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# 2.0 Change Log

<table>
<thead>
<tr>
<th>Date Updated</th>
<th>Description</th>
<th>Version</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/13/2019</td>
<td>Initial Posting</td>
<td>1</td>
</tr>
</tbody>
</table>


3.0 About The Assessment

The Test Administration Manual (TAM) provides detailed instructions for administering the Missouri Assessment Program (MAP) End-of-Course (EOC) Assessments. The manual includes instructions for test preparation, scripts for administering the tests, and post-test administration procedures. Test Examiners (TEs) should thoroughly read this manual and view trainings before administering the tests.

The EOC Assessments are yearly tests that measure specific skills defined for each content area based on the Missouri Learning Standards. When a student masters the content associated with a particular course, the associated EOC Assessment can be administered regardless of the student’s grade level. The responsibility and authority for testing students belongs to the school district.

3.1 Design Of The Assessments

The Missouri State Board of Education identified the following purposes for the MAP EOC Assessments:

- Measuring and reflecting student mastery toward post-secondary readiness
- Identifying students’ strengths and weaknesses
- Communicating expectations for all students
- Serving as the basis for state and national accountability plans
- Evaluating programs
- Providing professional development for teachers

The EOC Assessments were created by the Missouri Department of Elementary and Secondary Education (DESE) in an effort to adapt testing to the needs of Missouri districts, schools, teachers, and students, while meeting state and federal requirements.

DESE uses the information obtained through the EOC Assessments to monitor the progress of Missouri’s students in meeting the state and national standards, to inform the public and the state legislature about students’ performance, and to help make informed decisions about educational issues.

Questar Assessment Inc. (Questar) and DESE are collaborating to deliver Missouri’s EOC Assessments. Missouri educators will use Questar’s Nextera online administration platform for enrollment and test administration, and Nextera Test Delivery System (TDS) for student testing. Questar will also provide handscoring and reporting services. These cooperative efforts and systems comprise a fully integrated assessment platform to meet the needs of school districts, educators, students, and other Missouri stakeholders.
Missouri provides ten EOC assessments—four are required for students to take prior to graduation. Personal Finance has separate accountability rules from the other assessments.

<table>
<thead>
<tr>
<th>Required</th>
<th>Optional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra I</td>
<td>Algebra II</td>
</tr>
<tr>
<td>Biology</td>
<td>American History</td>
</tr>
<tr>
<td>English II</td>
<td>English I</td>
</tr>
<tr>
<td>Government</td>
<td>Geometry</td>
</tr>
<tr>
<td></td>
<td>Physical Science</td>
</tr>
</tbody>
</table>

**Personal Finance**

- For students who are receiving personal finance credit from embedded coursework, the assessment is **REQUIRED**. The pass rate is the district’s decision.
- For students attempting to “test out” and receive personal finance credit toward graduation, the assessment is **REQUIRED**. Students must attain a score of 90% or higher to receive personal finance credit.
- For students who are enrolled in a stand-alone personal finance course, the assessment is **OPTIONAL**. Participation, however, permits the district to evaluate student achievement with an assessment fully aligned to state standards.

Table 3.1

- The English Language Arts (ELA) Assessments consist of two sessions. The first session contains selected-response, constructed-response, and technology-enhanced items. The first session also contains listening items. The second session contains a passage-based writing prompt that is scored with a ten-point rubric.
- The Mathematics Assessments consist of two sessions. The first session contains selected-response, constructed-response, and technology-enhanced items. The second session contains a performance event (PE).
- The Science Assessments consist of one session. The session contains selected-response, constructed-response, and technology-enhanced items.
- The Social Studies Assessments consist of a single session that contains selected-response, constructed-response, and technology-enhanced items.
- The Personal Finance Assessment consists of a single session of multiple-choice items.
- Specifics about timing guidelines for all content areas can be found in section 3.5 and additional information on item types can be found in section 3.4.
- All EOC Assessments are available only in Nextera, unless a Large Print, Braille, or Paper/Pencil edition is required by the student as an accommodation. **For students needing one of these accommodated versions, TEs will be responsible for transcribing student responses into Nextera.**

### 3.2 Changes To The Assessment

The following changes have been made for the 2019–2020 school year

- Social Studies Assessments are now operational
• Personal Finance Assessments are now operational

• ELA listening passages and items are in their final year of field testing — these items will not contribute to the final score for the student

• Closed Captioning is now available for ELA listening passages

• Video ASL is now available for ELA listening passages

• Districts will receive a Preliminary Report within 5 business days of the close of their content window. These reports contain the percent of the total points earned for each student who took the assessment. Individual Student Reports (ISRs) and Achievement Levels will be available in late summer.

• ISRs and Achievement Levels for American History and Government will be available in fall 2020, following a Performance Level Setting

3.3 Glossary Of Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accommodations</td>
<td>Changes in procedures or materials that increase equitable access to the End-of-Course (EOC) Assessments. Assessment accommodations allow students to access assessment content to show what they know and can do. Accommodations are available for students with documented Individualized Education Programs (IEPs) or 504 Plans.</td>
</tr>
<tr>
<td>Break/Pause</td>
<td>Action taken by a student or Test Examiner (TE) to temporarily halt the test at any time, as needed.</td>
</tr>
<tr>
<td>Constructed-Response Item Type</td>
<td>Test questions that require students to provide or input their response or responses using a keyboard or keypad. This type includes short answer/text input, writing prompts, and keypad input items.</td>
</tr>
<tr>
<td>Item</td>
<td>A test question or stimulus presented to a student to elicit a response.</td>
</tr>
<tr>
<td>Nextera Administration Platform</td>
<td>Questar’s administrative platform from which district personnel will manage the assessments.</td>
</tr>
<tr>
<td>Nextera Test Delivery System (TDS)</td>
<td>The secure, browser-based test engine for the EOC Assessments.</td>
</tr>
<tr>
<td>Performance Events</td>
<td>Performance events (PEs) are included in the EOC Mathematics Assessments. The PEs are designed to provide students with an opportunity to demonstrate their ability to apply their knowledge and higher-order thinking skills to explore and analyze a complex scenario. Performance events will be hand-scored.</td>
</tr>
<tr>
<td>Selected-Response Item Type</td>
<td>Test questions that require students to respond to a stem by selecting an appropriate response or responses, usually from answers provided. This type includes multiple-choice, matching, multi-select, and evidence-based selected-response items.</td>
</tr>
<tr>
<td>Session</td>
<td>A specific part of a test assigned to a specific student, which is grouped by a TE.</td>
</tr>
</tbody>
</table>
Stimulus/Stimuli: Material or materials used in the test context, which form the basis for assessing the knowledge and skills of students. Many items/tasks for the assessments include a stimulus along with a set of questions to which the student responds. Examples of stimuli include, but are not limited to, traditional reading passages/texts viewed on a computer screen, images with audio presentations, and simulated web pages.

Technology-Enhanced Items: Test questions that capitalize on technology to collect evidence through a non-traditional response type. This item type includes drag and drop, drop-down menu, matching, hot spot, and graphing among others.

Universal Tools: Universal tools are available to students based on student preference and selection. Some tools, such as a highlighter, are embedded in the online system, while others, such as a physical thesaurus and scratch paper, are external to the system. The availability of particular universal tools varies by item.

Writing Prompt: A special type of item that appears in the English I and English II Assessments that requires students to demonstrate their writing proficiency via an open-ended writing prompt.

Table 3.2

### 3.4 Item Types

As students engage with the EOC Assessments, they will be asked test questions that require them to use technology to respond in several ways, some of which may be new to the test-takers. The following table lists the different item types and briefly describes each one. A checkmark indicates that item type may appear on the given EOC Assessment(s).

<table>
<thead>
<tr>
<th>Item Type</th>
<th>How To Respond</th>
<th>ELA</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drag and Drop</td>
<td>Click and drag an object to the appropriate location in the response area.</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Drop-Down Menu</td>
<td>Select an answer from a drop-down menu.</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Evidence-Based Selected-Response (EBSR), multi-part items</td>
<td>This item type has two parts. Each part may consist of one of the following item types: Multiple Choice, Drop-Down Menu, Multi-select, and Hot Text. See those item types for descriptions of how to respond.</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Graphing on Coordinate Grid</td>
<td>Plot points and/or draw lines in the response area. Use the keyboard to enter labels if required.</td>
<td></td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hot Spot/Text Highlight</td>
<td>Highlight an option by selecting it. Select one or more options.</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Keypad Input</td>
<td>Select buttons representing numbers and mathematic symbols to create a numeric response or equation.</td>
<td></td>
<td>✔</td>
<td>✔</td>
<td></td>
</tr>
</tbody>
</table>
**About the Assessment**

<table>
<thead>
<tr>
<th>Item Type</th>
<th>How To Respond</th>
<th>ELA</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Line Plot</td>
<td>Respond by marking an X in the response area.</td>
<td></td>
<td></td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>Matching (with connecting lines)</td>
<td>Select an option from the first column and then select the corresponding option from the second column to create a line between them. You can match more than one corresponding option in the second column.</td>
<td></td>
<td></td>
<td>✔️</td>
<td>✔️ ✔️ ✔️ ✔️</td>
</tr>
<tr>
<td>Matching Table (with a variation, True/False, or Yes/No)</td>
<td>Select a checkbox corresponding to an option in a table cell.</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️ ✔️ ✔️ ✔️</td>
</tr>
<tr>
<td>Multiple Choice</td>
<td>Select the radio button corresponding to one of four options. Select only one option.</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️ ✔️ ✔️ ✔️</td>
</tr>
<tr>
<td>Multi-Part Selected-Response</td>
<td>This item type has two parts containing various item types. See the item types listed under Science in this table for descriptions on how to respond.</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️ ✔️ ✔️ ✔️</td>
</tr>
<tr>
<td>Multi-select</td>
<td>Mark a radio button corresponding to an option. Mark one or more options.</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️ ✔️ ✔️ ✔️</td>
</tr>
<tr>
<td>Number Lines</td>
<td>Plot points and/or draw lines on the number line.</td>
<td>✔️</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance Event</td>
<td>Respond via keyboard and Equation Builder.</td>
<td>✔️</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Text Input / Constructed Response</td>
<td>Respond via keyboard entry. Science and Math items may include an Equation Builder</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>Writing Prompt</td>
<td>Respond via keyboard entry using text formatting buttons.</td>
<td>✔️</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3.3

### 3.5 Timing Guidelines and Scheduling

**Basic Testing Parameters**

- Within each test there are sessions. A student may not return to a session once it has been completed and submitted.
- Students may need to use the scroll bar to view the entire text of passages and items.
- Students may mark items for review and return to those items within a session.
- If a student starts the test near the end of the testing window, the student must finish before the district administration window officially closes. The assessment will automatically end at
10 p.m. on the last day of the scheduled district administration window, even if the student has not finished.

- Students are not required to take a single session of an assessment on the same day or in the same sitting, although it is recommended to minimize the amount of time between beginning and completing each test within a content area. The entire assessment **MUST** be completed during the district testing window.

- Remember that the timing guidelines presented by DESE are simply averages. Some students may take less or more time than the presented time. Have a plan ready for these situations. This might include moving students taking longer than expected to another room to finish or allowing students to move directly to their next class rather than holding students until all have finished.

- In the event of a technical issue (e.g. power outage or network failure), students will be logged out. Student responses will not be lost, and students may move to a different device. Students will need to log in again upon resuming the test.

- Parents and guardians should be informed of the district EOC schedule so they can help ensure their students are present on the day(s) of testing—without scheduled appointments or vacation days during the testing window—and that their students are prepared with the proper materials that may not be provided by the district.

### Scheduling the Tests/Timing Information

The following table lists estimates of the time it will take students to complete each component of the assessment. Some students may complete the assessment in times that vary from the recommended durations. Districts should plan for flexibility in their schedules to accommodate students that may take more time than noted.

There is no time limit for any assessment.

The provided times do not include time needed to start computers, log in students, go through directions, etc. Headphones are required for all students using text-to-speech.
<table>
<thead>
<tr>
<th>Assessment</th>
<th>Session 1</th>
<th>Session 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I</td>
<td>100–120 minutes</td>
<td>90–110 minutes</td>
</tr>
<tr>
<td></td>
<td>• Listening Items – Headphones required</td>
<td>• Writing Prompt</td>
</tr>
<tr>
<td></td>
<td>• Dictionary use is NOT permitted</td>
<td>• Dictionary use is permitted</td>
</tr>
<tr>
<td></td>
<td>• Thesaurus use is NOT permitted</td>
<td>• Thesaurus use is permitted</td>
</tr>
<tr>
<td></td>
<td>• Grammar Handbook use is NOT permitted</td>
<td>• Grammar Handbook use is permitted</td>
</tr>
<tr>
<td>English II</td>
<td>100–120 minutes</td>
<td>90–110 minutes</td>
</tr>
<tr>
<td></td>
<td>• Listening Items – Headphones required</td>
<td>• Writing Prompt</td>
</tr>
<tr>
<td></td>
<td>• Dictionary use is NOT permitted</td>
<td>• Dictionary use is permitted</td>
</tr>
<tr>
<td></td>
<td>• Thesaurus use is NOT permitted</td>
<td>• Thesaurus use is permitted</td>
</tr>
<tr>
<td></td>
<td>• Grammar Handbook use is NOT permitted</td>
<td>• Grammar Handbook use is permitted</td>
</tr>
<tr>
<td>Algebra I</td>
<td>90–110 minutes</td>
<td>90–110 minutes</td>
</tr>
<tr>
<td></td>
<td>• Calculator use is permitted</td>
<td>• Performance Event</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Calculator use is permitted</td>
</tr>
<tr>
<td>Algebra II</td>
<td>90–110 minutes</td>
<td>90–110 minutes</td>
</tr>
<tr>
<td></td>
<td>• Calculator use is permitted</td>
<td>• Performance Event</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Calculator use is permitted</td>
</tr>
<tr>
<td>Geometry</td>
<td>90–110 minutes</td>
<td>90–110 minutes</td>
</tr>
<tr>
<td></td>
<td>• Calculator use is permitted</td>
<td>• Performance Event</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Calculator use is permitted</td>
</tr>
<tr>
<td>Biology</td>
<td>55–60 minutes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Calculator use is permitted</td>
<td></td>
</tr>
<tr>
<td>Physical Science</td>
<td>55–60 minutes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Calculator use is permitted</td>
<td></td>
</tr>
<tr>
<td>American History</td>
<td>60–80 minutes</td>
<td></td>
</tr>
<tr>
<td>Government</td>
<td>60–80 minutes</td>
<td></td>
</tr>
<tr>
<td>Personal Finance</td>
<td>60–80 minutes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Calculator use is permitted</td>
<td></td>
</tr>
</tbody>
</table>

Table 3.4
3.6 Required/Allowed Materials

This section covers all materials required, permitted but not provided, or prohibited while taking EOC Assessments.

Required/Permitted Materials

- A workstation with Internet access, a monitor, a mouse, a keyboard, and Nextera Secure Browser properly loaded and certified is required for each student unless they are testing on a tablet. For information about testing device technical requirements, please see the Setup & Installation Guide posted to the Help Tab.

- Student Test Tickets are required to login and take the assessment. The ticket provides secure login credentials (i.e. username and password) required for a student to use the testing software.

- Headphones are required for session one of English I and English II.

- Headphones are required for any content/session in which the student is using text-to-speech.

- Scratch, grid, and graph paper may be provided to students in all assessments.

- The Nextera TDS provides students with embedded electronic versions of the Reference Sheets—The Writer’s Checklist, the Mathematics Reference sheet, the Periodic Table of Elements, and the mRNA Codon Wheel—for use during testing. Students may also have physical copies of the Reference Sheets for use during testing.

Dictionary/Thesaurus/Grammar Handbook

The use of a dictionary, thesaurus, and/or grammar handbook is limited to the ELA Writing Prompts of Session 2 of English I and English II.

Calculators

- Students can use the embedded electronic calculator or a physical calculator on any of the Mathematics assessments.

- Students can use the embedded electronic calculator or a physical calculator on the Personal Finance assessment.

- Students can use the embedded electronic calculator or a physical calculator on the Physical Science assessment. Students can use a physical calculator on the Biology assessment.

- Calculators cannot contain stored equations or functions at the time of testing. TEs are responsible for ensuring and verifying that calculators that have the ability to store functions and equations have the memory cleared before and after each assessment.
• Calculators cannot have Internet connectivity or be able to connect to anyone inside or outside the classroom during testing. Students cannot use a calculator on a laptop or other portable computer, pocket organizer, cell phone, smart watch, device with a QWERTY keyboard, electronic writing pad or pen-input device unless a particular assistive device is required for a student and is specified in the IEP/504 plan.

Prohibited Materials

Electronic devices, including any portable device that can connect to the Internet or to anyone inside or outside of the classroom, must not be accessible during the testing sessions. Such items include, but are not limited to:

• cellular/mobile phones
• smart watches
• electronic music players
• digital cameras
• handheld scanners
• portable gaming devices
• any device that can connect to the Internet

Physical Materials

Physical test materials — test tickets and Large Print, Braille, and Paper/Pencil assessments — should be kept secure at all times when not being used. They should not be left out on desks, in a drawer, in a closet, etc. Follow the school procedure for checking test materials in and out. Anyone handling the physical materials should be aware of the check-in and check-out procedure.
4.0 Text Examiner Responsibilities

All Test Examiners are responsible for the following:

- Ensure all EOC testing materials are secure at all times. **Both written and verbal discussion of specific EOC Assessment items breach the security and integrity of the test.** Discussion between TEs, proctors, translators, or any district staff regarding test items is not permitted.

- Ensure any additional testing materials or tools are available or provided, such as:
  - Scratch, grid, and graph paper
  - Braille paper (if provided)
  - Physical copies of Reference Sheets

- After testing is complete:
  - Check that tests have been submitted.
  - Check that tests are complete in the system.
  - Collect the Large Print, Braille, and/or Paper/Pencil materials from the students and prepare materials for return to the STC.
  - Transcribe Large Print, Braille, and Paper/Pencil edition responses into Nextera.
  - Contact the STC for guidance regarding the handling of any contaminated test materials.
  - Collect all draft, scratch, grid, graph, or Braille paper and return all used materials to the DTC/STC for secure shredding.

4.1 Avoiding Common Quality Assurance Issues

- Prior to assessing students, schools need to ensure that rooms being used for assessment are appropriate environments.

- The testing room should be free from content/process aides. These need to be either taken off the walls or covered up. If you are questioning if you should cover something up, err on the side of caution and cover it.

- The testing room should be set up to curb cheating. For example, if students are testing close together, dividers may be used between monitors so that students cannot see their neighbor’s screen.

- Signage should be placed on the door to indicate that testing is occurring so that disturbances are kept to a minimum.

- TEs should ensure they are aware of which tools/accommodations students have and how those tools/accommodations work. For example, TEs should be aware of which sessions a dictionary or a calculator is allowed on.

- Districts/schools should have a cell phone policy—both for students and for TEs.
• Examiners should ensure that students do not have inappropriate electronics such as video game systems, smart watches, and music players.

• Examiners should ensure that if physical calculators are being used that the memory is cleared prior to and immediately after testing.

• Test coordinators should ensure that scratch/grid/graph paper is collected immediately and securely destroyed. TEs should not review student work on scratch/grid/graph paper.

4.2 Test Security

Test security and ethical testing practices continue to be of utmost importance. A test security policy must be in place for each district and charter school. The test security policy should be placed in the District’s Assessment Plan, which is approved by the local board annually. The accurate assessment of student achievement is a critical component of the educational process in Missouri. It is the responsibility of everyone involved in the assessment process to understand the security measures in place to avoid any intentional or unintentional unethical behavior by students or staff members. Administrators and TEs are responsible for reporting any of these behaviors to district administration and/or to the DESE Assessment Section at 573-751-3545 or assessment@dese.mo.gov.

District Test Coordinators (DTCs) and School Test Coordinators (STCs), TEs, translators, proctors, and any other district and/or staff who have testing responsibilities must follow test security procedures. The tests must NOT be read, scored, reviewed, photocopied, duplicated, scanned, transported by students, photographed, texted, or made accessible to personnel not responsible for testing. Both written and/or verbal discussion of specific EOC Assessment items breach the security and integrity of the test and may result in an invalidation or loss of scores for accountability purposes.

Test items or answers must not be discussed with anyone at any time. When hard-copy editions of the test are not in use, they must be stored in a secure, locked location outside of the classroom. Large Print, Braille, and Paper/Pencil editions of the tests must be transcribed into Nextera and shipped back to Questar following the procedures in section 8.2 in this manual once testing is complete.
4.3 Cell Phone/Smart Watch Policy

As part of your board approved assessment plan, each district shall have a cell phone/smart watch policy in place that ensures both test security and test validity. The policy should address both students and TEs. Each classroom is expected to follow the district policy.

Some students use their phone to track medical issues, such as blood pressure, heart rate, and blood sugar. If the student uses their phone for a medical issue, they can have it in the testing room, but it should be held on to by the TE or a test proctor and not by the student. The phone should also be setup to not disturb other students by making noise for phone calls, text messages or other non-medical alerts.
5.0 Test Preparation

In addition to having covered the course content, students should have experience using a computer and should know how to use a computer mouse and keyboard before taking the Assessments. Students testing on a tablet device should have experience with the device in an instructional setting prior to testing. Students and teachers should review the Student Tutorial and Item Sampler (available at any time) for the Assessment(s) they will be taking. Online practice forms are also available through Nextera. The practice forms mirror the structure and function of the EOC Assessments. Districts can administer practice forms to students at any time during the test window.

5.1 Student Tutorials/Item Sampler

In preparation for the test, and to expose students to the various item types in each content area, it is highly recommended that all students access the Student Tutorial and Item Sampler prior to testing. Access to these tools will allow students to become comfortable with answering items within the testing platform by becoming familiar with the test format, the question types and the tools they will experience during testing.

The Missouri EOC Item Sampler can be accessed at the web address: https://mo.nextera.questarai.com/tds/#/practice

The Student Tutorials have generic logins, based on the content area. A Generic Tutorial is available that details all item types and tools available for EOC testing. In addition, each content area has a specific tutorial detailing the specific item types and tools that will be seen within the content area. These tutorials are available year-round and can be accessed at any time. Students can access the same tutorial multiple times. Teachers and Administrators are encouraged to allow enough time for students to become familiar prior to taking an EOC assessment. Please see below for Login information.

<table>
<thead>
<tr>
<th>Tutorial</th>
<th>Login</th>
<th>Password</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generic</td>
<td>mogenx</td>
<td>practice</td>
</tr>
<tr>
<td>ELA</td>
<td>moengx</td>
<td>practice</td>
</tr>
<tr>
<td>Math</td>
<td>momathx</td>
<td>practice</td>
</tr>
<tr>
<td>Science</td>
<td>moscix</td>
<td>practice</td>
</tr>
<tr>
<td>Social Studies</td>
<td>mossx</td>
<td>practice</td>
</tr>
</tbody>
</table>

Table 5.1
5.2 Practice Form

Complete forms for all EOC Assessments are available through the Nextera system for districts to use as Practice Tests. EOC Practice Tests are administered online or available for download and will allow students to experience the types of tools that they will use when they complete the operational assessments, in addition to providing educators with important instructional information. Practice Tests should be administered in the same manner as the operational EOCs in order to provide the closest experience to the operational tests as possible.
6.0 Tools/Accommodations

Universal Tools are available to all students unless noted in the chart below. Accommodations are available only to students with an IEP/504 plan. The use of accommodations should be determined by the IEP team. For students with an IEP, DESE Special Education recommends that the IEP team also make the decisions on the use of Universal Tools for the student. For students without an IEP, the decision to use some of the Universal Tools should be made by the classroom teacher and building administration. Ideally, the tool is being used in the everyday classroom.

- Accommodations do not appear on the student test tickets. All Accommodations must be enabled in Nextera prior to the student logging in to the assessment.
- DESE recommends that districts use the Student Tools/Accommodations Tracking Form found in Appendix 9.2.0 (or a district version of it) so that TEs have easy access to which tools/accommodations each student should receive during testing. Notes may need to be made to indicate use only on certain sessions for some tools/accommodations.

6.1 Universal Tools and Accommodations

The EOC Assessments provide Universal Tools and Accommodations to help students demonstrate their knowledge of the Missouri Learning Standards.

- Universal Tools are available to all students taking an EOC Assessment, unless otherwise noted.
- Accommodations must appear in a student’s IEP/504 Plan.

For Special Education students, the IEP team should choose all of the tools and accommodations that a student will receive.

Some tools and accommodations are only for English Learner (EL) students.

Prior to testing, districts must log in to Nextera Admin to check and set tools and accommodations for students.
### UNIVERSAL TOOLS

Universal tools for use on the EOC Assessment are available to ALL STUDENTS unless noted. Please read the full description prior to usage.

Tools with a code (Sxxx) need to be marked in Nextera prior to the assessment. Some tools are only for use by English Learner (EL) students (EL students are those coded LEP_RCV in MOSIS).

<table>
<thead>
<tr>
<th>Tool</th>
<th>Description</th>
<th>Code</th>
</tr>
</thead>
</table>
| Answer Masking           | The Nextera Test Delivery System allows **all students** access to an embedded masking tool to block off answer choices that may be distracting.  
**All students** taking the Large Print or Paper/Pencil assessments may use a masking tool to block off content that is not of immediate need or that may be distracting.  
This tool must be chosen in Nextera under student accommodations prior to testing.                                                                                                                                                                                                                                                                                                                                                                           | S107 |
| Bilingual Dictionary     | **EL students** may have access to a physical Bilingual Dictionary for use **ONLY** on the sessions of English I and English II that have a writing prompt. If the Bilingual Dictionary is electronic, it may not connect to the Internet.  
This tool must be chosen in Nextera under student accommodations prior to testing.                                                                                                                                                                                                                                                                                                                                                                         | S431 |
| Break                    | **All students** may take breaks of up to 20 minutes as needed. There is no limit to how many times a student may use this during an assessment.                                                                                                                                                                                                                                                                                                                                                                          | N/A  |
| Calculator               | The Nextera student platform features an embedded calculator for **all students** to use on the mathematics, Personal Finance, and science assessments.  
**All students** may have access to a physical calculator for all mathematics and science assessments. The memory of the physical calculator must be cleared before and after testing by the test examiner.  
*Please Note: Use of a calculator is only for the Mathematics, Personal Finance, and Science assessments.*                                                                                                                                                                                                                                                                                                                                                       | N/A  |
| Color Contrast           | The Nextera Test Delivery System allows **all students** to reverse the contrast of the display (black background and white text).  
**All students** taking the Paper/Pencil assessment may have the test printed in different colors based on student needs or preferences.  
This tool must be chosen in Nextera under student accommodations prior to testing.                                                                                                                                                                                                                                                                                                                                                             | S102 |
| Color Overlay            | The Nextera Test Delivery System allows **all students** to change the background color to blue, green, pink, or yellow. The text remains black no matter the background color.  
**All students** taking the Paper/Pencil assessment may have a color transparency placed over the test presented to them based on student needs or preferences.  
This tool must be chosen in Nextera under student accommodations prior to testing.                                                                                                                                                                                                                                                                                                                                                         | S103 |
UNIVERSAL TOOLS

Universal tools for use on the EOC Assessment are available to ALL STUDENTS unless noted. Please read the full description prior to usage.

Tools with a code (Sxxx) need to be marked in Nextera prior to the assessment. Some tools are only for use by English Learner (EL) students (EL students are those coded LEP_RCV in MOSIS).

<table>
<thead>
<tr>
<th>Tool</th>
<th>Description</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Dictionary</td>
<td>All students may have access to a physical English Dictionary for use ONLY on the sessions of English I and English II that have a writing prompt. If the English Dictionary is electronic, it may not connect to the internet.</td>
<td>N/A</td>
</tr>
<tr>
<td>Grammar Handbook</td>
<td>All students may have access to a physical Grammar Handbook for use ONLY on the sessions of English I and English II that have a writing prompt. If the Grammar Handbook is electronic, it may not connect to the internet. The Grammar Handbook must be one that is published. It cannot be a district, school, or classroom made handbook.</td>
<td>N/A</td>
</tr>
<tr>
<td>Highlighter</td>
<td>The Nextera student platform allows <strong>all students</strong> access to an embedded highlighter for marking desired text. All students may have access to a physical highlighter.</td>
<td>N/A</td>
</tr>
<tr>
<td>Line-Reader/Masking</td>
<td>The Nextera Test Delivery System allows <strong>all students</strong> to use an embedded line reader that brings focus to a single line of text. The bottom half of the line-reader is a masking tool that can be manipulated to block off content that is not of immediate need or that may be distracting.</td>
<td>N/A</td>
</tr>
<tr>
<td>Magnification (Zoom)</td>
<td>The Nextera Test Delivery System allows <strong>all students</strong> to magnify the screen by 1.5, 2, or 3 times the standard view. Magnification can be set prior to the assessment—by marking in in Nextera—so that all items default to the chosen zoom level. Magnification can also be set manually by the student on an item-by-item basis. <strong>All students</strong> taking the Large Print or Paper/Pencil assessments may have access to a physical magnifying device.</td>
<td>N/A</td>
</tr>
<tr>
<td>Magnification – Assistive Technology</td>
<td><strong>Students with visual impairments</strong> may attempt to use assistive technology software that magnifies the screen beyond the built in capabilities of the embedded magnifier. <em>Please Note: The use of assistive technology software should be familiar to the student and should be software the student uses in the everyday classroom. While the use of assistive technology software is not directly supported by Questar, the help desk will work with districts needing to use the software. The software must be provided by the district.</em> This tool must be chosen in Nextera under student accommodations prior to testing.</td>
<td>S105</td>
</tr>
</tbody>
</table>
**UNIVERSAL TOOLS**

Universal tools for use on the EOC Assessment are available to ALL STUDENTS unless noted. Please read the full description prior to usage.

Tools with a code (Sxxx) need to be marked in Nextera prior to the assessment. Some tools are only for use by English Learner (EL) students (EL students are those coded LEP_RCV in MOSIS).

<table>
<thead>
<tr>
<th>Tool</th>
<th>Description</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mark For Review</strong> (Bookmark)</td>
<td>The Nextera student platform allows <strong>all students</strong> to mark an item for review.</td>
<td><strong>N/A</strong></td>
</tr>
<tr>
<td><strong>Pause Button</strong></td>
<td>If a student hits the embedded pause button, they will be logged out. They can log back in anytime that same day. If the assessment needs to be reopened on a subsequent day, the proctor will have to input a password. More information on this process can be found in the manuals. If the need arises to move a student from one computer to another, pause the text to exit. The test will remain incomplete until the student logs back in and completes the test.</td>
<td><strong>N/A</strong></td>
</tr>
<tr>
<td><strong>Protractor</strong></td>
<td><strong>All students</strong> taking the Large Print, Braille, or Paper/Pencil assessments may have access to a physical protractor for use on specific items where appropriate.</td>
<td><strong>N/A</strong></td>
</tr>
<tr>
<td><strong>Read Aloud</strong></td>
<td>Please see the Read Aloud section after the universal tools/accommodations list.</td>
<td><strong>N/A</strong></td>
</tr>
<tr>
<td><strong>Read Aloud Test To Self</strong></td>
<td><strong>All students</strong> may read aloud the test to themselves, either in a one-on-one setting or by using a device (such as a whisper phone) that does not disturb other students or allow other students to hear what is being said. In order to ensure that use of this tool does not disturb other students, the use of this tool may need to be paired with the use of separate setting (S501).</td>
<td><strong>N/A</strong></td>
</tr>
<tr>
<td><strong>Reference Sheet</strong></td>
<td>The Nextera Test Delivery System allows <strong>all students</strong> access to use an embedded reference sheet on applicable assessments. Not all assessments have a reference sheet. Students may have physical copies of the reference sheets during testing. Copies of the reference sheets can be found in the appendices of the manuals.</td>
<td><strong>N/A</strong></td>
</tr>
</tbody>
</table>
**UNIVERSAL TOOLS**

Universal tools for use on the EOC Assessment are available to **ALL STUDENTS** unless noted. Please read the full description prior to usage.

Tools with a code (Sxxx) need to be marked in Nextera prior to the assessment. Some tools are only for use by English Learner (EL) students (EL students are those coded LEP_RCV in MOSIS).

<table>
<thead>
<tr>
<th>Tool</th>
<th>Description</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scratch Paper (Note)</td>
<td>The Nextera Test Delivery System allows <strong>all students</strong> to use an embedded notepad to make notes about an item.</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td><strong>All students</strong> taking the online, Large Print, Braille, or Paper/Pencil assessments may have access to physical scratch paper to make notes about an item. Scratch paper can be blank, ruled, graph, or grid paper. Physical scratch paper should be collected and destroyed <strong>IMMEDIATELY</strong> upon the conclusion of a testing session.</td>
<td></td>
</tr>
<tr>
<td>Scribe</td>
<td><strong>Students who obtain a physical injury prior to testing</strong> that prevents them from responding may dictate their responses to a scribe. <strong>OR</strong></td>
<td>S351</td>
</tr>
<tr>
<td></td>
<td><strong>Students with physical disabilities</strong> that may prevent them from responding themselves may dictate their responses to a scribe, who must follow the scribing guidelines (<a href="http://dese.mo.gov/sites/default/files/asmt-scribing-guidelines.pdf">http://dese.mo.gov/sites/default/files/asmt-scribing-guidelines.pdf</a>).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Please Note: DESE does not recommend the use of Scribe for students who do not use it as part of their everyday learning in the classroom. The use of Scribe for some students can prove distracting and become a hindrance to student performance. The scribe should be familiar to the student and have scribing experience with the student in some capacity prior to the state assessment.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This tool does **NOT need to be marked for transcription of paper, Large Print, or Braille Assessments into Nextera.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This tool must be chosen in Nextera under student accommodations prior to testing.</td>
<td></td>
</tr>
<tr>
<td>Separate Setting</td>
<td><strong>All students</strong> may be allowed to test in a separate setting from other students. This includes testing individually or testing as part of a smaller group.</td>
<td>S501</td>
</tr>
<tr>
<td></td>
<td>This tool must be chosen in Nextera under student accommodations prior to testing.</td>
<td></td>
</tr>
</tbody>
</table>
Universal tools for use on the EOC Assessment are available to ALL STUDENTS unless noted. Please read the full description prior to usage.

Tools with a code (Sxxx) need to be marked in Nextera prior to the assessment. Some tools are only for use by English Learner (EL) students (EL students are those coded LEP_RCV in MOSIS).

<table>
<thead>
<tr>
<th>Tool</th>
<th>Description</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strikethrough (Answer Eliminator)</td>
<td>The Nextera student platform allows all students access to use an embedded tool to cross out answer options.</td>
<td>N/A</td>
</tr>
<tr>
<td>Thesaurus</td>
<td>All students may have access to a physical Thesaurus for use ONLY on the sessions of English I and English II that have a writing prompt. If the Thesaurus is electronic, it may not connect to the internet.</td>
<td>N/A</td>
</tr>
<tr>
<td>Translation</td>
<td>Please see the Translation section after the universal tools/accommodations list.</td>
<td>N/A</td>
</tr>
<tr>
<td>Writing Tools</td>
<td>The Nextera Test Delivery System allows all students access to use an embedded set of writing tools on specific items where appropriate. The tools include the ability to bold, italicize and underline text, create bullet points, undo/redo typing, create indents, and copy/paste text the student has typed.</td>
<td>N/A</td>
</tr>
</tbody>
</table>
6.2 List of Accommodations

### ACCOMMODATIONS

Accommodations for use on the EOC Assessment are available only to student with an IEP/504 plan. Please read the full description prior to usage.

All accommodations need to be marked in Nextera prior to the assessment. Some tools are only for use by English Learner (EL) students (EL students are those coded LEP_RCV in MOSIS).

<table>
<thead>
<tr>
<th>Tool</th>
<th>Description</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Abacus</strong></td>
<td><strong>Students with this accommodation in their IEP/504 plan</strong> may have access to an abacus. This accommodation must be chosen in Nextera under student accommodations prior to testing.</td>
<td>A391</td>
</tr>
</tbody>
</table>
| **Alternate Response Options** | **Students with this accommodation in their IEP/504 plan** may respond to items using an alternate option, including but not limited to: Adapted Keyboards, StickyKeys, MouseKeys, FilterKeys, Adapted Mouse, Touch Screen, Head Wand and Switches. 
Please Note: While the use of alternate response options is not directly supported by Questar, the help desk will work with districts needing to use one. The option must be provided by the district. 
This accommodation must be chosen in Nextera under student accommodations prior to testing. | A441 |
| **Braille**           | **Students with visual impairments with this accommodation in their IEP/504 plan** may access the assessment via a Braille version. Tactile overlays and graphics tools may be used to assist the student in accessing the content. 
Please Note: Answers from students who access the assessment using the Braille format must be entered into the Nextera Test Delivery System prior to shipping the Braille assessment back. Please follow the instructions found in the Braille kit. 
This accommodation must be chosen in Nextera under student accommodations prior to testing. | A012 |
| **Closed Captioning**| **Hearing Impaired students** with this accommodation in their IEP/504 plan may have Closed Captioning available for ELA listening passages. This accommodation must be chosen in Nextera under student accommodations prior to testing. | A053 |
| **Large Print**       | **Students with visual impairments with this accommodation in their IEP/504 plan** may access the assessment via a Large Print version. 
Please Note: Answers from students who access the assessment using the Large Print format must be entered into the Nextera Test Delivery System prior to shipping the Large Print assessment back. Please follow the instructions found in the Large Print kit. 
This accommodation must be chosen in Nextera under student accommodations prior to testing. | A021 |
**ACCOMMODATIONS**

Accommodations for use on the EOC Assessment are available only to students with an IEP/504 plan. Please read the full description prior to usage.

All accommodations need to be marked in Nextera prior to the assessment. Some tools are only for use by English Learner (EL) students (EL students are those coded LEP_RCV in MOSIS).

<table>
<thead>
<tr>
<th>Tool</th>
<th>Description</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiplication Table</td>
<td><strong>Students with this accommodation in their IEP/504 plan</strong> may have access to a single digit multiplication table. This accommodation must be chosen in Nextera under student accommodations prior to testing.</td>
<td>A395</td>
</tr>
<tr>
<td>Paper Based Assessment</td>
<td><strong>Students with this accommodation in their IEP/504 plan</strong> may take the assessment using the Paper/Pencil format. Please Note: Answers from students who access the assessment using the Paper/Pencil format must be entered into the Nextera Test Delivery System prior to shipping the paper assessment back. This accommodation must be chosen in Nextera under student accommodations prior to testing.</td>
<td>A102</td>
</tr>
<tr>
<td>Read Aloud (ELA Reading Passages)</td>
<td>Please see the Read Aloud section after the universal tools/ accommodations list.</td>
<td></td>
</tr>
<tr>
<td>Sign Language</td>
<td><strong>Hearing Impaired</strong> students with this accommodation in their IEP/504 plan may have ELA listening passages translated into American Sign Language (ASL), Signing Exact English (SEE) or any other form of sign language. Please Note: The Nextera Test Delivery System provides video of ASL for the listening passages. If the student uses SEE or another form of sign language or the preference is for a local translation into ASL, the singing of ELA listening passages will require the download of a script. The accommodation must be chosen in Nextera under student accommodations prior to testing.</td>
<td>A052</td>
</tr>
<tr>
<td>Specialized Calculator</td>
<td><strong>Students with this accommodation in their IEP/504 plan</strong> may have access to a specialized calculator. The specialized calculator can include a talking calculator or Braille calculator among others. The memory of the physical calculator must be cleared before and after testing by the test examiner. Please Note: Use of a calculator is only for the Mathematics and Science assessments. This accommodation must be chosen in Nextera under student accommodations prior to testing.</td>
<td>A396</td>
</tr>
</tbody>
</table>
ACCOMMODATIONS

Accommodations for use on the EOC Assessment are available only to student with an IEP/504 plan. Please read the full description prior to usage.

All accommodations need to be marked in Nextera prior to the assessment. Some tools are only for use by English Learner (EL) students (EL students are those coded LEP_RCV in MOSIS).

<table>
<thead>
<tr>
<th>Tool</th>
<th>Description</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech-To-Text – Assistive Technology</td>
<td>Students with this accommodation in their IEP/504 plan may use that technology in conjunction with the Nextera Test Delivery System. The software must be provided by the district. Please Note: The use of assistive technology software should be familiar to the student and should be software the student uses in the everyday classroom. While the use of assistive technology software is not directly supported by Questar, the help desk will work with districts needing to use the software. The software must be provided by the district. This accommodation must be chosen in Nextera under student accommodations prior to testing.</td>
<td>A352</td>
</tr>
</tbody>
</table>

Table 6.2

6.3 Read-Aloud

*Read Aloud* for statewide testing should only be used for students who truly need it.

The *Read Aloud* tool for statewide testing should only be available to students who can benefit from it. Read Aloud can be over-used when it is provided to every struggling student including those who can decode but have poor comprehension skills and those who simply have not mastered decoding skills.

Any student taking the online, Large Print, Braille, or Paper/Pencil assessments may have the test directions and items (*questions and answer choices*) in all content areas read aloud to them without an IEP/504 plan. In order to have reading passages in *English language arts* read aloud, a student needs that accommodation listed in their IEP/504 plan.

**How To Determine If The Student Needs Read Aloud**

Providing *Read Aloud* to students who do not need it can have negative consequences for instruction and decoding and comprehension skills. For example, some educators might assume that students who receive *Read Aloud* no longer need to be instructed on decoding and fluency skills, which is a clearly inappropriate assumption.

Additionally, the use of *Read Aloud* for some students can prove distracting and become a hindrance to student performance.

Here are some questions you can ask about the student to help make a determination:
• Does this student have an identified reading-based disability that affects the student’s decoding, fluency, or comprehension skills?

• Is there evaluative information indicating that, even after explicit and systematic reading instruction, the student’s disability precludes or severely limits the student’s ability to decode print?

• Has the student been provided systematic, explicit, research-based reading intervention(s) to improve decoding skills?

• Would the student’s functioning reading level affect his or her performance on a state test that does not measure reading comprehension?

• Is there evidence that the student’s access to and/or performance on print-based tasks improves when information is presented to the student in auditory formats?

• Is the student provided instructional materials in auditory formats? Does the student use Read Aloud during formative assessments or during other assessments? (If a student receives Read Aloud for instruction but not for formative assessments, it is likely that the student does not need Read Aloud for the state content assessments.)

• When test items are read aloud for classroom assessments, is every item read aloud or only items requested by the student?

• Does someone (e.g., teacher, paraprofessional, another student, parent) regularly read aloud to the student in school?

• If the student is blind or visually impaired, has it been determined that his or her disability precludes or severely limits the ability to access and/or develop proficiency in Braille?

• If the student is hearing impaired, is there evidence demonstrating that the student’s disability precludes or severely limits his or her ability to decode printed text (possibly due to other co-occurring disabilities or long-term language deprivation in early childhood)?

Additionally, time should be set aside to talk to the student about his or her reading skills and the need for Read Aloud. Asking whether it is easier to read for themselves or to listen to someone read may provide an indication that Read Aloud may be appropriate. Caution needs to be exercised here, however, because struggling readers may indicate a preference for Read Aloud even though they do not understand better when the accommodation is provided.

Even if Read Aloud is not chosen for the student, the examiner may still read one word per sentence to any student.

For all content areas and subjects, readers may not clarify, elaborate, paraphrase, assist, cue a student through uneven voice inflection, etc.
6.4 Translation

*Translation* for statewide testing should only be used for students who truly need it.

Any English Learner (EL) taking the online, Large Print, Braille, or Paper/Pencil assessments may have the test directions and items in English Language Arts, Mathematics, Science, and Social Studies read aloud to them in their native language without an IEP/504 plan. In order to have reading passages in English Language Arts read aloud in their native language, a student would need that accommodation listed in their IEP/504 plan.

Additionally, any EL taking the online, Large Print, Braille, or Paper/Pencil assessments may respond to the assessment in their native language. The answers would need to be translated and transcribed into the system.

**How To Determine If The Student Needs Translation**

Here are some questions you can ask about the student to help make a determination:

- Does the student have an overall WIDA score of 3 or lower?
- Has the student attended a school where his/her first language is the primary language of instruction?
- Has the student ever received instruction in his/her first language?
- Does the student perform better when class assignments or assessments are translated?

Additionally, time should be set aside to talk to the student about his or her reading skills and the need for *Translation*. Asking whether it is easier to read for themselves in English or to listen to someone read in their native language may provide an indication that *Translation* may be appropriate. Caution needs to be exercised here, however, because struggling readers may indicate a preference for *Translation* even though they do not understand better when the accommodation is provided.
Large Print, Braille, and Paper/Pencil editions of the MAP EOC Assessments are available for students with designated IEPs/504 plans. TEs will work with the District Test Coordinator to generate Paper/Pencil editions from Nextera Admin (after students are assigned an accommodation). Unique identification numbers will be used to produce barcodes that will be printed onto the Paper/Pencil editions. After testing, student responses for Large Print, Braille, and Paper/Pencil editions must be entered into the Nextera TDS, and all test materials must be collected for return to Questar.

Use the following information and script to assist students with the assessment.

The TE should verify the security of the testing environment prior to beginning a test session. TEs must ensure that students do not have access to prohibited devices and materials during testing.

To ensure that all students are tested under the same conditions, the TE should adhere to the script for administering the test. All directions that a TE needs to read to students are indicated by the word “SAY” so they stand out from the regular text. They should be read as they are written, using a natural tone and manner. When asked, the TE should answer questions raised by students but should never help the class or individual students with specific test items. Except for single words, no test items can be read to any student for any content area, unless specified as a tool/accommodation.

For online testing sessions that require listening devices, including the ELA session with listening items and all sessions where a student is using text-to-speech, please ensure prior to testing that all listening devices are working properly and that the volume is set at an acceptable level.

TEs may read/pronounce one word per sentence to any student during testing.

### 7.1 Online Test Directions

Before administrating the test, make sure to have all of student login tickets and the access code(s) for the session(s) that are being administered. If any student login tickets or the access codes are missing, please refer to the “Print Student Login Tickets” section of the Test Coordinator’s Manual or speak with the School or District Test Coordinator.

The following are the test directions. Read aloud only the appropriate bolded text. The italicized text are notes to the TE.

#### Step 1 – Individual Test Details

**SAY** You are about to take the (TEST NAME) End-of-Course Assessment.

For the questions on today’s test, you will select an answer from the provided choices or type your answers in the space provided. Your score will depend on how well you follow directions and show your understanding of the content.
Remember to read each question carefully and choose the answer you think is the best. If you do not know the answer to a question, you can mark it for review, move on and return to the item later.

The next step contains specific instructions depending on the content/session. Some assessments do not include additional instructions. Only read the directions for the appropriate assessment.

Step 2 - Specific Content/Session Instructions

Session I of English I and English II

This test contains listening passages, so you be sure your headset is hooked up and working correctly.

Session II of English I and English II

For this test, you will compose a response to a writing prompt. First, read the prompt and any associated passages. Spend a short amount of time on prewriting activities, such as brainstorming, listing and free writing. After you have finished your prewriting activity, compose your final response.

All Mathematics Assessments

During this test, you may use a calculator. Some questions will require you to explain your thinking and organize your work. Your writing, spelling, and grammar will not be evaluated.

All Personal Finance Assessments

During this test, you may use a calculator.

All Science Assessments

During this test, you may use a calculator. The Codon Wheel and Periodic Table of Elements are also available to use.
Step 3 – The TE distributes the Test Tickets.

SAY  
I will now hand out a Test Ticket to each of you. When you receive your Test Ticket, check that your name appears on the ticket correctly. If it does not, raise your hand.

Schultz, Alison  
User ID: FA100181  
Password: CPS3VMR  
MO EOC

Figure 7.1

Distribute test tickets to each student, ensuring that each student is given the correct ticket. Contact your STC or DTC if a ticket is missing or incorrect.

Step 4 – The TE directs students to the test sign-in page.

Some districts may choose to perform this step for their students. If your district opens up the Nextera program to the login page for the students prior to students entering the testing room, then skip this step and move to step 5.

SAY  
Locate the icon titles “Questar Secure Browser” and open the program. Once the program has opened, you will see the login page.

Once all students have reached the login page, move onto Step 5.

Step 5 – Student Login

SAY  
Type your username and password from your Test Ticket into the correct boxes on the screen and select “Sign In.”

Figure 7.2
Step 6 – Student Information Page

You should now see a screen with your information. If any of the information is incorrect, please raise your hand, otherwise select Yes at the bottom of the screen.

Check your information

<p>| | |</p>
<table>
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<td>School name</td>
<td>Student number</td>
</tr>
<tr>
<td>Teacher name</td>
<td></td>
</tr>
</tbody>
</table>

Is everything here correct?  No  Yes

Figure 7.3

Step 7 – Starting The Test

On the next screen, students will see links for the sessions they will be taking.

Choose Start Test for the (test/session) we are taking today.

Choose your test

<p>| | |</p>
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<th></th>
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<td>Algebra I</td>
<td>Session 2</td>
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</table>

Start test  Start test

Figure 7.4

Step 8 – Instructions/Begin Test

After logging in, students will see several pages of directions on how to use Nextera.

The following pages contain directions that will help you learn how to take your test. Once you are finished reviewing these directions, you will come to a screen that asks for an ACCESS CODE, which I will provide momentarily. Once you have finished your test, you may review any of the questions. After you have completed your review, you will select Submit Test and then again in the window that pops up.

The ACCESS CODE is (four digit access code). Once you have entered the code, choose Continue to start the test.

The TE should write the ACCESS CODE in a place where all students can see it.
7.2 Large Print, Braille, and Paper/Pencil Test Directions

The following are the test directions. Read aloud only the appropriate bolded text. The italicized text are notes to the TE.

Step 1 – Individual Test Details

You are about to take the (TEST NAME) End-of-Course Assessment.

For the questions on today’s test, you will select an answer from the provided choices or give your answers in the space provided. Your score will depend on how well you follow directions and show your understanding of the content.

Remember to read each question carefully and choose the answer you think is the best. If you do not know the answer to a question, you can skip it and return to the item later.

The next step contains specific instructions depending on the content/session. Some assessments do not include additional instructions. Only read the directions for the appropriate assessment.

Step 2 – Specific Content/Session Instructions

Session II of English I and English II

For this test, you will compose a response to a writing prompt. First, read the prompt and any associated passages. Spend a short amount of time on prewriting activities, such as brainstorming, listing and free writing. After you have finished your prewriting activity, compose your final response.

All Mathematics Assessments

During this test, you may use a calculator. Some questions will require you to explain your thinking and organize your work. Your writing, spelling, and grammar will not be evaluated.

All Personal Finance Assessments

During this test, you may use a calculator.

All Science Assessments

During this test, you may use a calculator. The Codon Wheel and Periodic Table of Elements are also available to use.
Step 8 – Begin Test

Once you have finished your test, you may review any of the questions. After you have completed your review, let me know when you are finished.

7.3 Testing Over Multiple Days

For some tests, students may be best served by sequential, uninterrupted time that may exceed the time in the regular class schedule. If the TE intends to administer a session over the course of multiple days for a student or group of students, TEs may ask students to pause and exit after they reach a designated point. The TE will need a Proctor Password for the student to be able to log back in the following day. TEs can acquire this password from their STC.

7.4 Moving a Student During an Assessment

Occasionally a student must be moved to a new location to continue testing. In order for the student to continue his or her test, complete the following steps:

- Pause and end the student’s online assessment. To do so, select the “Pause” button, then select the “Exit” button, and then select the “Yes, Exit” button. (Once the student exits the test, the workstation becomes immediately available for other use.)
- Escort the student to the new location.
- Using the login and password from the student’s Test Ticket, log the student in to his or her assessment at the new workstation to complete the assessment.

7.5 Reporting Test Invalidations

Neither a student’s behavior during testing nor the judgment of a student’s effort during testing can invalidate a student’s test. An EOC Assessment should be invalidated only if a student is discovered cheating. Cheating is the only time the “Teacher Invalidation” code is used. This code invalidates all sessions of the content area.

If a district chooses to use the “Teacher Invalidation” bubble, the TE and the STC must agree that the student cheated. The STC should then notify the DTC. The DTC will follow the instructions under section 11.3 of the Test Coordinators Manual. The DTC is the only one who should select the “Teacher Invalidation” bubble for the affected content area in Nextera.
8.0 After Testing

8.1 Assemble Materials for Return and for Entry into Nextera

After testing has been completed, prepare materials to be returned to the STC. Check test books to make sure there are no sticky notes, staples, pins, paper clips, or tape of any kind on any pages. Check to make sure that no scratch or graph paper was left inside test books. Remove any extraneous material.

8.2 Transcription of Large Print, Braille and Paper Editions

After testing, student responses for Large Print, Braille, and Paper/Pencil editions must be transcribed into the Nextera TDS before the district’s test window closes. It is recommended that transcription occur as soon after testing as possible. To transcribe responses requires the TE or other designated and authorized district or school personnel to log in to Nextera using the student’s Test Ticket. Follow these steps to transcribe student answers:

- In Nextera Admin, ensure that the student has been assigned the appropriate accommodation
  - Paper-Based Assessment
  - Paper-Based Braille
  - Paper-Based Large Print

- After the student has completed the test, use a device that has the Nextera TDS installed and use the student’s Test Ticket to log in to the student’s test.

- Transcribe the student responses. Once you have finished, select End Test and Submit. The TE should then return all printed test materials to the STC.

Transcribe the student’s responses as faithfully and as completely as possible using the following guidelines:

- Do not transcribe erased or crossed out words or marks.

- If a student’s response consists of incomprehensible squiggles, marks, etc., which clearly are not words or word fragments, then leave the item blank.

- If a student’s response is wholly or partly illegible, enter “ILLEGIBLE” for the entire response or for the part where applicable.

- If 50% or more of a student’s response is written in any language other than English, then note “WRITTEN IN ANOTHER LANGUAGE” where applicable.

- If part of a student’s response cannot be entered into Nextera, then leave that part blank.

- If no part of a student’s response can be entered, then leave the entire item blank.

- Additional clarifying notes may be entered as needed if the item type allows text entry.
Appendix A: FAQ

Q: Can students use white boards to write notes?
A: While the use of white boards is not dis-allowed, it is preferred that students use paper/pencil to write notes. The use of dry erase boards provides a better chance for students to see each other’s writing.”

Q: Can we play music during testing?
A: DESE has no rule opposing this, however, it should not be done during the listening section or if students are using text-to-speech.

Q: Can students read books after testing?
A: This is a district decision.

Q: What do I do with a student in the system that will not be testing?
A: Remove them from any testing sessions they may be in. As long as the student is not part of any testing session and no one ever logs in, no record is created.

Q: What is the cost for each assessment?
A: Required assessments cost $1.80 (Government is free). Optional assessments cost $1.88 (English I costs $4.03 and Personal Finance is free)

Q: Are the practice tests available in paper/pencil format?
A: Yes, they are accessible from the DESE Assessment site.

Q: What are the qualifications to be a test examiner?
A: The examiner must be a district employee, under contract. At a minimum, they must meet the qualifications of a para.

Q: Can student teachers act as test examiners?
A: No. While student teachers can observe testing, they may not operate as a test examiner.

Q: Can you take the sessions out of order?
A: Yes, school districts have the freedom to arrange the testing sessions in any order they choose. The testing sessions are independent and do not reference each other.

Q: A student needs to re-take Algebra I for A+ purposes. Do both scores count for accountability?
A: Contact DESE Accountability Data at 573-526-4886 or accountabilitydata@dese.mo.gov.
## Appendix B: Mathematics Reference Sheet

### General Equations

- \( Ax + By = C \)
- \( y = mx + b \)
- \( y - y_1 = m(x - x_1) \)
- \( y = a(x - h)^2 + k \)
- \( y = ax^2 + bx + c \)
- \( y = ab^x \)
- \( y = \log_b x \)
- \( (x - h)^2 + (y - k)^2 = r^2 \)

### General Formulas

- \( m = \frac{y_2 - y_1}{x_2 - x_1} \)
- \( P_r = \frac{n!}{(n-r)!} \)
- \( \sin \theta = \frac{\text{opposite}}{\text{hypotenuse}} \)
- \( \cos \theta = \frac{\text{adjacent}}{\text{hypotenuse}} \)
- \( \tan \theta = \frac{\text{opposite}}{\text{adjacent}} \)
- \( a^2 + b^2 = c^2 \)
- \( d = rt \)

### Area/Volume

- \( \text{Area} = \frac{1}{2} bh \)
- \( \text{Volume} = Bh \)
- \( \text{Area} = \frac{1}{2} h(b_1 + b_2) \)
- \( \text{Volume} = \frac{1}{3} Bh \)
- \( \text{Area} = \pi r^2 \)
- \( \text{Volume} = \frac{4}{3} \pi r^3 \)
- \( \text{Circumference} = \pi d \)
- \( \text{Surface Area} = 4\pi r^2 \)
## Appendix C: Science Reference Sheets

### Periodic Table of the Elements

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<td>Alanine</td>
<td>Glutamic Acid</td>
</tr>
</tbody>
</table>
Appendix D: ELA Writer’s Checklist

Directions to the Student

For this test you will compose a response to a writing prompt. First, read the prompt. Using paper given to you, spend a short amount of time on prewriting activities (such as brainstorming, listing, free writing, clustering, mapping, or drawing.)

After you finish your prewriting activity, compose your response in the space provided on screen. Look back at your prewriting activity for ideas. You may use a standard dictionary, thesaurus, or grammar handbook to check your paper for correctness. Please refer to the writer’s checklist as you are writing your response to the prompt.

Writer’s Checklist

- My essay has an effective beginning, middle and end.
- My essay flows smoothly from one idea to another.
- My essay contains a strong controlling idea that stays on topic.
- My essay includes specific and relevant details, reasons and/or examples.
- My essay uses precise and vivid language.
- My essay contains sentences that are clear and varied in structure.
- My essay includes correct grammar, usage, punctuation, capitalization and spelling.
- My essay effectively blends at least two genres of writing (choose from narrative, argumentative and/or expository).
- My essay integrates material from both sources.
### Appendix E: Sample Student Tracking Form

#### Sample Student Tools/Accommodations Tracking Form

**End-of-Course Assessment**

<table>
<thead>
<tr>
<th>Student Name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Class/Content:</td>
<td></td>
</tr>
<tr>
<td>Teacher/Test Examiner:</td>
<td></td>
</tr>
<tr>
<td>Approved By:</td>
<td></td>
</tr>
<tr>
<td>Date:</td>
<td></td>
</tr>
</tbody>
</table>

#### Universal Tools—Automatic

These tools are available by default and do not need to be marked.

- Break
- Calculator
- English Dictionary
- Grammar Handbook
- Highlighter
- Line-Reader / Masking
- Magnification (Zoom)
- Mark For Review (Bookmark)
- Protractor
- Read Aloud Test To Self
- Reference Sheet
- Scratch Paper (Note)
- Strikethrough (Answer Eliminator)
- Thesaurus
- Writing Tools

#### Universal Tools—To Be Marked

These tools need to be marked 48 hours prior to testing in order to use them.

- Answer Masking
- Bilingual Dictionary
- Color Contrast
- Masking—Paper Testing
- Magnification—Asst. Tech
- *Read Aloud—Asst. Tech
- *Read Aloud—Human Reader
- *Read Aloud—Native Language
- *Read Aloud—Text-To-Speech
- Scribe
- Separate Setting
- Translation of Student Responses

#### Accommodations

Accommodations need to be marked 48 hours prior to testing in order to use them.

- Abacus
- Alternate Response Options
- Braille
- Closed Captioning
- Large Print
- Multiplication Table (Math)
- Paper-Based Assessment
- **Read Aloud—Assistive Tech
- **Read Aloud—Human Reader
- **Read Aloud—Native Language
- **Read Aloud—Text-To-Speech
- Sign Language
- Specialized Calculator
- Speech-To-Text—Asst. Tech

*Without ELA Reading Passages  **With ELA Reading Passages
Appendix F: Nextera Quick Tips for Students

Starting a Test
1. Double-click/tap the Questar Secure Browser icon
2. Enter the User ID and Password provided by your Test Administrator
3. Click/tap Sign In
4. Verify the details on the Check your Information Window
5. Click/tap Yes
6. On the Choose Your Test window, locate the test and subpart as instructed your Test Administrator
7. Click/tap Start Test
8. On the Test Directions window, click/tap the right facing arrow to read through the directions
9. When you are done reading the directions, click/tap End Directions, or X out of the window
10. Input the access code provided by your Test Administrator
11. Click/tap Continue and the test will display

Navigating the Test
1) A green checkmark means you are currently online
2) The content area you are being tested on displays in this section
3) You can revisit the Directions by clicking on the Directions link
4) If you need to pause or log out of a test without submitting it, select the Pause/Sign Out link and click/tap Pause test on the following window
5) To return to questions for which you’ve added bookmarks or notes, click/tap Review. When all questions have been answered, this button changes to Review & Submit
6) The current question number displays in this section
7) This is a tool called Passage Expansion - see pages 2-4 for details on tools
8) Use these buttons to move forward and backward between test questions
9) This is the toolBar - tools available will vary based on the test
10) When a tool is active, the icon turns blue - see pages 2-4 for details on tools
11) The reset button will move the dividing line to its original position

Restarting a Test
The test system may require a proctor password for you to log back into a paused test. Your Test Administrator will enter the Proctor Password for you.
To use the **Highlighter**
1. Click/tap the highlight icon
2. Click/tap and drag over a section of text to highlight it
3. To clear the highlight, click/tap the highlighted text again with the highlight tool active
   • Note: When a passage has more than one question, the passage highlighting is not retained between questions.

Use the **Bookmark** to flag a test question for yourself
To use the bookmark
1. Click/tap the bookmark icon
2. Items with bookmarks will show a bookmark icon in the Review screen
3. To remove a bookmark, click/tap the bookmark icon again

Use the **Notepad** to add a note to yourself on a test question
To use the notepad
1. Click/tap the note icon
2. Type your note
   • See Text Editor for formatting in the notepad
3. To save the note and close the notepad, click/tap X in the notepad
4. Items with notes attached will show a notepad icon in the Review screen
5. To remove a note
   a) Open the note
   b) Delete the text you typed
   c) Close the notepad

Use the **Passage Expansion** to increase or decrease the viewing area for the passage or stem/options
To use passage expansion
1. To increase the passage area, click/tap the right arrow
2. To move the dividing line to its original position, click/tap refresh

Use the **Answer Eliminator** to cross out answers you think are incorrect
To use the answer eliminator
1. Click/tap the answer eliminator icon
   • When this tool is active, the mouse includes a red X
2. Click/tap the answer you want to eliminate
3. The answer now displays a red X over it
4. To remove a red X from an answer, click/tap the answer again with the tool active

Use the **Line Reader** to block parts of the test so you can focus your reading
To use the line reader
1. Click/tap the line reader icon
   • When this icon is active, the tool displays
2. Click and drag the tool so the open window is over the text you wish to view
   a) Click/drag here to resize the area being viewed
   b) Click/drag here to resize the area being blocked
   • To turn off the line reader, click/tap the line reader icon

Use the **Text Editor** to format text in the notepad and constructed responses field (an active text editor menu item will have a box around it)
Appendices

### Nextera® Test Delivery System Quick Tips for Students (Navigation & Tools)

Use the **Equation Editor** to add text and math symbols (up to 50 characters) to show your work when answering Algebra, Integrated Math, or Geometry questions.

To show the square root:
- Click/tap the icon with the radical sign and one box, or
- Click/tap the icon with the radical sign and two boxes, one in the base and a smaller one that allows you to assign the degree of the root. You may type “2” in the small box or leave the small box blank.

To place parentheses in the base of an exponent:
1. Click/tap the parentheses icon
2. Click/tap outside of the parentheses that appear in the text entry area
3. Click/tap the exponent icon
4. The base and exponent boxes appear in the text entry area
5. Delete the base box
6. Type the exponent value in the exponent box

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To access the **Reference Sheets** to see any notes your teacher may have given you to reference during the test:
1. Click/tap the reference icon
2. When active, the reference sheet displays
3. To close the reference sheet, click/tap X in the reference sheet
To use the Calculator
1. Click/tap the calculator icon
   • When active, the calculator displays
2. Click/tap the online calculator’s buttons as you would if using a hand-held calculator
3. To close the calculator, click/tap X in the calculator

Additional Tips when using an iPad

Scrolling in a Split Screen
• When you are viewing a split screen, click/tap within the right or left pane that you want to scroll.

Highlighting Text
To highlight text on an iPad
• Touch and hold to activate the pop up select tool
• Drag your finger across the screen to select the text you want highlighted
• When you click off of the text, the highlighting displays