



**Missouri**

DEPARTMENT OF ELEMENTARY & SECONDARY

**EDUCATION™**

**End-of-Course Assessments**

**Test Administrator's Manual**

**2020–2021**

**Version 1**



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# 2.0 Change Log

Change Log

Date Updated	Description	Version
6/2020	Initial Posting	1

## 3.0 About The Assessment

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The *Test Administrator's 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 Missouri Learning 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.

Nextera consists of two main applications that are described in this manual:

- Nextera Admin—A web-based application for loading and managing district, school, class, teacher, and student information.
- The Nextera delivery system—A software application for completion of student assessments delivered through the Questar secure browser.

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.

Required	Optional
Algebra I Biology English II Government	Algebra II American History English I Geometry Physical Science
Personal Finance	
<ul style="list-style-type: none"> <li>• For students who are receiving personal finance credit from embedded coursework, the assessment is <b>REQUIRED</b>. The pass rate is the district’s decision.</li> <li>• For students attempting to “test out” and receive personal finance credit toward graduation, the assessment is <b>REQUIRED</b>. Students must attain a score of 90% or higher to receive personal finance credit.</li> <li>• For students who are enrolled in a stand-alone personal finance course, the assessment is <b>OPTIONAL</b>. Participation, however, permits the district to evaluate student achievement with an assessment fully aligned to state standards.</li> </ul>	

Table 3.1

- The English Language Arts (ELA) Assessments consist of two sessions. The first session contains selected-response items, technology-enhanced items, and listening passages. The second session contains one passage set with a passage-based writing prompt that is scored with a ten-point rubric. English I and English II scoring rubrics are posted on the DESE website at <https://dese.mo.gov/college-career-readiness/assessment/end-course>.
- 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 a single session that 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 the online platform unless a Large Print, Braille, or Paper/Pencil edition is required by the student as an accommodation in their Individualized Education Program (IEP) or 504 plan. **For students needing one of these versions, Test Examiners are responsible for transcribing student responses into Nextera.** The instructions for printing a test are found in the TCM.

### 3.2 Changes To The Assessment

The following changes have been made for the 2020–2021 school year:

- 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 2021.

### 3.3 Glossary Of Terms

Term	Description
<b>Accommodations</b>	Changes in procedures or materials that increase equitable access to the End-of-Course 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 or 504 Plans.
<b>Break/Pause</b>	Action taken by a student or Test Examiner (TE) to temporarily halt the test at any time, as needed.
<b>Constructed-Response Item Type</b>	Test questions that require students to provide or input their response or responses using a keyboard or keypad. This type includes <b>short answer/text input, writing prompts, and keypad input</b> items.
<b>Item</b>	A test question or stimulus presented to a student to elicit a response.
<b>Nextera Administration Platform</b>	Questar’s web-based administrative platform from which district personnel will manage the assessments.
<b>Nextera Test Delivery System (TDS)</b>	The secure, browser-based test engine for the EOC Assessments.
<b>Performance Events</b>	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.

<b>Selected-Response Item Type</b>	Test questions that require students to respond to a stem by selecting an appropriate response or responses, usually from answers provided. This type includes <b>multiple-choice, matching, multi-select, and evidence-based selected-response</b> items.
<b>Stimulus/Stimuli</b>	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.
<b>Technology-Enhanced Items</b>	Test questions that capitalize on technology to collect evidence through a non-traditional response type. This item type includes <b>drag and drop, drop-down menu, matching, hot spot, and graphing</b> among others.
<b>Universal Tools</b>	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.
<b>Writing Prompt</b>	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 online 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).

Item Type	How To Respond	ELA	Math	Science	Social Studies	Personal Finance
Drag and Drop	Click and drag an object to the appropriate location in the response area.	✓	✓	✓	✓	
Drop-Down Menu	Select an answer from a drop-down menu.	✓	✓	✓		
Evidence-Based Selected-Response (EBSR), multi-part items	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.	✓		✓	✓	
Graphing on Coordinate Grid	Plot points and/or draw lines in the response area. Use the keyboard to enter labels if required.		✓			
Hot Spot/Text Highlight	Highlight an option by selecting it. Select one or more options.	✓		✓	✓	

Item Type	How To Respond	ELA	Math	Science	Social Studies	Personal Finance
Keypad Input	Select buttons representing numbers and mathematic symbols to create a numeric response or equation.		✓	✓		
Line Plot	Respond by marking an X in the response area.		✓			
Matching (with connecting lines)	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.		✓	✓	✓	
Matching Table (with a variation, True/False, or Yes/No)	Select a checkbox corresponding to an option in a table cell.	✓	✓	✓	✓	
Multiple Choice	Select the radio button corresponding to one of four options. Select only one option.	✓	✓	✓	✓	✓
Multi-Part Selected-Response	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.	✓	✓	✓	✓	
Multi-select	Select a radio button corresponding to an option. Select one or more options.	✓	✓	✓	✓	
Number Lines	Plot points and/or draw lines on the number line.		✓			
Performance Event	Respond via keyboard and Equation Builder.		✓			
Text Input / Constructed Response	Respond via keyboard entry. Science and Math items may include an Equation Builder.		✓	✓	✓	
Writing Prompt	Respond via keyboard entry using text formatting buttons.	✓				

Table 3.3

### 3.5 Timing Guidelines and Scheduling

#### Scheduling the Tests/Timing Information

Timing guidelines are estimates of how long 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. 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.

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.

Assessment	Session 1	Session 2
<b>English I</b>	<b>100–120 minutes</b> <ul style="list-style-type: none"> <li>• Listening Items – Headphones required</li> <li>• Dictionary use is NOT permitted</li> <li>• Thesaurus use is NOT permitted</li> <li>• Grammar Handbook use is NOT permitted</li> </ul>	<b>90–110 minutes</b> <ul style="list-style-type: none"> <li>• Writing Prompt</li> <li>• Dictionary use is permitted</li> <li>• Thesaurus use is permitted</li> <li>• Grammar Handbook use is permitted</li> </ul>
<b>English II</b>	<b>100–120 minutes</b> <ul style="list-style-type: none"> <li>• Listening Items – Headphones required</li> <li>• Dictionary use is NOT permitted</li> <li>• Thesaurus use is NOT permitted</li> <li>• Grammar Handbook use is NOT permitted</li> </ul>	<b>90–110 minutes</b> <ul style="list-style-type: none"> <li>• Writing Prompt</li> <li>• Dictionary use is permitted</li> <li>• Thesaurus use is permitted</li> <li>• Grammar Handbook use is permitted</li> </ul>
<b>Algebra I</b>	<b>90–110 minutes</b> <ul style="list-style-type: none"> <li>• Calculator use is permitted</li> </ul>	<b>90–110 minutes</b> <ul style="list-style-type: none"> <li>• Performance Event</li> <li>• Calculator use is permitted</li> </ul>
<b>Algebra II</b>	<b>90–110 minutes</b> <ul style="list-style-type: none"> <li>• Calculator use is permitted</li> </ul>	<b>90–110 minutes</b> <ul style="list-style-type: none"> <li>• Performance Event</li> <li>• Calculator use is permitted</li> </ul>
<b>Geometry</b>	<b>90–110 minutes</b> <ul style="list-style-type: none"> <li>• Calculator use is permitted</li> </ul>	<b>90–110 minutes</b> <ul style="list-style-type: none"> <li>• Performance Event</li> <li>• Calculator use is permitted</li> </ul>
<b>Biology</b>	<b>55–60 minutes</b> <ul style="list-style-type: none"> <li>• Calculator use is permitted</li> </ul>	
<b>Physical Science</b>	<b>55–60 minutes</b> <ul style="list-style-type: none"> <li>• Calculator use is permitted</li> </ul>	

Assessment	Session 1	Session 2
American History	60–80 minutes	
Government	60–80 minutes	
Personal Finance	60–80 minutes • Calculator use is permitted	

Table 3.4

## Scheduling

When setting a testing schedule, here are some things to remember:

- Within each test there are sessions. A student may not return to a session once it has been completed and submitted.
- Some passages and items may contain information not displayed on the screen. Students may need to use the scroll bar to view the entirety of the text.
- Students may mark items for review and return to those items within a session.
- Ensure there is enough time for students to finish testing at the end of the day.
- 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.
- 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, since they are encrypted locally. Once the device regains connection, completed items will transmit. Students will need to log in again upon re-entering 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.

### 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*.
- Student Test Tickets are required to log in 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, which can be found in the appendices of the TAM and TCM.

#### 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

## 4.0 Test Examiner Responsibilities

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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 testing 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

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](mailto: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. 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.

iPad and Tablet Security: iPads and tablets being used for testing cannot contain stored equations, functions, copied text, or any saved content at the time of the EOC Assessments. Test Examiners are responsible for ensuring and verifying that iPads and tablets that have the ability to store or save any content have the clipboards cleared before and after each assessment.

### 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 Test Examiners. 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 onto by the TE or a test proctor and not by the student. The phone should also be set up 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.

<b>Tutorial</b>	<b>Login</b>	<b>Password</b>
Generic	mogengx	practice
ELA	moengx	practice
Math	momathx	practice
Science	moscix	practice
Social Studies	mossx	practice

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 are 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.

### Practice Test Teacher Scoring

Practice Test scoring of constructed response item types is done by Teachers within Nextera Admin.

Select **TEST ADMINISTRATIONS** from the **Test Administrations** tab and then locate the test to be scored in the lists of tests. Select **SCORE**.

Teacher	Class	Content Area	Test Name	Testing status	View	Delete
TeacherFirst TeacherLast	ENG I	English I	2019 Fall EOC	In Progress	<a href="#">View</a>	<a href="#">Delete</a>

Figure 5.1

The **SCORE** button will only display once a Session has been completed. Select **SCORE** to view student responses.

Testing status	Hand Score
Session 1: Finished	
Session 2: Finished	<a href="#">Score</a>

Figure 5.2

To view the answer key or rubric, select **VIEW SCORING INFORMATION**. This will open in a new browser tab. Toggle back to Nextera Admin to view the student's response.

Figure 5.3

Review the student's response and determine the appropriate score. Enter the score for the item in the Score Item box. Type in comments as appropriate.

Select **SUBMIT AND CLOSE** or **SUBMIT AND NEXT**.

Once Teacher Scoring is complete, the students' Practice Test reports will render after the 24-hour time period has elapsed. Test Examiners should talk with their STC to access Practice Test reports.

## 6.0 Universal Tools/Accommodations

The EOC Assessments provide universal tools and accommodations to help students demonstrate their knowledge of the Missouri Learning Standards.

- Universal tools are supports that do not change the construct of the test, but may allow students a better opportunity to demonstrate their knowledge. Universal tools are available to all students taking an assessment, unless specifically noted in the description.
- Accommodations are supports that allow students with specific needs a better opportunity to demonstrate their knowledge. Accommodations must appear in a student's Individualized Education Program (IEP) or 504 Plan.

The selection of appropriate universal tools and accommodations must be done based on the student experience in the classroom. The universal tools and accommodations used on the assessments should be ones with which the student is already familiar with using or are used during regular instruction. A mismatch in the types of supports offered on the assessment from what is used in the classroom on a regular basis can cause significant difficulties for students at the time of testing and potentially could negatively affect student test scores.

Prior to testing, districts should log in to Nextera to check and set universal tools and accommodations for students. DESE recommends setting these at least 48 hours in advance of testing. The choice of some universal tools and accommodations may change login information for the student, so any test tickets printed prior to the marking of these universal tools and accommodations should not be used.

For EOC Assessments, no universal tools or accommodations appear on student test tickets.

DESE recommends that districts use the Student Tools/Accommodations Tracking Form (or a district version of it) so that Test Examiners have easy access to which universal tools and accommodations each student should receive during testing. Notes may need to be made to indicate use only on certain sessions for some universal tools and accommodations.

### Considerations for Students with Disabilities (SWD)

For SWDs, it is important for IEP teams to identify what Universal tools and accommodations are necessary to address a specific student need, and to document those needs on the student's IEP. When selecting universal tools and accommodations for a student, care must be taken to ensure that what is chosen for use on state summative assessments mirrors what the student requires to access their regular instructional program. Not using a required support could disadvantage a student who needs such a support to access the material presented on an assessment. Likewise, introducing a new support (one not used otherwise during the student educational experience), could disadvantage a student by adding a learning curve at the time their skills are being assessed. The IEP team makes

decisions regarding the universal tools and accommodations needed for instruction and assessment for a student with disabilities.

Note: Many accommodations must be outlined as a need on the student's IEP in order for the accommodations to be accessed and used during state assessment administration. It is also important to note that while it is not required for some universal tools to be listed on an IEP for the student to access them, if they are required to meet a student's need based on disability, they should be documented on the IEP.

## **Considerations for English Learners (EL)**

Although there is no mandatory planning document for EL students' needs, the act of planning needed supports for an assessment is necessary. DESE recommends the following individuals be included when decisions are made about supports EL students may need:

- General education teachers (such as mathematics, science)
- Language educators (including EL/bilingual teachers)
- School and district staff such as counselors, reading specialists, school administrators
- Parents or guardians
- Students

It is particularly important for general education teachers to work with EL staff to meet the linguistic needs of this student group. To ensure that ELs are receiving appropriate supports for the classroom and the assessment, school personnel should consider the following when making decisions:

- Oral English language proficiency level
- English language proficiency literacy level
- Formal education experiences
- Native language literacy skills
- Current language of instruction
- Instructional tasks expected of students to demonstrate proficiency in grade level content in state standards
- Appropriateness of accommodations for particular content areas

## **Administrative Considerations**

Districts and schools have the authority to make administrative determinations for any student as long as test security is not compromised and the requirements are met regarding testing conditions and environment. These individualized administration procedures provide flexibility to schools and

districts in determining the conditions under which EOC assessments can be administered most effectively. Administrative considerations do not change what the test items are designed to measure or the way test scores are interpreted.

Examples:

- Familiar Test Administrator
- Specific Seating or Room
- Frequent Breaks or Short Segments
- Noise Buffers (Earmuffs, white noise, etc.)
- Music (While DESE has no rule opposing the playing of music in the classroom during testing, it should not be done during the listening section, or if students are using text-to-speech). Students should not be listening to music on a personal device via a headset.

### **Invalidations**

For EOC Assessments, no universal tools or accommodations result in an invalidation for the student.

## 6.1 Universal Tools

<b>UNIVERSAL TOOLS</b>		
<p>Universal tools for use on the End-of-Course Assessment are available to ALL STUDENTS unless noted in the description. Please read the full description prior to usage.</p> <p>Universal tools with a code that begin with the letter S need to be marked in Nextera prior to the assessment. Some universal tools are only for use by English Learner (EL) students (EL students are those coded LEP_RCV in MOSIS).</p>		
Tool	Description	Code
<b>Answer Masking</b>	<p>The Nextera Test Delivery System provides <b>all students</b> access to an embedded masking tool to block off content that is not of immediate need or that may be distracting.</p> <p><b>All students</b> taking the Paper/Pencil or Large Print assessments may use a masking tool (such as blank paper) to block off content that is not of immediate need or that may be distracting.</p> <p>This tool must be chosen in Nextera under student accommodations prior to testing.</p>	S107
<b>Bilingual Dictionary</b>	<p><b>EL students</b> may have access to a physical Bilingual Dictionary for use <b>ONLY</b> 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.</p> <p>This tool must be chosen in Nextera under student accommodations prior to testing.</p>	S431
<b>Break</b>	<p><b>All students</b> may take breaks of up to 20 minutes as needed. Usage of breaks is determined by the Test Examiner. There is no limit on amount of breaks.</p> <p>The embedded Pause button should not be used for student breaks. If a student hits the embedded pause button, they will be logged out. They can log back in anytime that same day. Any assessment that is paused longer than 24 hours will require a Proctor Password to log back into the test.</p>	N/A
<b>Calculator</b>	<p>The Nextera Test Delivery System provides <b>all students</b> access to an embedded calculator for use on the Mathematics, Personal Finance, and Physical Science assessments.</p> <p><b>All students</b> may have access to a physical calculator for all Mathematics, Personal Finance, and Science assessments. The memory of the physical calculator must be cleared before and after testing by the Test Examiner.</p>	N/A
<b>Color Contrast</b>	<p>The Nextera Test Delivery System provides <b>all students</b> the ability to reverse the contrast of the display (black background and white text).</p> <p><b>All students</b> taking the Paper/Pencil assessment may have the test printed in different colors based on student needs or preferences.</p> <p>This tool must be chosen in Nextera under student accommodations prior to testing.</p>	S102

<b>UNIVERSAL TOOLS</b>		
<p>Universal tools for use on the End-of-Course Assessment are available to ALL STUDENTS unless noted in the description. Please read the full description prior to usage.</p> <p>Universal tools with a code that begin with the letter S need to be marked in Nextera prior to the assessment. Some universal tools are only for use by English Learner (EL) students (EL students are those coded LEP_RCV in MOSIS).</p>		
<b>Tool</b>	<b>Description</b>	<b>Code</b>
<b>Color Overlay (Background Color)</b>	<p>The Nextera Test Delivery System provides <b>all students</b> the ability to change the background color to blue, green, pink, or yellow. The text remains black no matter the background color.</p> <p><b>All students</b> taking the Paper/Pencil assessment may have a color transparency placed over the test presented to them based on student needs or preferences.</p> <p>This tool must be chosen in Nextera under student accommodations prior to testing.</p>	S103
<b>English Dictionary</b>	<p><b>All students</b> may have access to a physical English Dictionary for use <b>ONLY</b> 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.</p>	N/A
<b>Grammar Handbook</b>	<p><b>All students</b> may have access to a physical Grammar Handbook for use <b>ONLY</b> 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.</p> <p>The Grammar Handbook must be one that is published. It cannot be a district, school, or classroom made handbook.</p>	N/A
<b>Graphing Tool</b>	<p>The Nextera Test Delivery System provides <b>all students</b> access to an embedded graphing tool to graph functions.</p>	N/A
<b>Highlighter</b>	<p>The Nextera Test Delivery System provides <b>all students</b> access to an embedded highlighter for marking desired text.</p> <p><b>All students</b> may have access to a physical highlighter.</p>	N/A
<b>Line Reader/Masking</b>	<p>The Nextera Test Delivery System provides <b>all students</b> access to an embedded line reader that brings focus to a single line of text.</p> <p>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.</p>	N/A
<b>Magnification (Zoom)</b>	<p>The Nextera Test Delivery System provides <b>all students</b> access to magnify the screen by up to five times the standard view.</p> <p>Magnification can be set prior to the assessment by marking it in Nextera, so that all items default to the chosen zoom level.</p> <p>Magnification can also be set manually by the student on an item-by-item basis.</p> <p><b>All students</b> taking the Paper/Pencil or Large Print assessments may have access to a physical magnifying device.</p>	N/A

### UNIVERSAL TOOLS

Universal tools for use on the End-of-Course Assessment are available to ALL STUDENTS unless noted in the description. Please read the full description prior to usage.

Universal tools with a code that begin with the letter S need to be marked in Nextera prior to the assessment. Some universal tools are only for use by English Learner (EL) students (EL students are those coded LEP\_RCV in MOSIS).

Tool	Description	Code
<b>Magnification— Assistive Technology</b>	<p><b>Students with visual impairments</b> may attempt to use assistive technology software that magnifies the screen beyond the built in capabilities of the embedded magnifier.</p> <p><i>Please Note: The Nextera Test Delivery System currently blocks the use of other software. Prior to the use of this accommodation, districts should make an effort to find an alternative solution such as using the built in magnification, using a larger monitor, or projecting the assessment on a screen or wall. Educators having difficulty selecting appropriate magnification or enlargement options should contact DESE Assessment.</i></p> <p>This tool must be chosen in Nextera under student accommodations prior to testing.</p>	S105
<b>Mark For Review (Bookmark)</b>	The Nextera Test Delivery System allows <b>all students</b> to mark an item for review so that they may return to it at a later point in the testing session.	N/A
<b>Protractor</b>	<b>All students</b> may have access to a physical protractor for use on any assessment. Physical protractors should not be used for measurement purposes of items that appear on screen due to scaling issues.	N/A
<b>Read Aloud</b>	<i>Please see the Read Aloud section after the universal tools/ accommodations lists.</i>	
<b>Read Aloud Test To Self</b>	<p><b>All students</b> 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.</p> <p>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).</p>	N/A
<b>Reference Sheet</b>	<p>The Nextera Test Delivery System provides <b>all students</b> access to an embedded reference sheet on applicable assessments. Not all assessments have a reference sheet.</p> <p>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.</p>	N/A
<b>Ruler</b>	<b>All students</b> may have access to a physical ruler for use on any assessment. Physical rulers should not be used for measurement purposes of items that appear on screen due to scaling issues.	N/A

<b>UNIVERSAL TOOLS</b>		
<p>Universal tools for use on the End-of-Course Assessment are available to ALL STUDENTS unless noted in the description. Please read the full description prior to usage.</p> <p>Universal tools with a code that begin with the letter S need to be marked in Nextera prior to the assessment. Some universal tools are only for use by English Learner (EL) students (EL students are those coded LEP_RCV in MOSIS).</p>		
<b>Tool</b>	<b>Description</b>	<b>Code</b>
<b>Scratch Paper (Note)</b>	<p>The Nextera Test Delivery System allows <b>all students</b> access to an embedded notepad to make notes about an item.</p> <p><b>All students</b> taking the online, Paper/Pencil, Large Print, or Braille 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 <b>IMMEDIATELY</b> upon the conclusion of a testing session.</p>	N/A
<b>Scribe</b>	<p><b>Students who obtain a physical injury prior to testing</b> that prevents them from responding may dictate their responses to a scribe.</p> <p><b>OR</b></p> <p><b>Students with physical disabilities</b> that may prevent them from responding themselves may dictate their responses to a scribe.</p> <p>Examiners acting as a scribe must follow DESE 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>).</p> <p><i>Please Note: With the exception of students who obtain a physical injury prior to testing, 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.</i></p> <p><i>This tool does NOT need to be marked for transcription of Paper/Pencil, Large Print, or Braille Assessments into Nextera.</i></p> <p>This tool must be chosen in Nextera under student accommodations prior to testing.</p>	S351
<b>Separate Setting</b>	<p><b>All students</b> may be allowed to test in a separate setting from other students. This includes testing individually or testing as part of a smaller group.</p> <p>This tool must be chosen in Nextera under student accommodations prior to testing.</p>	S501
<b>Strikethrough (Answer Eliminator)</b>	<p>The Nextera Test Delivery System allows <b>all students</b> access to an embedded tool to cross out answer options. This can help students more easily narrow their options for answering a test question.</p>	N/A
<b>Thesaurus</b>	<p><b>All students</b> may have access to a physical Thesaurus for use <b>ONLY</b> 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.</p>	N/A
<b>Translation</b>	<p><i>Please see the Translation section after the universal tools/ accommodations lists.</i></p>	

### UNIVERSAL TOOLS

Universal tools for use on the End-of-Course Assessment are available to ALL STUDENTS unless noted in the description. Please read the full description prior to usage.

Universal tools with a code that begin with the letter S need to be marked in Nextera prior to the assessment. Some universal tools are only for use by English Learner (EL) students (EL students are those coded LEP\_RCV in MOSIS).

Tool	Description	Code
<b>Writing Tools</b>	The Nextera Test Delivery System provides <b>all students</b> access to 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.	N/A

Table 6.1

## 6.2 Accommodations

### ACCOMMODATIONS

Accommodations for use on the End-of-Course Assessment are available only to a 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.

Accommodation	Description	Code
<b>Abacus</b>	<p><b>Students with this accommodation in their IEP/504 plan</b> may have access to an abacus.</p> <p>This accommodation must be chosen in Nextera under student accommodations prior to testing.</p>	A391
<b>Alternate Response Options</b>	<p><b>Students with this accommodation in their IEP/504 plan</b> may respond to items using an alternate option, including specialized keyboards, mice, screens, and other adaptive equipment. Prior to the use of this accommodation, districts should attempt to use the equipment with the Student Tutorial and/or Practice Test, to check for compatibility with the summative assessment.</p> <p><i>Please Note: Due to the variety of adaptive equipment available, Questar cannot guarantee support for any specific device. Districts may need to find an alternative solution. The use of adaptive equipment should be familiar to the student and should be something used in the everyday classroom. Contact Questar Customer Support for any questions or assistance to ensure your assistive device is functioning as expected with the secure browser.</i></p> <p>This accommodation must be chosen in Nextera under student accommodations prior to testing.</p>	A441
<b>Braille</b>	<p><b>Students with visual impairments with this accommodation in their IEP/504 plan</b> may access the assessment via a Braille version. Tactile overlays and graphics tools may be used to assist the student in accessing the content.</p> <p><i>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 Test Administration Manual.</i></p> <p>This accommodation must be chosen in Nextera under student accommodations prior to testing.</p>	A012
<b>Closed Captioning</b>	<p><b>Students with hearing impairments with this accommodation in their IEP/504 plan</b> may have access to Closed Captioning for ELA listening passages.</p> <p>This accommodation must be chosen in Nextera under student accommodations prior to testing.</p>	A053

<b>ACCOMMODATIONS</b>		
<p>Accommodations for use on the End-of-Course Assessment are available only to a student with an IEP/504 plan. Please read the full description prior to usage.</p> <p>All accommodations need to be marked in Nextera prior to the assessment.</p>		
<b>Accommodation</b>	<b>Description</b>	<b>Code</b>
<b>Large Print</b>	<p><b>Students with visual impairments with this accommodation in their IEP/504 plan</b> may access the assessment via a Large Print version.</p> <p><i>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 Test Administration Manual.</i></p> <p>This accommodation must be chosen in Nextera under student accommodations prior to testing.</p>	A021
<b>Multiplication Table</b>	<p><b>Students with this accommodation in their IEP/504 plan</b> may have access to a single digit multiplication table.</p> <p>This accommodation must be chosen in Nextera under student accommodations prior to testing.</p>	A395
<b>Paper Based Assessment</b>	<p><b>Students with this accommodation in their IEP/504 plan</b> may take the assessment using the Paper/Pencil format.</p> <p><i>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/Pencil assessment back. Please follow the instructions found in the Test Administration Manual.</i></p> <p>This accommodation must be chosen in Nextera under student accommodations prior to testing.</p>	A102
<b>Read Aloud (ELA Reading Passages)</b>	<p><i>Please see the Read Aloud section after the universal tools/ accommodations lists.</i></p>	
<b>Sign Language</b>	<p><b>Students with hearing impairments with this accommodation in their IEP/504 plan</b> may have ELA listening passages translated into American Sign Language (ASL) or any other form of sign language.</p> <p><i>Please Note: The Nextera Test Delivery System provides video of ASL for the listening passages. If the student uses another form of sign language or the preference is for a local translation into ASL, the signing of ELA listening passages will require the download of a script.</i></p> <p>The accommodation must be chosen in Nextera under student accommodations prior to testing.</p>	A052
<b>Specialized Calculator</b>	<p><b>Students with this accommodation in their IEP/504 plan</b> may have access to a specialized calculator on the Mathematics, Personal Finance, and Science assessments. 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.</p> <p>This accommodation must be chosen in Nextera under student accommodations prior to testing.</p>	A396

<b>ACCOMMODATIONS</b>		
<p>Accommodations for use on the End-of-Course Assessment are available only to a student with an IEP/504 plan. Please read the full description prior to usage.</p> <p>All accommodations need to be marked in Nextera prior to the assessment.</p>		
<b>Accommodation</b>	<b>Description</b>	<b>Code</b>
<b>Speech-To-Text— Assistive Technology</b>	<p><b>Students with this accommodation in their IEP/504 plan</b> may use that technology in conjunction with the Nextera Test Delivery System. The software must be provided by the district.</p> <p><i>Please Note: The Nextera Test Delivery System currently blocks the use of other software. Prior to the use of this accommodation, districts should make an effort to find an alternative solution such as the use of a scribe. If the use of Speech-To-Text software is required, the software must be used on a different device. Answers resulting from the use of the software must be treated securely and must be transcribed into the system. The use of assistive technology software should be familiar to the student and should be software the student uses in the everyday classroom.</i></p> <p>This accommodation must be chosen in Nextera under student accommodations prior to testing.</p>	A352

Table 6.2

### 6.3 Read Aloud

**Read Aloud** is a universal tool that allows the student to have test directions and items (questions and answer choices) in all content areas presented to them orally via text-to-speech or a human reader. The presentation of ELA Reading Passages via **Read Aloud** requires an IEP or 504 plan.

**Read Aloud** is available for students who can benefit from it including those who can decode but have poor comprehension skills and those who simply have not mastered decoding skills. This universal tool is designed for the student who is struggling with reading and is using this as an instructional strategy in the everyday classroom.

#### How to Determine if a Student Needs Read Aloud

Here are some questions in helping to 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 their 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, or parent) regularly read aloud to the student in school?
- If the student is blind or visually impaired, has it been determined that their 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 their 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 their 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 it is provided.

**The test examiner may read one word per sentence to any student, regardless of the use of Read Aloud.**

### **Should My District Assign This to All Students**

**Read Aloud** for statewide testing should only be used for students who truly need it. There are some possible consequences for assigning this universal tool to all students. Some examples include:

- 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 clearly an inappropriate assumption.
- The use of **Read Aloud** for some students can prove distracting and become a hindrance to student performance.
- The data used when reviewing universal tools and accommodations will not be reflective of your everyday instruction.

- Districts who have attempted this route have found that their top students may not be using their strongest skill of reading and relying solely on what they heard.
- DESE has had parents contact us directly, concerned that the school was allowing or forcing their child to use text-to-speech, with the main concern of if the school is really telling them accurately how well their child can read.
- Assigning the tool will also put additional load onto your bandwidth even when the student does not use it.

## Choosing the Correct Read Aloud Support

There are multiple ways to use the *Read Aloud* universal tool and accommodation.

Embedded **Text-To-Speech** technology—The computer reads to the student.

**Human Reader**—A human reader should:

- Be trained on the administration, security policies, and procedures of the assessment.
- Have extensive practice in providing read aloud support and must be familiar and comfortable with the process before working directly with a student. Ideally, they are familiar with the student, and are typically responsible for providing this support during educational instruction and assessments.
- Read each question exactly as written, as clearly as possible.
- Strive to communicate in a neutral tone and maintain a neutral facial expression and posture.
- Not clarify, elaborate, paraphrase, assist, cue a student through uneven voice inflection, etc.
- Avoid gestures, head movements, or any verbal or non-verbal emphasis on words not otherwise emphasized in text.
- Avoid conversing with the student about test questions, as this would be a violation of test security.
- Not paraphrase, interpret or define any items, words, or instructions, as this would be a violation of test security.
- Not spell any words requested by the student.

**Assistive Technology**—The Nextera Test Delivery System currently blocks the use of other software. Prior to the use of this accommodation, districts should make an effort to find an alternative solution, such as using the embedded text-to-speech. Our testing vendor does NOT currently support the use of assistive technology. If the student uses assistive text-to-speech software in the everyday classroom, the use of assistive technology software should be familiar to the student and should be software the student uses in the everyday classroom. The software must be provided by the district.

**Native Language**—Please see the section on Translation that follows this.

## Marking Read Aloud Codes

A student must have the accommodation listed in their IEP/504 plan in order to have reading passages in English Language Arts read aloud. Blind students who do not yet possess adequate Braille skills with this accommodation in their IEP/504 plan may have the ELA Reading Passages read aloud by a human reader.

**In order to be sure that the student correctly receives *Read Aloud*, the tool MUST be marked in the system AT LEAST 48 HOURS PRIOR TO ADMINISTRATION.**

READ ALOUD CODES		
Universal Tool/Accommodation	Code	Also Mark
Text-To-Speech (Not Including ELA Reading Passages)	S041	
Text-To-Speech (ELA Reading Passages)	A043	S041
Human Reader (Not Including ELA Reading Passages)	S043	
Human Reader (ELA Reading Passages)	A045	S043
Assistive Technology (Not Including ELA Reading Passages)	S042	
Assistive Technology (ELA Reading Passages)	A044	S042
Blind Students (ELA Reading Passages)	A046	S043

Table 6.3

Text-To-Speech
To have items and answer choices read by the test platform, mark <b>Code S041</b> for the student(s). If the student(s) have an IEP/504 plan that allows ELA Reading Passages to be read to them, then also mark <b>Code A043</b> . Text-to-speech functionality can be given individually or in a group setting. Student(s) will need to be provided headsets to listen.

Human Reader—Online Assessment
To have items and answer choices read by a human reader, mark <b>Code S043</b> for the student(s). If the student(s) have an IEP/504 plan that allows ELA Reading Passages to be read to them, also mark <b>Code A045</b> .
Human Reader can be given individually or in a small group setting, so mark <b>Code S501</b> for separate setting. Assessments can be read either electronically or via a paper copy. If reading electronically, examiners can read directly off the screen of the student(s) or off a second display attached to a system being used by a student.
To get a paper examiner copy to read from, mark <b>Code A102</b> for one student. Print a paper copy, and then unmark the code. This will send the student back to an online assessment. After testing is complete, mark that copy as an “Examiner Copy” and send it back to the vendor with the other student paper assessments.

### Human Reader—Paper Assessment

To have items and answer choices read by a human reader, mark **Code S043** for the student(s). If the student(s) have an IEP/504 plan that allows ELA Reading Passages to be read to them, also mark **Code A045**.

Human Reader can be done individually or in a small group setting, so mark **Code S501** for separate setting. Paper assessments can be read either directly off the student’s copy or via examiner paper copy. To get an examiner copy, print the student assessment twice. After testing is complete, mark that copy as an “Examiner Copy” and send it back to the vendor with the other student paper assessments.

### Human Reader—Large Print/Braille Assessment

To have items and answer choices read by a human reader, mark **Code S043** for the student(s). If the student(s) have an IEP/504 plan that allows ELA Reading Passages to be read to them, also mark **Code A045**.

Human Reader can be done individually or in a small group setting, so mark **Code S501** for separate setting. The Large Print/Braille kits come with a printed test book for the examiner to use. After testing is complete, mark that copy as an “Examiner Copy” and send it back to the vendor with the rest of the kit.

### Assistive Technology

To use assistive technology for Read Aloud, mark **Code S042** for the student. If the student(s) have an IEP/504 plan that allows ELA Reading Passages to be read to them, then also mark **Code A044**. The student should test in a one-on-one setting. **Code S501** should be also marked for separate setting.

## 6.4 Translation

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

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

Additionally, any EL taking the online, Paper/Pencil, Large Print, or Braille 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 ACCESS score of 3 or lower?
- Has the student attended a school where their first language is the primary language of instruction?
- Has the student ever received instruction in their first language?

- Is the student receiving translation as part of their everyday instruction?
- Does the student perform better when class assignments or assessments are translated?

Additionally, time should be set aside to talk to the student about their 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.

### When Using a Translator. . .

- Translation cannot be provided by any service that requires Internet connection. If a translator cannot be found, due to scarcity of the language, contact DESE Assessment for options.
- The translator cannot be a friend or family member of the student.
- The district must train the translator just as they would a Test Examiner.
- If the translator is not a district employee, a trained examiner from the district must be act as proctor.
- Any associated costs involved in translation are paid for by the district. Title III money **CANNOT** be used to hire translators for statewide assessments.
- The district must find and contract with the translator on their own. While DESE does not require or promote the use of any individual company, Missouri has a contract for translation services for state agencies: <https://archive.oa.mo.gov/purch/nao/cs182066.pdf>. **This contract does not ensure services for LEAs.** Listed in the contract is contact information for 10 agencies, along with a list of counties that services are provided for. These agencies, at a minimum provide translation services of:
  - Arabic
  - Bosnian
  - Burmese
  - Cambodian
  - Chinese
  - Farsi
  - French
  - German
  - Greek
  - Hmong
  - Hindi
  - Italian
  - Japanese
  - Korean
  - Nepali
  - Romanian
  - Somali
  - Spanish
  - Ukrainian
  - Urdu
  - Vietnamese

## Marking Translation Codes

The assessment can only be read to the student in their native language by a human reader. There is no native language text-to-speech option.

A student must have the accommodation listed in their IEP/504 plan in order to have reading passages in ELA read aloud in the native language.

Blind EL students who do not yet possess adequate Braille skills with this accommodation in their IEP/504 plan may have the ELA Reading Passages read aloud by a human reader.

TRANSLATION CODES		
Universal Tool/Accommodation	Code	Also Mark
<p><b>Read Aloud In Native Language (Not Including ELA Reading Passages)</b></p> <p>Reading the assessment in a student’s Native Language is given individually or in a small group setting, so mark <b>Code S501</b> for separate setting. If you do not read directly off the student’s copy, then after testing is complete, mark the copy you read from as an “Examiner Copy” and send it back to the vendor with the other student paper based assessments.</p>	S111	S501
<p><b>Read Aloud In Native Language (ELA Reading Passages)</b></p> <p>Reading the assessment in a student’s Native Language is given individually or in a small group setting, so mark <b>Code S501</b> for separate setting. If you do not read directly off the student’s copy, then after testing is complete, mark the copy you read from as an “Examiner Copy” and send it back to the vendor with the other student paper based assessments.</p>	A112	S111 and S501
<p><b>Blind EL Students (ELA Reading Passages)</b></p> <p>Reading the assessment in a student’s Native Language is given individually or in a small group setting, so mark <b>Code S501</b> for separate setting. The Braille kit includes a paper-based copy of the assessment for the test examiner to use for Read Aloud.</p>	A046	S043 and S501
<p><b>Translation Of Student Responses (Student Responds In Native Language)</b></p> <p>Translating student responses from their Native Language is done in an individual setting, so mark <b>Code S501</b> for separate setting.</p>	S109	S501
<p>If a translator needs access to the assessment prior to testing to conduct translation services of technical terms, mark this code in conjunction with the appropriate codes above.</p> <p>Mark <b>Code A102</b> for the student. Print a paper copy, then go in and unmark the code. This will send the student back to an online assessment. After testing is complete, mark that copy as an “Examiner Copy” and send it back to the vendor with the other student paper assessments.</p>	A102	

Table 6.4

## 7.0 Student Testing

---

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.

Before administering the test, make sure to have all 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.

### 7.1 Online 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

**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. The American History and Government 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**

*For students not using Closed Captioning or ASL*

**SAY**

**This test contains listening passages, so you be sure your headphones are plugged in and working correctly.**

*For students using Closed Captioning*

**SAY**

**This test contains listening passages. To turn on Closed Captioning, click the button labeled CC. You may pause, rewind, and replay the passages as needed.**

*For students using ASL/Closed Captioning*

**SAY**

**This test contains listening passages. A video of ASL translation is available for you to view. You may pause, rewind, and replay this video as needed.**

**Closed Captioning is also available. To turn on Closed Captioning, click the button labeled CC. Please note that Closed Captioning goes at the speed of the audio recording, not the speed of the video.**

### **Session II of English I and English II**

**SAY**

**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. Use the provided reference sheet for additional important information.**

## All Mathematics Assessments

**SAY** 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

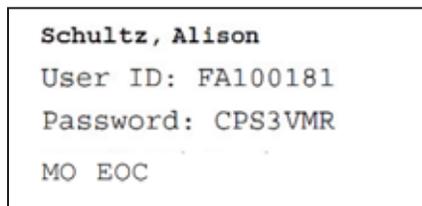
**SAY** During this test, you may use a calculator.

## All Science Assessments

**SAY** 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—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 titled “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.”



The screenshot shows the login page for the Missouri Assessment Program, powered by Nextera. It features a 'User ID' field, a 'Password' field, and a 'Sign In' button. Below the button is a link for 'Forgot your password?'. The Questar logo is centered below the fields, with copyright information and a link to 'Privacy and Terms' at the bottom.

Figure 7.2

## Step 6—Student Information Page

**SAY**

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.



The screenshot shows a 'Check your information' page with several input fields for personal and school details. At the bottom, there is a question 'Is everything here correct?' with 'No' and 'Yes' buttons.

Check your information	
Name	Date of birth
	Gender
School name	Student number
Teacher name	
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.*

**SAY** Choose “Start Test” for the (TEST/SESSION) we are taking today.

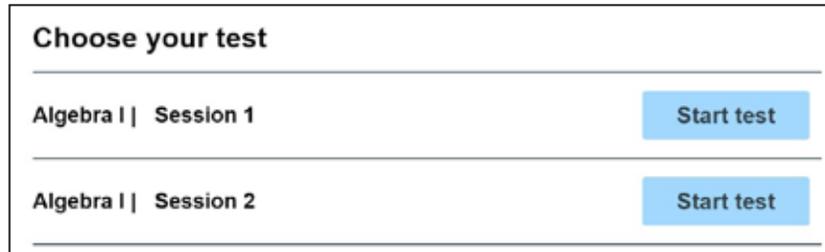


Figure 7.4

## Step 8—Instructions/Begin Test

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

**SAY** 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

**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 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. The American History and Government 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**

**SAY** 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**

**SAY** 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**

**SAY** During this test, you may use a calculator.

### **All Science Assessments**

**SAY** During this test, you may use a calculator. The Codon Wheel and Periodic Table of Elements are also available to use.

## **Step 3—Begin Test**

**SAY** 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 their 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 User ID and password from the student’s Test Ticket, log the student in to their 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 12.3 of the *Test Coordinator’s Manual*. The DTC is the only one who should select the “Teacher Invalidation” bubble for the affected content area in Nextera.

## 7.6 Common Technology Issues

Issue: The screen freezes OR the test sign-in or test loading is taking a long time.

Answer: Force a restart and sign back into the test.

Issue: Network Connectivity is lost during the test.

Answer: The Online/Offline Indicator can be found in the upper left corner of the screen during the test. A checkmark means students are currently online. An “x” means they are working offline, but their answers are still being saved. Students will have to reconnect before submitting their tests.

The student should continue to test on the device. DO NOT move the student to another device. If attempts to re-establish Internet connectivity are unsuccessful, follow the applicable steps:

1. Exit out of the Secure Browser (for Chromebook: Exit using the button at the lower left).
2. Turn off the device (for Mac: power down by pressing the power button for 5 seconds).
3. Restart the device.
4. Launch the Questar Secure Browser.
5. The student should login and continue.

## 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/Pencil 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. For security purposes, DESE recommends a second trained staff member be present to verify all transcriptions. Once you have finished, select Review 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 non English Learner (EL) student's response cannot be entered, 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.

## 9.0 Appendices

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### Appendix A: FAQ

**Q:** Can students use white boards to write notes?

**A:** While the use of white boards is 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](mailto:accountabilitydata@dese.mo.gov).

## Appendix B: Mathematics Reference Sheet

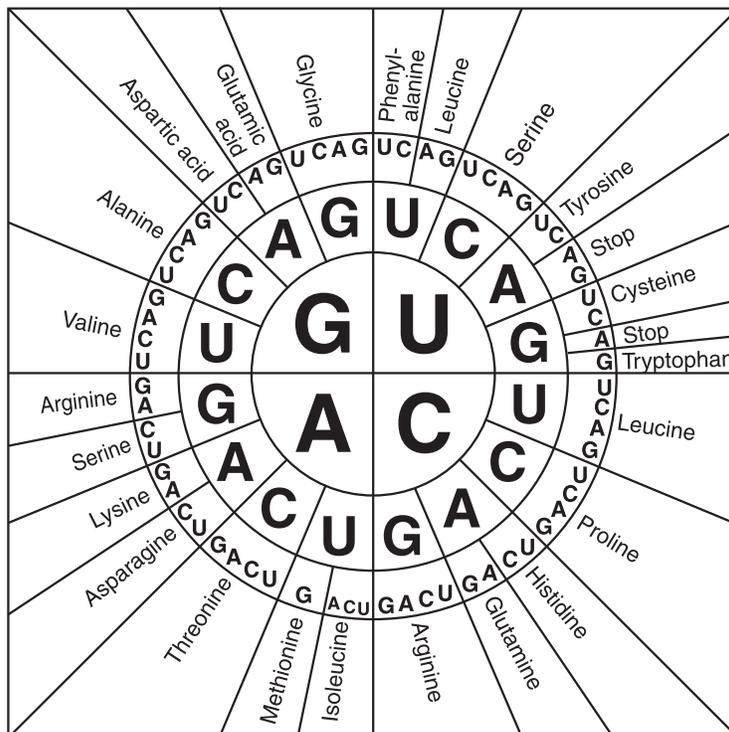
General Equations	General Formulas									
$Ax + By = C$ $y = mx + b$ $y - y_1 = m(x - x_1)$ $y = a(x - h)^2 + k$ $y = ax^2 + bx + c$ $y = ab^x$ $y = \log_b x$ $(x - h)^2 + (y - k)^2 = r^2$	$m = \frac{y_2 - y_1}{x_2 - x_1}$ ${}_n P_r = \frac{n!}{(n - r)!}$ ${}_n C_r = \frac{n!}{(n - r)!r!}$ $\sin A = \frac{\text{opposite}}{\text{hypotenuse}}$ $\cos A = \frac{\text{adjacent}}{\text{hypotenuse}}$ $\tan A = \frac{\text{opposite}}{\text{adjacent}}$ $a^2 + b^2 = c^2$ $d = rt$	$a_n = a_1 + (n - 1)d$ $a_1 = 1^{\text{st}} \text{ term, } a_n = a_{n-1} + d$ $g_n = g_1 r^{n-1}$ $g_1 = 1^{\text{st}} \text{ term, } g_n = r g_{n-1}$ $I = prt$ $A = P\left(1 + \frac{r}{n}\right)^{nt}$ $A = Pe^{rt}$ $D = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$ $\left(\frac{x_1 + x_2}{2}, \frac{y_1 + y_2}{2}\right)$ $x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$								
	<h3 style="text-align: center;">Area/Volume</h3> <table style="width: 100%; border: none;"> <tbody> <tr> <td style="width: 50%; border: none;"><math display="block">\text{Area} = \frac{1}{2}bh</math></td> <td style="width: 50%; border: none;"><math display="block">\text{Volume} = Bh</math></td> </tr> <tr> <td style="border: none;"><math display="block">\text{Area} = \frac{1}{2}h(b_1 + b_2)</math></td> <td style="border: none;"><math display="block">\text{Volume} = \frac{1}{3}Bh</math></td> </tr> <tr> <td style="border: none;"><math display="block">\text{Area} = \pi r^2</math></td> <td style="border: none;"><math display="block">\text{Volume} = \frac{4}{3}\pi r^3</math></td> </tr> <tr> <td style="border: none;"><math display="block">\text{Circumference} = \pi d</math></td> <td style="border: none;"><math display="block">\text{Surface Area} = 4\pi r^2</math></td> </tr> </tbody> </table>		$\text{Area} = \frac{1}{2}bh$	$\text{Volume} = Bh$	$\text{Area} = \frac{1}{2}h(b_1 + b_2)$	$\text{Volume} = \frac{1}{3}Bh$	$\text{Area} = \pi r^2$	$\text{Volume} = \frac{4}{3}\pi r^3$	$\text{Circumference} = \pi d$	$\text{Surface Area} = 4\pi r^2$
$\text{Area} = \frac{1}{2}bh$	$\text{Volume} = Bh$									
$\text{Area} = \frac{1}{2}h(b_1 + b_2)$	$\text{Volume} = \frac{1}{3}Bh$									
$\text{Area} = \pi r^2$	$\text{Volume} = \frac{4}{3}\pi r^3$									
$\text{Circumference} = \pi d$	$\text{Surface Area} = 4\pi r^2$									

# Appendix C: Science Reference Sheets

**Periodic Table of the Elements**

Period	Group																18							
	1			3	4	5	6	7	8	9	10	11	12	13	14	15	16	17						
1	1 <b>H</b> 1.003 hydrogen																			2 <b>He</b> 4.003 helium				
2	3 <b>Li</b> 6.94 lithium	4 <b>Be</b> 9.012 beryllium																	5 <b>B</b> 10.81 boron	6 <b>C</b> 12.01 carbon	7 <b>N</b> 14.01 nitrogen	8 <b>O</b> 16.00 oxygen	9 <b>F</b> 19.00 fluorine	10 <b>Ne</b> 20.18 neon
3	11 <b>Na</b> 22.99 sodium	12 <b>Mg</b> 24.31 magnesium																	13 <b>Al</b> 26.98 aluminum	14 <b>Si</b> 28.09 silicon	15 <b>P</b> 30.97 phosphorus	16 <b>S</b> 32.06 sulfur	17 <b>Cl</b> 35.45 chlorine	18 <b>Ar</b> 39.95 argon
4	19 <b>K</b> 39.10 potassium	20 <b>Ca</b> 40.08 calcium	21 <b>Sc</b> 44.96 scandium	22 <b>Ti</b> 47.87 titanium	23 <b>V</b> 50.94 vanadium	24 <b>Cr</b> 52.00 chromium	25 <b>Mn</b> 54.94 manganese	26 <b>Fe</b> 55.85 iron	27 <b>Co</b> 58.93 cobalt	28 <b>Ni</b> 58.69 nickel	29 <b>Cu</b> 63.55 copper	30 <b>Zn</b> 65.38 zinc	31 <b>Ga</b> 69.72 gallium	32 <b>Ge</b> 72.63 germanium	33 <b>As</b> 74.92 arsenic	34 <b>Se</b> 78.97 selenium	35 <b>Br</b> 79.90 bromine	36 <b>Kr</b> 83.80 krypton						
5	37 <b>Rb</b> 85.47 rubidium	38 <b>Sr</b> 87.62 strontium	39 <b>Y</b> 88.91 yttrium	40 <b>Zr</b> 91.22 zirconium	41 <b>Nb</b> 92.91 niobium	42 <b>Mo</b> 95.95 molybdenum	43 <b>Tc</b> [97] technetium	44 <b>Ru</b> 101.1 ruthenium	45 <b>Rh</b> 102.9 rhodium	46 <b>Pd</b> 106.4 palladium	47 <b>Ag</b> 107.9 silver	48 <b>Cd</b> 112.4 cadmium	49 <b>In</b> 114.8 indium	50 <b>Sn</b> 118.7 tin	51 <b>Sb</b> 121.8 antimony	52 <b>Te</b> 127.6 tellurium	53 <b>I</b> 126.9 iodine	54 <b>Xe</b> 131.3 xenon						
6	55 <b>Cs</b> 132.9 cesium	56 <b>Ba</b> 137.3 barium	57-71 <b>La-Lu</b> *	72 <b>Hf</b> 178.5 hafnium	73 <b>Ta</b> 180.9 tantalum	74 <b>W</b> 183.8 tungsten	75 <b>Re</b> 186.2 rhenium	76 <b>Os</b> 190.2 osmium	77 <b>Ir</b> 192.2 iridium	78 <b>Pt</b> 195.1 platinum	79 <b>Au</b> 197.0 gold	80 <b>Hg</b> 200.6 mercury	81 <b>Tl</b> 204.4 thallium	82 <b>Pb</b> 207.2 lead	83 <b>Bi</b> 209.0 bismuth	84 <b>Po</b> [209] polonium	85 <b>At</b> [210] astatine	86 <b>Rn</b> [222] radon						
7	87 <b>Fr</b> [223] francium	88 <b>Ra</b> [226] radium	89-103 <b>Ac-Lr</b> **	104 <b>Rf</b> [267] rutherfordium	105 <b>Db</b> [270] dubnium	106 <b>Sg</b> [271] seaborgium	107 <b>Bh</b> [270] bohrium	108 <b>Hs</b> [277] hassium	109 <b>Mt</b> [276] meitnerium	110 <b>Ds</b> [281] darmstadtium	111 <b>Rg</b> [282] roentgenium	112 <b>Cn</b> [285] copernicium	113 <b>Nh</b> [285] nihonium	114 <b>Fl</b> [289] flerovium	115 <b>Mc</b> [288] moscovium	116 <b>Lv</b> [293] livermorium	117 <b>Ts</b> [294] tennessine	118 <b>Og</b> [294] oganesson						
				57 <b>La</b> 138.9 lanthanum	58 <b>Ce</b> 140.1 cerium	59 <b>Pr</b> 140.9 praseodymium	60 <b>Nd</b> 144.2 neodymium	61 <b>Pm</b> [145] promethium	62 <b>Sm</b> 150.4 samarium	63 <b>Eu</b> 152.0 europium	64 <b>Gd</b> 157.3 gadolinium	65 <b>Tb</b> 158.9 terbium	66 <b>Dy</b> 162.5 dysprosium	67 <b>Ho</b> 164.9 holmium	68 <b>Er</b> 167.3 erbium	69 <b>Tm</b> 168.9 thulium	70 <b>Yb</b> 173.1 ytterbium	71 <b>Lu</b> 175.0 lutetium						
				89 <b>Ac</b> [227] actinium	90 <b>Th</b> 232.0 thorium	91 <b>Pa</b> 231.0 protactinium	92 <b>U</b> 238.0 uranium	93 <b>Np</b> [237] neptunium	94 <b>Pu</b> [244] plutonium	95 <b>Am</b> [243] americium	96 <b>Cm</b> [247] curium	97 <b>Bk</b> [247] berkelium	98 <b>Cf</b> [251] californium	99 <b>Es</b> [252] einsteinium	100 <b>Fm</b> [257] fermium	101 <b>Md</b> [258] mendelevium	102 <b>No</b> [259] nobelium	103 <b>Lr</b> [262] lawrencium						

### mRNA Codon Wheel



### mRNA Codon Table

Base 1	Base 2				Base 3
	U	C	A	G	
U	Phenylalanine	Serine	Tyrosine	Cysteine	U
	Phenylalanine	Serine	Tyrosine	Cysteine	C
	Leucine	Serine	Stop	Stop	A
	Leucine	Serine	Stop	Tryptophan	G
C	Leucine	Proline	Histidine	Arginine	U
	Leucine	Proline	Histidine	Arginine	C
	Leucine	Proline	Glutamine	Arginine	A
	Leucine	Proline	Glutamine	Arginine	G
A	Isoleucine	Threonine	Asparagine	Serine	U
	Isoleucine	Threonine	Asparagine	Serine	C
	Isoleucine	Threonine	Lysine	Arginine	A
	Methionine/Start	Threonine	Lysine	Arginine	G
G	Valine	Alanine	Aspartic Acid	Glycine	U
	Valine	Alanine	Aspartic Acid	Glycine	C
	Valine	Alanine	Glutamic Acid	Glycine	A
	Valine	Alanine	Glutamic Acid	Glycine	G

## 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

Student Name:

Class/Content:

Teacher/Test Examiner:

Approved By:

Date:

<b>Universal Tools— Automatic</b>  These tools are available by default and do not need to be marked.	<input type="checkbox"/> Break (Pause)	<input type="checkbox"/> Masking—Online
	<input type="checkbox"/> Calculator	<input type="checkbox"/> Protractor
	<input type="checkbox"/> Color Contrast—Online	<input type="checkbox"/> Read Aloud Test To Self
	<input type="checkbox"/> English Dictionary	<input type="checkbox"/> Reference Sheet
	<input type="checkbox"/> Grammar Handbook	<input type="checkbox"/> Ruler
	<input type="checkbox"/> Graphing Tool	<input type="checkbox"/> Scratch Paper (Sticky Notes)
	<input type="checkbox"/> Highlighter	<input type="checkbox"/> Strikethrough (Cross Off)
	<input type="checkbox"/> Line Guide/Reader	<input type="checkbox"/> Thesaurus
	<input type="checkbox"/> Magnification	<input type="checkbox"/> Writing Tools
	<input type="checkbox"/> Mark For Review	

<b>Universal Tools— To Be Marked</b>  These tools need to be marked 48 hours prior to testing in order to use them.	<input type="checkbox"/> Bilingual Dictionary	<input type="checkbox"/> *Read Aloud—Human Reader
	<input type="checkbox"/> Color Contrast—Paper	<input type="checkbox"/> *Read Aloud—Native Language
	<input type="checkbox"/> Color Overlay	<input type="checkbox"/> *Read Aloud—Text-To-Speech
	<input type="checkbox"/> Magnification—Asst. Tech	<input type="checkbox"/> Scribe
	<input type="checkbox"/> Masking—Paper	<input type="checkbox"/> Separate Setting
	<input type="checkbox"/> Non-Accomm. Paper Based	<input type="checkbox"/> Translation
	<input type="checkbox"/> *Read Aloud—Asst. Tech	

<b>Accommodations</b>  Accommodations need to be marked 48 hours prior to testing in order to use them.	<input type="checkbox"/> Abacus	<input type="checkbox"/> **Read Aloud—Asst. Tech
	<input type="checkbox"/> Alternate Response Options	<input type="checkbox"/> **Read Aloud—Human Reader
	<input type="checkbox"/> Braille	<input type="checkbox"/> **Read Aloud—Native Language
	<input type="checkbox"/> Calculator—Non Calc. Items	<input type="checkbox"/> **Read Aloud—Text-To-Speech
	<input type="checkbox"/> Closed Captioning	<input type="checkbox"/> Sign Language
	<input type="checkbox"/> Large Print	<input type="checkbox"/> Specialized Calculator
	<input type="checkbox"/> Multiplication Table (Math)	<input type="checkbox"/> Speech-To-Text—Asst. Tech
	<input type="checkbox"/> Paper Based Assessment	

\*Without ELA Reading Passages

\*\*With ELA Reading Passages

# Appendix F: Nextera Quick Tips

## Quick Tips for Test Administrators

Missouri Assessment Program



HOME STUDENTS CLASSES TEST ADMINISTRATIONS ACCOUNTS HELP

For details on the **STUDENTS Tab**, refer to page 2.

For details on the **TEST ADMINISTRATIONS Tab**, refer to page 2.

Select **Help** from the **HELP Tab** to

- Contact **Customer Support** (via phone, email, chat)

### Need assistance?

Contact **Questar Customer Support** via phone, email, and chat!

800-571-2545

MOCustomerSupport@questarai.com

Chat is available on the Help page in Nextera Admin

Select the **HOME Tab** to view Support Documentation, and the Practice Tests.

**Support Documentation** is available on the left side of the Home page and organized into the following categories:

1. Manuals (e.g., Test Coordinator's Manual, Setup & Installation Guide, etc.)
2. Reference (e.g., Quick Tips, Pre-ID Formatting Rules)
3. Training (e.g., Recorded Webinars, Training Modules)

The **Practice Tests** can also be located on the Home page on the left side under the various Support Documentation available to you.

Select the **CLASSES Tab** to View Class Details and Download a Student List.

### To View Class Details

1. Select the **CLASSES Tab**
2. Use the search field or sort functionality to locate the class
3. Select **View** next to the applicable class
4. The Class Details display. Details include the following:
  - a. Test Administrator
  - b. Class
  - c. Test Window
  - d. Students

### To Download a Student List

1. Select the **CLASSES Tab**
2. Use the search field or sort functionality to locate the class
3. Select **View** next to the applicable class
4. Select **Download Students in this Class (Excel CSV)**

### Looking for a Proctor Password?

A Proctor Password may be required to restart a student's test in the Nextera Test Delivery System. Your District Test Coordinator (DTC) and/or your School Test Coordinator (STC) can find this password on their Home Page in Nextera Admin.

Nextera Admin:

<https://mo.nextera.questarai.com>



# Quick Tips for Test Administrators

Missouri Assessment Program



HOME STUDENTS ▾ CLASSES TEST ADMINISTRATIONS ▾ ACCOUNTS ▾ HELP ▾

Select **Students** from the **STUDENTS Tab** to view Student details (including accommodations).

#### To **View/ Edit Student Details**

1. Select **Students** from the **STUDENTS Tab**
2. Use the search field or sort functionality to locate the student
3. Select **View** next to the applicable student
4. The Student details display and include the following:
  - a. District and School of Record
  - b. Demographic Information, and
  - c. Accommodation Options
5. Select **Edit** to make changes to the student record
6. To modify student accommodation
  - a. Select **Modify**
  - b. Update the accommodations
  - c. Select **Save** to save the changes to the student record
7. Select **Save** to save the changes to the student record

Select **Test Administrations** from the **TEST ADMINISTRATIONS Tab** to view and print student credentials, locate an access code, and monitor student progress during a test.

#### To **View/Print Student Credentials**

1. Select **Test Administrations** from the **TEST ADMINISTRATIONS Tab**
2. Use the search field or sort functionality to locate the test
3. Select **View** next to the applicable test
4. Student Credentials (User IDs and Passwords) are located under Registered Students (bottom of the page)
5. Select **Print Labels**
6. Select **Avery 5160** (labels), **Avery 5163** (labels), **Student Roster**, or **Download CSV file** from the drop-down menu
7. Select **OK**
8. Select the **Printer icon** from the PDF

#### To **Locate an Access Code**

1. Select **Test Administrations** from the **TEST ADMINISTRATIONS Tab**
2. Use the search field or sort functionality to locate the test
3. Select **View** next to the applicable test
4. The Access Code displays above the Registered Students

#### To **Monitor Student Progress**

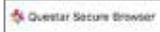
1. Select **Test Administrations** from the **TEST ADMINISTRATIONS Tab**
2. Use the search field or sort functionality to locate the test
3. Select **View** next to the applicable test
4. Student's status, start and completion dates/times are located under Registered Students



# Quick Tips for Students (Navigation & Tools)

## Starting a Test

1. Double click the Questar Secure Browser icon



2. Enter the User ID and Password provided by your Test Administrator
3. Select Sign In



4. Verify the details on the *Check your Information Window*
5. Select **Yes**



6. On the *Choose Your Test* window, locate the test and subpart as instructed your Test Administrator
7. Select **Start Test**

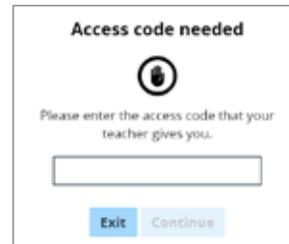


## Directions

1. On the *Test Directions* window, select the of the window right facing arrow to read through the directions
2. When you are done reading the directions, select **End Directions**, or X out

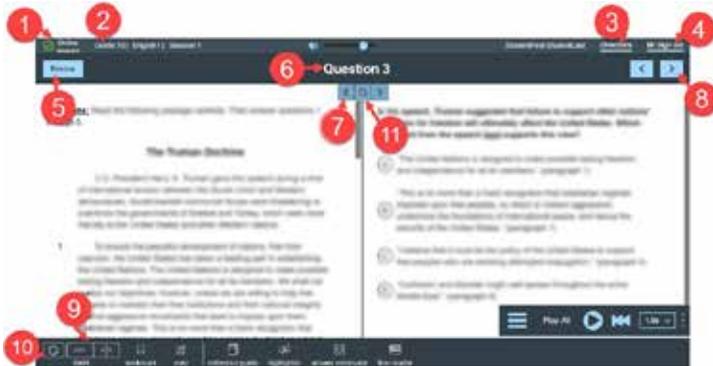


3. Input the access code provided by your Test Administrator
4. Select **Continue** and the test will display



# Quick Tips for Students (Navigation & Tools)

## 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 Select **Pause test** on the following window
5. To return to questions for which you've added bookmarks or notes, Select **Review**.  
When all questions have been answered, this button changes to **Review & Submit**  
To submit the test, Select **Review & Submit** and **Submit Test** on the following window
6. The current question number displays in this section
7. This is a tool called **Split Screen Controls** - see pages 3-6 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 When a tool is active, the icon turns blue - see pages 2-4 for details on tools
10. Press the **reset** button to reset to the original zoom level
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.



# Quick Tips for Students (Navigation & Tools)

## To use the **Highlighter**

1. Select the highlighter icon
2. Select and drag over a section of text to highlight it
3. To clear the highlight, Select 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 **Split Screen Controls** to increase or decrease the viewing area for the passage or stem/options

1. To increase the passage area, Select the right arrow
2. To increase the stem/options area, Select the left arrow
3. To move the dividing line to its original position Select refresh



Use the **Notepad** to add a note to yourself on a test question

To use the notepad

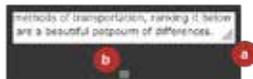


1. Select the note icon
2. Type your note
  - a. See Text Editor for formatting in the notepad
3. To save the note and close the notepad, Select X in the notepad
4. Items with notes attached will show a notepad icon in the Review screen
5. To remove a note
  - a. Open the note
  - b. Delete the text you typed
  - c. Close the Notepad

Use the **Line Reader** to block parts of the test so you can focus your reading

To use the line reader

1. Select the line reader icon
  - a. 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
3. To turn off the line reader, select the line reader icon



Use **Zoom** to increase or decrease the size of the content being viewed on your screen



To use zoom

1. Select - to zoom out
2. Select + to zoom in
3. Select  return to original setting

# Quick Tips for Students (Navigation & Tools)

Use the **Answer Eliminator** to cross out answers you think are incorrect

To use the answer eliminator



1. Select the **answer eliminator** icon
  - When this tool is active, the mouse includes a red X



2. The answer now displays a red X over it
3. Select the answer you want to eliminate
4. To remove a red X from an answer, Select the answer again with the tool active

Use the **Bookmark** to flag a test question for yourself

To use the bookmark



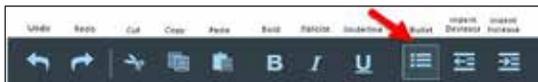
1. Select the bookmark icon
2. Items with bookmarks will show a bookmark icon in the Review screen
3. To remove a bookmark, Select the bookmark icon again

To access the **Reference** Sheets to see any notes your teacher may have given you to reference during the test

1. Select the reference icon
  - a. When active, the reference sheet displays
2. To close the reference sheet, select X in the reference sheet



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)



# 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 or Geometry questions



Select the corner and drag to open the text box for entering your equation

$\pm$	Plus-Minus	$\circ$	Degree	$\sqrt{\quad}$	Radical
$+$	Plus (Math-Addition)	$'$	Prime	$\sqrt[n]{\quad}$	Radical with Index
$-$	Minus (Math)	$''$	Double Prime	$\infty$	Infinity
$\times$	Multiply (X for Math)	$\frac{\square}{\square}$	Fraction	$\neq$	Slashed Equals (Not Equal To)
$\div$	Divide	$\square \square$	Mixed Numbers	$\sim$	Tilde
$=$	Equals	$\frac{\square}{\square}^{\square}$	Fraction with Exponents	$\approx$	Double Tilde (Approximately)
$<$	Less Than	$\square^{\square}$	Exponent	$\equiv$	Equals with Tilde (Congruence)
$\leq$	Less Than or Equal To	$\square_{\square}$	Subscript	$\emptyset$	Slashed Zero (Empty Set)
$>$	Greater Than	$(\square)$	Parenthesis	$\rightarrow$	Right Arrow (If-Then)
$\geq$	Greater Than or Equal To	$ \square $	Absolute Value	$\theta$	Theta
$\pi$	Pi	$\{\square\}$	Braces	$\log$	Log (Logarithm)
$\ln$	In (Natural Log)	$\Sigma$	Sigma (Summation)		

To show the square root

1. Select the icon with the radical sign and one box,  $\sqrt{\quad}$  or
2. Select the icon with the radical sign and two boxes,  $\sqrt[n]{\quad}$  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.

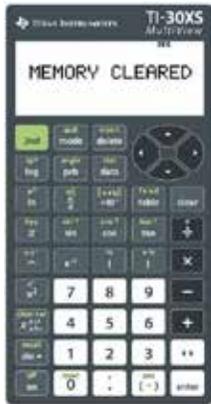
To place parentheses in the base of an exponent

1. Select the parentheses icon  $(\quad)$
2. Select outside of the parentheses that appear in the text entry area
3. Select the exponent icon  $\square^{\square}$
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

# Quick Tips for Students (Navigation & Tools)

## To use the **Calculator**

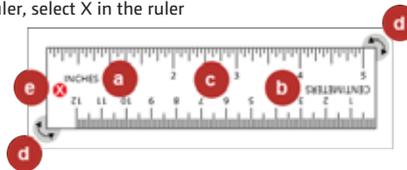
1. Select the calculator icon
  - a. When active, the calculator displays
2. Select the online calculator's buttons as you would if using a hand-held calculator
3. To close the calculator, select X in the calculator



## To use the **Ruler**



1. Select the ruler icon
  - a. When active, the ruler displays
  - b. One side of the ruler measures in inches
  - c. The other side measures in centimeters
  - d. To move the ruler, place your mouse on the ruler and drag it to the desired position
  - e. To rotate the ruler, place your mouse near a corner of the ruler and drag it to the desired angle
2. To close the ruler, select X in the ruler



## Additional Tips when using an iPad

### Scrolling in a Split Screen

1. When you are viewing a split screen, Select within the right or left pane that you want to scroll.

### Highlighting Text

To highlight text on an iPad

1. Touch and hold to activate the pop up select tool
2. Drag your finger across the screen to select the text you want highlighted
3. When you click off of the text, the highlighting displays

To use the **Graphing Tool**, select the applicable icon from the Graphing Toolbar.

	Closed Point		Open Point		Segment (Solid-closed)
	Segment (Solid-open)		Segment (Dashed-closed)		Segment (Dashed-open)
	Line (Solid)		Line (Dashed)		Ray (Solid-closed)
	Ray (Solid-open)		Ray (Dashed-closed)		Ray (Dashed-open)
	Fill		Clear Fill		



# Quick Tips for Students (Accommodations/Tools)

When **Reverse Contrast** is enabled, the test automatically displays white text on a black background.



When **Initial Page Zoom** is enabled, the Test Delivery System automatically enlarges the text and images on the screen up to 300% (depending on your needs).

To adjust the view during testing, use **zoom** on the toolbar

- Select **-** to zoom out
- Select **+** to zoom in



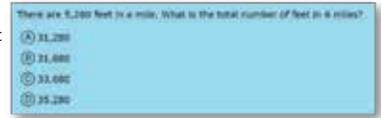
When **Closed Captioning** is enabled, students can read text captions for video and audio files.



When **American Sign Language** is enabled, students can select the play button and pause button to play or pause the video of the ASL signer as desired.



When **Background Color** is enabled, the test automatically displays black text on a colored background.



When **Text to Speech** is enabled, the test automatically reads and highlights the question and, for certain types of questions, the available answers using a device's speaker (headset recommended).

Text to Speech includes a **Play from Here** tool, which allows you to select a starting point to hear the text.



To use **Text to Speech**

- Select the **pause** icon to pause the reading and highlighting
- Select the **play** icon to resume the reading and highlighting
- Drag the **volume indicator** to the left to decrease or to the right to increase the volume
- To use Play From Here, right-click the desired starting point in the text (long press for iPads)
  - Double click **Play From Here** to begin playing from the starting point that was selected and play through the end of the question text or answer text
  - Double click **Play Question** or **Play Answer** to play from the beginning of the question text or answer text through the end of the question text or answer text

