) Coach examinees during testing by giving them answers to test questions or otherwise directing or guiding their responses or altering or interfering with examinees' responses in any way;

(6) Fail to follow security regulations and procedures for distribution and return of secure test materials, or fail to account for all secure test materials before, during, and after testing;

(7) Fail to properly monitor test administration, including permitting inappropriate collaboration between or among individuals;

(8) Administer State-mandated tests on dates other than those specified by the Department;

(9) Participate in, direct, aid, counsel, assist, encourage, or fail to report any of the acts prohibited in this chapter; or

(10) Refuse to disclose information regarding test security violations.

C. The local school system shall investigate any allegations of violations of test security and report the results to the Department in a timely fashion.

**.06 Data Collection and Reporting Violations.**

A. It is a violation of data collection and reporting for an individual, school, or school system to:

(1) Fail to report test scores, numbers of students tested, and other indicators of test performance on mandatory tests administered by or through the State Board of Education, as well as all other data elements reported to the Department;

(2) Report incorrect or otherwise inaccurate test scores, numbers of students tested, other indicators of test performance, and participation on mandatory tests administered by or through the State Board of Education, as well as all other data elements reported to the Department; or

(3) Exclude a student or students from participation in mandatory tests administered by or through the State Board of Education except in accordance with Department-approved procedures.

B. The local school system shall investigate any allegations involving data collection or reporting violations and report the results to the Department in a timely fashion.

**.07 Sanctions for Violations.**

A. Invalidation of Test Scores or Other Data.

(1) An individual shall adhere to all procedures specified in all operating manuals and related materials governing the Maryland School Performance Program including the mandated testing programs.

(2) The Department:

(a) Shall establish procedures to identify:

(i) Improbable test score gains or improbable changes in data in consecutive years,

(ii) Situations in which inappropriate collaboration between or among individuals occurs during the test administration or data collection and reporting, and

(iii) Any other situation which may result in the invalidation of test results or other data; and

(b) May invalidate test scores or other data that reflect improbable gains which cannot be satisfactorily explained through changes in the student population or instruction.

(3) The invalidation of test results or other data because of a breach of security, or action of the State Board of Education, also invalidates any graduation, programmatic, or evaluative criteria dependent upon these data or test results.

(4) A student who causes, allows, or is otherwise involved in the presentation of forged, counterfeit, or altered identification for the purpose of obtaining admission to a test administration site for any of the tests listed in Regulation .01 of this chapter may have the test results invalidated, and may be ineligible to retake the test until the next official testing opportunity.

(5) A student who engages in any activities during testing which result in invalidation of scores may be ineligible to retake the test until the next official testing opportunity.

(6) All central office and school-based personnel whose duties involve either test administration or data collection and reporting shall be held accountable for compliance with all of the requirements described in this chapter.

B. Other Sanctions. A testing behavior violation as described in Regulation .05 of this chapter, a data collection and reporting violation as described in Regulation .06 of this chapter, or a violation of any other regulation in this chapter constitutes misconduct, insubordination, or neglect of duty for which:

(1) Personnel sanctions may be imposed by the local school system;

(2) The administrative credentials, teaching credentials, or both, of the violator may be suspended or revoked under COMAR 13A.12.05;

(3) The school or school system may be censured; and

(4) Costs incurred as the result of the violation may be recovered by the Department.

C. Mitigating Circumstances.

(1) Any mitigating circumstances shall be considered before a sanction is imposed for a testing behavior violation as described in Regulation .05 of this chapter, a data collection and reporting violation as described in Regulation .06 of this chapter, or violation of any other regulation in this chapter.

(2) An individual other than a primary violator may be sanctioned only if the individual failed to take appropriate action after learning about the violation.

D. Reasonable Person Standard. All conduct with respect to test administration and data reporting will be reviewed under a reasonable person standard, that is, what a reasonable person would do under similar circumstances.

E. Whistleblower Protection.

(1) The local school system shall not take any personnel action as retaliation against an employee who reports information that the employee reasonably believes involves a test security violation under this chapter.

(2) The local school system may take personnel action against an employee if the local school system investigates and concludes that the employee was involved in the reported test security violation.

**NOTE:** COMAR text current as of July 30, 2019. Please consult <http://www.dsd.state.md.us/COMAR/ComarHome.html> for any changes.

# Appendix C

## Signs

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# TESTING

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Please  
Do Not Disturb

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Test Direction Symbols in Test Books

**GO ON ▶**



**DO NOT GO ON**







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