FALL 2023

MCAP Maryland Comprehensive Assessment Program

TEST COORDINATOR MANUAL

MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

Computer-Based and Paper-Based Testing
English Language Arts/Literacy • Mathematics

MCAP

Maryland Comprehensive Assessment Program

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MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

Contact Information

For Questions About	Who to Contact	Contact Information and Resources
• Pearson Access and TestNav • Test materials	Customer Support Center	**MCAP Portal Website:** https://support.mdassessments.com **Hours:** 6:30 a.m. - 7:30 p.m. Eastern Time **Telephone:** 888-639-0690 **Email Help Desk Webform:** On the Homepage of the MCAP Portal, click the View Support button to email a Help Desk request. Click "Submit a Pearson Help Desk request" and complete the webform fields. **Chat:** On the MCAP Portal select the **Chat Now** button when active. **Technical Support:** Schedule a virtual meeting with a technology field engineer to talk through specific setup instructions or challenges.
• State-specific policies • Test security • Test administration	LAC or MSDE State Contact	MSDE: **Telephone:** 410-767-0083 **Email:** mcap.msde@maryland.gov

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WHAT'S NEW FOR THE FALL 2023 ADMINISTRATION?

New Content and a Few Reminders

- The URL for the MCAP Portal is https://support.mdassessments.com.

- The mathematics assessments will be administered using calculator and non-calculator Sections. The Desmos calculator and another grade/course specific calculator will be available as a tool on TestNav, the testing platform, during all calculator sections of the assessment. Students may not use a second device connected to the Internet to access the Desmos calculator during a non-calculator section of the assessment.

- During all mathematics assessments, students WILL have the ability to review an item once they fully answer the current question. Students taking the Algebra I assessment are required to answer all parts of a question in order to move forward. Students may bookmark an item, but students taking the Algebra I assessment must provide a response in order to move forward. Students must attempt items in the order they are presented on the assessment.

- For Algebra I on the Regular Online test (not Text-to-Speech), a student MUST COMPLETE all questions in the Section before receiving the Seal Code to continue to the next Section.

- For Algebra II and Geometry, all Text-to-Speech, and ELA, once testing time is up for the Section, students MUST exit TestNav and the STC MUST resume any student still Active, then move all students to the next Section of the assessment. Students will return to their current Section if this step is not completed.

- A Drawing Box will be available on some online math items to help the student explain their response. Work in this box will be scored. Students must respond to all other parts of the question.

- The timing and number of Sections for the 2023–2024 MCAP tests will be as follows: English Language Arts/Literacy (ELA/L) will consist of four 70-minute Sections, and the Mathematics assessments will consist of four 40-minute Sections.

- Students taking the Algebra I assessment MUST start with the first Section of the assessment. Students taking Algebra II, Geometry, or ELA are not required to start with the first Section and may be moved into a Section out of order.

- Students taking a paper test MUST be entered in a Session within Pearson Access.

- Students taking a Paper administration of the assessment may not use a device connected to the Internet to access a Desmos calculator for any sections during the assessment.

- The TI-84 will default to radians and the Desmos graphing calculator will default to degrees. Additional information may be found on the Calculator Policy on the MCAP Portal.

- A sample of the "CAT Reference" page can be found in Appendix G of this manual. Only students taking a mathematics Computer Adaptive Test (CAT) will see this page displayed at the end of each section to assist them with reviewing their responses. Once students move past this page, they will not be able to review any items from that section.

- Countdown timers connected to the Internet may be used to display and monitor remaining testing time. A backup timer, not connected to the Internet, should run at the same time so that in the event of an Internet outage, the testing time is still accurate.

1.0 Overview

The Maryland Comprehensive Assessment Program (MCAP) is the umbrella for annual statewide assessments in English Language Arts/Literacy and Mathematics. 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 assessment will focus on applying skills and concepts, and understanding multi-step problems that require abstract reasoning and modeling real-world problems, precision, perseverance, and strategic use of tools.

1.1 About This Manual

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

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

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

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

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

1.2 Roles of Individuals

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

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. The Pearson Access platform calls this the Test Coordinator role.

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

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

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

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

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." Pearson Access calls this the Teacher role.

Non-Eligible Test Administrators: Teachers who are parents or legal guardians 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. Parents who are regular volunteers, student teachers, or student interns who are not regular employees of the LEA/LEA 24 school may not serve as the TA or Proctor.

The following roles do not need access to Pearson Access:

Proctor is an individual who may be called on to help a Test Administrator monitor a test under the supervision of the Test Administrator. A Test Administrator must be in the room at all times during testing if a Proctor is present. Student teachers may not serve as Proctors who assist the Test Administrators. All personnel associated with testing must be an employee of the local school system.

Proctor responsibilities include but are not limited to:

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

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

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

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

Technology Coordinator responsibilities include but are not limited to:

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

2.0 Test Security and Administration Policies

2.1 Maintaining the Security of Test Materials and Content

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

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

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

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

	The following test materials are secure: • Student testing tickets and Seal Codes • Reference sheets written on by students • Scratch paper written on by students • Human Reader scripts for mathematics • Braille Book (for student using Screen Reader)
	The following test materials are secure: • Test books • Answer documents • Large Print test book • Braille test book and braille notes • Reference sheets written on by students • Scratch paper written on by students • Human Reader scripts for mathematics

2.1.1 School Test Coordinator (STC) Responsibilities

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

2.1.2 Test Administrator Responsibilities for Maintaining Security and Administering Tests

1. **Receive training in administering test Sections properly and securely.**
   - Review the *Test Administrator Manual (TAM)* and all relevant test security requirements before administering any tests.
   - Attend any training session(s) led by the STC/Designee before test administration.
   - Understand and follow the protocols related to administering accessibility features and accommodations, if applicable.
   - Sign the Test Administration and Certification of Training Form and Non-Disclosure Agreement after training.
   - Understand the responsibilities in Pearson Access associated with administering the assessment.

2. **Administer all tests according to appropriate protocols.**
   - Administer tests during the days specified for each content by the LAC within the MSDE testing window.
   - Remove or cover any classroom displays that provide information related to the content being assessed or to test-taking strategies (refer to Section 2.3).
   - Provide students with all required test materials listed in the *TAM*.
   - Prevent the use of prohibited materials (refer to Section 2.3) during testing. Note that results may be invalidated for students who use cell phones or other prohibited electronic devices during a test Section, after a student has submitted the Section for online testing or test book/answer document while still in the testing room, or during a break (See exception listed in Section 2.2.1).
   - Follow the directions and read the scripts in the *TAM* verbatim to students. Translated scripts in Spanish are available under the Resources section on the MCAP Portal at https://support.mdassessments.com.
   - Provide only one Seal Code at a time when directed in the computer-based test script.

3. **Focus full attention on the testing environment at all times during testing.**
   - Ensure that students are supervised during testing and during breaks.
   - Ensure that students are <u>not</u> running any applications on their testing device (Music streaming, YouTube®, etc.) before launching TestNav.
   - Monitor the testing process by continually moving unobtrusively about the room. While monitoring the classroom, for paper-based testing, a Test Administrator may view students' test books and answer documents for the sole purpose of confirming that students are working in the correct Section. A Test Administrator may not review test books and answer documents and/or confirm whether a student has responded to all test items.
   - If a Test Administrator observes a student working in the incorrect Section of the test or reviewing the incorrect Section of the test, this can be a testing irregularity that must be reported to the STC.
   - Students taking the regular, non-accommodated online Algebra I assessment must respond to each item in order and therefore, may be working in a different section of the assessment. The Test Administrator may observe students working in different Sections of the assessment.

4. **Ensure that students do NOT participate in any form of cheating.**
   - Ensure that students do not consult notes, textbooks, or other teaching materials; do not share test questions with other students; and do not consult other students, school personnel, or anyone else during testing. Test Administrators are responsible for ensuring that students are not able to see content on other students' test materials or on students' testing devices.
   - Ensure that students do not have access to any electronic communication to capture test questions or to communicate with other students during testing.

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

6. **Follow proper test security procedures for providing accessibility features or accommodations.**
   - Ensure that students are ONLY provided accommodations or accessibility features that are listed specifically for use during MCAP testing in an approved IEP, 504 Plan, EL Plan, or documented reason for using an accessibility feature identified in advance.
   - Follow guidelines on proper administration of accommodations or accessibility features as prescribed in the *Maryland Assessment, Accessibility & Accommodations Manual*.

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

2.1.3 Security Forms

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

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

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

2.2 Testing Irregularities and Security Breaches

Any action that compromises test security or score validity is prohibited. These may be classified as testing irregularities or security breaches. Section 2.2.1 contains examples of activities that compromise test security or score validity (note that these lists are not exhaustive). It is 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., 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, Technology Coordinators, and Test Administrators are permitted to use cell phones in the testing environment ONLY in cases of emergencies related to testing or when timely administration assistance is needed. LACs may set additional restrictions on allowable devices within their LEA/LEA 24 schools as needed.
        - **Exception:** Certain electronic devices may be allowed for medical or audiological purposes during testing.

- **Test Supervision Irregularities**
    - Coaching students during testing, including giving students verbal or nonverbal cues, hints, suggestions, or paraphrasing or defining any part of the test
    - Engaging in activities (e.g., grading papers, reading any paper or online resource not related to the testing administration) that prevent proper student supervision at all times while secure test materials are still distributed or while students are testing
    - Leaving students unattended without a Test Administrator for any period of time while secure test materials are still distributed or while students are testing (Proctors must be supervised by a Test Administrator at all times)
    - Deviating from the Session Testing Time
    - Allowing cheating of any kind
    - Providing unauthorized persons with access to secure materials
    - Accessing a test in Pearson Access during non-testing times without state approval
    - Failing to provide a student with a documented accommodation or providing a student with an accommodation that is not documented and therefore is not appropriate

- Allowing students to test before or after the MSDE test administration window without state approval
- Disclosing any Seal Codes before the time directed in the testing script

- **Test Materials Irregularities**
  - Losing a student testing ticket or Seal Code page
  - Losing a student test book or answer document
  - Losing secure Human Reader scripts (mathematics)
  - 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 that 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 STC present

- **Testing Environment Irregularities**
  - Failing to follow administration directions exactly as specified in the *Test Administrator Manual* for each content area
  - Displaying any resource (e.g., posters, models, displays, teaching aids) that defines, explains, illustrates terminology or concepts, or otherwise provides unauthorized assistance during testing
  - Allowing preventable disruptions such as talking, making noises, or excessive student movement around the classroom
  - Failing to place the testing sign outside the testing room door as specified in the *TAM*
  - Allowing unauthorized visitors in the testing environment
    - Unauthorized Visitors—Visitors, including parents/guardians, school board members, reporters, and school system staff not trained or authorized to serve as Test Administrators or Proctors, are prohibited from entering the testing environment.
    - Authorized Visitors—Visits by MSDE assessment office monitors, and state-authorized observers are allowed based on state-specific policy, as long as these individuals do not disturb the testing process. Refer to **Appendix C** for details about observation visits.

2.2.2 Reporting Testing Irregularities and Security Breaches

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

- The incident must be reported to the School Test Coordinator immediately.
- The School Test Coordinator contacts the LAC who will give guidance or contact MSDE.

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

2.3 Testing Environment

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

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

Administrative Considerations for All Students

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

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

For more information on administrative considerations that are available for ALL students, refer to the *Maryland Assessment, Accessibility, & Accommodations Manual*.

Materials Prohibited in the Testing Environment

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

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

- **Materials Prohibited During All Sections**
    - All personal electronic equipment not related to testing (e.g., cell phones, iPods®, personal document scanners, eBooks, electronic pens, smart watches; refer to Section 2.2.1 for exceptions)
    - Any resource (e.g., books, dictionaries, posters, models, graphs, displays, teaching aids) that defines, explains, illustrates terminology or concepts, or otherwise provides unauthorized assistance with the content being assessed during testing. Refer to the *Maryland Assessment, Accessibility, & Accommodations Manual* for additional information on approved resources for a student with a disability or an English Learner.
    - Any math reference sheet or rubric not provided in the testing platform or by the STC
    - Any manipulative not approved through a unique accommodation request prior to testing* (refer to Section 6.2 for more information)
      * May be allowable if listed in the student's IEP or 504 Plan. Unique accommodation requests must be submitted no later than 6 weeks before the opening of the state testing window. Check with your LAC for specific dates.

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

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

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.

Exceptions for Test Accommodations

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

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

MCAP

2.4 Scheduling and Testing Time

Administration Dates

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

Section Testing Time

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

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

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

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

Table 2.0 Administration Time

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

Section Testing Time is the amount of time that must be provided to any student who needs it to complete the Section. Table 2.1 shows the amount of testing time for each Section in each of the content areas testing in Fall 2023. Test Administrators are responsible for keeping track of time during testing. Students with an accommodation for extended time MUST be given their additional time after the Section Testing Time has elapsed.

If all students have completed testing before the end of the Section Testing Time, the Section may end. Once the Section Testing Time has been reached, the Section must end, except for students with extended time accommodations. Refer to guidance from your LAC based on policy about what students may do if they complete a Section prior to the end of the Section Testing Time.

The following table show the number of Section Testing Time minutes for both the Computer-Based and Paper-Based forms of the ELA/L and Mathematics assessments.

Table 2.1 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 (ELA 10)	Section 1		70
	Section 2		70
	Section 3		70
	Section 4		70

Students taking an Online Administration will have a calculator available within TestNav for Sections requiring a calculator, and only those students with a documented accommodation for a calculator may have access to a handheld calculator. See the Calculator Section in 3.10.1 of this TCM.

2.4.1 Guidelines for Scheduling

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

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

Schools may test multiple classrooms/courses in one testing location, if desired, provided the Section is the same content area, has the same length of Section Testing Time, and uses the same administration script provided in the *Test Administrator Manual*. When administering an online mathematics assessment, attention must also be given to whether students are taking a calculator or non-calculator section. The Test Administrator and STC must also understand that students taking Algebra I must complete a Section before moving to the next Section. Students in Algebra II, Geometry, and ELA will be moved to the next Section at the end of Section Testing Time. If using this option when testing students online, schools may need to arrange for additional staff members to be available at the beginning of a Section to help students sign in and begin testing. Sections 2–4 will have unique Seal Codes, so it is important that the STC Plan for how those Seal Codes will be delivered when different Sections from a variety of Sessions are administered in the same room.

Each student is expected to complete a Section of the ELA assessment in a single sitting (i.e., all at once), with limited exceptions due to illness during testing or a safety threat. Some students taking the mathematics assessment (except Algebra II and Geometry) may not finish all items in a Section. When students return to test the next Section, these students will continue with the next unanswered item in the unfinished Section. The STC will NOT be able to move a student to the next Section for the Algebra I assessment. The student must complete the Section and then be given the next Seal Code to move forward. This will be further explained during training.

2.4.2 Make-Up Testing

Make-up tests may be scheduled at any time as long as it falls within the MSDE testing window. Every attempt should be made to administer make-up tests to students who were absent during the originally scheduled Section(s). All students taking an Algebra I assessment MUST start with the first Section.

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

	Tests will automatically resume at the next unanswered item. Test Administrators must closely monitor make-up testing to ensure students do NOT alter any previously entered responses.
	Test Administrators must closely monitor make-up testing to ensure students do NOT alter any previously written responses.

While the Geometry, Algebra II, and ELA assessments are intended to be given in sequential order, the STC will receive information on how to administer the test Sections out of order.

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

2.4.3 Extended Time

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

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

2.4.4 Breaks Between Sections

If administering more than one Section back-to-back, scheduled breaks are highly recommended between Sections. During the break, students are permitted to go to the restroom, stretch, and get a drink, if needed. The STC may need the time between Sections of the ELA assessment to move students to the next Section. Refer to Section 2.4.4 in **Appendix C** for additional information regarding breaks.

Break Policy

School Test Coordinators must determine and discuss procedures for breaks with Test Administrators prior to testing day. For breaks during testing, there should NOT be conversations among students, and students are NOT permitted to use electronic devices, play games, or engage in activities that may violate the validity of the test. Students must be supervised at all times during breaks, including short breaks between Sections.

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

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

Restroom breaks during a Section: During a Section, individual restroom breaks may be provided at the discretion of the Test Administrator. It is recommended that no more than one student at a time be allowed to use the restroom. Schools should follow their LEA/LEA 24 school policy regarding the use of restrooms and monitor students if leaving the room in pairs. Section Testing Time should NOT be adjusted for restroom breaks, and students should be encouraged to use the restroom prior to the beginning of the testing Section.

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

Breaks between Sections: If administering two Sections back-to-back, scheduled breaks are highly recommended between Sections. During the break, students are permitted to go to the restroom, stretch, and get a drink, if needed. This break should be short and no more than 15 minutes. If taking a break for more than 15 minutes, Student Testing Tickets should be collected and students should exit TestNav or paper test books should be collected.

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

3.0 BEFORE Testing

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

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

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

CBT/PBT	LAC	STC	TC	Task	Reference
				At Least One Month Before Testing	
	❑	❑		Complete Pearson Access Setup: • Register students into a Session in Pearson Access • Update and assign user accounts in Pearson Access (CBT)	Section 3.2 and https://support.mdassessments.com
	❑	❑		Develop security, training, and logistics plans for test administration.	Section 3.3
		❑		Establish the test administration schedule.	Section 3.6
		❑		Review student accommodations/accessibility features and develop a plan to share with Test Administrators.	*ESEA File in Pearson Access*
		❑	❑	Meet with Technology Coordinators: • Discuss test security and administration protocols and plans. • Plan technology setup. • Review test day activities. • Sign the Test Administration and Certification of Training Form and Non-Disclosure Agreement	Section 3.4
		❑		Review relevant training modules.	https://support.mdassessments.com/training-resources/
		❑	❑	Complete Technology Setup: • Collaboratively check every device for current TestNav App. • Verify content filter/firewalls and allow the appropriate sites. • Configure common applications (e.g., anti-virus, email notification, pop-up blockers, automatic updates) to NOT launch on test-taking devices during testing. • Run App Check on each device. • Collaboratively conduct Infrastructure Trial (recommended).	Section 3.5 and *Infrastructure Trial Readiness Guide*
		❑		Schedule and administer Tutorials and Practice Tests (Highly recommended). Encourage teachers to familiarize students with the TestNav tools and platform navigation. Be sure teachers understand the new functions of TestNav and changes to the mathematics administration for online testing.	https://support.mdassessments.com and Sections 3.8 and 3.9.1

CBT/PBT	LAC	STC	TC	Task	Reference
		❑		Review security, training, and logistics plans for test administration.	Section 3.3
		❑		Schedule and conduct training for Test Administrators and Proctors, including accommodations training.	Section 3.3.1
	❑	❑		Update Local Student and Accommodations file and create Sessions.	https://support.mdassessments.com

CBT/PBT	LAC	STC	TC	At Least Two Weeks Before Testing	
		❑		Finalize the testing locations and assign Test Administrators and Proctors to student testing groups.	
		❑		Meet with students to review test day procedures.	Section 3.12
		❑		Ensure all staff and other stakeholders involved with the test administration have reviewed and signed the Test Administration and Certification of Training Form and Non-Disclosure Agreement.	**Appendix B**
		❑		Meet with Test Administrators, Proctors, and Accommodators: • Discuss test security and administration protocols and assignment of accommodations or accessibility features. • Review changes to how students will interact with TestNav during the ELA and mathematics assessments. • Review testing day activities.	Sections 3.3, 3.7, 2.1.1, and mathematics script in CBT *TAM*
		❑	❑	Update student devices with current TestNav App and conduct Infrastructure Trial.	

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

3.2 Pearson Access Setup

LACs and STCs must ensure all data and information for the LEA and school are properly configured in Pearson Access (https://support.mdassessments.com), the management system for online and paper testing. The following sections provide guidance on the tasks for the set up of Pearson Access.

3.2.1 Local Student and Accommodations File

The LAC or STC should review the Local Student and Accommodations Field Definitions document and Template before loading the file to enroll your students into Pearson Access. The Field Definitions and Template can be found on the MCAP Portal (Pearson Access>Student & Accommodations, Sessions, and Class Guidance). The task of loading the Local Student and Accommodations (LSA) file is completed by the LAC or appointed staff in the LEA, with the exception of LEA 24 schools where the STC completes these tasks.

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

3.2.2 Assign and Update User Roles

Staff or other critical stakeholders who need to access reports in Pearson Access will need a user account in Pearson Access. Refer to the *User Role Matrix* document on the MCAP Portal (https://support.mdassessments.com) under Pearson Access for detailed information about user roles and creating accounts. Users will have different levels of access depending on the user roles. If you cannot access the Pearson Access site, contact your LAC or MSDE.

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

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

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

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

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

1. Register students for testing by placing them in Sessions.
2. There are multiple ways to review the current Accommodations. The first is to click Home on the left panel and scroll down to Accommodations. Click the number to open the list of students. This list may be downloaded as a .csv file. Another is to click Students on the left panel and click the "Accom" button to view a student's accommodations. There may be other reports moving forward. Consult with your LAC at training.
3. Confirm test Session setup and add students to test Sessions as needed.

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

3.2.5 Managing Testing for Students Who Transfer Between Schools

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

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

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

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

3.3 Develop a Test Administration Plan

3.3.1 Training Plan

STCs are responsible for training School Technology Coordinators, Test Administrators, Proctors, Accommodators, and all other staff with access to secure materials. Training attendance should be documented and kept on file for 6 years according to MSDE policy (refer to **Appendix C**). An effective training plan will familiarize all school staff with their individual responsibilities and MCAP Test Security policies listed under Section 2.0. The School Test Coordinator will:

- Explain chain-of-custody requirements.
- Distribute and/or provide links to the *Test Administrator Manuals*.
  - Manuals are available at https://support.mdassessments.com.
  - Test Administrators will read scripts and other instructions from the *Test Administrator Manual* or the test-specific Large Print or braille script. A script-only document, as well as Spanish translated scripts, are available at https://support.mdassessments.com.
- Ensure applicable staff receive administration and technical updates on https://support.mdassessments.com.

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

3.3.2 Security Plan

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

- Inform all individuals with access to secure materials of security protocols, prohibited activities, testing irregularities, security breaches, and the requirement to sign the Test Administration and Certification of Training Form and Non-Disclosure Agreement.
- Establish and document the chain-of-custody of test materials (described in Section 2.1).
    - Ensure that test materials are accounted for at all times before, during, and after test administration.
    - Chain-of-Custody Form templates are available at https://support.mdassessments.com.
- Designate a central locked location with limited access for secure storage of test materials.
- Document that Technology Coordinators, Test Administrators, Accommodators, and Proctors have received necessary materials and training for a successful, secure administration of the MCAP assessments.
- Establish who is responsible for securely destroying or recycling specified test materials after the administration of each assessment.
- Review procedures for reporting and documenting any testing irregularity.

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

Security Agreement (Test Administration and Certification of Training Form and Non-Disclosure Agreement)
Appendix B lists security protocols that all individuals with access to secure materials must follow.

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

3.3.3 Prepare the Testing Environment

When choosing testing locations, School Test Coordinators should make sure assessment settings have good lighting and ventilation, comfortable room temperatures, and are as free as possible from noise and interruptions so students can work comfortably and without disruption. Chairs should be comfortable and tables at an appropriate height with sufficient room for approved testing materials. Confirm that each student will have adequate work space and be sufficiently separated from other students to support a secure testing environment. Check that all needed materials and equipment are available and in good and working condition.

Changes to the setting, including the testing location and conditions within the testing environment, can benefit students who are easily distracted in large groups or who concentrate best in small group and individual settings. A small group setting is an Administrative Consideration available to all students without any formal documentation and should fit the needs of the student. There is no one definition of a "small group setting" except it should be a group smaller than the student's original group for instruction.

To maintain security in a computer-based testing environment, MSDE suggests the following ideal configurations for seating students:
- Seat students in every other seat.
- Arrange monitors/devices back-to-back.
- Seat students back-to-back.
- Seat students in a semicircle.
- Seat students in widely spaced rows or in every other row.

If an ideal appropriate seating configuration is not possible, physical and visual barriers between testing devices should be used to prevent students from viewing other monitors. Schools may already have one or more of the following materials available that can be adapted for this purpose:
- Card stock (e.g., manila folders) that can be taped to the sides of monitors
- Flattened cardboard boxes that can be cut, folded, and taped to form a visual barrier between testing devices
- Tri-fold display boards (such as those used for science project exhibits) that can stand freely between testing devices
- Cardboard carrels

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

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

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

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

3.5.1 Plan an Infrastructure Trial

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

This is a dress rehearsal to confirm that:

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

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

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

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

Prepare testing devices to meet security needs:

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

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

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

Test Administrators monitoring the status of each student's test in Pearson Access will need a computer or device in the testing room that meets the Pearson Access system requirements. The computer or device will be used to monitor test Sessions, and provide Seal Codes as needed in Pearson Access.

3.6 Establish a Testing Schedule

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

3.7 Schedule Tutorial and Practice Tests

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

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

Teachers should be strongly encouraged to familiarize students with the scoring rubrics prior to the administration in order to help them understand the criteria by which their responses to prompts will be scored. These scoring rubrics can be found at https://support.mdassessments.com. Only Social Studies 8 rubrics will be available during the actual test.

It is highly advisable that students use the ELA and mathematics Practice Tests to familiarize themselves with the "Must Answer to Continue" feature on TestNav.

3.8 Meet with Test Administrators, Proctors, and Accommodators

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

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

- Clarify the types of questions from students that Test Administrators can answer during testing.
  - Under no circumstances are students to be prompted to revise, edit, or complete any test questions during or after testing.
  - All test items and all student responses, including student work on scratch paper, in the MCAP assessment are secure and may NOT be released, copied, or duplicated in any way, or kept at the school once testing is completed.
- Review policies for testing day, including but not limited to:
  - Procedures for breaks
  - Calculators (handheld)
  - Mathematics timing and use of Seal Codes for the Computer Adaptive Test (CAT)
  - Procedures for taking ALL mathematics assessments
  - Procedures for students who finish early, including allowable materials for students after testing
  - Procedures for dismissing ill or disruptive students
  - Escalation protocol for technical issues on testing day
- Review accessibility features and accommodations that will be available during the MCAP assessments.
- Ensure that Test Administrators who will administer accessibility features or accommodations that require Test Administrator interaction (e.g., Human Reader/Human Signer) have specific training so that they know what is allowed during the assessment.
- Provide Test Administrators, Proctors, and Accommodators with their assigned group of students for testing.
- Provide a copy of the testing schedule or the link to the Statewide Schedule Tool at https://itempra.org/schedule/ to Test Administrators, Proctors, and other critical stakeholders.
- Inform all stakeholders of your school's procedures for make-up testing.
- Review the Test Administration and Certification of Training Form and Non-Disclosure Agreement and have stakeholders sign this document.
- Ensure that Pearson Access user accounts for Test Administrators have been created and passwords updated before testing and review tasks in Pearson Access as needed.
- Review common TestNav errors and how to resolve them.

3.9 Organize Test Materials for <u>Computer-Based Testing</u>

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

3.9.1 Secure and Nonsecure Test Materials

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

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

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

- **School-supplied materials for in-school testing**
  - Wooden No. 2 pencils with eraser(s)
  - Blank scratch paper
    - Test Administrators must supply at least one sheet of unused scratch paper (blank, lined, or graph) for each student. Students can request more scratch paper during the Section, if needed.
    - If graph paper is used during instruction, it is recommended that schools provide graph paper as scratch paper for mathematics Sections.
    - Test Administrators are responsible for collecting all used scratch paper to be securely destroyed. Schools may reuse unused scratch paper (only if paper is completely blank).
  - Calculators (See Calculator Section)
  - Mathematics Tools (see Mathematics Tools for Administration section for more information)
  - Mathematics reference sheets may be printed locally, but schools are highly encouraged to use the online copy available as an Exhibit in TestNav.
  - Testing devices that meet the minimum technology specifications set forth by Pearson
  - Headphones (see Headphones section for more information)
  - Materials necessary for the administration of accommodations or accessibility features (For a full list of materials included in accommodated kits, see Section 6.2.)
  - Timing device such as a clock or watch, to keep track of time during testing even if students view a countdown timer connected to the Internet
  - "Testing — Please Do Not Disturb" sign to post on the doors of the testing rooms (a copy of the sign is available in the *TAMs*)
  - Computer or device for Test Administrators if they are managing test Sessions

Calculators

Students are expected to use the calculator in TestNav if taking an online test unless their IEP or 504 Plan specifies otherwise. The use of calculators for both the computer-based and paper based assessments is section based. Only students with a documented IEP or 504 Plan may use an appropriate calculator during the non-calculator Section of the assessment. The student may use that same calculator for all sections of the assessment.

- For high school mathematics assessments, graphing calculators with functionality consistent with the TI-84 or a similar model are allowed for all students on the mathematics assessments.

For computer-based testing, the calculator will be available on the toolbar in the TestNav testing platform. In order to provide comparability across schools in Maryland, students must only use calculators that are allowable for their grade/course assessment. Allowing the use of a calculator that is designated for a lower or higher grade level assessment may unfairly disadvantage or advantage students and is, therefore, not allowed. Only students with a calculator accommodation for a specific calculator listed on an IEP or 504 Plan may use calculators outside of their grade level.

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

- No calculators with Computer Algebra System (CAS) features are allowed.
- No tablet, laptop, or phone-based calculators are allowed during MCAP assessments.
- Students are NOT allowed to share calculators with another student during any Section.
- Test Administrators must confirm that the memory on all handheld calculators has been cleared before and after the testing Sessions.
- Calculators with "QWERTY" keyboards are NOT permitted.

- While highly discouraged, if the LEA or LEA 24 school permits students to bring their own calculators for MCAP assessment purposes (e.g., Talking calculator, Large key calculator, etc.), School Test Coordinators or Test Administrators must confirm that the calculators meet requirements as defined above.
- Students may not use a device connected to the Internet to access a Desmos calculator except through TestNav, the testing platform.

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.

The TI-84 calculator will default to Radians. To switch the calculator from radians to degrees on 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"

The Desmos calculator will default to Degrees. To switch the calculator from degrees to radians on a Desmos calculator, students must:

1. Locate and click the wrench in the top right corner of the Desmos screen labeled "GRAPH SETTING"
2. Scroll to the bottom of the screen and locate the "RADIANS" and "DEGREES" buttons. Select the desired measurement

For students who meet the guidelines in the *Maryland Assessment, Accessibility, & Accommodations Manual* for a calculation device, this accommodation allows a calculation device to be used on non-calculator Sections of any MCAP mathematics assessment. If a student needs a calculator as part of an accommodation in a non-calculator Section, the student will need a handheld calculator because an online calculator will NOT be available. If a student needs a specific calculator (e.g., large key, talking, etc.), 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 *Maryland Assessment, Accessibility, & Accommodations Manual* and the Calculator Policy at https://support.mdassessments.com.

Mathematics Tools for Administration
The following list of tools are optional for students who use them in daily instruction and who may find them useful during administration. If the tools are provided to students during the assessment, it is recommended that students have ample opportunity to practice using the following tools on the Practice Tests.

- **Rulers and Protractors:** For computer-based assessments, required tools will be provided through the TestNav platform. Schools may not provide their own rulers and protractors in the grades where rulers and protractors are provided tools (see Table 3.0).
- **Paper Copies of Mathematics Reference Sheets:** For computer-based testing, mathematics reference sheets are available to students through the "Exhibits" tab on the testing platform. However, schools may choose to locally print and provide copies to students during testing. If providing students with printed copies of the mathematics reference sheets, the following protocols must be followed:
  - The printed copies must be MCAP-approved mathematics reference sheets, available at https://support.mdassessments.com.
  - The copies must be free of any writing or notes.
  - If students write on the reference sheets during testing, the reference sheets are then considered secure materials and must be securely destroyed after testing that day and a clean copy provided for any remaining testing.

- **Geometry Tools:** Tracing paper, reflection tools, straight edges, and compasses are optional for the Geometry assessment. Geometry tools are NOT allowed for Algebra I and Algebra II.

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

Grade(s)/Course(s)	Pearson (Provided in TestNav)	Allowable (Not Provided)
Algebra I, Geometry, Algebra II	- Ruler (1⁄8 inch) - Protractor	–

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

Headphones
Headphones may be needed for all ELA/L Sections, as well as for students who receive the text-to-speech accessibility feature for the mathematics assessments. A Test Audio button will appear on the sign-in page to ensure the student has sound.

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

Schools have several options for ensuring they have a sufficient number of headphones. First, schools can instruct students to bring their own headphones; however, Bluetooth-enabled headphones are NOT permitted during the MCAP assessments. Second, if schools have a smaller number of headphones than students testing at the same time, schools can separate classes into a smaller number of students for administration. Third, schools can purchase additional device-compatible headphones.

For computer-based tests using headphones, students should set the volume to the highest level on the device at the sign-in screen in TestNav. Students can adjust the volume level within TestNav at any point in the Sections. A new volume control will also be available on the top right corner of the TestNav screen once inside the test.

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

Changes to the Mathematics Administration
All students will see two changes to the computer-based mathematics assessment.
1. **NEW** Students taking the Algebra I assessment MUST begin the assessment in Section 1 and answer each question in order. Students in Algebra II and Geometry may test out of order.
2. **NEW** All regular online mathematics assessments, use "Must Answer to Continue" throughout the assessment; however, they will be allowed to bookmark and review items within the tested Section. Online assessments based on the accommodated form (i.e., Text to Speech, ASL, Assistive Technology) do not use MUST answer to continue. They too will be allowed to bookmark and review items.

Students who do not finish a Section in Algebra I will use time from the next tested Section to complete the test. Once finished, they must notify the Test Administrator, receive the Seal Code, and work for the remaining Section Testing Time available for that testing session.

Human Reader Scripts

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

If students were not properly registered prior to the deadline, Test Coordinators must place an additional order for the secure Human reader scripts for mathematics. These scripts <u>may not</u> be copied locally. Refer to Section 3.10.4 for guidance on placing an additional order. The Human Reader script for mathematics testing MUST be ordered and used in conjunction with the online test available for the Test Administrator.

Test Administrator Scripts are provided for the computer-based and paper-based English language arts/literacy and mathematics assessments. Scripts are provided in English and Spanish on the MCAP Portal (https://support.mdassessments.com).

📝 3.10 Organize Test Materials for <u>Paper-Based Testing</u>

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

3.10.1 Secure and Nonsecure Test Materials

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

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

- **Pearson-supplied materials (shipped by vendor)**
  - Test books
  - Answer documents
  - Mathematics reference sheets
  - Rulers and protractors (if applicable, see Mathematics Tools for Administration section for additional information)
  - *TAMs*
- **School-supplied materials for in-person testing**
  - Wooden No. 2 pencils with eraser(s)
  - Blank scratch paper
    - Test Administrators must supply at least one sheet of unused scratch paper (blank, lined, or graph) for each student. Students can request more scratch paper during the Section, if needed.
    - If graph paper is used during instruction, it is recommended that schools provide graph paper as scratch paper for mathematics Sections.
    - Test Administrators are responsible for collecting all used scratch paper to be securely destroyed. Schools may reuse unused scratch paper (only if paper is completely blank).

- Calculators (see Calculators section for additional information)
- Mathematics tools (see Mathematics Tools for Administration section for additional information)
- Materials necessary for the administration of accommodations or accessibility features (For a full list of materials included in accommodated kits, see Section 6.2.)
- Timing device such as a clock or watch to keep track of time during testing even if students view a countdown timer connected to the Internet
- "Testing — Please Do Not Disturb," "Go On" (PBT only), and "Stop" (PBT only) signs to post on the doors of the testing rooms or the board (a copy of the sign is available in the *TAMs*)

Calculators

- For high school mathematics assessments, students may use only 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 handheld graphing calculator on non-calculator Sections if they have a documented accommodation. Students taking a Paper administration of the assessment MAY NOT use a device connected to the Internet to access a Desmos calculator during the assessment.

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

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

- No calculators with Computer Algebra System (CAS) features are allowed.
- No tablet, laptop (or PDA), or phone-based calculators are allowed during MCAP assessments.
- Students are NOT allowed to share calculators with another student during a test Section.
- Test Administrators must confirm that the memory on all calculators has been cleared before and after the testing Sessions.
- Calculators with "QWERTY" keyboards are NOT permitted.

Depending on the content of the question, students taking High School assessments may have to change the mode from radians to degrees or vice versa. The TI-84 will default to radians and the Desmos calculator will default to degrees.

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 Desmos calculator from degrees to radians students must:

1. Locate the wrench in the top right corner of the screen labeled "GRAPH SETTING"
2. Scroll to the bottom of the screen and locate the "RADIANS" and "DEGREES" buttons. Select the desired measurement

For additional guidance, see the Calculator FAQs under the Calculator Policy at https://support.mdassessments.com/.

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

Mathematics Tools for Administration

The following list of tools are optional for students who use them in daily instruction and who may find them useful during administration. If the tools are provided to students during the test administration, it is recommended that students have ample opportunity using the following tools on the Practice Tests. While the ruler and protractor may be available for ALL students, any other tools must be specifically listed in a student's IEP or 504 Plan.

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

Table 3.1 Rulers and Protractors for Paper-Based Testing

Grade(s)/Course(s)	Pearson (Provided)	Allowable (Not Provided)
Algebra I, Geometry, Algebra II	—	• Ruler (1/8 inch) • Protractor

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

3.10.2 Receive, Document, and Store Materials

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

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

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

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

Note: One *Test Administrator Manual* will be provided for every 25 students registered in Pearson Access.

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

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

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

During testing, if a student discovers a damaged test book or answer document, give the student a replacement test book or answer document. When the student completes all Sections, follow the directions for transcription in Section 5.2.2. Grid all student demographic information on the replacement test book or answer document. Then follow instructions in Section 5.2.2 for "Do Not Score" books and answer documents.

3.10.4 Additional Orders

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

Ordering additional materials is a two-step process:

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

Refer to the *User Role Matrix* document posted on https://support.mdassessments.com to view those with the ability to place orders. Refer also to your LAC for the policy in your LEA regarding ordering materials.

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

The person placing the additional order must indicate the "Needed By" field and understand that shipments may take up to seven business days once approved. Materials will not be shipped overnight.

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

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

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

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

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

	For computer-based testing, School Test Coordinators must also: • Confirm that all the testing devices meet the requirements needed to administer the computer-based tests. • Confirm that headphones are available for every student taking computer-based ELA tests and those using the accessibility feature (text-to-speech) for mathematics. • Create test Sessions in Pearson Access for computer-based and paper-based testing. • Verify the students needing accessibility features and/or accommodations (e.g., text-to-speech) have been assigned the correct test form. • Print student testing tickets and Seal Codes for computer-based testing. The STC may choose to have the Test Administrator access the Seal Codes in Pearson Access. An account is needed to enter Pearson Access and retrieve Seal Codes or view Sessions. • Create a chain-of-custody for Test Administrators receiving and returning secure tickets and other nonsecure materials for testing.
	• For paper-based testing, School Test Coordinators must also record all test materials (with security numbers listed on the secure documents) in chain-of-custody documentation in preparation for hand-off to Test Administrators on testing day. • Students taking a paper test MUST be placed in a Session in Pearson Access.

3.12 Meet with Students

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

- Testing schedule
- Materials students are allowed to bring with them to testing (e.g., non-Bluetooth headphones and a recreational book for after testing if allowed by the LAC in the LEA)
- Policy that making calls, texting, taking pictures, and browsing the Internet are NOT allowed in the testing environment and may invalidate the student's test
- Any local school procedures during testing (i.e., procedures for breaks)
- Review and share new procedures for online mathematics

4.0 DURING Testing

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

🖥 4.1 Computer-Based Testing

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

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

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

LAC	STC	TC	Task	Reference
			Testing Day	
	❏	❏	Ensure that Test Administrators have a computer or device available in testing area if needed.	Section 3.5
	❏		Distribute test materials to Test Administrators.	Section 3.9
	❏		Manage test Sessions in Pearson Access. Be prepared to move students to the next Section for the Algebra I, Geometry, and ELA 10 assessments.	Section 4.1.2
	❏		Monitor each testing room to ensure that test administration and security protocols are followed and required administration information is being documented and collected. Be available during testing to answer questions from Test Administrators.	Section 4.1.4
	❏		Ensure that Test Administrators provide applicable students with their approved testing accommodations and pre-identified accessibility features.	Section 4.1.4
	❏		Schedule and supervise make-up testing.	Section 4.1.5
	❏		Create make-up test Sessions in Pearson Access (optional).	Section 4.1.5
		❏	Respond to all technology-related issues.	Section 4.1.3
	❏		Collect materials from Test Administrators.	Section 4.1.5
❏	❏		Investigate all testing irregularities and security breaches, and follow the LEA and MSDE policy for reporting these incidents.	Section 2.2

4.1.2 Managing Test Sessions in Pearson Access (Testing Day)

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

At times, a test may need to be voided due to a variety of reasons. (i.e., Sign-in by wrong student, incorrect accommodations applied, cheating, etc.) The STC or LAC may VOID the test and reassign a new test if necessary. A test placed in a VOID status will need a reason (Exemption) for voiding, and that test will NOT be scored.

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

NEW The STC will not be able to request that a student's test be "unsubmitted" for Algebra I. This will be discussed at training.

Table 4.0 Student Statuses in Pearson Access

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

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

4.1.3 Technology Tasks DURING Testing

Troubleshooting Computer-Based Testing

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

- If a student has the wrong form assignment for accommodated testing, see the STC to resolve the issue.

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

- Verify that TestNav is shut down for the student.
- Attempt to keep the student on the same device.
- Instruct the student to sign back into the test.
  - The student should use the original Testing Ticket to sign in to the test.
  - The student's test will resume with the next unanswered question at the point where the test was interrupted.
  - The system will upload any test responses that the student entered after the interruption if resuming on the same testing device.

Technology Coordinators should respond as quickly as possible when technology disruptions occur. Cell phones are permitted in the testing environment by specific personnel to contact the Customer Support

Center (888-639-0690) when troubleshooting guidance is needed. However, Technology Coordinators and Test Administrators must NOT take photos of error screens. Error codes for TestNav and guidance for resolving computer-based testing issues can be found in the *TestNav 8 User Guide* or at https://support.assessment.pearson.com/display/TN/Error+Codes.

4.1.4 Monitor Test Activity and Maintain Test Security

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

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

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

4.1.5 End-of-Section Tasks

Collect Materials

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

- Student testing tickets and Seal Codes if printed by STC
- Used and unused scratch paper (unused scratch paper may be reused)
- Accommodated test materials
- Printed mathematics reference sheets or calculators used during testing

At the end of each testing day, ensure all materials from the assessment have been returned to the locked storage area or destroyed as directed (i.e., scratch paper).

Ensure TestNav Sign-out NEW

Test Administrators should use the instructions at the end of the administration script to help students sign out of TestNav. Test Administrators may provide navigational guidance as students click through the sign-out steps.

School Test Coordinators should check to ensure all students have signed out of TestNav by reviewing student statuses in Pearson Access. Students signed out of TestNav will appear in the **Resumed** status. Students in Algebra II, Geometry, and ELA 10 still in the **Active** status MUST be **Resumed** by the STC and moved to the next Section. Students in Algebra I will continue to be in the Active status so they can return to the next unanswered item in the unfinished Section. This is expected behavior, and the STC will not be able to move those students to the next Section.

Once a student has been moved to the next Section, this action MUST continue for all following Sections.

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

Administer Make-Up Testing

If a student is NOT tested during the regular administration, they may be moved into a new make-up test Session in Pearson Access. However, if the student will rejoin the regular administration for any remaining Sections, it is recommended that you leave that student in the original test Session in Pearson Access, and for Algebra II, Geometry, and ELA 10 they may test out of order. Refer to the *Make-Up Testing Directions for Computer-Based Testing* document available at https://support.mdassessments.com for additional information on make-up testing. Each test is intended to be given in sequential order, and the TA must provide the correct Seal Code specific to the testing Session. Students may only test "Out of Order" for Algebra II, Geometry, and ELA 10.

📝 4.2 Paper-Based Testing

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

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

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

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

4.2.2 Monitor Test Activity and Maintain Test Security

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

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

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

4.2.3 Procedures for Contaminated, Torn, or Damaged Materials

Contaminated Test Materials

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

1. The Test Administrator must immediately:
   a. Stop testing for the student or group, as needed.
   b. Record the amount of time remaining.
   c. If possible, record the item number and page number where the student stopped testing.
   d. Follow your school procedure for medical emergencies.
2. Qualified school personnel must safely handle the soiled test book or answer document and place it in a resealable, plastic bag with the security barcode label visible from the exterior.
3. After the testing area is cleaned and the students have returned, the Test Administrator must remind students of the amount of time remaining for the test Section prior to the disruption. Testing may then resume.
   a. If the ill student returns to resume testing and the completed responses can be transcribed into a replacement test book or answer document, the Test Administrator must provide the student with a new test book or answer document. The Test Administrator must ensure the student's name is recorded on the front of the replacement test book or answer document for proper identification.
   b. If the ill student returns to resume testing and the completed responses cannot be transcribed into a replacement test book or answer document, the student must be given the opportunity to retake those Sections using a replacement test book and answer document during make-up testing. Contact your LAC or MSDE for further guidance if necessary.
4. After testing is complete, the School Test Coordinator must:
   a. Apply the student ID label to the replacement test book or answer document or grid demographic information prior to returning it.
   b. Record the security barcode number of the contaminated test book or answer document on the Form to Report Contaminated, Damaged, or Missing Materials available in **Appendix E**.
   c. Record the security barcode number of the replacement test book or answer document on the Chain-of-Custody Form.
   d. If applicable, transcribe the completed response from the contaminated test book or answer document into a replacement one.
      i. Follow the guidelines for transcribing student responses in Section 5.2.2.
      ii. Return the replacement test book or answer document to Pearson along with the rest of the scorable materials.
   e. Securely destroy the contaminated test book or answer document according to your LEA biohazard protocols. Do not return contaminated material to Pearson.
   f. Compile a list of contaminated test books and answer documents and maintain it on file for 6 years.
5. The School Test Coordinator must notify the LAC of this irregularity according to the state policy found in **Appendix C**.

DURING Paper-Based Testing

Torn or Damaged Test Materials

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

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

4.2.4 End-of-Section Tasks

Collect Materials

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

- All used and unused test books (Ensure all test books have a student name written on them.)
- All used and unused ELA/L and mathematics answer documents (Ensure all answer documents have a student name written on them.)
- Used and unused scratch paper (Unused scratch paper may be reused.)
- Pearson or school supplied mathematics reference sheets, rulers, and protractors
- Any accommodated responses provided in another format (If the response is being transcribed directly from a computer, then the computer must remain secure until the responses are transcribed. Then after transcribing, the responses must be totally deleted from the computer).
- Verify that all students taking a paper-based test have been entered into a Session on Pearson Access.

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

Administer Make-Up Testing

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

4.3 Procedures for Testing Irregularities (Testing Day)

4.3.1 Dismissing Students for Misconduct

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

If a student is observed with any of the items listed in Section 2.3 during testing or during breaks, the Test Administrator should collect the prohibited materials or follow LEA/LEA 24 policy. The school or LAC should complete the Testing Incident Form (TIF) in **Appendix D** and follow the MSDE/LEA policy for submitting the form.

> If a student is dismissed, the Test Administrator or STC must verify that the student's status is Resumed in Pearson Access.

4.3.2 Item Irregularities During Testing

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

- For computer-based testing : If the issue being experienced is with a particular item, the Test Administrator should instruct the student to bookmark the item and continue testing. At the end of the Section before submitting, the Test Administrator and STC should try to troubleshoot the issue with the remaining item by contacting their Technology Coordinator or by using troubleshooting guidance available at https://support.mdassessments.com. If troubleshooting does not resolve the issue, the Test Administrator, Technology Coordinator, or School Test Coordinator should call the Customer Support Center and MSDE to report the issue. The student should NOT submit the Section until the issue is resolved.
- If a timely solution cannot be found, the Test Administrator should:
  - Instruct the student to proceed with the remaining Sections of Algebra II, Geometry, or ELA 10 but NOT to SUBMIT the final test.
  - MSDE can unsubmit the Algebra II, Geometry, and ELA 10 to get back to the Section containing the item in question.

    MSDE may NOT unsubmit an Algebra I test, so it is important NOT to submit the Section containing the item in question.
  - Note the content area, course/grade level, item number, test format (online or paper), and a brief description of the issue and provide that information to the School Test Coordinator to complete the TIF or LEA/LEA 24 designed Testing Irregularity form. Actual wording from the question should never be included either verbally or in writing.

4.3.3 Procedures for Safety Threats and Severe Weather

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

- Proceed with testing only if the Section can be completed that day.
    - If the Section cannot be completed, schedule the Section during make-up testing.
- Document the situation, noting the event, date, and time, students affected, and any other specific details regarding the situation. The STC should notify the LAC of this incident as soon as it is safe to do so.
- Refer to **Appendix C** for MSDE policy about reporting safety threats and severe weather.

In the event that there is a building evacuation, lockdown, or school closure that occurs **during** the Section, follow the protocol outlined below while remembering the safety of students should be the first priority.

- 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 testing room or materials, if time permits.
- Upon returning to the testing room, prepare students for the continuation of the Section:
    - Test Administrators must inform students how many minutes remain in the Section.
    - Test Administrators must write on the board the updated start time and stop time of the Section.
    - Students may need to sign back in to TestNav using their original ticket.
- Using the Testing Incident Form (TIF) or LEA designed Testing Irregularity form, document the situation.
- In the event the students cannot complete testing on the same day, the STC must contact the LAC and they in turn should contact MSDE for guidance.

5.0 AFTER Completion of ALL Testing

🖳 5.1 Computer-Based Testing

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

This section describes activities for the School Test Coordinator (STC) and Technology Coordinator (TC) to perform after testing is complete. Some or all tasks in this section may be applicable to the LAC depending on the procedures specific to your LEA/LEA 24. Since Section 5.1.1 only provides a checklist of tasks, refer to Sections 5.1.2–5.1.5 for more details.

LAC	STC	TC	Task	Reference
			Day of Final Test Section	
	❏		Verify that all tests are in the Submitted for Scoring or Marked Complete Status. If still in the Ready status, remove the students from the Session or leave in the Session and use the Not Tested codes (not required).	

LAC	STC	TC	**Within One Week of Final Test Section**	
	❏		Destroy used scratch paper as well as mathematics reference sheets written on by students.	Section 5.1.2
	❏		Destroy all printed student testing tickets and Seal Codes.	Section 5.1.2
	❏		Recycle *Test Administrator Manuals* and unused mathematics reference sheets.	Section 5.1.2
	❏		Complete the Post-Test Certification Form.	Section 5.1.4
	❏		Keep records according to your LEA and MSDE policy.	Section 5.1.5

5.1.2 Collect and Organize Materials

Secure Materials

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

Secure test materials that must be securely destroyed:

- Student testing tickets and Seal Codes
- Any reports or other documents that contain personally identifiable student information
- All used scratch paper
- All printed mathematics reference sheets containing student writing

Secure test materials that <u>must</u> be shipped back to Pearson:

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

Again, ensure all materials from the MCAP assessments have been collected. Take inventory of all secure materials to be sure that none are missing. If any secure materials are missing, follow the LEA and MSDE specific steps in **Appendix C**. **Note:** All accommodated paper-based books and Human Reader scripts for mathematics are secure materials that must be shipped back to Pearson. Ship secure paper test books and answer documents back to Pearson within the first 5 days after the MSDE paper testing window closes. Schools must call or email MVP for a pickup at least 48 hours before the fifth day after the paper window closes so that all materials are picked up by close of business on the fifth day. Shipping materials back late will mean the school/district must pay for the secure traceable return of materials and the student's test may not be scored and reported with others from that administration.

Materials To Be Securely Destroyed

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

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

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

Nonsecure Materials To Be Recycled

The LAC must ensure the following test materials are recycled immediately after all testing is complete (either by the LEA or school):

- *Test Administrator Manuals*
- Unused mathematics reference sheets

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

5.1.3 Pearson Access Cleanup Activities for Computer-Based Testing

Reviewing Test Sessions
- Confirm that students in **Ready** status have been removed from the test Session or placed in Not Tested status with an Exception Code (reason) if available
- Confirm that students are in **Submitted for Scoring**, **Not Tested**, **Void**, or **Marked Complete** status in Pearson Access

Remove Students in Ready Status or Mark as Not Tested

Students with tests that have NOT been started should be removed from the test Session in Pearson Access or marked Not Tested with an Exception Code. Using the Not Tested status is not required but may be helpful to show a student was scheduled to test and for some reason did not.

Mark Tests Complete

LACs or School Test Coordinators must manually mark student tests complete for students who exited the test and did not resume testing. The STC or LAC should keep a record of why a student's test was Marked Complete. A test should NEVER be Marked Complete at the end of a Section unless the school is sure the student will not return to complete the test.

Manage Student Tests

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

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

5.1.4 Complete the Post-Test Certification Form

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

5.1.5 Keep Records

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

Required:
- Chain-of-custody documentation (refer to Section 2.1)
- Printed or electronic test group/classroom roster records noting who administered each test Session (both Test Administrator and Proctors), and noting the names of students assigned to that Session
- Copies of all signed Test Administration and Certification of Training Form and Non-Disclosure Agreements (refer to **Appendix B**)
- Copies of any Testing Incident Form (TIF) or LEA/LEA 24 designed Testing Irregularity forms
- Copies of any Forms to Report Contaminated, Damaged, or Missing Materials
- The signed Post-Test Certification Form

✎ 5.2 Paper-Based Testing

5.2.1 Checklist of Tasks for Test Coordinators AFTER Testing

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

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

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

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

5.2.2 Collect and Organize Materials

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

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

Report Contaminated and Damaged Test Materials

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

Report Missing Test Materials

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

Transcription of Student Test Responses

Certain situations require a student's responses to be transcribed into a **standard answer document**. These situations may include:

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

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

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

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

"Do Not Score" Test Materials

If there is an answer document already assigned for a student in one of the categories below, write "DO NOT SCORE" in large letters and draw a large "X" across the front cover. Both methods are required for indicating materials should not be scored.

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

Figure 5.0 Do Not Score Test Materials
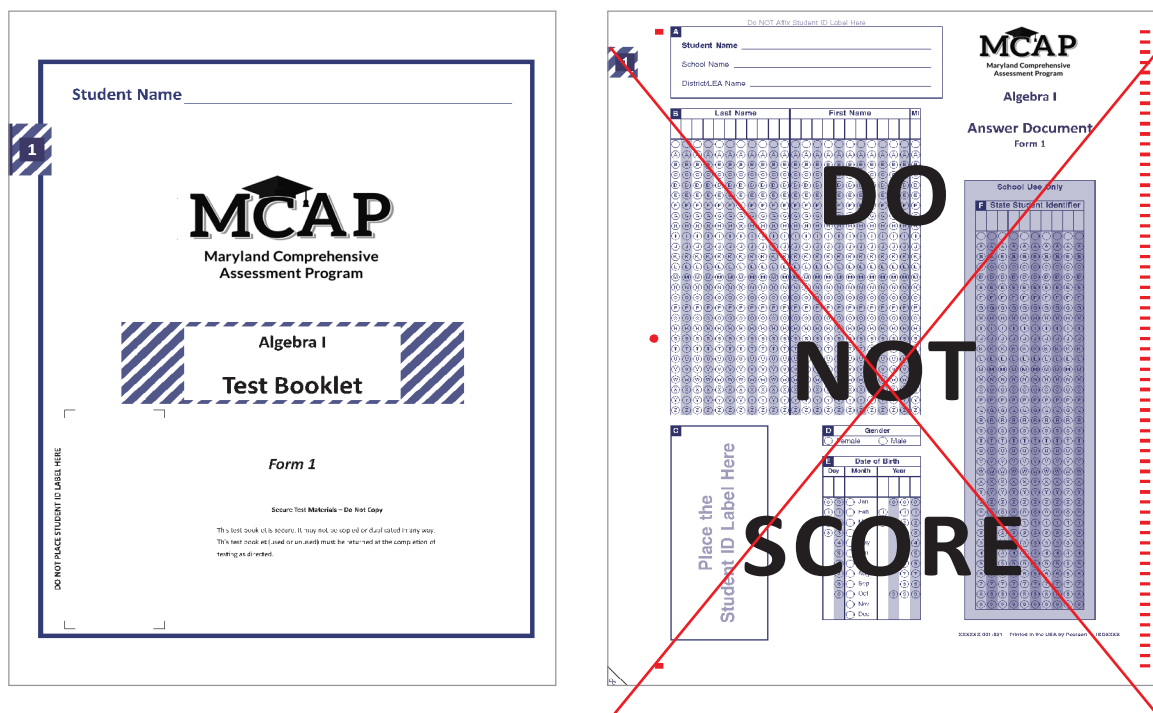
5.2.3 Organize Materials

Apply student ID labels to the front covers of the answer document in the lower left-hand corner.

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

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

Hand Grid Demographic Pages

If there is no student ID label available for the student, **all information** on the student demographic data grid must be marked on the answer document using a wooden No. 2 pencil. If there is a label for a student, only box A will be completed.

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

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

Materials To Be Securely Destroyed

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

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

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

Nonsecure Materials To Be Recycled

The STC must ensure the following test materials are recycled immediately after all testing is complete (either by the LEA or school):

- *Test Administrator Manuals*
- Unused Mathematics reference sheets

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

5.2.4 Package Materials for Return Shipping

Before calling MVP, sort and package the materials according to the following directions so that you can return all secure and nonsecure materials with a single call. Refer to the Pearson Return Instruction Sheet and Shipping Carrier Return Instructions included in the Test Coordinator Kit shipped with your testing materials. Materials must be packed according to the school level, NOT the LEA level. Materials must be shipped within 5 days after your LEA/LEA 24 paper testing window closes. Schools must call or email MVP for a pickup at least 48 hours before the fifth day after the paper window closes. Materials returned late risk not receiving scores and will have to pay for secure traceable shipping.

- **Scorable materials**
  - Used answer documents
  - Transcribed answer documents

- **Non-scorable materials**
  - Unused test books (including for absent students)
  - Unused answer documents
  - Used test books and answer documents that have been marked "Do Not Score"
  - Human Reader scripts
  - Large Print test books
  - Braille test books

Required Ancillary Materials for Return

For all materials being returned, schools and districts will need the following:

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

- Non-scorable
  - Non-scorable return labels (See table for specific color for each test)

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

Scorable Materials Return School Header and Paper Bands
- Complete a Scorable Materials Return School Header for each Content and Course (See Figure 5.2).
- Place paper bands around each stack of scorable test books (no more than 25 per band) or answer documents (no more than 25 per band) per course.
- You may have more than one stack of banded documents per subject and course, if necessary, but only complete one Return School Header per content/course, and slip it in the first bundle for that content.

Figure 5.1 Sample Scorable Materials Return School Header

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

Return Scorable Materials

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

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

Figure 5.2 Packing Diagram for Scorable Test Materials
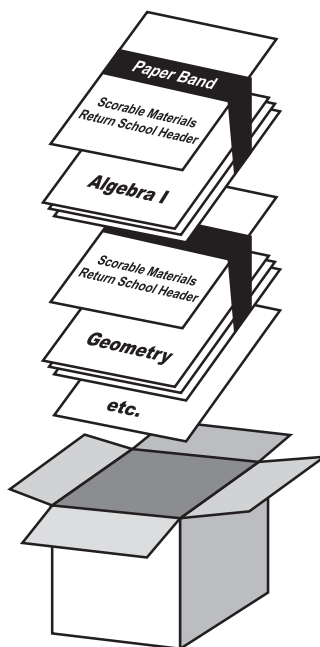
Note: Box scorable and non-scorable materials separately, as these will be shipped to different addresses.

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

Locate the resealable package labeled "Test Coordinator Kit." This package contains Pearson scorable materials return shipping labels. You may have also ordered shipping labels with your additional order. Refer to Figure 5.3 for sample labels.

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

Figure 5.3 Sample Pearson Scorable Materials Return Shipping Label
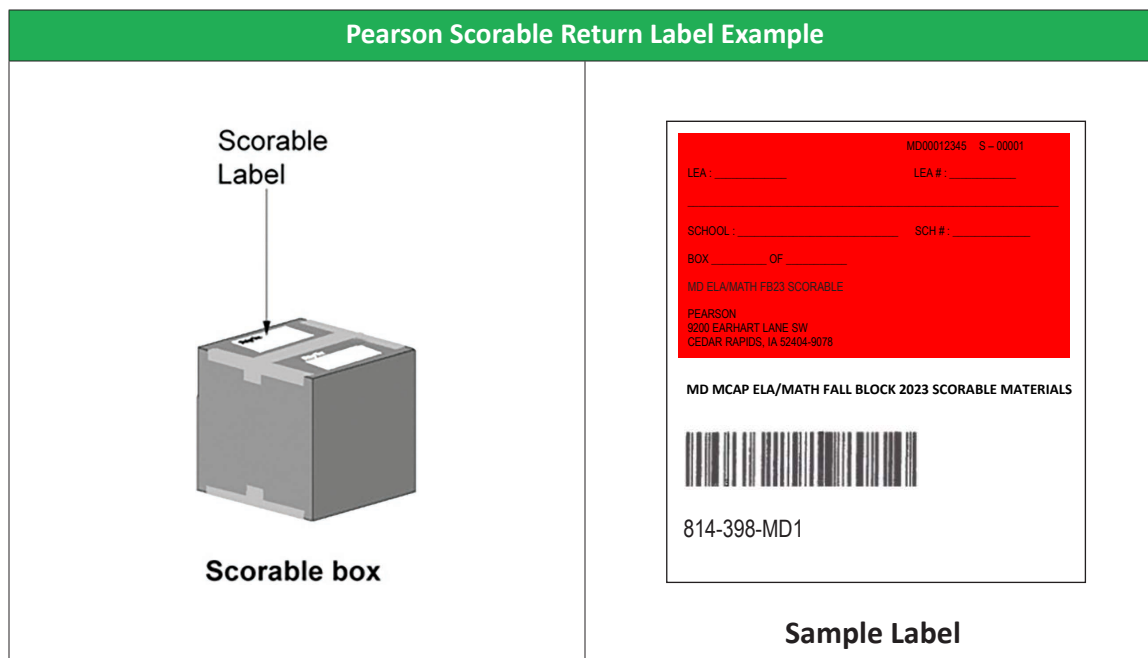
Pearson Scorable Return Label Example	
Scorable Label → Scorable box	Sample Label

Return Non-scorable Materials

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

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

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

Locate the resealable package labeled "Test Coordinator Kit." This package contains Pearson non-scorable materials return shipping labels. You may have also ordered shipping labels with your additional order. Refer to Figure 5.4 for sample labels.

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

	Scorable	Non-scorable
ELA/L and mathematics	Red	Purple

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

Figure 5.4 Sample Pearson Non-scorable Materials Return Shipping Label
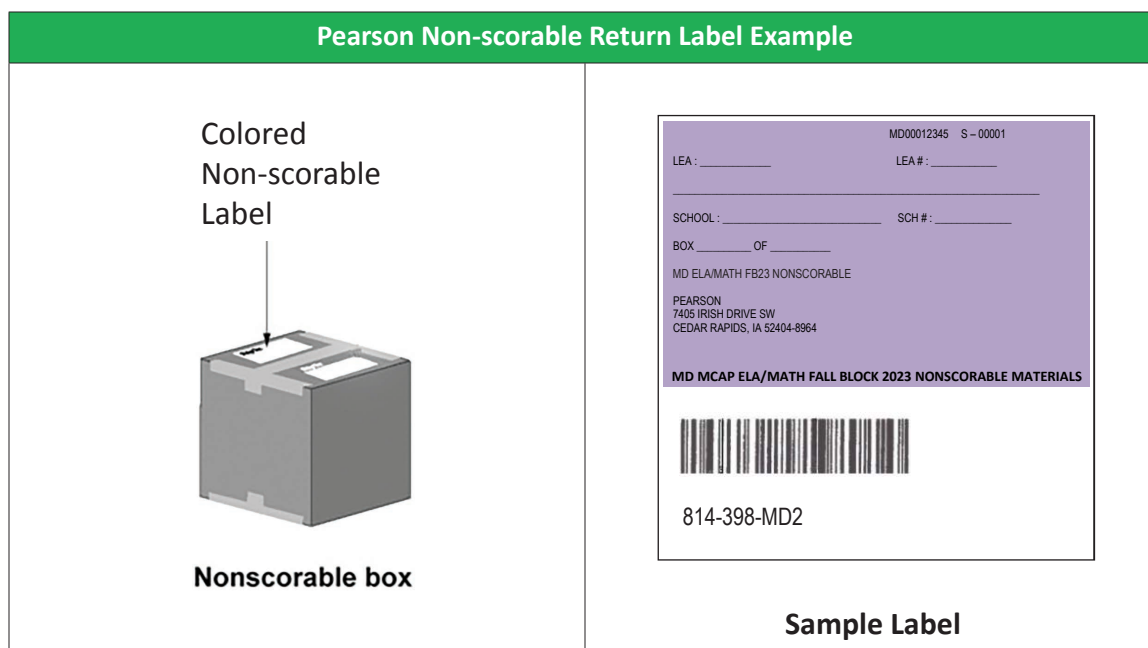
Generic Return Labels

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

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

- **Red Labels**–ELA/L and mathematics Scorable Materials Return Shipping Label and Scorable Generic Return Label
- **Purple Labels**–ELA/L and mathematics Non-scorable Materials Return Shipping Label and Non-scorable Generic Return Label

Contact MVP to Schedule Pickup

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

Pickups must occur as soon as possible after testing is complete. It is required that all materials are shipped for return within 5 days of the completion of paper testing in your LEA/LEA 24. **You do not have to wait until the end of the testing window to return scorable materials.**

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

- The physical location from where packages are to be picked up (i.e., where materials were delivered)
- The estimated number of scorable and/or non-scorable packages to pick up
- The LEA number and school number
- The LEA name and school name
- The available pickup hours
- The school address
- A contact name, email, and phone

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

5.2.5 Pearson Access Cleanup Activities for Paper-Based Testing

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

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

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

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

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

5.2.7 Keep Records

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

Required:

- Chain-of-custody documentation (refer to Section 2.1)
- The security barcode number for testing documents assigned to each student
- Electronic or paper test group/classroom roster records noting who administered each test Session (both Test Administrator and Proctors) and names of students assigned to that Session
- Copies of all signed Test Administration and Certification of Training Form and Non-Disclosure Agreements (refer to **Appendix B**)
- Copies of any Testing Incident Forms (TIF) or LEA designed Testing Irregularity form
- Copies of any Form to Report Contaminated, Damaged, or Missing Materials
- The signed Post-Test Certification Form
- Copy of Bill of Lading

6.0 Accessibility Features and Accommodations

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

6.1 Accessibility Features and Accommodations

The accommodations and accessibility system in Maryland includes three levels of support for students as shown. The graphic below and appendix references will change with the release of the new *Maryland Assessment, Accessibility, & Accommodations Manual*.

Figure 6.0 The Maryland Accessibility System
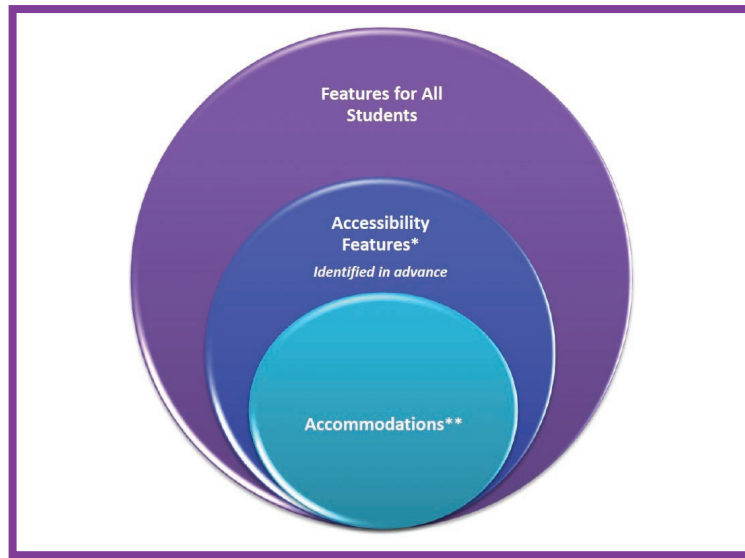
* Available to all participating students
**For students with disabilities, English Learners, and English Learners with disabilities

Accessibility features are tools or preferences that are either built into the assessment system or provided externally by Test Administrators. Accessibility features can be used by any student taking the MCAP assessments. A small selection of **accessibility features** available to all students need to be **identified in advance**. The LEA or LEA 24 school should not automatically assign accessibility features to all students.

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

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

Note: Pearson Access uses the term "Accommodations" to include all accommodations and accessibility features.

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

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

6.2 Before Testing: Preparing for Accessible Test Administration

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

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

The data to complete the accommodations portion of the Local Student and Accommodations (LSA) file should be based on observations and stated preferences by the student or parent/guardian related to a student's testing needs that have been found to increase interaction with the content presented during instruction and assessment. Observations based on a student's interaction with the online testing platform can be made through the Practice Tests. A student's testing needs should be reviewed at least annually, and revised as appropriate, to reflect current education-related needs or preferences.

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

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

Paper-Based Testing

- Unified English braille (UEB)
- Large Print Test Kit
- Read Aloud Test Kit
- Spanish Test Kit (Mathematics)
- Spanish Large Print Test Kit (Mathematics)
- Spanish Read Aloud Test Kit (Mathematics)

Computer-Based Testing

- Assistive Technology - Screen Reader
- Assistive Technology - Non-Screen Reader
- American Sign Language (ASL)
- Closed Captioning (CC) - ELA/L only
- Text-to-Speech (TTS)
- Human Reader
- Spanish (Mathematics)
- Spanish Human Reader (Only mathematics)

Note: While there will be an online test in Spanish for Mathematics, there will be no TTS in Spanish for any MCAP assessment.

Once data on student accessibility features and accommodations are collected at the local level, follow the directions for completing and importing the Local Student and Accommodations File to Pearson Access as described in the *MCAP Local Student and Accommodations Field Definitions* document on the MCAP Portal. Once the Local Student and Accommodations File has been uploaded, Test Coordinators can download the ESEA file to review students' assigned accessibility features and accommodations. The accessibility features and accommodations may also be viewed within Pearson Access. It is extremely important to ensure that the accommodations are correct prior to starting a test for a student. If a Test Administrator discovers that a student has an incorrect accessibility feature or accommodation during testing, the Test Administrator will need to stop testing and contact the STC, and the STC or LAC will determine whether to Void the test and correct the form assignment.

Refer to step-by-step directions in the *Managing Incorrect Accessibility Features and Accommodations* document available at https://support.mdassessments.com and follow protocols to contact your LAC or MSDE for further guidance.

Table 6.0

Accommodation	Maryland Assessment, Accessibility, & Accommodations Manual References
Human Reader	**Appendix E**: Test Administration Protocol for the Human Reader Accommodation for English Language Arts/Literacy Assessments, and the Human Reader Accessibility Feature for Mathematics Assessments **Human Reader scripts (for Mathematics only):** These scripts are secure documents that are NOT in the Test Administrator Manual (*TAM*). These must be indicated on the Local Student and Accommodations File in order to be shipped in the initial order with secure test materials. An Additional Order (AO) must be placed if these scripts are not available for the assessment. Scripts are required to ensure mathematics assessments are read consistently.
Human Scribe	**Appendix B**: Protocol for the Use of the Scribe Accommodation, used to ensure consistency of scribing and transcription
Human Signer	**Appendix J**: Human Signer Guidelines give guidance to signers to ensure consistency in administration
Extended Time	**Appendix C**: Guidance for Selecting, Training and Administering the Extended Time Accommodation
Large Print and braille	**3d- 3f**: Assessments for Students who are blind or visually impaired
Assistive Technology (Screen Reader and Non-Screen Reader)	**Assistive Technology Guidance** available on the MCAP Portal at: https://support.mdassessments.com

Accommodated Materials

See the following list of accommodated materials:

What is included in a Spanish Mathematics Test Kit?

- Spanish test book
- Spanish mathematics answer document
- Spanish mathematics reference sheet
- 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
- Large Print mathematics reference sheet

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

- Human reader script (mathematics only)
- 2 standard test books
- Answer document
- Mathematics reference sheet

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

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

- Braille Test Administrator script
- Braille notes/special instructions
- Braille test book
- Standard test book
- Standard answer document
- Braille mathematics reference sheet
- Braille ruler (mathematics only)
- Braille protractor
- Additional braille paper
- Duplicate pages (when appropriate)

Unique Accommodations Guidance

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

Refer to MSDE policy for guidance on how to submit a request for unique accommodations.

Preparing the Test Environment for Accessibility Features and Accommodations

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

6.3 During Testing: Test Administration Using Accessibility Features and Accommodations

The following accessibility features and accommodations require actions by the Test Administrator during testing.

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

- General Administration Directions Read Aloud, Repeated, or Clarified as needed
- Redirect Student to the Test
- Human Reader for the Mathematics Assessment *(identified in advance in Pearson Access)*
- Human Signer for the Mathematics Assessment *(identified in advance in Pearson Access)*

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

- Human Reader for ELA/Literacy
- Human Signer for ELA/Literacy
- Human Signer for Test Directions
- Human Scribe for Dictated Responses
- Human Scribe for Signed Responses
- Extended Time
- Monitor Test Response

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

- Extended Time
- Human Scribe for Mathematics
- General Administration Directions Read Aloud, Repeated, or Clarified as needed in Student's Native Language
- Human Reader for the Mathematics Assessments in Spanish (identified in advance) must be administered using the Human Reader script

Special Accommodations Circumstances During Testing

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

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

Emergency Accommodation

Prior to or during testing, if the School Test Coordinator determines that a student requires an emergency accommodation, the Emergency Accommodation Form must be completed. An emergency accommodation may be appropriate for a student who incurs a temporary disabling condition that interferes with test performance shortly before or within the MCAP assessment window (e.g., a student breaks their arm and needs a scribe). An emergency accommodation should be given ONLY if the accommodation will result in a valid score for the student (i.e., does NOT change the construct being measured by the test and does NOT violate test security requirements).

This form must be completed and maintained in the testing archive. The parent/guardian must be notified that an emergency accommodation was provided. For additional information on where to submit your Emergency Accommodation Request Forms, refer to your LAC or the *Maryland Assessment, Accessibility, & Accommodations Manual*.

Refusal of Accommodations

If a student refuses the accommodation(s) listed in their IEP, 504 Plan, or EL Plan, the school must document in writing that the student refused the accommodation(s). However, the accommodation(s) must be offered and remain available to the student during the remainder of the test administration. The Student Accommodation Refusal Form must be completed and placed in the student's file. Also, on the day of the student's refusal of an accommodation, a copy of the completed form must be sent home to the parent/guardian. The School Test Coordinator should work with Test Administrators to determine who else should be informed of the student's refusal of the accommodation(s). In addition, the team involved in the student's IEP, 504 Plan, or EL Plan, may want to consider discussing this issue at the next team meeting.

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

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

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

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

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

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

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Appendix A

Glossary of Terminology

Glossary of Terminology

This glossary contains specific terms used within this manual. For questions regarding policies not addressed in this manual or **Appendix C** in the TCM, email your LAC or MSDE contact at mcap.msde@maryland.gov.

Term	Definition
Accessibility Features	Accessibility features are tools or preferences that are either built into the assessment system or provided externally by Test Administrators. Accessibility features can be used by any student taking the MCAP assessments. A small selection of accessibility features available to all students need to be identified in advance.
Accommodations	An accommodation is an assessment practice or procedure that changes the presentation, response, setting, and/or timing and scheduling of assessments. Accommodations are intended to remove barriers that may exist due to a student's disability or level of English proficiency. Accommodations must be listed in the student's approved IEP, 504 Plan, or EL Plan.
Accommodator	Accommodator is an individual who, under the direction of the Test Administrator, provides specific accommodations that are documented in a student's IEP, 504 Plan, or EL Plan.
Administration Time	Administration time is the total time schools should schedule for each Section, including the Section Testing Time and the approximate times shown in Table 2.0 for reading directions, answering questions, distributing materials, closing Sections, and collecting test materials.
IEP, 504 Plan, or EL Plan	IEP refers to Individualized Education Program Plan. It is a program developed to ensure that a student who has a disability and is attending an elementary or secondary educational institution receives specialized instruction and related services. The 504 Plan refers to a plan developed to ensure that a student who has a disability and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment. An English Learner (EL) Plan refers to a plan developed to ensure that a student who is learning English has equal rights and access to a high-quality education.
Local Accountability Coordinator (LAC)	The LAC is the individual at the LEA/district level responsible for the overall coordination of test administration. For the purpose of this manual, the term LAC is used. In LEA 24 schools, the tasks for this role would be the responsibility of the School Test Coordinator.
Local Educational Agency (LEA 24)	Commonly referred to as the "non-public" schools or LEA 24 schools.
Local Educational Agency (LEA)	Commonly referred to as a school district.
Local Student and Accommodations (LSA) File	The Student Registration File and Personal Needs Profile have been combined into one file layout now known as the Local Student and Accommodations File. This is the data file for enrolling students as well as including the accessibility features and accommodations that are needed to take an MCAP assessment.
Maryland Comprehensive Assessment Program (MCAP)	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
Mathematics Tools for Administration	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 *Maryland Assessment, Accessibility, & Accommodations Manual* for more information on Mathematics tools for accommodations.
Nonsecure	Test materials that have been made available to the public include Practice Tests, manuals and user guides. The availability of nonsecure materials does not compromise test security or score validity.
Pearson Access	The website used for the registration, setup, preparation, and management of both the paper-based and computer-based formats of the MCAP assessments. Pearson Access requires username and password setup. More information about setup and operation for the MCAP assessments is available in the *Pearson Access Online User Guide*.
Seal Codes	A secure code required to enter each Section of the test.
Section	Each content area of the MCAP assessments is comprised of Sections. Each Section has a set administration time within a Session and is typically administered all at once. The tables in Section 2.4 of this manual provide Section details.
Section Testing Time	Section testing time is the amount of time any student who needs it must be provided to complete the Section. As such, it is the amount of testing time schools must schedule for each Section. A new Section cannot be started until all students in the Section are finished or until section testing time has expired.
Secure	A test item, reading passage, or test that has not been made available to the public. It also includes test items and student responses. For the paper-based administration, secure materials refer to test books and answer documents. For both the paper-based and computer-based administrations, secure materials also refer to mathematics reference sheets written on by students and scratch paper written on by students.
Session	In Pearson Access, a Session is the group of students registered to test a content area together (same time and location).
Testing Environment	All aspects of the test surroundings during testing, this includes what a student can see, hear, or access.
Testing Incident Form (TIF)	The LAC should use this form as a model for essential elements to collect when Testing Irregularities are reported within their LEA. The LAC is to submit this form whenever a test security violation or test administration procedural deviation (Category 2 violation) from MSDE testing policy takes place.
TestNav	The application used to administer the computer-based MCAP assessment is available at https://download.testnav.com/.

Appendices

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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

MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

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)

_____
School Year

_____
Signature

_____
Title

_____
LEA #, School #, and School Name

_____
Date

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

.01 Scope.
This chapter applies to:
A. Tests administered by or through the State Board of Education including but not limited to:
(1) The Maryland Comprehensive Assessment Program (MCAP) (English and Language Arts and Mathematics);
(2) The Maryland Integrated Science Assessment (MISA) for grades 5 and 8;
(3) The Alternate Maryland Integrated Science Assessment (Alt-MISA) for grades 5 and 8;
(4) The Multi-State Alternate Assessment (MSAA);
(5) The High School Assessment for Government (HSA Government);
(6) The High School Assessment for Science (HS MISA);
(7) The Kindergarten Readiness Assessment (KRA);
(8) The English Language Proficiency Assessment (ELPA) – ACCESS for ELLs;
(9) The norm-referenced test or tests in use by the State;
(10) The Educator Credentialing Tests; and
(11) Other test instruments required by the State Board of Education;
B. Data reporting required by the State Board of Education including the data-based areas described in COMAR 13A.01.04 and other measures used to determine availability of services and funding; and
C. Local school system-owned materials that are the same as those used in any State-operated assessment program.
D. The security and monitoring of any instrument administered by or through the State Board of Education, to include assessments and surveys.

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

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

(4) Training of appropriate personnel on data reporting procedures.
D. Test Administration and Certification of Training Forms.
(1) The Department and each local school system shall use a Department provided or approved test administration and certification of training form and a Department provided or approved nondisclosure agreement, as appropriate, for its employees.
(2) Before initially handling any test materials, and annually after that, each individual directly or indirectly involved shall sign a test administration and certification of training form or a nondisclosure agreement, whichever is applicable.
(3) All signed forms and agreements shall be retained by the Department or local school system for the duration of the individual's employment or relationship with the Department or local school system.
(4) Forms and agreements may be signed electronically using any means approved by the Department.
E. Electronic Archival of Documents. Each local school system may develop and adopt policies and procedures for the secure electronic archival of paper documents.

.04 Local School System Testing Designates.
A. All personnel involved in testing must be employees of the local school system, be trained for their role, meet the requirements of their role as described herein, and sign a Department approved Test Administration and Certification of Training Form.
B. Personnel may not serve as a Test Administrator, Proctor, or Accommodator in the same testing room as a student who is a family member or who resides within the same dwelling.
C. Testing Personnel
(1) Local Accountability Coordinators.
(a) A local superintendent of schools shall designate annually one individual per school system to serve as the Local Accountability Coordinator (LAC).
(b) The LAC shall have oversight of the:
(i) Procurement of test instruments that are used in testing programs administered by or through the State Board of Education;
(ii) Organization, implementation, orientation, and verification of the Maryland educational assessment programs in the school system; and
(iii) Administration and security of state-mandated assessments.
(c) The name of the LAC shall be provided in writing to the Department within 10 days of the designation.
2. School Test Coordinators.
(a) Each school system shall designate one individual per school to serve as the Primary School Test Coordinator (STC).
(b) A Principal may not serve as the STC unless permission has been granted by the Department.
(c) STCs must possess a valid Maryland State Department of Education (MSDE) certificate for professional school staff.
(d) Eligible STCs include the following:
(i) State-certified teachers.
(ii) State-certified guidance counselors, library media specialists, school psychologists, pupil personnel workers, and school administrators (other than the Principal).
(e) The Primary STC shall:
(i) Have responsibility for training and supervising school personnel in test administration policy and procedures; and
(ii) Be the primary point of contact with the LAC and the Department during the administration of all state assessments.
(f) The school system may further designate, one or both, an:
(i) Alternate STC per school.
(ii) Assistant STC per state-mandated assessment.
(3) Test Administrators (TAs)
(a) Selected by each public school's principal subject to review and approval by the local Superintendent.
(b) For any multi-state assessment consortium testing, TAs must possess a valid Maryland State Department of Education (MSDE) certificate for professional school staff.
(4) Proctors
(a) The decision to use Proctors is a local school system option.
(b) Must be under the direct supervision of an eligible TA.
(c) TAs may serve as Proctors.
(d) Proctors may include:
(i) Instructional assistants and aides.
(ii) Substitutes or other staff members who are employees of the school system.
(5) Accommodators
(a) May provide accommodations to students during testing.
(b) Must be under the direct supervision of an eligible TA.
(c) Accommodators may include:
(i) Test Administrators.
(ii) Instructional assistants and aides.
(iii) Substitutes or other staff members who are employees of the school system.

.05 Testing Behavior Violations.
A. It is a violation of test security for an individual to fail to follow test administration procedures promulgated by the local board of education or the State Board of Education and published in test administration manuals and related materials for mandatory tests administered by or through the State Board of Education to students or educators.
B. It is a violation of test security for an individual to:
(1) Give examinees access to secure test items or materials before testing;
(2) Give unauthorized individuals access to secure test items or

materials;
(3) Copy, reproduce, use, or otherwise disclose in any manner inconsistent with test security regulations and procedures any portion of secure test materials;
(4) Provide answer keys or answers orally, in writing, or by any other means, to examinees;
(5) Coach examinees during testing by giving them answers to test questions or otherwise directing or guiding their responses or altering or interfering with examinees' responses in any way;
(6) Fail to follow security regulations and procedures for distribution and return of secure test materials, or fail to account for all secure test materials before, during, and after testing;
(7) Fail to properly monitor test administration, including permitting inappropriate collaboration between or among individuals;
(8) Administer State-mandated tests on dates other than those specified by the Department;
(9) Participate in, direct, aid, counsel, assist, encourage, or fail to report any of the acts prohibited in this chapter; or
(10) Refuse to disclose information regarding test security violations.
C. The local school system shall investigate any allegations of violations of test security and report the results to the Department in a timely fashion.

.06 Data Collection and Reporting Violations.
A. It is a violation of data collection and reporting for an individual, school, or school system to:
(1) Fail to report test scores, numbers of students tested, and other indicators of test performance on mandatory tests administered by or through the State Board of Education, as well as all other data elements reported to the Department;
(2) Report incorrect or otherwise inaccurate test scores, numbers of students tested, other indicators of test performance, and participation on mandatory tests administered by or through the State Board of Education, as well as all other data elements reported to the Department; or
(3) Exclude a student or students from participation in mandatory tests administered by or through the State Board of Education except in accordance with Department-approved procedures.
B. The local school system shall investigate any allegations involving data collection or reporting violations and report the results to the Department in a timely fashion.

.07 Sanctions for Violations.
A. Invalidation of Test Scores or Other Data.
(1) An individual shall adhere to all procedures specified in all operating manuals and related materials governing the Maryland School Performance Program including the mandated testing programs.
(2) The Department:
(a) Shall establish procedures to identify:
(i) Improbable test score gains or improbable changes in data in consecutive years,
(ii) Situations in which inappropriate collaboration between or among individuals occurs during the test administration or data collection and reporting, and
(iii) Any other situation which may result in the invalidation of test results or other data; and
(b) May invalidate test scores or other data that reflect improbable gains which cannot be satisfactorily explained through changes in the student population or instruction.
(3) The invalidation of test results or other data because of a breach of security, or action of the State Board of Education, also invalidates any graduation, programmatic, or evaluative criteria dependent upon these data or test results.
(4) A student who causes, allows, or is otherwise involved in the presentation of forged, counterfeit, or altered identification for the purpose of obtaining admission to a test administration site for any of the tests listed in Regulation .01 of this chapter may have the test results invalidated, and may be ineligible to retake the test until the next official testing opportunity.
(5) A student who engages in any activities during testing which result in invalidation of scores may be ineligible to retake the test until the next official testing opportunity.
(6) All central office and school-based personnel whose duties involve either test administration or data collection and reporting shall be held accountable for compliance with all of the requirements described in this chapter.
B. Other Sanctions. A testing behavior violation as described in Regulation .05 of this chapter, a data collection and reporting violation as described in Regulation .06 of this chapter, or a violation of any other regulation in this chapter constitutes misconduct, insubordination, or neglect of duty for which:
(1) Personnel sanctions may be imposed by the local school system;
(2) The administrative credentials, teaching credentials, or both, of the violator may be suspended or revoked under COMAR 13A.12.05;
(3) The school or school system may be censured; and
(4) Costs incurred as the result of the violation may be recovered by the Department.
C. Mitigating Circumstances.
(1) Any mitigating circumstances shall be considered before a sanction is imposed for a testing behavior violation as described in Regulation .05 of this chapter, a data collection and reporting violation as described in Regulation .06 of this chapter, or violation of any other regulation in this chapter.
(2) An individual other than a primary violator may be sanctioned only if the individual failed to take appropriate action after learning about the violation.
D. Reasonable Person Standard. All conduct with respect to test administration and data reporting will be reviewed under a reasonable person standard, that is, what a reasonable person would do under similar circumstances.
E. Whistleblower Protection.
(1) The local school system shall not take any personnel action as retaliation against an employee who reports information that the employee reasonably believes involves a test security violation under this chapter.
(2) The local school system may take personnel action against an employee if the local school system investigates and concludes that the employee was involved in the reported test security violation.

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Appendix C
State Policy Addendum

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State Policy Addendum

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

Section	Issue	Maryland State Policy
Fall Block Key Dates	**Testing Windows for ELA/L and Mathematics**	**General Information** • If inclement weather, safety threats, or technology problems affect the LEA or a specific school's testing schedule, the LAC should contact MSDE to discuss possible modifications to the testing window. • LEA 24 schools will adhere to the Testing Windows in this manual. • All primary and make-up online testing should take place during the designated window. • All STCs are expected to enter their testing schedule on the Statewide Schedule Tool at itempra.org/schedule. Contact your LAC for directions on entering schedules. **ELA/L and Mathematics** Testing dates will be available through communication with the STC for your school. The dates were not available as this manual went to publication.
	Load Organizations in Pearson Access	Loaded by State
	Load LAC Users in Pearson Access	Loaded by State
	Load Organization Participation Data File in Pearson Access	Loaded by State
	LAC or STC Load Student Registration Data	Data File loaded by LACs, STCs in LEA 24 schools, or designated Data Manager. STCs can complete individual student registrations as needed per the policy of the local school system.
	Receive Materials	Each Local School System or LEA 24 school should receive initial deliveries of manuals and paper test materials at least 10 school days prior to the start of their testing window.

Appendices

Section	Issue	Maryland State Policy
Fall Block Key Dates (continued)	**Additional Orders Window—All Materials**	The additional order window begins for each LEA or LEA 24 school when their initial orders arrive in schools and are inventoried. All additional orders of secure materials must be submitted and approved in order to receive the materials and complete testing by the end of the paper testing window. LACs should approve all additional orders placed by schools in their LEA or LEA 24 schools. MSDE and Pearson will monitor additional orders for orders above a specific threshold. MSDE may require LACs to confirm unusually large additional orders before approval. ALL additional orders will take up to 7 days from approval to arrive in schools.
	Return Materials	Paper Test Return Materials should be shipped out of schools within 5 days of the conclusion of their testing window(s). The LEA or school will be responsible for any cost to return any materials shipped beyond this final date.
1.2 3.3.2	**Qualifications and Responsibilities for School Test Coordinators, Test Administrators, and Proctors**	School Test Coordinators must be certified education professionals including: • State-certified academic classroom teachers • Other state-certified teachers who teach in Special Education, Gifted and Talented, and EL programs • State-certified teachers in physical education, health, dance, art, family and consumer sciences, industrial arts, and technology education • State-certified guidance counselors, library media specialists, school psychologists, pupil personnel workers, and school administrators* *Principals cannot serve as School Test Coordinators unless a "Request for a Waiver to the Eligibility Requirements for School Test Coordinator" has been submitted to and approved by MSDE. Principals may serve as Test Administrators. Proctors do not need to be certified education professionals. Proctors may administer accommodations, provided they receive training prior to administration and are under the supervision of the Test Administrator during testing. Any personnel involved in the administration of a test must be trained by the STC.
2.1.3	**Maryland Test Administration and Certification of Training Form and Non-Disclosure Agreement**	Anyone administering or assisting with the MCAP test in Maryland must sign the Maryland Test Administration and Certification of Training Form and Non-Disclosure Agreement. Anyone who has access to MCAP secure materials, including technology with an active test, but does not administer the test must also sign this document. The signed forms (electronic or paper) must be maintained by the LEA or school for six years. The LAC may require a copy (either paper or electronic) of each form be submitted to the LEA office. Individuals may also maintain a copy of these forms for their records. The School Test Coordinator completes forms, including copies of sign-in sheets, training dates, and make-up training that indicate all staff involved in the testing have been trained.

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

Section	Issue	Maryland State Policy
2.4.4	**Break Policies**	**Individual Bathroom Breaks:** Student requests a bathroom break within their overall allotted testing time. Student's testing time does not stop. **In-Chair Stretch Break:** Student pauses and stretches. Student's testing time does not stop. **Medical Breaks:** Student takes a break due to existence or sudden onset of a temporary or long-term medical condition. Student's testing time stops during a medical break. **Other Frequent Breaks:** If a student with an IEP, 504, or EL Plan (or other EL documentation) documents the need for frequent breaks not listed in the three categories above. A student's testing time stops.
3.2.1	**Requirements for Completing Local Student and Accommodations File**	Each LEA will compile and submit, except for LEA 24 schools, who will submit at the school level. The initial submission of students placed in Sessions on the Local Student and Accommodations File drives the assignment of the correct accommodated form and other materials students with accommodations may require. It also drives the number of manuals a school receives.
2.4.2 4.1.5	**Additional Requirements for Make-Up Testing**	**Computer-Based Testing** Students taking the Algebra I make-up test must take the assessment in order and complete each Section before receiving the Seal Code for the next Section. Students needing an ELA, Geometry, or Algebra II make-up test may take the assessment out of order. **Paper-Based Testing** Students taking any Fall assessments may take a Section out of order during make-up testing. The Test Administrator must carefully monitor that students do not work in any Section previously taken.
3.9.1 3.10.1	**Additional Requirements for Paper-Based Test Materials**	The LAC may require additional procedures for maintaining and processing testing materials. The LEA and all schools should open and inventory their secure materials deliveries immediately. Any discrepancy should be reported to the LAC immediately.
5.2.4	**Shipping Procedures for Paper-Based Materials**	Test materials are shipped directly to the School Test Coordinator. The School Test Coordinator must contact MVP directly to schedule "Return Service" pickup by the designated date unless directed otherwise by the LAC. Maryland Pickup Instructions should include: • The School Test Coordinator must contact MVP at **888-886-0780** before 4:00 PM EST <u>48 hours</u> in advance of requested pickup day. • Provide LEA & School # • Provide box count for Scorable & Non-scorable • Provide pickup hours • Provide contact name, email, and phone to **pickup@mvpship.com**

Appendices

Section	Issue	Maryland State Policy
3.10.4	**Approving Additional Orders**	Pearson and MSDE will be approving additional orders placed by schools or the LEA. Additional orders will not be processed until they are approved. MSDE may be required to confirm unusually large additional orders before approval. Paper tests will be limited to students whose IEP or 504 Plan specifies this mode of testing or in unique situations approved by MSDE.
4.2.3 5.2.2	**Steps for Missing, Damaged and/or Contaminated Materials**	Schools call the LAC immediately upon discovering missing, damaged and/or contaminated materials. The LAC contacts the MSDE. The school submits the Form to Report Contaminated, Damaged, or Missing Materials, available in **Appendix E** of the *Test Coordinator Manual*, to the LAC. The STC should transcribe any responses that have not been contaminated and then allow the student to continue in the new book. If a test cannot be transcribed, the STC should provide a new test book and allow the student to retake the test. All unusable damaged or contaminated materials must be securely destroyed by the STC. The STC must document the barcode number of the book.
4.3.1	**Procedures for Dismissing Students for Misconduct**	Test Administrators, School Test Coordinators, and school administrators may use their discretion when removing students from testing for behavior that is disruptive to the testing environment for other students. The LAC should be contacted, and in conjunction with the school, decide how to proceed with testing for those students. The students may be given a chance to complete the unfinished testing time, or it may be decided to end testing for those students. Under no circumstances can a Test Administrator make a unilateral decision to invalidate a test.
5.2.2	**Transcription Policy for Computer-Based Testing**	No additional instructions. Follow procedures outlined in the *Maryland Assessment, Accessibility, & Accommodations Manual*.
5.2.3	**Applying Student ID Labels for Paper-Based Testing**	Labels may be applied any time prior to the start of paper testing.
5.1.5 5.2.7	**Requirements for Archiving Security Forms**	Security forms must be maintained in the school for a minimum of six (6) years as per COMAR regulations.
6.1 6.2 6.3 6.4	**Procedures for Accessibility and Accommodations**	The maximum administration size for test groups receiving the Human Reader accommodation for English Language Arts/Literacy or accessibility feature for mathematics must not exceed five students. Students must receive a Human Reader in the same manner during instruction in order to be tested with a Human Reader during assessment. If any student responses were printed from an assistive technology device or recorded separately on blank paper (or on other external devices) and were used for transcription, then these responses must be archived for six years per COMAR 13.A.03.04.

Appendices

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

Appendices

Appendix D

Testing Incident Form

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

TESTING INCIDENT FORM (TIF)

MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

The LAC is to submit this form whenever a test security violation or test administration procedural deviation (Category 2 violation) from MSDE testing policy takes place. Prompt reporting of such incidents will result in a more timely follow-up and resolution. Once completed, the LAC may email this form as a PDF to the State Test Security Officer at tamara.lewis@maryland.gov. (Note that any forms containing student identifying information should be posted as a PDF to MSDE's secure server.) Be sure to include any relevant supporting documentation such as written statements from the parties involved. **Forms are to be submitted to MSDE within 5 days of the date of incident.**

When completing this form, the LAC (or LEA24 STC) should click in the white space beneath each heading and begin typing.
The entry cell will expand to accommodate as much text as is needed. When finished typing in a particular cell, use the "Tab" key to move to the next cell.
Additional pages may be attached to the form as necessary.

DATE OF INCIDENT (MO/DAY/YR)	DATE OF REPORT (MO/DAY/YR)	TEST	LEA # & Name or LEA24 #	SCHOOL (NUMBER & NAME)	NAME & TITLE OF INDIVIDUAL SUBMITTING THE TESTING INCIDENT REPORT FORM

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

DETAILED DESCRIPTION OF INCIDENT

INVESTIGATION STEPS TAKEN

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

RESOLUTION

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

GUIDELINES FOR COMPLETING THE TIF

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

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

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

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

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

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Appendix E

Form to Report Contaminated, Damaged, or Missing Materials

MARYLAND STATE DEPARTMENT OF EDUCATION — EQUITY AND EXCELLENCE

2023–2024 MCAP Assessment
Form to Report Contaminated, Damaged, or Missing Materials

Instructions:

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

State _____ ☐ Fall ☐ Spring ☐ Summer

Contact Name _____

Contact Phone and Ext _____

Contact Person's Role _____

Contact Email _____

School Name _____

School Organization Code _____

LEA Name _____

LEA/LEA 24 Organization Code _____

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

Document Type/Subject/Grade	Quantity	Security Barcode or Range of Barcode Numbers	Description of Circumstances
Example Grade 10 ELA Test Book	1	123456789-0	Student had a nosebleed on the book and it has now been destroyed according to LEA protocol.

Appendix F

Post-Test Certification Form

MCAP

Maryland Comprehensive Assessment Program

2023–2024 MCAP Assessment
Post-Test Certification Form

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

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

❒ Fall   ❒ Spring   ❒ Summer

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

Appendix G

CAT Reference Page

Read the information below before you click any arrows.

On the <u>toolbar above</u>, you can select the [Review ☰] button

or the [←] to review any questions.

If you select [→] on the toolbar, you <u>will not</u> be able to return

to this Section to check your work.

When you finish reviewing your test, select [→] on the toolbar

and a new page will open to Submit your test.

MD00102796