

# Test Administrator Manual

SPRING 2026

**SOCIAL STUDIES 8**



*Computer-Based and Paper-Based Testing*



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## WHAT'S NEW FOR THE SPRING 2026 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.

### Reminders

- Practice tests can be found on the MCAP Portal at <https://support.mdassessments.com/practice-tests/>.
- The timing and number of Sections for the 2026 MCAP Social Studies 8 test will consist of four 40-minute Sections.
- Countdown timers that are connected to the Internet may be used at the STC or TA's 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.
- For all assessments, once Section Testing Time is over, students MUST exit TestNav. When students resume testing, they will be on the directions page to enter the Seal Code. If this step is NOT completed, students will return to the most recent Section when signing in to TestNav.



Beginning on July 1, 2018, Maryland has used the term Maryland Comprehensive Assessment Program (MCAP) as an umbrella for state assessments. MCAP provides information to educators, families, and the public on student progress towards proficiency on the Maryland state content standards. Through a strong assessment system, stakeholders gain an understanding of how schools are performing and where assistance can be directed to support student growth and achievement.

In Maryland, all students in tested grades (grades 3 – 8 and high school) must participate in either the regular or the alternate assessments. Students must be included to the fullest extent possible in all state assessment programs and have their assessment results incorporated in Maryland's accountability system, unless documented as described in the [Maryland Assessment, Accessibility, and Accommodations Manual \(MAAAM\)](#). Federal legislation requires the participation of Students with Disabilities (SWD) that have Individual Education Plans (IEPs), students with 504 Plans, and multilingual learners (MLs) in standards-based instruction and assessment initiatives. Students with the most significant cognitive disabilities may take the Alternate Assessments if their IEP teams determine that they meet the eligibility criteria and cannot appropriately be assessed on the general assessments. More information about federal legislation and assessment requirements can be found in the Every Student Succeeds Act of 2015 (ESSA) and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA).

Maryland currently operates the following state testing programs under the MCAP umbrella:

FALL	WINTER	SPRING	SUMMER
<ul style="list-style-type: none"> <li>Kindergarten Readiness Assessment<sup>1</sup></li> </ul>	<ul style="list-style-type: none"> <li>English Language Arts/Literacy (Grade 10)</li> <li>Life Science (LS) MISA (High School)</li> <li>American Government (High School)<sup>1</sup></li> <li>Algebra I, Geometry, and Algebra II<sup>2</sup></li> <li>WIDA ACCESS (K-12)</li> <li>WIDA Alternate ACCESS (K-12)<sup>3</sup></li> </ul>	<ul style="list-style-type: none"> <li>English Language Arts/Literacy (Grades 3-8 and 10)</li> <li>Mathematics (Grades 3-8, Algebra I, Geometry, Algebra II)</li> <li>Social Studies (Grade 8)<sup>1</sup></li> <li>Maryland Integrated Science Assessment (MISA) (Grades 5 and 8)</li> <li>Life Sciences (LS) MISA (High School)</li> <li>American Government (High School)<sup>1</sup></li> <li>Dynamic Learning Maps (ELA, Math) (grades 3-8 and 11)<sup>3</sup></li> <li>Alternate Maryland Integrated Science Assessment (Alt-MISA) (grades 5, 8, 11)<sup>3</sup></li> </ul>	<ul style="list-style-type: none"> <li>English Language Arts/Literacy (Grade 10)</li> <li>Life Sciences (LS) MISA (High School)</li> <li>American Government (High School)<sup>1</sup></li> <li>Algebra I (High School)</li> </ul>

## Notes

- 1 Maryland State law (Md. Ed. Art §7-203) requires a Kindergarten Readiness Assessment, as well as a social studies assessment in middle school (grade 8) and an assessment in American Government for high school students. The Early Learning Assessment (ELA) is an optional assessment administered to students in both public and private prekindergarten settings in Maryland.
- 2 Students in grades 3–8 and 10 must participate in MCAP assessments only for the grade in which they are enrolled. For example, students enrolled in 7<sup>th</sup> grade will participate in the Grade 7 MCAP Mathematics assessment. **MIDDLE SCHOOL EXCEPTION:** Effective March 17, 2025, MSDE was granted a waiver allowing students in grades 6 – 7 who are enrolled in a high school mathematics course to take the corresponding MCAP mathematics assessment instead of the statewide grade-level assessment. For example, students in grade 6 who are enrolled in an Algebra I course will be permitted to participate in the MCAP Algebra I assessment. Once in high school, these students will participate in the MCAP Geometry, MCAP Algebra 2, or SAT as their more advanced mathematics assessment. This waiver is in effect from SY 2024-2025 through 2027-2028.
- 3 Alternate (Alt) assessments are administered to Maryland students with significant cognitive disabilities for any federally mandated assessment.
- 4 Beginning 2023-2024, students entering the ninth grade, the Maryland Comprehensive Assessment for science (LS MISA) and government (American Government) shall account for 20 percent of the student's final grade in the respective high school level science and government courses (COMAR 13A.03.02).

## 1.0 Overview

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

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

MCAP Social Studies assessment in grade 8 meets the legislative requirement for assessing social studies at the middle school level.

### 1.1 About this Manual

This manual provides instructions applicable to TAs for the computer-based and paper-based administration of the MCAP Social Studies 8 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 MCAP assessment to students, the TA will use the same script (i.e., student directions that are read aloud during testing) for all four Sections and Mode of testing (computer-based or paper-based) they are administering. All administration instructions are contained within each script. Spanish scripts are available at <https://support.mdassessments.com/>.

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

### 1.2 Roles of Individuals

**Table 1.0 Roles of Individuals**

Role	Description	Tasks
<b>Local Accountability Coordinator (LAC)</b>	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).
<b>School Test Coordinator (STC)</b>	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"><li>• Coordinating test administration and resolving testing issues at their school</li><li>• Completing all post-testing procedures</li></ul>

Role	Description	Tasks
<b>Test Administrator (TA)</b>	<p>Individual at the school level who is responsible for administering the assessment. All <b>TAs</b> 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 <b>TA</b> pending review and approval by the local Superintendent. Although principals may select any employee, keep in mind that the <b>TA</b> remains culpable if test security infractions occur.</p> <p>All personnel assigned to be <b>TAs</b> must be employees of the local school system, be trained for their role, and sign a <b>Test Administration and Certification of Training Form and Non- Disclosure Agreement</b>.</p>	<p>Responsibilities include but are NOT limited to:</p> <ul style="list-style-type: none"> <li>• Administer the assessment using provided scripts</li> <li>• Monitor students during testing</li> <li>• Assist students experiencing technology issues during testing</li> <li>• Redirect students (See 4.6)</li> <li>• Assist students in signing out of TestNav (See 4.8)</li> </ul>
<b>Proctor</b>	<p>Individual who may be called on to help a <b>TA</b> monitor a testing Administration under the supervision of the <b>TA</b>.</p> <p>A <b>TA</b> must be in the room at all times during testing if a Proctor is present.</p> <p>Student teachers may serve as <b>Proctors</b> who assist the <b>TAs</b>. Student teachers must be trained and must sign an NDA.</p> <p>Refer to your <b>STC</b> for more information about your state's policy.</p> <p>A <b>Proctor</b> 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"> <li>• Meeting with the <b>STC</b> to review test security and administration protocols</li> <li>• Monitoring students during and after testing to adhere to test security and administration protocols</li> <li>• Reviewing policies and instructions in the <i>Test Administrator Manual</i></li> <li>• Assisting in the preparation of the testing environment</li> <li>• Assisting in the supervision of test administration during each Section</li> </ul>

Role	Description	Tasks
<b>Accommodator</b>	Individual who, under the direction of the <b>TA</b> , provides specific accommodations that are documented in a student's Individualized Education Program (IEP), 504 plan, or Multilingual Learner (ML) Plan.	
<b>Technology Coordinator (TC)</b>	<p>Individual at the school or LEA level who is responsible for setting up testing devices for computer-based testing.</p> <p>The <b>STC</b> 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"> <li>• Configuring student testing devices <ul style="list-style-type: none"> <li>◦ Ensuring each device meets minimum technology requirements</li> <li>◦ Installing/updating the TestNav App on each testing device</li> <li>◦ Ensuring the infrastructure (e.g., wireless access points, bandwidth) is adequate</li> </ul> </li> <li>• Managing problems with firewalls</li> <li>• Removing (or turning off) any software that would allow secure test material on testing devices to be viewed on another testing device during testing</li> <li>• Providing technical support for STCs and TAs</li> <li>• Assisting with the retrieval of "Log Files" on student devices when requested by Pearson</li> </ul>

## 2.0 Test Security and Administration Policies

### Code of Ethics and State Board Security Regulations

The following code of ethics conforms to the Standards for Educational and Psychological Testing developed by the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education:

It is a breach of professional ethics for school personnel to provide verbal or nonverbal clues or answers, teach items on the test, share writing prompts, coach, hint, or in any way influence a student's performance during the testing situation. A breach of ethics may result in invalidation of test results and LEA or MSDE disciplinary action.

The online forms, Student Print Cards, Session Access Codes, and test books for the MCAP are confidential and must be kept secure at all times. Secure test materials must not leave the school premises unless for distribution to another school or for home/hospital testing. Unauthorized use, duplication, or reproduction of any or all portions of the assessment is prohibited. Additionally, divulgence of secure test materials through electronic correspondence such as email is prohibited.

VIOLATION OF SECURITY CAN RESULT IN PROSECUTION AND/OR PENALTIES AS IMPOSED BY THE MARYLAND STATE BOARD OF EDUCATION AND/OR STATE SUPERINTENDENT OF SCHOOLS IN ACCORDANCE WITH COMAR 13A.03.04 AND 13A.12.05.

It is assumed that TAs and all others who handle test materials are aware of the consequences of test security violations, and each must sign a Test Administration and Certification of Training Form and Non-Disclosure Agreement, which are kept on file for six years. Individuals who handle test materials are bound to abide by the regulations governing test security violations outlined in COMAR Section 13A.03.04.05.

## 2.1 Maintaining the Security of Test Materials and Content

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

Students may NOT have access to secure test materials before testing. For a full list of testing materials, refer to Section 4.2. The following test materials are secure:

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

Clean copies must be kept secure prior to testing, and if written on by students, 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.

Always follow your school's Chain-of-Custody procedures for handling secure materials at all times. Failure to do so may result in test invalidations. The handling of secure test materials must be documented before, during, and after test administration in order to maintain their security.

### 2.1.1 TA Responsibilities

#### 1. Complete required training.

- Review the *TAM* and all relevant test security protocols before testing.
- Attend any training session(s) conducted by the STC or designee.
- Understand and follow protocols for administering accessibility features and accommodations, if applicable.
- Review and sign the **Test Administration and Certification of Training Form and Non-Disclosure Agreement** after completing training.
- Be familiar with responsibilities within the ADAM platform.

#### 2. Administer tests according to established protocols.

- Administer tests only on the days designated by the LAC within the MSDE testing window.
- Remove or cover any classroom displays that relate to the content or 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). Results may be invalidated for students who use cell phones or other prohibited electronic devices during a test Section, including after submitting their materials or during breaks (see exception in Section 2.2.1).
- Follow the *TAM* directions and read the scripts verbatim during test administration. Spanish scripts are available under the Resources section on the MCAP Portal at (<https://support.mdassessments.com/>).
- Provide only one Seal Code at a time as directed in the CBT script.

### 3. Maintain active supervision at all times.

- Supervise students continuously, including during breaks.
- Monitor testing by **continually** circulating the room.
- Ensure that students are **NOT** running any applications on their testing device (music streaming, YouTube®, etc.) before launching TestNav.

### 4. Prevent cheating.

- Ensure that students do NOT consult notes, textbooks, or other instructional materials
- Prevent communication between students or with 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 testing.

### 5. Do NOT provide unauthorized assistance.

- The TA may repeat script directions verbatim if needed for clarification.
- TAs must NOT assist students or alter their responses in any way. Examples of unauthorized assistance include, but are NOT limited to:
  - Providing answers to a student
  - Indicating whether a student's answer is correct, incorrect, or unanswered
  - Defining words or providing synonyms
  - Spelling words
  - 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 changes or additions to student responses

### 6. Administer accommodations and accessibility features properly.

- Ensure that students are provided only those accommodations or accessibility features specifically approved for MCAP testing in an IEP, 504 Plan, ML Plan, or documented in advance for allowable use.
- Follow administration guidelines as outlined in the *MAAAM*.

### 7. Follow Chain-of-Custody procedures daily.

- Check out and return all secure materials each day as directed by your school's process.

#### 2.1.2 Security Forms

In the event of a testing irregularity or test security breach, TAs should be prepared to provide their STC or LAC with all necessary information for the investigation. All irregularities, regardless of severity, **MUST** be reported to the STC on the same day as they occur.

## 2.2 Testing Irregularities and Security Breaches

Any action that compromises test security or score validity is prohibited. Such actions are classified as either testing irregularities or security breaches. Section 2.2.1 provides examples of these violations (note: examples 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, the following:

- **Electronic Devices Irregularities**

- Use of prohibited electronic devices (cell phones, smartwatches, wireless headsets, eReaders, personal scanners) while secure test materials are distributed, students are testing, after a student submits their test materials, or during a break.
  - **Exception:** STCs, Technology Coordinators, and TAs may use cell phones in the testing environment only in emergencies or when urgent assistance is needed. LACs may impose additional restrictions on device use within their LEA/LEA 24 schools.
  - **Exception:** Certain devices may be permitted for medical or audiological purposes. Please consult with your STC for allowable exceptions.

- **Test Supervision Irregularities**

See COMAR 13A.03.04.05 for more information.

- Coaching students in any form, including giving students verbal or nonverbal cues, hints, any suggestions, or paraphrasing or defining test content.
- Engaging in unrelated activities (e.g., grading papers, non-related test materials) that prevent proper student supervision at all times while secure test materials are still present or while students are testing
- Leaving students unsupervised by a TA for any period of time while secure test materials are distributed or testing is in progress (Proctors must always be supervised by a TA)
- Deviating from the approved Section Testing Time
- Allowing or enabling cheating
- Providing unauthorized individuals with access to secure materials
- Accessing a test in ADAM during outside of approved testing times without state approval
- Failing to provide a student with a documented accommodation or providing one that is not documented.
- Testing outside the MSDE test administration window without state approval
- Sharing Seal Codes before the time specified in the TAM

- **Test Materials Irregularities**

- Losing a student Print Card or Seal Code page
- Providing unauthorized access to Seal Codes
- Leaving test materials unattended or failing to keep them secure at all times
- Reading or viewing secure passages or questions before, during, or after testing
  - **Exception:** Administration of a Human Reader/Signer accessibility feature for Social Studies 8 which requires a TA to access passages or test items.

- Copying or photographing, or reproducing secure test materials in any way
- Discussing or revealing test content with anyone, including students and school staff, through any communication method (e.g., in-person, email, social media)
- Removing secure test materials from the school's campus or from locked storage, except for test administration
- Accessing a student's test without the student or the STC present
- **Testing Environment Irregularities**
  - Not following test administration directions exactly as outlined in the *TAM*
  - Displaying any materials (e.g., posters, models, displays, teaching aids) that define, explain, or illustrate terminology or concepts, or otherwise provides unauthorized support during testing
  - Allowing preventable disruptions such as talking, making noises, or excessive student movement around the classroom
  - Allowing unauthorized visitors in the testing environment
    - Unauthorized Visitors—Visitors, including parents/guardians/caretakers, school board members, reporters, or untrained school system staff, are prohibited from entering the testing environment.
    - Authorized Visitors—MSDE monitors and state-authorized observers may enter the testing environment per policy, provided they do not disrupt testing. See Appendix C for observation visit details.

### 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, follow the protocol outlined below:

- The incident must be reported to the STC immediately.
- If additional documentation is requested by the LAC or MSDE Test Security Officer, it must be completed promptly

### 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 any location where students are actively testing (e.g., classrooms, computer labs, etc.). It is essential to establish procedures that ensure a quiet, secure environment throughout testing. When preparing the testing environment, consider the following:

- 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.
- As stated in Section 2.2, unauthorized visitors are not permitted in the testing environment.
- Post the required testing sign (see **Appendix C** in the *TAM*) or an equivalent on the outside of the testing room door.
- Remove or cover any resources related to the content being assessed prior to testing.

### Administrative Considerations for ALL Students

The STC may assign students to alternate testing locations or times, provided all MSDE test security and administration guidelines are followed. STCs may approve the following administrative considerations for any student, regardless of disability or Multilingual Learner (ML) status:

- Small-group testing
- Frequent breaks
- Specific time of day
- Separate or alternate location
- Specified seating arrangements
- Adaptive or specialized furniture/equipment
- Reduced distractions (to self or others)

Refer to your STC for more details on administrative considerations available to all students.

### Materials Prohibited in the Testing Environment

Certain materials are strictly prohibited as they can compromise test security and invalidate results. These items must be removed or covered in the testing room, even after a student has submitted their test or during breaks.

No student, TA, proctor, or authorized personnel may use or possess the following items during testing, including after a student has completed testing (e.g. turns in their test book or submits a Section), or during a break.

- **Materials Prohibited During All Test Sections**
  - Any electronic device NOT related to testing (e.g., cell phones, iPods®, personal document scanners, eBooks, electronic pens, smartwatches, Bluetooth-enabled headphones, or earbuds; see Section 2.2 for exceptions)
  - Any materials (e.g., books, dictionaries, posters, models, displays, graphs, teaching aids) that define, explain, or illustrate terminology or concepts, or otherwise provide unauthorized support during testing. Refer to your STC for additional information on approved resources for a student with a disability or a Multilingual 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 policy.

**As a reminder, if a student is found to have prohibited materials (including cell phones) during live testing, the test may be invalidated.**

**Note:** The TA or STC may keep a silenced cell phone nearby only for issues directly related to the immediate test administration. LAC has final authority on whether cell phones are permitted in the testing environment.

Follow the general rule that if the material could help a student answer a question, it is not allowed in the testing environment.

Prior to testing, TAs must instruct students to store ALL prohibited materials out of reach (e.g., in a locker or book bag). If a student is found to have any prohibited materials in their possession upon arrival for testing, the TA must instruct the student to hand them in or follow local policy. As a reminder, if a student is found in possession of prohibited materials during testing (including a cell phone), 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

Students with disabilities or those identified as multilingual learners (MLs) may use specific tools or materials during testing that are otherwise prohibited, provided the accommodation is documented in the student's IEP, 504 Plan, or ML Plan. If you have questions about the use of particular tools or materials, please consult your STC.

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

## 2.4 Scheduling and Testing Time

### Administration Dates

All test Sections, including make-up tests, must be completed within the MSDE-designated testing window for each content area. Contact your STC for your LEA's specific testing window. Contact your STC if you have any questions about your testing dates.

### Section Testing Time

Testing time refers to the maximum time students are allowed to complete a Section, unless they have a documented accommodation. All MCAP tests are strictly timed. Additional time may only be provided to students with an extended time accommodation (see Section 2.4). TAs are responsible for keeping time during testing. Failure to follow timing procedures is a Testing Irregularity and must be reported to the STC.

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

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

**Table 2.0 Administration Time**

Guidelines for Scheduling	Task	Approximate Time to be Allotted for Test Administration
	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 Section Testing Times for each grade band and content area
	4. End-of-Section activities, including signing students out of TestNav, allowing the STC to move students to the next Section, and collecting test materials.	5–15 minutes

**Section Testing Time** refers to the amount of time all students must be allowed to complete a Section. Tables 2.1 list the testing time for each Section. TAs are responsible for keeping time during testing. Students with extended time accommodations receive additional time after the standard Section Testing Time has elapsed.

If all students finish early, the Section may end before the allotted time. However, once the Section Testing Time is reached, the Section must end for all students except those with extended time accommodations. Refer to your STC for LEA policy on what students may do if they complete a Section prior to the end of the Section Testing Time.

**Table 2.1 Section Testing Times for Social Studies 8**

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

### Make-Up Testing

Ensure your STC is informed of any student absences on testing day so make-up testing can be scheduled. All test sections must be completed within the LEA testing window.

### Breaks

Consult your STC to clarify local procedures for breaks. For more information, see Section 4.7.

## 3.0 BEFORE Testing

### 3.1 Checklist of Tasks for TAs to Complete BEFORE Testing

This section outlines the tasks the TA must complete before the first day of testing. It is strongly recommended that all tasks in this checklist be completed according to the suggested timeline.

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 <a href="https://support.mdassessments.com/">https://support.mdassessments.com/</a>
<input type="checkbox"/> Review the <b>Test Administration and Certification of Training Form and Non-Disclosure Agreement</b> . 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"/> Strongly Recommended: Administer the Practice Test and TestNav Tutorial to students.	Section 3.5
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 Administrations.	Section 3.4
<input type="checkbox"/> Prepare the testing environment.	Section 3.6
<input type="checkbox"/> Understand how students should end each Section by exiting TestNav and your responsibility to communicate with the STC so they can move all students to the next Section of the assessment.	

BEFORE  
Testing

### 3.2 TA Training and Preparation

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

### 3.3 Test Security

#### Security Agreement

Refer to **Appendix B** for required security protocols.

Before testing, all staff with access to secure materials review the security agreement and sign the security agreement. Signed copies (paper or digital) must be retained 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 that includes any of these, ensure you have received the appropriate training. For additional information, refer to your STC. It is essential that students receive and practice with their designated accessibility features and accommodations before testing. For the Mathematics assessment, if a Human Reader is used, the secure Human Reader Script must be used and treated as secure test material. TAs can review students' accessibility features and accommodations in ADAM or consult the STC.

### 3.5 Administer Practice Test and the TestNav Tutorials

Administering the Tutorial and Practice Tests is a key preparation step for both staff and students. It is highly recommended that all students expected to participate in the MCAP assessments complete the Tutorial and non-secure Practice Tests, available at: <https://support.mdassessments.com/practice-tests>. This is especially important due to changes in the navigation of the Mathematics and ELA/L assessments.

During the live test, TAs are not permitted to assist students with TestNav functionality or navigation. Therefore, any questions about navigation should be addressed during the Tutorial and Practice Tests. The computer-based Practice Tests and TestNav Tutorial include sample items to help students become familiar with the testing platform, tools, and item types.

Students should have access to these resources throughout the school year. Those with accommodations may require additional time and practice to become comfortable with the computer-based features. Any student using the Text-to-Speech feature should practice using its controls before live testing.

### 3.6 Prepare the Testing Environment

The testing location should be well-lit, well-ventilated, quiet, and maintained at a comfortable temperature. It must be free from distractions, have comfortable seating and appropriately sized tables with enough space for testing materials, allow sufficient spacing between students to ensure test security, and be equipped with all required materials and functioning equipment.

Changes to the testing location or environment can benefit students who are easily distracted in large groups or who perform better in small group or individual settings. A small group setting is an Administrative Consideration available to all students without formal documentation and should be based on individual needs. While there is no fixed definition of a "small group setting," it should involve fewer students than the original instructional group.

To maintain security in a computer-based testing environment, MSDE suggests the following ideal seating configurations (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.
- Use a semicircle seating arrangement.
- Seat students in widely spaced rows or in every other row.

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

- Ensure you can sign in to ADAM (if needed).
- Cover or remove all materials related to the tested subject, including those listed in Section 2.3.

- Post a “Testing — Please Do Not Disturb” sign outside the testing room door (see **Appendix C**).
- Post examples of the “Stop” and “Go On” signs on the board or under a document camera (paper-based tests only; see **Appendix C**).
- Display the timing box on the board (see Figure 3.0):
  - Write the section number on the Section Number line.
  - Refer to Table 2.1 for the appropriate section testing time and write it on the correct line.
  - Do NOT fill in the Starting Time or Stopping Time lines until instructed by the Test Administration Script.
  - For computer-based tests, enter only one Seal Code in the timing box at a time, and only when directed by the script.

**NOTE:** Countdown timers connected to the Internet may be used to track remaining time. A backup timer not connected to the Internet should also be running to ensure accurate timing in case of connectivity issues.

**Figure 3.0 Timing Box Example**

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

**BEFORE  
Testing**

## 4.0 DURING Testing

### 4.1 Checklist of Tasks for TAs to Complete DURING Testing

This section outlines the tasks TAs must complete on each day of testing.

Testing Day	Reference
<input type="checkbox"/> Receive test materials from STC and track receipt using the <b>Chain-of-Custody Form</b> .	Section 4.2
<input type="checkbox"/> Manage test Administrations and review each student's status for computer-based testing in ADAM: <ul style="list-style-type: none"> <li><input type="radio"/> TA signs into ADAM (if applicable).</li> <li><input type="radio"/> Confirm test Administrations have been created by the STC (if applicable).</li> <li><input type="radio"/> Confirm the accommodations for students.</li> <li><input type="radio"/> Provide only one Seal Code at a time for each specific Section of the assessment.</li> <li><input type="radio"/> Ensure students have submitted completed test Sections.</li> </ul>	
<input type="checkbox"/> Distribute test materials to students and administer the MCAP assessment according to the directions in this manual and using the appropriate administration script (computer-based or paper-based).	Section 4.3
<input type="checkbox"/> Help students launch and sign in to the TestNav App (computer-based only).	
<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
<input type="checkbox"/> Return all testing materials to the STC.	Section 4.8
<input type="checkbox"/> Complete any documentation necessary for reporting any testing irregularity or security breach.	Section 2.2

### 4.2 Receive Test Materials from the STC (Testing Day)

The STC will distribute and collect test materials from TAs each day of testing. Test materials must NOT be stored in classrooms before or after testing.

STCs must distribute the following materials to TAs:

- **Pearson-supplied materials**
  - Student Print Cards (printed by the STC for computer-based testing)
  - Test books for paper-based testing
  - TAM
- **School-supplied material**
  - Wooden No. 2 pencils with erasers

- Blank scratch paper
  - TAs must provide at least one unused sheet (blank, lined, or graph) per student. Additional paper may be provided upon request.
  - TAs must collect and securely destroy all used scratch paper. Unused, completely blank sheets may be reused.
- Testing devices that meet Pearson’s and MSDE’s technology specifications (**Note:** Student should NOT supply their own device for testing.)
- Headphones (see Wired Headphones/Earbuds section for more information)
- Materials required for administering accommodations or accessibility features (For a full list of materials included in accommodated kits, refer to Section 6.2 of the *Test Coordinator Manual [TCM]*.)
- Timing device (e.g., wall clock, watch) to track time, even if students see a countdown timer online
- “Testing — Please Do Not Disturb” sign to post on testing room doors or the board (see **Appendix C**).

### **Wired Headphones/Earbuds**

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

A Test Audio button will appear on the sign-in page to verify sound functionality. Students should set their device volume to the highest level at the TestNav sign-in screen. Volume can be adjusted at any time within TestNav using the control in the upper right corner of the screen.

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

Stand-alone headphones (i.e., NOT connected to a device) are also an accessibility feature. Some students may use them as noise buffers to reduce distractions or external noise. In these cases, TAs must ensure the headphones are not plugged into any device.

**Note: All applications and programs (e.g., music streaming, YouTube®, etc.) must be closed on testing devices before launching TestNav. Districts and schools should consult their instructional technology coordinators to ensure no background services are active.**

### 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 for online testing or test books for paper testing and scratch paper when instructed to do so.

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 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)

Accurately track the testing time for each Section. Incorrect timing may lead to test invalidation. Refer to Tables 2.1 for Section time limits.

**Note:** Students with extended time accommodations (IEP, 504, or ML plans) may receive additional documented time after the regular Section time ends. This extra time should begin within 3 minutes after a break, if needed.

### 4.5 Maintain Test Security

Follow all test security protocols and report any violations or concerns to your STC immediately. Strict adherence to security measures is essential to ensure valid, reliable, and fair assessment results. Administer tests exactly as directed in this manual and MSDE's security instructions.

If testing is interrupted during the Section (e.g., safety threat, fire emergency, student becoming ill), follow the procedures outlined in Section 4.6.

### 4.6 Supervise Test Administration

During testing, you **MUST** actively proctor by circulating the room and monitoring students closely to ensure they work independently and do not engage in prohibited activities. Verify that all student desks are free of prohibited materials and that any unauthorized aids are removed or covered. See Sections 2.2 and 2.3 for details on prohibited activities and materials.

#### 4.6.1 Guidance for Troubleshooting Computer-Based Testing

If a student's testing device experiences technical issues (e.g., freezing, error messages, blank screens) that prevent normal testing, the TA should follow these procedures:

- If an assigned accommodation does not appear correctly, instruct the student to exit the test immediately and contact the STC.
- For a technology disruption affecting a single student:
  - Record the time of the disruption to calculate remaining Section time.
  - Follow your school's procedures for contacting troubleshooting support.
    - Troubleshooting guidance is available on <https://support.mdassessments.com/>.
    - Technology Coordinators and TAs must NOT take photos of error screens.
  - If the issue cannot be resolved quickly without disrupting other students, move the student to another device. Adjust the testing time to account for delays and device switching. Note the device used.

- If no alternate device is available, dismiss the student and have them resume testing on a functioning device as soon as possible the same day. The student may not change previously entered answers and must be given the remaining Section time from when the issue occurred.
- Document the situation in writing and consult your STC for LEA/LEA 24 policies on reporting testing irregularities.
- For technology disruptions affecting multiple students:
  - Pause testing until the issue is resolved.
  - Record the time of the disruption to calculate remaining Section time.
  - Follow your school's procedures for troubleshooting contacts.
    - Troubleshooting guidance is available on <https://support.mdassessments.com/>.
    - Technology Coordinators and TAs must NOT take photos of error screens.
  - Once resolved, prepare students to resume testing:
    - Students should use their original Print Cards to sign back in.
    - Inform students of the remaining Section time.
    - Display the updated start and stop times for the Section.
  - Document the disruption in writing and consult your STC on reporting procedures.
- If a student exits TestNav (either unintentionally or intentionally) before completing the test and before Testing Time ends:
  - Ensure that TestNav is fully closed for the student.
  - Instruct the student to sign back into test.
    - The student should use the original Print Card to sign in to the test.
    - The test will resume from the point at which the test was interrupted.
    - Any responses entered after the interruption will upload if the student resumes on the same 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 these guidelines must also be followed in providing clarifications in a student's native language if possible. Only Spanish directions will be available for the 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)** or similar locally created Testing Irregularity report within five school days to the LAC unless otherwise directed by your LAC or State Security Officer.

If a student is observed with any of the items listed in Section 2.3 during testing or during breaks, the TA should collect the prohibited materials and immediately notify the STC.

#### 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:

- For computer-based testing: If the issue is with a specific item, the TA should instruct the student to bookmark it and continue testing. For adaptive assessments, the student must answer to proceed. Before submitting the Section, the TA and STC should try to troubleshoot the issue with the Technology Coordinator or use guidance at <https://support.mdassessments.com>. If the issue persists, the TA, Technology Coordinator, or STC must contact the Customer Support Center and MSDE. The student should NOT submit the Section until the issue is resolved.
- If a timely solution cannot be found:
  - Instruct the student to continue with the remaining Sections but NOT submit the final test.
  - Note the content area, course/grade level, item number, test format (online), and briefly describe the issue. Provide this information to the STC. Do NOT include the exact wording of the question verbally or in writing. The student may be able to return to the item once it is resolved by Pearson.

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

For all safety and severe weather threats, follow your local evacuation policy. If a building evacuation, lockdown, or school closure occurs before a testing Section begins, follow these steps:

- Proceed with testing only if the Section can be completed that day.
  - If not, reschedule the Section during make-up testing.
- Document the event, including the date, time, affected students, and relevant details. The STC should notify the LAC as soon as it is safe.
- Important: Promptly notify the STC.

**SAFETY FIRST:** If a building evacuation, lockdown, or school closure occurs during a testing Section, follow this protocol, prioritizing student safety:

- If possible, note the time of the disruption to calculate the remaining Section Time.
- If evacuating, secure the testing room and materials if time allows.
- Upon returning to the testing room, prepare students to resume testing:
  - Inform them of the remaining time.
  - Write the updated start time and stop times on the board.
  - Have students sign back into TestNav with their original print cards if needed.
- Important: Promptly notify the STC.

## 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 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. Section Testing Time may NOT be adjusted for restroom breaks, and students should be encouraged to use the restroom prior to beginning the test. It is recommended that no more than one student at a time be allowed to use the restroom and students be supervised. Schools should follow their own policy regarding students going to the restroom.
- 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.

**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 for the entire classroom. All students in the Session must break at the same time between Sections. The STC may be moving students to the next Section during this break. Communication between the STC and TA is critical so that students do NOT sign-in to the next Section before this move is complete.

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

### 4.8.1 Signing Students Out of TestNav

**NEW** As students complete each Section of testing, 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. The STC will be responsible for resuming any student still in the In Progress status and moving all students to the next Section.

### 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 Cards and scratch paper. If a student loses or destroys their student Print Cards, 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)
- Accommodated test materials (inform the STC of any tests needing transcription)
- Used and unused scratch paper

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

### 4.9.1 Collect Test Materials

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

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

### 4.9.2 Return Materials to STC

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

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

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

## 4.10 Make-Up Testing

**PAPER-BASED 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. If a student leaves during a Section, note the exact place in the test where the student stopped and the time remaining and then contact the STC.

**COMPUTER-BASED TESTING**—Students are NOT allowed to alter any previously entered responses in either paper- or computer-based make-up tests. They must pick up exactly where they left off.

In some cases, the STC may move a student into a computer-based Make-up Administration with other students from other Administration 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 computer-based Make-up testing.

## 4.11 Scripts for Administering Social Studies 8 (Computer-Based and Paper-Based)

### 4.11.1 Computer-Based Script – All Sections


The administration script under Section 4.11.1 will be used **for all Sections** of the Computer-Based Social Studies 8 assessment.

TAs **MUST** 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
Sections 1–4	40 Minutes per Section	<ul style="list-style-type: none"> <li>• Student Print Cards and Seal Codes</li> <li>• Pencils</li> <li>• Scratch paper</li> </ul>		

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

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 (except for headphones that are used as noise buffers).**




**Today, you will take the Social Studies 8 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.**

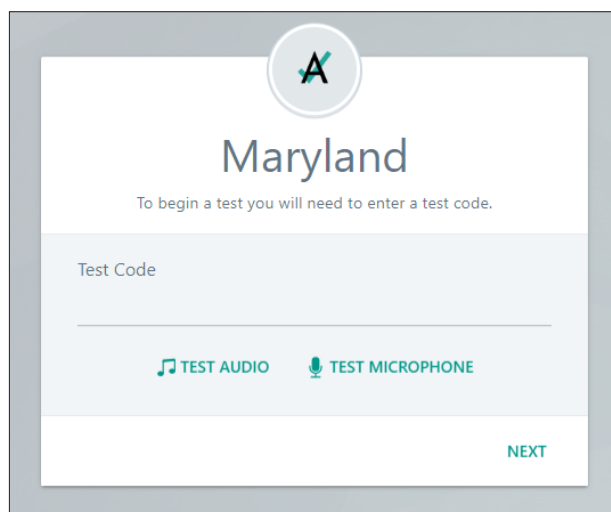
If a student raises their hand, collect the electronic device (or follow your school/LEA policy) and store it until the Section is complete. Certain electronic devices may be allowed for accommodations purposes only during testing. Please contact your STC if you have questions regarding electronic devices.

### Checking Audio (for Social Studies 8 Text-to-Speech Accessibility Features only)



**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



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 and student Print Cards. Make sure students have pencils.



Now, 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 the Print Card.

Maryland


# Paige Healy

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Test Code **KQYATW**

User Name **md\_studen1349**

Password **9162887826**



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


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

## Instructions for Administering All Sections


	<p>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.</p> <p>Today, you will take Section (s) (1, 2, 3, or 4) of the Social Studies 8 assessment.</p> <p>For Sections 1 and 3, say: <b>There are 25 questions in this Section.</b></p> <p>For Section 2 &amp; 4, say: <b>There are 8 questions in this Section.</b></p> <p>Read each question and the information from any source provided. Then, follow the directions to answer each question.</p> <p><i>Read the following sentence and paragraph for <u>Sections 1 and 3</u>:</i></p> <p><b><u>One</u> of the questions will ask you to write a response.</b></p> <p>Enter your response in the box on your screen. There will be enough space for you to complete your response. If your response is longer than the space provided, a scroll bar will appear. You will be able to use the scroll bar to review your entire response. Only responses entered in the box will be scored.</p> <p><i>Read the following sentence and paragraph for <u>Sections 2 and 4</u>:</i></p> <p><b><u>Some</u> of the questions will ask you to write a response.</b></p> <p>Enter your response in the box on your screen. There will be enough space for you to complete your response. If your response is longer than the space provided, a scroll bar will appear. You will be able to use the scroll bar to review your entire response. Only responses entered in the box will be scored.</p> <p><i>Read the following for all Sections.</i></p> <p>If you do not know the answer to a question, you may bookmark it and go on to the next question. If you finish early, you may review your answers and any questions you may have bookmarked.</p>
---	--


	<p>This is the end of the testing directions on the screen. Do not go on until you are told to do so.</p>
---	---

	<p>Please remember that during testing, you may not talk to other students or look at another student’s screen. You may not share materials or use materials not provided by the testing administrator.</p> <p>Do not attempt to leave TestNav by closing the window or switching applications unless told to do so by your TA.</p> <p>Do you have any questions?</p> <p><i>Answer any questions students may have. Repeat any of the instructions, as necessary.</i></p>
---	---


	<p>You will have 40 minutes to complete the Section. I will help you keep track of the time by recording the remaining testing time on the board. If you finish the Section early, you may review the answers in that Section only.</p>
	<p><b>Figure 3.0 Timing Box Example</b></p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p>Section Number: _____</p> <p>Section Testing Time: _____</p> <p>Starting Time: _____</p> <p>Stopping Time: _____</p> <p>Seal Code: _____</p> </div>

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


	<p><b>OPTION A</b></p> <p>After you have submitted the test, sit quietly until the Section has ended. You may not use your device to access the Internet or other Applications.</p>
	<p><b>OPTION B</b></p> <p>After you have submitted the test, I will dismiss you.</p>
	<p><b>OPTION C</b></p> <p>After you have submitted the test, you may read a book or other allowable materials until the Section has ended. You may not use your device to access the Internet or other Applications.</p>


	<p><b>Do you have any questions?</b></p> <p><i>Answer any questions students may have. Repeat any of the instructions, as necessary.</i></p>
---	--

#### Instructions for Starting the Test

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

**Test Security Warning:** Only share the seal code for the section (2–4) that students are about to complete.

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

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

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

Actively proctor while students are testing:

- Redirect students as necessary (Section 4.6).
- If technology issues occur during testing, assist students as needed. Follow the protocol in Section 4.6, as applicable, if any technology issues cause a disruption.
- Assist students in signing out of TestNav as they complete the Section (Section 4.8).
- Collect test materials as students complete testing (Section 4.8).
- 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.
- Ensure that any absent student remains in the Not Started 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 should not be visible to other students.
- Students are not permitted to talk to each other during testing or breaks during testing.
- Students are not permitted to use electronic devices, play games, or engage in activities that may compromise the validity of the test.

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


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

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

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

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


When 10 minutes of section time remain:


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

Continue to actively proctor while students are testing.


#### Instructions for Ending the Section

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

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

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

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

	<p>(if students are finished testing for the day):</p> <p><b>I will now collect your student Print Card and scratch paper.</b></p>
---	--

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

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

The previous directions in Section 4.11.1 should be used for all Sections of the Computer-Based Social Studies 8 Assessment.

#### 4.11.2 Paper-Based Script – All Sections

The administration script under Section 4.11.2 will be used **for all Sections** of the Paper-Based Social Studies 8 assessment.

TAs **MUST** 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	40 Minutes per Section	<ul style="list-style-type: none"> <li>• Test Books</li> <li>• Pencils</li> <li>• Scratch paper</li> </ul>		
End of each Section — Student <b>Stop</b>				

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

#### Instructions for Preparing to Test

	<p><b>Today, you will take the Social Studies 8 Assessment.</b></p> <p><b>You may not have any unapproved electronic devices at your desk. Making calls, texting, and taking pictures are not allowed. If you have any electronic devices, including cell phones, with you right now, please turn them off and raise your hand. If you are found to have unapproved electronic devices during testing, your test might not be scored.</b></p>
--	---

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

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

Distribute scratch paper, wooden No. 2 pencils. Then, distribute test books.

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



Each page of the Test Book has a direction shown in the bottom, right-hand corner. A “Go On” at the bottom of the page indicates that there are more questions to answer in the Section.

*Hold up or point to an example of the “Go On.”*



If you see a “Stop sign” in the bottom, right-hand corner of the page, you should not turn past this page until instructed to do so by the TA.

*Hold up or point to an example of the “Stop” sign.*

If Section 1:

**Write your first and last name at the top of your test book in Box A.**

If Section 2, 3, or 4:

**Check to make sure your first and last name is written at the top of your test book in Box A.**

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

### Instructions for Administering All Sections



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

**Do NOT turn the page until I tell you to do so.**

**Today, you will take Section (s) (1, 2, 3, or 4) of the Social Studies 8 assessment.**

For Sections 1 and 3, say: **There are 25 questions in this Section.**

For Section 2 & 4, say: **There are 8 questions in this Section**

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


*Read the following paragraph for Sections 1 and 3:*

**One of the questions will ask you to write a response. Write your response in the lined space provided in your test book. Be sure to keep your response within the provided space. Only responses written within the lined box provided will be scored.**


*Read the following paragraph for Sections 2 and 4:*


**Some of the questions will ask you to write a response. Write your response in the lined box provided in your test book. Be sure to keep your response within the provided space. Only responses written within the lined box provided will be scored.**

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

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


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

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

	<p>Do you have any questions?</p> <p><i>Answer any questions students may have. Repeat any of the instructions, as necessary.</i></p>
--	---

**Figure 3.0 Timing Box Example**

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

	<p>You will have 40 minutes to complete this Section. I will let you know when you have 10 minutes of testing time left.</p> <p>Turn to the next page. 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 4.6).
- Collect test materials as students complete testing.
- If students have questions about an item, tell them, “Do the best you can.”
- If students indicate that a test item seems irregular, refer to Section 4.6.
- Ensure students do not move on to other Sections.

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


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

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

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

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

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

## Instructions for When 10 Minutes of Section Time Remain


When 10 minutes of Section time remain:

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

Continue to actively proctor while students are testing.

## Instructions for Ending the Section

When the section time is finished:

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

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

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

The previous directions found in Section 4.11.2 should be used for all Sections of the Paper-Based Social Studies 8 Assessment.

## 5.0 AFTER Completion of Each Testing Day

### 5.1 Checklist of Tasks for TAs to Complete AFTER Testing

This section outlines the tasks 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

### 5.2 Return Materials to the STC

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

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

## 6.0 Accessibility Features and Accommodations

Testing accommodations for students in special education programs, students who are multilingual learners, and students with disabilities covered under Section 504 must be approved and documented according to the procedures and requirements outlined in the *Maryland Assessment, Accessibility, and Accommodations Manual (MAAAM)*. No accommodations may be made for students merely because they are members of an instructional group. Any accommodation must be based on individual needs and not on a category of disability area, level of instruction, environment, or other group characteristics. Responsibility for confirming the need and appropriateness of an accommodation rests with the STC and school-based staff involved with each student's instructional program. A master list of all students and their accommodations must be maintained in the school's test archive by the principal and STC, who will provide a copy to MSDE upon request. Please speak to your STC for further information regarding testing accommodations.

All instructional assistants and other qualified personnel who will provide accommodations during testing must be trained by the STC on how to administer specific accommodations. Failure to adhere to state policies and procedures may constitute a testing irregularity or a breach of test security and must be reported and investigated according to state and local testing policies. A person providing accommodations must always work under the direction of a certified TA.

Speak to your STC for information about grouping students with testing accommodations in accordance with student IEPs.

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

If you will be administering any accessibility features or accommodations, ensure you receive the necessary training and materials from your STC. Request a list of students in your group who are assigned these supports.

If you are responsible for any of the accommodations or features listed below, review the relevant documentation in advance.

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

## 6.2 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 or Signer for the Social Studies 8 Assessment

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

- Human Reader for Social Studies 8
- Human Signer for Social Studies 8
- 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 a Multilingual Learner during testing:

- Extended Time
- Human Scribe for Social Studies 8
- General Administration Directions Read Aloud, Repeated, or Clarified as needed in Spanish
- Human Reader in English or Spanish

### Special Accommodations Circumstances During Testing

If special accommodations are needed during testing, please contact your STC as soon as possible.

## 6.3 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.

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# **Appendix A**

## **Glossary of Terminology**

## Glossary of Terminology

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

Term	Definition
<b>Accessibility Features</b>	Accessibility features are tools or preferences that are either built into the assessment system or provided externally by 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.
<b>Accommodations</b>	An accommodation is an assessment practice or procedure that changes the presentation, response, setting, and/or timing and scheduling of assessments. Accommodations are intended to remove barriers that may exist due to a student's disability or level of English proficiency. Accommodations must be listed in the student's approved IEP, 504 plan, or ML plan.
<b>Accommodator</b>	Accommodator is an individual who, under the direction of the TA, provides specific accommodations that are documented in a student's IEP, ML plan, or 504 plan.
<b>ADAM</b>	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.
<b>Administration Time</b>	Administration time is the total time schools should schedule for each Section, including the Section testing time and the approximate times shown in Table 2.0 for reading directions, answering questions, distributing materials, closing Sections, and collecting test materials.
<b>Guide to Importing Student's into LaunchPad</b>	This refers to the Student Registration File. This is the data for enrolling students that are needed to take an MCAP assessment.
<b>IEP, 504 Plan, or ML Plan</b>	<p>IEP refers to Individualized Education Program plan. It is a program developed to ensure that a student who has a disability and is attending an elementary or secondary educational institution receives specialized instruction and related services.</p> <p>The 504 plan refers to a plan developed to ensure that a student who has a disability and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment.</p> <p>A Multilingual Learner (ML) plan, formerly referred to as an English Learner (EL) plan, refers to a plan developed to ensure that a student who is learning English has equal rights and access to a high-quality education.</p>
<b>Local Accountability Coordinator (LAC)</b>	The LAC is the individual at the 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.
<b>Local Educational Agency (LEA 24)</b>	Commonly referred to as the "non-public" schools or LEA 24 schools.
<b>Local Educational Agency (LEA)</b>	Commonly referred to as a school district.
<b>Maryland Comprehensive Assessment Program (MCAP)</b>	The overarching program name for all state assessments created by Maryland educators. The MCAP will include tests in English Language Arts/Literacy, Mathematics, Science, and Social Studies.

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

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# **Appendix B**

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

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 Multilingual Learners (ML) must be limited to those documented in the ML 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.
- (4) "Maryland School Performance Program (MSPP)" means a performance-based education accountability program that focuses on accountability through school improvement in the public schools.
- (5) "Test administration" means the range of activities from procurement of secure assessment materials through the return of secure assessment materials to the Department or its agents.

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

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

B. The test administration policy shall provide for:

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

C. The data reporting policy shall contain:

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

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

D. Test Administration and Certification of Training Forms.

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

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

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

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

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

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

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

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

C. Testing Personnel

(1) Local Accountability Coordinators.

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

(b) The LAC shall have oversight of the:

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

2. School Test Coordinators.

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

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

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

(d) Eligible STCs include the following:

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

(3) Test Administrators (TAs)

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

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

(4) Proctors

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

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

(c) TAs may serve as Proctors.

(d) Proctors may include:

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

**.05 Testing Behavior Violations.**

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

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

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

materials;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**.07 Sanctions for Violations.**

A. Invalidation of Test Scores or Other Data.

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

(2) The Department:

(a) Shall establish procedures to identify:

- (i) Improbable test score gains or improbable changes in data in consecutive years;
  - (ii) Situations in which inappropriate collaboration between or among individuals occurs during the test administration or data collection and reporting; and
  - (iii) Any other situation which may result in the invalidation of test results or other data; and
- (b) May invalidate test scores or other data that reflect improbable gains which cannot be satisfactorily explained through changes in the student population or instruction.
- (3) The invalidation of test results or other data because of a breach of security, or action of the State Board of Education, also invalidates any graduation, programmatic, or evaluative criteria dependent upon these data or test results.

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

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

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

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

- (1) Personnel sanctions may be imposed by the local school system;
- (2) The administrative credentials, teaching credentials, or both, of the violator may be suspended or revoked under COMAR 13A.12.05;
- (3) The school or school system may be censured; and
- (4) Costs incurred as the result of the violation may be recovered by the Department.

C. Mitigating Circumstances.

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

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

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

E. Whistleblower Protection.

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

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

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

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# Appendix C

## Signs



**Maryland Comprehensive  
Assessment Program**

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# **TESTING**

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