MCAP Maryland Comprehensive Assessment Program

Spring 2021

TEST COORDINATOR MANUAL

Computer-Based and Paper-Based Testing

- *English Language Arts/Literacy*
- *Mathematics*
- *Science (MISA)*
- *Social Studies*

MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

MCAP Maryland Comprehensive Assessment Program

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• State-specific policies • Test security • Test administration	LAC or MSDE State Contact	MSDE: **Telephone:** 410-767-0083 or 410-767-9952 **Email:** mcap.msde@maryland.gov **Fax:** 410-333-0052

MCAP

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WHAT'S NEW FOR THE 2021 SPRING ADMINISTRATION?

- The Maryland Comprehensive Assessment Program (MCAP) will be the overarching term used for all state assessments in English Language Arts/Literacy (ELA/L) and Mathematics, as well as Science (Maryland Integrated Science Assessment-MISA) and Social Studies 8.
- The URL for the MCAP Portal has changed to https://support.mdassessments.com.
- Teacher (T) is a new role in Pearson Access. The Teacher will have the ability to view details about students in their Class, administer the assessment to their assigned Sessions, and view/download Reports.
- PearsonAccess^{next} will transition to Pearson Access. Users will receive a new sign-in and will need to learn the responsibilities associated with their User Role.
- There will no longer be a User Role in Pearson Access called Technology Coordinator, but there will be a discussion in this manual regarding the responsibilities of a technology coordinator to assist with the preparation of devices for testing.
- Each STC should enter their MISA 5 & 8, MCAP ELA/L and Mathematics, and Social Studies 8 testing schedules in the Statewide Schedule Tool at itempra.org/schedule.
- Students in grades 3–5 will now have use of the online calculator for the MCAP Mathematics assessment.
- An additional online calculator model, Desmos, will be available on TestNav, the online platform, at all grade levels for the MCAP Mathematics assessment.
- A Drawing Tool will be available on some online math items to help the student explain their response.
- The Answer Masking tool will no longer be an Accessibility Feature that must be designated in advance. This tool will now be available to all students. It is highly recommended that teachers use the Practice Tests to model the use of this tool.
- The timing and number of Sections for the 2020–2021 MCAP tests will be as follows: English Language Arts/Literacy (ELA/L) assessments will consist of four 70-minute Sections and Mathematics, MISA 5 & 8, and Social Studies 8 assessments will consist of four 40-minute Sections.
- Students taking a paper test MUST be entered in a Session within Pearson Access.
- 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.
- This Test Coordinator Manual (TCM) will cover the MISA 5 & 8, ELA/L and Mathematics, and the Social Studies 8 MCAP administrations.
- IMPORTANT: Due to a new administrative platform (Pearson Access) and the unique challenges surrounding COVID-19, some sections of this manual may need to be revised closer to testing. Ongoing communication with your LAC is essential.

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 English Language Arts/Literacy (ELA/L) assessment will focus on reading and understanding literature and informational text, as well as writing effectively when analyzing texts.

The Mathematics assessment will focus on applying skills and concepts, and understanding multi-step problems that require abstract reasoning and modeling real-world problems, precision, perseverance, and strategic use of tools.

The Science (MISA) assessment 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.

The Social Studies 8 assessment will focus on applying content knowledge and skills and processes that require students to evaluate sources, identify credible relevant information, and construct arguments.

1.1 About this Manual

This manual provides instructions applicable to School Test Coordinators for the administration of the computer-based and paper-based versions of the MCAP assessments, as well as the procedures and protocols to complete before, during, and after each administration. Definitions for terms used in this manual can be found in **Appendix A**.

	Throughout this manual, you will see this icon to note tasks or information (or entire sections) relevant only to computer-based tests.
	Throughout this manual, you will see this icon to note tasks or information (or entire sections) relevant only to paper-based tests.

This manual also contains the policies related to test security and test administration that all school staff must follow.

All documents referenced for this administration can be found on the MCAP Portal found at https://support.mdassessments.com.

All administration instructions for Test Administrators are included in the *Test Administrator Manuals (TAMs)* or packaged with specific accommodated paper forms (i.e., Braille, Large Print).

1.2 Roles of Individuals

The Local Accountability Coordinator (LAC) in each Local School System (LSS) is the individual at the LSS 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, the 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. This individual is responsible for coordinating test administration at his or her school. This individual is also responsible for all post testing procedures.

Test Administrator (TA) is an individual at the school who is responsible for administering the assessment. All Test Administrators must be employees of the LSS/LEA 24 school and trained for the specific test administration.

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.

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."

Non-Eligible Test Administrators: Teachers 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 who are not regular employees of the LSS/LEA 24 school may not serve as the TA. In addition, student teachers may NOT serve as a Test Administrator responsible for administering the MCAP assessment.

The following roles do not need access to Pearson Access:

Proctor is an individual who may be called on to help a Test Administrator monitor a test 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:

- Monitor students during and after testing to adhere to test security and administration protocols
- Reviewing policies and instructions in the *Test Administrator Manual*
- Assisting in the preparation of the testing environment
- Providing an accommodation under the direction of an eligible Test Administrator
- Assisting in the supervision of test administration

	A Proctor is recommended for all test Sessions due to the nature of computer-based testing.
	A Proctor is recommended for all test Sessions with more than 25 students.

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

Technology Coordinator (TC) is an individual at the school or LSS/LEA 24 level who is responsible for setting up testing devices for computer-based testing. The School Test Coordinator should collaborate with an individual assigned to serve in this role during the administration. The Technology Coordinator will no longer need an account in Pearson Access.

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

2.0 Test Security and Administration Policies

2.1 Maintaining the Security of Test Materials and Content

The administration of any Maryland 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. School Test Coordinators are responsible for ensuring that all personnel with authorized access to secure materials are trained in and subsequently act in accordance with all security requirements.

School Test Coordinators must implement chain-of-custody requirements for materials as described in this section. School Test Coordinators are responsible for distributing materials to Test Administrators, collecting materials from Test Administrators, returning secure test materials to Pearson, and securely destroying (refer to Sections 5.1.2 and 5.2.3 for directions on securely destroying) specified materials after testing as described throughout Section 5.0.

School Test Coordinators are required to maintain a tracking log to account for collecting and securely destroying secure test materials, including reference sheets written on by students and scratch paper written on by students. Schools must maintain the Chain-of-Custody Form or tracking log of secure materials for at least six years. Copies of the Chain-of-Custody Form for computer-based testing can be found on https://support.mdassessments.com. Copies of the Chain-of-Custody Form for paper-based testing will be included in each LSS or school's test materials shipment.

Test Administrators are NOT to have extended access to test materials before or after the test administration. Test Administrators must document the receipt and return of all secure test materials (used and unused) to the School Test Coordinator immediately after testing.

	The following test materials are secure: • Student testing tickets • Reference sheet, rubrics, and the Periodic Table written on by students • Scratch paper written on by students • Human Reader scripts for mathematics (if applicable) • Braille Book (for student using Screen Reader)
	The following test materials are secure: • Test books • Answer documents (grades 4–high school for ELA and Mathematics only) • Large Print test book • Braille test book and Braille notes • Reference sheets, rubrics, and the Periodic Table written on by students • Scratch paper written on by students • Human Reader scripts for mathematics (if applicable)

2.1.1 School Test Coordinator (STC) Responsibilities

- Before testing, develop a security plan that aligns with school, LSS/LEA 24 schools, and state policy.
- Authorize specific personnel to serve as Test Administrators and train them to properly administer MCAP tests. Designate other school and/or LSS personnel as necessary to maintain a secure test administration and train them in Maryland security requirements.
- With the approval of your school's administration, create a testing schedule that also includes a schedule for Make-up testing. The testing schedule should be entered in the Statewide Schedule Tool on iTempra.org. This schedule should be updated for accuracy throughout the testing window.
- Keep secure testing materials in locked central storage when MCAP tests are not being administered.
- Inform staff of the schoolwide testing schedule available on iTempra.org and train staff who will serve as Test Administrators, Proctors, and Accommodators.
- Provide Test Administrators with a list of the accommodations and accessibility features for students in their Sessions.
- Monitor the receipt and distribution of all test materials.
- Return all secure materials to Pearson by designated dates.

2.1.2 Test Administrator Responsibilities for Maintaining Security and Administering Tests

1. **Receive training in administering test Sections properly and securely.**
   - Review the *TAM* and all relevant test security requirements before administering any tests.
   - 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.
   - 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 listed in the *TAM*.
   - Prevent the use of prohibited materials (refer to Section 2.3) during testing. Note that results may be invalidated for students who use cell phones or other prohibited electronic devices during a test Section, after a student has submitted the Section for online testing or test book/answer document while still in the testing room, or during a break (See exception listed in Section 2.2.1).
   - Follow the directions and read the scripts in the *TAM* verbatim to students.

3. **Focus full attention on the testing environment at all times during testing.**
   - Ensure that students are supervised during testing, including during breaks.
   - 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. While monitoring the classroom, for paper-based testing, **a Test Administrator may view students' test books and answer documents for the sole purpose of confirming that students are working in the correct Section**. A Test Administrator may not review test books and answer documents and/or confirm whether a student has responded to all test items.

- If a Test Administrator observes a student working in the incorrect Section of the test or reviewing the incorrect Section of the test, 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. Test Administrators are responsible for ensuring that students are not able to see content on other students' test materials or on students' testing devices.
   - Ensure that students do not have access to any electronic communication to capture test questions or to communicate with other students during testing.

5. **Do NOT provide unauthorized assistance to a student that could impact his or her answers.**
   - At any time during a test Session, a Test Administrator may repeat a portion of the *TAM* script if necessary for clarification. The Test Administrator may NOT explain any portion of the script.
   - Test Administrators should not assist a student during testing or alter or interfere with a student's response in any way that would impact his/her 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 passages, 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 or accessibility features as prescribed in the *Maryland Assessment, Accessibility and Accommodations Policy Manual*.

7. **Follow chain-of-custody requirements to return all test materials after testing.**

2.1.3 Security Forms

To document proper test administration and security procedures, the following forms may be used:

- Chain-of-Custody Form or LSS/LEA 24 approved form
- Test Administration and Certification of Training Form and Non-Disclosure Agreement
- Testing Incident Report Form (TIRF) or LSS/LEA 24 form
- Form to Report Contaminated, Damaged, or Missing Materials
- Post-Test Certification Form

For your convenience, copies of the security forms are included as appendices in this manual, and templates are available at https://support.mdassessments.com.

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 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) while secure test materials are still distributed, while students are testing, after a student turns in his or her test materials, 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 or when timely administration assistance is needed. LACs may set additional restrictions on allowable devices within their LSS 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 any paper or online resource not related to the testing administration) 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
  - 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 the MSDE test administration window without state approval
  - Disclosing any Seal Codes before the time directed in the testing script
- **Test Materials Irregularities**
  - Losing a student testing ticket
  - Losing a student test book or answer document
  - Losing secure Human Reader scripts
  - 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 mathematics, MISA, or Social Studies 8 or accommodation for ELA/L 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 or online test forms
- 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 building or removing them from locked storage for any purpose other than administering the test

- **Testing Environment Irregularities**
  - Failing to follow administration directions exactly as specified in the *TAM* for each content area
  - 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
  - Failing to place the testing sign outside the testing room door as specified in the TAM
  - 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 **Appendix C** for details about observation visits.

2.2.2 Reporting Testing Irregularities and Security Breaches

If a testing irregularity or security breach must be reported, follow the protocol outlined below:

- The incident must be reported to the School Test Coordinator immediately.
- The School Test Coordinator contacts the LAC who will give guidance or contact MSDE.
- The Testing Incident Report Form (TIRF) (available at https://support.mdassessments.com or refer to **Appendix D**) or another form designed by your LSS must be completed and submitted within five business days of the incident, unless otherwise directed by your LAC or MSDE Test Security Officer.
- If follow-up documentation is required by your LAC or MSDE Test Security Officer, complete any additional documentation in a timely manner.
- Occasionally, individuals will contact MSDE offices with allegations of testing irregularities or security breaches. In these instances, the MSDE Test Security Officer may contact the School Test Coordinator or LAC and ask the individual to investigate the allegations and report back to the MSDE Test Security Officer.
- The LAC must file the TIRF with MSDE within five business days after the incident.

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 after testing must be established in advance of the testing day. Refer to **Appendix C** in this TCM for the MSDE policy on what students may do after testing. The three choices are also listed in the script found in the TAM for each content area. The LAC in each district must decide on one choice of what students may do after testing from the three choices available to the state. All students in the LSS/LEA 24 should follow the choice set forth by the LAC.
- Unauthorized visitors are prohibited from entering the testing environment as described in Section 2.2.1.
- The testing sign in **Appendix C** in the *Test Administrator Manual* or another testing sign must be posted on the outside of the room door.
- Prohibited classroom resources related to the content being assessed must be removed or covered in advance of testing.

Administration Considerations for All Students

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 and MSDE guidance. 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
- Reduced distraction to Self or Others

For more information on administrative considerations that are available for ALL students, refer to Section 3-Fact Sheet AC-1 of the *Maryland Assessment, Accessibility, and 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 related to the content being tested must be covered or removed from the testing room.

The following materials may NOT be used at any time during a Section, including after a student has completed testing (e.g., turns in his or her test book or submits a 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 exception)

- Any resource (e.g., books, dictionaries, posters, models, graphs, displays, teaching aids) that defines, explains, illustrates terminology or concepts, or otherwise provides unauthorized assistance with the content being assessed during testing. Refer to the *Maryland Assessment, Accessibility, and Accommodations Policy Manual* for additional information on approved resources for a student with a disability or an English learner.
- Any math reference sheet, Periodic Table, or rubric not provided in the testing platform or by the STC.
- Any manipulative not approved through a unique accommodation request prior to testing* (refer to Section 6.2 for more information)

  * May be allowable if listed in the student's IEP or 504 plan. Unique accommodation requests must be submitted no later than 6 weeks before the opening of the state testing window. Check with your LAC for specific dates.

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 his or her possession upon arrival for testing, the Test Administrator must instruct the student to hand in the materials 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.

Exceptions for Test Accommodations

A student with a disability or a student who is an English learner may be allowed to use certain tools or materials that are otherwise prohibited during testing, if the accommodation is documented in the student's IEP, 504 plan, or EL plan. The LAC should contact MSDE with any questions regarding these tools or materials.

Note: An EL student may use a word-to-word bilingual dictionary if listed in the student's EL Plan.

2.4 Scheduling and Testing Time

Administration Dates

All test Sections, including make-up testing must be completed during the MSDE designated Maryland testing window for each content area being assessed. Refer to **Appendix C** for each content specific testing window. Every STC is expected to enter their testing schedule in the Statewide Schedule Tool at itempra.org/schedule. This schedule should be updated as changes occur throughout the testing window.

Section Testing Time

This year's MCAP tests are strictly timed, and no additional time may be permitted (with the exception of an extended time accommodation as noted in Section 2.4.3). Test Administrators are responsible for keeping time during testing. Failure to follow correct timing is a Testing Irregularity and must be reported. Testing time is the maximum amount of time students may work in a Section unless they have a documented accommodation.

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

Example: When the section testing time is 40 minutes, schools might schedule a total of 70 minutes: 15 minutes for distributing materials and reading directions + 40 minutes of testing + 15 minutes for end-of-section activities. Be sure to include time for a break between Sections if testing multiple Sections on the same day.

Test administration times are shown in Table 2.0 (note that times vary by content area, Section, and grade/course).

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 Section	Refer to Section Testing Times for each grade band and content area
	4. End-of-section activities, including signing students out of TestNav and collecting test materials	5–15 minutes

Section Testing Time is the amount of time that must be provided to any student who needs it to complete the Section. Tables 2.1–2.5 show the amount of testing time for each Section in each of the content areas testing in Spring 2021. Test Administrators are responsible for keeping track of time during testing.

If **all** students have completed testing before the end of the section testing time, the Section may end. Once the section testing time has been reached, the Section must end, except for students with extended time accommodations. Refer to guidance from your LAC based on policy about 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 Grades 3–5

Subject(s)	Section	Section Type	Section Testing Time (Minutes)
Mathematics Grade 3 Mathematics Grade 4 Mathematics Grade 5	Section 1	Non-calculator	40
	Section 2	Calculator	40
	Section 3	Non-calculator	40
	Section 4	Calculator	40
ELA/Literacy Grade 3 ELA/Literacy Grade 4 ELA/Literacy Grade 5	Section 1		70
	Section 2		70
	Section 3		70
	Section 4		70

Table 2.2 Section Testing Times for Grades 6–8

Subject(s)	Section	Section Type	Section Testing Time (Minutes)
Mathematics Grade 6 Mathematics Grade 7 Mathematics Grade 8	Section 1	Non-calculator	40
	Section 2	Calculator	40
	Section 3	Calculator	40
	Section 4	Calculator	40
ELA/Literacy Grade 6 ELA/Literacy Grade 7 ELA/Literacy Grade 8	Section 1		70
	Section 2		70
	Section 3		70
	Section 4		70

Table 2.3 Section Testing Times for High School Courses

Subject(s)/Course(s)	Section	Section Type	Section Testing Time (Minutes)
Algebra I, Geometry, Algebra II	Section 1	Non-calculator	40
	Section 2	Calculator	40
	Section 3	Calculator	40
	Section 4	Calculator	40
ELA/Literacy Grade 10	Section 1		70
	Section 2		70
	Section 3		70
	Section 4		70

Table 2.4 MISA Grades 5 & 8

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

Table 2.5 Social Studies 8

Subject(s)	Section	Section Type	Section Testing Time (Minutes)
Social Studies Grade 8	Section 1		40
	Section 2		40
	Section 3		40
	Section 4		40

2.4.1 Guidelines for Scheduling

Sections may be scheduled at any time on school days during the student's normal school hours throughout the scheduled testing window. Contact your LAC if you have any questions about your testing dates.

Schools are encouraged to schedule testing during the early part of each testing window to maximize the number of available test days in case of weather-related disruptions or other issues. Testing should be scheduled to ensure students have sufficient time to complete a Section on the same day it is started. A test Session of four Sections may be scheduled across multiple days with one or more Sections administered each day. It is highly recommended that schools schedule **no more than two Sections per sitting** for any given student. When scheduling multiple Sections for a single day, schools should account for breaks between Sections (refer to Section 2.4.4 for the policy on breaks).

Schools may test multiple classrooms/courses in one testing location, if desired, provided the Section is the same content area, has the same length of testing time, and uses the same administration script provided in the *Test Administrator Manual*. When administering a mathematics assessment, attention must also be given to whether the Section uses a calculator or not. For example, a school may test Algebra I and Geometry courses for Section 1 together because they are the same content area (Mathematics), have the same testing time (40 minutes), and use the same administration script (available in the *Test Administrator Manual*). If using this option, schools may need to arrange for additional staff members to be available at the beginning of a Section to help students sign in and begin testing. Sessions will have unique Seal Codes, so it is important that the STC plan for how those Seal Codes will be delivered between Sections if different content tests are administered in the same room.

Each student is expected to complete a Section in a single sitting (i.e., all at once), with limited exceptions due to illness during testing or a safety threat. Time must be allowed to finish a Section on the same day started. **Sections MUST be administered in sequential order.** Schools may use their discretion in deciding which content areas are scheduled on certain days, so long as Sections within each content area are scheduled in sequential order.

2.4.2 Make-Up Testing

Students who miss testing on their originally scheduled administration date should participate in make-up testing. Make-up tests may be scheduled after the original Section as long as it falls within the MSDE testing window. Every attempt should be made to administer make-up tests to students who were absent during the originally scheduled Section(s).

If a student starts a Section and leaves the testing environment (e.g., due to illness, family emergency) without finishing that Section, he or she may be allowed to complete that Section on a different day. Test Administrators must note the exact place in the Section where the student stopped and the amount of time remaining. Students are NOT allowed to alter any previously entered or written responses because they have had the opportunity to review material related to the test. They must pick up exactly where they left off.

	Tests will automatically resume at the exact point where a student exited. Test Administrators must closely monitor make-up testing to ensure students do NOT alter any previously entered responses.
	Test Administrators must closely monitor make-up testing to ensure students do NOT alter any previously written responses.

While the assessment is intended to be given in sequential order, the STC will receive information at training on how to handle situations where a student has been absent for a Section of the test. This is a new process in Pearson Access.

Schools should not administer different Sections to students in the same room due to the possibility of varying directions and the fact that different Seal Codes will be used to unlock Sections. Students having access to Seal Codes other than the one for a specific Section is a Testing Irregularity.

For make-up testing for computer-based testing, step-by-step directions are available in the *Make-Up Testing Directions for Computer-Based Testing* guidance document available at https://support.mdassessments.com. Make-up testing days may also be used to test students who are affected by technology failures or interruptions.

2.4.3 Extended Time

A student may be allowed an extended time accommodation beyond the section testing time ONLY if this accommodation is listed in their IEP, 504 plan, or EL plan. Most students with the extended time accommodation will have available either 1.5 or 2 times beyond the section testing time. In some cases a student who has been granted a Unique Timing and Scheduling Accommodation (5b) may be allowed additional time. No student should have as a rule timing that extends until the end of the school day. It is highly recommended these students be scheduled to test in a separate setting.

When establishing a testing schedule, School Test Coordinators should account for students with extended time accommodations.

2.4.4 Breaks Between Sections

If administering more than one Section back-to-back, scheduled breaks are highly recommended between Sections. During the break, students are permitted to go to the restroom, stretch, and get a drink, if needed. Refer to Section 2.4 in **Appendix C** for additional information regarding breaks.

Break Policy

School Test Coordinators must determine and discuss procedures for breaks with Test Administrators prior to testing day. For breaks during testing, 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 short breaks between Sections.

Test Administrators are responsible for ensuring that students are not able to see content on other students' test materials or on students' testing devices. The Maryland policy for breaks can be found on the next page.

During short breaks, visual blocks should be applied to students' computer screens (e.g., turn off the monitor, tape paper to flip over on the screen, lower device lid) instead of having students use computer functions to exit and resume the test. The Test Administrator should also ensure the security of students' scratch paper and mathematics reference sheets (if locally printed).

The Test Administrator should ensure the security of students' test books, answer documents, scratch paper, and mathematics reference sheets.

Restroom breaks during a Section: During a Section, individual restroom breaks may be provided at the discretion of the Test Administrator. It is recommended that no more than one student at a time be allowed to use the restroom. Schools should follow their LSS/school policy regarding the use of restrooms and monitor students if leaving the room in pairs. Section time should NOT be adjusted for restroom breaks, and students should be encouraged to use the restroom prior to the beginning of the testing Section.

Classroom stretch break during a Section: At the discretion of the Test Administrator, an entire classroom may take one "stand-and-stretch" break of up to three minutes and the Test Administrator may adjust section time by no more than three minutes.

Breaks between Sections: If administering two Sections back-to-back, scheduled breaks are highly recommended between Sections. During the break, students are permitted to go to the restroom, stretch, and get a drink, if needed.

Frequent breaks: Frequent breaks may be offered to any student as an administration consideration. Refer to MSDE policy in **Appendix C**.

3.0 BEFORE Testing

This section describes activities the School Test Coordinator (STC) and Technology Coordinator (TC) must complete before the first testing day. Some tasks in this section may be applicable to the LAC depending on the procedures specific to your LSS or LEA 24. Since Section 3.1 only provides a checklist of tasks, refer to Sections 3.2–3.12 for more details.

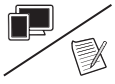
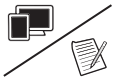
3.1 Checklist of Tasks for Test Coordinators and Technology Coordinators to Complete BEFORE Testing

Completing tasks during the timelines in this checklist are strongly recommended.

CBT/PBT	LAC	STC	TC	Task	Reference
At Least Two Months Before Testing					
	❑	❑		Complete Pearson Access Setup: • Register students into a Session in Pearson Access • Update and assign user accounts/roles.	Section 3.2 and https://support.mdassessments.com
	❑	❑		Develop security, training, and logistics plans for test administration.	Section 3.3
		❑		Establish the test administration schedule.	Section 3.6

CBT/PBT	LAC	STC	TC	At Least One Month Before Testing	
		❑		Review student accommodations/accessibility features and develop a plan to share with Test Administrators.	*ESEA File in Pearson Access*
		❑	❑	Meet with Technology Coordinators: • Discuss test security and administration protocols and plans. • Plan technology setup. • Review test day activities. • Sign the Test Administration and Certification of Training Form and Non-Disclosure Agreement	Section 3.4
		❑	❑	Complete relevant training modules.	https://support.mdassessments.com/training-resources/
		❑	❑	Complete Technology Setup: • Collaboratively check every device for current TestNav App. • Verify content filter/firewalls and allow the appropriate sites. • Configure common applications (e.g., anti-virus, email notification, pop-up blockers, automatic updates) to NOT launch on test-taking devices during testing. • Run App Check on each device. • Collaboratively conduct Infrastructure Trial (recommended).	Section 3.5 and *Infrastructure Trial Readiness Guide*

CBT/PBT	LAC	STC	TC	At Least One Month Before Testing	
		❑		Schedule and administer Tutorials and Practice Tests (recommended). Encourage teachers to familiarize students with the scoring rubrics, TestNav tools, and platform navigation.	https://support.mdassessments.com and Section 3.7
		❑		Review security, training, and logistics plans for test administration.	Section 3.3
		❑		Schedule and conduct trainings for Test Administrators and Proctors, including accommodations training.	Section 3.3.1
		❑		Meet with students to review test day procedures.	Section 3.12
	❑	❑		Update Local Student and Accommodations file and create Sessions.	https://support.mdassessments.com

CBT/PBT	LAC	STC	TC	At Least Two Weeks Before Testing	
		❑		Finalize the testing locations and assign Test Administrators and Proctors to student testing groups.	Section 3.11
		❑		Ensure all staff and other stakeholders involved with the test administration have reviewed and signed the Test Administration and Certification of Training Form and Non-Disclosure Agreement.	**Appendix B**
		❑		Meet with Test Administrators and Proctors: • Discuss test security and administration protocols and assignment of accommodations or accessibility features. • Review testing day activities.	Section 3.8

CBT/PBT	LAC	STC	TC	At Least One Week Before Testing	
		❑		Receive, document, and store materials: • Ensure each test book has a corresponding answer document with the appropriate grade/course (grades 4–high school for ELA/L and Mathematics only). • Account for damaged test materials. • Submit Additional Orders, as needed.	Sections 3.10.2–3.10.4
		❑	❑	Review accuracy of information in Pearson Access. • Print student testing tickets. • Confirm Test Administrator accounts are active. • Ensure students are in the correct test Session.	Section 3.2.4, Section 6.2, and *Pearson Access Online User Guide*
		❑	❑	Confirm results of the Infrastructure Trial have been resolved, then freeze the environment for testing.	*Infrastructure Trial Readiness Guide*

BEFORE Testing

3.2 Pearson Access Setup

LACs and STCs must ensure all data and information for the LSS and school are properly configured in Pearson Access (https://support.mdassessments.com/), the management system for online and paper testing. The following sections provide guidance on the tasks for the set up of Pearson Access. For each of these tasks, there are step-by-step instructions available in the Pearson Access support site (available at https://support.assessment.pearson.com/pearsonaccess).

3.2.1 Local Student and Accommodations File

The LAC or STC should review the Local Student and Accommodations file guidance document before registering your students to ensure that the student registration data load successfully. The task of loading the Local Student and Accommodations file is completed by the LAC or appointed staff in the LSS, with the exception of LEA 24 schools where the STC completes these tasks.

	In order to receive test materials, including paper-based accommodated test materials and Human Reader Scripts, LACs and School Test Coordinators must note any paper accommodations in the Local Student and Accommodations file and place students in Sessions by the initial order deadline or place an additional order after the receipt of initial shipment of test materials.
	In order to receive student ID labels for paper testing and the correct amount of secure and non-secure test materials, LACs or School Test Coordinators must ensure student registration data are uploaded to Pearson Access and students are placed in Sessions by the MSDE deadline.

Guidance for accessing, navigating, and using Pearson Access is available in the *Pearson Access Online User Guide* found at https://support.assessment.pearson.com/pearsonaccess.

3.2.2 Assign and Update User Roles

Staff administering the test or who need to access reports in Pearson Access will need to be provided with user accounts for Pearson Access. Refer to the Pearson Access Online Support site (https://support.assessment.pearson.com/pearsonaccess/role-based-support), and the *User Role Matrix* document on the MCAP Portal (https://support.mdassessments.com/) for detailed information about user roles and creating accounts. Users will have different levels of access depending on the user roles. If you cannot access the Pearson Access site, contact your LAC or MSDE.

3.2.3 Create and Manage Test Sessions (For Computer-Based Testing Only)

Sessions are groupings of students who will take the same test at the same time and place. STCs are encouraged to use an easily identifiable naming convention for the Session name in Pearson Access. The STC should create the naming convention for the school based on guidance from the LAC. In Pearson Access, School Test Coordinators may need to view or edit Session details (e.g., add, remove, or move students) and add or change the test form assigned to students. Sessions will also be used to generate and print student testing tickets and access the unique Seal Codes.

Scheduling a date and time when creating a Session in Pearson Access are now required fields that control when the test will be available to students. You can update the details (e.g., date, time, location) of each test Session any time before a Session is started.

3.2.4 Verify Test Form Assignments (Accommodated Computer-Based Testing)

To ensure students have the correct accessibility features and accommodations before test administration begins, follow the process below:

1. Register students for testing by placing them in Sessions.
2. Run the Every Student, Every Attempt (ESEA) file to view Accessibility Features and Accommodations for Student Tests and review with appropriate staff to make sure students are identified correctly with the appropriate accessibility features and accommodations
3. Confirm test Session setup and add students to test Sessions as needed.

Prior to testing, it is a best practice to review your school's data loaded in Pearson Access and student assignment within test Sessions. Once a student starts a test with the incorrect form assignment, the task of correcting the form assignment requires specific steps. If accommodations are not assigned correctly and the student completes testing, the score may be invalidated. For more information on available accommodations, see the *Maryland Assessment, Accessibility, and Accommodations Policy Manual* and Section 6.2 of this manual.

3.2.5 Managing Testing for Students Who Transfer Between Schools

During testing, it is possible students will transfer between schools within a Local School System or between Local School Systems. In the event of a student transfer, student registration information in Pearson Access must be updated. Step-by-step directions for these processes can be found in the *Transfer Student (CBT) Guidance* document posted at https://support.mdassessments.com. All transfers will require the student's original school/LSS and new school/LSS to complete tasks before they are finalized.

Whenever possible, it is recommended that students complete testing at the original school before transferring. Transferring student tests and registrations will require coordination between schools and Local School Systems. The MSDE policy on transferring a test when testing is in progress will be addressed in the *Transfer Student Guidance* document mentioned above.

Students will resume their tests in TestNav at the new school.

School Test Coordinators must review the MSDE policy for procedures on securely transferring test books and answer documents or testing using a new test book and answer document.

3.3 Develop a Test Administration Plan

3.3.1 Training Plan

STCs are responsible for training School Technology Coordinators, Test Administrators, Proctors, and all other staff with access to secure materials. Training attendance should be documented and kept on file for 6 years according to MSDE policy (refer to **Appendix C**). An effective training plan will familiarize all school staff with their individual responsibilities and MCAP 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* to Test Administrators.
  - Manuals are available at https://support.mdassessments.com.
  - Test Administrators will read scripts and other instructions from the *Test Administrator Manual* or the test-specific Large Print or Braille script. A script-only document, as well as Spanish translated scripts, are available at https://support.mdassessments.com.
- Ensure applicable staff receive administration and technical updates on https://support.mdassessments.com.

Ensure Technology Coordinators are trained on the location of the technology setup resources at https://support.mdassessments.com.

- Ensure all relevant staff understand their User Role in Pearson Access and how to complete tasks (as applicable).
- Ensure all relevant staff are familiar with Tutorials and Practice Tests.
- Indicate how Test Administrators can receive assistance for technical issues from Technology Coordinators during testing, if necessary.
- Review plans for an Infrastructure Trial.
- Ensure that all relevant staff understand how to access Customer Support.
- Ensure testing schedule is entered in https://itempra.org/schedule/ and share information with staff.

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 requirement to sign the Test Administration and Certification of Training Form and Non-Disclosure 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 at https://support.mdassessments.com.
- Designate a central locked location with limited access for secure storage of test materials.
- Document that Technology Coordinators, 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 the administration of the ELA/L and Mathematics, MISA, and Social Studies 8 assessments.

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

Security Agreement (Test Administration and Certification of Training Form and Non-Disclosure Agreement)

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

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

Any visitors in rooms during the administration of the assessment must also sign this agreement.

3.3.3 Prepare the Testing Environment

When choosing testing locations, School Test Coordinators should make sure assessment settings have good lighting and ventilation, comfortable room temperatures, and are as free as possible from noise and interruptions so students can work comfortably and without disruption. 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 and working condition.

Changes to the setting, including the testing location and conditions within the testing environment can benefit students who are easily distracted in large groups or who concentrate best in small group and individual settings. A small group setting is an Administrative Consideration available to all students.

To maintain security in a computer-based testing environment, MSDE suggests the following ideal configurations for seating students:

- 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 appropriate seating configuration is not possible, physical and visual barriers between testing devices should be used to prevent students from viewing other monitors. 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

3.4 Meet with Technology Coordinators (For Computer-Based Testing Only)

Meet with your school's Technology Coordinator to explain the procedures for the MCAP assessment, the infrastructure preparations that will need to be made at your school, and the level of technical support that your school may need from this individual during testing. These meetings should include but are not limited to the following tasks:

- Review MCAP resources available for computer-based testing, including the technology set-up page available on https://support.mdassessments.com/.
- Review the technology specifications for testing and discuss your school's technology readiness. **IMPORTANT:** Be sure to check the current specifications and requirements as these may change between administrations. Specifications and requirements can be found at https://support.mdassessments.com/.
- Discuss the tasks for completing technology set-up (refer to Section 3.5) and timeline for completion.
- Schedule and plan an Infrastructure Trial.
- Discuss a plan for logistics (including testing schedule) and how to resolve any hardware or network issues.
- Request that the Technology Coordinator remain in the school building if possible to assist with troubleshooting or be accessible through another method during the days that students will be testing and create an escalation protocol for technical issues.
- Discuss your school's security plan, including creating and maintaining a secure testing environment.
- Review the Test Administration and Certification of Training Form and Non-Disclosure Agreement and have it signed by the Technology Coordinator.

3.5 Complete Technology Setup (For Computer-Based Testing Only)

3.5.1 Plan an Infrastructure Trial

The Infrastructure Trial introduces students to the TestNav testing interface through the online test content and prepares Test Administrators to understand their responsibilities in Pearson Access.

This is a dress rehearsal to confirm that:

- TestNav is updated and configured correctly.
- Devices and assistive technology can successfully interact with TestNav.
- Your network and any wireless access can support school-wide testing. Run the new Network Check on TestNav.
- Participating staff know the proper procedures for administering computer-based tests.
- Students are familiar with the computer-based tools and format, including the use of student testing tickets and Seal Codes.

All instructions required to run an Infrastructure Trial are included in the *Infrastructure Readiness Guide* posted on https://support.mdassessments.com.

The Infrastructure Trial should take approximately 30 minutes to administer. Schools are encouraged to provide any feedback on the Infrastructure Trial to LACs.

3.5.2 Prepare Student Testing Devices (For Computer-Based Testing Only)

Prepare testing devices to meet security needs:

- Any software that would allow secure test content on student testing devices to be viewed by another computer must be turned off.
- Any applications that can automatically launch on a testing device should be configured not to launch during testing. Common applications that can launch automatically include anti-virus software performing automatic updates, screen savers, and email message notifications. These will cause TestNav to close. A new battery warning icon within TestNav will be on screen during student testing.
- If using tablet devices, determine whether the students will use external keyboards. Special attention should be paid to wireless keyboards so that they perform as intended. The decision should be generally consistent with what is used during instruction.
- Ensure headphones are available as needed (see Section 3.9.1).

Maximize the number of wireless access points, and limit the number of testing devices per wireless access point. Positioning testing devices as close as possible to wireless access points is preferable, as well as limiting obstructions between testing devices and wireless access points.

3.5.3 Prepare Test Administrator Testing Devices to Access Pearson Access (For Computer-Based Testing Only)

Test Administrators will require a computer or device in the testing room that meets the Pearson Access system requirements. The computer or device will monitor and manage test Sessions in Pearson Access.

It is no longer highly recommended that you designate a school or LSS/LEA 24 computer as the proctor caching computer. Proctor caching is no longer available. Historically, the proctor caching computer downloads and stores test data, such as multimedia or test questions, and then serves that data to individual testing devices from within the local network. Students will now connect directly with Pearson servers.

3.6 Establish a Testing Schedule

Refer to Section 2.4 for guidance on scheduling Sessions. If applicable, check with your LAC to determine whether the LSS/LEA 24 has more specific requirements for testing dates and times. Sections MUST be administered in order. The testing schedule should be entered online by the STC in the Statewide Schedule Tool found at https://itempra.org/schedule/.

3.7 Schedule Tutorials and Practice Tests

Administering the Tutorials and Practice Tests is an important preparation step for both administration staff and students. It is highly recommended that School Test Coordinators develop a plan to provide students with an opportunity to become familiar with the MCAP assessment using the Tutorials and Practice Tests available online at https://support.mdassessments.com/. Tutorials familiarize students and educators with the item types, testing tools, accessibility features, accommodations, and test format and/or navigation of TestNav (CBT only) that will be used for the MCAP assessments. Practice Tests are also available in the paper format. Practice Tests provide a similar testing experience for each grade and content area. In addition, answer keys and rubrics are available for each grade level on the MCAP Portal at https://support.mdassessments.com/. Non-secure Practice Tests are available on https://support.mdassessments.com/. Secure Practice Tests used during the Infrastructure Trial must be set up in Pearson Access.

During the live test, Test Administrators will NOT be allowed to assist students with TestNav functionality, specific question types, and navigation. Therefore, it is important that these questions are answered using Tutorials and Practice Tests. The Tutorials and Practice Tests should be administered on a separate day before the assessment is administered. There may be changes in TestNav from year-to-year. Therefore, it is important to administer the current Tutorials and Practice Tests each year, so that students have an opportunity to practice with any new functionality.

Schools should also strongly encourage teachers to familiarize students with the scoring rubrics prior to administration to help them understand the criteria by which their responses to prompts on all MCAP assessments will be scored. These scoring rubrics can be found at https://support.mdassessments.com/.

3.8 Meet with Test Administrators and Proctors

To prepare Test Administrators and Proctors for the assessment, schedule a meeting with them prior to the administration to review their responsibilities. This meeting should include but is not limited to the following tasks:

- Discuss training as specified in Section 3.3.1.
- Discuss your school's security plan and emphasize the following:
  - Chain-of-custody requirements
  - Testing irregularities and security breaches
  - Policies on testing time
  - Active proctoring during testing (i.e., focusing full attention on students at all times to confirm that students are working independently)
  - Utilizing the Pearson Access site to monitor or resume tests
- Review any MSDE-specific policies (refer to **Appendix C**), and emphasize the following:
  - Test Administrators must use timing boxes.
  - Test Administrators may post "Go On" and "Stop" signs for the paper assessment as visual cues for students at the start of testing (a copy of the sign is available in the *TAMs*).
  - Test Administrators and Proctors shall NOT comment on any student work at any time.

  - Test Administrators and Proctors shall NOT help students in any way except to clarify the general instructions or provide directions as specified in the *TAMs*.
  - Clarify the types of questions from students Test Administrators can answer during testing.
  - Under no circumstances are students to be prompted to revise, edit, or complete any test questions during or after testing.
  - All test items and all student responses, including student work on scratch paper, in the MCAP assessment are secure and may NOT be released, copied, or duplicated in any way, or kept at the school once testing is completed.
- Review policies for testing day, including but not limited to:
  - Procedures for breaks
  - Calculators
  - Mathematics tools
  - Procedures for students who finish early, including allowable materials for students after testing
  - Procedures for dismissing ill or disruptive students
  - Escalation protocol for technical issues on testing day
- Review accessibility features and accommodations that will be available during the MCAP assessments.
- Ensure that Test Administrators who will administer accessibility features or accommodations that require Test Administrator interaction (e.g., Human Reader/Human Signer) have specific training so that they know what is allowed during the assessment.
- Provide Test Administrators and Proctors with his or her assigned group of students for testing.
- Provide a copy of the testing schedule or the link to the Statewide Schedule Tool at https://itempra.org/schedule/ to Test Administrators, Proctors, and other critical stakeholders.
- Inform Test Administrators and Proctors of your school's procedures for make-up testing.
- Review the Test Administration and Certification of Training Form and Non-Disclosure Agreement and have stakeholders sign this document.

Ensure that Pearson Access user accounts for Test Administrators have been created and passwords updated before testing and review tasks in Pearson Access as needed.

Review common TestNav errors and how to resolve them.

3.9 Organize Test Materials for Computer-Based Testing

The LAC and School Test Coordinators are responsible for ensuring the school has all necessary testing materials and tools available and organized prior to the start of testing. Secure materials should be kept in a centrally located, locked storage with limited access.

3.9.1 Secure and Nonsecure Test Materials

The School Test Coordinator must distribute test materials to and collect materials from the Test Administrators each test administration day. To maintain their security, test materials must NOT be stored in classrooms prior to or following the day of administration.

Test materials that must be distributed to and collected from Test Administrators include:

- **Materials (printed from Pearson Access at the school)**
  - Student testing tickets
- **Materials (shipped by vendor):**
  - *TAMs*

- **School-supplied materials**
  - Wooden No. 2 pencils 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.
    - If graph paper is used during instruction, it is recommended that schools provide graph paper as scratch paper for mathematics Sections.
    - 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 (if using hand-held calculators for paper testing; see Calculators section for more information)
  - Mathematics Tools (see Mathematics Tools for Administration section for more information)
  - Mathematics reference sheets, Periodic Tables for MISA 5 & 8, and Social Studies 8 rubrics may be printed locally, but schools are highly encouraged to use the online copy as an Exhibit in TestNav.
  - Testing devices that meet the minimum technology specifications set forth by Pearson (**Note:** A student should NOT supply his or her 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, see Section 6.2.)
  - Timing device such as a clock or watch, to keep track of time during testing (if one is not clearly visible within the testing room)
  - "Testing — Please Do Not Disturb" sign to post on the doors of the testing rooms (a copy of the sign is available in the *TAMs*)
  - Computer or device for Test Administrators if they are managing test Sessions

Calculators

Students are expected to use the calculator in TestNav if taking an online test unless their IEP or 504 plan specifies otherwise.

- For grades 3–5, calculators will be allowed for specific mathematics Sections for all students. Students will be expected to use the online calculator included on the TestNav platform, but some students with a documented IEP or 504 Plan may use a hand-held four-function calculator with square root and percentage for all Sections if needed.
- For grades 6–7, students may only use four-function calculators with square root and percentage functions for all calculator Sections of the mathematics assessment.
- For grade 8, students may only use scientific calculators for all calculator Sections of the mathematics assessment.
- For high school mathematics assessments, students may only use graphing calculators (with functionality consistent with the TI-84 or a similar model) for all calculator Sections.

Students with a calculator accommodation may use the specified grade level calculator during all Sections of the assessment; however, they will need a hand-held calculator provided during the non-calculator Sections.

During MISA in grades 5 and 8, all students may use the online calculator for the entire assessment without any special accommodations.

For computer-based testing, the calculator will be available through the TestNav testing platform. In order to provide comparability across schools in Maryland, students must only use calculators that are allowable for their grade/course assessment. Allowing the use of a calculator that is designated for a lower or higher grade level assessment may unfairly disadvantage or advantage students and is, therefore, not allowed. Only students with a calculator accommodation for a specific calculator listed on an IEP may use calculators outside of their grade level.

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 Section.
- Test Administrators must confirm that the memory on all hand-held calculators has been cleared before and after the testing Sessions.
- Calculators with "QWERTY" keyboards are NOT permitted.
- While highly discouraged, if the LSS or LEA 24 school permits students to bring their own calculators for MCAP assessment purposes (e.g., Talking calculator, Large key calculator, etc.), School Test Coordinators or Test Administrators must confirm that the calculators meet requirements as defined above.

Depending on the content of the question, students taking High School assessments may have to change the mode from radians to degrees or vice versa.

To switch a calculator from radians to degrees for a TI-84 calculator, students must:

1. Select the "MODE" button near the top of the online TI-84 graphing calculator
2. Go down to the row of the online TI-84 calculator that has "RADIAN DEGREE"
3. Select "DEGREE" by arrowing over to "DEGREE" and selecting "ENTER"

To switch a calculator from radians to degrees for a Desmos calculator, students must:

1. Locate the wrench in the top right corner of the screen labeled "GRAPH SETTING"
2. Locate the "RADIANS" and "DEGREES" buttons and select the desired measurement

For students who meet the guidelines in the *Maryland Assessment, Accessibility and Accommodations Policy Manual* for a calculation device, this accommodation allows a calculation device to be used on non-calculator Sections of any MCAP mathematics assessment. If a student needs a calculator as part of an accommodation in a non-calculator Section, the student will need a hand-held calculator because an online calculator will NOT be available. If a student needs a specific calculator (e.g., large key, talking), the student may also bring his or her own, provided it is specified in his or her approved IEP or 504 plan. For more clarifications and complete guidance, refer to Section 4 (4D and 4E) of the *Maryland Assessment, Accessibility, & Accommodations Policy Manual* and the Calculator FAQ's under the Calculator Policy at https://support.mdassessments.com.

Mathematics Tools for Administration

The following list of tools are optional for students who use them in daily instruction and who may find them useful during administration. If the tools are provided to students during administration, it is recommended that students have ample opportunity to practice with the Practice Tests or sample items using these tools.

- **Rulers and Protractors:** For computer-based assessments, required tools will be provided through the TestNav platform. Schools may not provide their own rulers and protractors in the grades where rulers and protractors are provided tools (see Table 3.0).

- **Paper Copies of Mathematics Reference Sheets:** For computer-based testing, mathematics reference sheets are available to students in grades 4–8 and high school through the "Exhibits" tab on the testing platform. However, schools may choose to locally print and provide copies to students during testing. If providing students with printed copies of the mathematics reference sheets, the following protocols must be followed:
  - The printed copies must be MCAP-approved mathematics reference sheets, available at https://support.mdassessments.com.
  - The copies must be free of any writing or notes.
  - If students write on the mathematics reference sheets during testing, the reference sheets are then considered secure materials and must be securely destroyed after testing that Section.

Note: Paper Copies of the Periodic Table for MISA 5 & 8 and rubrics for Social Studies 8 are included in TestNav, but may also be printed locally; however, the bulleted protocols above must also be followed.

- **Geometry Tools:** Tracing paper, reflection tools, straight edges, and compasses are optional for the grade 8 mathematics and Geometry assessments. Geometry tools are NOT allowed for grades 3–7, Algebra I, and Algebra II.

Table 3.0 Rulers and Protractors for Computer-Based Testing (Available on TestNav platform)

Grade(s)/Course(s)	Pearson (Provided in TestNav)	Allowable (Not Provided)
Grade 3	• Ruler (¼ inch)	–
Grades 4–7	• Ruler (⅛ inch) • Protractor	–
Grade 8	• Ruler (⅛ inch)	• Protractor
Algebra I, Geometry, Algebra II	–	• Ruler • Protractor

If these tools are used, place the materials in a predetermined location in the testing room. If schools allow students to bring their own tools, they must be given to the School Test Coordinator or Test Administrator prior to testing to ensure that the tools are appropriate for testing (e.g., tools do NOT have any writing on them). For more Mathematics Tools clarifications, please see the Mathematics Tools policy at https://support.mdassessments.com.

Headphones

Headphones are needed for students who receive the text-to-speech accommodation or the text-to-speech accessibility feature for mathematics, MISA, and Social Studies 8 assessments. Headphones are also needed for the ELA assessments in all grades except 4 and 10. Headphones are not generally needed in Mathematics, MISA, or Social Studies.

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 for this purpose, Test Administrators are responsible for ensuring that the headphones are NOT plugged into any device.

Schools have several options for ensuring they have a sufficient number of headphones. First, schools can instruct students to bring their own headphones. Second, if schools have a smaller number of headphones than students testing at the same time, schools can separate classes into a smaller number of students for administration. Third, schools can purchase additional device-compatible headphones.

For computer-based tests using headphones, 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 Sections.

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.

Human Reader Scripts
Schools will receive paper copies of Human Reader scripts for students registered to take mathematics assessments with the Human Reader accessibility feature or accommodation. These secure documents are required to be used when providing a Human Reader accessibility feature for mathematics. Failure to use the Human Reader Script with students registered for this accommodation or accessibility feature is considered a testing irregularity. **Human Reader scripts are considered secure and must be returned to Pearson at the end of testing.**

These scripts are necessary for the completion of testing and are considered secure materials. If students were not properly registered prior to the deadline, Test Coordinators must place an additional order for these materials. These scripts may not be copied locally. Refer to Section 3.10.4 for guidance on placing an additional order. The Human Reader script for online testing MUST be ordered and used in conjunction with the online test available for the Test Administrator.

Scripts are not provided for the computer-based English language arts/literacy, MISA, or Social Studies assessments. Test Administrators will use a link in Pearson Access to read the test to all students in the Session. Scripts are provided in English and Spanish for Mathematics, MISA 5 & 8, and Social Studies 8 on the MCAP Portal (https://support.mdassessments.com/).

3.10 Organize Test Materials for Paper-Based Testing

The LAC and School Test Coordinators are responsible for ensuring the school has all necessary testing materials and tools available prior to the start of testing. Test materials will be automatically generated through data captured on the Local Student and Accommodations file, provided the deadline is met. Secure materials should be kept in a centrally located, locked storage with limited access.

3.10.1 Secure and Nonsecure Test Materials

The School Test Coordinator must distribute test materials to and collect materials from the Test Administrators each test administration day. To maintain their security, test materials must NOT be stored in classrooms prior to or following the day of administration.

Test materials that must be distributed to and collected from Test Administrators include:

- **Pearson-supplied materials (shipped by vendor)**
  - Test books
  - Answer documents (grades 4–high school for ELA/L and Mathematics only)
  - Grade 3 ELA/L and mathematics, MISA 5 & 8, and Social Studies will use consumable test books and no answer documents
  - Mathematics reference sheets (grades 4–8 and high school)
  - Social Studies 8 Reference Sheets
  - Periodic Table for MISA (grade 8 only)
  - Rulers and protractors (if applicable, see Mathematics Tools for Administration section for additional information)
  - *TAMs*

- **School-supplied materials**
  - Wooden No. 2 pencils 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.
    - If graph paper is used during instruction, it is recommended that schools provide graph paper as scratch paper for mathematics Sections.
    - 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 (see Calculators section for additional information)
  - Mathematics tools (see Mathematics Tools for Administration section for additional information)
  - Materials necessary for the administration of accommodations or accessibility features (For a full list of materials included in accommodated kits, see Section 6.2.)
  - Timing device such as a clock or watch, to keep track of time during testing (if one is not clearly visible within the testing room)
  - "Testing — Please Do Not Disturb," "Go On" (PBT only), and "Stop" (PBT only) signs to post on the doors of the testing rooms or the board (a copy of the sign is available in the *TAMs*)

Calculators

- For grades 3–5, calculators are allowed for specific Sections for all students. Students may only use a four-function calculator with square root and percentage functions.
- For grades 6–7, students may use only four-function calculators with square root and percentage functions for all calculator Sections.
- For grade 8, students may use only scientific calculators for all calculator Sections.
- For high school mathematics assessments, students may use only graphing calculators (with functionality consistent with the TI-84 or a similar model) for all calculator Sections.

Students with a calculator accommodation must use the grade or course specified hand-held calculator during non-calculator Sections of the Mathematics assessment.

During MISA 5 & 8, all students may use a calculator for the entire assessment without any special accommodations.

In order to provide comparability across schools in Maryland, students must only use calculators that are allowable for their grade/course assessment. Allowing the use of a calculator that is designated for a lower or higher grade level assessment may unfairly disadvantage or advantage students and is, therefore, not allowed. Only students with a specific calculator accommodation may use calculators outside of their grade level.

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 a test Section.

- Test Administrators must confirm that the memory on all calculators has been cleared before and after the testing Sessions.
- Calculators with "QWERTY" keyboards are NOT permitted.

Depending on the content of the question, students taking High School assessments may have to change the mode from radians to degrees or vice versa.

To switch a calculator from radians to degrees for a TI-84 calculator students must:

1. Select the "MODE" button near the top of the online TI-84 graphing calculator
2. Go down to the row of the online TI-84 calculator that has "RADIAN DEGREE"
3. Select "DEGREE" by arrowing over to "DEGREE" and selecting "ENTER"

For students who meet the guidelines in the *Maryland Assessment, Accessibility, and Accommodations Policy Manual* for a calculation device, this accommodation allows a calculation device to be used on non-calculator Sections of any MCAP mathematics assessment. If a student needs a specific calculator (e.g., large key, talking), the student may also bring his or her own, provided it is specified in his or her approved IEP or 504 plan. For additional clarifications, refer to the Calculator FAQ's under the Calculator Policy at https://support.mdassessments.com.

Mathematics Tools for Administration

The following list of tools are optional for students who use them in daily instruction and who may find them useful during administration. If the tools are provided to students during administration, it is recommended that students have ample opportunity to practice with the Practice Tests or sample items using these tools.

- **Rulers and Protractors:** Pearson will provide required rulers and protractors for paper-based assessments at certain grade levels, as outlined in Table 3.1.
  - Required tools will be included in the shipment of materials.
  - Students are not permitted to use outside rulers or protractors if these tools are provided by Pearson for use on their grade level assessment.
  - Protractors are an optional tool for grade 8 and all high school mathematics courses. Rulers are an optional tool for high school mathematics courses. Pearson will not provide these materials for paper testing. Schools should have the ruler and protractor available for paper testing in grades/courses where it is not provided.
- **Mathematics Reference Sheets:** Mathematics reference sheets are provided in the test materials shipments for grades 4–8 and high school.
  - The copies must be free of any writing or notes. Do NOT distribute copies with student writing.
  - If additional copies are needed, schools may either locally print the approved copies available at https://support.mdassessments.com (recommended) or order them through Pearson Access.
  - If students write on the mathematics reference sheets during testing, the reference sheets are then considered secure materials and must be securely destroyed after testing that Section.
- **Geometry Tools:** Tracing paper, reflection tools, straight edges, and compasses are optional for the grade 8 mathematics and Geometry assessments. Geometry tools are NOT allowed for grades 3–7, Algebra I, and Algebra II.

Table 3.1 Rulers and Protractors for Paper-Based Testing

Grade(s)/Course(s)	Pearson (Provided)	Allowable (Not Provided)
Grade 3	• Ruler (¼ inch)	—
Grades 4–7	• Ruler (⅛ inch) • Protractor	—
Grade 8	• Ruler (⅛ inch)	• Protractor
Algebra I, Geometry, Algebra II	—	• Ruler • Protractor

If these tools are used, place the materials in a predetermined location in the testing room. If schools allow students to bring their own tools, they must be given to the School Test Coordinator or Test Administrator prior to testing to ensure that the tools are appropriate for testing (e.g., tools do NOT have any writing on them). For more Mathematics Tools clarifications, please see the Mathematics Tools policy at https://support.mdassessments.com.

3.10.2 Receive, Document, and Store Materials

Test books and answer documents are shrink-wrapped separately and packed in boxes, clearly labeled with the school's name, and shipped to either the LAC at the LSS Office or the School Test Coordinator.

Shrink-wrapped packages can be opened at the school level once the shipment is received.

Each day before and after test administration, both scorable and nonscorable test materials must be stored in a secure location, and daily distribution and collection must be documented using the Chain-of-Custody Form or other tracking log (refer to Section 2.1). Follow the instructions below for receiving materials and taking inventory, which should be done immediately after receiving test materials.

- Remove the packing list and School Chain-of-Custody Form from box 1.
- Remove the resealable package labeled "Test Coordinator Kit." Review the contents of this package and notify the LAC if additional materials are needed. Place the Test Coordinator Kit, and all of its contents, in a secure location to be retrieved after the completion of testing. The kit contains the following items:
  - Resealable plastic bag (holds all materials)
  - Paper bands for bundling and returning scorable test books (grade 3) and scorable answer documents (grades 4–high school for ELA/L and mathematics only)
  - Pearson Return Labels for **scorable** materials (Scorable and nonscorable labels will be different colors for each test administration.)
  - Pearson Return Labels for **nonscorable** materials (Scorable and nonscorable labels will be different colors for each test administration.)
  - MVP Bill of Lading forms for scorable and/or nonscorable materials; refer to Maryland's state policy pages in **Appendix C** for additional information.
  - Pre-printed/pre-gridded Scorable Materials Return School Header
  - Student ID labels (one per student)
  - Student Roster
  - Pearson Return Instructions Sheet
  - Shipping Carrier Return Instructions

  - One *Test Administration Manual* will be provided for every 25 students registered in Pearson Access.
  - Students taking MISA 5 & 8 and Social Studies 8 will use a consumable test book and not an answer document.
- Count the materials received to verify that the quantities listed on the school packing list were shipped as indicated, and also that there is an adequate number of *Test Administrator Manuals*, test books, and answer documents (for grades 4–high school for ELA/L and Mathematics only) for students in the school. Schools will be provided a five percent overage of these testing materials. If additional materials are needed, submit an additional order through Pearson Access. Refer to your MSDE policy in **Appendix C** before placing an order.
- Ensure that any missing or damaged test books and answer documents are replaced. Refer to your MSDE policy in **Appendix C** before placing an order.
- Keep all test materials in centrally located, locked storage with limited access until distributing them to the Test Administrators. Test materials must be distributed only on the test administration day and must be returned to the School Test Coordinator for secure storage immediately after testing using the Chain-of-Custody Form or other equivalent (except when needed for accommodations).
- Keep all boxes in which the test materials were delivered for returning materials when testing is complete.
- Report the following occurrences immediately to Pearson using the Form to Report Contaminated, Damaged, or Missing Materials available in **Appendix E**.
  - Non-receipt of any packages of test books or answer documents listed on the School Packing List
  - Discovery of a damaged test book or answer document
  - Discovery of missing or duplicate sequence numbers on any test book or answer documents. Barcodes for test books are on the front cover in the lower right-hand corner.

3.10.3 Account for Damaged Test Books and Answer Documents (For Paper-Based Testing Only)

Review your shipment for damaged materials. Return damaged test books and answer documents with all other nonscorable materials.

During testing, if a student discovers a damaged test book or answer document, give the student a replacement test book or answer document. When the student completes all Sections, follow the directions for transcription in Section 5.2.2. Grid all student demographic information on the replacement test book (grade 3 for ELA/L and Mathematics as well as MISA 5 & 8 and Social Studies 8) or answer document (grades 4–high school for ELA/L and Mathematics). Then follow instructions in Section 5.2.2 for "Do Not Score" books (grade 3 for ELA/L and Mathematics as well as MISA 5 & 8 and Social Studies 8) and answer documents (grades 4–high school for ELA/L and Mathematics).

3.10.4 Additional Orders

Follow the guidance of your LAC as to who may submit additional orders. Do NOT submit additional orders prior to receiving your initial shipment of test materials. All test materials should be inventoried prior to submitting any additional orders.

Ordering additional materials is a two-step process:

1. Orders are created, edited, or canceled by a person with the User Role.
2. Orders are approved by Pearson and MSDE.

Refer to the *User Role Matrix* document posted on https://support.mdassessments.com/.

Additional orders may be placed by submitting an order in Pearson Access. This page can also be used to track orders placed by your organization.

Be sure to review orders carefully. Once an additional order is approved, plan for up to five business days for orders to arrive.

For a detailed list of materials that are included in accommodated kits, see Section 6.2.

- Additional copies of the *Test Coordinator Manual* and/or the *Test Administrator Manual* can be ordered using the additional order process.
- If you have students requiring paper-based accommodated test materials, Braille test books with Screen Reader, or Human Reader scripts, their student registration import must be completed by the initial order deadline to receive accommodated materials. Otherwise, you will need to place an additional order for paper-based accommodated test materials.

3.11 Finalize Preparations for Computer-Based and Paper-Based Testing

Before testing, School Test Coordinators must confirm the following tasks have been completed:

- Verify that testing rooms are configured so that students are separated by a reasonable distance to encourage independent work and to prevent cheating.
- Ensure testing rooms are clear of all instructional displays (refer to Section 2.3 for prohibited materials).
- Prepare to distribute testing materials to Test Administrators.

For computer-based testing, School Test Coordinators must also:

- Confirm that all the testing devices meet the requirements needed to administer the computer-based tests.
- Confirm that headphones are available for every student taking computer-based tests in all ELA tests except grades 4 and 10 as well as for accommodations/ accessibility features (text-to-speech) for mathematics, MISA 5 & 8, and Social Studies 8.
- Create computer-based test Sessions in Pearson Access.
- Verify the students needing accessibility features and/or accommodations (e.g., text-to-speech) have been assigned the correct test form.
- Print student testing tickets.
- Create a chain-of-custody for Test Administrators receiving secure tickets and other non secure materials for testing.

- For paper-based testing, School Test Coordinators must also record all test materials (with security numbers listed on the secure documents) in chain-of-custody documentation in preparation for hand-off to Test Administrators on testing day.
- Students taking a paper test MUST be placed in a Session in Pearson Access.

3.12 Meet with Students

Prior to testing, it is recommended School Test Coordinators meet with students to review the following information:

- Testing schedule
- Materials students are allowed to bring with them to testing (e.g., headphones, recreational book for after testing if allowed by the LSS)
- Policy that making calls, texting, taking pictures, and browsing the internet are NOT allowed in the testing environment and may invalidate the student's test
- Any local school procedures during testing (i.e., procedures for breaks)

4.0 DURING Testing

This section describes activities for the School Test Coordinator (STC) and Technology Coordinator (TC) to perform during testing days. Section 4.1 provides directions for schools administering computer-based testing and Section 4.2 provides directions for schools administering paper-based testing. Some or all tasks in these sections may be applicable to the LAC in your LSS.

4.1 Computer-Based Testing

This section describes activities for the School Test Coordinator (STC) and Technology Coordinator (TC) during testing days. Section 4.1.1 contains the checklist for all activities related to computer-based testing while Sections 4.1.2–4.1.5 contain specific details for tasks during testing.

4.1.1 Checklist of Tasks for Test Coordinators to Complete DURING Computer-Based Testing

Completing tasks during the timelines in this checklist is strongly recommended.

LAC	STC	TC	Task	Reference
			Testing Day	
	❑	❑	Ensure that Test Administrators have a computer or device available.	Section 3.5
	❑		Distribute test materials to Test Administrators.	Section 3.9
	❑		Manage test Sessions in Pearson Access.	Section 4.1.2
	❑		Monitor each testing room to ensure that test administration and security protocols are followed, and required administration information is being documented and collected. Be available during testing to answer questions from Test Administrators.	Section 4.1.4
❑	❑		Investigate all testing irregularities and security breaches and follow the LSS and MSDE policy for reporting these incidents.	Section 2.2
❑	❑		Ensure that Test Administrators provide applicable students with their approved testing accommodations and pre-identified accessibility features.	Section 4.1.4
	❑		Schedule and supervise make-up testing.	Section 4.1.5
	❑		Create make-up test Sessions in Pearson Access.	Section 4.1.5
		❑	Respond to all technology-related issues.	Section 4.1.3
	❑		Collect materials from Test Administrators.	Section 4.1.5

4.1.2 Managing Test Sessions in Pearson Access (Testing Day)

Before students can begin testing, Test Coordinators or Test Administrators will need to sign in to Pearson Access. Test Administrators can monitor the status of students' tests and Resume tests if necessary. The Test Administrator will also need to access the secure Seal Codes needed by students to move between Sections. Table 4.0 describes the possible statuses for a student during each Section.

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.
Exited	The student has exited TestNav but has not submitted test responses.
Resumed	The student has been authorized to resume the Section. An authorized user will resume a Section when a student exits the test (either intentionally or unintentionally) before finishing the Section and you want the student to continue the same Section. Only students in **Exited** status can be resumed. Students in **Ready**, **Completed**, or **Marked Complete** cannot be resumed.
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.

Note: Ensure students do not have any programs (i.e., music streaming, YouTube®, etc.) or apps running prior to launching TestNav. These programs may interrupt testing or cause a testing irregularity or security breach.

4.1.3 Technology Tasks DURING Testing

Troubleshooting Computer-Based Testing

Technology Coordinators or their designee should be on hand to help address any technology issues. They should be mindful of test security procedures. Resources for troubleshooting the following common computer-based testing issues have been developed:

- If a student has the wrong form assignment for accommodated testing
- If a student exits TestNav (either unintentionally or intentionally)

If a student exits TestNav (either unintentionally or intentionally) before completing a test:

- Verify that TestNav is shut down for the student.
- Attempt to keep the student on the same device.
- Resume the student's test in Pearson Access.
    - The student should use the original Testing Ticket to sign in to the test.
    - The student's test will resume from the point at which the test was interrupted.
    - The system will upload any test responses that the student entered after the interruption if resuming on the same testing device.

Technology Coordinators should respond as quickly as possible when technology disruptions occur. Cell phones are permitted in the testing environment by specific personnel to contact the Customer Support Center (888-639-0690) when troubleshooting guidance is needed. However, Technology Coordinators and Test Administrators must NOT take photos of error screens. Error codes for TestNav and guidance for resolving computer-based testing issues can be found in the *TestNav 8 User Guide* or at https://support.assessment.pearson.com/display/TN/Error+Codes.

4.1.4 Monitor Test Activity and Maintain Test Security

The School Test Coordinator must be actively involved in test administration by monitoring testing and ensuring test security procedures are followed as described in this manual. School Test Coordinators must be available during testing to answer questions from Test Administrators and Proctors. LACs must monitor reports of testing irregularities and security breaches and ensure that School Test Coordinators follow LSS and MSDE procedures for reporting such events. Refer to **Appendix C** for MSDE procedures.

School Test Coordinators must ensure that during each Section of the test, Test Administrators and Proctors walk around the room and check that students are working in the correct Section. At no time are any school staff allowed to sign in to TestNav using a student testing ticket; however, Test Administrators may help students sign in if issues arise.

In addition, ensure that Test Administrators provide applicable students with their approved testing accommodations and pre-identified accessibility features. If a computer-based accommodation is not appearing for a student, stop testing and refer to the *Personal Needs Profile (PNP) Guidance—Managing Incorrect Accessibility Features and Accommodation PNP Data* (available at https://support.mdassessments.com).

4.1.5 End-of-Section Tasks

Collect Materials

The STC or designated person must collect the test materials listed below from Test Administrators immediately after the administration of Sections tested on a single day.

- Student testing tickets
- Used and unused scratch paper (unused scratch paper may be reused)
- Accommodated test materials
- Printed mathematics reference sheets or calculators used during testing
- Printed Periodic Tables or Social Studies rubrics used during testing

At the end of each testing day, ensure all materials from the assessment have been returned to the locked storage area.

Ensure TestNav Sign-out

As students complete each Section, Test Administrators will use the instructions at the end of the administration script to help students sign out of TestNav. Test Administrators may provide navigational guidance as students click through the sign out steps.

School Test Coordinators should check to ensure all students have signed out of TestNav by reviewing student statuses on the dashboard in Pearson Access. Students signed out of TestNav will appear in an **Exited** status. Those student testing devices should be checked before the end of the testing window to make sure TestNav has been exited after testing. Only after all Sections of the test have been submitted will the status reflect **Completed**.

Only mark student tests complete in Pearson Access if the student started, but will NOT complete the Section. Students should be given an opportunity to complete testing during Make-up Sessions. Review your district policy on using the Marked Complete function.

Administer Make-Up Testing

If a student is NOT tested during the regular administration, they may be moved into a new make-up test Session in Pearson Access (refer to the directions in the *Pearson Access Online User Guide*). However, if the student will rejoin the regular administration for any remaining Sections, it is recommended that you leave that student in the original test Session in Pearson Access. Refer to the *Make-Up Testing Directions for Computer-Based Testing* document available at https://support.mdassessments.com for additional information on make-up testing. Each test is intended to be given in sequential order and the TA must provide the correct Seal Code.

4.2 Paper-Based Testing

This section describes activities for the School Test Coordinator (STC) during testing days. Section 4.2.1 contains the checklist for all activities related to paper-based testing while Sections 4.2.2–4.2.4 contain specific details for tasks during testing.

4.2.1 Checklist of Tasks for Test Coordinators to Complete DURING Paper-Based Testing

Completing tasks during the timelines in this checklist is strongly recommended.

LTC	STC	TC	Task	Reference
			Testing Day	
	❑		Distribute test materials to Test Administrators.	Section 3.10
	❑		Monitor each testing room to ensure that test administration and security protocols are followed, and required administration information is being documented and collected. Be available during testing to answer questions from Test Administrators.	Section 4.2.2
❑	❑		Investigate all testing irregularities and security breaches and follow your LSS and MSDE policy for reporting these incidents.	Section 2.2
❑	❑		Ensure that Test Administrators provide applicable students with their approved testing accommodations and pre-identified accessibility features.	Section 4.2.2
	❑		Schedule and supervise make-up testing.	Section 4.2.4
	❑		Follow the protocol for contaminated or damaged test materials, and refer to your state policy for reporting these incidents.	Section 4.2.3
	❑		Collect materials from Test Administrators and ensure all test books and answer documents have a student name and/or student ID label. Verify that each student taking a paper test is entered into a Session in Pearson Access.	Section 4.2.4

4.2.2 Monitor Test Activity and Maintain Test Security

The School Test Coordinator must be actively involved in test administration by monitoring testing and ensuring test security procedures are followed as described in this manual. LACs must also monitor reports of testing irregularities and security breaches and ensure that STCs follow their LSS and MSDE specific procedures for reporting such events.

STCs must be available during testing to answer questions from Test Administrators and Proctors. STCs must ensure that during each Section of the test, TAs and Proctors walk around the room and check that students are working in the correct Section.

In addition, ensure that TAs provide students with their approved testing accommodations and pre-identified accessibility features. Remember, the Human Reader script must be used if a human reader is administering the mathematics assessment. Human Reader scripts are secure test materials and must be returned with other testing materials.

4.2.3 Procedures for Contaminated, Torn, or Damaged Materials

Contaminated Test Materials

If any test materials (e.g., test books, answer documents) become contaminated with bodily fluids (e.g., student becomes ill on a test book or answer document), 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 testing.
   d. Follow your school procedure for medical emergencies.
2. Qualified school personnel must safely handle the soiled test book or answer document 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 test Section prior to the disruption. Testing may then resume.
   a. If the ill student returns to resume testing and the completed responses can be transcribed into a replacement test book (grade 3 ELA, MISA 5 & 8, and Social Studies 8) or answer document (grades 4–high school ELA/L and Mathematics), the Test Administrator must provide the student with a new test book or answer document. The Test Administrator must ensure the student's name is recorded on the front of the replacement test book or answer document for proper identification.
   b. If the ill student returns to resume testing and the completed responses cannot be transcribed into a replacement test book or answer document, the student must be given the opportunity to retake those Sections using a replacement test book and answer document during make-up testing. Contact your LAC or MSDE for further guidance if necessary.
4. After testing is complete, the School Test Coordinator must:
   a. Apply the student ID label to the replacement test book or answer document prior to returning it.
   b. Record the security barcode number of the contaminated test book or answer document on the Form to Report Contaminated, Damaged, or Missing Materials available in **Appendix E**.
   c. Record the security barcode number of the replacement test book or answer document on the Chain-of-Custody Form.
   d. If applicable, transcribe the completed response from the contaminated test book or answer document into a replacement one.
      i. Follow the guidelines for transcribing student responses in Section 5.2.2.
      ii. Return the replacement test book to Pearson along with the rest of the scorable materials.
   e. Securely destroy the contaminated test book or answer document according to your LSS biohazard protocols. Do not return contaminated material to Pearson.
   f. Compile a list of contaminated test books and answer documents and maintain it on file for 6 years.
5. The School Test Coordinator must notify MSDE or the LAC as soon as reasonably possible according to the state policy found in **Appendix C**.

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 or answer document must be replaced in order for the student to complete testing. After testing but within the test window, the student's answers must be transcribed into a replacement test book or answer document.
   a. Answers must be transcribed following the guidelines for transcribing student responses in Section 5.2.2.
   b. The School Test Coordinator must immediately notify the LAC.
2. The Test Administrator must ensure the student's name is recorded on the front of the replacement test book or answer document.
3. After testing is complete, the School Test Coordinator must:
   a. Apply the student ID label to the replacement test book or answer document or fill out the data grid completely.
   b. Record the security barcode number of the replacement test book or answer document on the Form to Report Contaminated, Damaged, or Missing Materials available in **Appendix E**.
   c. Return the replacement test book or answer document to Pearson along with all other scorable materials.
   d. Pack the damaged test book or answer document with the nonscorable materials and return to Pearson. Follow the direction in Section 5.2.2 in order to properly mark test materials as Do Not Score.
   e. Compile a list of all damaged test books and answer documents and maintain it on file for 6 years.

4.2.4 End-of-Section Tasks

Collect Materials

Immediately after each Section in each grade/course is completed, collect the test materials from Test Administrators.

- All used and unused test books (Ensure all test books have a student name written on them.)
- All used and unused ELA/L and mathematics answer documents for grades 4–high school (Ensure all answer documents have a student name written on them.)
- Used and unused scratch paper (Unused scratch paper may be reused.)
- Pearson-supplied mathematics reference sheets, rulers, protractors, Periodic Tables for MISA, and Social Studies 8 rubrics
- Any accommodated responses provided in another format (If the response is being transcribed directly from a computer, then the computer must remain secure until the responses are transcribed. Then the responses must be totally removed from the computer).

Follow all chain-of-custody procedures. At the end of each testing day, ensure all materials from the MCAP assessments have been returned to the secure storage area. Take inventory of all secure materials to be sure that none are missing; if materials are missing, follow MSDE steps in **Appendix C**.

Administer Make-Up Testing
Students who are NOT tested on the regular administration date due to a temporary illness or other excused absence should be tested during the make-up testing period. All testing must be completed within the MSDE testing window.

4.3 Procedures for Testing Irregularities (Testing Day)

4.3.1 Dismissing Students for Misconduct

The Test Administrator has the authority to contact the STC and dismiss 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) according to local policy. The school or LSS must submit a Form to Report a Testing Irregularity or Security Breach within two business days 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 LSS/LEA 24 policy. The school or LAC should complete the Testing Incident Report Form (TIRF) in **Appendix D** and follow the MSDE/LSS policy for submitting the form.

If a student is dismissed, the Test Administrator must exit the student's test in TestNav.

4.3.2 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:

- For computer-based testing : If the issue being experienced is with a particular item, the Test Administrator should instruct the student to bookmark the item and continue testing. At the end of testing, the Test Administrator should try to troubleshoot the issue with the remaining 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 to report the issue. The student should NOT submit the Section until the issue is resolved.
- If a timely solution cannot be found, the Test Administrator should:
  - Instruct the student to proceed with the test.
  - Note the content area, course/grade level, form ID (CBT only), item number, test format (online or paper), and a brief description of the issue and provide that information to the School Test Coordinator to complete the TIRF or LSS/LEA 24 designed Testing Irregularity form. 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].

4.3.3 Procedures for Safety Threats and Severe Weather

In all instances of safety and severe weather threats, consult your local evacuation policy. In the event that 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 **Appendix C** for MSDE policy about reporting safety threats and severe weather.

In the event that 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:
  - Test Administrators must inform students how many minutes remain in the Section.
  - Test Administrators must write on the board the updated start time and stop time of the Section.
  - Students may need to be Resumed in Pearson Access.
- Using the Testing Incident Report Forms (TIRF) or LSS designed Testing Irregularity form, document the situation.
- Refer to **Appendix C** for MSDE policy about reporting safety threats and severe weather.

5.0 AFTER Completion of ALL Testing

5.1 Computer-Based Testing

5.1.1 Checklist of Tasks for Test Coordinators and Technology Coordinators AFTER Testing

This section describes activities for the School Test Coordinator (STC) and Technology Coordinator (TC) to perform after testing is complete. Some or all tasks in this section may be applicable to the LAC depending on the procedures specific to your LSS/LEA 24. Since Section 5.1 only provides a checklist of tasks, refer to Sections 5.1.2–5.1.5 for more details.

LAC	STC	TC	Task	Reference
Day of Final Test Section				
	❑		Verify that all tests are in the Completed or Marked Complete Status. If still in the Ready status, remove the students from the Session.	

LAC	STC	TC	Within One Week of Final Test Section	
	❑		Destroy scratch paper, mathematics reference sheets, and Periodic Tables written on by students.	Section 5.1.2
	❑		Destroy all printed student testing tickets.	Section 5.1.2
	❑		Recycle *Test Administrator Manuals*, blank or unused scratch paper, and unused mathematics reference sheets, Social Studies 8 rubrics, or Periodic Tables.	Section 5.1.2
	❑		Complete the Post-Test Certification Form.	Section 5.1.4
	❑		Keep records according to your LSS and MSDE policy.	Section 5.1.5

5.1.2 Collect and Organize Materials

Secure Materials

Immediately after the final Section is administered, collect the test materials listed below from Test Administrators.

Secure test materials that must be securely destroyed:

- Student testing tickets
- Any reports or other documents that contain personally identifiable student information
- All used scratch paper
- All printed mathematics reference sheets, Periodic Tables, or Social Studies rubrics containing student writing.

Secure test materials that must be shipped back to Pearson:

- Accommodated paper test books, if applicable. Braille and large print test books must be transcribed (Section 5.2.2) and returned (Section 4.2.4) in order to be scored.
- Human Reader scripts

Again, ensure all materials from the MCAP assessment have been collected. Take inventory of all secure materials to be sure that none are missing. If any secure materials are missing, follow the LSS and MSDE specific steps in **Appendix C**. **Note:** All accommodated paper-based books and Human Reader scripts are secure materials that must be shipped back to Pearson. Ship these secure materials back to Pearson within the first 5 days after the MSDE testing window closes.

Materials To Be Securely Destroyed
The LAC must ensure that the following test materials are securely destroyed/shredded immediately after all testing is complete (either by the LSS or school):

- Scratch paper written on by students during testing
- Printed mathematics reference sheets, Periodic Tables, or Social Studies 8 rubrics written on by students during testing
- Printed student testing tickets
- Any other school-generated reports or documents, which contain personally identifiable student information (e.g., Pearson Access generated reports or any school rosters)
- (Do NOT destroy test books, answer documents, or Human Reader scripts.)

Shredding (or other method of securely destroying test materials) may be done at the school or by using an outside company. Once secured destruction of materials is complete, it must be documented on the Chain-of-Custody Form or other tracking log (refer to Section 2.1). Do NOT return these materials to Pearson.

Nonsecure Materials To Be Recycled
The LAC must ensure the following test materials are recycled immediately after all testing is complete (either by the LSS or school):

- *Test Administrator Manuals*
- Unused mathematics reference sheets, Periodic Tables, and Social Studies rubrics

Once recycling is complete, it should be documented on the Chain-of-Custody Form or other tracking log. Recycling and documentation may be done at the school. Do NOT return these materials to Pearson.

5.1.3 Pearson Access Cleanup Activities for Computer-Based Testing

Reviewing Test Sessions

- Students in **Ready** status have been moved to a make-up test Session in Pearson Access or have been removed from the test Session
- All students are in **Completed** or **Marked Complete** status

Remove Students in Ready Status
Students with tests that have NOT been started must be removed from the test Session in Pearson Access.

Mark Tests Complete
School Test Coordinators or their designee must manually mark student tests complete for students who exited the test and did not resume testing or exited a test instead of clicking **Submit**. Do NOT mark a student's test complete if it is in **Ready** status.

Manage Student Tests
After testing, LACs or School Test Coordinators may need to update student test registrations in Pearson Access and mark tests as **Not Tested** or **Void** (as needed). Specific instructions for each task can be found at https://support.mdassessments.com.

Not Tested and Voided Tests
Students with test registrations who did NOT participate in testing (e.g., absent for the entire testing window), but may need to be accounted for, should be marked as **Not Tested** in Pearson Access.

5.1.4 Complete the Post-Test Certification Form

The purpose of the form is for the Principal and STC to certify that the security and integrity of your school's test administration was maintained before, during, and after testing. Once materials have been securely destroyed or recycled, and secure materials returned to Pearson, the STC must complete and sign the Post-Test Certification Form. The Principal, if different from the STC, must also sign the form. A copy of this form can be found as **Appendix F** in this manual and on the MCAP Portal at https://support.mdassessments.com. Refer to MSDE policy in **Appendix C** for guidance on the use and submission of this form. This form should be retained with other documentation from an administration as part of the testing archive for 6 years.

5.1.5 Keep Records

The following records (physical or electronic) must be maintained by your school for 6 years as noted by the MSDE policy in **Appendix C**:

Required:

- Chain-of-custody documentation (refer to Section 2.1)
- If not already included in chain-of-custody documentation, test group/classroom roster records noting who administered each test Session (both Test Administrator and Proctors), and noting the names of students assigned to that group
- Copies of all signed Test Administration and Certification of Training Form and Non-Disclosure Agreements (refer to **Appendix B**)
- Copies of any Testing Irregularity Report Form (TIRF) or LSS/LEA 24 designed Testing Irregularity forms
- Copies of any Forms to Report Contaminated, Damaged, or Missing Materials
- A copy of your signed Post-Test Certification Form

5.2 Paper-Based Testing

5.2.1 Checklist of Tasks for Test Coordinators AFTER Testing

This section describes activities for the School Test Coordinator (STC) to perform after testing is complete. Some tasks in this section may be applicable to the LAC, depending on the procedures specific to your LSS. Since Section 5.2.1 only provides a checklist of tasks, refer to Sections 5.2.2–5.2.7 for more details.

LAC	STC	TC	Task	Reference
			Day of Final Test Section	
	❑		Collect materials and verify that all distributed test materials have been returned using the Chain-of-Custody Form.	Section 5.2.2

LAC	STC	TC	Within One Week of Final Test Section	
	❑		Organize and return scorable and nonscorable test materials.	Sections 5.2.2–5.2.4
	❑		Destroy scratch paper written on by students and Pearson-supplied mathematics reference sheets or Periodic Tables written on by students.	Section 5.2.3
	❑		Recycle *Test Administrator Manuals* and unused Pearson-supplied mathematics reference sheets or Periodic Tables.	Section 5.2.3
	❑		Return secure materials and ensure that all return boxes have appropriate labels within five business days of the LSS testing end date.	Section 5.2.4
	❑		Complete the Post-Test Certification Form.	Section 5.2.6
	❑		Keep records according to your LSS and MSDE policy.	Section 5.2.7

LAC	STC	TC	At the End of Each Administration	
	❑		Verify that all students that participated in the paper administration have been placed in a Session in Pearson Access.	

5.2.2 Collect and Organize Materials

Immediately after the final Section is administered, collect the test materials listed below from Test Administrators. Take inventory of all secure test materials using the Chain-of-Custody Form and organize them in preparation for shipment. If any secure materials are contaminated or missing, follow the state-specific steps in **Appendix C**.

- All used and unused test books
- All used and unused answer documents
    - Test books and answer documents are considered used in any instance where a student has tested, including incomplete or partially complete test books and answer documents.
- Human Reader Scripts
- Any reports or other documents that contain personally identifiable student information
- Used and unused scratch paper
- *Test Administrator Manual*
- Mathematics reference sheets, Periodic Tables, or Social Studies 8 rubrics

Note: Schools may keep rulers and protractors after testing for instructional use. These materials must NOT have any writing on them. Rulers and protractors containing student notes should be securely destroyed.

Report Contaminated and Damaged Test Materials
If a test book or answer document becomes contaminated or damaged, follow your school or LSS protocol for reporting this to MSDE and complete the Form to Report Contaminated, Damaged, or Missing Materials available in **Appendix E**. Refer to Section 4.2.3 for how to handle contaminated or damaged test materials.

Report Missing Test Materials
Schools must investigate any report of missing test materials. If, after a thorough investigation, the missing materials are not found, the School Test Coordinator must follow the MSDE specific steps in **Appendix C**. Complete the Form to Report Contaminated, Damaged, or Missing Materials. This is also considered a Testing Irregularity if reported during or after testing.

Transcription of Student Test Responses
Certain situations require a student's responses to be transcribed into a **standard, scorable test book** (grade 3 ELA/L, grade 3 mathematics, MISA, or Social Studies 8) or **answer document** (grades 4–high school ELA/L and mathematics). These situations may include:

- Answers were recorded in another student's test book or answer document.
- A test book or answer document became damaged or contaminated (e.g., torn, wrinkled).
- A student took the test using a special test format (e.g., large print, braille).
- The student used a speech-to-text converter, augmentative communication device, or assistive technology device.
- As an accommodation, a student recorded answers on blank paper, instead of on the required test book or answer document.

If a student's responses must be transcribed after test administration is completed, the following steps must be followed:

1. At least two authorized staff members must be present during any transcription of student responses. One will serve as the transcriber, and the other will be an observer confirming the accuracy of the transcription. It is highly recommended that one of the individuals be an authorized School Test Coordinator. Refer to **Appendix C** for additional information on the MSDE policy.
2. The student's responses must be transcribed verbatim into the test book or answer document. Confirm the test book and answer document are for the same form (e.g., main or accommodated). Refer to **Appendix B**: Protocol for the Use of the Scribe Accommodation in the *Maryland Assessment, Accessibility, & Accommodations Policy Manual* for guidance and an example.
    - Mark the original test book or answer document "Do Not Score" according to the directions in the following section.
    - Exception: A scribe for a student who signs his or her responses in ASL will write the student's responses in English (e.g., student signs "HOUSE WHITE LIVE THERE ME." Scribe writes "I live in the white house.").
3. Braille transcription: ONLY an eligible Test Administrator who is a certified Teacher of Students with Visual Impairment, including Blindness or someone working under his or her direct supervision may transcribe the student's responses into the standard, scorable test book or answer document included in the braille kit. The transcriber must be able to fluently read the braille code the student wrote in English Braille (UEB).
4. Any original student responses that were printed from an assistive technology device or recorded in another accommodation document such as blank paper must be securely destroyed by the STC.

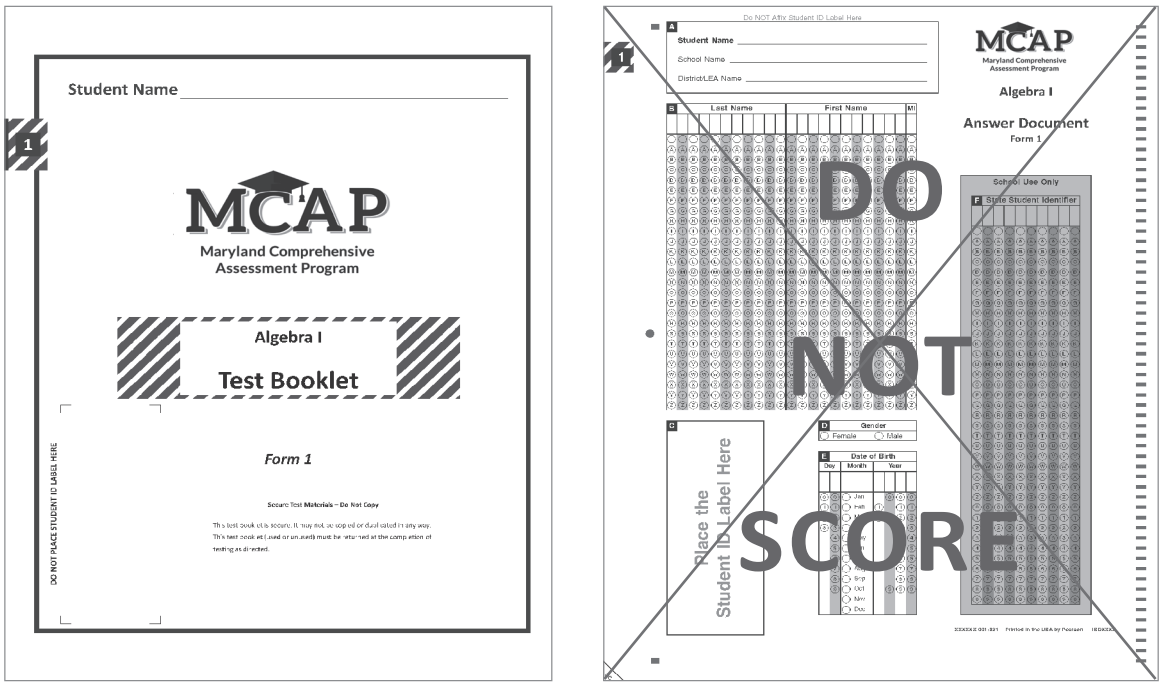
Failure to transcribe a student's test responses in these situations will result in the student NOT receiving a score.

"Do Not Score" Test Materials

If there is a test book (grade 3 ELA/L, grade 3 mathematics, MISA, or Social Studies 8) or answer document (grades 4–high school ELA/L or mathematics) already assigned for a student in one of the categories below, write "DO NOT SCORE" in large letters or draw a large "X" across the front cover. Both methods are acceptable for indicating materials should not be scored.

- A student whose test book or answer document became damaged/unusable (Refer to Transcription of Student Test Responses on the previous page for instructions on transcribing the student's responses to a new test book or answer document.)
- A student whose student ID label has already been applied to a test book or answer document but did not participate in any testing (e.g., absent with or without medical documentation)

Figure 5.0 Do Not Score Test Materials



5.2.3 Organize Materials

Apply student ID labels to the front covers of the test book (grade 3 ELA/L or mathematics, MISA 5 & 8, or Social Studies 8) or answer document (grades 4–high school ELA/L and mathematics only) in the lower left-hand corner.

- Locate the student ID labels that were shipped in the resealable package labeled "Test Coordinator Kit."
- ONLY the STC or designee may apply labels; students are prohibited from doing so.
- Before applying a label on the Answer Document or test book cover, confirm that the name that has been handwritten at the top of the front cover of the Answer Document or test book matches the name on the label.
- **The student ID label will override any bubbled demographic information.**
- If a student ID label includes incorrect information, apply the label to the student's test book (grade 3) or answer document (grades 4–high school ELA/L and mathematics only) and update the student's information in Pearson Access.
- Set aside student ID labels that were not used (e.g., labels for students who transferred out of the school before testing began, labels with incorrect information) to be securely destroyed/shredded after the testing window closes.

It is recommended that schools apply the student ID labels after testing. However, schools may apply them before testing, if recommended by your LSS.

Hand Grid Demographic Pages

If there is no student ID label available for the student, **all information** on the student demographic data grid must be marked on the test book (grade 3, MISA 5 & 8, and Social Studies 8) or answer document (grades 4–high school ELA/L and mathematics) using a wooden No. 2 pencil. If there is a label for a student, only box A will be completed.

Table 5.0 Instructions for Hand Gridding Demographic Pages (complete all fields if there is not a label)

Box	Description	Instructions
A	Student Name, School Name, LSS/LEA 24 Name	Test Administrators will instruct students to write their names in this box during administration. Students will not be instructed to fill in the school or LSS/LEA 24 name and are not required to do so.
B	Student Name	Using the student's legal name, print the student's last name in the row of boxes under the section for "Last Name." Print only one letter in each box, beginning in the first box on the left (i.e., left justified). If there are not enough boxes for all of the letters in the student's last name, leave off the letters at the end. Print the student's first name in the row of boxes under the section for "First Name." Do not use a nickname. Print only one letter in each box, beginning in the first box on the left (i.e., left justified). If there are not enough boxes for all of the letters in the student's first name, leave off the letters at the end. Print the first letter of the student's middle name in the box under the section for "MI." Leave the box blank if the student does not have a middle name. Fill in the appropriate bubble in the column under each letter in the student's name. If there are any blank boxes at the end of their name, fill in the empty bubbles at the top of the column.
C	Student ID labels	If a school does not have a pre-printed student ID label, this box should remain blank.
D	Gender	Fill in the bubble that corresponds to the student's gender.
E	Date of Birth	Fill in the bubbles for the Day, Month, and Year for the student's date of birth. For example, if the student was born March 2, 2001, fill in the bubbles for 0 and 2 in the Day column, for the month of March designated by "Mar" in the Month column, and the bubble for 2, 0, 0, and 1 in the Year column.
F	State Assigned Student Identifier	Enter the student's State Assigned Student ID Number in the boxes at the top of the columns. Fill in the appropriate bubble in the column under each number beginning in the first box on the left (i.e., left justified).

Materials To Be Securely Destroyed

The STC must ensure the following test materials are destroyed/shredded immediately after all testing is complete (either by the LSS or school):

- Scratch paper written on by students during testing
- Mathematics reference sheets or Periodic Tables written on by students during testing
- Any reports or other documents that contain personally identifiable student information

Once shredding (or other method of securely destroying test materials) is complete, it must be documented on the Chain-of-Custody Form or other tracking log. Secured destruction of materials and documentation may be done at the school. Do NOT return these materials to Pearson.

Nonsecure Materials To Be Recycled
The STC must ensure the following test materials are recycled immediately after all testing is complete (either by the LSS or school):

- *Test Administrator Manuals*
- Unused mathematics reference sheets or Periodic Tables

Once recycling is complete, it should be documented on the Chain-of-Custody Form or other tracking log. Recycling and documentation may be done at the school. Do NOT return these materials to Pearson.

5.2.4 Package Materials for Return Shipping

Before calling MVP, sort and package the materials according to the following directions so that you can return all secure and non-secure materials with a single call. Refer to the Pearson Return Instruction Sheet and Shipping Carrier Return Instructions included in the Test Coordinator Kit shipped with your testing materials. Materials must be packed according to the school level, NOT the LSS level. Materials must be shipped no longer than 5 days after your LSS/LEA 24 testing window closes. Materials returned late risk not receiving scores.

- **Scorable materials**
  - Used test books (grade 3–ELA/L, grade 3 mathematics, MISA 5 & 8, and Social Studies 8)
  - Used answer documents (grades 4–high school–ELA/L and mathematics)
  - Transcribed test books (grade 3 ELA/L and mathematics, MISA, and Social Studies 8)
  - Transcribed answer documents (grades 4–high school ELA/L and mathematics)
- **Nonscorable materials**
  - Unused test books (including for absent students)
  - Unused answer documents (grades 4–high school ELA/L and mathematics only)
  - Used test books and answer documents that have been marked “Do Not Score”
  - Human Reader scripts
  - Large Print test books
  - Braille test books

Required Ancillary Materials for Return
For all materials being returned, schools and districts will need the following:

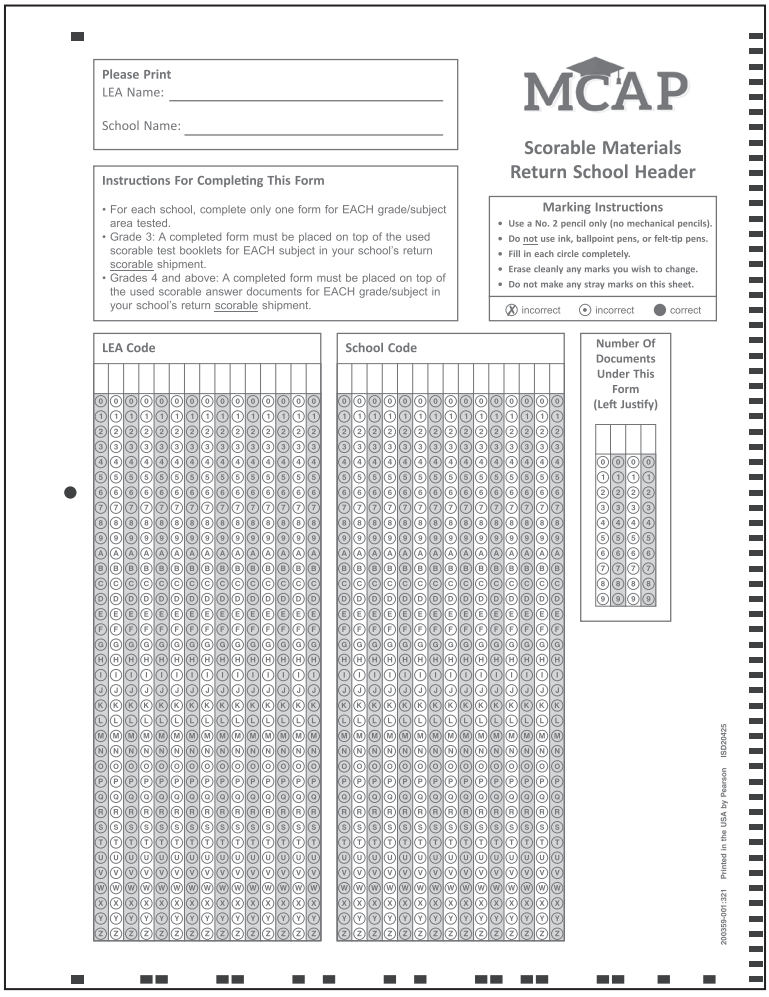
- Scorable
  - Paper bands
  - Scorable Materials Return School Headers (do not photocopy)
  - Scorable return labels (See table for specific color for each test)
- Nonscorable
  - Nonscorable return labels (See table for specific color for each test)

If you do not have a sufficient amount of these materials, place an additional order in Pearson Access. Refer to Section 3.10.4 for additional information on additional orders. **If you placed additional orders for test materials, these return materials were not shipped to you automatically.**

Scorable Materials Return School Header and Paper Bands

- Complete a Scorable Materials Return School Header for each grade/course and subject.
- Place paper bands around each stack of scorable test books (no more than 25 per band) or answer documents (no more than 25 per band).
- You may have more than one stack of banded documents per subject and grade/course, if necessary, but only complete ONE Return School Header and slip it in the first bundle. For example, Algebra 1 may have students from multiple grades while grade 4 mathematics will only have students in grade 4.

Figure 5.1 Sample Scorable Materials Return School Header



Note: Do NOT photocopy any Scorable Materials Return School Header sheets. Use the original documents provided in your school's shipment.

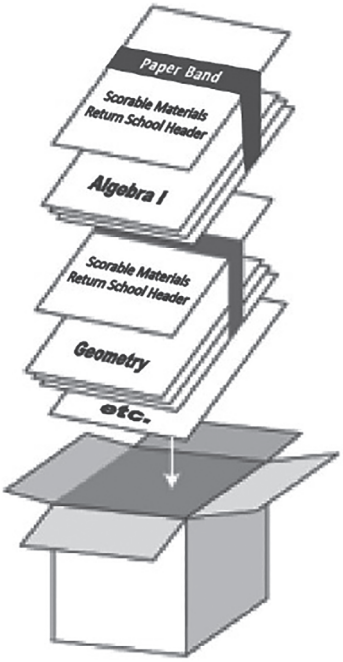
Return Scorable Materials

Use the boxes in which the test materials were delivered for return shipping. If these boxes were damaged in the original shipment, use sturdy replacement boxes or place an additional order on the Pearson Access website at https://support.mdassessments.com.

Place all scorable materials in the shipping boxes as shown in Figure 5.2. Do NOT place more than one school's materials in a box. Within a school, materials for different grades/courses can be placed in the same box. Ensure that **NO** extraneous materials are returned (e.g., scratch paper, rulers, manuals).

Note: LSSs/LEA 24 Schools in Maryland will receive a Bill of Lading and freight return directions in your Test Coordinator Kit.

Figure 5.2 Packing Diagram for Scorable Test Materials



Note: Box scorable and nonscorable materials separately, as these will be shipped to different addresses.

Do NOT overfill a box. If any box is not completely filled, add crumpled paper to avoid damage caused by shifting during shipment. Do NOT use packing peanuts. Seal the boxes securely with packing tape. Remove any previous labels and cover any previous markings before applying the shipping label.

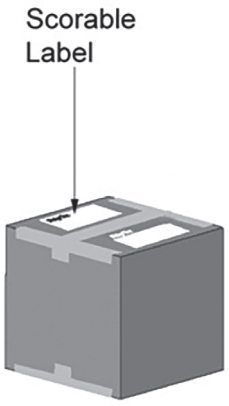
Locate the resealable package labeled "Test Coordinator Kit." This package contains Pearson scorable materials return shipping labels. Refer to Figure 5.3 for sample labels.

- Place one scorable materials return shipping label on top of each box containing scorable ELA/L or mathematics, MISA 5 & 8, or Social Studies 8 materials.
- Count the total number of scorable boxes for a specific test administration. Either ELA/L and mathematics, MISA 5 & 8, or Social Studies 8.
- On the line that reads "SCH: BOX _ OF _" fill in the sequence of scorable boxes being returned for the school (e.g., indicate box 1 of 3, box 2 of 3, and box 3 of 3). Be sure to number scorable materials in a separate sequence from non-scorable.
- Do NOT write anything else on the labels.
- Do NOT include your nonscorable box count with your scorable box count.

IMPORTANT: The Social Studies 8 scorable and non-scorable documents must NOT be included with the ELA/L and Mathematics documents. Since both administrations may be shipped out at the same time, it is important to keep Social Studies 8 apart from ELA/L and mathematics. Social Studies 8 will have colored return labels dedicated to that test. The nonscorable box count and scorable box count should only include Social Studies 8 tests and follow the direction on the third bullet above.

Figure 5.3 Sample Pearson Scorable Materials Return Shipping Label

Pearson Scorable Return Label Example



Scorable box

Sample Labels

Return Nonscorable Materials

Use the boxes in which the test materials were delivered for return shipping. If these boxes were damaged in the original shipment, use sturdy replacement boxes or place an additional order on the Pearson Access website at https://support.mdassessments.com.

Place all nonscorable materials in the shipping boxes. Do NOT place more than one school's materials in a box. Ensure that **NO** extraneous materials are returned (e.g., scratch paper, rulers, manuals).

Seal the boxes securely with packing tape and remove any previous markings or labels from the boxes before applying the shipping label.

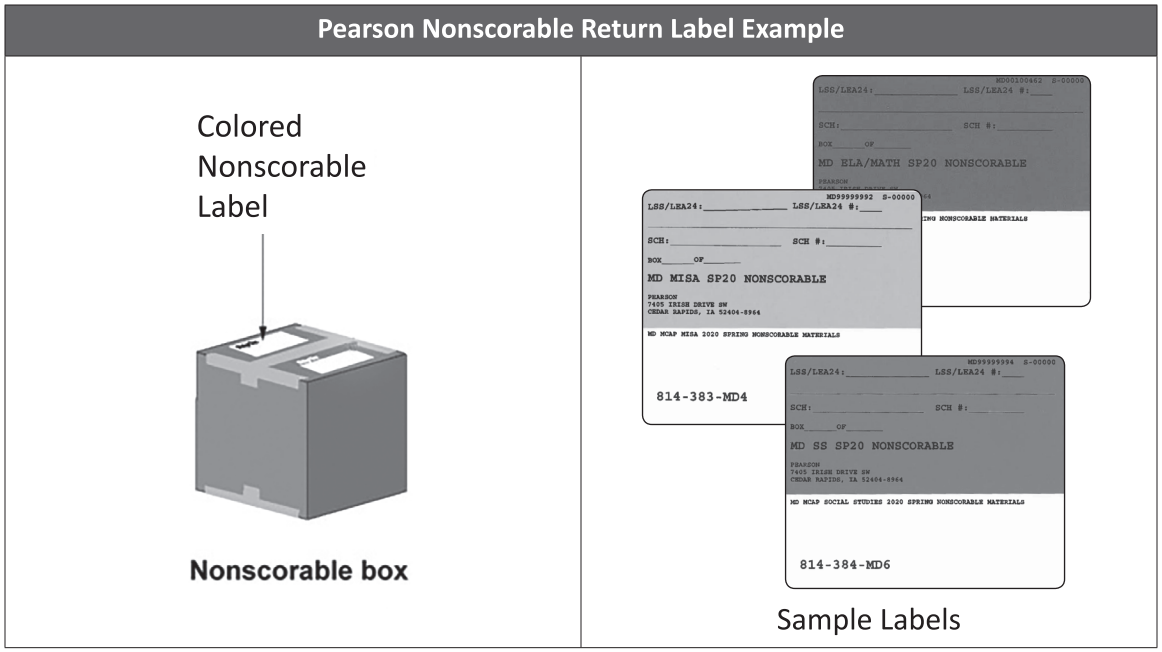
Locate the resealable package labeled "Test Coordinator Kit." This package contains Pearson nonscorable materials return shipping labels. Refer to Figure 5.4 for sample labels.

- Place one nonscorable materials return shipping label on top of each box.
- Count the total number of nonscorable boxes for a specific test.
- On the line that reads "BOX _ OF _" fill in the sequence of nonscorable boxes being returned for the school (e.g., indicate box 1 of 3, box 2 of 3, and box 3 of 3). Be sure to number nonscorable materials in a separate sequence from scorable.
- Do NOT write anything else on the labels.
- Do NOT include your scorable box count with your nonscorable box count.

	Scorable	Nonscorable
MISA 5 & 8	Yellow	Blue
ELA/L and mathematics	Red	Purple
Social Studies 8	Green	Orange

Find a Bill of Lading in the resealable package labeled "Test Coordinator Kit."

Figure 5.4 Sample Pearson Nonscorable Materials Return Shipping Label



Generic Return Labels

Generic return labels are received when an additional order for return labels is submitted through Pearson Access; they are not included in the Test Coordinator Kit with regular materials return shipping labels. Generic return labels include blank fields where pertinent state, LSS, and school information is recorded by the STC prior to return to Pearson.

Each administration includes scorable and nonscorable generic return labels; these labels follow the same color convention as regular materials return shipping labels:

- **Yellow Labels**–MISA 5 & 8 Scorable Materials Return Shipping Label and Scorable Generic Return Label
- **Blue Labels**–MISA 5 & 8 Nonscorable Materials Return Shipping Label and Nonscorable Generic Return Label
- **Red Labels**–ELA/L and mathematics Scorable Materials Return Shipping Label and Scorable Generic Return Label
- **Purple Labels**–ELA/L and mathematics Nonscorable Materials Return Shipping Label and Nonscorable Generic Return Label
- **Green Labels**–Social Studies 8 Scorable Materials Return Shipping Label and Scorable Generic Return Label
- **Orange Labels**–Social Studies 8 Nonscorable Materials Return Shipping Label and Nonscorable Generic Return Label

Contact MVP to Schedule Pickup

Refer to the Shipping Carrier Return Instructions included in the Test Coordinator Kit for return shipping instructions. Refer to **Appendix C** for return shipping responsibilities in Maryland.

Pick-ups must occur as soon as possible after testing is complete. It is required that all materials are shipped for return within 5 days of the completion of testing in your LSS/LEA 24.

Pick-ups must be scheduled at least 48 hours in advance. Any STC in Maryland with scorable or non-scorable materials that must be returned to Pearson should call MVP at 888-886-0780 to schedule pickups. Customer service is available 24 hours a day, 7 days a week. Tell the MVP representative you are calling in a pickup request for Pearson. You must provide MVP with the following information:

- The physical location from where packages are to be picked up (i.e., where materials were delivered)
- The estimated number of scorable and non-scorable packages to pick up

Once the pickup is scheduled, the school or LSS will receive a confirmation number from MVP. The number can be referenced in the future if questions or changes arise. It is recommended that schools or LSSs maintain a copy of the Bill of Lading with the testing archive for 6 years.

5.2.5 Pearson Access Cleanup Activities for Paper-Based Testing

Not Tested and Voided Tests

Students with test registrations who did not participate in testing (e.g., absent for the entire testing window) but may need to be accounted for should be marked as **Not Tested** in Pearson Access. Refer to MSDE policy in **Appendix C.**

Only students with a test attempt should be marked as Void. If a test attempt should be marked Void, follow MSDE guidance in **Appendix C**.

Refer to the *Not Tested and Void Score Guidance* document posted at https://support.mdassessments.com for step-by-step directions on how to complete these tasks.

Rejected Student Tests

Rejected Student Test Alerts will be created for all scanned paper-based student tests that cannot be matched to a current student record in Pearson Access. These alerts will appear in Pearson Access after the test books and answer documents have been scanned by Pearson. LACs or those assigned must complete the data clean-up process for these tests to be scored. Refer to the *Data Clean-up: Rejected Student Tests* document posted at https://support.mdassessments.com for step-by-step directions.

5.2.6 Complete the Post-Test Certification Form

Once materials have been shipped and materials securely destroyed or recycled, all Maryland School Test Coordinators must complete and sign the Post-Test Certification Form. The Principal, if different from the School Test Coordinator, must also sign the form. This form certifies that all materials have been tracked using the Chain-of-Custody Form or other tracking log and were accounted for upon packing and shipping. Refer to **Appendix F** of this manual or the MCAP Portal for a copy of this form: https://support.mdassessments.com. Refer to MSDE policy in **Appendix C** for guidance on this form.

5.2.7 Keep Records

The following records (physical or electronic) must be maintained by your school for 6 years as noted by MSDE policy in **Appendix C**:

Required:

- Chain-of-custody documentation (refer to Section 2.1)
- The security barcode for testing documents assigned to each student (Also entered in Pearson Access)
- If not already included in chain-of-custody documentation, test group/classroom roster records noting who administered each test Session (both Test Administrator and Proctors), names of students assigned to that group
- Copies of all signed Test Administration and Certification of Training Form and Non-Disclosure Agreements (refer to **Appendix B**)
- Copies of any Testing Incident Report Forms (TIRF) or LSS designed Testing Irregularity form
- Copies of any Form to Report Contaminated, Damaged, or Missing Materials
- A copy of your signed Post-Test Certification Form
- Copy of Bill of Lading

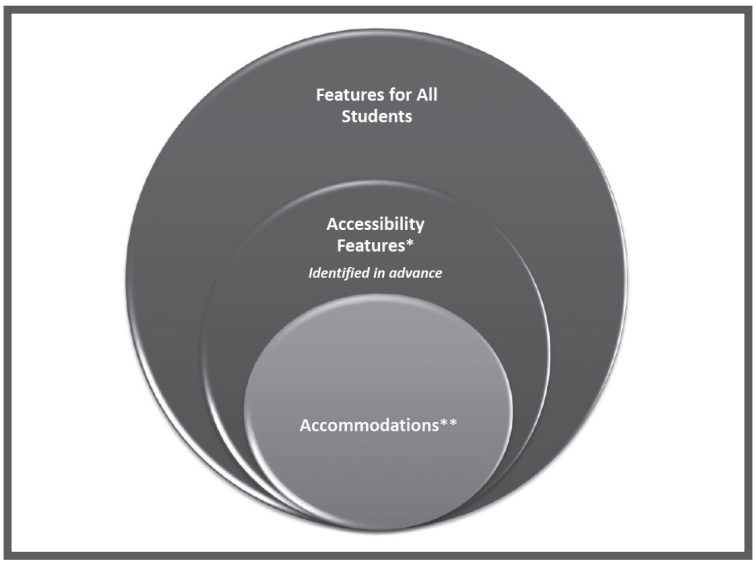
6.0 Accessibility Features and Accommodations

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

6.1 Accessibility Features and Accommodations

Maryland's accessibility system includes three levels of support for students as shown.

Figure 6.0 The Maryland Accessibility System



** Available to all participating students*
***For students with disabilities, English learners, and English learners with disabilities*

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**. The LSS or LEA 24 school should not automatically assign accessibility features to all students.

Accommodations are intended to reduce or even eliminate the effects of a student's disability and/or English language proficiency level and provide equitable access for students with disabilities or English learners (ELs). Accommodations do NOT reduce learning expectations. All accommodations for students with disabilities or ELs must be approved and documented in advance in an Individualized Education Program (IEP), 504 plan, or EL plan. Responsibility for confirming the need and appropriateness of an accommodation rests with the school-based team involved with each student's instructional program. A master list of all students and their accommodations must be maintained by the school and/or LSS.

All accessibility features and accommodations used on MCAP assessments should be generally consistent with those used in daily instruction.

Administration Guidance in the *Maryland Assessment, Accessibility, & Accommodations Policy Manual*

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

Accessibility Feature Example from Section 3:

Accessibility Feature		Administration Guidelines
1r	**Text-to-Speech for the Mathematics Assessments**	**Before Testing:** • Identification for Local Student and Accommodations File: The student's Local Student and Accommodations File must have text-to-speech selected to activate the feature on the platform. Once a student is placed into a test Session, the student will be assigned a form with embedded text-to-speech. Volume level must be determined prior to testing; once the test Session begins, the volume level cannot be changed. The student will not have access to volume control in the secure TestNav environment. • Test Administrator Training: Refer to the Text-to-Speech Tutorial on https://support.mdassessments.com/ for full training on tool functionality. • Differences Between Text Only and Text Plus Graphics: ◦ Text Plus Graphics—Reads all printed text and the hidden alternate text descriptions for images. ◦ Text Only—Reads printed text but does not read any alternate text descriptions for images. **During Testing:** The student selects the "Text-to-Speech Player" icon on the toolbar on the right side of the screen. The test is read aloud to the student using embedded text-to-speech software. The student may pause and resume the audio. To choose a speed (slow, normal, fast), select the "Text-to-Speech Settings" icon. The student must be tested in a separate setting if unable to wear headphones.

IMPORTANT NOTE:

The *Maryland Assessment, Accessibility, & Accommodations Policy Manual* will be updated during 2020–2021 to include additional language around Text-to-Speech for MISA 5 & 8 and Social Studies 8. While the Text-to-Speech accessibility feature is "available" to all students, it should not be applied to all students unless there is a specific need and is also mirrored during classroom instruction. It is highly recommended that students using this feature during testing have the opportunity to try the functionality of the tool within the Practice Tests.

Previously, the Answer Masking accessibility feature had to be assigned to the student on the file submitted before testing in order for students to access this feature on TestNav. All students will now have Answer Masking available. It is highly recommended that teachers model the use of this feature.

Accommodations Example from Section 4:

Accommodation		Administration Guidelines
3f	**Large Print Edition**[12]	**Before Testing:** • Identification for Local Student and Accommodations File: Student's Local Student and Accommodations File must have Large Print Edition selected for each tested content area. • Materials: Large Print Test Kit includes a large print assessment book, standard test book or answer document for transcription, Test Administrator large print scripts, and supplementary large print mathematics materials (large print ruler & protractor), when appropriate. • Test Administrator Training: Test Administrators of students with visual impairments must review the following documents in the MCAP Portal: ◦ Assessments for Students with Visual Impairment, Including Blindness. ◦ Accessibility Features and Accommodations for Students Taking the Paper-Based Assessments. **During Testing:** A large print paper-based form of each assessment is available for a student with a visual impairment who is unable to take a computer-based assessment. The font size for the MCAP large print edition will be 18 point on paper sized 14" x 18". Students will not record their answers in standard print test books or answer documents. Instead, students will circle their answers in a large print test book. For constructed response items, students will write their answers on the lines provided in their large print test books. In mathematics, students will need to write their answers in boxes at the top of the answer grids, but they do not need to bubble in their answers. Test Administrators should refer to the TAM Scripts for instances where they should demonstrate an activity or display information. Demonstrations should be conducted where they are visible for each student (e.g., on the board, near the student). **After Testing:** • Responses must be transcribed verbatim by a Test Administrator in a standard student test book or answer document, which is included in the Large Print Test Kit. Only transcribed responses will be scored. At least two persons must be present during transcription of student responses (one transcriber and one observer confirming accuracy). It is recommended that one of the individuals be the School Test Coordinator. • Refer to **Appendix B**: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses.

[12]Distribution quantities for any paper-based accommodations and accessibility feature are derived from the student registration process. Any materials required for paper-based accommodations and accessibility features for students registered after the deadline for paper registration must be ordered via Additional Orders.

6.2 Before Testing: Preparing for Accessible Test Administration

Reference the *Maryland Assessment, Accessibility, & Accommodations Policy Manual.* Review Sections 3 and 4 as well as all fact sheets in the *Maryland Assessment, Accessibility, & Accommodations Policy Manual* to successfully provide students with each accessibility feature and accommodation.

Identification of Accessibility Features and Accommodations in the Local Student and Accommodations File or the Every Student Every Attempt File

The PNP portion of the Local Student and Accommodations file should be based on observations and stated preferences by the student or parent/guardian related to a student's testing needs that have been found to increase access during instruction and assessment. Observations based on a student's

interaction with the online testing platform can be made through the Practice Tests. A student's testing needs should be reviewed at least annually, and revised as appropriate, to reflect current education-related needs or preferences.

- For *students with disabilities*, the IEP team or 504 plan coordinator will collect student information to populate the PNP.
- For *English learners*, the educators responsible for selecting accommodations (or an English learner team, if available) will identify the accessibility features in the PNP for the student. Any accessibility features must be documented in the student's EL plan.
- For *English learners with disabilities*, the IEP team or 504 plan coordinator (which includes an adult familiar with the language needs of the student) will make PNP decisions.
- For students *without* disabilities, and who are NOT English learners, PNP decisions will be made based on the student's education-related needs and preferences by a team, which may include the:
  - Student (as appropriate)
  - Parent/guardian
  - Student's primary educator in the assessed content area(s)

The following accessibility features and accommodations are delivered via separate forms of the test and some cannot be combined:

Paper-Based Testing

- Unified English Braille (UEB)
- Large Print Test Kit
- Read Aloud Test Kit
- Spanish Test Kit (Mathematics, MISA 5 & 8, and Social Studies 8)
- Spanish Large Print Test Kit (Mathematics, MISA 5 & 8, and Social Studies 8)
- Spanish Read Aloud Test Kit (Mathematics, MISA 5 & 8, and Social Studies 8)

Computer-Based Testing

- Assistive Technology - Screen Reader
- Assistive Technology - Non-Screen Reader
- American Sign Language (ASL)
- Closed Captioning (CC) - ELA/L only
- Text-to-Speech (TTS)
- Human Reader
- Spanish (Mathematics, MISA 5 & 8, and Social Studies 8)
- Spanish Human Reader (mathematics only)

Note: While there will be an online test in Spanish for Mathematics, MISA 5 & 8, and Social Studies 8, there will be no TTS in Spanish for any MCAP assessment.

Once data on student accessibility features and accommodations are collected at the local level, follow the directions for completing and importing the Local Student and Accommodations File to Pearson Access as described in the *Student Registration/Personal Needs Profile Field Definitions* document. Once the Local Student and Accommodations File has been uploaded, Test Coordinators and Test Administrators can run the PNP report to review students' assigned accessibility features and accommodations. It is extremely important to ensure that the accommodations are correct prior to starting a test for a student. If a Test Administrator discovers

that a student has an incorrect accessibility feature or accommodation during testing, the Test Administrator and/or School Test Coordinator will need to stop testing, contact the LAC to Void the test and correct the form assignment.

Refer to step-by-step directions in the *Personal Needs Profile (PNP) Guidance—Managing Incorrect Accessibility Features and Accommodation PNP Data* document available at https://support.mdassessments.com and follow protocols to contact your LAC or MSDE for further guidance.

Training for Test Administrator Delivered Accessibility Features and Accommodations

Students who use embedded accessibility features and accommodations may test independently, and therefore there is no during testing role for the Test Administrator. However, there are some accessibility features and accommodations that the Test Administrator provides external to the testing platform for computer-based testing. For these features and accommodations, the *Maryland Assessment, Accessibility, & Accommodations Policy Manual* indicates where the Test Administrator must review any training documents before testing.

Table 6.0

Accommodation	Maryland Assessment, Accessibility, & Accommodations Policy Manual References
Human Reader	**Appendix E**: Test Administration Protocol for the Human Reader Accommodation for English Language Arts/Literacy Assessments, and the Human Reader Accessibility Feature for Mathematics Assessments **Human Reader scripts (for Mathematics only)**: 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 scripts may be ordered through the Additional Order process. Scripts are required to ensure mathematics assessments are read consistently.
Human Scribe	**Appendix B**: Protocol for the Use of the Scribe Accommodation, used to ensure consistency of scribing and transcription
Human Signer	**Appendix J**: Human Signer Guidelines
Extended Time	**Appendix C**: Guidance for Selecting and Administering the Extended Time Accommodation
Large Print and Braille	Assessments for Students with Visual Impairment including Blindness
Assistive Technology (Screen Reader and Non-Screen Reader)	**Assistive Technology Guidance** available on the MCAP Portal at: https://support.mdassessments.com

Accommodated Materials

See the following list of accommodated materials:

What is included in a Spanish MISA 5 & 8, Mathematics, and Social Studies 8 Test Kit?

- Spanish test book
- Spanish answer document (except for grade 3, which will have a consumable test book)
- Ruler (grades 3–8, mathematics only)
- Protractor (grades 4–7, mathematics only)
- Spanish Social Studies 8 rubric
- Spanish mathematics reference sheet (grades 5–high school, mathematics only)
- English test book

What is included in an English or Spanish Large Print Test Kit?

- Large Print Test Administrator script
- Large Print test book
- Answer document (except for grade 3 ELA/L and mathematics, MISA 5 & 8, and Social Studies 8, which will have consumable test books)
- Large Print mathematics reference sheet (grades 5–high school, mathematics only)
- Large Print Periodic Table (MISA 5 & 8 only)
- Ruler (grades 3–8, mathematics only)
- Protractor (grades 4–7, mathematics only)
- Large Print Rubric (Social Studies 8 only)

What is included in the English or Spanish Human Reader Test Kit?

- Human reader script (mathematics only)
- 2 standard test books
- Answer document (except for grade 3, which will use a consumable test book)
- Ruler (grades 3–8, mathematics only)
- Protractor (grades 4–7, mathematics only)
- Mathematics reference sheet (grades 5–high school, mathematics only)

Note: If you order a Large Print Spanish Math or Spanish Human Reader Test Kit, you will receive Spanish versions of each item in the kit.

What is included in a Braille and Screen Reader Test Kit?

- Braille Test Administrator script
- Braille notes/special instructions
- Braille test book
- Standard test book
- Standard answer document (except grade 3 which will have a consumable test book)
- Braille mathematics reference sheet (grades 5–high school, mathematics only)
- Braille Rubric (Social Studies 8 only)
- Braille ruler (mathematics only)
- Braille protractor (mathematics only)
- Additional Braille paper
- Duplicate pages (when appropriate)

Note: Students should use the Braille Periodic Table needed for MISA 8 that they use during instruction.

Unique Accommodations Guidance

Students may require additional accommodations that are not available in the *Maryland Assessment, Accessibility, & Accommodations Policy Manual*. MSDE will review requests for unique accommodations on an individual basis. Approval will be given ONLY if the requested accommodation will result in a valid score for the student (i.e., does NOT change the construct being measured by the test and does NOT violate test security requirements). Unique accommodation requests are due to MSDE no later than 6 weeks before the opening of the testing window.

Refer to MSDE policy in **Appendix C** for guidance on how to submit a request for unique accommodations.

Preparing the Test Environment for Accessibility Features and Accommodations
Based on the needs identified in their Local Student and Accommodations File, some students may require externally provided accessibility features and/or accommodations during testing. The Test Administrator must review each student's PNP to ensure the classroom is prepared with any materials the students need. Examples include: headphones, word prediction external device, and a hard copy braille edition.

6.3 During Testing: Test Administration Using Accessibility Features and Accommodations

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 for the Mathematics Assessment *(identified in advance in Pearson Access)*
- Human Signer for the Mathematics Assessment *(identified in advance in Pearson Access)*

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

- Human Reader for ELA/Literacy
- Human Signer for ELA/Literacy
- 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 Mathematics
- General Administration Directions Read Aloud, Repeated, or Clarified as needed in Student's Native Language
- Human Reader for the Mathematics Assessments in Spanish

Special Accommodations Circumstances During Testing
For special circumstances regarding the administration of accommodations, refer to the appendices of the *Maryland Assessment, Accessibility, & Accommodations Policy Manual*:

- **Appendix H**: Emergency Accommodation Form
- **Appendix I**: Student Accommodation Refusal Form

Emergency Accommodation
Prior to or during testing, if the School Test Coordinator determines that a student requires an emergency accommodation, the Emergency Accommodation Form must be completed. 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). An emergency accommodation should be given ONLY if the accommodation will result in a valid score for the student (i.e., does NOT change the construct being measured by the test and does NOT violate test security requirements).

This form must be completed and maintained in the student's assessment file. The parent/guardian must be notified that an emergency accommodation was provided. For additional information on where to submit your Emergency Accommodation Request Forms, refer to **Appendix C**.

Refusal of Accommodations
If a student refuses the accommodation(s) listed in his or her IEP, 504 plan, or 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. The Student Accommodation Refusal Form must be completed and placed in the student's file. Also, on the day of the student's refusal of an accommodation, a copy of the completed form must be sent home to the parent/guardian. The School Test Coordinator should work with Test Administrators to determine who else should be informed of the student's refusal of the accommodation(s). In addition, the team involved in the student's IEP, 504 plan, or EL plan, may want to consider discussing this issue at the student's next meeting.

6.4 After Testing: Completing Accessible Test Administration as a Test Coordinator

The School Test Coordinator and Test Administrators will have no after testing activities for embedded accessibility features and accommodations, except in cases where student responses must be scribed/transcribed or in cases where the student produces secure testing material.

Test Coordinators (or their designee) are responsible for after testing activities for the following accommodations for students with IEPs or 504 plans:

- Assistive Technology
- Hard Copy Braille Edition
- Large Print Edition
- Braille Note-taker
- Braille Writer
- Speech-to-Text Device
- Human Scribe/Signer

School Test Coordinators (or their designee) are responsible for after testing activities for the following accommodations for students who are English learners:

- Speech-to-Text Device
- Human Scribe
- Large Print Edition of the Mathematics Assessment in Spanish

Appendix A
Glossary of Terminology

Glossary of Terminology

This glossary contains specific terms used within this manual. The manual covers Maryland policies, and there are additional state-specific policies in **Appendix C**. For questions regarding policies not addressed in this manual or **Appendix C**, contact your Maryland State Contact at mcap.msde@maryland.gov.

Term	Definition
Accessibility Features	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.
Accommodations	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.
Accommodator	Accommodator is an individual who, under the direction of the Test Administrator, provides specific accommodations that are documented in a student's IEP or 504 plan, not an EL plan.
Administration Time	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.
IEP, 504 Plan, or EL Plan	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.
Local Accountability Coordinator (LAC)	The LAC is the individual at the LSS/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.
Local Educational Agency (LEA 24)	Commonly referred to as the "non-public" schools or LEA 24 schools.
Local School System (LSS)	Commonly referred to as a school district.
Local Student and Accommodations File	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.

Term	Definition
Mathematics Tools Available for Test Administration	Mathematics tools available for test 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 *Maryland Assessment, Accessibility, and Accommodations Policy Manual* for more information on Mathematics tools for accommodations.
Non-secure	Test materials that have been made available to the public, including manuals and user guides. The availability of non-secure materials does not compromise test security or score validity.
Pearson Access	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 *Pearson Access Online User Guide*.
Seal Codes	A secure code required to enter each Section of the test.
Section	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.
Section Testing Time	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.
Secure	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 books 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.
Testing Environment	All aspects of the test surroundings during testing, this includes what a student can see, hear, or access.
TestNav	The application used to administer the computer-based MCAP assessment is available at https://download.testnav.com/.

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Appendix B

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

MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

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	***LSS OR LEA24 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.
(4) "Maryland School Performance Program (MSPP)" means a performance-based education accountability program that focuses on accountability through school improvement in the public schools.
(5) "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.

.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.

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Appendix C
State Policy Addendum

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Maryland

MSDE State Contact For questions about state policies, contact the MSDE assessment office.		
Telephone	**Email**	**Fax**
410-767-0083	mcap.msde@maryland.gov	410-333-0052

Section	Issue	Maryland State Policy
Spring Key Dates	**Testing Windows for ELA/L and Mathematics, MISA 5 & 8, and Social Studies 8**	General Information • It is recommended that no online or paper tests should be completed before the date designated by a Local School System (LSS) or LEA 24 schools as their "80% of the school year" point. • If inclement weather, safety threats, or technology problems affect the LSS or a specific school's testing schedule, the LAC should contact MSDE to discuss possible modifications to the testing window. • LEA 24 schools will adhere to the Testing Windows in this manual. • All primary and make-up online testing should take place during the designated window. • All STCs are expected to enter their testing schedule on the Statewide Schedule Tool at itempra.org/schedule. Contact your LAC for directions on entering schedules. **MISA 5 & 8** Paper—Any school day between March 8, 2021 and March 19, 2021 Online—Any school day between March 8, 2021 and March 26, 2021 **ELA/L and Mathematics** Paper—These dates will be announced by your LAC. Online—These dates will be announced by your LAC. **Social Studies 8** Paper—Any school day between May 3, 2021 and May 28, 2021 Online—Any school day between May 3, 2021 and June 4, 2021
	States Load Organizations in Pearson Access	Loaded by State
	States Load LAC Users in Pearson Access	Loaded by State
	Load Organization Participation Data File in Pearson Access	Loaded by State
	State, LAC, or STC Load Student Registration Data	Data File loaded by LACs or designated Data Manager. STCs can complete individual student registrations as needed per the policy of the local school system.
	Receive Materials	Each Local School System or LEA 24 school should receive initial deliveries of manuals and paper test materials at least 10 school days prior to the start of their testing window.

Section	Issue	Maryland State Policy
Spring Key Dates (continued)	**Additional Orders Window—All Materials**	The additional order window begins for each LSS or LEA 24 school when their initial orders arrive in schools and are inventoried. All additional orders of secure materials must be submitted and approved in order to receive the materials and complete testing by the end of the paper testing window. LACs must approve all additional orders placed by schools in their LSS or LEA 24 schools. Additional orders will not be processed until they are approved. MSDE and Pearson will monitor additional orders for orders above a specific threshold. MSDE may require LACs to confirm unusually large additional orders before approval. ALL additional orders will take up to 5 days from approval to arrive in schools.
	Return Materials	Paper Test Return Materials should be shipped out of schools within 5 days of the conclusion of their testing window(s). The LSS or school will be responsible for any cost to return any materials shipped beyond this final date.
1.2 **3.3.2**	**Qualifications and Responsibilities for School Test Coordinators, Test Administrators, and Proctors**	School Test Coordinators must be certified education professionals including: • State-certified academic classroom teachers • Other state-certified teachers who teach in Special Education, Gifted and Talented, and EL programs • State-certified teachers in physical education, health, dance, art, family and consumer sciences, industrial arts, and technology education • State-certified guidance counselors, library media specialists, school psychologists, pupil personnel workers, and school administrators* *Principals cannot serve as School Test Coordinators unless a "Request for a Waiver to the Eligibility Requirements for School Test Coordinator" has been submitted to and approved by MSDE. Principals may serve as Test Administrators. Proctors do not need to be certified education professionals. Proctors may administer accommodations, provided they receive training prior to administration and are under the supervision of the Test Administrator during testing. Any personnel involved in the administration of a test must be trained by the STC.
2.1.3	**Maryland Test Administration and Certification of Training Form**	Anyone administering or assisting with the MCAP test in Maryland must sign the Maryland Test Administration and Certification of Training Form and Non-Disclosure Agreement. Anyone who has access to MCAP secure materials, including technology with an active test, but does not administer the test must also sign this document. The signed forms (electronic or paper) must be maintained by the LSS or school for six years. The LAC may require a copy (either paper or electronic) of each form be submitted to the LSS office. Individuals may also maintain a copy of these forms for their records. The School Test Coordinator completes forms including copies of sign-in sheets, training dates, and make-up training that indicate all staff involved in the testing have been trained.

Section	Issue	Maryland State Policy
2.2.1	**Observation Policies**	MSDE will send representatives to schools throughout the state to monitor and observe testing to ensure that standardized testing procedures are being followed. Schools will not be notified in advance of a monitor's visit. All monitors will follow local procedures for reporting to the school's main office and signing the school's visitor log. Monitors will also sign a **Maryland Test Administration and Certification of Training Form and Non-Disclosure Agreement** form as requested by the school and provide a copy of a memorandum from the Assistant Superintendent for Assessment, Accountability, and Information Technology giving authorization to monitor testing. LEAs that permit central office personnel to make observations during MCAP testing must train personnel involved on proper test security procedures and have all personnel sign a **Maryland Test Administration and Certification of Training Form and Non-Disclosure Agreement**. Under no circumstances may an observer, technology coordinator, or anyone assisting with the administration of the assessment photograph or make any recordings before, during, or after the assessment.
2.2.2 **4.1.4** **4.2.3** **4.3.2** **4.3.3**	**Requirements for Reporting a Testing Irregularity or Security Breach**	The School Test Coordinator must call the LAC immediately upon discovering a testing irregularity/security breach. The LAC determines whether the incident must be reported to MSDE immediately by contacting the State Test Security Officer or whether the incident can be reported using the Testing Incident Report Forms (TIRF), available in **Appendix D** of the *Test Coordinator Manual* or LSS designed Testing Irregularity form. The School Test Coordinator submits all Forms to Report a Testing Irregularity or Security Breach to the LAC within two school days. The LAC submits the documents to the state along with the Testing Incident Report Form (TIRF) within five days of the incident. **The LAC should contact MSDE immediately** if a testing disruption occurs that may require a modification of the testing window or threatens a school's ability to complete testing for any students. The STC should contact the LAC for any tests that have been started with incorrect accommodations or that need to be voided for any reason.
2.3	**Materials Allowed ONLY AFTER a Student's Test Has Been Submitted and the Student's Secure Materials Have Been Collected**	• Recreational books • Pamphlets, magazines, or periodicals • Students may not access any electronic devices
	Instructions for Students AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected	LACs can set the policy for all schools in their LSS or leave the decision to individual schools. The options are listed below. • After student has checked their work, the student must sit quietly until the Section has ended. • After student has checked their work, the Test Administrator dismisses the student. • After student has checked their work, the student may sit quietly and use allowable materials.

Section	Issue	Maryland State Policy
2.4.4	**Break Policies**	**Individual Bathroom Breaks:** Student requests a bathroom break within their overall allotted testing time. Student's testing time does not stop. **In-Chair Stretch Break:** Student pauses and stretches. Student's testing time does not stop. **Medical Breaks:** Student takes a break due to existence or sudden onset of a temporary or long-term medical condition. Student's testing time stops during a medical break. **Other Frequent Breaks:** If a student with an IEP, 504 or EL plan (or other EL documentation) documents the need for frequent breaks not listed in the three categories above. A student's testing time stops.
3.2.1	**Requirements for Completing Local Student and Accommodations File**	Each LSS will compile and submit, except for LEA 24 schools, who will submit at the school level. The submission of students placed in Sessions on the Local Student and Accommodations File drives the assignment of the correct accommodated form and other materials students with accommodations may require.
2.4.2 **4.1.5**	**Additional Requirements for Make-Up Testing**	Make-up Sections (BOTH PAPER AND ONLINE) can be administered out-of-order (i.e., If students are absent for a Section, they can join their original testing group for the next Section and do the make-up on a subsequent date.)
3.9.1 **3.10.1**	**Additional Requirements for Paper-Based Test Materials**	The LAC may require additional procedures for maintaining and processing testing materials. The LSS and all schools should open and inventory their secure materials deliveries immediately. Any discrepancy should be reported to the LAC immediately.
5.2.4	**Shipping Procedures for Paper-Based Materials**	Test materials are shipped directly to the School Test Coordinator. The School Test Coordinator must contact MVP directly to schedule "Return Service" pickup by the designated date unless directed otherwise by the LAC. Maryland Pickup Instructions should include: • The School Test Coordinator must contact MVP at 888-886-0780 before 4:00 PM EST 48 hours in advance of requested pickup day. • Provide LSS & School # • Provide box count for Scorable & Nonscorable • Provide pickup hours
3.10.4	**Approving Additional Orders**	Pearson and MSDE will be approving additional orders placed by schools or the LSS. Additional orders will not be processed until they are approved. MSDE may be required to confirm unusually large additional orders before approval. Paper tests will be limited to students whose IEP or 504 specifies this mode of testing or in unique situations approved by MSDE.

Section	Issue	Maryland State Policy
4.2.3 **5.1.2** **5.2.2**	**Steps for Missing, Damaged and/or Contaminated Materials**	Schools call the LAC immediately upon discovering missing, damaged and/or contaminated materials. The LAC contacts the MSDE. The school submits the Form to Report Contaminated, Damaged, or Missing Materials, available in **Appendix E** of the *Test Coordinator Manual*, to the LAC. The STC should transcribe any responses that have not been contaminated and then allow the student to continue in the new book. If a test cannot be transcribed, the STC should provide a new test book and allow the student to retake the test. All unusable damaged or contaminated materials must be securely destroyed by the STC. The STC must document the barcode number of the book along with the tracking number.
4.3.1	**Procedures for Dismissing Students for Misconduct**	Test Administrators, School Test Coordinators and school administrators may use their discretion when removing students from testing for behavior that is disruptive to the testing environment for other students. The LAC should be contacted and in conjunction with the school, decide how to proceed with testing for those students. The students may be given a chance to complete the unfinished testing time or it may be decided to end testing for those students. Under no circumstances can a Test Administrator make a unilateral decision to invalidate a test.
5.2.2	**Transcription Policy for Computer-Based Testing**	No additional instructions. Follow procedures outlined in the Accessibility Features and Accommodations Manual.
5.2.3	**Applying Student ID Labels for Paper-Based Testing**	Labels may be applied any time prior to the start of paper testing but must be stored in a secure manner.
5.1.5 **5.2.7**	**Requirements for Archiving Security Forms**	Security forms must be maintained in the school for a minimum of six (6) years as per COMAR regulations.
6.1 **6.2** **6.3** **6.4**	**Procedures for Accessibility and Accommodations**	The maximum administration size for test groups receiving the Human Reader accommodation for English Language Arts/Literacy or accessibility feature for mathematics must not exceed five students. Students must receive a Human Reader in the same manner during instruction in order to be tested with a Human Reader during assessment. If any student responses were printed from an assistive technology device or recorded separately on blank paper (or on other external devices) and were used for transcription then these responses must be archived for six years per COMAR 13.A.03.04.

Section	Issue	Maryland State Policy
6.3	**Steps for Unique and Emergency Accommodations**	Unique Accommodations Forms must be submitted to MSDE six weeks before the MCAP assessment begins. Please check the state testing calendar for due dates. (For LEA 24 schools, the form is completed and forwarded to the student's home LEA at least 3 weeks prior to the MSDE due date for submission.) Emergency Accommodations are approved by the LAC at the LSS or LEA 24 level based upon the examples included in the form. All other emergency accommodations that are not reflected in the Maryland emergency accommodation form will require state approval.
6.3	**Translation Policy**	The Spanish form will be available for use in MD for students who have attended school in the U.S. for less than three years and had prior instruction in mathematics in Spanish either in their home country or in a U.S. school.
	Braille Transition Plan	Maryland has transitioned to UEB for braille for ELA. For mathematics, Maryland will continue to use Nemeth Code.
	Home Schooled and Home and Hospital Testing	Maryland Schools will follow the same procedures testing Home Schooled and Home and Hospital students as they do for the other Maryland state testing programs.
	Scorable/Non-Scorable Paper Test Books and Online Test Submissions	**PAPER** SCORABLE— If a student sits for any part of any Section in a test administration, that student's Test Book must be submitted as scorable. NON-SCORABLE—All Test Books that have not been used for testing or have been transcribed (i.e., large print) onto other Test Books, must be submitted as non-scorable. **ONLINE** MARKED COMPLETE—If a student sits for any part of any Section in a test administration, that student's online test must be marked complete and submitted for scoring. In circumstances where the test must be invalidated, the STC must contact the LAC to invalidate the test.

Appendix D

Testing Incident Report Form

This document serves as a model of the essential items to be included on Testing Irregularity Reports for your LSS or LEA 24 schools. The actual TIRF is submitted to MSDE by the LAC.

MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

Testing Incident Report Form

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. Prompt reporting of such incidents will result in a more timely follow-up and resolution. Once completed, the LAC may fax this form to the State Test Security Officer at (410) 333-0052 or e-mail it to tamara.lewis@maryland.gov. (Forms containing student identifying information should be posted to MSDE's secure server.) Be sure to include any relevant supporting documentation such as written statements from the parties involved. The LAC may download an electronic version of this form from MSDE's DocuShare site at https://docushare.msde.maryland.gov/. **Forms are to be submitted to MSDE within 5 days of the date of incident.**

When completing this form, the LAC should click in the white space beneath each heading and begin typing.
The entry cell will expand to accommodate as much text as is needed. When finished typing in a particular cell, use the "Tab" key to move to the next cell.
Additional pages may be attached to the form as necessary.

DATE OF INCIDENT (MO/DAY/YR)	DATE OF REPORT (MO/DAY/YR)	TEST	LSS #	SCHOOL (NUMBER & NAME)	NAME & TITLE OF INDIVIDUAL SUBMITTING THE TESTING INCIDENT REPORT FORM

# OF STUDENTS INVOLVED	# OF STAFF INVOLVED	BRIEF DESCRIPTION OF INCIDENT

DETAILED DESCRIPTION OF INCIDENT

INVESTIGATION STEPS TAKEN

STUDENT IDENTIFYING INFORMATION
For cases that may involve score invalidation, include: Student Name, Pupil ID, Grade, Date of Birth, Student Pre-ID or Generic Barcode Number, Test Book Lithicode

RESOLUTION

PERSONNEL ACTION/SANCTION (To be completed by LAC)
The LAC should confer with the State Test Administration and Security Committee before imposing any sanction(s).

GUIDELINES FOR COMPLETING THE TIRF

- **Remember the 4Ws/H – who, what, when, where and how.** The more detail you can provide regarding your investigation, the more likely the State Test Administration and Security Committee (STASC) will have the information needed to respond quickly and to close cases. The STASC relies on your thoroughness, assessment, and credibility determinations.

- **Identify the person(s) involved.** When submitting TIRFs, please refrain from using the passive voice (e.g., "the materials were left unsecured in the classroom," versus "Mr. Jones left the materials unsecured in the classroom"). Among other things, this helps the STASC to identify the responsible individual(s) and to avoid approval of unfair personnel sanctions.

- **Provide a recommended sanction.** While the STASC understands that most test security violations may be unintentional, when sanctions are warranted in a particular case, our focus is on fairness. We have, for example, recommended lesser sanctions than those proposed by the LAC where we saw mitigating circumstances, or we were aware of different sanctions imposed by other school systems for comparable violations.

- **Submit the TIRFs within five days of the incident.** Some sanctions, such as invalidation of student test score data, are particularly time-sensitive. For other sanctions, some local school systems may require LACs to follow a local process before, or in addition to, the process required by MSDE. In either event, your timely submission of the TIRF helps all parties involved by ensuring the timely, accurate, and fair investigation of alleged test security violations and closure of these cases.

1. Date of Incident
2. Date of Report – the date the LAC completes the form
3. Test – MCAP ELA/L, Mathematics, MISA 5 or 8, and Social Studies 8
4. LSS Number – use the appropriate number from 01 - 32
5. School – include the number & name of the school
6. Name & Title of Individual Reporting Incident – LAC name and title
7. Number of Students Involved – important in determining how great the impact of an incident may be
8. Number of Staff Involved – important in determining how great the impact of an incident may be
9. Brief Description of Incident – something such as "Student cheating" or "Teacher interference" is sufficient
10. Detailed Description of Incident – Provide as much information as you have available.
11. Investigation Steps Taken – Describe what actions you have taken (or plan to take) to determine the validity of the offense.
12. Student Identifying Information – For cases that may involve score invalidation, include the identifying information for all students involved.
13. Resolution – Describe what steps were taken to rectify the situation and to prevent future occurrences.
14. Personnel Action/Sanction – Describe the disciplinary action(s) you believe are appropriate to the situation. (The LAC should confer with the State Test Administration and Security Committee before imposing any sanction.)

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Appendix E

Form to Report Contaminated, Damaged, or Missing Materials

MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

2020–2021 MCAP Assessment
Form to Report Contaminated, Damaged, or Missing Materials

Instructions:
1. Follow the instructions in the *Test Coordinator Manual* if test materials become contaminated, damaged, or missing (Section 5.2.2).
2. Then report the incident using this form to describe the circumstances. For special instructions on reporting instances of damaged or missing materials, Test Coordinators should refer to **Appendix C** and follow MSDE procedures.
3. Submit the form to Pearson and according to MSDE policy in **Appendix C** to either your LAC or your MCAP State Contact.

State _____ ❒ Fall ❒ Spring ❒ Summer

Contact Name _____ **Contact Phone and Ext** _____

Contact Person's Role _____

Contact Email _____

School Name _____ **School Organization Code** _____

LSS Name _____

LSS/LEA 24 Organization Code _____

Complete this form and submit the completed form via:
Mail **Maryland Program Team**
Mail Stop 160
2510 North Dodge St., Iowa City, IA 52245

Document Type/Subject/Grade	Quantity	Security Barcode or Range of Barcode Numbers	Description of Circumstances
Example Grade 9 ELA Test Book	1	123456789-0	Student had a nosebleed on the book and it has now been destroyed according to LSS protocol.

Appendix F

Post-Test Certification Form

MCAP Maryland Comprehensive Assessment Program

2020–2021 MCAP Assessment
Post-Test Certification Form

This form is to be completed by the School Test Coordinator after test administration.

By submitting this form, I certify that administration of the MCAP Assessments has been completed at the following school according to MSDE security policies. All known security breaches and testing irregularities have been properly reported.

First Name	Last Name
School Name	School Organization Code
LSS Name	LSS Organization Code
Content/Administration Dates	Phone Number and Ext
Were any Forms to Report a Testing Irregularity or Security Breach submitted for the school? ☐ Yes ☐ No	
All secure test materials have been returned to Pearson. Any secure test materials not returned to Pearson have been tracked, destroyed and/or reported using the Form to Report Contaminated, Damaged, or Missing Materials.	
Ship back date	Number of scorable boxes shipped _____
	Number of nonscorable boxes shipped _____
Were any Forms to Report Contaminated, Damaged or Missing Materials submitted for the school? ☐ Yes ☐ No	
Full Name (printed)	Date
School Test Coordinator Signature	
Principal (if different from above) Full Name (printed)	Date
Principal Signature	

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