

TEST ADMINISTRATOR MANUAL



Computer-Based Testing

English Language Arts/Literacy • Mathematics

SPRING 2025



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WHAT'S NEW FOR THE SPRING 2025 ADMINISTRATION?

New Content

- MSDE has released a new countdown timer that is independent of the internet. The countdown timer is found at <http://itempra.org/timer> and is an alternative to internet dependent and ad-based timers.
- LaunchPad serves as a single sign on entry point to the ADAM platform.

Reminders

- Calculators will appear on the TestNav platform for Sections which allow the use of a calculator. Only students with a documented accommodation will be allowed to use a hand-held calculator during the assessment for non-calculator Sections of the test. Those students may then use the same calculator for the remainder of the test or use the calculators available on the TestNav platform.
- A drawing box will be available on some online Mathematics constructed response items to help the student explain their response. Work in this box will be scored, but if used exclusively will NOT activate the blue arrow indicating that the student has fully answered the question and may move to the next question.
- **Computer Adaptive Assessments Only:** During all assessments, students will have the ability to review an item once they leave it, but only within the Section in which they are working. Students taking the regular online Mathematics or ELA/L assessments are required to answer all parts of a question in order to move forward, but they will see the Review Menu, blue Back Arrow, and Bookmark Button on the toolbar in order to review and modify responses in that Section. Students will see the blue forward arrow for each item. If they have not fully completed the item, a box will appear stating that the item is incomplete.
- **Computer Adaptive Assessments Only:** Students taking an ELA/L or Mathematics assessment regular online MUST start with the first Section of the assessment.
- The timing and number of Sections for the 2024–2025 MCAP tests will be as follows: ELA/L assessments will consist of four 70-minute Sections, and Mathematics assessments will consist of four 40-minute Sections.
- Countdown timers that are connected to the Internet may be used at the School Test Coordinator (STC) or Test Administrator's (TA) discretion 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.

Computer Adaptive Tests include MCAP Mathematics (Grades 3 - 8, and Algebra I) and MCAP ELA/L (Grades 6-8, and 10).

1.0 Overview

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

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

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

1.1 About this Manual

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

When administering the computer-based MCAP assessment to students, the TA should turn to the page that contains the script (i.e., student directions that are read aloud during testing) for the Section they are administering. All administration instructions are contained within each script.

1.2 Roles of Individuals

Role	Description	Tasks
Local Accountability Coordinator (LAC) Previously referred to as the Administrator role in the Pearson Access platform.	Individual at the LEA level who is responsible for the overall coordination of each test administration.	In Maryland LEA 24 schools, the tasks for this role are the responsibility of the STC. When testing issues arise, the LAC is the main point of contact with the Maryland State Department of Education (MSDE).
School Test Coordinator (STC)	Individual at the school level who is responsible for the overall coordination of test administration. All schools in Maryland are required by COMAR to have an STC (See COMAR 13A.03.04.04). The STC role may NOT be taken on by the principal unless a waiver is submitted and approved by MSDE.	Responsibilities include but are NOT limited to: <ul style="list-style-type: none"> • Coordinating test administration and resolving testing issues at their school • Completing all post-testing procedures
Note: All personnel assigned to be TAs, Proctors, Accommodators , or assisting with materials must be employees of the local school system, be trained for their role, and sign a Test Administration and Certification of Training Form and Non-Disclosure Agreement . Non-employees, such as student teachers and accommodators may serve only under the direction of a certified TA.		

Role	Description	Tasks
<p>Test Administrator (TA)</p>	<p>Individual at the school level who is responsible for administering the assessment. All TAs must be employees of the LEA/LEA 24 school and trained for the specific test administration.</p> <p>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.</p> <p>All personnel assigned to be TAs 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.</p>	<p>Responsibilities include but are NOT limited to:</p> <ul style="list-style-type: none"> • Administer the assessment using provided scripts • Monitor students during testing • Assist students experiencing technology issues during testing • Redirect students (See 4.6.3) • Assist students in signing out of TestNav (See 4.8.1)
<p>Note: All personnel assigned to be TAs, Proctors, Accommodators, or assisting with materials must be employees of the local school system, be trained for their role, and sign a Test Administration and Certification of Training Form and Non-Disclosure Agreement. Non-employees, such as student teachers and accommodators may serve only under the direction of a certified TA.</p>		

Role	Description	Tasks
<p>Proctor</p>	<p>Individual who may be called on to help a TA monitor a testing Administration under the supervision of the TA.</p> <p>A TA must be in the room at all times during testing if a Proctor is present.</p> <p>Student teachers may serve as Proctors who assist the TAs.</p> <p>Refer to your STC for more information about your state’s policy.</p> <p>A Proctor is recommended for all test sessions due to the nature of computer-based testing.</p>	<p>Responsibilities include but are NOT limited to:</p> <ul style="list-style-type: none"> • Meeting with the STC to review test security and administration protocols • Monitoring students during and after testing to adhere to test security and administration protocols • Reviewing policies and instructions in the <i>Test Administrator Manual</i> • Assisting in the preparation of the testing environment • Assisting in the supervision of test administration during each Section
<p>Accommodator</p> <p>This role does NOT need access to the ADAM.</p>	<p>Individual who, under the direction of the TA, provides specific accommodations that are documented in a student’s Individualized Education Program (IEP), 504 plan, or Multilingual Learner (ML) Plan.</p>	
<p>Note: All personnel assigned to be TAs, Proctors, Accommodators, or assisting with materials must be employees of the local school system, be trained for their role, and sign a Test Administration and Certification of Training Form and Non-Disclosure Agreement. Non-employees, such as student teachers and accommodators may serve only under the direction of a certified TA.</p>		

Role	Description	Tasks
Technology Coordinator (TC)	<p>Individual at the school or LEA level who is responsible for setting up testing devices for computer-based testing.</p> <p>The STC must collaborate with an individual who will be on-site or readily available to serve in this role during the administration.</p>	<p>Responsibilities include but are NOT limited to:</p> <ul style="list-style-type: none"> • Configuring student testing devices <ul style="list-style-type: none"> ◦ Ensuring each device meets minimum technology requirements ◦ Installing/updating the TestNav App on each testing device ◦ Ensuring the infrastructure (e.g., wireless access points, bandwidth) is adequate • Managing problems with firewalls • Removing (or turning off) any software that would allow secure test material on testing devices to be viewed on another testing device during testing • Providing technical support for STCs and TAs • Assisting with the retrieval of “Log Files” on student devices when requested by Pearson

Note: All personnel assigned to be **TAs, Proctors, Accommodators**, or assisting with materials must be employees of the local school system, be trained for their role, and sign a **Test Administration and Certification of Training Form and Non-Disclosure Agreement**. Non-employees, such as student teachers and accommodators may serve only under the direction of a certified TA.

2.0 Test Security and Administration Policies

2.1 Maintaining the Security of Test Materials and Content

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

Secure test materials before testing. For a full list of testing materials, refer to Section 4.2. The following test materials are secure:

- Student Print Cards and Seal Codes if printed
- Mathematics reference sheets written on by students
- Paper test books
- Spanish tests books
- Scratch paper written on by students
- Human Reader scripts in English and Spanish for Mathematics
- Braille Books

Note: Non-secure copies of Mathematics reference sheets are available on the MSDE Portal and may be provided to students for **regular classroom use**. Mathematics reference sheets for computer-based testing are provided within TestNav. Schools may make newly-printed and unused copies of these documents available to students for computer-based testing. These must be kept secure prior to testing, and if written on by students during testing, securely destroyed.

Follow the security plan developed by your STC and/or principal for your school. Contact your STC with any questions about your school’s security plan.

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

2.1.1 TA Responsibilities

1. Receive training in administering test Administrations properly and securely.

- Review the *Test Administrator Manual (TAM)* and all relevant test security requirements before administering test Administrations.
- Complete 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.
- Review and sign the **Test Administration and Certification of Training Form and Non-Disclosure Agreement** after training.
- Understand the responsibilities in ADAM 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 Sections. Note that results may be invalidated for students who use cell phones or other prohibited electronic devices during a test Section, including after a student turns in their test materials and during a break (see exception listed in Section 2.2.1).
- Follow the directions and read the scripts in the *TAM* verbatim to students.
- 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, including during breaks.
- Monitor the testing process by **continually** circulating the room.

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. Ensure that students do NOT consult other students, school personnel, or anyone else during testing.
- Ensure that students do NOT have access to any electronic communication to capture test questions or to communicate with other students before, during, or after testing.

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

- At any time during a test Administration, a TA may repeat verbatim a portion of the *Test Administrator Manual* script if necessary for clarification.

- TAs must NOT assist a student during testing or alter or interfere with a student’s response in any way that would impact their answers. Examples of unauthorized assistance include, but are NOT limited to:
 - Providing answers to a student
 - Indicating that a student has answered a question correctly, incorrectly, or left a question blank
 - Defining words or providing synonyms
 - Spelling words
 - Influencing a student’s responses by offering verbal or non-verbal hints, clues, or cues
 - Altering, explaining, simplifying, or paraphrasing any test question, reading passage, writing prompt, or Selected Response answer option
 - Suggesting that a student add more information to a response or review or reconsider a response to a question

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

- Ensure that students are ONLY provided accommodations or accessibility features that are listed specifically for use during MCAP testing in an approved IEP, 504 plan, or 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 (MAAAM)*.

7. Follow Chain-of-Custody requirements to check out and return all test materials after testing each day.

2.1.2 Security Forms

In the event of a testing irregularity or a test security breach, TAs should be prepared to provide their STC or LAC with information needed to complete the investigation. All irregularities, regardless of how serious, MUST be reported to the STC on the same day as the incident.

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 STCs discuss these and other possible testing irregularities and security breaches with TAs during training. Refer to Section 2.2.2 for information on reporting testing irregularities and security breaches.

2.2.1 Examples of Testing Irregularities and Security Breaches

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

- **Electronic Devices Irregularities**
 - Using a cell phone or other prohibited handheld electronic device (e.g., smartphone, smart watch, wireless headsets, personal scanner, eReader, etc.) while secure test materials are distributed, while students are testing, after a student turns in their test materials.
 - **Exception:** STCs, Technology Coordinators, and TAs 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. Please consult with your STC for allowable exceptions.

- **Test Supervision Irregularities**

See COMAR 13A.03.04.05 for more information.

- Coaching students during testing, including giving students verbal or nonverbal cues, hints, suggestions, or paraphrasing or defining any part of the test
- Engaging in activities (e.g., grading papers, reading a book, newspaper, or magazine) that prevent proper student supervision at all times while secure test materials are distributed or while students are testing
- Leaving students unattended without a TA for any period of time while secure test materials are distributed or while students are testing (Proctors must be supervised by a TA at all times)
- Deviating from the Section Testing Time
- Allowing cheating of any kind
- Providing unauthorized persons with access to secure materials
- Accessing a test in ADAM during non-testing times without state approval
- Failing to provide a student with a documented accommodation or providing a student with an accommodation that is NOT documented and therefore is NOT appropriate
- Allowing students to test before or after the MSDE test administration window without state approval

- **Test Materials Irregularities**

- Losing a student Print Card or Seal Code page
- Losing secure Human Reader scripts (Mathematics)
- Providing unauthorized access to Seal Codes
- Leaving test materials unattended or failing to keep test materials secure at all times
- Reading or viewing the passages or test items before, during, or after testing
 - **Exception:** Administration of a Human Reader/Signer accessibility feature for Mathematics or accommodation for English Language Arts/Literacy which requires a TA to access passages or test items.
- Copying or reproducing (e.g., taking a picture of) any part of the passages or test items or any secure test materials or online test forms
- Revealing or discussing passages or test items with anyone, including students and school staff, through verbal exchange, email, social media, or any other form of communication
- Removing secure test materials from the school's campus or removing them from locked storage for any purpose other than administering the test
- Accessing a student's test without the student or the STC present

- **Testing Environment Irregularities**

- Failing to follow administration directions exactly as specified in the *Test Administrator Manual*
- Displaying any resource (e.g., posters, models, displays, teaching aids) that define, explain, illustrate terminology or concepts, or otherwise provides unauthorized assistance during testing
- Allowing preventable disruptions such as talking, making noises, or excessive student movement around the classroom
- Allowing unauthorized visitors in the testing environment
 - Unauthorized Visitors—Visitors, including caregivers/guardians, school board members, reporters, and school system staff NOT trained or authorized to serve as TAs or Proctors, are prohibited from entering the testing environment.
 - Authorized Visitors—Visits by MSDE monitors and state-authorized observers are allowed based on state-specific policy as long as these individuals do NOT disturb the testing process. Refer to your STC for details about observation visits in Maryland.

2.2.2 Reporting Testing Irregularities and Security Breaches

See COMAR 13A.03.04.05 for more information.

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

- The incident must be reported to the STC immediately.
- If follow-up documentation is required by your LAC or MSDE Test Security Officer, complete any additional documentation in a timely manner.

2.2.3 Sanctions for Security Breaches

See COMAR 13A.03.04.07 for actions that may be taken by the Maryland State Department of Education and/or the Local Education Agency for all violations listed in COMAR 13A.03.04.05.

2.3 Testing Environment

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

- Some students may finish testing before others. Refer to your STC for MSDE and LEA/LEA 24 policy on what students may do after testing.
- Unauthorized visitors are prohibited from entering the testing environment as described in the Testing Environment Irregularities section.
- The testing sign in **Appendix C** or another testing sign must be posted on the outside of the room door.
- Prohibited classroom resources (see below for more information) must be removed or covered before the test administration.

Administrative Considerations for ALL Students

With the support of the school administration, the STC has the authority to schedule students in testing spaces other than regular classrooms, and at different scheduled times, as long as all requirements for testing conditions and test security are met as set forth in this manual. Accordingly, STCs 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 assessment content must be covered or removed from the testing area.

The following materials may NOT be used at any time including after a student has completed testing (e.g., submits Section) or during a break. Students, TAs, 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, Bluetooth-enabled headphones, or earbuds; refer to Section 2.2.1 for exceptions)
 - Any resource (e.g., books, dictionaries, posters, models, displays, graphs, teaching aids) that define, explain, illustrate terminology or concepts, or otherwise provide unauthorized assistance 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 manipulative NOT approved through a unique accommodation request prior to testing (refer to your STC for more information)*

*May be allowable if listed in the student’s IEP or 504 plan according to your LEA/LEA 24 school policy.

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

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

Other materials may be permitted after a student has completed testing. Refer to your STC for your LEA or LEA 24 policy.

Exceptions for Test Accommodations

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

2.4 Scheduling and Testing Time

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

Section Testing Time

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

Administration Time is the 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 directions, answering questions, distributing materials, closing Sections, and collecting test materials (shown in Table 2.0 on the following page).

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

Table 2.0 Administration Time

	Task	Approximate Time to be Allotted for Test Administration
Guidelines for Scheduling	1. Pre-administration tasks, including reading directions to students and answering questions.	10 minutes
	2. Distribution of test materials to students.	5 minutes
	3. Administration of Section.	Refer to Table 2.1 for Section Testing Times for each grade Testing Times for each grade
	4. End-of-section activities, including signing students out of TestNav, allowing the STC to Move students to the next Section (except for Mathematics 3–8 and Algebra I), and collecting test materials.	5–15 minutes

Section Testing Time is the maximum amount of time allowed for a student to respond to questions in a Section of the assessment. Students with an accommodation for extended time will be given that time after the initial 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 elapsed, the Section must end, except for students with extended time accommodations. Refer to your STC for MSDE and LEA/LEA 24 policy on what students may do if they complete a Section prior to the end of the Section Testing Time.

The following tables show the number of Section Testing Time minutes for both the regular and accommodated forms of ELA/L and Mathematics computer-based assessments. An accommodated form does NOT automatically include extra response time when taking the assessment. The Mathematics assessments are divided into calculator and non-calculator sections.

Table 2.1 Section Testing Times for Grades 3–5

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

Table 2.2 Section Testing Times for Grades 6–8

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

Table 2.3 Section Testing Times for High School Courses

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

Make-Up Testing

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

Breaks

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

Test Security and Administration Policies

3.0 BEFORE Testing

3.1 Checklist of Tasks for TAs to Complete BEFORE Testing

This section describes activities the TA (TA) must complete before the first testing day. Completing tasks during the timeline in this checklist is strongly recommended.

At Least One Week Before Testing	Reference
<input type="checkbox"/> Review policies and instructions for test administration in this manual.	
<input type="checkbox"/> Complete any required training with the STC to review test security, administration protocols and plans, the <i>TAM</i> , and testing day schedules.	Section 3.2
<input type="checkbox"/> Complete recommended online training or in-person training.	Section 3.2 and https://support.mdassessments.com/
<input type="checkbox"/> Review the Test Administration and Certification of Training Form and Non-Disclosure Agreement . Sign and submit it after training to the STC according to MSDE policy.	Appendix B
<input type="checkbox"/> Review all testing accommodations and accessibility features to be administered for your group of students being tested.	Section 3.4
<input type="checkbox"/> Highly Recommended: Administer the Computer-Based Testing Practice Tests and Tutorial to students. Be sure students understand the new functions of TestNav for the ELA/L and Mathematics assessments.	Section 3.5
At Least One Day Before Testing	Reference
<input type="checkbox"/> Ensure your ADAM sign-in works and that you have access to the correct test Administrations (if provided by the STC).	
<input type="checkbox"/> Confirm the accommodations or accessibility features for students in your testing Administration.	Section 3.4
<input type="checkbox"/> Prepare the testing environment.	Section 3.6

BEFORE
Testing

3.2 TA Training and Preparation

TAs must meet with the STC to prepare for the test administration and review responsibilities associated with computer-based testing.

3.3 Test Security

Security Agreement

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

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

3.4 Preparing to Administer Accessibility Features and Accommodations

During MCAP Assessments

The STC will provide TAs with a list of all required accessibility features and accommodations for applicable students. If you are administering a test with an accessibility feature or accommodation, be sure you have received the proper training. Refer to *MAAAM* for additional information about accessibility features and accommodations. It is critical to ensure that students have received and practiced the appropriate accessibility features and accommodations prior to testing. If a Human Reader is administering the Mathematics assessment, the secure Human Reader Script must be used and this document should be handled the same as other secure test materials. TAs may check students' accessibility features and accommodations by reviewing the information in ADAM or from your STC.

3.5 Administer Practice Tests and the TestNav Tutorial

Administering the Tutorial and Practice Tests is an important preparation step for both staff and students. It is highly recommended that all students who will participate in the MCAP assessments first take the Tutorial and non-secure Practice Tests available at: <https://support.mdassessments.com/practice-tests>. This will be especially important considering changes in the navigation of Mathematics and ELA/L assessments.

During the live test, TAs will NOT be allowed to assist students with TestNav functionality and navigation. Therefore, it is important that these questions be answered during Tutorial and Practice Tests. The computer-based Practice Tests and the TestNav Tutorial contain test items to help familiarize students with all computer-based testing features, tools, and the process for identifying and responding to different item types on the testing devices.

Throughout the school year, students should be provided access to the TestNav Tutorial and Practice Tests. Students with accommodations may need additional practice time to become familiar with all computer-based testing features. Any student using the Text-to-Speech feature should become familiar with the controls in the Practice Test before live testing.

For Computer Adaptive Tests Only

REMINDER During Mathematics only, students must answer all parts of a question (i.e., Parts A and B) and follow directions to provide the requested number of responses (i.e., answer the two best choices, which three answers., etc.) in order to move forward to the next item.

REMINDER During the ELA/L assessment, students must answer each question in order to continue. Students will be allowed to Bookmark and Review their responses within each Section.

3.6 Prepare the Testing Environment

Every assessment setting should have good lighting and ventilation, a comfortable room temperature, and should be as free as possible from noise and other interruptions 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 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 recommends the following ideal configurations for seating students (unless local policy and procedures do NOT allow):

- 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.

Before students enter the test environment:

- Check to make sure your sign-in to ADAM works (if applicable).
- Cover or remove from the testing environment all materials containing content in the subject area being tested, including any materials listed in Section 2.3.
- Post a “Testing — Please Do Not Disturb” sign (refer to **Appendix C** of this manual) on the outside of the door of the testing room.
- Post an example of the “Stop” and “Go on” signs (refer to Appendix C (bold_ of this manual) on the board or a document camera (paper-based only).
- Display a timing box on the board; refer to the example in Figure 3.0.
 - Write the section number you are administering on the Section Number line in the timing box on the board.
 - Using the section testing time in Tables 2.1–2.3 of this manual for reference, write the section testing time on the correct line in the timing box on the board.
 - Do NOT fill in the Starting Time or Stopping Time lines until instructed to do so in the Test Administration Script.
 - Only enter the Seal Code information as directed in the Test Administration Script. Only ONE Seal Code should be entered on the Timing Box at a time (computer based only).

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

Figure 3.0 Timing Box Example

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

4.0 DURING Testing

4.1 Checklist of Tasks for TAs to Complete DURING Testing

This section describes activities TAs must complete during the testing day.

Testing Day	Reference
<input type="checkbox"/> Receive test materials from STC and track receipt using the Chain-of-Custody Form .	Section 4.2
<input type="checkbox"/> Manage test Proctor Groups and review each student’s status in ADAM: <ul style="list-style-type: none"> <input type="radio"/> Confirm the accommodations for students. <input type="radio"/> Communicate with the STC at the end of administering each ELA/L or Mathematics Section so that they can move students to the next Section. <input type="radio"/> Provide only one Seal Code at a time a for specific Section of the assessment. 	
<input type="checkbox"/> Distribute test materials to students and administer the MCAP assessment according to the directions in this manual using the appropriate administration script.	Section 4.3
<input type="checkbox"/> Help students launch and sign in to the TestNav App.	
<input type="checkbox"/> Monitor testing time.	Section 4.4
<input type="checkbox"/> Supervise test administration and provide breaks (if applicable).	Sections 4.6 and 4.7
<input type="checkbox"/> Troubleshoot computer-based testing issues as needed.	Section 4.6.1
<input type="checkbox"/> Return all testing materials to the STC.	Section 4.8.3
<input type="checkbox"/> Complete any documentation necessary for reporting any testing irregularity or security breach.	Section 2.2.2

4.2 Receive Test Materials from the STC (Testing Day)

The STC will distribute test materials to and collect materials from the TAs each test administration day. Test materials must NOT be stored in classrooms prior to or following the day of administration.

Test materials that must be distributed by STCs to TAs for computer-based test administration include:

- **Pearson-supplied material**
 - Student Print Cards and Seal Codes (printed by the STC from ADAM)
 - *Test Administrator Manual (TAM)*
 - Human Reader Scripts for Mathematics (This secure document must be used for the Mathematics assessments.)
 - Test books for paper based testing.
- **School-supplied material**
 - No. 2 pencil(s) with eraser(s)
 - Blank scratch paper

- TAs 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.
- It is recommended that schools provide graph paper as scratch paper for Mathematics Sections if it is typically used during instruction.
- TAs are responsible for collecting all used scratch paper to be securely destroyed. Schools may reuse unused scratch paper (only if paper is completely blank).
- Calculators, if using hand-held calculator for accommodations (see Calculators section for more information)
- Test books for paper based testing.
- Mathematics tools for administration (see Mathematics Tools for Administration section for more information)
- Mathematics reference sheets (may be locally printed) (**Note:** Cannot be re-used if written on)
- Testing devices that meet the minimum technology specifications set forth by Pearson and MSDE (**Note:** Student should NOT supply their own device for testing.)
- Headphones (see Headphones section for more information)
- Materials necessary for the administration of accommodations or accessibility features
- Timing device such as a clock or watch, to keep track of time during testing even if a web-based countdown timer is also used
- “Testing — Please Do Not Disturb” sign to post on the doors of the testing rooms or the board (a copy of the sign is available in **Appendix C** of this manual)

Calculators

Grade/course-specific calculators, including the TI-84 graphing calculator for high school Mathematics courses and Desmos calculators for all Mathematics assessments, will be available through the TestNav platform. Students taking a computer-based assessment will have a calculator available within TestNav at the Section Level, and only those students with a documented accommodation for a calculator during a non-calculator item may have access to a hand-held calculator. Those students may use the hand-held calculator for the entire test.

- For grades 3–5, four-function calculators with percentage and square root are allowed for all students on specific items of the Mathematics assessment. Students may only use a hand-held four-function calculator if they have a documented IEP or 504 accommodation.
- For grades 6–7, four-function calculators with percentage and square root are allowed for all students on specific items of the Mathematics assessment. Students may only use a hand-held four-function calculator if they have a documented IEP or 504 accommodation.
- For grade 8, scientific calculators are allowed for all students on specific items of the Mathematics assessment. Students may only use a hand-held scientific calculator if they have a documented IEP or 504 accommodation.
- For high school Mathematics assessments, graphing calculators with functionality consistent with the TI 84 or a similar model are allowed for all students on specific items of the Mathematics assessment. Students may only use a hand-held graphing calculator if they have a documented IEP or 504 accommodation.

Middle school students taking a high school Mathematics course assessment must use the calculator designated for the specific test unless documented in an IEP or 504 Plan. In order to provide comparability, students must only use calculators that are allowable for their grade-level/course assessment. The use of a calculator that is NOT designated for the grade-level/course assessment may unfairly disadvantage or advantage students and is NOT allowed (except for students with an appropriate accommodation). Speak with your STC for more information about the Calculator Policy.

Schools must adhere to the following additional guidance regarding calculators:

- No calculators with Computer Algebra System (CAS) features are allowed.
- No tablet, laptop (or PDA), or phone-based calculators are allowed during MCAP assessments.
- Students are NOT allowed to share calculators with another student during any test Section.
- TAs must confirm that the memory on all hand-held calculators has been cleared before and after the testing Sections.
- Calculators with “QWERTY” keyboards are NOT permitted.
- If LACs or schools permit students to bring their own calculator for MCAP assessment purposes (e.g., Talking calculator, Large key calculator, etc.) STCs or TAs must confirm that the calculators meet requirements as defined above.
- For additional guidance, see the Calculator FAQ’s under the Calculator Policy at <https://support.mdassessments.com/>.

Mathematics Tools for Administration

The following list of tools are optional for students who use them in daily instruction and who may find them useful during administration. 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 4.0).
- **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 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 the test Administration. A clean copy should be provided for any remaining testing.
- **Geometry Tools:** Tracing paper, reflection tools, straight edges, and compasses are optional for the grade 8 Mathematics and Geometry assessments. Geometry tools are NOT allowed for grades 3–7, Algebra I, and Algebra II.

Table 4.0 Rulers and Protractors for Computer-Based Testing (Available on TestNav platform)

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

If these tools are used, place the materials in a predetermined location in the testing room. If schools allow students to bring their own tools, they must be given to the STC or TA 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/>.

Wired Headphones/Earbuds

Headphones are required for all ELA/L Sections, as well as for students who receive the text-to-speech or screen reader accessibility feature for the Mathematics assessment.

A Test Audio button will appear on the sign-in page to ensure the student using TTS has sound before launching the assessment. Students should set the volume to the highest level on the device at the sign-in in TestNav. Students can adjust the volume level within TestNav at any point in the section.

Bluetooth-enabled headphones or earbuds are NOT permitted during the MCAP assessments.

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

Note: Programs (i.e., music streaming, YouTube®, etc.) on all testing devices are to be closed and NOT running in the background before launching TestNav. Districts and schools should consult their instructional technology coordinators to ensure no background services are running.

Reminders for the ELA/L and Mathematics Administration

Students taking the regular online assessment MUST begin the assessment in Section 1 and answer each question in order.

The regular online Mathematics assessment uses “Must Answer to Continue” throughout the assessment; students will be allowed to bookmark and review items within the tested Section. The arrow to move forward will already be blue. A pop-up message will appear if the student clicks the arrow to move forward, but has NOT answered all parts of the question. The student may bookmark a question to review it later, but they will NOT be able to move to the next question until they have fully answered the question.

REMINDER: Online accommodated assessments (i.e. .Text-to Speech, ASL, Assistive Technology) as well as Geometry and Algebra 2 do NOT use the “MUST Answer to Continue” feature, but can bookmark items, use the review menu, or move forward using the blue arrow.

4.3 Distribute Materials and Read Script (Testing Day)

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

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

4.4 Keep Time (Testing Day)

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

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

4.5 Maintain Test Security

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

If testing is interrupted at any time during the Section (e.g., safety threat, fire emergency, student becoming ill), follow the procedures in Sections 4.5.

4.6 Supervise Test Administration

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

4.6.1 Guidance for Troubleshooting Computer-Based Testing

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

- If an assigned accommodation does not appear correctly for a student, instruct the student to exit the test immediately and contact the STC.
- When a technology disruption affecting **a single student** occurs, TAs should follow these steps:
 - Note the time of the disruption so that the remaining time for the Section can be calculated.
 - Follow the procedures outlined by your school on who to contact for troubleshooting guidance.
 - Guidance for troubleshooting common errors is available at <https://support.mdassessments.com/>.
 - Technology Coordinators and TAs must NOT take photos of error screens.
 - If the issue cannot be resolved in a timely manner without disruption to the other students testing, the student should be moved to another testing device and given time to account for any delay caused by the error and the switch in devices. Make a note of any device the student uses.

- If no alternate device is available, the student should be dismissed from the testing environment and resume the test on a functioning device as soon as possible on the same day. The student may NOT alter any previously entered response and must be given the amount of time remaining in the test Section when the technical problem occurred.
 - Document the situation in writing. Refer to your STC for the LEA/LEA 24 policy about reporting a testing irregularity.
- When a technology disruption affecting **multiple students** occurs, TAs should follow these steps:
 - Pause testing in the room for all students until the problem is resolved.
 - Note the time of the disruption so that the remaining time for the Section can be calculated.
 - Follow the procedures outlined by your school on who to contact for troubleshooting guidance.
 - Guidance for troubleshooting common errors is available at <https://support.mdassessments.com/>.
 - Technology Coordinators and TAs must NOT take photos of error screens.
 - Once the issues are resolved, prepare students to resume testing for the continuation of the Section:
 - Students should resume their test using their original Print Card.
 - TAs must inform students how many minutes remain in the Section.
 - TAs must display the updated start time and stop time of the Section.
 - Document the disruption in writing. Refer to your STC for your state and LEA policy about reporting a testing irregularity.
- If a student exits TestNav (either unintentionally or intentionally) before completing a test and before the Section Testing Time has ended:
 - 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 test.
 - The student should use the original Print Cards to sign in to the test
 - The student’s test will resume from the next unanswered question
 - The system will upload any test responses that the student entered after the interruption if resuming on the same testing device.

4.6.2 Guidance for Clarifying Directions During Administration

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

If you have questions, consult your STC.

If a TA is providing the **General Administration Directions Clarified in Student’s Native Language (by TA)** accommodation to an Multilingual Learner (ML), then only the general directions and NOT directions for any item may be clarified. Only Spanish directions will be available for the TA. A TA script in Spanish is available under Resources on the MCAP Portal (<https://support.mdassessments.com/training-resources/>).

4.6.3 Guidance for Redirecting Students

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

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

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

4.6.4 Dismissing Students for Misconduct

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

If a student is observed with any of the items listed in Section 2.3 during testing or during breaks, the TA 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 MSDE/LEA policy for submitting the form.

4.6.5 Item Irregularities During Testing

If a student alerts a TA to a possible unanswerable or misprinted test item, use the following steps:

- If the issue being experienced is with a particular item, the TA should instruct the student to bookmark the item and continue testing. At the end of the Section before submitting, the TA and STC should troubleshoot the issue with the remaining item or contact their Technology Coordinator. If this does NOT resolve the issue, the TA, Technology Coordinator, or STC 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 TA should:
 - Instruct the student to proceed with the test, but the student should NOT Submit the FINAL test Section.
 - Note the content area, course/grade level, item number, test format (online), and a brief description of the issue and provide that information to the STC to complete the or LEA/LEA 24-designed **Testing Irregularity** Documentation and report to the LAC. Actual wording from the question should never be included either verbally or in writing.
- For computer adaptive tests, ELA (Grades 6-8, 10) & Mathematics (Grades 3-8 and Algebra I regular online), please contact your STC.



4.6.6 Procedures for Safety Threats and Severe Weather

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

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

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

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

4.7 Administer Breaks

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

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

4.7.1 Breaks During a Section

The following breaks are permitted during test administration at the discretion of the STC or TA:

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

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

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

4.7.2 Breaks Between Sections

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

4.8 Ending Each Section

4.8.1 Signing Students Out of TestNav

NEW As students complete testing each Section, TAs will use the instructions at the end of the administration script to help them sign out of TestNav. TAs may provide navigational guidance as students click through the sign out steps. All students taking an ELA/L or a Mathematics assessment, whether finished with the Section or NOT, will be directed to exit TestNav. TAs must notify the STC that the Section is complete.

4.8.2 Collect Test Materials

Collect student Print Cards and scratch paper. Count the number of items to ensure each student has returned their student Print Card and scratch paper. If a student loses or destroys their student Print Card, contact your STC. This Testing Irregularity MUST be reported immediately and documented.

Note: Follow your local Chain-of-Custody procedure to ensure all materials have been collected.

4.8.3 Return Materials to STC

The following are materials that must be returned to the STC:

- Student Print Cards and Seal Codes (secure documents)
- Mathematics reference sheets, calculators, and Mathematics tools for administration (if applicable).
- Accommodated test materials (inform the STC of any tests needing transcription)
- Used and unused scratch paper
- Mathematics Human Reader Scripts (secure documents) if applicable

4.9 Make-Up Testing

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 on a different day within the approved window. TAs, 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 question from where a student exited in Mathematics and will start with the next Section for ELA/L. TAs must closely monitor make-up testing to ensure students do not alter any previously entered responses. In most cases, the TA will start with a new Section , provide the Seal Code, and administer the assessment.

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

4.10 Script for Administering Mathematics

4.10.1 Grades 3–5 Mathematics – All Sections

The administration script under Section 4.10.1 will be used **for all Sections** of the Grades 3–5 Mathematics test.

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

Section	Section Testing Time	Required Materials	Start Time	Stop Time
Section 1—Non-Calculator Section 2—Calculator Section 3—Non-Calculator Section 4—Calculator	40 Minutes per Section	<ul style="list-style-type: none"> • Student Print Cards and Seal Codes • Pencils • Scratch paper • Calculators (only for students with a documented accommodation) 		

It is critical to ensure that students have the appropriate accessibility features and accommodations prior to testing. Refer to Section 3.3 for further instructions on how to check accessibility features and accommodations.

TAs must make sure all testing devices are turned on and TestNav is launched to the **Sign-In** page. **If headphones are needed as an accessibility feature, make sure they are plugged in prior to launching TestNav. Headphones used as noise buffers should not be plugged into any device.**

IMPORTANT: Students taking the Regular Online assessment **MUST** begin with Section 1 of the assessment.

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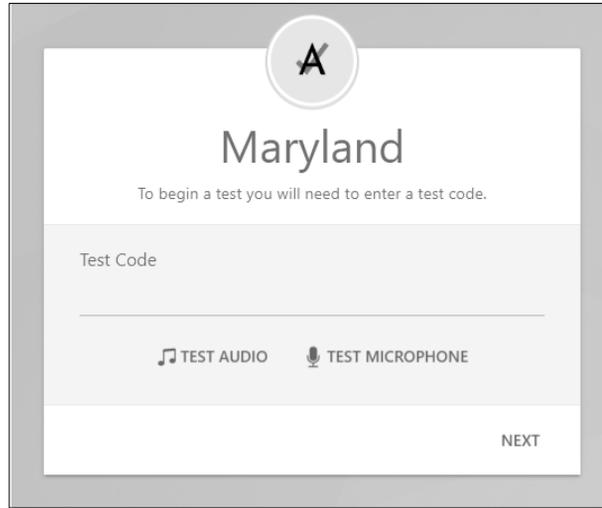
If a student raises their hand, collect the electronic device (or follow your school/LEA policy) and store it until the Section is complete. Certain electronic devices may be allowed for accommodations purposes only during testing. Please contact your STC if you have questions regarding electronic devices.

Students may NOT have any other programs running before launching TestNav. (YouTube®, music streaming, etc.)

Checking Audio (for Mathematics Text-to-Speech Accessibility Features only)

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

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



Instructions for Signing In

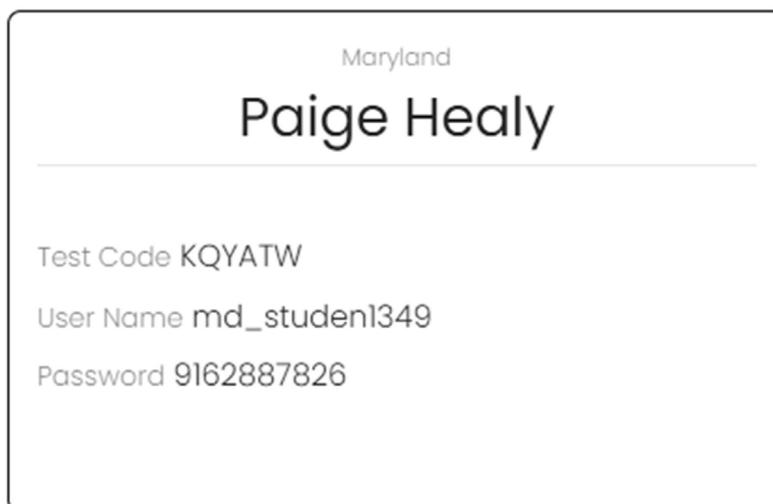
Say Please sit quietly while I distribute your student Print Cards and scratch paper. Do NOT sign in until I tell you to do so.

Distribute scratch paper, Mathematics reference sheets (Grades 4–5, if locally printed), and student Print Cards as well as optional Mathematics tools as applicable. Make sure students have pencils. If a student has a calculator accommodation in their IEP or 504 plan, make sure the student receives the appropriate device. Some students may have a documented accommodation (4e) to use the calculator during the non-calculator items and may use that same calculator throughout the entire test.

Say Look at your student Print Card and make sure it has your first and last name on it. Raise your hand if you do not have your Print Card.

If a student has the wrong Print Card, provide the correct student Print Card to the student. If you do NOT have the correct student Print Card, contact the STC.

NOTE: If the student has not been pre-populated into a Proctor Group, Test Code will not appear on Print Card.



	<p>Enter the test code as shown on your Print Card. Click Next. (Pause.)</p> <p>Now, enter your Username as shown on the bottom of your Print Card. (Pause.)</p> <p>Next, enter the Password as shown on your Print Card. (Pause.)</p> <p>Finally, select the “Sign In” button. (Pause.)</p> <p>Find your name in the upper right corner of the screen. If the name you see is not yours, please raise your hand. You should see a “Welcome” screen.</p>
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Circulate throughout the room to make sure all students have successfully signed in. Retype the Username and Password for a student, if necessary. Passwords are NOT case sensitive. If the student does not see their correct name on the Sign In screen, close the TestNav App, launch the App again and sign the student back in with the correct student Print Card.

Instructions for Administering All Regular Online and Accommodated (Text-to-Speech, Spanish, etc) Sections



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

Today, you will take Section _ (1, 2, 3, or 4) of the Grade __ (3, 4, or 5) Mathematics Test.

(Read the appropriate Section for Grade 3 only.)

For Section 1, say: **There will be no more than 16 questions in this Section.**

For Section 2, say: **There will be no more than 9 questions in this Section.**

For Section 3, say: **There will be no more than 16 questions in this Section.**

For Section 4, say: **There will be no more than 9 questions in this Section.**

(Read the appropriate Section for Grades 4 and 5 only.)

For Section 1, say: **There will be no more than 16 questions in this Section.**

For Section 2, say: **There will be no more than 9 questions in this Section.**

For Section 3, say: **There will be no more than 16 questions in this Section.**

For Section 4, say: **There will be no more than 9 questions in this Section.**

(Read the calculator usage direction for the correct Section.)

For Section 1, say: **You will not be allowed to use a calculator in this section.**

For Section 2, say: **You will be able to use a calculator. Calculators are provided in the toolbar for your use.**

For Section 3, say: **You will not be allowed to use a calculator in this section.**

For Section 4, say: **You will be able to use a calculator. Calculators are provided in the toolbar for your use.**

(Depending on the group being tested, read either the REGULAR ONLINE or ACCOMMODATED directions to students.)

REGULAR ONLINE

Read each question. Then, follow the directions to answer each question. Be sure to scroll to see all parts of a question and answer exactly as asked.

The arrow to move forward will already be blue. A pop-up message will appear if you have not answered all parts of the question. You may bookmark a question to review it later, but you will not be able to move ahead unless you fully answer the question.

If you finish early, you may review your answers and any questions you may have bookmarked in that Section.

Say

ACCOMMODATED (TTS, Spanish, etc.)

Read each question. Then, follow the directions to answer each question.

Be sure to scroll to see all parts of a question. If a question asks you to show or explain your work, you must do so to receive full credit. If you do not know the answer to a question, you may bookmark it and go to the next question.

If you finish early, you may review your answers and any questions you may have bookmarked in that Section.

Say

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

If a drawing box is provided with the question, you may add a drawing in the box to help support your answer(s).

Constructed Response Only:

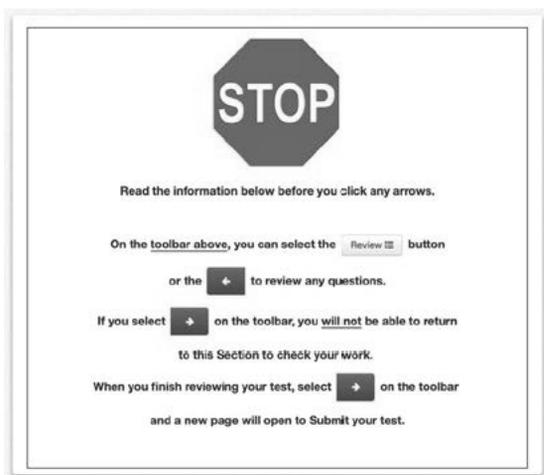
A drawing box may be provided with constructed response questions. You may add a drawing in the box to help support your answer(s). Any work or drawing that is entered in the drawing box will be scored.

During testing, raise your hand if you have any difficulties with your testing device, so that I can assist you. I will not be able to help you with test questions or the online tools during the test. When you finish testing, you must Submit your test and not just close your device.

Say

After the last question in this Section, some students may see a screen with a STOP sign. Read it carefully in order to review your work.

Once you Submit this Section of the test, you will not be allowed to return to it in order to review your work.



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

Say	OPTION A After you have submitted the test, sit quietly until the Section has ended.
	OPTION B After you have submitted the test, I will dismiss you.
	OPTION C After you have submitted the test, you may read a book or other allowable materials until the Section has ended.

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

Answer any questions.

Instructions for Starting the Test – Section 1

Say	<p>Read this box for Section 1 of the test.</p> <p>Scroll to the bottom of the screen.</p> <p>(Pause.)</p> <p>Select the “Start” button.</p> <p>(Pause.)</p> <p>You should now be in the test.</p>
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Instructions for Starting the Test – Sections 2, 3, and 4

	<p>In Sections 2, 3, and 4 say:</p> <p>You should now be on the page with the box at the bottom to enter a Seal Code. If you are NOT on that page, please raise your hand.</p> <p>(Pause. Be sure all students are on the page to enter the Seal Code. If a student is NOT on that page, they must EXIT TestNav and have the STC move them to the correct Section.)</p> <p>I will now give you a 4 digit Seal Code to place in the Enter Seal Code box. This Seal Code unlocks the next Section of your test. The Seal Code is_____.</p> <p>Enter that Seal Code and then click Start.</p> <p>(Pause. Say and write the Seal Code for students. Only write ONE Seal Code at a time when directed.)</p> <p>You should now be in the test.</p>
--	--

	<p>You will have 40 minutes to work on this section of the assessment. I will also let you know when you have 10 minutes of testing time left. Be sure you click the SUBMIT button after completing each Section of your test.</p> <p>You may begin working now.</p>
--	--

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

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

Actively proctor while students are testing:

DO NOT give anyone a Seal Code beyond the current Section being tested simply because they have finished and Submitted a Section.

- Redirect students as necessary (Section 4.6.3).
- If technology issues occur during testing, assist students as needed. Follow the protocol in Section 4.6.1, as applicable, if any technology issues cause a disruption.
- Assist students in signing out of TestNav as they complete the Section (Section 4.8.1).
- If students have questions about an item, tell them, “Do the best you can.”
- If students indicate that a test item is not functioning appropriately, refer to Section 4.6.5.
- Ensure that any absent student’s test remains in the Ready status.

Instructions for Taking a Break During Testing and Testing Interruptions

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

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

The following security measures must be followed:

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

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

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

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

Say	You may now resume testing.
------------	------------------------------------

Instructions for When 10 Minutes of Section Time Remain

When 10 minutes of section time remain:

Say	You have 10 minutes remaining.
------------	---------------------------------------

Continue to actively proctor while students are testing.

Instructions for Ending the Section

When the section time is finished, read the following SAY boxes. Some students will not be finished with the Section and others will have Submitted the Section. Be sure that ALL students sign out of TestNav and do not simply shut down their computer.

Say	Stop working. Testing time has now ended.
------------	--

Say	<p>Some of you may have submitted your test and some of you may not have submitted your test.</p> <p>Right now I need everyone to go to the User Dropdown Menu by the “Little Buddy” on the top right corner of your screen.</p> <p>Click the dropdown arrow to see “Sign out of TestNav” and click “Save and Return Later.”</p>
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This Section of the test is now complete. I will collect your Print Card.

NEW Notify the STC that the Section is complete and students are ready to be moved to the next Section. Students **MUST** be moved before starting the next Section.

Circulate throughout the room to make sure all students have successfully signed out. Then, collect student Print Cards and scratch paper. If administering another Section on the same day, collect Print Cards but allow students to keep other materials and take a short break. If the break exceeds 15 minutes, collect Print Cards and all materials. Once students have been moved to the next Section and are seated, read the script above to administer any additional Sections.

The TA must return all materials to the STC at the conclusion of testing for the day and provide the names of any absentee students or report any testing irregularities.

4.10.2 Grades 6–8 and High School (Geometry, Algebra I, and Algebra II) Mathematics – All Sections

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

Section	Section Testing Time	Required Materials	Start Time	Stop Time
Section 1—Non-Calculator Section 2—Calculator Section 3—Calculator Section 4—Calculator	40 Minutes per Section	<ul style="list-style-type: none"> • Student Print Cards and Seal Codes • Pencils • Scratch paper • Calculators (only for students with a documented accommodation) 		

It is critical to ensure that students have the appropriate accessibility features and accommodations prior to testing. Refer to Section 3.3 for further instructions on how to check accessibility features and accommodations.

TAs must make sure all testing devices are turned on and TestNav is launched to the **Sign-In** page. **If headphones are needed as an accessibility feature, make sure they are plugged in prior to launching TestNav. Headphones used as noise buffers should not be plugged into any device.**

IMPORTANT: Students taking the Regular Online assessment **MUST** begin with Section 1 of the assessment.



Today, you will take the Mathematics Assessment.

You may not have any electronic devices at your desk, other than your testing device. Making calls, texting, taking pictures, and browsing the Internet are not allowed. If you have any unapproved electronic devices with you right now, including cell phones, please turn them off and raise your hand. If you are found to have unapproved electronic devices during testing, your test might not be scored.

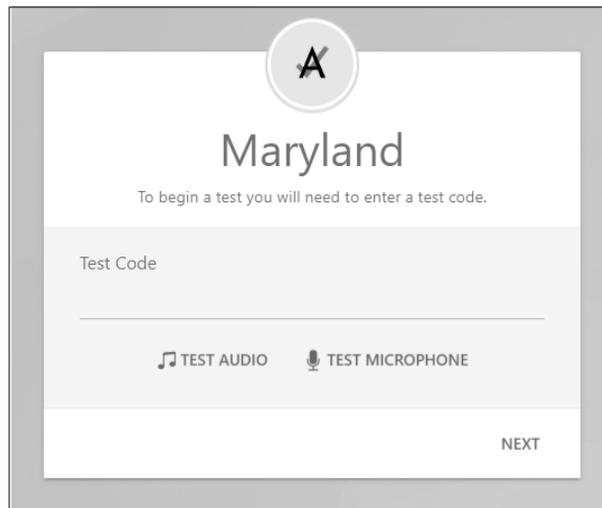
If a student raises their hand, collect the electronic device (or follow your school/LEA policy) and store it until the Section is complete. Certain electronic devices may be allowed for accommodations purposes only during testing. Please contact your STC if you have questions regarding electronic devices.

Students may NOT have any other programs running before launching TestNav (YouTube®, music streaming, etc.).

Checking Audio (for Mathematics Text-to-Speech Accessibility Features only)

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

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



Instructions for Signing In

<p>Say</p>	<p>Please sit quietly while I distribute your student Print Cards and scratch paper. Do NOT sign in until I tell you to do so.</p>
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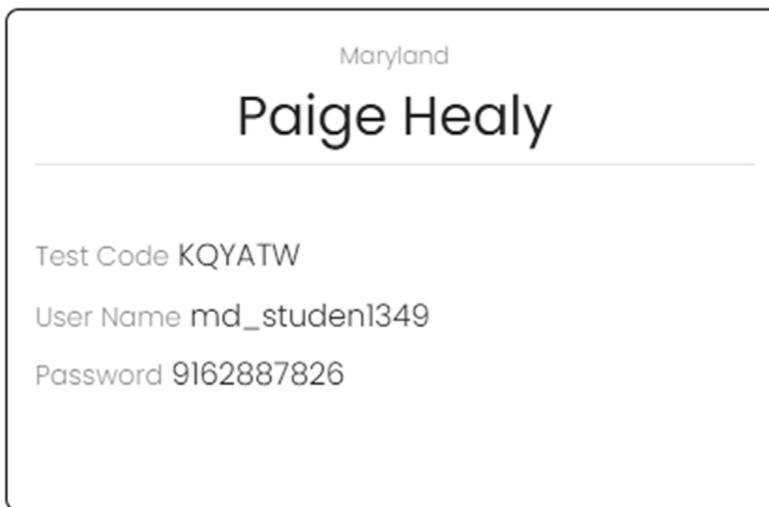
Distribute scratch paper, Mathematics reference sheets (if locally printed), and student Print Cards as well as optional Mathematics tools as applicable. Make sure students have pencils. If a student has a calculator accommodation in their IEP or 504 plan, make sure the student receives the appropriate device. Some students may have a documented accommodation (4e) to use the calculator during the non-calculator items and may use that same calculator throughout the entire test.



Look at your student Print Card and make sure it has your first and last name on it. Raise your hand if you do not have your Print Card.

If a student has the wrong Print Card, provide the correct student Print Cards to the student. If you do not have the correct student Print Card, contact the STC.

NOTE: If the student has not been pre-populated into a Proctor Group, Test Code will not appear on Print Card.



Enter the test code as shown on your Print Card. Click Next.

(Pause.)

Now, enter your Username as shown on the bottom of your Print Card.

(Pause.)

Next, enter the Password as shown on your Print Card.

(Pause.)

Finally, select the “Sign In” button.

(Pause.)

Find your name in the upper right corner of the screen. If the name you see is not yours, please raise your hand. You should see a “Welcome” screen.

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

Instructions for Administering Regular Online and Accommodated (Text-to-Speech, Spanish, etc Sections



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

Today, you will take Section __ (1, 2, 3, or 4) of the __ (Grade 6, 7, 8, Geometry, Algebra I or Algebra II) Mathematics Test.

(Read the appropriate Section for Grades 6-8.)

For Section 1, say: **There will be no more than 16 questions in this Section.**

For Section 2, say: **There will be no more than 11 questions in this Section.**

For Section 3, say: **There will be no more than 11 questions in this Section.**

For Section 4, say: **There will be no more than 11 questions in this Section.**

(Read the appropriate Section for Geometry, Algebra I, and Algebra II.)

For Section 1, say: **There will be no more than 16 questions in this Section.**

For Section 2, say: **There will be no more than 10 questions in this Section.**

For Section 3, say: **There will be no more than 10 questions in this Section.**

For Section 4, say: **There will be no more than 10 questions in this Section.**

(Read the calculator usage direction for the correct Section.)

For Section 1, say: **You will not be allowed to use a calculator in this section.**

For Section 2, say: **You will be able to use a calculator. Calculators are provided in the toolbar for your use.**

For Section 3, say: **You will be able to use a calculator. Calculators are provided in the toolbar for your use.**

For Section 4, say: **You will be able to use a calculator. Calculators are provided in the toolbar for your use.**

(Depending on the group being tested, read either the REGULAR ONLINE or ACCOMMODATED directions to students.)

REGULAR ONLINE

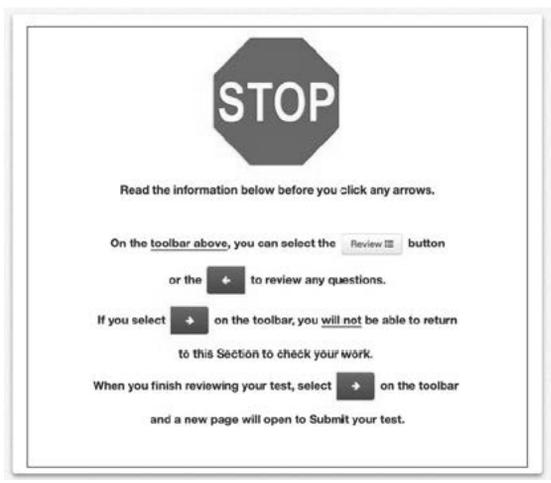
Read each question. Then, follow the directions to answer each question. Be sure to scroll to see all parts of a question and answer exactly as asked. The arrow to move forward will already be blue. A pop-up message will appear if you have not answered all parts of the question. You may bookmark a question to review it later, but you will not be able to move ahead until you have fully answered the question.

If you finish early, you may review your answers and any questions you may have bookmarked in that Section.

Say **ACCOMMODATED (TTS, Spanish, etc.)**
 Read each question. Then, follow the directions to answer each question.
 Be sure to scroll to see all parts of a question. If a question asks you to show or explain your work, you must do so to receive full credit. If you do not know the answer to a question, you may bookmark it and go to the next question.
 If you finish early, you may review your answers and any questions you may have bookmarked in that Section.

Say This is the end of the directions on your screen. Do not go on until you are told to do so.
 If a drawing box is provided with the question, you may add a drawing in the box to help support your answer(s).
 Constructed Response Only:
 A drawing box may be provided with constructed response questions. You may add a drawing in the box to help support your answer(s). Any work or drawing that is entered in the drawing box will be scored.
 During testing, raise your hand if you have any difficulties with your testing device, so that I can assist you. I will not be able to help you with test questions or the online tools during the test. When you finish testing, you must Submit your test and not close your device.

Say After the last question in this Section, some students may see a screen with a STOP sign. Read it carefully in order to review your work.
 Once you Submit this Section of the test, you will not be allowed to return to it in order to review your work.



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

Say	OPTION A After you have submitted the test, sit quietly until the Section has ended.
	OPTION B After you have submitted the test, I will dismiss you.
	OPTION C After you have submitted the test, you may read a book or other allowable materials until the Section has ended.

Say	Do you have any questions?
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Answer any questions.

Instructions for Starting the Test – Section 1

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

Instructions for Starting the Test – Sections 2, 3, and 4

Say	<p>In Sections 2, 3, and 4 say:</p> <p>If you are on the page with the Section number at the top, scroll to the bottom of the screen.</p> <p>(Pause.)</p> <p>I will now give you a 4 digit Seal Code to place in the Enter Seal Code box. This Seal Code unlocks the next Section of your test. The Seal Code is ____.</p> <p>Enter that Seal Code and then click Start.</p> <p>(Pause.)</p> <p>You should now be in the test.</p>
------------	--

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

	<p>You will have 40 minutes to work on this section of the assessment. I will also let you know when you have 10 minutes of testing time left. Be sure to click the SUBMIT button after completing each Section of the test.</p> <p>You may begin working now.</p>
---	--

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

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

Actively proctor while students are testing:

DO NOT give anyone a Seal Code beyond the current Section being tested simply because they have finished and Submitted a Section.

- Redirect students as necessary (Section 4.6.3).
- If technology issues occur during testing, assist students as needed. Follow the protocol in Section 4.6.1, as applicable, if any technology issues cause a disruption.
- Assist students in signing out of TestNav as they complete the Section (Section 4.8.1).
- If students have questions about an item, tell them, “Do the best you can.”
- If students indicate that a test item is not functioning appropriately, refer to Section 4.6.5.
- Ensure that any absent students are locked out of the Section (Section 4.3).

Instructions for Taking a Break During Testing and Testing Interruptions

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

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

The following security measures must be followed:

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

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

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

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

	<p>You may now resume testing.</p>
--	---

Instructions for When 10 Minutes of Section Time Remain

When 10 minutes of Section time remain:

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

Continue to actively proctor while students are testing.

Instructions for Ending the Section

When the section time is finished, read the following SAY boxes. Some students will not be finished with the Section and others will have Submitted the Section. Be sure that ALL students sign out of TestNav and do not simply shut down their computer.

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

	<p>Some of you may have submitted your test and some of you may not have submitted your test.</p> <p>Right now I need everyone to go to the User Dropdown Menu by the “Little Buddy” on the top right corner of your screen.</p> <p>Click the dropdown arrow to see “Sign out of TestNav” and click “Save and Return Later.”</p>
--	---

	<p>This Section of the test is now complete. I will collect your Print Card.</p>
--	---

NEW Notify the STC that the Section is complete and students are ready to be moved to the next Section.

Circulate throughout the room to make sure all students have successfully signed out of TestNav. Then, collect student Print Cards and scratch paper. If administering another Section on the same day, collect Print Cards, but allow students to keep other materials and take a short break. If the break exceeds 15 minutes, collect Print Cards and all materials.

Once students have been moved to the next Section and are seated, read the script above to administer any additional Sections. The TA must return all materials to the STC at the conclusion of testing for the day and provide the names of any absentee students or report any testing irregularities.

4.11 Script for Administering All English Language Arts/Literacy (ELA/L) Sections

4.11.1 Grades 3–8 and Grade 10 ELA/L – All Sections

The administration script under Section 4.11.1 will be used **for all Sections** of the online ELA/L assessment.

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

Section	Section Testing Time	Required Materials	Start Time	Stop Time
Sections 1–4	70 minutes per Section	<ul style="list-style-type: none"> • Student Print Cards and Seal Codes • Pencils • Scratch paper • Headphones 		

It is critical to ensure that students have the appropriate accessibility features and accommodations prior to testing. Refer to Section 3.3 for further instructions on how to check accessibility features and accommodations.

TAs must make sure all testing devices are turned on and TestNav is launched to the **Sign-In** page. Make sure all headphones are plugged in prior to launching TestNav.

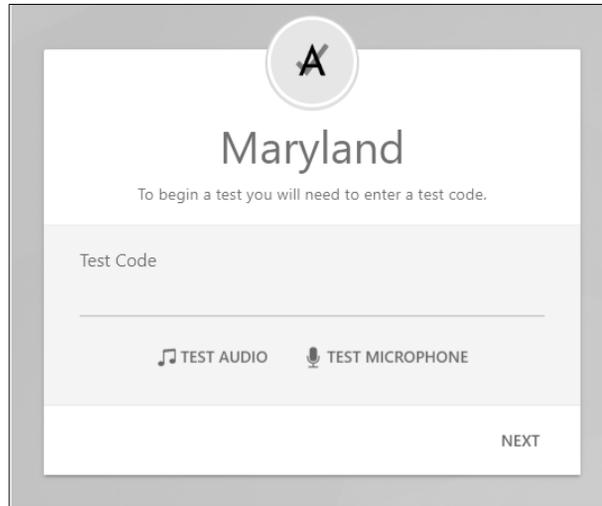
	<p>Today, you will take the English Language Arts/Literacy Assessment.</p> <p>You may not have any electronic devices at your desk, other than your testing device. Making calls, texting, taking pictures, and browsing the Internet are not allowed. If you have any unapproved electronic devices with you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

If a student raises their hand, collect the electronic device (or follow your school/LEA policy) and store it until the Section is complete. Certain electronic devices may be allowed for accommodations purposes only during testing. Please contact your STC if you have questions regarding electronic devices. Students may not have any other programs running before launching TestNav. (YouTube®, music streaming, etc.)

Checking Audio

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

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



Grades 3–8 and 10
 ELA/Literacy
 All Sections

Instructions for Signing In

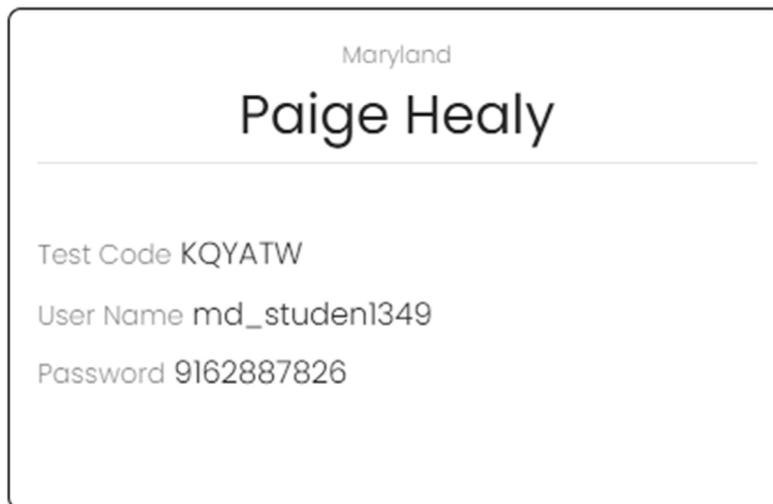
Say	<p>Please sit quietly while I distribute your student Print Cards and scratch paper.</p> <p>Do NOT sign in until I tell you to do so.</p>
------------	---

Distribute scratch paper and student Print Cards. Make sure students have pencils.

Say	<p>Look at your student Print Card and make sure it has your first and last name on it.</p> <p>Raise your hand if you do not have <u>your</u> Print Card.</p>
------------	---

If a student has the wrong Print Card, provide the correct student Print Card to the student. If you do not have the correct student Print Card, contact the STC.

NOTE: If the student has not been pre-populated into a Proctor Group, Test Code will not appear on Print Card.



Say

Enter the test code as shown on your Print Card. Click Next.

(Pause.)

Now, enter your Username as shown on the bottom of your Print Card.

(Pause.)

Next, enter the Password as shown on your Print Card.

(Pause.)

Finally, select the “Sign In” button.

(Pause.)

Find your name in the upper right corner of the screen. If the name you see is not yours, please raise your hand. You should see a “Welcome” screen.

Circulate throughout the room to make sure all students have successfully signed in to TestNav. Retype the username and password for a student, if necessary. Passwords are not case sensitive. If the student does not see their correct name on the Sign In screen, sign out of TestNav, and sign the student back in with the correct student Print Card.

Instructions for Administering Each Section



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

Today, you will take Section __ (1, 2, 3, or 4) of the Grade __ (fill in the appropriate grade) English Language Arts/Literacy Test.

(Read the statement next to the correct Grade and Section.)

(Read the appropriate Section for Grade 3 only.)

For Section 1, say: **There will be no more than 25 questions in this Section.**

For Section 2, say: **There will be no more than 8 questions in this Section.**

For Section 3, say: **There will be no more than 8 questions in this Section.**

For Section 4, say: **There will be no more than 19 questions in this Section.**

(Read the appropriate Section for Grades 4, 5, and 6 only.)

For Section, 1 say: **There will be no more than 16 questions in this Section.**

For Section 2, say: **There will be no more than 9 questions in this Section.**

For Section 3, say: **There will be no more than 7 questions in this Section.**

For Section 4, say: **There will be no more than 14 questions in this Section.**

(Read the appropriate Section for Grades 7, 8, and 10 only.)

For Section 1, say: **There will be no more than 14 questions in this Section.**

For Section 2, say: **There will be no more than 9 questions in this Section.**

For Section 3, say: **There will be no more than 10 questions in this Section.**

For Section 4, say: **There will be no more than 14 questions in this Section.**

Read each passage and question. Then, follow the directions to answer each question.

Be sure to scroll to see all parts of a question and answer exactly as asked.

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

The arrow to move forward will already be blue. A pop-up message will appear if you click the arrow to move forward, but have not answered all parts of the question. You may bookmark a question to review later in the test, but you will not be able to move to the next question until you have fully answered the question.

If you finish early you may review your answers and any questions you have bookmarked in that Section.

 <p>Say</p>	<p>This is the end of the directions on your screen. Do not go on until you are told to do so.</p> <p>You will find that for each passage set in the Section you must fully answer the question related to the passage in order to get the blue arrow on the top of your screen allowing you to move to the next question. You will be allowed to Bookmark items or review items previously answered in the Section.</p> <p>Some words or phrases will be underlined. If you see any underlined words or phrases, you can click the link to display a pop-up glossary which will provide you with the definition of the word or phrase.</p> <p>During testing, raise your hand if you have any difficulties with your testing device, so that I can assist you. I will not be able to help you with test questions or the online tools during the test.</p> <p>Once you have reviewed your work in this Section, you should submit the test. Once you have submitted the test, you may not sign back in. You must Submit your test and not just close your device.</p>
---	---

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

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

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

Answer any questions.

Instructions for Starting the Test

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

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

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

Say	<p>You will have 70 minutes to complete this Section. I will let you know when you have 10 minutes of testing time left. Be sure you click the SUBMIT button after each Section of the test. Do not close your device when finished.</p> <p>You may begin working now.</p>
------------	--

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

Actively proctor while students are testing:

- Redirect students as necessary (Section 4.5.3).
- If technology issues occur during testing, assist students as needed. Follow the protocol in Section 4.5.1, as applicable, if any technology issues cause a disruption.
- Assist students in signing out of TestNav as they complete the Section (Section 4.7.1).
- If students have questions about an item, tell them, “Do the best you can.”
- If students indicate that a test item is not functioning appropriately, refer to Section 4.5.5.
- Ensure that any absent student’s test remains in the Ready status.

Instructions for Taking a Break During Testing and Testing Interruptions

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

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

The following security measures must be followed:

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

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

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

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

Say	You may now resume testing.
------------	------------------------------------

Instructions for When 10 Minutes of Section Time Remain

When 10 minutes of Section time remain:

Say	You have 10 minutes remaining.
------------	---------------------------------------

Continue to actively proctor while students are testing.

Instructions for Ending the Section

When the section time is finished, read the following SAY boxes. Some students will not be finished with the Section and others will have Submitted the Section. Be sure that ALL students sign out of TestNav and do not simply shut down their computer.

Say	Stop working. Testing time has now ended.
------------	--

Say	<p>Some of you may have submitted your test and some of you may not have submitted your test.</p> <p>Right now I need all students to go to the User Dropdown Menu by the “Little Buddy” on the top right corner of your screen.</p> <p>Click the dropdown arrow to see “Sign out of TestNav” and click “Save and Return Later.”</p>
------------	---

Say	This Section of the test is now complete. I will collect your Print Card.
------------	--

NEW Notify the STC that the Section Testing Time is finished, students have exited TestNav, and their assessments may be moved to the next Section.

When students sign in to TestNav, they should be on the Directions page and ready to enter the Seal Code for the next Section.

Circulate throughout the room to make sure all students have successfully signed out of TestNav. Then, collect student Print Cards and scratch paper.

- Allow for a short break between Sections while the STC moves the students to the next Section. Once students have returned from the break and are seated, read the script for the ELA/L grades 3–8 and grade 10 assessments in Section 4.10.1.
- If testing another Section on the same day, make sure ALL students have exited out of TestNav by selecting the “User drop-down menu” and then selecting “Sign out of TestNav.” All students need to be in the **Resumed** status in order to be manually moved to their next test Section by the STC.
- Return all test materials to your STC once testing is complete for that day. Report any students absent for any Section of the assessment.
- Report any testing irregularities to your STC.

5.0 AFTER Completion of Each Testing Day

5.1 Checklist of Tasks for TAs to Complete AFTER Testing

This section describes activities TAs must complete after testing.

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

AFTER Completion of Each Testing Day

5.2 Return Materials to the STC

The following are materials that must be returned to the STC:

- *Test Administrator Manual*
- Student Print Cards and Seal Codes
- Mathematics reference sheets (if locally printed)
- Accommodated test materials
- Used and unused scratch paper
- Human Reader Script for Mathematics (secure document) if applicable

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 this manual for full information about identifying and administering accessibility features and accommodations.

6.1 Test Administration of Accessibility Features and Accommodations

In the *Maryland Assessment, Accessibility, & Accommodations Manual*, guidance is provided for STCs and TAs on before, during, and after testing activities necessary for the successful administration of each accessibility feature and accommodation.

6.2 Before Testing: Preparing for Accessible Test Administration

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

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

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

6.3 During Testing: Test Administration of Accessibility Features and Accommodations

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

TAs 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 must be administered using the Human Reader script
- Human Signer for the Mathematics assessment

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

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

TAs 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 must be administered using the Human Reader script

Special Accommodations Circumstances During Testing

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

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

Contact your STC if either of these circumstances occurs.

6.4 After Testing: Completing Accessible Test Administration

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

Appendix A

Glossary of Terminology

Glossary of Terminology

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

Term	Definition
Accessibility Features	Accessibility features are tools or preferences that are either built into the assessment system or provided externally by TAs. 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 TA, 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. A Multilingual Learner (ML) 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 STC.
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	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.
ADAM	The website used for the registration, setup, preparation, and management of both the paper-based and computer-based formats of the MCAP assessments. ADAM requires username and password setup.
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 <i>Maryland Assessment, Accessibility, & Accommodations Manual</i> for more information on Mathematics tools for accommodations.
Non-secure	Test materials that have been made available to the public include Practice Tests, manuals and user guides. The availability of non-secure materials does not compromise test security or score validity.
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 book and answer documents. For both the paper-based and computer-based administrations, secure materials also refer to Mathematics reference sheets written on by students and scratch paper written on by students.
Session	In ADAM, 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/ .

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Appendix B

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

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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 Multilingual Learners (ML); 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 the Code of Maryland Regulations (COMAR) 13A.03.04.03D(3).

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 specified by both COMAR 13A.03.04 and my local school system.
- 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. I understand that 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 the content of the actual test or any part thereof, making answer keys for these test items, writing about these test items, or discussing these test items with persons not involved in the test administration (including reading passages) is prohibited. 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 may only be provided as specified in MSDE's current accommodations manual (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 (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. I understand that I can encourage students to respond to each question, but **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 (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 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, costs assessed to my district, personnel sanctions against me by my employer, and/or disciplinary action against my teaching license by the MSDE as applicable, including but not limited to licensure suspension or revocation.

Name (Please print)

Title

School Year

LEA OR LEA24 School # & Name

Signature

Date

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

.01 Scope.

This chapter applies to:

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

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

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

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

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

.02 Definitions.

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

B. Terms Defined.

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

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

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

B. The test administration policy shall provide for:

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

C. The data reporting policy shall contain:

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

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

D. Test Administration and Certification of Training Forms.

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

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

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

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

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

.04 Local School System Testing Designates.

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

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

C. Testing Personnel

(1) Local Accountability Coordinators.

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

(b) The LAC shall have oversight of the:

- (i) Procurement of test instruments that are used in testing programs administered by or through the State Board of Education;
- (ii) Organization, implementation, orientation, and verification of the Maryland educational assessment programs in the school system; and
- (iii) Administration and security of state-mandated assessments.

(c) The name of the LAC shall be provided in writing to the Department within 10 days of the designation.

2. School Test Coordinators.

(a) Each school system shall designate one individual per school to serve as the Primary School Test Coordinator (STC).
(b) A Principal may not serve as the STC unless permission has been granted by the Department.

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

(d) Eligible STCs include the following:

- (i) State-certified teachers.
- (ii) State-certified guidance counselors, library media specialists, school psychologists, pupil personnel workers, and school administrators (other than the Principal).
- (e) The Primary STC shall:
 - (i) Have responsibility for training and supervising school personnel in test administration policy and procedures; and
 - (ii) Be the primary point of contact with the LAC and the Department during the administration of all state assessments.
- (f) The school system may further designate, one or both, an:
 - (i) Alternate STC per school.
 - (ii) Assistant STC per state-mandated assessment.
- (3) Test Administrators (TAs)

(a) Selected by each public school's principal subject to review and approval by the local Superintendent.

(b) For any multi-state assessment consortium testing, TAs must possess a valid Maryland State Department of Education (MSDE) certificate for professional school staff.

(4) Proctors

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

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

(c) TAs may serve as Proctors.

(d) Proctors may include:

- (i) Instructional assistants and aides.
- (ii) Substitutes or other staff members who are employees of the school system.
- (5) Accommodators
- (a) May provide accommodations to students during testing.
- (b) Must be under the direct supervision of an eligible TA.
- (c) Accommodators may include:
 - (i) Test Administrators.
 - (ii) Instructional assistants and aides.
 - (iii) Substitutes or other staff members who are employees of the school system.

.05 Testing Behavior Violations.

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

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

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

materials;

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

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

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

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

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

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

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

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

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

.06 Data Collection and Reporting Violations.

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

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

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

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

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

.07 Sanctions for Violations.

A. Invalidation of Test Scores or Other Data.

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

(2) The Department:

(a) Shall establish procedures to identify:

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

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

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

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

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

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

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

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

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

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

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

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

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

C. Mitigating Circumstances.

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

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

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

E. Whistleblower Protection.

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

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

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

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Appendix C

Signs

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**Maryland Comprehensive
Assessment Program**

TESTING

Please
Do Not Disturb

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)

The LAC is to submit the Testing Incident Form (TIF) 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 e-mail this form as a PDF to the State Test Security Officer at tamara.lewis@maryland.gov. (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. The LAC may download an electronic version of this form at <https://support.mdassessments.com/documents/>. **Forms must be submitted to MSDE within five (5) days of the date of the testing incident.**

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 TIF
# OF STUDENTS INVOLVED	# OF STAFF INVOLVED	BRIEF DESCRIPTION OF INCIDENT			
DETAILED DESCRIPTION OF INCIDENT					
INVESTIGATION STEPS TAKEN					
STUDENT IDENTIFYING INFORMATION					
<small>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</small>					
RESOLUTION					
PERSONNEL ACTION/SANCTION (To be completed by LAC)					
<small>The LAC should confer with the State Test Administration and Security Committee before imposing any sanction(s).</small>					

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

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Appendix E

CAT Resource Page



Read the information below before you click any arrows.

On the toolbar above, you can select the  button

or the  to review any questions.

**If you select  on the toolbar, you will not 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.**



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