

# TEST ADMINISTRATOR MANUAL



## Paper-Based Testing

*English Language Arts/Literacy • Mathematics*

# SPRING 2022



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## WHAT'S NEW FOR THE 2022 SPRING ADMINISTRATION?

- The Maryland Comprehensive Assessment Program (MCAP) will be the overarching term used for all state assessments in English Language Arts/Literacy and Mathematics, as well as Science (MISA) and Social Studies.
- The URL for the MCAP Portal is now <https://support.mdassessments.com>.
- Each STC should enter their MCAP ELA/L and Mathematics testing schedules in the Statewide Schedule Tool at <https://itempra.org/schedule/>.
- Students in grades 3–5 will now have use of the calculator for the MCAP Mathematics assessment.
- The timing and number of Sections for the 2021–2022 MCAP tests will be as follows: English Language Arts/Literacy (ELA/L) assessments will consist of four 70-minute Sections and Mathematics assessments will consist of four 40-minute Sections.
- Students taking a paper test **MUST** be entered in a Session within Pearson Access.
- The paper version of the mathematics assessment will still have non-calculator and calculator sections of the test. Only students with a calculator accommodation may have a hand held device during all sections of the test.



## 1.0 Overview

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

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

The Mathematics assessments 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.

### 1.1 About this Manual

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

When administering the paper-based MCAP assessment to students, the Test Administrator should turn to the page that contains the script (i.e., student directions that are read aloud during testing) for the Section they are administering. All administration instructions are contained within each script. In addition to English, the scripts are translated into Spanish. The translated scripts are available at <https://support.mdassessments.com>.

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

### 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 some Maryland 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 and resolving testing issues at their 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.

**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.

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 testing session under the supervision of the Test Administrator. A Test Administrator must be in the room at all times during testing if a Proctor is present. Student teachers may serve as Proctors who assist the Test Administrators. Refer to your School Test Coordinator for more information about your state's policy.

Proctor responsibilities include but are not limited to:

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

If class size is larger than 25 students, a Proctor is recommended.

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



## 2.0 Test Security and Administration Policies

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

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

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

- Test books
- Answer documents
- Large print and braille test books
- Mathematics reference sheets written on by students
- Scratch paper written on by students
- Human Reader scripts for mathematics (if applicable)
- Spanish Test Books

**Note:** Non-secure copies of mathematics reference sheets are available on the Maryland Portal and may be provided to students for regular classroom use. Schools will receive these reference sheets with initial secure paper tests. Schools may make newly printed and unused copies of these documents available to students for paper-based testing. These must be kept secure prior to testing, and if written on by students, securely destroyed.

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

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

#### 2.1.1 Test Administrator Responsibilities

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

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

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

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

### 3. Focus full attention on the testing environment at all times during testing.

- Monitor the testing process by continually moving unobtrusively about the room. While monitoring the classroom, a test administrator may view student test books for the sole purpose of confirming that students are working in the correct Section. **A Test Administrator may not review answer documents and/or confirm whether a student has marked all of their responses.**
- Ensure that students are supervised during testing, including during breaks.
- Ensure students are working only on the Section being administered. If a Test Administrator observes a student working in the incorrect Section, this may be a testing irregularity that must be reported to the STC. Refer to **Appendix C** in the *Test Coordinator Manual*.

### 4. Ensure that students do not participate in any form of cheating.

- Ensure that students do not consult notes, textbooks, or other teaching materials; do not share test questions with other students; and do not consult other students, school personnel, or anyone else during testing.
- Ensure that students do not have access to any electronic communication with other students during testing.
- 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.

### 5. Do not provide unauthorized assistance to a student that could impact their answers.

- At any time during a test session, a Test Administrator may repeat a portion of the *Test Administrator Manual* script if necessary for clarification.
- However, Test Administrators must not assist a student during testing or alter or interfere with a student's response in any way that would impact their answers. Examples of assisting include, but are not limited to:
  - Providing answers to a student
  - Indicating that a student has answered a question correctly, incorrectly or left a question blank
  - Defining words or providing synonyms
  - Spelling words
  - Influencing a student's responses by offering verbal or non-verbal hints, clues, or cues
  - Altering, explaining, simplifying, or paraphrasing any test question, reading passage, writing prompt, or Selected Response answer option
  - Suggesting that a student add more information to a response, or review or reconsider a response to a question

### 6. Follow proper test security procedures for providing accessibility features or accommodations.

- Ensure that students are only provided accommodations that are listed specifically for use during MCAP testing in an approved IEP, 504 plan, or EL plan.
- Follow guidelines on proper administration of accommodations as prescribed in the *Maryland Assessment, Accessibility, & Accommodations Policy Manual*.

### 7. Follow chain-of-custody requirements to return all test materials after testing each day.

#### 2.1.2 Security Forms

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

## 2.2 Testing Irregularities and Security Breaches

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

### 2.2.1 Examples of Testing Irregularities and Security Breaches

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

- **Electronic Devices Irregularities**
  - Using a cell phone or other prohibited handheld electronic device (e.g., smartphone, iPod®, smart watch, personal scanner, eReader) while secure test materials are still distributed, while students are testing, after a student turns in their test materials, or during a break.
    - Exception: School Test 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 a book, newspaper, or magazine) that prevent proper student supervision at all times while secure test materials are still distributed or while students are testing
  - Leaving students unattended without a Test Administrator for any period of time while secure test materials are still distributed or while students are testing (Proctors must be supervised by a Test Administrator at all times)
  - Deviating from testing time procedures as outlined in Section 2.4
  - Allowing cheating of any kind
  - Providing unauthorized persons with access to secure materials
  - Failing to provide a student with a documented accommodation or providing a student with an accommodation that is not documented and therefore is not appropriate
  - Allowing students to test before or after the MSDE test administration window without state approval
- **Test Materials Irregularities**
  - Losing a student test book or answer document
  - Losing 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 or accommodation for English Language Arts/Literacy 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's campus or removing them from locked storage for any purpose other than administering the test
- Accessing a student's test without the student or the STC present
- **Testing Environment Irregularities**
  - Failing to follow administration directions exactly as specified in the *Test Administrator Manual*
  - Displaying any resource (e.g., posters, models, displays, teaching aids) that defines, explains, illustrates terminology or concepts, or otherwise provides unauthorized assistance during testing
  - Allowing preventable disruptions such as talking, making noises, or excessive student movement around the classroom
  - Allowing unauthorized visitors in the testing environment
    - Unauthorized Visitors—Visitors, including parents/guardians, school board members, reporters, and school staff not trained or authorized to serve as Test Administrators or Proctors, are prohibited from entering the testing environment.
    - Authorized Visitors—Visits by MSDE assessment office monitors, and state-authorized observers are allowed based on state-specific policy, as long as these individuals do not disturb the testing process. Refer to your School Test Coordinator for details about observation visits in Maryland.

### 2.2.2 Reporting Testing Irregularities and Security Breaches

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

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

## 2.3 Testing Environment

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

- Some students may finish testing before others and the expectations for what those students may do must be determined and established in advance of the testing day. Refer to your School Test Coordinator for the MSDE and LSS policy on what students may do after testing.
- Unauthorized visitors are prohibited from entering the testing environment.
- The testing sign in **Appendix C** or one created for all testing rooms in the school should be posted on the outside of the room door.
- Prohibited classroom resources (see next page for more information) should be removed or covered.

## Administrative Considerations for All Students

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

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

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

## Materials Prohibited in the Testing Environment

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

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

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

\*May be allowable if listed in the student's IEP or 504 plan according to your LSS policy.

**Note:** The Test Administrator (TA) or School Test Coordinator (STC) may keep a silenced cell phone available only for issues directly related to the immediate test administration. Any other use will be considered a Testing Irregularity. The decision to allow a cell phone lies with the LAC in the Local School System or LEA 24.

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

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

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

### Exceptions for Test Accommodations

A student with a disability or who is an English Learner may be allowed to use certain tools or materials that are otherwise prohibited during testing if the need for these accommodations is documented in the student's IEP, 504 plan, or EL plan. Remember, the Human Reader Script must be used if a Human Reader is administering the mathematics assessment; Human Reader Scripts are secure test materials.

## 2.4 Scheduling and Testing Time

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

### Testing Time

MCAP tests are timed. Testing time is limited to the section testing times listed in Tables 2.1–2.3 (with the exception of an extended time accommodation as noted in Section 6.0). Testing time is the maximum amount of time students may work in a Section unless they have a documented accommodation.

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

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

**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 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. A new Section cannot be started until all students in the testing environment are finished or until section testing time has expired.

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

**Table 2.1 Section Testing Times for 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

### Make-Up Testing

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

### Breaks

Speak with your School Test Coordinator to clarify local procedures for breaks. For more information about breaks refer to Section 4.7.



## 3.0 BEFORE Testing

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

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

At Least One Week Before Testing	Reference
<input type="checkbox"/> Review policies and instructions for test administration in this manual.	
<input type="checkbox"/> Complete any required training with the School Test Coordinator to review test security, administration protocols and plans, and day of test activities.	Section 3.2
<input type="checkbox"/> Complete recommended online training.	Section 3.2 and <a href="https://support.mdassessments.com/">https://support.mdassessments.com/</a>
<input type="checkbox"/> Review the Test Administration and Certification of Training Form and Non-Disclosure Agreement. Sign and submit it after training to the School Test Coordinator according to MSDE policy.	<b>Appendix B</b>
<input type="checkbox"/> Review all testing accommodations and accessibility features to be administered for your students.	
<input type="checkbox"/> Strongly Recommended: Administer the Paper-Based Testing Practice Tests and Tutorials to students.	Section 3.4
One Day Before Testing	Reference
<input type="checkbox"/> Prepare the testing environment.	Section 3.5

### 3.2 Test Administrator Training and Preparation

Test Administrators must meet with the School Test Coordinator to prepare for the test administration and review responsibilities.



### 3.3 Develop a Test Administration Plan

#### 3.3.1 Training Plan

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

- Explain chain-of-custody requirements.
- Distribute and/or provide links to the *Test Administrator Manuals* (TAMs) to Test Administrators before this meeting.
  - Manuals are available on the MCAP Portal.
  - Test Administrators will read scripts and other instructions from the *Test Administrator Manual*. Specific scripts for Large Print and Human Reader scripts for Mathematics will not be found in the TAM.



- Ensure applicable staff receive administration and technical updates on the MCAP Portal.
-  Ensure all relevant staff have active Pearson Access accounts, understand their user roles in Pearson Access, and know how to complete tasks (as applicable).
-  Ensure all relevant staff are familiar with Tutorials and Practice Tests.

### 3.3.2 Security Plan

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

- Inform all individuals with access to secure materials of security protocols, prohibited activities, testing irregularities, security breaches, and sign the Test Administration and Certification of Training 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 on the MCAP Portal.
- 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 administration (described in Section 4.2).

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

### Security Agreement

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

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

### 3.3.3 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.

### 3.4 Administer Practice Tests and Tutorials

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

During the test, Test Administrators will NOT be allowed to assist students. Therefore, it is important that these questions be answered during Tutorials and Practice Tests. Paper-based Practice Tests and Tutorials familiarize students with new item types and paper-based testing.

Your School Test Coordinator will provide you with instructions for administering the Practice Tests and Tutorials. It will take up to 30 minutes to administer each Tutorial. Throughout the school year, students should be provided access to the Tutorials and Practice Tests. Students with accommodations may need additional practice time to become familiar with all paper-based testing features.

### 3.5 Prepare the Testing Environment

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

Before students enter the test environment:

- Cover or remove from the testing space all materials containing content in the subject area being tested, including any materials that might help students answer test questions. Refer to Section 2.3 for testing environment guidelines.
- Post a “Testing — Please Do Not Disturb” sign (refer to **Appendix C** of this manual) on the outside of the door of the testing room.
- Post an example of the “Stop” and “Go On” signs (refer to **Appendix C** of this manual) on the board.
- Display a timing box on the board; refer to the example in Figure 3.0.
  - Write the number of the Section you are administering on the Section Number line in the timing box on the board.
  - Using the section testing time in Tables 2.1–2.3 of this manual for reference, write the section testing time on the correct line in the timing box on the board.
  - Do not fill in the Starting Time or Stopping Time lines until instructed to do so in the scripts.

**Figure 3.0 Timing Box Example**

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

## 4.0 DURING Testing

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

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

Testing Day	Reference
<input type="checkbox"/> Receive test materials from School Test Coordinator and track receipt using the Chain-of-Custody Form.	Section 4.2
<input type="checkbox"/> Distribute test materials to students and administer the MCAP assessment according to the directions in this manual and using the appropriate administration script.	Section 4.3
<input type="checkbox"/> Monitor testing time.	Section 4.4
<input type="checkbox"/> Supervise test administration and provide breaks (if applicable).	Sections 4.6 and 4.7
<input type="checkbox"/> Return all testing materials to the School Test Coordinator.	Section 4.8.2
<input type="checkbox"/> Complete any documentation necessary for reporting any testing irregularity or security breach.	Section 2.2.2

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

The School Test Coordinator will distribute test materials to and collect materials from the Test Administrators each test administration day. Test materials must not be stored in classrooms prior to or following the day of administration. Your state may have additional guidance; refer to your School Test Coordinator.

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

- **Pearson-supplied material**
  - Test books
  - Answer documents (Grade 3 will not use an answer document for ELA or Mathematics.)
  - Mathematics reference sheets—Grades 5 through High School Courses (**Note:** Cannot be re-used if written on)
  - *Test Administrator Manual*
  - Human Reader Scripts for mathematics (if necessary)
- **School-supplied material**
  - Wooden No. 2 pencil(s) with eraser(s)
  - Blank scratch paper
    - Test Administrators must supply at least one sheet of unused scratch paper (blank, lined, or graph) for each student. Students can request more scratch paper during the Section, if needed.
    - 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 more information)
- Mathematics tools (see Mathematics Tools for Administration section for more information)
- Materials necessary for the administration of accommodations or accessibility features (For a full list of materials included in accommodated kits, refer to Section 6.2.)
- 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,” and “Stop” signs to post on the doors of the testing rooms or the board (copies of the signs are available in **Appendix C**)

### Calculators

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

Students must only use calculators that are allowable for their grade/course assessment. Only students with a specific calculator accommodation may use calculators outside of their grade level/course. Middle school students taking a high school math course assessment must use the calculator designated for the specific test unless documented in an IEP. Allowing for the use of a calculator that is not designated for the grade-level/course assessment may unfairly disadvantage or advantage students and is, therefore, not allowed. Speak with your School Test Coordinator for more information about the Calculator Policy. Students with a documented accommodation to use a calculating device (calculator) during testing may use that tool during the non-calculator Sections of the assessment. Only those students with a documented accommodation for a calculator during non-calculator Sections of the test may have access to a hand-held calculator. Those students may use the hand-held calculator for the entire test.

Test Administrators should not administer a Section requiring a calculator to a student for whom a grade appropriate calculator is not available. If a student does not have a grade-appropriate calculator and one cannot be obtained on that day, that student should test in a make-up session with a grade-appropriate calculator. Test Administrators should have calculators available during testing.

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.
- School Test Coordinators or Test Administrators must confirm that the calculators meet requirements as defined on the previous page.

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

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

### Mathematics Tools for Administration

A list of additional mathematics tools for mathematics assessments is shown below. Some of the tools listed below 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 4.0.
  - 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.
- **Mathematics Reference Sheets:** Mathematics reference sheets are provided in the test materials shipment.
  - The printed copy must be the 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 day and a new one issued the next day.
- **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 4.0 Rulers and Protractors for Paper-Based Testing**

Grade(s)/Course(s)	Pearson (Provided)	Allowable (Not Provided)
Grade 3	<ul style="list-style-type: none"> <li>Ruler (<math>\frac{1}{4}</math> inch)</li> </ul>	—
Grades 4–7	<ul style="list-style-type: none"> <li>Ruler (<math>\frac{1}{8}</math> inch)</li> <li>Protractor</li> </ul>	—
Grade 8	<ul style="list-style-type: none"> <li>Ruler (<math>\frac{1}{8}</math> inch)</li> </ul>	<ul style="list-style-type: none"> <li>Protractor</li> </ul>
Algebra I, Geometry, Algebra II	—	<ul style="list-style-type: none"> <li>Ruler</li> <li>Protractor</li> </ul>

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 for Administration clarifications, please see the Mathematics Tools policy at <https://support.mdassessments.com/>.

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

After students are seated, verify student roster/attendance and note absent students for make-up testing. Then, read the appropriate administration script and distribute test books, answer documents, and scratch paper when instructed to do so. Ensure that each student has a wooden No. 2 pencil, mathematics reference sheet (if applicable), scratch paper, and a calculator (if applicable). Refer to Tables 2.1–2.3 for guidance on Sections where calculators may be used by students.

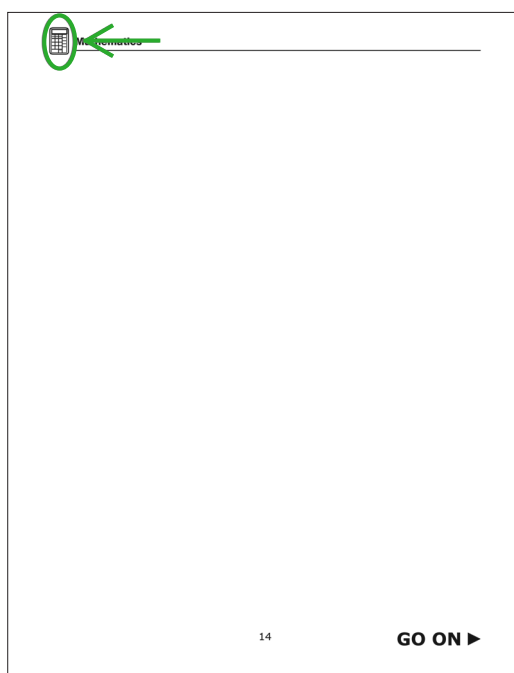
**Note:** Rulers and protractors may be provided to students (refer to Section 4.2).

Test Administrators are required to adhere to the scripts provided in this manual for administering the MCAP assessment. Read word-for-word the bold instructions in each SAY box to students. You may not modify or paraphrase the wording in the SAY boxes the first time through the directions. Some SAY boxes are outlined with a dashed line and should ONLY be read aloud if they are applicable to your students. If after the first reading students still have questions, refer to Section 4.6.1.

Text that is outside the SAY boxes includes directions meant for Test Administrators and should NOT be read to students. You may repeat any part of the scripted directions as many times as needed while you are delivering the script.

Refer to Tables 2.1–2.3 for guidance on Sections where calculators may be used by students. Refer to Figure 4.0 for where to find the calculator icon on the test book.

**Figure 4.0 Example of Location of Calculator Icon on Test Book**



## 4.4 Keep Time (Testing Day)

Keep accurate time when administering each test Section. Remember that failure to provide the correct Section testing time may result in test invalidation. Refer to Tables 2.1–2.3 for guidance on Section testing times.

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

## 4.5 Maintain Test Security

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

If testing is interrupted at any time during the Section (e.g., safety threat, fire emergency, student becoming ill), follow the procedures in Sections 4.5.1, 4.5.2, and 4.6.

### 4.5.1 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 and/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 Section prior to the disruption. Testing may then resume. The STC must contact the LAC if testing must be completed for that Section on another day.
  - a. If the ill student returns to resume testing, and the completed responses can be transcribed into a replacement answer document, the Test Administrator must provide the student with a new test book and/or answer document. The Test Administrator must ensure the student's name is recorded on the front of the replacement test book and/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 answer document, the student may be given the opportunity to retake those Sections, using a replacement test book and/or answer document, during make-up testing. Contact your LAC or MSDE for further guidance if necessary.
4. Your School Test Coordinator will take care of the contaminated materials.

#### 4.5.2 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. After testing but within the test window, the student's answers must be transcribed into a replacement test book and/or answer document. Answers must be transcribed following the guidelines for transcribing student responses in the *Test Coordinator Manual*.
2. Your School Test Coordinator will take care of the damaged materials.

### 4.6 Supervise Test Administration

During testing, you are expected to actively proctor and focus your full attention on students at all times to confirm they are working independently. This means ensuring students are working in the correct Section and that they are NOT involved in questionable activities. Circulate around the room and check to see that students are recording their answers in their answer document. Grade 3 will record responses in the test book and all other grades will record responses on the answer document. Ensure that all student desks are free of any prohibited materials and that all prohibited aids have been removed or covered. Refer to Sections 2.2 and 2.3 for information on prohibited activities and prohibited materials.

#### 4.6.1 Guidance for Clarifying Directions During Administration

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

If you have questions, consult your School Test Coordinator.



#### 4.6.2 Guidance for Redirecting Students

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

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

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

#### 4.6.3 Dismissing Students for Misconduct

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

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 policy. The STC should complete the Testing Incident Report Form (TIRF) in **Appendix D** of the *Test Coordinator Manual* or another LSS form to report Testing Irregularities to the LAC and in turn the LAC will follow state policy for submitting the form.

#### 4.6.4 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:

- Instruct the student to proceed with the test.
- Note the content area, course/grade level, item number, test format (paper), and a brief description of the issue and provide that information to the School Test Coordinator to complete the Testing Incident Report Form (TIRF) or Local School System Testing Irregularity Documentation and report to the LAC. Actual wording from the question should never be included either verbally or in writing.
- Remember, school personnel may NOT read or review a test item [Exception: Accommodations that require review of items].

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

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

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

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

- If possible, note the time of the disruption so that the remaining time for the Section can be calculated.

- If leaving the test environment, take necessary steps to ensure the security of the test materials, if time permits.
- Upon returning to the testing room, prepare students for the continuation of the Section:
  - Inform students how many minutes remain in the Section.
  - Write on the board the updated start time and stop time of the Section.
- Using the Testing Incident Report Form (TIRF) or LSS form, document the situation.
- Refer to your School Test Coordinator for the MSDE and LSS/LEA 24 policy about reporting a testing irregularity.

## 4.7 Administer Breaks

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

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

### 4.7.1 Breaks During a Section

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

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

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

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

### 4.7.2 Breaks Between Sections

If your School Test Coordinator scheduled Sections back-to-back for students, breaks are highly recommended between Sections to stretch, go to the restroom, or get a drink for the entire classroom. All students in the Session must break at the same time between Sections.

## 4.8 Ending Each Section

### 4.8.1 Collect Test Materials

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

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

### 4.8.2 Return Materials to School Test Coordinator

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

- Test books
- Answer documents
- Pearson-supplied mathematics reference sheets
- Calculators
- Mathematics tools for administration (if applicable)
- Accommodated test materials (inform the School Test Coordinator of any tests needing transcription)
- Used and unused scratch paper
- Human Reader Scripts (if applicable)

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.

### 4.9 Make-Up Testing

If a student starts a Section and leaves the testing environment (e.g., due to illness, family emergency, natural disaster) without finishing that Section, they may be allowed to complete that test on a different day within the approved testing window. If you have concerns about a student completing a Section, you should NOT allow the student to begin. If a student leaves during a Section, note the exact place in the test where the student stopped and the time remaining, and then contact the School Test Coordinator.

Students are NOT allowed to alter any previously recorded responses. They must pick up exactly where they left off. Test Administrators must closely monitor make-up testing to ensure students do not alter any previously written responses.

## 4.10 Script for Administering Grade 3 Mathematics and English Language Arts/Literacy (ELA/L)


### 4.10.1 Grade 3 – Mathematics – All Sections

The administration script under Section 4.10.1 will be used **for all Sections** of the Grade 3 Mathematics Test. Refer to Section 4.10.2 for the administration script for all Sections for the Grade 3 ELA/L Test.


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

Section	Section Testing Time	Required Materials	Start Time	Stop Time
Sections 1–4	40 Minutes per Section	<ul style="list-style-type: none"> <li>• Test books</li> <li>• Rulers</li> <li>• Pencils</li> <li>• Scratch paper</li> <li>• Calculators (Sections 2 and 4 ONLY for all students)</li> </ul>		
End of each Section – Students <b>Stop</b>				


### Instructions for Preparing to Test

	<p><b>Today, you are going to take the mathematics assessment.</b></p> <p><b>You may not have any unapproved electronic devices at your desk. Making calls, texting, and taking pictures are not allowed. If you have any electronic devices, including cell phones, with you right now, please turn them off and raise your hand. If you are found to have unapproved electronic devices during testing, your test might not be scored.</b></p>
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If a student raises their hand, collect the electronic device (or follow your school/LSS policy) and store it until the Section is complete. Certain electronic devices may be allowed for accommodations purposes only during testing. Contact your Test Coordinator if you have questions regarding electronic devices.

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

Distribute scratch paper, wooden No. 2 pencils, and approved accessibility/accommodations tools, if needed for certain students. Then, distribute all test materials (see required materials list above).

	<p>If Section 1: <b>Write your first and last name at the top of your test book in Box A.</b></p> <p>If Section 2, 3, or 4: <b>Check to make sure your first and last name is written at the top of your test book in Box A.</b></p>
---	--

Make sure that each student has written their name on the test book.

## Instructions for Administering All Sections

**Say**

Using the Section Tabs on the edge of each page, open your test book to the first page of Section \_\_ (1, 2, 3, or 4) and follow along while I read the directions.

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

(Read the appropriate calculator direction)

**You (will not/will) be allowed to use a calculator.**

Section 1 – Non-calculator

Section 2 – Calculator

Section 3 – Non-calculator

Section 4 – Calculator

Read each question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your test book. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

If a question asks you to show or explain your work, you must do so to receive full credit. Only responses written within the space provided will be scored.

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this Section ONLY. Do not go past the stop sign.

Turn to the next page while I continue to read the directions.

**Directions for Completing the Answer Grids**

1. Work the problem and find an answer.
2. Write your answer in the boxes at the top of the grid.
3. Print only one number or symbol in each box. Do not leave a blank box in the middle of an answer.
4. Under each box, fill in the circle that matches the number or symbol you wrote above. Make a solid mark that completely fills the circle.
5. Do not fill in a circle under an unused box.
6. See below for examples on how to correctly complete an answer grid.

**Say**


This is the end of the directions in your test book.

When you see a GO ON sign in your test book, you may go on to the next page. When you reach a STOP sign in your test book, do NOT go on until directed to do so.

Examples of the GO ON and STOP signs are posted on the board.


If you finish early and have completely checked your work, raise your hand and I will collect your test materials. Once I have collected your materials, you cannot get them back.

Read from OPTION A, B, or C below based on your LSS policy (refer to your School Test Coordinator).

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

	<b>Do you have any questions?</b>
---	-----------------------------------

Answer student questions.

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

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

Actively proctor while students are testing:

- Redirect students as necessary (Section 4.6.2).
- Collect test materials as students complete testing.
- If students have questions about an item, tell them, “Do the best you can.”
- If students indicate that a test item seems irregular, refer to Section 4.6.4.

### Instructions for Taking a Break During Testing


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

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


The following security measures must be followed:

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

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


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

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

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

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


When 10 minutes of Section time remain,

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

Continue to actively proctor while students are testing.

#### Instructions for Ending the Section

When the Section time is finished,

	<p><b>Stop working. Testing time has now ended. Close your test book.</b></p> <p><b>Check that your name is written on your test book. I will collect your test materials.</b></p>
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- Collect test books, scratch paper, testing tools, and accessibility/accommodations tools (as needed) from students.
- If testing another Section on the same day, collect materials, but do not return materials to the STC until after the next Section is complete.
- Return all test materials to your School Test Coordinator when testing is completed each day. Report any missing materials and absent students.
- Report any testing irregularities to your School Test Coordinator.

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

The previous directions should be used for all Sections of the Grade 3 Mathematics Assessment.

#### 4.10.2 Grade 3 – ELA/Literacy – All Sections

The administration script under Section 4.10.2 will be used **for all Sections** for the Grade 3 ELA/L Test. Refer to Section 4.10.1 for the administration script for all Sections for the Grade 3 Mathematics Test.

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

Section	Section Testing Time	Required Materials	Start Time	Stop Time
Sections 1–4	70 Minutes per Section	<ul style="list-style-type: none"> <li>• Test books</li> <li>• Pencils</li> <li>• Scratch paper</li> </ul>		
End of each Section – Students <b>Stop</b>				

#### Instructions for Preparing to Test

	<p><b>Today, you are going to take the English Language Arts/Literacy assessment. You may not have any unapproved electronic devices at your desk. Making calls, texting, and taking pictures are not allowed. If you have any electronic devices, including cell phones, with you right now, please turn them off and raise your hand. If you are found to have unapproved electronic devices during testing, your test might not be scored.</b></p>
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If a student raises their hand, collect the electronic device (or follow your school/LSS policy) and store it until the Section is complete. Certain electronic devices may be allowed for accommodations purposes only during testing. Please contact your Test Coordinator if you have questions regarding electronic devices.

	<p><b>Please sit quietly while I distribute the test materials.</b></p>
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Distribute scratch paper, wooden No. 2 pencils, and approved accessibility/accommodations tools, if needed for certain students. Then, distribute test books.

	<p><b>If Section 1: Write your first and last name at the top of your test book in Box A.</b></p> <p><b>If Section 2, 3, or 4: Check to make sure your first and last name is written at the top of your test book in Box A.</b></p>
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Make sure each student has written their name on the test book. If necessary, assist students with making sure they are using the test book that belongs to them.



## Instructions for Administering All Sections

<p><b>Say</b></p>	<p>Using the Section Tabs on the edge of the page, open your test book to the first page of Section __ (fill in the appropriate Section) and follow along while I read the directions. Do NOT turn the page until I tell you to do so.</p> <p>Today, you will take Section __ (1, 2, 3, or 4) of the Grade 3 English Language Arts/Literacy Test.</p> <p>Read each passage and question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your test book. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.</p> <p><i>(Do not read this paragraph for Section 1. Read this paragraph for Sections 2–4 ONLY.)</i></p> <p>One of the questions will ask you to write a response. Write your response in the space provided in your test book. Only responses written within the space provided will be scored.</p> <p>If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this Section ONLY. Do not go past the stop sign.</p>
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<p><b>Say</b></p>	<p>This is the end of the directions in your test book.</p> <p>When you see a GO ON sign in your test book, you may go on to the next page. When you reach the STOP sign in your test book, do NOT go on until directed to do so. Examples of the GO ON and STOP signs are posted on the board.</p> <p>If you finish early and have completely checked your work in this Section, raise your hand and I will collect your test materials. Once I have collected your materials, you cannot get them back.</p>
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Read only one choice from OPTION A, B, or C below based on your Local School System or LEA 24 policy (refer to your School Test Coordinator).

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



Do you have any questions?

Answer student questions.



**You will have 70 minutes to complete this Section. I will let you know when you have 10 minutes of testing time left.**

**Turn to the next page. You may begin working now.**

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

Actively proctor while students are testing:

- Redirect students as necessary (Section 4.6.2).
- Collect test materials as students complete testing.
- If students have questions about an item, tell them, “Do the best you can.”
- If students indicate that a test item seems irregular, refer to Section 4.6.4.
- Ensure students do not move on to other Sections.

### Instructions for Taking a Break During Testing

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

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

The following security measures must be followed:

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

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



**Please stop testing, place your scratch paper in your test book, and close your test book. We will take a silent three minute stretch break. No talking is allowed.**


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



**Open your test books and continue testing.**

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


When 10 minutes of Section time remain,

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

Continue to actively proctor while students are testing.

### Instructions for Ending the Section

When the Section time is finished,

	<p><b>Stop working.</b></p> <p><b>Testing time has now ended. Close your test book.</b></p> <p><b>Check that your name is written on your test book. I will collect your test materials.</b></p>
---	--

- Collect test books, scratch paper, testing tools, and accessibility/accommodations tools (as needed) from students.
- If testing another Section on the same day, collect materials, but do not return materials to the STC until after the next Section is complete.
- Return all test materials to your School Test Coordinator. Report any missing materials and absent students.
- Report any testing irregularities to your School Test Coordinator.

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

The previous directions should be used for all Sections of the Grade 3 ELA/L Assessment.

## 4.11 Script for Administering Mathematics


### 4.11.1 Grades 4 and 5 Mathematics – All Sections

The administration script under Section 4.11.1 will be used **for all Sections** of the Grades 4 and 5 mathematics test.


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

Section	Section Testing Time	Required Materials	Start Time	Stop Time
Sections 1–4	40 Minutes per Section	<ul style="list-style-type: none"> <li>• Test books</li> <li>• Answer documents</li> <li>• Mathematics reference sheets</li> <li>• Rulers and protractors</li> <li>• Pencils</li> <li>• Scratch paper</li> <li>• Calculators (Sections 2 and 4 ONLY for all students)</li> </ul>		
End of each Section – Students <b>Stop</b>				


#### Instructions for Preparing to Test

	<p><b>Today, you are going to take the mathematics assessment.</b></p> <p><b>You may not have any unapproved electronic devices at your desk. Making calls, texting, and taking pictures are not allowed. If you have any electronic devices, including cell phones, with you right now, please turn them off and raise your hand. If you are found to have unapproved electronic devices during testing, your test might not be scored.</b></p>
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If a student raises their hand, collect the electronic device (or follow your school/LSS policy) and store it until the Section is complete. Certain electronic devices may be allowed for accommodations purposes only during testing. Contact your Test Coordinator if you have questions regarding electronic devices.

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

Distribute scratch paper, wooden No. 2 pencils, and approved accessibility/accommodations tools, if needed for certain students. Then, distribute all test materials (see required materials list above).

	<p><b>If Section 1: Write your first and last name at the top of your test book and answer document in Box A.</b></p> <p><b>If Section 2, 3, or 4: Check to make sure your first and last name is written at the top of your test book and answer document in Box A.</b></p>
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Make sure that each student has written their name on the test book and answer document.

## Instructions for Administering All Sections



Using the Section Tabs on the edge of the page, open your test book to the first page of Section \_\_ (fill in the appropriate Section) and follow along while I read the directions.

Today, you will take Section \_\_ (fill in the appropriate Section) of the \_\_ (grade 4 or 5 — select the appropriate grade level) **Mathematics Test**.

(Read the appropriate calculator direction)

**You (will not/will) be allowed to use a calculator.**

Section 1 – Non-calculator

Section 2 – Calculator

Section 3 – Non-calculator

Section 4 – Calculator

Read each question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your answer document. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

If a question asks you to show or explain your work, you must do so to receive full credit. Only responses written within the space provided will be scored.

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this Section **ONLY**. Do not go past the stop sign.

Turn to the next page while I continue to read the directions.

**Directions for Completing the Answer Grids**

1. Work the problem and find an answer.
2. Write your answer in the boxes at the top of the grid.
3. Print only one number or symbol in each box. Do not leave a blank box in the middle of an answer.
4. Under each box, fill in the circle that matches the number or symbol you wrote above. Make a solid mark that completely fills the circle.
5. Do not fill in a circle under an unused box.
6. Fractions cannot be entered into an answer grid and will not be scored. Enter fractions as decimals.
7. See below for examples on how to correctly complete an answer grid.

Grades 4 and 5  
Mathematics  
All Sections




This is the end of the directions in your test book.

When you see a GO ON sign in your test book, you may go on to the next page. When you reach a STOP sign in your test book, do NOT go on until directed to do so.

Examples of the GO ON and STOP signs are posted on the board.


If you finish early and have completely checked your work, raise your hand and I will collect your test materials. Once I have collected your materials, you cannot get them back.

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

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

	<b>Do you have any questions?</b>
---	-----------------------------------

Answer student questions.

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

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

Actively proctor while students are testing:

- Redirect students as necessary (Section 4.6.2).
- Collect test materials as students complete testing.
- If students have questions about an item, tell them, “Do the best you can.”
- If students indicate that a test item seems irregular, refer to Section 4.6.4.

### Instructions for Taking a Break During Testing


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

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


The following security measures must be followed:

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

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


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

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

	<p><b>Open your test books and answer documents and continue testing.</b></p>
---	---

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


When 10 minutes of section time remain,

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

Continue to actively proctor while students are testing.

### Instructions for Ending the Section

When the section time is finished,

	<p><b>Stop working. Testing time has now ended. Close your test book and answer document. Check that your name is written on your test book and answer document. I will collect your test materials.</b></p>
---	--

- Collect all test materials from students.
- If testing another Section on the same day, collect materials, but do not return materials to the STC until after the next Section is complete.
- Return all test materials to your School Test Coordinator. Report any missing materials and absent students.
- Report any testing irregularities to your School Test Coordinator.

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

The previous directions should be used for all Sections of the Grades 4 and 5 Mathematics Assessments.


#### 4.11.2 Grades 6–8 and High School (Geometry, Algebra I, and Algebra II) Mathematics – Section 1

The administration script under Section 4.11.2 will be used for Section 1 of the Grades 6–8 and High School mathematics test. Refer to Section 4.11.3 for the administration scripts for Sections 2–4 of the Grades 6, 7, 8, and High School mathematics assessment.


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

Section	Section Testing Time	Required Materials	Start Time	Stop Time
Section 1	40 Minutes per Section	<ul style="list-style-type: none"> <li>• Test books</li> <li>• Answer documents</li> <li>• Mathematics reference sheets</li> <li>• Rulers</li> <li>• Protractors (required for Grade 6)</li> <li>• Pencils</li> <li>• Scratch paper</li> </ul>		
End of Section 1 – Students <b>Stop</b>				


#### Instructions for Preparing to Test

	<p><b>Today, you are going to take the mathematics assessment.</b></p> <p><b>You may not have any unapproved electronic devices at your desk. Making calls, texting, and taking pictures are not allowed. If you have any electronic devices, including cell phones, with you right now, please turn them off and raise your hand. If you are found to have unapproved electronic devices during testing, your test might not be scored.</b></p>
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If a student raises their hand, collect the electronic device (or follow your school/LSS policy) and store it until the Section is complete. Certain electronic devices may be allowed for accommodations purposes only during testing. Contact your Test Coordinator if you have questions regarding electronic devices.

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


Distribute scratch paper, wooden No. 2 pencils, and approved accessibility/accommodations tools, if needed for certain students. Then, distribute all test materials (see required materials list above).


	<p><b>Write your first and last name at the top of your test book and answer document in Box A.</b></p>
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Make sure that each student has written their name on the test book and answer document.




## Instructions for Administering Section 1

	<p>Using the Section Tabs on the edge of the page, open your test book to the first page of Section 1 and follow along while I read the directions.</p> <p>Today, you will take Section 1 of the ____ (fill in the appropriate grade-level/course) Mathematics Test. You will not be allowed to use a calculator.</p> <p>Read each question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your answer document. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.</p> <p>If a question asks you to show or explain your work, you must do so to receive full credit. Only responses written within the space provided will be scored.</p> <p>If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this Section ONLY. Do not go past the stop sign.</p> <p>Turn to the next page while I continue to read the directions.</p> <p><b>Directions for Completing the Answer Grids</b></p> <ol style="list-style-type: none"> <li>1. Work the problem and find an answer.</li> <li>2. Write your answer in the boxes at the top of the grid.</li> <li>3. Print only one number or symbol in each box. Do not leave a blank box in the middle of an answer.</li> <li>4. Under each box, fill in the circle that matches the number or symbol you wrote above. Make a solid mark that completely fills the circle.</li> <li>5. Do not fill in a circle under an unused box.</li> <li>6. Fractions cannot be entered into an answer grid and will not be scored. Enter fractions as decimals.</li> <li>7. See below for examples on how to correctly complete an answer grid.</li> </ol>
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	<p>This is the end of the directions in your test book.</p> <p>When you see a GO ON sign in your test book, you may go on to the next page. When you reach a STOP sign in your test book, do NOT go on until directed to do so.</p> <p>Examples of the GO ON and STOP signs are posted on the board.</p> <p>If you finish early and have completely checked your work, raise your hand and I will collect your test materials. Once I have collected your materials, you cannot get them back.</p>
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Read only one choice from OPTION A, B, or C below based on your Local School System or LEA 24 policy (refer to your School Test Coordinator).

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

	<b>Do you have any questions?</b>
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Answer student questions.

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

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

Actively proctor while students are testing:

- Redirect students as necessary (Section 4.6.2).
- Collect test materials as students complete testing (Section 4.8.1).
- If students have questions about an item, tell them, “Do the best you can.”
- If students indicate that a test item seems irregular, refer to Section 4.6.4.

### Instructions for Taking a Break During Testing

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

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

The following security measures must be followed:

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

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

<b>Say</b>	<b>Please stop testing, place your scratch paper in your answer document, place the answer document in the test book, and close your test book. We will take a silent three minute stretch break. No talking is allowed.</b>
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After taking a classroom break, ensure students open their test books and answer documents and continue testing where they left off.

<b>Say</b>	<b>Open your test books and answer documents and continue testing.</b>
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### Instructions for When 10 Minutes of Section Time Remain

When 10 minutes of section time remain,

<b>Say</b>	<b>You have 10 minutes remaining.</b>
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Continue to actively proctor while students are testing.

### Instructions for Ending the Section

When the section time is finished,

<b>Say</b>	<b>Stop working. Testing time has now ended. Close your test book and answer document. Check that your name is written on your test book and answer document. I will collect your test materials.</b>
------------	---

- Collect all test materials from students.
- If testing another Section on the same day, collect materials, but do not return materials to the STC until after the next Section is complete.
- Return all test materials to your School Test Coordinator. Report any missing materials and absent students.
- Report any testing irregularities to your School Test Coordinator.

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


The script for Sections 2–4 of Grades 6–8 and High School mathematics assessments is on the following pages.

### 4.11.3 Grades 6–8 and High School Mathematics – Sections 2, 3, and 4


Test administration scripts for Grades 6–8 and High School Section 1 are in Section 4.11.2.

Section	Section Testing Time	Required Materials	Start Time	Stop Time
Sections 2, 3, and 4	40 minutes per Section	<ul style="list-style-type: none"> <li>• Test books</li> <li>• Answer documents</li> <li>• Mathematics reference sheets</li> <li>• Pencils</li> <li>• Scratch paper</li> <li>• Calculator (Refer to Calculator Policy for Grade Specific Calculator)</li> <li>• Rulers (required for Grades 6, 7, and 8)</li> <li>• Protractors (required for Grades 6 and 7)</li> </ul>		
End of each Section – Students <b>Stop</b>				

#### Instructions for Preparing to Test


	<p><b>Today, you are going to take the mathematics assessment.</b></p> <p><b>You may not have any unapproved electronic devices at your desk. Making calls, texting, and taking pictures are not allowed. If you have any electronic devices, including cell phones, with you right now, please turn them off and raise your hand. If you are found to have unapproved electronic devices during testing, your test might not be scored.</b></p>
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If a student raises their hand, collect the electronic device (or follow your school/LSS policy) and store it until the Section is complete. Certain electronic devices may be allowed for accommodations purposes only during testing. Contact your Test Coordinator if you have questions regarding electronic devices.

	<p><b>Please sit quietly while I distribute the test materials.</b></p>
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Remember that students wrote their names on their test books and answer documents in the previous Section. Be sure to distribute test books and answer documents to the correct students and not randomly.

Distribute scratch paper, wooden No. 2 pencils, and approved accessibility/accommodations tools, if needed for certain students. Then, distribute all test materials (see required materials list above).


	<p><b>Check to make sure your name is written at the top of your test book and answer document.</b></p> <p>(Pause.)</p> <p><b>Please raise your hand if your name is not at the top of your test book or answer document.</b></p>
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Make sure that each student has received their own test book and answer document. If necessary, assist students with making sure they are using the test book and answer document that belong to them.

## Instructions for Administering Each Section


	<p>Using the Section Tabs on the edge of the page, open your test book to the first page of Section ____ (fill in the appropriate Section) and follow along while I read the directions.</p> <p>Today, you will take Section ____ (fill in the appropriate Section number) of the ____ (fill in the appropriate grade level/course) <b>Mathematics Test</b>. You will be allowed to use a calculator.</p> <p>Read each question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your answer document. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.</p> <p>If a question asks you to show or explain your work, you must do so to receive full credit. Only responses written within the space provided will be scored.</p> <p>If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this Section <b>ONLY</b>. Do not go past the stop sign.</p> <p>Turn to the next page while I continue to read the directions.</p> <p>Directions for Completing the Answer Grids</p> <ol style="list-style-type: none"> <li>1. Work the problem and find an answer.</li> <li>2. Write your answer in the boxes at the top of the grid.</li> <li>3. Print only one number or symbol in each box. Do not leave a blank box in the middle of an answer.</li> <li>4. Under each box, fill in the circle that matches the number or symbol you wrote above. Make a solid mark that completely fills the circle.</li> <li>5. Do not fill in a circle under an unused box.</li> <li>6. Fractions cannot be entered into an answer grid and will not be scored. Enter fractions as decimals.</li> <li>7. See below for examples on how to correctly complete an answer grid.</li> </ol>
	<p>This is the end of the directions in your test book.</p> <p>When you see a GO ON sign in your test book, you may go on to the next page. When you reach the STOP sign in your test book, do NOT go on until directed to do so.</p> <p>Examples of the GO ON and STOP signs are posted on the board.</p> <p>If you finish early and have completely checked your work in this Section, raise your hand and I will collect your test materials. Once I have collected your materials, you cannot get them back.</p>

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

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

	<b>Do you have any questions?</b>
---	-----------------------------------

Answer student questions.

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

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

Actively proctor while students are testing:

- Redirect students as necessary (Section 4.6.2).
- Collect test materials as students complete testing (Section 4.8.1).
- If students have questions about an item, tell them, “Do the best you can.”
- If students indicate that a test item seems irregular, refer to Section 4.6.4.

#### Instructions for Taking a Break During Testing

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

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


The following security measures must be followed:

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

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


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

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

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

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


When 10 minutes of section time remain,

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

Continue to actively proctor while students are testing.

### Instructions for Ending the Section

When the section time is finished,

	<p><b>Stop working. Testing time has now ended. Close your test book and answer document. Check that your name is written on your test book and answer document. I will collect your test materials.</b></p>
---	--

- Collect all test materials from students.
- If testing another Section on the same day, collect materials, but do not return materials to the STC until after the next Section is complete.
- Return all test materials to your School Test Coordinator. Report any missing materials and absent students.
- Report any testing irregularities to your School Test Coordinator.

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

The previous directions should also be used for Sections 3 and 4 of the Grades 6–8 and High School Mathematics Assessments.

## 4.12 Script for Administering English Language Arts/Literacy (ELA/L)


### 4.12.1 Grades 4–8 and Grade 10 ELA/Literacy – All Sections

The administration script under Section 4.12.1 will be used **for all Sections** for the ELA/L Test.


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

Section	Section Testing Time	Required Materials	Start Time	Stop Time
Sections 1–4	<b>70 Minutes per Section</b>	<ul style="list-style-type: none"> <li>• Test books</li> <li>• Answer documents</li> <li>• Pencils</li> <li>• Scratch paper</li> </ul>		
End of each Section – Students <b>Stop</b>				


#### Instructions for Preparing to Test

	<p><b>Today, you are going to take the English Language Arts/Literacy assessment.</b></p> <p><b>You may not have any unapproved electronic devices at your desk. Making calls, texting, and taking pictures are not allowed. If you have any electronic devices, including cell phones, with you right now, please turn them off and raise your hand. If you are found to have unapproved electronic devices during testing, your test might not be scored.</b></p>
--	---

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

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


Distribute scratch paper, wooden No. 2 pencils, and approved accessibility/accommodations tools, if needed for certain students. Then, distribute test books and answer documents.

	<p>If Section 1: <b>Write your first and last name at the top of your test book and answer document in Box A.</b></p> <p>If Section 2, 3, and 4: <b>Check to make sure your first and last name is written at the top of your test book and answer document in Box A.</b></p>
---	---


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




## Instructions for Administering Each Section

	<p>Using the Section Tabs on the edge of the page, open your test book to the first page of Section ____ (fill in the appropriate Section) and follow along while I read the directions. Do NOT turn the page until I tell you to do so.</p>
	<p>Today, you will take Section ____ (fill in appropriate Section number) of the Grade ____ (fill in the appropriate grade) English Language Arts/Literacy Test.</p>
	<p>Read each passage and question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your answer document. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.</p>
	<p><i>(Do not read this paragraph for Section 1. Read this paragraph for Sections 2–4 ONLY.)</i></p>
	<p>One of the questions may ask you to write a response. Write your response in the space provided in your answer document. Only responses written within the space provided will be scored.</p>

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this Section ONLY. Do not go past the stop sign.

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

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

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

	<p>Do you have any questions?</p>
---	-----------------------------------

Answer student questions.



**You will have 70 minutes to complete this Section. I will let you know when you have 10 minutes of testing time left.**

**Turn to the next page. You may begin working now.**

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

Actively proctor while students are testing:

- Redirect students as necessary (Section 4.6.2).
- Collect test materials as students complete testing.
- If students have questions about an item, tell them, “Do the best you can.”
- If students indicate that a test item seems irregular, refer to Section 4.6.4.

Ensure students do not move to other Sections.

### Instructions for Taking a Break During Testing

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

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

The following security measures must be followed:

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

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



**Please stop testing, place your scratch paper in your answer document, place the answer document in the test book, and close your test book. We will take a silent three minute stretch break. No talking is allowed.**

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



**Open your test books and answer documents and continue testing.**

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

When 10 minutes of Section time remain,



**You have 10 minutes remaining.**

Continue to actively proctor while students are testing.

## Instructions for Ending the Section

When the Section time is finished,



**Stop working. Testing time has now ended. Close your test book and answer document.**

**Check that your name is written on your test book and answer document. I will collect your test materials.**

- Collect test books, answer documents, scratch paper, testing tools, and accessibility/ accommodations tools (as needed) from students.
- If testing another Section on the same day, collect materials, but do not return materials to the STC until after the next Section is complete.
- Return all test materials to your School Test Coordinator. Report any missing materials and absent students.
- Report any testing irregularities to your School Test Coordinator.

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

The previous directions should be used for all Sections of Grades 4–8 and Grade 10 of the ELA/L Assessment.

## 5.0 AFTER Completion of Each Testing Day

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

This section describes activities Test Administrators must complete after testing.

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

### 5.2 Return Materials to the School Test Coordinator

Upon returning test materials to the School Test Coordinator, make sure that each student has written their name on their test book and answer document. The following are materials that must be returned to the School Test Coordinator:

- *Test Administrator Manual* (after all Sections are completed)
- Test books
- Answer documents
- Mathematics reference sheets
- Mathematics tools, if applicable (e.g., calculator, rulers, protractors)
- Accommodated test materials
- Used and unused scratch paper

Notify School Test Coordinator of any students who will need to make up the Section(s) tested that day.

## 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 Test Administration of Accessibility Features and Accommodations

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

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

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

If you will be administering any of the accommodations/accessibility features below, review the corresponding documentation.

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

See a list of accommodated materials below:

#### What is included in a Spanish Mathematics 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 mathematics reference sheet (grades 4–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 which will have a consumable test book)
- Large Print mathematics reference sheet (grades 4–high school)
- Ruler (grades 3–8, mathematics only)
- Protractor (grades 4–7, mathematics 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 have a consumable test book)
- Ruler (grades 3–8, mathematics only)
- Protractor (grades 4–7, mathematics only)
- Mathematics reference sheet (grades 4–high school)

**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 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 4–high school)
- Braille ruler (mathematics only)
- Braille protractor (mathematics only)
- Additional Braille paper
- Duplicate pages (when appropriate)

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

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

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

- General Administration Directions Read Aloud, Repeated, or Clarified as needed
- Redirect Student to the Test
- Human Reader for the Mathematics Assessment (*identified in advance in Pearson Access*)—must be administered using the secure Human Reader script
- 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 (*identified in advance*) must be administered using the Human Reader script

### Special Accommodations Circumstances During Testing

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

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

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

## 6.4 After Testing: Completing Accessible Test Administration

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

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# **Appendix A**

## **Glossary of Terminology**

## Glossary of Terminology

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

Term	Definition
<b>Accessibility Feature</b>	Accessibility features are tools or preferences that are either built into the assessment system or provided externally by Test Administrators. Accessibility features can be used by any student taking the MCAP assessments. A small selection of accessibility features available to all students need to be identified in advance.
<b>Accommodations</b>	An accommodation is an assessment practice or procedure that changes the presentation, response, setting, and/or timing and scheduling of assessments. Accommodations are intended to remove barriers that may exist due to a student's disability or level of English proficiency. Accommodations must be listed in the student's approved IEP, 504 plan, or EL plan.
<b>Accommodator</b>	Accommodator is an individual who, under the direction of the Test Administrator, provides specific accommodations that are documented in a student's IEP or 504 plan.
<b>Administration Time</b>	Administration time is the total time schools should schedule for each Section, including the Section testing time and the approximate times shown in Table 2.0 for reading directions, answering questions, distributing materials, closing Sections, and collecting test materials.
<b>IEP, 504 Plan, or EL Plan</b>	<p>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.</p> <p>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.</p> <p>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.</p>
<b>Local Accountability Coordinator (LAC)</b>	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.
<b>Local Education Agency (LEA 24)</b>	Commonly referred to as the "non-public" schools or LEA 24 schools.
<b>Local School System (LSS)</b>	Commonly referred to as a school district.
<b>Local Student and Accommodations (LSA) File</b>	The Student Registration File and Personal Needs Profile have been combined into one file layout now known as the Local Student and Accommodations File. This is the data file for enrolling students as well as including the accessibility features and accommodations that are needed to take an MCAP assessment.
<b>Maryland Comprehensive Assessment Program (MCAP)</b>	The overarching program name for all state assessments created by Maryland educators. The MCAP will include tests in English Language Arts/Literacy, Mathematics, Science, and Social Studies.

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

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# **Appendix B**

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



## 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.
  - (c) "Maryland School Performance Program (MSPP)" means a performance-based education accountability program that focuses on accountability through school improvement in the public schools.
  - (d) "Test administration" means the range of activities from procurement of secure assessment materials through the return of secure assessment materials to the Department or its agents.

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

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

B. The test administration policy shall provide for:

- (1) The security of the materials during testing and the storage under lock and key of all secure tests and test materials in all versions, including, but not limited to, answer keys, audio tapes, videotapes, compact disks (CDs), and examinee answer documents, before, during, and after testing;
  - (2) The proper administration of tests and the monitoring of test administrations;
  - (3) Training, at least annually, of appropriate personnel on the local test administration policy and procedures; and
  - (4) The prohibition of electronic devices, including personal devices, (unless required for testing or administrative purposes) in testing rooms during testing; and
  - (5) The retention of an archival document for a minimum of 6 years after the date of test administration, containing the following information for each testing group each testing day:
    - (a) Name and student identification number for each student;
    - (b) School and system names and identifiers;
    - (c) Names of the test administrators, examiners, accommodators, and proctors; and
    - (d) Unique test document identification number for each student for paper testing only.
- C. The data reporting policy shall contain:
- (1) Procedures for the accurate and timely collection, storage, and retrieval of data required by the State Board as described in Regulation .01 of this chapter;
  - (2) Procedures for reporting assessment results to parents/guardians of students within 30 days of receipt by the local school system, but no later than the 15th of September for spring assessment results.
  - (3) Procedures for the delivery of assessment results to parents/guardians by one or more of these methods:
    - (a) First-class mail;
    - (b) Backpack or student folder only if parents/guardians are notified by phone or electronically to expect the assessment results to be delivered on a date certain by that method;
    - (c) Personally at Parent/Teacher conferences; or
    - (d) Electronically through the communication system used by the local school system to keep parents/guardians informed; and

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

D. Test Administration and Certification of Training Forms.

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

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

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

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

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

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

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

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

C. Testing Personnel

(1) Local Accountability Coordinators.

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

(b) The LAC shall have oversight of the:

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

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

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

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

(d) Eligible STCs include the following:

- (i) State-certified teachers.
- (ii) State-certified guidance counselors, library media specialists, school psychologists, pupil personnel workers, and school administrators (other than the Principal).
- (e) The Primary STC shall:
  - (i) Have responsibility for training and supervising school personnel in test administration policy and procedures; and
  - (ii) Be the primary point of contact with the LAC and the Department during the administration of all state assessments.
- (f) The school system may further designate, one or both, an:
  - (i) Alternate STC per school.
  - (ii) Assistant STC per state-mandated assessment.
- (3) Test Administrators (TAs)
  - (a) Selected by each public school's principal subject to review and approval by the local Superintendent.
  - (b) For any multi-state assessment consortium testing, TAs must possess a valid Maryland State Department of Education (MSDE) certificate for professional school staff.
- (4) Proctors
  - (a) The decision to use Proctors is a local school system option.
  - (b) Must be under the direct supervision of an eligible TA.
  - (c) TAs may serve as Proctors.
  - (d) Proctors may include:
    - (i) Instructional assistants and aides.
    - (ii) Substitutes or other staff members who are employees of the school system.
  - (5) Accommodators
    - (a) May provide accommodations to students during testing.
    - (b) Must be under the direct supervision of an eligible TA.
  - (c) Accommodators may include:
    - (i) Test Administrators.
    - (ii) Instructional assistants and aides.
    - (iii) Substitutes or other staff members who are employees of the school system.

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

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

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(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

## Signs

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**Maryland Comprehensive  
Assessment Program**

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# **TESTING**

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## Test Direction Symbols in Test Books

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