



**Missouri**

DEPARTMENT OF ELEMENTARY & SECONDARY

**EDUCATION™**

**End-of-Course Assessments**

**Test Coordinator'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 Coordinator's Manual* (TCM) provides detailed instructions for administering the Missouri Assessment Program (MAP) End-of-Course (EOC) Assessments. The manual includes instructions for test preparation and post-test administration procedures. District Test Coordinators (DTCs) and School Test Coordinators (STCs) should thoroughly read the manual prior to 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 Assessment

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 detail in this manual, including software requirements and screen shots.

- Nextera Admin—a web-based application for loading and managing district, school, class, teacher, and student information.
- Nextera Test Delivery System (TDS)—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
<b>Personal Finance</b>	
<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 5.0 and additional information on item types can be found in section 3.5.

- 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.**

## 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 of 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 Contact Information

Contact	Phone	Email	For Questions About
Questar	800-571-2545	<a href="mailto:mocustomersupport@questarai.com">mocustomersupport@questarai.com</a>	Test administration or technical issues 6:30 a.m.–5:00 p.m. (CST), Monday–Friday.
DESE Assessment	573-751-3545	<a href="mailto:assessment@dese.mo.gov">assessment@dese.mo.gov</a>	Testing policy and procedures
DESE School Improvement	573-751-4426	<a href="mailto:msip@dese.mo.gov">msip@dese.mo.gov</a>	Accountability, APR and data releases
DESE Data System Management	573-522-3207	<a href="mailto:dsm@dese.mo.gov">dsm@dese.mo.gov</a>	Pre-Coding

Table 3.2

### 3.4 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</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.

Table 3.3

<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 3.3 (cont.)

### 3.5 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).

<b>Item Type</b>	<b>How To Respond</b>	<b>ELA</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>	<b>Personal Finance</b>
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.	✓		✓	✓	

Table 3.4

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 3.4 (cont.)

## 4.0 Important Dates

<b>Prior to Testing</b>	
Accommodated Materials Ordering Window	Summer Administration 6/1/20–7/24/20 Fall Administration 10/05/20–01/15/21 Spring Administration 02/22/21–05/21/21
<b>Test Window</b>	
Summer Administration	6/8/20–7/31/20
Fall Administration	10/26/20–1/22/21 (Practice Test opens 10/5/20)
Spring Administration	3/1/21–5/28/21
<b>Pre-ID Dates</b>	
Summer	For Summer 2020, there is no Pre-ID through DESE. To bulk add students, use the Questar Pre-ID upload process. Go to the Students tab in Nextera, where you can access the Pre-ID Upload tab. Refer to the Pre-ID User Guide and Pre-ID Formatting Rules Document for guidance on uploading a Pre-ID File. The Pre-ID User Guide and Formatting Rules Documents can be found on Nextera Admin.
1st Fall Pre-ID Window	File due to DESE: 9/30/20 Student data available: 10/12/20
2nd Fall Pre-ID Window	File due to DESE: 11/12/20 Student data available: 11/30/20
1st Spring Pre-ID Window	File due to DESE: 2/10/21 Student data available: 2/22/21
2nd Spring Pre-ID Window	File due to DESE: 3/17/21 Student data available: 3/29/21
3rd Spring Pre-ID Window	File due to DESE: 4/7/21 Student data available: 4/19/21
<b>After Testing</b>	
Return Secure Materials	As testing is completed, no later than 24 hours after the end of the content testing window

Table 4.1

## 5.0 Timing Guidelines

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>	
<b>American History</b>	<b>60–80 minutes</b>	
<b>Government</b>	<b>60–80 minutes</b>	
<b>Personal Finance</b>	<b>60–80 minutes</b> <ul style="list-style-type: none"> <li>• Calculator use is permitted</li> </ul>	

Table 5.1

## 5.1 Scheduling

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

- Each content area must be tested within 7 business days and district test windows must be defined in Nextera before students are able to test.
- Assessment content windows may overlap.
- Ensure there is enough time for students to finish testing at the end of the day.
- 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 contained 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.
- 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), you will need to confirm all student responses are captured on the **Test Administrations** page. If all responses are captured, the student can be moved to a new device. If the student does NOT have all responses displaying on the **Test Administrations** page, contact Questar Customer Support for further instruction.
- 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.
- Timing suggestions do not include time for students to complete tutorials. The tutorial, accessed via the secure browser, allows students to experience the functionality of Nextera and to practice all the online tools or accommodations that are available in the system.

## 6.0 Special Populations

All public school and charter students **MUST** participate in required EOC Assessments prior to graduation. The majority of students take the online EOC Assessment upon completion of the appropriate course content, with some exceptions. Please see the descriptions below to help make those determinations.

### 6.1 Paper Testing

For special circumstances that require students to test on paper, a Paper/Pencil edition is available. To generate the Paper/Pencil PDF edition on the **Test Administrations** page, the DTC/STC will need to mark the proper Print Variation Accommodation on the Student record. Once accommodations are assigned, the Test Examiner will contact the District Test Coordinator to generate a paper version.

#### Reasons for using Paper/Pencil Assessment

Reason	Instructions
Student has IEP/504 Plan that allows use of Paper/Pencil Assessment	DTC/STC will need to select the proper Print Variation “Paper” via <b>Students</b> tab.
Student is in an off-site non-district building (e.g., hospital, juvenile facility, etc.) and cannot take the assessment online	DTC/STC will need to select the proper Print Variation “Paper” via <b>Students</b> tab.

Table 6.1

Nextera will generate a unique barcode number for a Paper/Pencil edition prior to local printing. Each barcode number will be unique to a student for the purposes of linking the printed form to the student’s record in the master database. Barcode numbers will be recorded and associated with each student’s record.

Depending on the printed accommodation needed for a particular student, the unique barcode number will then become embedded into the electronic version on each page of the Paper/Pencil form. During local printing, the embedded barcode number will print along with each page of the Paper/Pencil edition.

For specific instructions regarding how to download and print a Paper/Pencil edition, see section 10.6.

The Test Examiner should become familiar with the directions for administering a Paper/Pencil edition. The Paper/Pencil edition of the test is secure and should be treated as such.

After testing, student responses for those who took a paper test **must** be transcribed into the Nextera Test Delivery System before the district’s test window closes. For detailed information, see section 11.6.

Once testing is complete, paper assessments **must** be shipped back to Questar. For detailed information, see section 13.1.

## 6.2 Large Print/Braille Testing

Large Print and Braille forms can be ordered online via Nextera. DTCs should order all Large Print and Braille materials through the **Help** tab in Nextera.

1. Select the **Help** tab and then select **ORDER MATERIALS**.
2. Enter the quantities for the materials needed in your district.
3. Verify the shipping address is correct.
4. Select **SAVE**.

Note: If additional accommodated materials are needed after the initial order through Nextera Admin, the DTC will need to call Questar’s Customer Support to place the order.

Note: For all Large Print and Braille assessments, **Test Examiners or Test Coordinators must transcribe students’ responses into Nextera**. Transcription **must** occur before the district’s test window closes. For detailed information, see section 11.6. Once testing is complete, Large Print and Braille assessments **must** be shipped back to Questar. For detailed information, see section 13.1.

**Receive Testing Materials:** Large Print and Braille testing materials are packaged by building and shipped to the district’s office address (or the shipping address indicated by the district during the registration process). The materials ship to the district based on the content-specific test window entered during registration. The EOC Assessment shipment is delivered approximately one week before the district’s first testing window and includes the following:

District Materials	School Materials
<ul style="list-style-type: none"> <li>• District Packing List</li> <li>• Copy of School Packing Lists</li> <li>• District Return Kit (one folder per district), which includes the following:               <ul style="list-style-type: none"> <li>◦ Return Kit Cover</li> <li>◦ UPS Prepaid Return Shipping Labels</li> <li>◦ Materials Return Instructions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• School Packing List</li> <li>• Large Print and/or Braille kits               <ul style="list-style-type: none"> <li>◦ Large Print and/or Braille test book</li> <li>◦ Accompanying printed teacher edition</li> <li>◦ Large Print and/or Braille Supplementary Instructions</li> <li>◦ Large Print and/or Braille Reference Sheets                   <ul style="list-style-type: none"> <li>▪ Mathematics</li> <li>▪ Biology</li> <li>▪ Physical Science</li> </ul> </li> </ul> </li> </ul>
<p><b>Inventory Materials</b></p> <ul style="list-style-type: none"> <li>• DTCs inventory all materials immediately upon receipt by:               <ul style="list-style-type: none"> <li>◦ Checking the quantity and type of materials received against the quantities listed on the District Packing List.</li> <li>◦ Contacting Questar’s Missouri Customer Support at 800-571-2545 if materials are missing.</li> </ul> </li> <li>• DTCs save all the boxes in which materials are received to return test materials to Questar.</li> <li>• Questar will not provide additional boxes for return shipping.</li> <li>• DTCs ensure that all the required forms and labels for returning testing materials are in the District Return Kit.</li> <li>• DTCs store the District Return Kit and its contents securely for use upon completion of testing.</li> <li>• DTCs record the number of test books received on the Test Book Accountability Form.</li> <li>• STCs verify and report that sufficient assessment materials are received by:               <ul style="list-style-type: none"> <li>◦ Checking the quantity and type of materials received against the quantities listed on the School Packing List.</li> <li>◦ Contacting the DTC if materials are missing.</li> </ul> </li> </ul> <p>Note: If <b>replacement materials</b> are needed (e.g., insufficient receipt of materials that were ordered), please call Questar’s Missouri Customer Support immediately to arrange for supplementary materials to be shipped. If additional materials are needed, the DTC may order the materials through the Materials Ordering tab or contact Questar’s Missouri Customer Support at 800-571-2545 or e-mail <a href="mailto:MOCustomerSupport@QuestarAI.com">MOCustomerSupport@QuestarAI.com</a>.</p>	

Table 6.2

### 6.3 Homeschooled Students

Homeschooled students are allowed, but not required, to take part in the EOC Assessments at the discretion of the district. Homeschooled students participating in the EOC Assessments will take the assessment(s) online at the local school with district-approved procedures in place during the school's testing window. When a homeschooled student is entered into Nextera Admin, the "Homeschool" box on the Student Demographic page must be checked. This will trigger the creation of an ID in the MOSIS field to identify the homeschooled student. This ID, which begins with an alpha character, will allow the student access to the assessments. Do not enter a MOSIS ID when entering student information, as this field is automatically generated once the "Homeschool" box is selected.

### 6.4 Missouri Course Access Program (MOCAP)

Districts are required to test **all** public school students enrolled in MOCAP courses. Students taking MOCAP courses must be tested, either at home or at the school, at the discretion of the district. If the student can come to the school, the student may take the test online. If the student cannot come to the school, then the student may take a Paper/Pencil edition of the test. Test Examiners of students taking a MOCAP course should receive training in the administration of the EOC Assessments. Test Examiners are responsible for ensuring the security of the tests, transcribing student responses into Nextera TDS, and returning the Paper/Pencil editions to Questar within 24 hours of the close of the district's content area testing window.

### 6.5 Foreign Exchange Students

Foreign exchange students are allowed, but not required, to take the EOC Assessments at the discretion of the district.

### 6.6 English Learner (EL) Students

EL students who have been in the United States for less than 12 cumulative months at the time of the test administration may be exempt from ELA assessments. Please indicate this exemption in Nextera by marking the box representing EL in the U.S. less than 12 cumulative months. The cutoff date for exemption is the first day of the state window, not the first day of the district testing window. EL students must participate in all other required assessments regardless of the length of time they have been in the United States.

### 6.7 Homebound Students

Homebound students must be tested, either at home or at the school, at the discretion of the district. If the student can come to the school, the student may take the test online. If the student cannot come to the school, the student must take the Paper/Pencil edition. Test Examiners of homebound students

should receive training in the administration of the EOC Assessments. Test Examiners are responsible for ensuring the security of the tests, transcribing student responses into Nextera TDS, and returning the Paper/Pencil editions to Questar within 24 hours of the close of the district's content area testing window.

## 6.8 Suspended From Campus

Students suspended from campus who have not yet been expelled must be tested. Districts have a few options to test students who have been suspended. Districts may choose to bring the student in after school or when other students aren't around. Districts may also choose to test the student at their residence. If testing the student off campus, districts have the option of testing the student via Paper/Pencil even without an IEP.

## 6.9 Off-Campus Facility

Students that are in a hospital, juvenile facility, or treatment facility (both in and out of state), or receiving services in off-site placements (other districts, private agencies, correctional facilities, etc.) must be tested. They may be tested in those placements if necessary, or they may come to the school of residence if possible. The DTC from the district where the student resides must make arrangements for the student to test. If the student cannot come to the school, the student must take the Paper/Pencil edition. Test Examiners of off-campus students should receive training in the administration of the EOC Assessments. Districts are responsible for ensuring the security of the tests, transcribing student responses into Nextera TDS, and returning the Paper/Pencil editions to Questar within 24 hours of the close of the district's content area testing window.

## 6.10 Medical Waiver

Students with serious medical and mental conditions can and do participate in the Missouri statewide assessments. However, there are rare and unique situations in which a student is unable, for medical reasons, to participate in an assessment. Federal regulations allow exceptions to participation in such situations; however, these exceptions must be made with great care.

To submit a medical waiver, the Local Education Agency (LEA) must have documentation from a licensed medical provider recommending the student be exempt from statewide assessments. Additionally, the LEA must document a parent's consent to a medical waiver request.

For information on medical waiver qualification criteria go to: <https://dese.mo.gov/quality-schools/accountability-data/appeals-procedure>.

To submit a medical waiver contact DESE Accountability Data at 573-526-4886 or [accountabilitydata@dese.mo.gov](mailto:accountabilitydata@dese.mo.gov) and ask for the medical waiver form.

## 6.11 Private School Students

Private school students may also participate in the EOC Assessments. A representative from the private school must contact Questar's Missouri Customer Support at 800-571-2545 if the school is not in the system. Students may be added via the **Students** tab and assigned to a student group. Private schools must uphold the same standardized administration procedures and security measures that Missouri public schools uphold.

## 6.12 IEP Students

Students with disabilities, as classified under the Individuals with Disabilities Education Act (IDEA), have an Individualized Education Program (IEP). All decisions regarding a student's participation in the EOC Assessments are made by the student's IEP team and documented in the IEP. All students, including those students with an IEP, must take the EOC Assessments that are required for accountability purposes. Students who qualify for the MAP-Alternate (MAP-A) Assessment will not participate in any EOC Assessments.

## 7.0 Test Coordinator Responsibilities

The DTC is responsible for training all STCs, Test Examiners, and other responsible district and/or school staff on EOC Assessment processes and procedures. If a district does not have STCs, the DTC performs the role of the STC. While the training of Test Examiners may be delegated to each building’s STC, the DTC is ultimately held responsible for ensuring all associated staff are well prepared. Training includes special education teachers, proctors, translators, and Test Examiners who are administering the assessments to homebound or out-of-district students. Building administrators should also receive training, so they can be aware of all that goes into state testing and ensure a proper environment for students to take the assessments.

DTC	STC	Task
X	X	Review all training and manuals.
X		Set the district testing schedule.
	X	Work with examiners and building leadership to set the building testing schedule.
X		Set up accounts for STCs in the administration portal.
X	X	Determine if Test Examiners will have access to the administration portal.
X		If necessary, set up accounts for Test Examiners in the administration portal.
X	X	Assign role/permissions in the administration portal.
X		Complete student pre-code process by submitting a file to DESE of students to be tested.
X	X	Place students in testing sessions via the administration portal.
X	X	Mark tools/accommodations for students in the administration portal.
X		Ensure STCs are trained on state and district policies, including and especially test security.
	X	Ensure Test Examiners are trained on state and district policies, including and especially test security.
	X	Train any outside staff that will act as a translator or scribe.
X	X	Ensure that staff know who to talk to if questions arise before, during, and after testing.
	X	Ensure there is an appropriate space for any physical test materials. The space should have limited access during testing and have the ability to securely store testing materials.
	X	Ensure IT staff have installed the student test delivery system on all systems to be used for testing and have run bandwidth checks.
	X	Ensure that distractions are eliminated during testing—PA announcements, lawn maintenance, fire drills, etc.
X	X	Receive physical test materials.
X	X	Ensure the barcode numbers match the packing list.
X	X	Print test tickets for student use.
X	X	Print roster sheet for Test Examiner.
	X	Prepare all physical testing materials for Test Examiner use.
X	X	Print paper tests for students taking Paper/Pencil assessments.
	X	Transcribe answers from physical testing books to the online testing platform.
	X	Securely destroy all scratch, grid, and graph paper.
X	X	Collect all physical testing materials.
X	X	Return physical test materials to the vendor.

Table 7.1

## 7.1 Updating a Test Coordinator

To update a DTC for a district, first update the assessment contact on Screen 3 of Core Data. Then contact DESE Assessment with the new DTC information (name, email, and phone). DESE Assessment will inform Questar of the change. Questar will update their systems and provide the new DTC with a username and password to access Nextera. To update an STC, contact the DTC and have them add the new STC into Nextera and assign the correct permissions.

## 7.2 Training Examiners/Staff

The District Test Coordinator is responsible for training all School Test Coordinators, Test Examiners, and other responsible district and/or school staff on End-of-Course Assessment processes and procedures. Prior to test administration, Test Examiners must familiarize themselves with the testing manual(s) and participate in any district-created training.

District training should be created from information found in this manual and the *Test Administrator's Manual*. Additionally, DESE provides PowerPoint slides that can be used as part of district-created training. These PowerPoint slides are not a substitution for district-created training or for reading the manuals. District training should also include local procedures such as cell phone/smart watch policy, local testing schedule, who to contact in the district with questions, etc.

Training PowerPoint slides are available on the Manuals/Training tab on <https://dese.mo.gov/college-career-readiness/assessment/end-course>.

In addition to Test Examiners and other district staff, Transcribers and Translators must also be trained.

For more information on the role of the transcriber, please see Guidelines for Use of a Scribe, available on the DESE Assessment page.

Translators must go through the same training as all other Test Examiners. A Test Examiner should be part of the test administration of the student. For additional information on translation, see section 9.4.

## 7.3 Test Examiner Responsibilities

All Test Examiners are responsible for the following:

- Ensure all EOC testing materials are secure at all times. **Both written and verbal discussion of specific EOC Assessment items breach the security and integrity of the test.** Discussion between Test Examiners, 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 closed 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.

## 7.4 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.
- Test Examiners should ensure they are aware of which tools/accommodations students have and how those tools/accommodations work. For example, Test Examiners 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 Test Examiners.
- 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. Test Examiners should not review student work on scratch/grid/graph paper.

## 7.5 Test Security

Test security and ethical testing practices are essential for valid and reliable results. 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 locally board approved 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 Test Examiners 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 and School Test Coordinators, Test Examiners, 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. Teachers 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.

## 7.6 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 on to by the Test Examiner 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.

## 7.7 Required/Allowed 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 and Installation Guide*.
- Student Test Tickets are required to login and take the assessment. The ticket provides secure login credentials (i.e. username and password) required for a student to use the testing software.
- Headphones are required for session one of English I and English II.
- Headphones are required for any content/session in which the student is using text-to-speech.
- Scratch, grid, and graph paper may be provided to students in all assessments.
- The Nextera TDS provides students with embedded electronic versions of the Reference Sheets—The Writer’s Checklist, the Mathematics Reference sheet, the Periodic Table of Elements, and the mRNA Codon Wheel—for use during testing. Students may also have physical copies of the Reference Sheets for use during testing, which can be found in the appendices of the TAM and TCM.

## 7.8 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. Test Examiners 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.

## 7.9 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

## 8.0 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.

### 8.1 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 this 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.

Tutorial	Login	Password
Generic	mogenx	practice
ELA	moengx	practice
Math	momathx	practice
Science	moscix	practice
Social Studies	mossx	practice

Table 8.1

## 8.2 Practice Form

Complete forms for all EOCs 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. Test Examiners should follow the instructions found in the TAM. Practice Tests can be taken multiple times as deemed appropriate by the district. Please see section 10.6 for directions on how to reset the Practice Tests.

## 9.0 Universal Tools and Accommodations

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

- Universal tools are 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.

## 9.1 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).

<b>Tool</b>	<b>Description</b>	<b>Code</b>
<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 9.1

## 9.2 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 9.2

### 9.3 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 9.3

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.

## 9.4 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/NOA/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 9.4

# 10.0 Administration Portal

## 10.1 Login/Username/Password



Missouri Assessment Program  
Powered by Nextera™

User ID

Password

Sign In

[Forgot your password?](#)

  
Questar

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[Privacy and Terms](#)

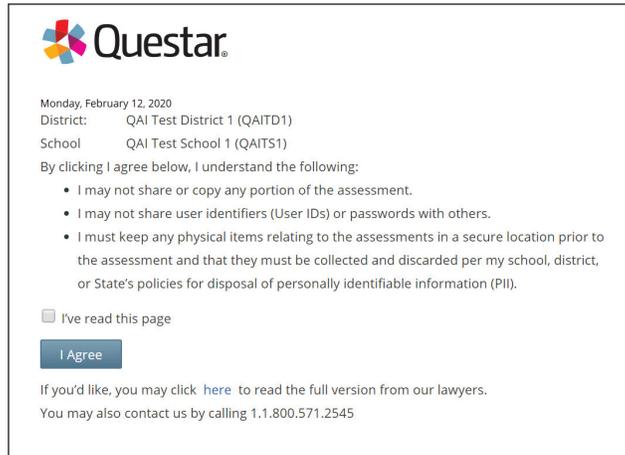
Figure 10.1

If you have not received your login credentials, please contact Questar Customer Support by phone or e-mail. Once you have been given your User ID and Password, enter this website address in your browser window:

- <https://mo.nextera.questarai.com/Admin/>
  1. Enter your User ID and Password, then select **SIGN IN**.
  2. If you have forgotten your password, select the **Forgot your password?** link.

## Security Compliance

The first time you sign in, you will be required to agree to a Security Compliance statement.





Monday, February 12, 2020  
District: QAI Test District 1 (QAITD1)  
School: QAI Test School 1 (QAITS1)

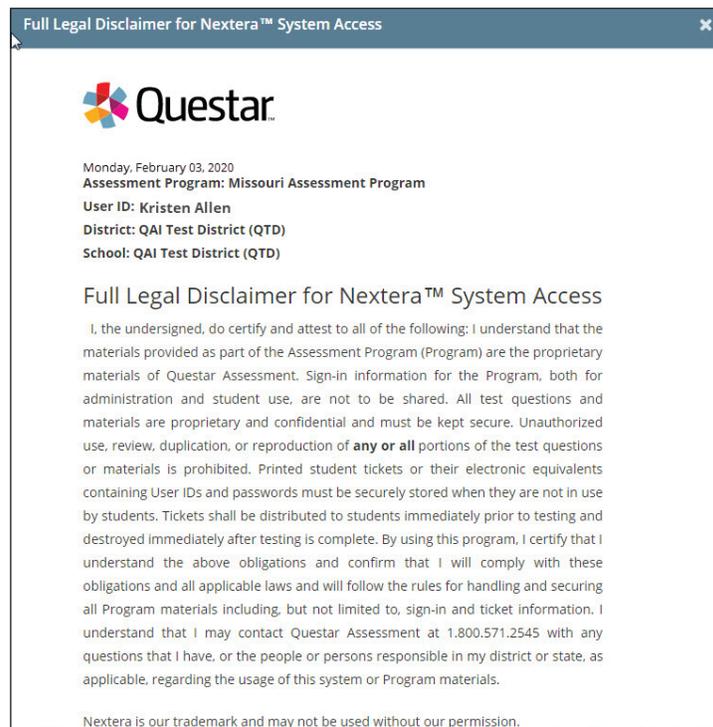
By clicking I agree below, I understand the following:

- I may not share or copy any portion of the assessment.
- I may not share user identifiers (User IDs) or passwords with others.
- I must keep any physical items relating to the assessments in a secure location prior to the assessment and that they must be collected and discarded per my school, district, or State's policies for disposal of personally identifiable information (PII).

I've read this page

If you'd like, you may click [here](#) to read the full version from our lawyers.  
You may also contact us by calling 1.1.800.571.2545

Figure 10.2



Full Legal Disclaimer for Nextera™ System Access



Monday, February 03, 2020  
**Assessment Program: Missouri Assessment Program**  
**User ID: Kristen Allen**  
**District: QAI Test District (QTD)**  
**School: QAI Test District (QTD)**

### Full Legal Disclaimer for Nextera™ System Access

I, the undersigned, do certify and attest to all of the following: I understand that the materials provided as part of the Assessment Program (Program) are the proprietary materials of Questar Assessment. Sign-in information for the Program, both for administration and student use, are not to be shared. All test questions and materials are proprietary and confidential and must be kept secure. Unauthorized use, review, duplication, or reproduction of **any or all** portions of the test questions or materials is prohibited. Printed student tickets or their electronic equivalents containing User IDs and passwords must be securely stored when they are not in use by students. Tickets shall be distributed to students immediately prior to testing and destroyed immediately after testing is complete. By using this program, I certify that I understand the above obligations and confirm that I will comply with these obligations and all applicable laws and will follow the rules for handling and securing all Program materials including, but not limited to, sign-in and ticket information. I understand that I may contact Questar Assessment at 1.800.571.2545 with any questions that I have, or the people or persons responsible in my district or state, as applicable, regarding the usage of this system or Program materials.

Nextera is our trademark and may not be used without our permission.

Figure 10.3

## 10.2 Home Page

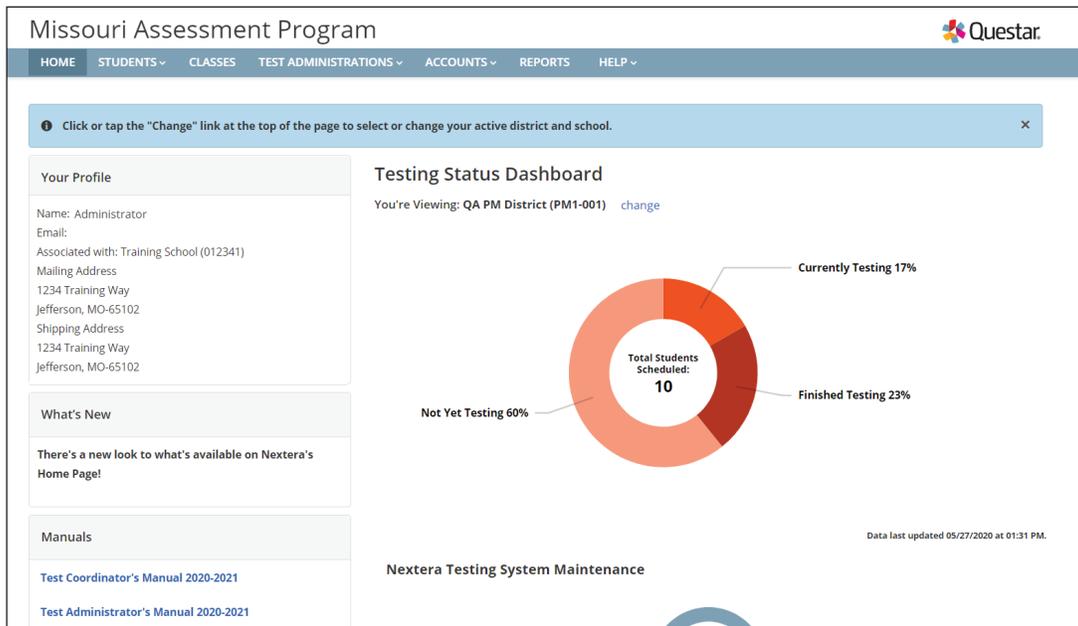


Figure 10.4

Resources that are available on the Home page are:

- What's New
- Manuals
- Reference
- Training
- Practice
- School Information



Figure 10.5

The upper left corner of the screen shows the current administration, district, school, and subject. To change any of this information, select the **Change** link and then select the new options.

Note that resources are available based on role and all of these resources may not be available to you. The information at the top of the screen drives the content found within each of the tabs, so it is important to ensure you are in the correct administration and content area.

## 10.3 User Accounts

The MO EOC user roles within the Admin will have different permissions or authorities depending on what role has been assigned to them. The roles are assigned by user login so that once a user signs into the system, the role and permissions are assigned automatically. A list of those roles and a definition of the permissions for each role is below.

DTCs can add or edit users at or below their level as needed to allow specific individuals the rights they need for accessing their students' information.

Note: The Nextera Admin functionalities differ based on role. For example, STCs can view their school, but not other schools within the district.

- DTC = District Test Coordinator
- DLU = District Level User
- STC = School Test Coordinator
- DITC = District Information Technology Coordinator
- TE = Test Examiner

Tab	Functionality	DTC	DLU	STC	TE	DITC
<b>Home</b>	View Home Page, Quick Links	X	X	X	X	X
	View Testing Status Dashboard	X	X	X	X	X
	View/Edit Proctor Password	X				
<b>Students</b>	View Student Page	X	X	X	X	
	Create New Student/Edit Student Record	X	X	X		
	Edit School of Record	X	X	X		
	Download Student List in CSV (Excel)	X	X	X	X	
	Direct Multi-Student Upload	X	X			
	Perform Multi-Student Edit (Accommodations)	X	X	X		
<b>Classes</b>	Edit/Create New Classes	X	X	X		
	Add and Remove Students in Class	X	X	X		
	View Classes	X	X	X	X	
<b>Test Administrations</b>	View Test Details	X	X	X	X	
	Print Student Credentials	X	X	X	X	
	Edit Access Code	X	X	X		
	View Access Code	X	X	X	X	
	Set a Student's Status and Report Irregularities	X	X	X		

Tab	Functionality	DTC	DLU	STC	TE	DITC
<b>Accounts</b>	Create/Edit Accounts	X	X	X		
	View Individual Accounts	X	X	X	X	X
	View Districts Page	X	X			X
	Merge Accounts	X	X	X		
<b>Reports</b>	View Reports Page	X	X	X	X	
	View Student Report	X	X	X	X	
	View Classroom Reports	X	X	X	X	
	View Reports For Any Class	X	X	X		
<b>Help</b>	View Customer Support Telephone Number, Email, Chat, FAQ	X	X	X	X	X
	View Downloads Page, Download Secure Browsers	X	X	X	X	X

Table 10.1

## Creating User Accounts

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### Add New Account

User Information

First Name: \*  Username: \*

Last Name: \*

This account is currently active

Select role(s)

Role Type:

**Selected roles**

Please select role(s) for this user using the controls on the left.

Figure 10.6

To add or edit an Account, navigate to the **Accounts** tab and select **ACCOUNTS**.

To add an Account, select **NEW ACCOUNT**. Select the type of Account you would like to add using the drop-down menu. Required fields have bold field descriptions. Select **SAVE**. A confirmation message will display to confirm you have successfully added an Account.

## Editing User Accounts

To edit an Account:

1. Select **ACCOUNTS** from the **Accounts** tab. The Accounts page displays.

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### Add New Account

User Information

First Name: \*  Username: \*

Last Name: \*

This account is currently active

Select role(s)

Role Type:   
 --make a selection--

Add Role

Cancel Create an Account

**Selected roles**  
Please select role(s) for this user using the controls on the left.

Figure 10.7

2. Select **VIEW** for the applicable user.

User ID	Last Name	First Name	Email Address	Account Type	Membership	Actions	History
MO2200801@example.com	EOC	OP	MO2200801@example.com	Teacher	QA Lab School High	View Reset	History

Figure 10.8

The View Account page displays.

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### View Account

You're Viewing: Districtone Schoolone TeacheroneEnglishone Merge account with another Edit

**User Info:**

First Name: Districtone Schoolone

Last Name: TeacheroneEnglishone

Email: TeacheroneEnglishone@Email.com

This account is currently active:

Content Areas: 2020 Spring EOC - English I

**User role(s)**

Teacher QAI Test School 01, QAI Test District 01

Figure 10.9

3. Select **EDIT**.



Figure 10.10

The Edit Account page displays.

4. Make the applicable changes to the user’s name, district email address, and active/inactive status. To deactivate, uncheck the box next to “This account is currently active.”

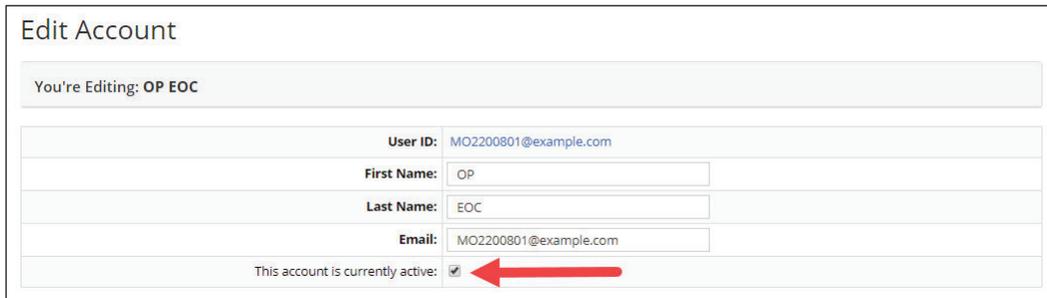


Figure 10.11

5. Click **SAVE**.

Note: Only one DTC can be listed per district. Multiple Test Examiners can be listed per school. Users can only create roles for those roles below their access.

## Reset User Account

In the Actions column on the far right, select **RESET** to reset the user’s password and generate an email to the user. Select **ACTIVATE** to send a welcome email to the user including their initial password.

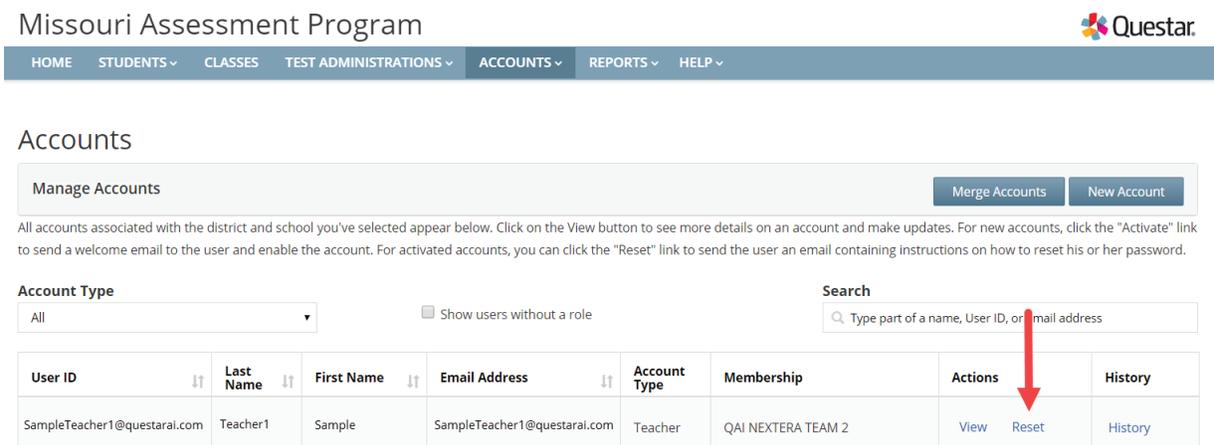


Figure 10.12

## Merging User Accounts

There is an option to merge accounts to allow a user with multiple roles to assign one primary user ID and password to access all of their accounts.

This may occur for a Teacher who is also a Test Coordinator at their school, or for a Teacher who has students at multiple schools.

To merge accounts:

1. Navigate to the **Accounts** tab and select **ACCOUNTS**. On the Accounts screen, select **MERGE ACCOUNTS**. Choose the two accounts you would like to merge by choosing **SELECT**. Select **MERGE ACCOUNTS**.

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### Merge Accounts

User ID  First Name

Email Address  Last Name

Selected Accounts

Account 1		clear
User ID	TeacheroneEnglishone@Email.com	
First Name	Districtone Schoolone	
Last Name	TeacheroneEnglishone	
Email	TeacheroneEnglishone@Email.com	

Account 2		clear
Please select a user account to merge		

Figure 10.13

2. A new window will display. Select **MAKE PRIMARY** to choose the primary account. Select **MERGE ACCOUNTS** to confirm.

Choose primary account and merge selected users

Please choose which account should be primary (the secondary account will be merged, but all user information displayed will be that on the primary account).

Account 1	
User ID	AlgebraOPTtsTeacher@qai.com
First Name	Teacher
Last Name	AlgebraOPTts
Email	AlgebraOPTtsTeacher@qai.com
<input type="button" value="Make primary"/>	

Account 2	
User ID	Adam-MO-Pre@questarai.com
First Name	Thao
Last Name	adam
Email	athao@questarai.com
<input type="button" value="Make primary"/>	

Figure 10.14

Note: Only two accounts can be merged at a time, so if there are more than two accounts to be merged, the above steps must be completed more than once. These steps only apply to accounts owned by a single user. Do not attempt to merge accounts owned by two different users.

## 10.4 Students

In the **Students** tab, users can edit and add students as well as mark tools and accommodations.

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### Students

Click on any column header to sort on its contents.

Manage Students New Student

Show Students: All Search

There are 52 Students in QA PM District (PM1-001) across all Content Areas in 2019 Fall EOC. Search by student ID, first/last name, or grade...

MOSIS	First Name	MI	Last Name	Class	Grade	
PM01234567	Alpha		Program	AH 01 (Adam Johnson)	11	<a href="#">View</a>
PM01234567	Alpha		Program	Alg I 01 (Adam Johnson)	11	<a href="#">View</a>
PM01234567	Alpha		Program	Alg II 01 (Adam Johnson)	11	<a href="#">View</a>

Figure 10.15

Students may be added to the Admin site manually in two ways: individually by entering key information via the **Students** Tab or by utilizing the District Pre-ID Upload process.

To locate a student, enter any part of the student’s ID, first name, or last name into the search field and press Enter. To view a specific student’s information, select **VIEW**.

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### View Student

You're Viewing: Alpha Program Edit

District of Record: QA PM District (PM1-001) School of Record: Program High (1050)

**Demographic Information:**

MOSIS	PM01234567	Grade	Grade 11
First Name	Alpha	MI	
Last Name	Program	Date of Birth	10/1/1987
Gender	Male	Home School	<input type="checkbox"/>

**Ethnicity**

Ethnicity	Hispanic	Disability	
Economic Disadvantaged		IEP	
Section 504		LEP	
Highly Mobile			

Figure 10.16

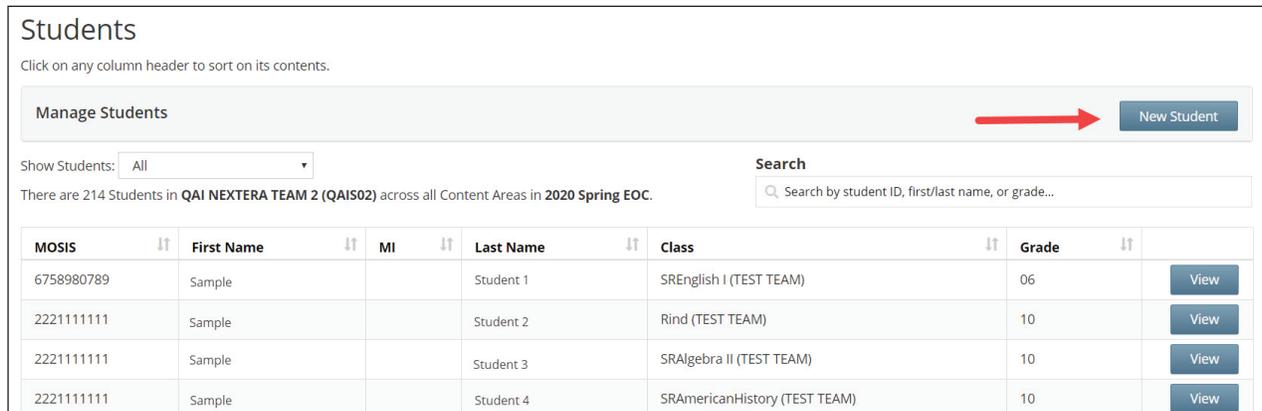
## Manual Individual Addition

To add a Student:

Select **STUDENTS** under the **Students** tab.

You will see the Students page displayed. You may sort students by MOSIS, Name, Class, or Grade.

Select **NEW STUDENT** to add a new student not listed.



Students

Click on any column header to sort on its contents.

Manage Students New Student

Show Students: All

Search: Search by student ID, first/last name, or grade...

There are 214 Students in QAI NEXTERA TEAM 2 (QAI502) across all Content Areas in 2020 Spring EOC.

MOSIS	First Name	MI	Last Name	Class	Grade	
6758980789	Sample		Student 1	SREnglish I (TEST TEAM)	06	View
2221111111	Sample		Student 2	Rind (TEST TEAM)	10	View
2221111111	Sample		Student 3	SRAlgebra II (TEST TEAM)	10	View
2221111111	Sample		Student 4	SRAmericanHistory (TEST TEAM)	10	View

Figure 10.17

You will now see a blank student demographic information page displayed. Enter all required information for the new student, including any accommodations. Select **SAVE** to add the new student.

If the student is already in the system—in another district or school, for example—you will receive a red message at the top of the screen when you try to add the MOSIS. Please see section 11.4 for more details.

## Manual Group Addition

For the District Pre-ID upload process, please go to the **Students** tab in Nextera, and there you can access the **Pre-ID Upload** tab. Refer to the Pre-ID User Guide and Pre-ID Formatting Rules Document for guidance on uploading a Pre-ID File.

The following steps are a high-level process for uploading a Pre-ID file.

Prepare the file:

- Use the Pre-ID File Template.
- Follow the file type and line item formatting rules as listed in the Pre-ID Formatting Rules Document.

Upload the file in Nextera Admin:

- Select **Pre-ID Upload** from the **Students** tab.
- Select **Upload a new Pre-ID File**.
- Select the **Testing Window**.
- Select the **file** to upload.
- Select **Upload file for processing** to check for errors and to proceed with the data upload.

The screenshot shows a web interface titled "Student Pre-ID file upload" with a "Cancel" button in the top right. The main heading is "Prepare and submit a file".

Step 1: "1. Select an admin \*". Below this is a dropdown menu.

Step 2: "2. Select a Pre-ID file to upload \*". Below this is a file upload area with the text "Drag and drop a file here to upload or Click to browse" and an "Upload file for processing" button.

On the right side, there is a "Pre-ID file template" section with a "Download template" button. Below that is a "File preparation and upload instructions" section with three numbered steps:

1. Populate your file with the required student Pre-ID information. You can find [specific file formatting rules here](#).
2. Once your file is populated, save the file in ".tsv" format. [Here](#) is a video demonstrating how to save a file into ".tsv" format.
3. Select a file or drag and drop a file using the widget on the left of this screen. Once you have selected the correct file, click the "**Upload file for processing**" button to check for errors and to proceed with the Pre-ID upload. For steps required to upload Pre-ID Files please refer to the [User Guide](#).

Figure 10.18

## Editing a Single Student

Select **VIEW** to review or edit a student's demographic information. To make changes, select **EDIT** while viewing a profile. Change information as appropriate and select **SAVE** when you are done. Once the testing session has been activated, the district, school, class, and/or form(s) for the student CANNOT be changed.

## Editing Accommodations for a Single Student

For an existing student, select **VIEW** for the student you wish to edit and then select **EDIT**. Here you can edit the student’s accommodations, you can edit the class for the student, and you can edit the subjects that the student will be testing.

Students

Click on any column header to sort on its contents.

Manage Students New Student

Show Students: All Search

There are 214 Students in QAI NEXTERA TEAM 2 (QAI502) across all Content Areas in 2020 Spring EOC. Search by student ID, first/last name, or grade...

MOSIS	First Name	MI	Last Name	Class	Grade	
6758980789	Sample		Student 1	SREnglish I (TEST TEAM)		 <span>View</span>
2221111111	Sample		Student 2	Rind (TEST TEAM)	10	<span>View</span>
2221111111	Sample		Student 3	SRAgebra II (TEST TEAM)	10	<span>View</span>
2221111111	Sample		Student 4	SRAmericanHistory (TEST TEAM)	10	<span>View</span>

Figure 10.19

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### View Student

You're Viewing: Sample Student Edit

District of Record: QA NEXTERA TEAM 01 (QAI01) School of Record: QAI NEXTERA TEAM 2 (QAI502)

**Demographic Information:**

MOSIS	6758980789	Grade	Grade 6	
First Name	Sample	MI	Last Name	Student
Date of Birth	11/22/2005	Gender	Male	
Home School	<input type="checkbox"/>			

**Ethnicity**

Ethnicity	White	Disability	Not Applicable
Economic Disadvantaged		IEP	
Section 504		LEP	
Highly Mobile			

Figure 10.20

Scroll down to the bottom of the page and select **MODIFY** under the content area for which the student has accommodations.

You're Editing: **Sample Student**

District of Record: QA NEXTERA TEAM 01 (QA101) School of Record: QA1 NEXTERA TEAM 2 (QA1502)

**Demographic Information:**

MOSIS: 6758980789 Grade: Grade 6

First Name: Sample MI Last Name: Student

Date of Birth: 11/22/2005 Gender: Male

Home School:

**Ethnicity:**  Hispanic  American Indian or Alaska Native  Asian  Black or African American

**Disability:**  Not Applicable  01 (Autism)  02 (Deaf-Blindness)  03 (Development Delay)

Economic Disadvantaged:  IEP:

Section 504:  LEP:

Highly Mobile:

**English I**

Class: SREngish I

**Accessibility and Accommodation Options**

Answer Masking: ON

Text-To-Speech: OFF

Reverse Contrast (Color Contrast): OFF

Background Color: OFF

Initial Page Zoom: OFF

Classroom Accommodations: 0 Selected

Read Aloud (All): OFF

Print Variations: OFF

Closed Captioning: OFF

Sign Language/ASL: OFF

**Modify**

Figure 10.21

Select the appropriate Online Testing Accommodations, Offline Testing Accommodations, and/or Classroom Accommodations and then select **SAVE**.

**Select Accommodations**

Student Name: Don Johnson

Content Area: English I

Online Testing Accommodations | Offline Testing Accommodations | Classroom Accommodations

Tap or click any option below to enable or disable it for this student.

**Answer Masking**  
This tool hides answers that the students select, allowing the students to focus on just the answers they want. Clicking on answer choices reveals them to the students.

**Text-To-Speech**  
This feature reads the question and, for certain types of questions, the available answers using a device's speaker (headphones are recommended).

**Reverse Contrast (Color Contrast)**  
When this setting is turned on, all text is white on black background. *It can't be used with Background Color.*

**Background Color**  
This setting changes the color of the background and text based on the selection made. *It can't be used with Reverse Contrast.*

**Initial Page Zoom**  
This adjusts the default zoom level of the testing area. It can be adjusted during the test at any time.

**Read Aloud (All)**  
This indicates that the student will take the test online, but that all or part of the question and answers will be read aloud by the teacher. *This may not be used with any print variations or offline testing accommodations.*

**Closed Captioning**  
Closed captioning displays text captions on playable videos and audio files within the test.

**Sign Language/ASL**  
This is for hearing impaired students to be able to see the ASL video for an audio item so they won't have a problem in understanding the questions.

**Save** **Cancel**

Figure 10.22

**Important Instructions:** Students requiring any Read Aloud accommodations (not Text-To-Speech) must first select the **Read Aloud (All)** icon from the Online Testing Accommodations tab. Then, proceed to the Classroom Accommodations tab to select the proper Read Aloud accommodations from the multi-select list.

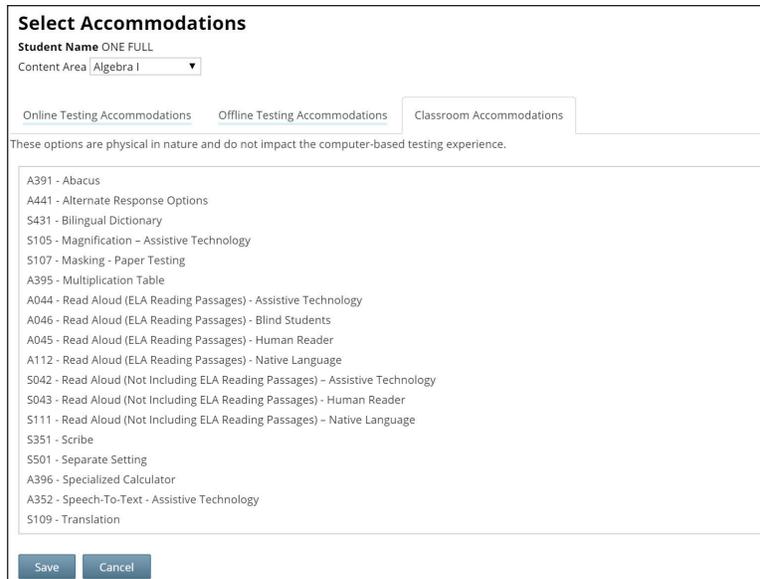


Figure 10.23

By first selecting **Read Aloud (All)** this will enable a new printing feature allowing administrators the ability to print a read aloud version of a student’s test. To print the Read Aloud version, proceed to the **Test Administrations** tab, locate the student, and select the download PDF option. Reminder, all printed Read Aloud booklets must be returned to Questar.

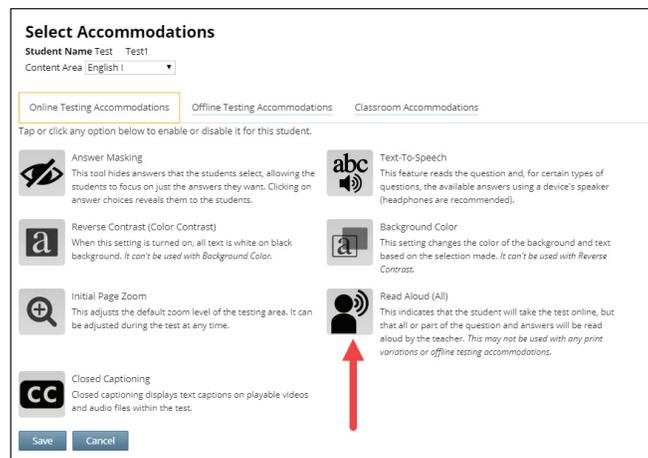


Figure 10.24

For additional instructions regarding Read Aloud accommodations, see section 9.3. Follow the instructions for returning printed materials to Questar found in section 13.

## Editing Accommodations for Multiple Students

Accommodations and Accessibility features can be set in a mass edit. To assign accommodations or accessibility features to a group of students at the same time, select **MULTI-STUDENT EDIT** under the **Students** tab.

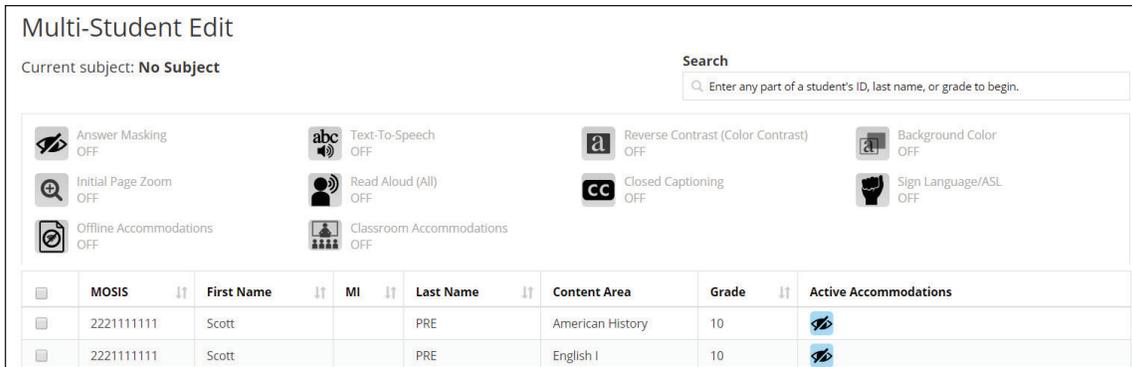


Figure 10.25

Select and verify the students you wish to assign accommodations/accessibility features.

Select an accommodation/accessibility feature's icon to toggle it on or off. When choosing some features, such as Background Color, you will be presented with a list of options to choose. Select the desired setting.

When you are finished, select **SAVE**.

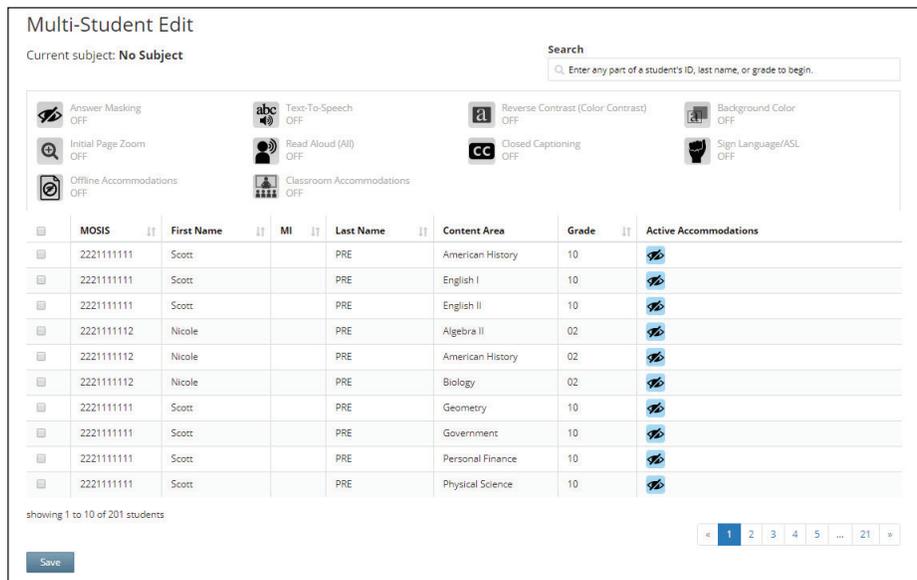


Figure 10.26

## 10.5 Classes/Sessions

### Edit a Class

1. Select the **Classes** tab.

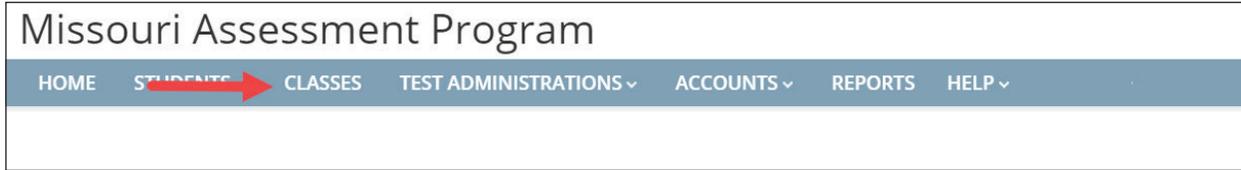


Figure 10.27

2. The Classes page appears for the selected school and subject. Select **VIEW** for the applicable class.

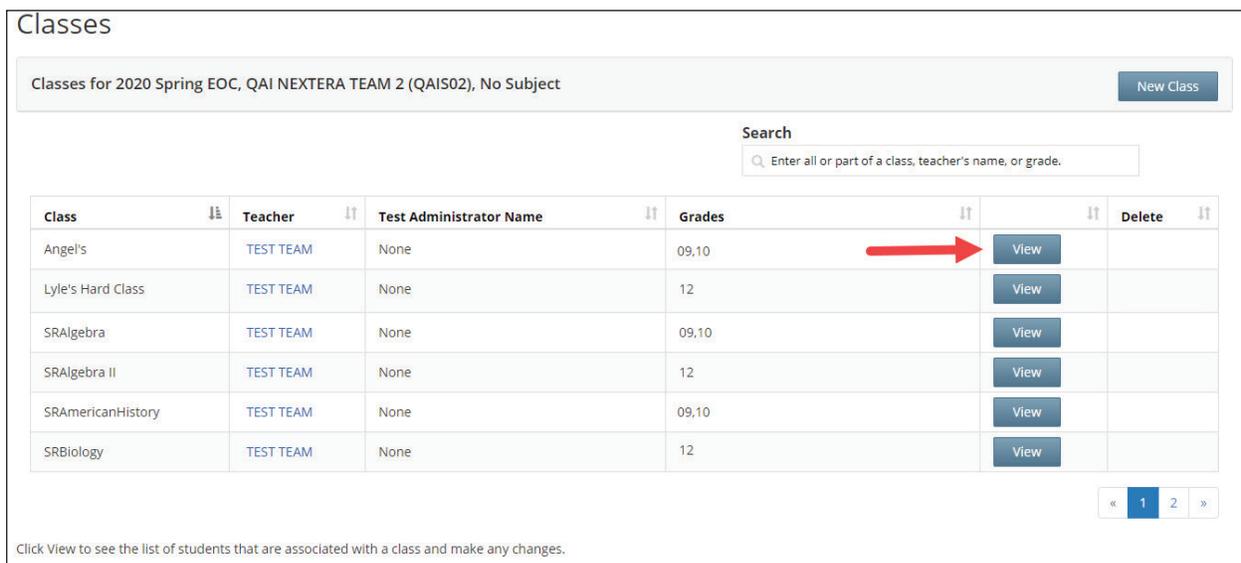


Figure 10.28

The Class Details page displays.

- To edit the class details, select **EDIT**.

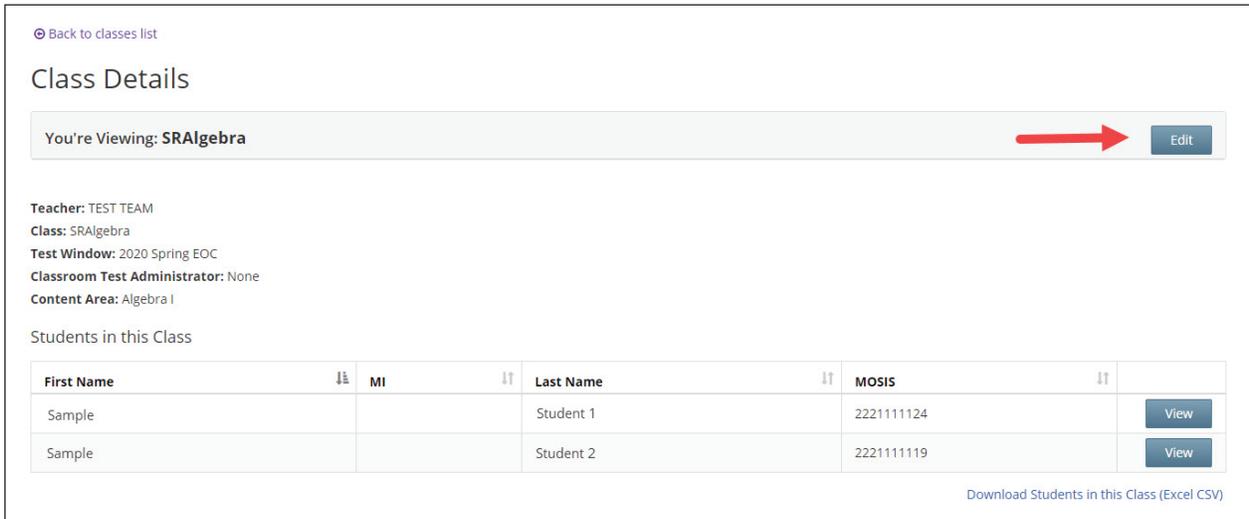


Figure 10.29

- The Edit Class Details page displays. To change general class information (Test Administrator *required*, Class, Proctor Name *optional*), update the applicable field(s) and select **SAVE**.

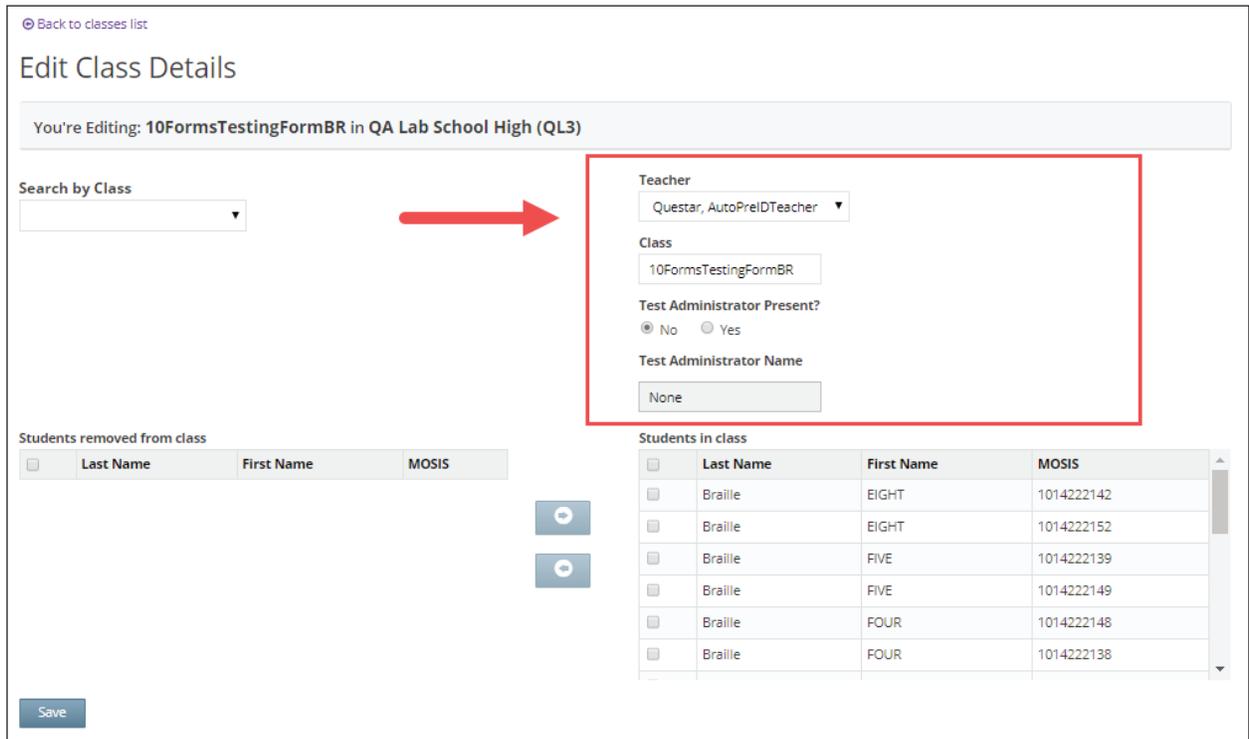


Figure 10.30

5. To add students to the class:
  - a. Select the drop-down menu in the Search by Class field, and find the applicable option. Select the checkbox(es) on the left to select the student(s) from the left column.

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## Edit Class Details

You're Editing: 10FormsTestingFormBR in QA Lab School High (QL3)

**Search by Class**  
 Unassigned Students

**Teacher**  
 Questar, AutoPreIDTeacher

**Class**  
 10FormsTestingFormBR

**Test Administrator Present?**  
 No  Yes

**Test Administrator Name**  
 None

**Search results**

<input type="checkbox"/>	Last Name	First Name	MOSIS
<input type="checkbox"/>	10None	FormTest	1014222041
<input type="checkbox"/>	10None	FormTest	1014222042
<input type="checkbox"/>	10None	FormTest	1014222043
<input type="checkbox"/>	10None	FormTest	1014222044
<input type="checkbox"/>	10None	FormTest	1014222045
<input type="checkbox"/>	10None	FormTest	1014222046

**Students in class**

<input type="checkbox"/>	Last Name	First Name	MOSIS
<input type="checkbox"/>	Braille	EIGHT	1014222142
<input type="checkbox"/>	Braille	EIGHT	1014222152
<input type="checkbox"/>	Braille	FIVE	1014222139
<input type="checkbox"/>	Braille	FIVE	1014222149
<input type="checkbox"/>	Braille	FOUR	1014222148
<input type="checkbox"/>	Braille	FOUR	1014222138

Save

Figure 10.31

Note: In the example above, the left column lists Unassigned Students. Use the Search by Class drop-down menu to select a class.

b. Select the right arrow to move the student(s) to the class.

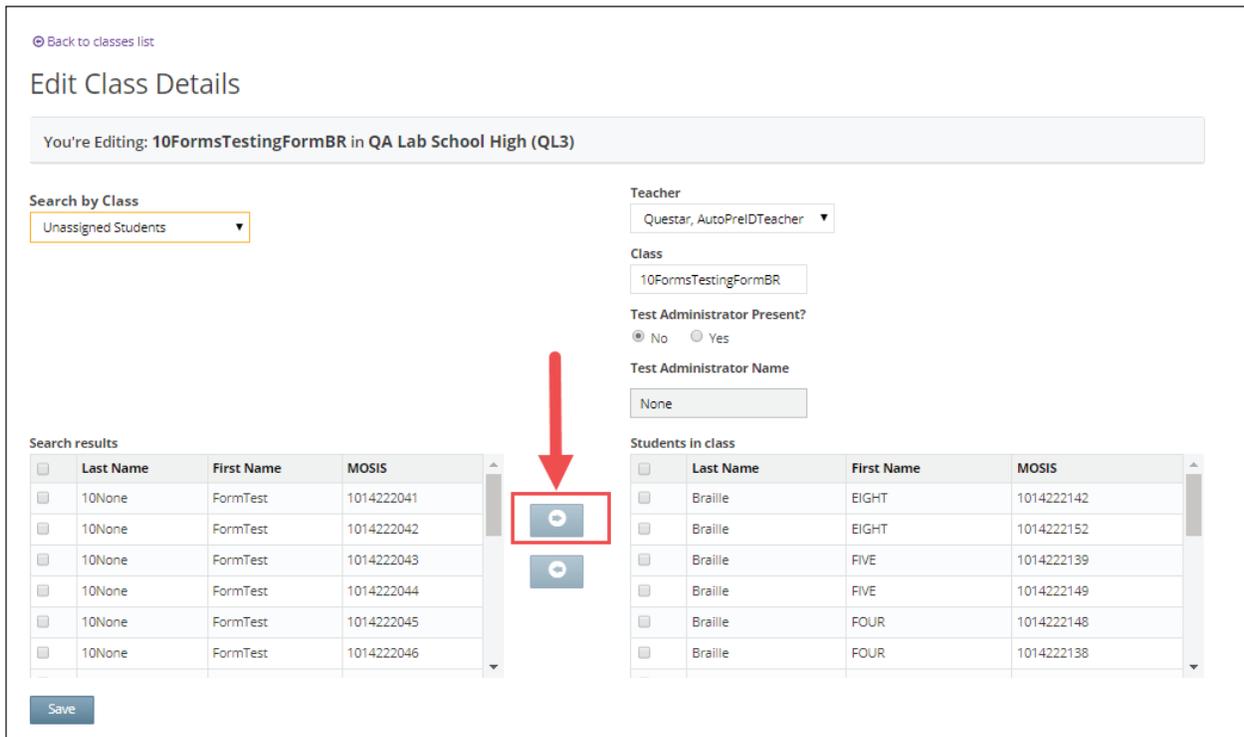


Figure 10.32

The names move to the right side of the window.

c. Select **SAVE**.

The Classes page displays and includes a message confirming that the record was successfully updated.

6. To remove students from the class:
  - a. Select the checkbox(es) for the applicable student(s) in the right column.

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### Edit Class Details

You're Editing: 10FormsTestingFormBR in QA Lab School High (QL3)

Search by Class: Unassigned Students

Teacher: Questar, AutoPreIDTeacher

Class: FormsTestingFormBR

Test Administrator Present?  No  Yes

Test Administrator Name: None

Search results

<input type="checkbox"/>	Last Name	First Name	MOSIS
<input type="checkbox"/>	10None	FormTest	1014222041
<input type="checkbox"/>	10None	FormTest	1014222042
<input type="checkbox"/>	10None	FormTest	1014222043
<input type="checkbox"/>	10None	FormTest	1014222044
<input type="checkbox"/>	10None	FormTest	1014222045
<input type="checkbox"/>	10None	FormTest	1014222046

Students in class

<input type="checkbox"/>	Last Name	First Name	MOSIS
<input type="checkbox"/>	Braille	EIGHT	1014222142
<input checked="" type="checkbox"/>	Braille	EIGHT	1014222152
<input type="checkbox"/>	Braille	FIVE	1014222139
<input type="checkbox"/>	Braille	FIVE	1014222149
<input type="checkbox"/>	Braille	FOUR	1014222148
<input type="checkbox"/>	Braille	FOUR	1014222138

Save

Figure 10.33

b. Select the left arrow to remove the student(s) from the class.

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### Edit Class Details

You're Editing: 10FormsTestingFormBR in QA Lab School High (QL3)

**Search by Class**  
Unassigned Students

**Teacher**  
Questar, AutoPreIDTeacher

**Class**  
10FormsTestingFormBR

**Test Administrator Present?**  
 No  Yes

**Test Administrator Name**  
None

**Search results**

<input type="checkbox"/>	Last Name	First Name	MOSIS
<input type="checkbox"/>	10None	FormTest	1014222041
<input type="checkbox"/>	10None	FormTest	1014222042
<input type="checkbox"/>	10None	FormTest	1014222043
<input type="checkbox"/>	10None	FormTest	1014222044
<input type="checkbox"/>	10None	FormTest	1014222045
<input type="checkbox"/>	10None	FormTest	1014222046

**Students in class**

<input type="checkbox"/>	Last Name	First Name	MOSIS
<input type="checkbox"/>	Braille	EIGHT	1014222142
<input checked="" type="checkbox"/>	Braille	EIGHT	1014222152
<input type="checkbox"/>	Braille	FIVE	1014222139
<input type="checkbox"/>	Braille	FIVE	1014222149
<input type="checkbox"/>	Braille	FOUR	1014222148
<input type="checkbox"/>	Braille	FOUR	1014222138

Save

Figure 10.34

7. Select **SAVE**.

The Classes page displays and includes a message confirming that the record was successfully updated.

## Add a Class

1. Select the **Classes** tab.

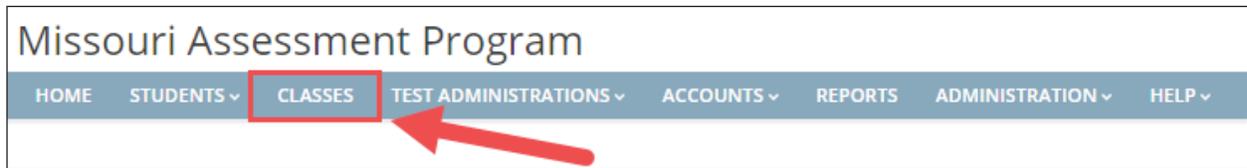


Figure 10.35

The Classes page appears for the selected school and subject.

2. Select **NEW CLASS**.

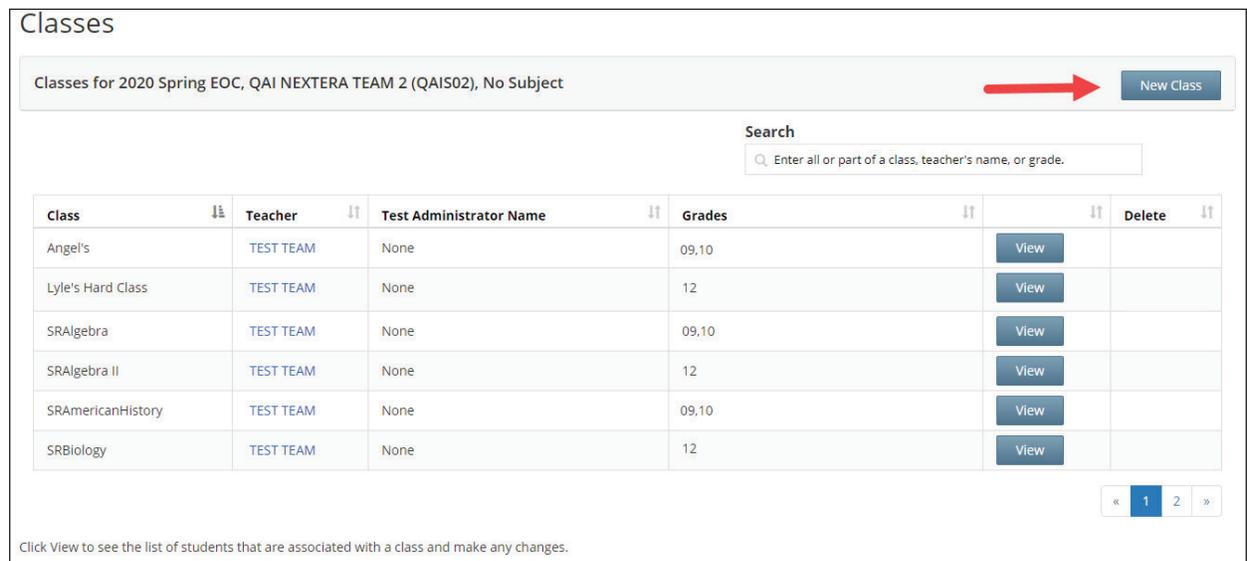


Figure 10.36

3. The New Class page displays. Enter the class details, including the Teacher, Class name, and optional Test Administrator/Proctor information.

Back to classes list

## New Class

You're Viewing: Class in QAI Test School 1 (QAITS1)

**Search by Class**  
Unassigned Students

**Teacher**  
TeacherLast, TeacherFirst

**Class**  
[Text Input]

**Test Administrator Present?**  
 No  Yes

**Test Administrator Name**  
[Text Input]

**Search results**

<input type="checkbox"/>	Last Name	First Name	MOSIS
<input type="checkbox"/>	ASL CC	StudentFirst	2005000361
<input type="checkbox"/>	ASL CC	StudentFirst	2005000362
<input type="checkbox"/>	ASL CC	StudentFirst	2005000363
<input type="checkbox"/>	ASL CC	StudentFirst	2005000364
<input type="checkbox"/>	ASL CC	StudentFirst	2005000365
<input type="checkbox"/>	ASL CC	StudentFirst	2005000366

Save

**Students in class**

<input type="checkbox"/>	Last Name	First Name	MOSIS
--------------------------	-----------	------------	-------

Figure 10.37

4. To add students to the class:

a. Select the checkbox(es) on the left to select the student(s) from the left column.

Back to classes list

## New Class

You're Viewing: Class in QAI Test School 1 (QAITS1)

**Search by Class**  
Unassigned Students

**Teacher**  
TeacherLast, TeacherFirst

**Class**  
[Text Input]

**Test Administrator Present?**  
 No  Yes

**Test Administrator Name**  
[Text Input]

**Search results**

<input type="checkbox"/>	Last Name	First Name	MOSIS
<input type="checkbox"/>	ASL CC	StudentFirst	2005000361
<input checked="" type="checkbox"/>	ASL CC	StudentFirst	2005000362
<input checked="" type="checkbox"/>	ASL CC	StudentFirst	2005000363
<input type="checkbox"/>	ASL CC	StudentFirst	2005000364
<input type="checkbox"/>	ASL CC	StudentFirst	2005000365
<input type="checkbox"/>	ASL CC	StudentFirst	2005000366

**Students in class**

<input type="checkbox"/>	Last Name	First Name	MOSIS
--------------------------	-----------	------------	-------

Save

Figure 10.38

b. Select the right arrow to move the student(s) to the class.

Back to classes list

## New Class

You're Viewing: Class in QAI Test School 1 (QAITS1)

Search by Class  
Unassigned Students

Teacher  
TeacherLast, TeacherFirst

Class

Test Administrator Present?  
 No  Yes

Test Administrator Name

Students in class  
 Last Name First Name MOSIS

Search results

<input type="checkbox"/>	Last Name	First Name	MOSIS
<input type="checkbox"/>	ASL CC	StudentFirst	2005000361
<input checked="" type="checkbox"/>	ASL CC	StudentFirst	2005000362
<input checked="" type="checkbox"/>	ASL CC	StudentFirst	2005000363
<input type="checkbox"/>	ASL CC	StudentFirst	2005000364
<input type="checkbox"/>	ASL CC	StudentFirst	2005000365
<input type="checkbox"/>	ASL CC	StudentFirst	2005000366

Save

Figure 10.39

The names move to the right side of the page.

Back to classes list

## New Class

You're Viewing: Class in QAI Test School 1 (QAITS1)

Search by Class  
Unassigned Students

Teacher  
TeacherLast, TeacherFirst

Class

Test Administrator Present?  
 No  Yes

Test Administrator Name

Search results

<input type="checkbox"/>	Last Name	First Name	MOSIS
<input type="checkbox"/>	ASL CC	StudentFirst	2005000361
<input type="checkbox"/>	ASL CC	StudentFirst	2005000364
<input type="checkbox"/>	ASL CC	StudentFirst	2005000365
<input type="checkbox"/>	ASL CC	StudentFirst	2005000366
<input type="checkbox"/>	ASL CC	StudentFirst	2005000367
<input type="checkbox"/>	ASL CC	StudentFirst	2005000368

Students in class

<input type="checkbox"/>	Last Name	First Name	MOSIS
<input type="checkbox"/>	ASL CC	StudentFirst	2005000362
<input type="checkbox"/>	ASL CC	StudentFirst	2005000363

Save

Figure 10.40

5. Select **SAVE**.

The Classes page displays and includes a message confirming that the class was successfully created.

## 10.6 Additional Features

### Setting/Editing Test windows

Districts are required to test students in a specific content area within 7 business days. These testing windows need to be identified in Nextera prior to test administration.

To set your District specific testing windows:

1. Navigate to the **Accounts** tab and select **DISTRICT TESTING WINDOWS**. Select **CREATE TEST WINDOW**.

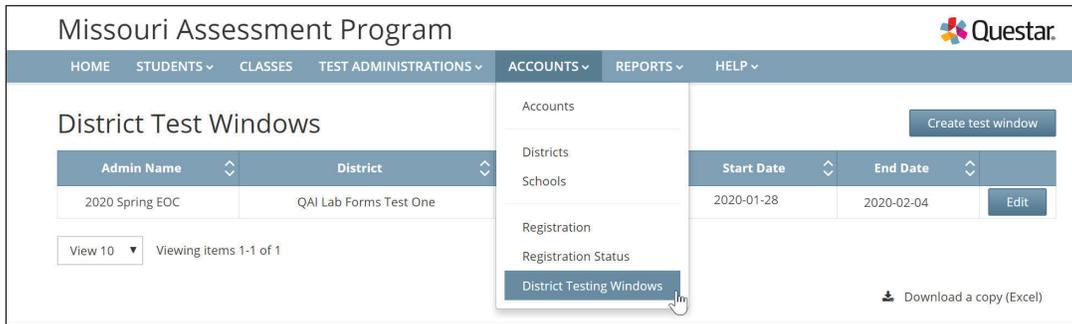


Figure 10.41

2. A new window will display. Select the required Admin, Subject, Start Date, and End Date. Select **SAVE**.

Note: The Reporting Date is automatically set based upon the chosen test window end date. They are automatically set for 5 business days following the close of a test window.

The screenshot shows the "Create testing window" form. It has three dropdown menus for Administration (2020 Spring EOC), District (QA NEXTERA TEAM 01), and Content Area (Algebra I). Below these are input fields for Start date (02/10/2020) and End Date (02/17/2020). A Reporting date field is set to 02/24/2020. There is a checkbox for "Not testing" which is unchecked. At the bottom are "Cancel" and "Save" buttons.

Figure 10.42

3. Complete these steps for each Subject you are testing in your district.

If you have questions about testing windows or need help adjusting your testing window, please contact Customer Support at 800-571-2545 or [mocustomersupport@questarai.com](mailto:mocustomersupport@questarai.com).

## Printing Student Test Tickets

To print student login tickets/rosters:

1. Navigate to the **Test Administrations** tab and select **TEST ADMINISTRATIONS**.
2. To the right of the Testing Group, select **VIEW**.
3. Select **PRINT LABELS**. The *What would you like to print?* window displays.
4. Select either **PRINT LABELS**.

The screenshot shows the Missouri Assessment Program interface. At the top, there is a navigation bar with tabs: HOME, STUDENTS, CLASSES, TEST ADMINISTRATIONS, ACCOUNTS, REPORTS, and HELP. The 'TEST ADMINISTRATIONS' tab is selected. Below the navigation bar, there is a breadcrumb trail: 'Back to test administrations list'. The main heading is 'View Test Administration'. Below this, there is a summary box for '2020 Spring EOC' with the following details:

- District: QA NEXTERA TEAM 01
- School: QAI NEXTERA TEAM 2
- Testing Window: 2020 Spring EOC
- Content Area: Algebra I
- Teacher: TEST TEAM
- Class: SRAIgebra
- Test Name: 2020 Spring EOC
- State Testing Window: 1/8/2020 to 2/29/2020

Below the summary box, there is a green notification bar: 'Test is in progress. Students may sign in and take the test using their User IDs and the PIN shown below.' Below this, there are two buttons: 'Examiner View' and 'Print Labels'. Below the buttons, there are two rows for access codes:

- Session 1 Access Code: 1111 (with a 'New Access Code' input field, 'Submit', and 'Cancel' buttons)
- Session 2 Access Code: 2222 (with a 'New Access Code' input field, 'Submit', and 'Cancel' buttons)

Below the access codes, there is a section for 'Registered Students'. It includes a dropdown menu for 'Session' set to 'All Sessions'. Below this is a table with the following columns: Last Name, First Name, MOSIS, Password, Grade, Form Name, Status, Total Items Completed, Date/Time Started, Date/Time Completed, and Status Codes.

Last Name	First Name	MOSIS	Password	Grade	Form Name	Status	Total Items Completed	Date/Time Started	Date/Time Completed	Status Codes
PRE	Alicia	2221111124	xjg644	10	A120102106	Session 1: Not Started	0			Set
						Session 2: Not Started	0			Set

Figure 10.43

Note: Access Codes are secure and should only be given to students once they have logged in and are awaiting the code. Access codes are not printed on student test tickets and must be gathered from the **Test Administrations** page prior to testing by an STC or Teacher.

## Printing Paper Tests

To set the Paper/Pencil accommodation, the DTC should click on the **Students** tab, select the student who needs the Paper/Pencil edition of the tests, and click on **VIEW/EDIT** for that student. The DTC selects the Paper/Pencil accommodation under each subject and then selects **SAVE**.

The Paper/Pencil edition of the assessments is printed from the **Test Administrations** tab of Nextera Admin. Once the accommodation is set for each student needing a Paper/Pencil edition, click on the **Test Administrations** tab, then click on the **DOWNLOAD PAPER/PENCIL PDF** button. Once the PDF downloads, it is available for printing on the local network printer.

Note: If pop-ups are blocked when using Chrome, users will be unable to view or print the PDFs. To enable pop-ups:

1. Go to “Settings.”
2. Select “Show advanced settings.”
3. Under “Privacy,” select “Content Settings.”
4. Scroll to the Pop-ups section and select “Allow all sites to show pop-ups.” Then select “Done.”
5. Close Chrome to ensure the setting applies, then relaunch Nextera admin and follow the above instructions to view/print the Paper/Pencil PDFs.

The STC must provide the Test Examiner with a copy of the directions and the Paper/Pencil edition prior to the day of testing so that the Test Examiner may become thoroughly familiar with administration procedures for the Paper/Pencil edition. The Paper/Pencil edition of the test is secure and should be treated as such. Districts may access the **Order Materials** page available from the **Help** tab, or contact Questar’s Missouri Customer Support to request appropriate UPS Return Service labels to return Paper/Pencil editions to Questar. Districts can expect the labels the same day if ordered before noon or the next day if ordered after noon.

Note: Districts will be charged a processing fee of \$18.01 for each Paper/Pencil edition of the test downloaded.

### Printing ELA Listening Scripts

The use of some tools/accommodations requires access to a printed copy of the ELA listening script. The script will need to be downloaded and printed at the local level. The scripts are secure; do not allow unauthorized persons to access them. Maintaining the security of all test materials is crucial to obtaining valid and reliable test results. Therefore, test materials, including listening scripts, must be kept in locked storage, except during actual test administration. It is the responsibility of all individuals who administer the test to follow security procedures.

On the Nextera Administration site, navigate to the **Help** tab. Select **Order Materials**. Under **Order Forms**, find **Material Orders**. To the right, select **Order**.

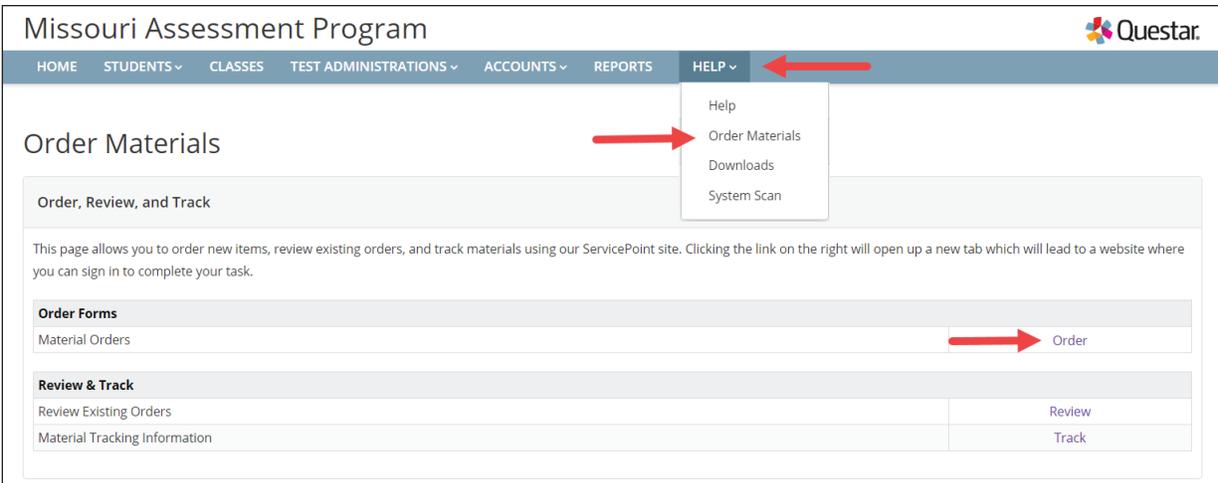


Figure 10.44

In the browser window that opens up, go to the “Choose a business area” menu and select **Final Reports**. Then select the link for the Listening Scripts to download the PDF.

Once the PDF for the given content area is downloaded, ensure the secure barcode is printed on the booklet. Please follow the standard process for handling and returning secure materials for End-of-Course.

All secure materials must be returned to Questar, including the transcripts outlined in this document. All downloaded and printed transcripts must be returned to Questar within 24 hours of the district content testing window closing. The district will not receive a return kit for these transcripts, but DTCs may contact Questar’s Missouri Customer Support to request UPS Return Service labels at the end of their district content testing windows. All transcripts must be stapled in numeric order before being returned.

### Marking Not Testing Codes

To indicate that a student is not testing in any content area:

Under **TEST ADMINISTRATIONS** on the **Test Administrations** tab, select **VIEW** next to the Testing Group the student is in. Locate the student and select **SET** under Status Codes for each Session the student will not be testing. When the Set Status Code window opens, select **NOT TESTING** under Scoring Options. Indicate the student-not-testing reason from the drop-down menu, then select **SUBMIT**.

To indicate that a student is not testing for a specific content area:

On the **Students** page, select **VIEW** for the appropriate student. Scroll down and locate the content area for which the student is not testing. Select **NOT TESTING** from the drop-down menu.

Registered Students:

Domain: All Sessions

Last Name	First Name	User ID	Password	Grade	Form Name	Status	Total Items Completed	Date/Time Started	Date/Time Completed	Status Codes
Andonov	Miro	1231231231	58XR3HB4	10	DemoAs45	DemoAs45: Not Started	0			Set
Johnson	John	123654987	DRNBMTXK	09	DemoAs45	DemoAs45: Not Started	0			Set

Figure 10.45

Select **SET STATUS**. Indicate the student-not-testing reason, then select **SUBMIT**.

Code	Description
05	Absent for entire/partial testing window

Table 10.2

## 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 **VIEW**.

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 10.46

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	Score

Figure 10.47

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 10.48

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.

### Resetting a Practice Test

To reset a Pre-Test in any content area:

Under **TEST ADMINISTRATIONS** on the **Test Administrations** tab, select **VIEW** next to the Testing Group the student is in. Locate the student and select **Reset Test** under Status for the applicable session.

Only DTCs have this ability.

## Complete Test Book Accountability Forms

The following instructions address pre-test and post-test procedures for completing the Test Book Accountability Form. The roles and responsibilities of DTCs, STCs, and Test Examiners are described below.

### Before the Test Administration

#### District Test Coordinator

For every school administering a Large Print, Braille, or Paper/Pencil assessment, the DTC will need to make **one** copy of the Test Book Accountability Form for the STC. The Test Book Accountability Form can be copied from page 76 of this manual.

A security barcode is located on the front cover of every EOC Assessment Large Print, Braille, and Paper/Pencil test book. Each test book has a unique security barcode number used to number test books and track inventory distributed. Each Paper/Pencil edition has the security barcode on every page. Verify the security barcode number(s) of the test book(s) against the packing list.

Complete the following steps for **each** school before distributing copies to the STC:

1. Confirm the box count of the Large Print/Braille testing materials shipment from Questar (e.g., Box 1 of 5 through Box 5 of 5).
2. On the Test Book Accountability Form, record the number of test books listed on the packing list and the number of Paper/Pencil editions downloaded and printed.
3. Report any discrepancies to Questar Customer Support at 800-571-2545 between the hours of 7:00 a.m. and 5:00 p.m. (CST), Monday–Friday.
4. Give a copy of the Test Book Accountability Form to the STC.

## School Test Coordinator

After printing any Paper/Pencil editions, receiving any Large Print/Braille test books, and the Test Book Accountability Form from the DTC, complete the following steps:

1. Verify that security barcode numbers printed on the Large Print and Braille test books match the numbers listed on the packing list (located in Box 1 of the building's shipment).
2. Verify the count of printed Paper/Pencil test books is correct.
  - Document any Large Print and Braille security barcode discrepancies. Immediately notify the DTC of any discrepancies.
  - If any student is taking an EOC Assessment out-of-district/building, or if the student is homebound, note the barcode number of the test book before delivering it to the testing site to ensure proper accounting of all tests books before they are shipped to the scoring site.

## Test Examiner

1. Count the number of books received and assign each test book to a student. Write the student's name and MOSIS ID on the front of each test book.
2. Document this information in preparation for returning the test books to the STC.

## After Test Administration

### Test Examiner

1. Turn in all documentation to STC when returning test books.

### School Test Coordinator

1. Test books should be inventoried upon receipt. If any test books or pages are missing, the STC should contact DTC. To ensure a 100% rate of return of all test books, testing materials should be inventoried before and after test administration. Contaminated test books must be accounted for, although they are destroyed by the district.
2. Submit Test Book Accountability Form to the DTC.

### District Test Coordinator

1. Receive the Test Book Accountability Forms from the STCs.
2. If any test books or pages are missing, the DTC should contact Questar.
3. Keep a copy of the Test Book Accountability form for your records.

Note: Test books returned to Questar are inventoried and any missing books or pages are reported to DESE.

**END-OF-COURSE TEST BOOK ACCOUNTABILITY FORM 2019–2020**

ASSESSMENT	TEST BOOKS RECEIVED/PRINTED			TEST BOOKS RETURNED			UNACCOUNTED FOR/CONTAMINATED TEST BOOKS		
	# of Large Print Test Books Received	# of Braille Test Books Received	# of Paper/Pencil Test Books Printed	# of Large Print Test Books Returned	# of Braille Test Books Returned	# of Paper/Pencil Test Books Returned	# of Large Print Test Books Unaccounted For/Securely Destroyed	# of Braille Test Books Unaccounted For/Securely Destroyed	# of Paper/Pencil Test Books Unaccounted For/Securely Destroyed
English I									
English II									
Algebra I									
Algebra II									
Geometry									
Biology									
Physical Science									
American History									
Government									
Personal Finance									
<b>TOTAL TEST BOOKS</b>									

**Security Barcode(s) of Unaccounted For Test Books** \_\_\_\_\_

**Security Barcode(s) of Securely Destroyed Test Books** \_\_\_\_\_

For District Test Coordinator Use

District: \_\_\_\_\_ CO/DIS Code: \_\_\_\_\_ Date: \_\_\_\_\_

Test Window (Circle One):      Fall 2018      Spring 2019      Summer 2019      DTC Signature: \_\_\_\_\_

For School Test Coordinator Use

School: \_\_\_\_\_ STC Signature: \_\_\_\_\_

## 10.7 Tracking Student Progress

Examiner View allows a Test Administrator without Nextera Admin access the ability to view student progress information.

To enable Examiner View, a user with access to student logins must sign into Nextera Admin. Under the **Test Administrations** tab, select **TEST ADMINISTRATIONS**. Locate the Testing Group and select **VIEW**. Locate and select **EXAMINER VIEW**. This opens a new tab on your web browser containing the access code, student passwords, and student progress. This tab will automatically refresh and display updated student progress information. Be sure to select **Sign Out** of the previous Nextera Admin tab or window, leaving only Examiner View open.

Missouri Assessment Program 

Examiner View

This page refreshes every 60 seconds.

<b>District:</b> QA NEXTERA TEAM 01	<b>School:</b> QAI NEXTERA TEAM 2
<b>Testing Window:</b> 2020 Spring EOC	<b>Content Area:</b> Algebra II
<b>Teacher:</b> TEST TEAM	<b>Class:</b> SRAAlgebra II
<b>Test Name:</b> 2020 Spring EOC	
<b>State Testing Window:</b> 1/9/2020 to 2/29/2020	

**Test is in progress.** Students may sign in and take the test using their username and password shown below. ×

Session 1 Access Code: 9459  
Session 2 Access Code: 6239

Last Name	First Name	MOSIS	Password	Grade	Status	Total Items Completed	Date/Time Started	Date/Time Completed
Student 1	Sample	2221111124	rk9kt4	10	Session 1: In Progress	1	1/10/2020 4:18:18 PM	
					Session 2: Not Started	0		
Student 2	Sample	2221111124	72m672	10	Session 1: Not Started	0		
					Session 2: Not Started	0		

Figure 10.49

## 10.8 Reports

Test results are available on Nextera Admin. For guidance in interpreting the reports, refer to the *Guide to Interpreting Results*. Available Reports for EOC testing include: Individual Student Report (ISR), District Roster Report, School Roster Report, Classroom Roster Report, and Individual Student Report Labels. Use the available filters to select the desired reports. Please refer to the *Guide to Interpreting Results* for reporting dates and the available content areas.

Note: ISRs and achievement levels are not provided for Personal Finance.

If Districts wish to order printed ISRs from Questar, contact Customer Support. There is a \$35 handling fee, plus \$0.17 per page for reports.

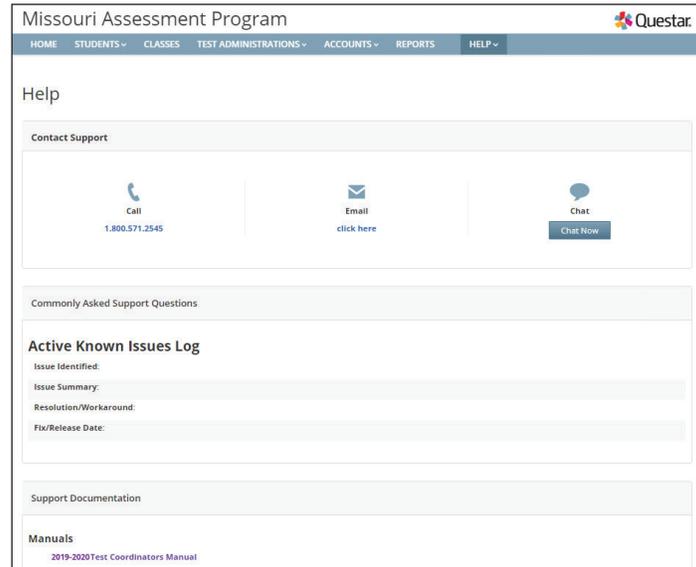


Figure 10.50

To access, view, and download reports:

1. Select the **Reports** tab.



Figure 10.51

2. Select the report level you want to view.

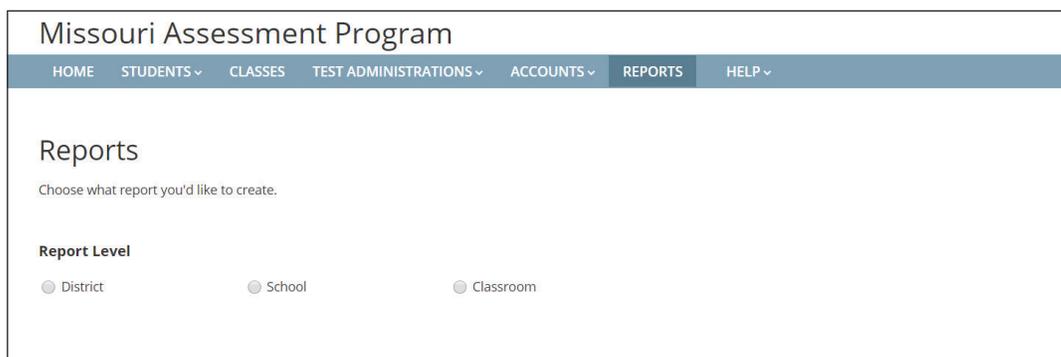


Figure 10.52

3. Select the Testing Window and Report Type you want to view.
4. Select **CREATE REPORT**.

## Reports

Choose what report you'd like to create.

**Report Level**

District     School     Classroom

**Testing Window**

2019-2020 Pre-Test ▼

**Report Type**

District Roster Report (csv) ▼

**Information**

District \*  
QA NEXTERA TEAM 01 (QA101) ▼

Content Area \*  
English I ▼

Create report

Figure 10.53

# 11.0 Test Delivery System

## 11.1 System Overview

After logging in, students will see testing directions.

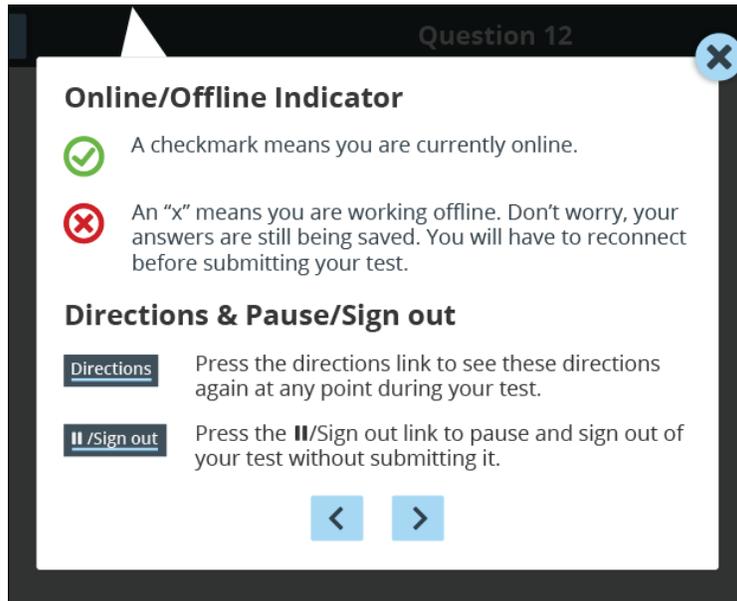


Figure 11.1

The directions will help students learn about how to take the tests.

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.

**DIRECTIONS** and **PAUSE/SIGN OUT** can be found in the upper right corner of the screen during the test. Students may select the **DIRECTIONS** link to see these directions again at any point during their test. Students may select the **PAUSE/SIGN OUT** link to pause and sign out of their test without submitting it.

Note: The **PAUSE/SIGN OUT** button is located in the upper right corner of the screen during testing. Any time a test is paused, students must sign back in using their user IDs/passwords and submit the test once they are finished. Any assessment that is paused longer than 24 hours will require a Proctor Password to log back into the test. Contact your District or School Test Coordinator to obtain the Proctor Password.

The **PAUSE/SIGN OUT** button should not be used for student breaks. If a student needs a break, they should talk to the Test Examiner. Breaks should last no longer than 20 minutes.

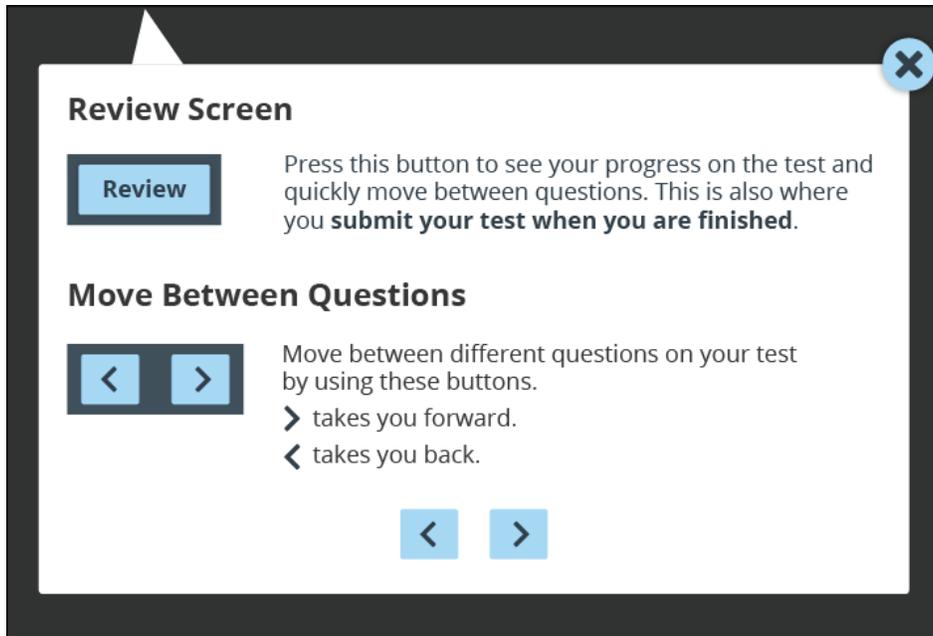


Figure 11.2

The **REVIEW** button will be located in the upper left corner of the screen during testing. Students may select this button to see their progress on the test and quickly move between questions. This is also where students submit their test when finished.

The right and left arrow buttons will be located in the upper right corner of the screen during testing. Students will move between different questions on their test by using these buttons.

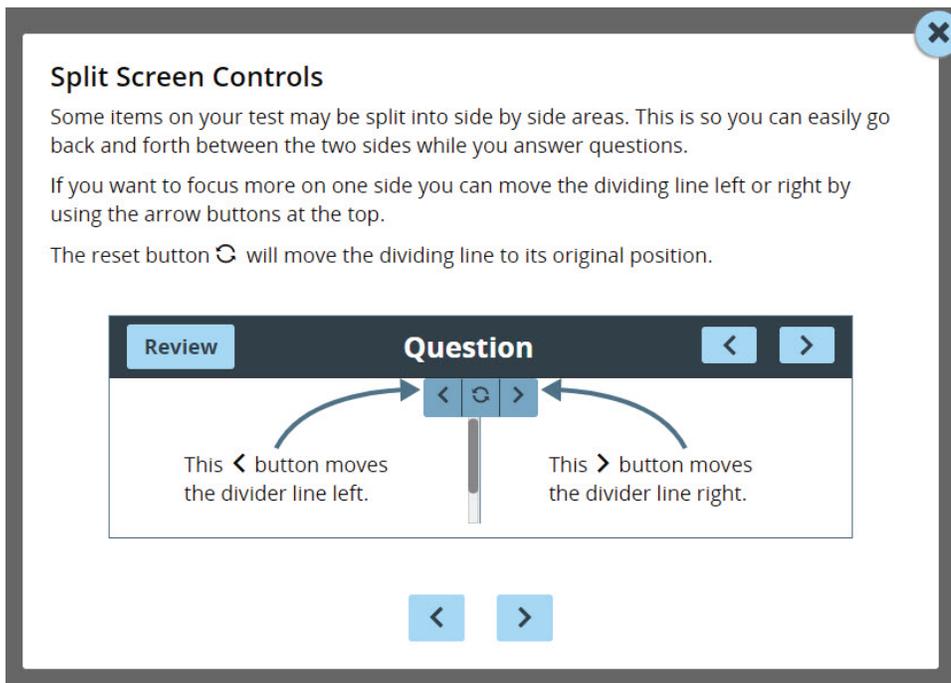


Figure 11.3

Some items on the tests may be split into side-by-side areas. This is so students can easily go back and forth between the two sides while answering questions.

If students want to focus more on one side, they can move the dividing line left or right by using the arrow buttons at the top.

The reset button will move the dividing line to its original position.

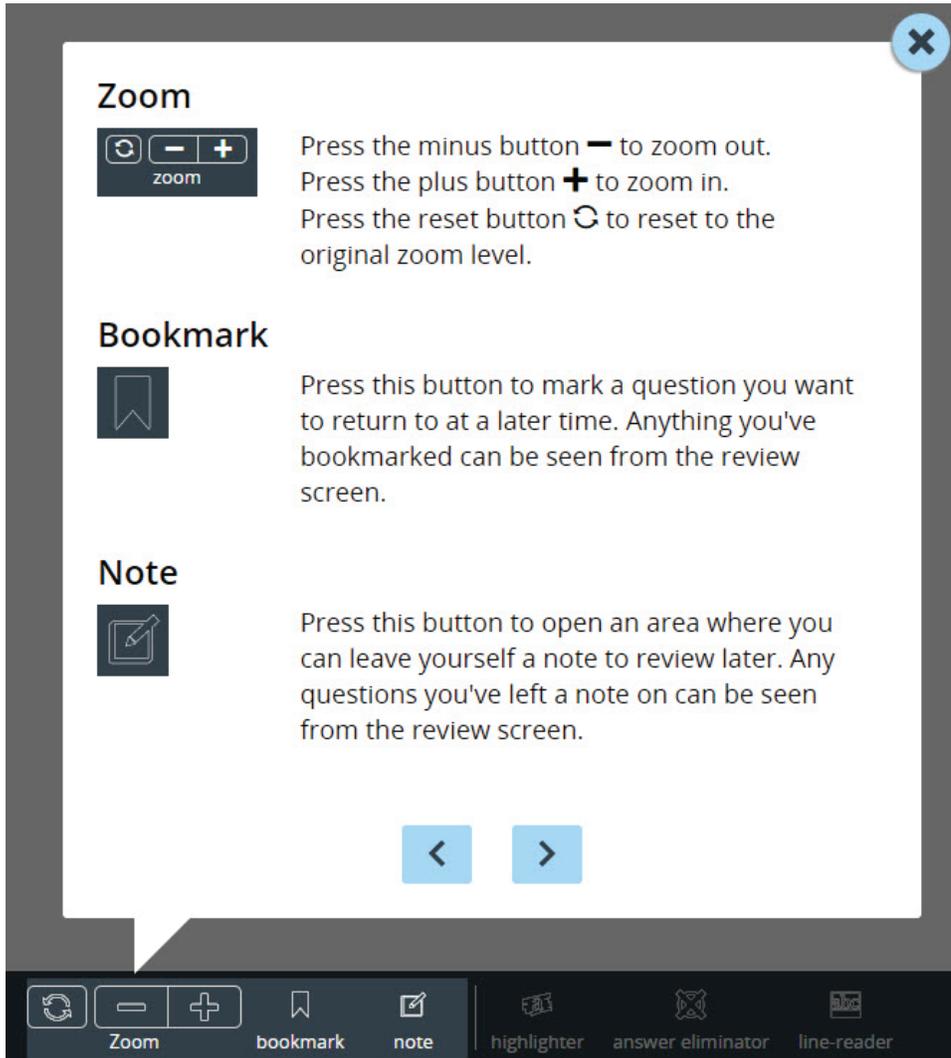


Figure 11.4

There are also some optional tools for students to use that they may find helpful.

**ZOOM** can be used to make words and pictures on the screen bigger or smaller. Students select the **MINUS** button to zoom out and the **PLUS** button to zoom in. The reset button resets to the original zoom level.

Students may select **BOOKMARK** to mark a question they want to return to at a later time. Anything they have bookmarked can be seen from the “Review” screen.

Students may select **NOTE** to open an area where they can leave themselves a note to review later. Any question for which they have left a note can be seen from the “Review” screen.

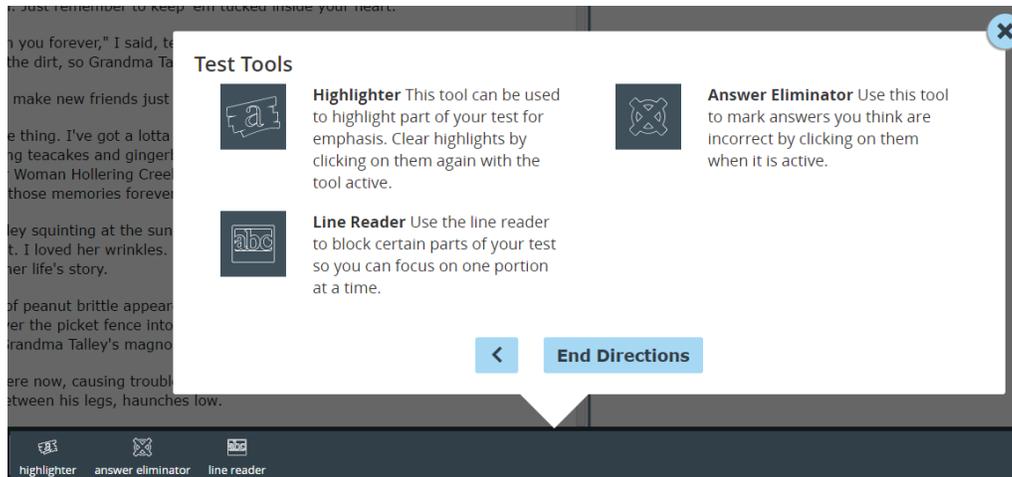


Figure 11.5

The **HIGHLIGHTER** can be used to highlight part of the test for emphasis. Highlights are cleared by selecting them again with the tool active.

The **ANSWER ELIMINATOR** can be used to mark answers students think are incorrect by selecting them.

The **LINE READER** can block certain parts of the test so students can focus on one portion at a time.

When students are testing, they will select the tool button to turn the tool on or off. Tools that are active will be highlighted in blue.

## 11.2 Getting Students Logged In

Before Test Administrators begin administering the test, they must make sure to have all of their student login tickets and the access code(s) for the session(s) that are being administered. If Test Administrators do not have the access codes, they can go to the Test Administrations page on Nextera Admin, locate the testing group, and select the **VIEW** button to the right. The access codes for the test sessions are listed on the middle of the page.

Students will select the icon titled “Questar Secure Browser” on their screens to launch the application. Once the program has opened, students will see the login page.

Missouri Assessment Program  
Powered by Nextera™

User ID

Password

Sign In

[Forgot your password?](#)

  
Questar®

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Nextera is a registered trademark of Questar Assessment, Inc.  
[Privacy and Terms](#)

**FULL, EIGHT**  
MOSIS: 0923011008  
Password: pqru27  
M01901 - Fall Pre-Test

Figure 11.6

Students will enter their case-sensitive user ID and password exactly as they appear on their student login ticket and select **SIGN IN**. Students will have the same password for each session of a two-session test.

On the next screen, students will confirm the following information is correct, then select **YES**:

- Date of birth
- School name
- Grade
- Student number
- Gender
- Teacher name

(If corrections are required, Test Administrators should contact the School or District Test Coordinator before the students begin the test. The Test Coordinator can then edit the student information in Nextera Admin.)

**Check your information**

---

Name Date of birth

---

Grade Gender

---

School name Student number

---

Teacher name

---

**Is everything here correct?**

Figure 11.7

On the next “Choose your test” screen, students will see a **START TEST** button for each Session that has not been completed.

An example of the “Choose your test” screen:

**Choose your test**

---

English II | Session 1

---

Figure 11.8

Students should select the appropriate assessment.

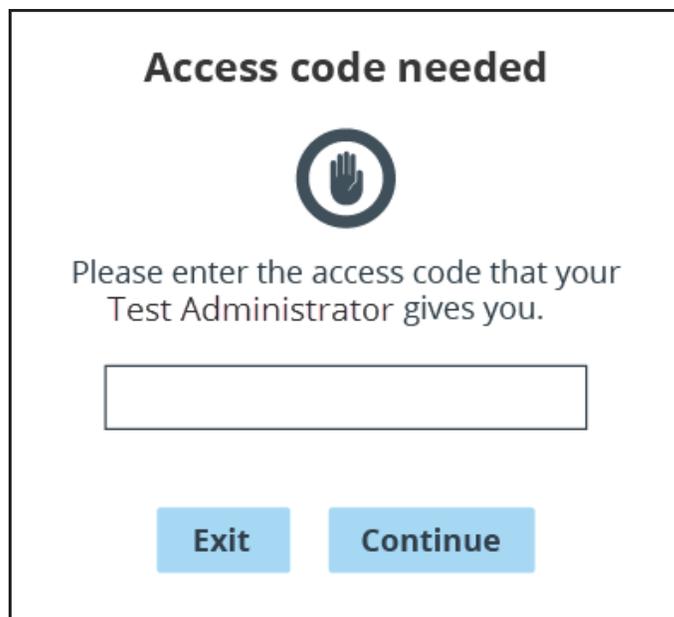


Figure 11.9

Nextera will then walk students through directions on how to use the test delivery system. When the directions are complete, the “Access Code Needed” screen will display.

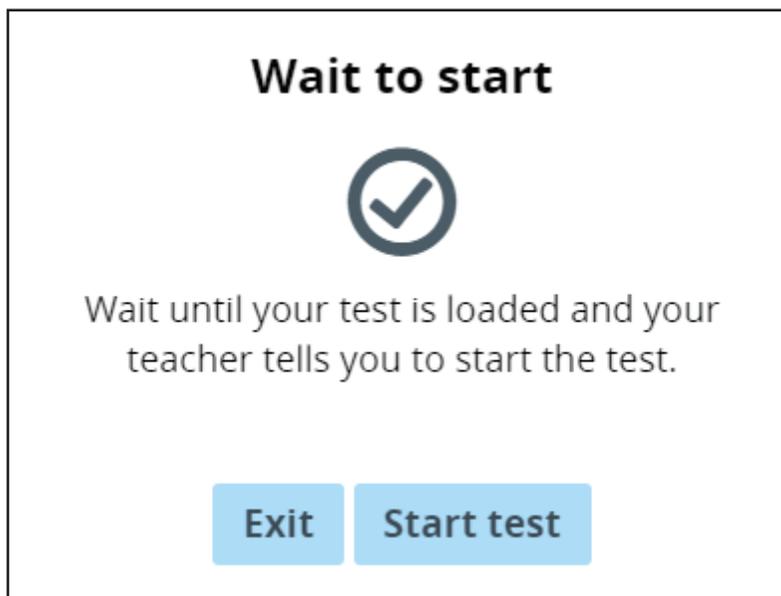


Figure 11.10

Once students enter the access code and select continue, they will see a “Wait to start” screen. This is to ensure students begin the tests at the same time. Test Administrators will instruct students when to select **START TEST**.

## 11.3 Pausing



Figure 11.11

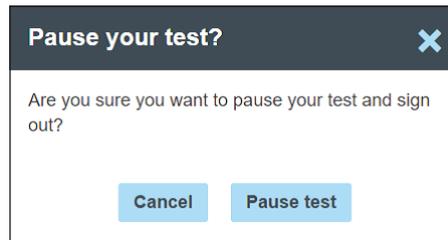


Figure 11.12

To pause a student test:

In the upper right corner of the student's screen, the student will select **PAUSE/SIGN OUT**. A pop-up window will ask if you are sure you want to pause the test. Select **PAUSE TEST**.



Figure 11.13

Any test that is paused longer than 24 hours will require a proctor password for the student(s) to log back into the test. Teachers will need to contact their DTC to obtain the proctor password, if needed.

To access the proctor password in Nextera Admin:

1. At the top of the Home page, select **CHANGE** and choose the applicable school from the drop-down menu. Select **CHANGE** to confirm your selection.
2. In the center of the Home page, locate the section titled School Information. The proctor password for the school you have chosen will display here.

Note: The proctor password will be the same for all test administrators within a school, but each school will have a unique proctor password.

## 11.4 Test Submission

Once students have finished a test session, they will select **REVIEW AND SUBMIT** to review any unanswered questions, questions they have bookmarked, or questions for which they had left notes.

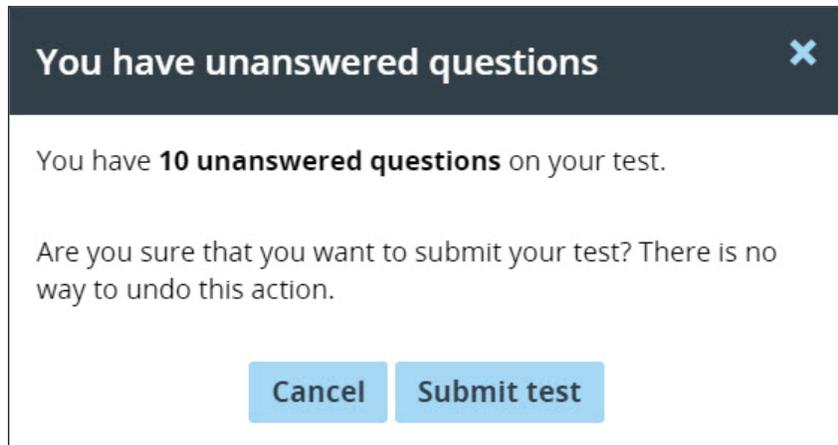


Figure 11.14

After students have completed their review, they will select **SUBMIT TEST** to submit their test for scoring. Once they have selected **SUBMIT TEST** again in the window that pops up, they have completed the test.

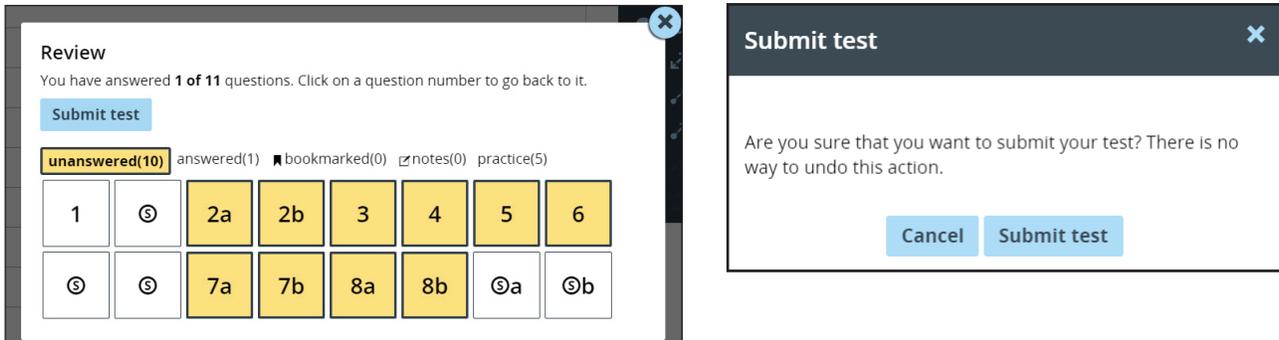


Figure 11.15

## 11.5 Transcribed Tests

After testing, student responses for Large Print, Braille, and Paper/Pencil editions **must** be transcribed into the Nextera Secure Browser before the district's content window closes. It is recommended that transcription occur as soon after testing as possible. To transcribe responses, the Test Examiner or other designated district or school personnel should log in to Nextera using the student's test ticket. Take these steps to transcribe student answers:

1. Ensure the student has been assigned the appropriate accommodation.
2. Assign the student to a test session and print their test ticket. Retain the test ticket rather than distributing it to the student.

3. After the student has completed testing, use a device with the Nextera Secure Browser installed and use the student's test ticket to log into the test.
4. For security purposes, DESE recommends a second trained staff member be present to verify all transcriptions.
5. Begin transcribing student responses. Once you have finished, select Submit Test. The Test Examiner should then return all printed test materials to the Test Coordinator.

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 is written in any language other than English, then note "WRITTEN IN ANOTHER LANGUAGE" where applicable.
- If part of a student's response cannot be entered into Nextera, then leave that part blank.
- If no part of a student's response can be entered, then leave the entire item blank.
- Additional clarifying notes may be entered as needed if the item type allows text entry.

## 11.6 Common Technology Issues

Districts **MUST** perform site readiness prior to **EACH** EOC statewide testing window. This is to ensure districts have the latest secure browser and that workstations are tested prior to giving the assessments. With each new statewide window, new features and functionalities are built into Nextera that may not be evident to the end user. Both existing and new workstations must be verified. Use the *Setup & Installation Guide* to ensure the workstations are set up properly.

If any workstation lockout scripts or applications that clear out student profiles, such as DeepFreeze™ or CleanSlate™, have been installed on a student workstation, we recommend they be turned off. See the *Setup & Installation Guide* for more information. This manual can be found on Nextera Admin.

### Assisting Students with Technology

1. Determine what issue the student is experiencing. If it is an item found in this guide, the administrator may provide the guidance as written.
2. Avoid touching the student's computer keyboard and/or screen.
3. Do not address any component of the test item and keep all comments related to the technology issue identified by the student.

4. If the student is experiencing an issue that can be assisted with the *Nextera Test Delivery System Quick Tips for Students*, direct the student to the appropriate tip.
5. Maintain attention to test security at all times.

Please note that it's best practice to do the following on student devices during testing:

- Close the secure browsers between testing sessions, and
- Turn off screen savers and sleep/power savings mode.

If unique browser or session issues are encountered, please contact Questar Customer Support.

## Internet Connectivity Tips

If a student has trouble with...	Then...
The screen freezes, sign-in takes longer than one minute, or test load takes longer than one minute	Exit the test and sign back in.
Losing network connectivity during the test	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, please call Customer Support.

Table 11.1

## General Tips

If a student has trouble with...	Then...
Removing highlights from selected text	To remove the highlighting, make sure the highlighter tool is on, reselect the text that is highlighted, and then click/tap anywhere within that text.
Restarting a paused test	Ensure the student is using the same device that he or she originally tested on, as previously entered responses may be cached. While testing, the student's responses are sent to the Questar Server in the background. This is referred to as a "heartbeat" and occurs every 10 seconds. Any responses entered since the last heartbeat are cached on the student device.  If the same device is not available, ensure the student is using the same platform (Windows, Mac, iPad, etc.) that he or she originally tested on. Prior to pausing the test, any responses that were entered since the last heartbeat will need to be re-entered. The student should be allowed to begin on the first unanswered item when he or she logs back in.
Text-to-speech follow along highlighting on images with text	When Text-to-Speech is being used with an image of text, the follow along highlighting will not function as it does with text that is not a part of an image.
Highlighting a part of a table or graphic	Tables and graphics are considered art in a test form. By design, art can only be fully highlighted or not highlighted. The student cannot highlight a part of art in the test.
Highlighting a passage with multiple questions	Highlighted text will stay intact as the student moves from one passage to another; however, when a passage has more than one question associated with it, any highlighting added to the passage is not retained between questions as the passage refreshes for each question. The student can view the highlighted text by viewing the first question for that passage.

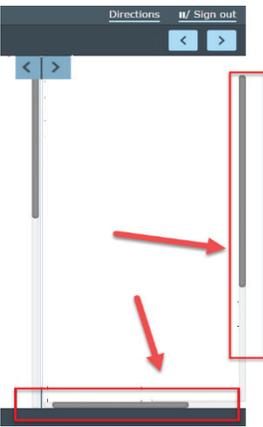
If a student has trouble with...	Then...
Viewing all answer choices in a multi-select item	 <p data-bbox="545 659 1417 726">To view all answer choices in a multi-select item, the student may need to scroll down and to the right.</p> <p data-bbox="545 739 1451 842">Note: If the student continues to struggle the administrator may approach the screen and point out the scroll bar. The administrator may not provide any additional guidance.</p>
Typing in the answer box, using the notepad, or selecting a multiple choice answer when an online tool is enabled	Tools such as the highlighter and answer eliminator are modal, meaning the student can only use one tool at a time. To type in the answer box, use the notepad, or select a multiple choice answer, the student must first turn the tool off.
Using the answer eliminator on a multiplication table grid or drag and drop item	The answer eliminator is not designed to work with multiplication table grids and drag and drop items.
Viewing the glossing box while using zoom	To view the entire glossing box, the student must move the screen extender to the right and click/tap the glossing word again to show the entire box.

Table 11.2

## IPad Tips

If a student has trouble with...	Then...
Highlighting text using an iPad	To highlight text on an iPad, the student should touch and hold their finger to the screen to activate the pop up select tool. Then drag a finger across the screen to select the text he or she wants highlighted. When the finger is removed from the text, the highlighting displays.
Scrolling in a split screen on an iPad	Before scrolling, the student must first click or tap in the left or right pane, whichever one he or she wants to scroll in.
Selecting Text on an iPad	If the student is having trouble selecting text on an iPad, he or she should zoom in on the text and try again.

Table 11.3

## Chromebook Tips

If a student has trouble with...	Then...
Accidentally clicking the Exit button at the lower left portion of the screen	The student should sign in again and continue testing.

Table 11.4

# 12.0 Special Circumstances

## 12.1 Student Transfers

If a student moves into or out of the district or from building to building within the district after the DESE Pre-ID Data Collection file has been loaded into Nextera Admin, keep documentation regarding the student’s move and make the changes listed in the table below. Any changes to student demographic information made in Nextera Admin **MUST** also be made in a district’s local student information system and in MOSIS.

Students Who Move Before or During the EOC Administration	
If	Then
A student needs to be moved into a different student group in the same school:	Edit the student’s profile by selecting a new student group.
A new student moves into the district prior to testing:	Add the new student in the Nextera Admin <b>Students</b> tab. Then assign the student to the appropriate student group(s). Note: If the DTC is unable to add the new student, the DTC must contact Questar’s Missouri Customer Support. The DTC must provide Questar with the student’s former district information.
A new student, who has completed session one of testing but not session two, moves into the district:	First, the receiving district should contact Questar Customer Support to allow the student to be moved into their student population. Then, the student must take all sessions of the content area being tested to get a complete score. A student who moves into a new district cannot use the login information from the previous district. Finally, the sending district needs to submit an appeal to DESE to remove the partial score obtained by participating in only one session.
A student moves out of the district prior to or during the district test administration window:	Remove the student from the student group in the Nextera Admin <b>Student Groups</b> tab. Do <b>NOT</b> log into the test and do <b>NOT</b> mark <b>ANY</b> status code(s) for the student.
A student moves from one building to another building within the same district prior to testing:	The DTC should edit the student’s information in Nextera Admin before the student begins testing so that the student’s scores report to the correct building and teacher. The DTC must move the student to a different student group in the Nextera Admin <b>Student Groups</b> tab.
Nextera will not allow the STC to add a new student moving from another district:	Contact Questar Customer Support.

Table 12.1

Please contact Questar’s Missouri Customer Support at 800-571-2545 if there are any questions regarding moving a student within a school or district.

### Students Who Drop a Course

If a student was enrolled in an EOC Assessment, but subsequently dropped the course, remove the student from the student group in the Nextera Admin **Student Groups** tab. Do **NOT** log into the test, and do **NOT** mark **ANY** status codes.

### Students Who Are Absent, Not Ready for Testing, or Have Incomplete Assessments

Districts should make every attempt to have all students take the entire test. However, if a student is absent, not ready for testing, or has an incomplete assessment, the Teacher or the STC should use the following procedures:

Handling Student Transfers	
If	Then
A student is absent during the district content testing window, the student is not able to make up the test during the current district content testing window, but the student will be able to take the test during a future testing window:	<p>Keep documentation regarding the student’s status. Do nothing with this student’s test during the current window.</p> <p>Remove the student from the student group in the Nextera Admin <b>Student Groups</b> tab. Do <b>NOT</b> log into the test and do <b>NOT</b> mark <b>ANY</b> status codes (i.e., Do not mark the student “Absent.”). Re-enroll the student during a future testing window.</p>
A student is absent during the district content testing window, the student is not available to make up the test during the current district content testing window, and the student will NEVER re-enroll during any future district testing window:	Wait until the end of the district content testing window to mark the student “Absent.” The district will receive a “Level Not Determined” for a student who is marked absent that does not take a required EOC prior to graduation.
A student does not complete an assessment by the end of the school day:	See Section 7.3 of the <i>Test Administrator’s Manual</i> .
A student is not ready for testing, but could be ready during a future district testing window:	<p>Keep documentation on file regarding the student’s status. Do nothing with this student’s test during the current window.</p> <p>Remove the student from the student group in the Nextera Admin <b>Student Groups</b> tab. Do <b>NOT</b> log into the test and do <b>NOT</b> mark <b>ANY</b> status codes (i.e., Do not mark the student “Absent.”). Re-enroll the student during a future district testing window.</p>

Table 12.2

**Special Circumstances**

## 12.2 Resets

A test may be reset for two reasons—a student logged in as another student and took part of a content area or a student was not provided an accommodation prescribed in their IEP.

To reset a test, the DTC must contact Questar Customer Support at 800-571-2545.

Additionally, the district must submit a letter to DESE’s Office of Accountability Data by June 1, adhering to the following process.

1. A district reset letter on district letterhead and signed by the superintendent is faxed to DESE’s Office of Accountability Data at 573-526-3045.
2. The district reset fax should include the following information:
  - a. Student Name
  - b. MOSIS ID
  - c. Date of Birth
  - d. Grade
  - e. School Name
  - f. County District Code
  - g. District Name
  - h. School Code
  - i. Content Area
  - j. The reason the testing session is being reset/description of the incident
3. The district files a copy of the fax for its records and future reference.

## 12.3 Test Invalidation

If a student cheats on an assessment, the Test Examiner should report it to their School Test Coordinator immediately. If the STC, DTC, and Test Examiner all agree the student was cheating, the DTC should invalidate that assessment.

Neither a student’s behavior nor the judgment of a student’s effort can invalidate a test. The only reason that a student’s test can be invalidated is because of cheating. The DTC is the only person who may invalidate a student’s test and that must be done before the district’s 7-day content window closes.

To mark a test as invalid:

1. Select **TEST ADMINISTRATIONS** from the **Test Administrations** tab.

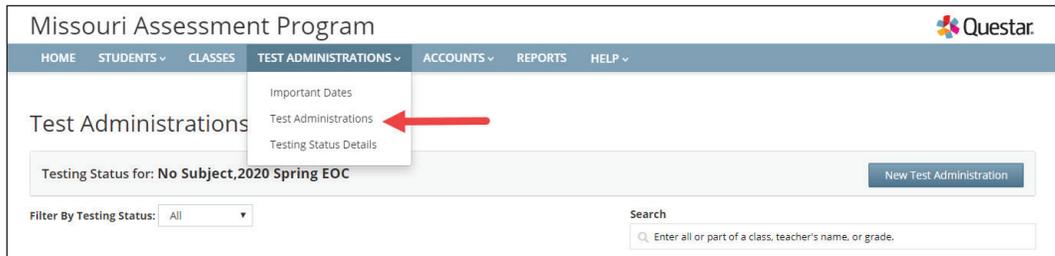


Figure 12.1

2. The Test Administrations page displays. Find the applicable class and click **VIEW**.

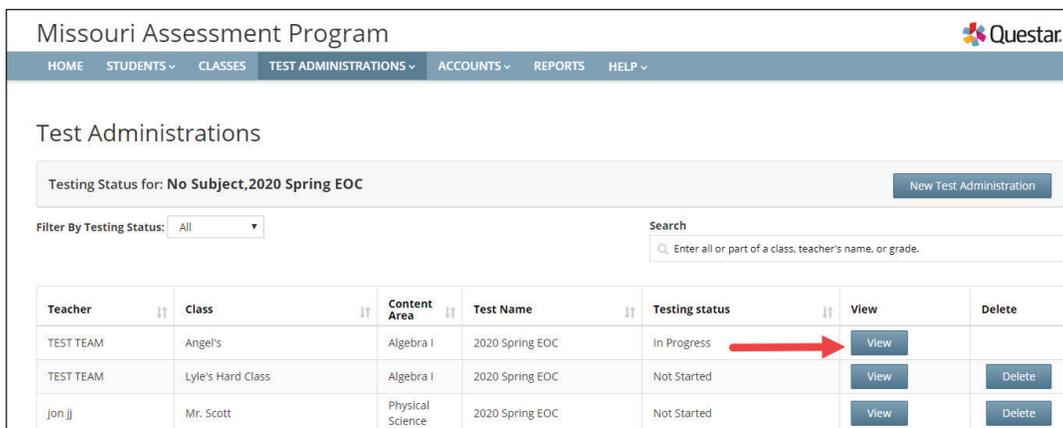


Figure 12.2

- The View Test Administration page displays with the students at the bottom of the page. Find the correct student and click **SET**.

Missouri Assessment Program QeSTAR

HOME STUDENTS CLASSES TEST ADMINISTRATIONS ACCOUNTS REPORTS HELP

[Back to test administrations list](#)

### View Test Administration

You're Viewing: 2020 Spring EOC

District:	QA NEXTERA TEAM 01	School:	QAI NEXTERA TEAM 2
Testing Window:	2020 Spring EOC	Content Area:	Algebra I
Teacher:	TEST TEAM	Class:	SRAIAlgebra
Test Name:	2020 Spring EOC		
State Testing Window:	1/8/2020 to 2/29/2020		

**Test is in progress.** Students may sign in and take the test using their User IDs and the PIN shown below.

Examiner View | Print Labels

Session 1 Access Code 1111

Session 2 Access Code 2222

#### Registered Students:

Session: All Sessions

Last Name	First Name	MOSIS	Password	Grade	Form Name	Status	Total Items Completed	Date/Time Started	Date/Time Completed	Status Codes
PRE	Alicia	2221111124	xgj644	10	A120102106	Session 1: Not Started	0			Set
						Session 2: Not Started	0			Set

Figure 12.3

- The Set Status Codes pop-up window displays. Select **INVALIDATE TEST**.

Set Status Codes

Student Name: StudentLast, StudentFirst

Session Name: Session 1

Content Area: Algebra I

Scoring Option:
 

- Not testing
- Invalidate Test
- None

Reason:

*Note: Checking Do Not Score or Invalidate for a student's test is not reversible without state approval. Refer to the Test Coordinator's Manual in the Help tab for appropriate reasons a student's test must not be scored.*

Figure 12.4

5. Select the appropriate reason from the **Reason** drop-down field, and then click **SUBMIT**.

Figure 12.5

If invalidation is marked, use the following process:

1. A district invalidation letter on district letterhead and signed by the superintendent is faxed to DESE's Office of Accountability Data at 573-526-3045.
2. The district invalidation letter should include the following information:
  - a. Student name
  - b. MOSIS ID
  - c. Date of birth
  - d. Grade
  - e. Content area
  - f. County district code
  - g. District name
  - h. School code
  - i. School name
  - j. Reason the testing session is being invalidated/description of incident
3. The district should keep a copy of this letter for its records and future reference.

## 13.0 After Testing

### 13.1 Returning Physical Materials

All secure Large Print, Braille, and Paper/Pencil test books must be returned to Questar via UPS after being transcribed into Nextera. The books should be returned to Questar within 24 hours of the district content testing window closing.

If a test session cannot be transcribed, the Unable to Transcribe status code must be set.

If a test booklet is contaminated with bodily fluids:

- Student responses for valid test sessions must be transcribed into the test delivery system.
- The soiled test book must be securely destroyed following requirements for disposing of hazardous materials. A soiled test book must not be returned to Questar.

For Paper/Pencil test books, DTCs may contact Questar’s Missouri Customer Support to request UPS Return Service labels at the end of their district content testing windows. UPS labels for Paper/Pencil materials will be e-mailed to the district from Questar. Districts can expect the labels the same day if ordered before noon or the next day if ordered after noon. The DTC may print the labels on plain white paper and affix them to a large, district-provided envelope or box.

UPS Return Service Labels are provided with the Large Print and Braille kits.

#### Prior to Shipping

- Check boxes for damage. If necessary, substitute another box for returning the materials.
- Affix one UPS label to each box.
- Seal the boxes securely with heavy-duty packing tape.
- **Retain the bottom tracking number for district records.** Neither UPS nor Questar can track the district’s shipment without the tracking number.
- Total the number of boxes of materials being shipped and write the number on each box (e.g., Box 1 of 3, Box 2 of 3). If shipping only one box, write “Box 1 of 1.”

Please call Questar’s Missouri Customer Support with any questions regarding procedures for returning materials at 1-800-571-2545 M–F, 7:00 a.m. to 5:00 p.m. (CST).

# 14.0 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 not dis-allowed, it is preferred that students use Paper/Pencil to write notes. The use of dry erase boards provides a better chance for students to see each other's writing.

**Q:** Can we play music during testing?

**A:** DESE has no rule opposing this, however, it should not be done during the listening section or if students are using text-to-speech.

**Q:** Can students read books after testing?

**A:** This is a district decision.

**Q:** What do I do with a student in the system that will not be testing?

**A:** Remove them from any testing sessions they may be in. As long as the student is not part of any testing session and no one ever logs in, no record is created.

**Q:** What is the cost for each assessment?

**A:** Required assessments cost \$1.80 (Government is free). Optional assessments cost \$1.88 (English I costs \$4.03 and Personal Finance is free)

**Q:** Are the practice tests available in Paper/Pencil format?

**A:** Yes, they are accessible from Nextera and 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

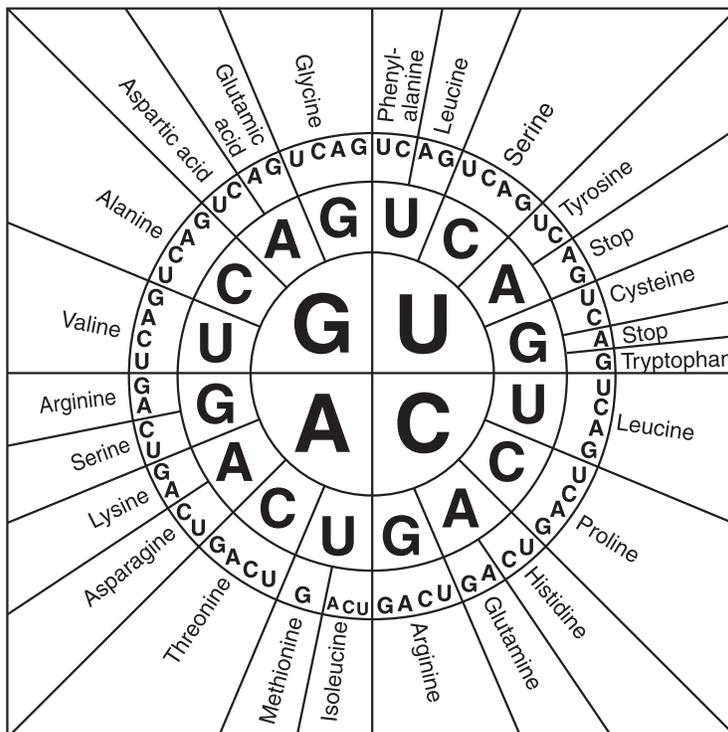
General Equations	General Formulas	
$Ax + By = C$	$m = \frac{y_2 - y_1}{x_2 - x_1}$	$a_n = a_1 + (n-1)d$
$y = mx + b$	${}_n P_r = \frac{n!}{(n-r)!}$	$a_1 = 1^{\text{st}} \text{ term, } a_n = a_{n-1} + d$
$y - y_1 = m(x - x_1)$	${}_n C_r = \frac{n!}{(n-r)!r!}$	$g_n = g_1 r^{n-1}$
$y = a(x - h)^2 + k$	$\sin A = \frac{\text{opposite}}{\text{hypotenuse}}$	$g_1 = 1^{\text{st}} \text{ term, } g_n = r g_{n-1}$
$y = ax^2 + bx + c$	$\cos A = \frac{\text{adjacent}}{\text{hypotenuse}}$	$I = prt$
$y = ab^x$	$\tan A = \frac{\text{opposite}}{\text{adjacent}}$	$A = P\left(1 + \frac{r}{n}\right)^{nt}$
$y = \log_b x$	$a^2 + b^2 = c^2$	$A = Pe^{rt}$
$(x - h)^2 + (y - k)^2 = r^2$	$d = rt$	$D = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$
		$\left(\frac{x_1 + x_2}{2}, \frac{y_1 + y_2}{2}\right)$
		$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$
	Area/Volume	
	$\text{Area} = \frac{1}{2}bh$	$\text{Volume} = Bh$
	$\text{Area} = \frac{1}{2}h(b_1 + b_2)$	$\text{Volume} = \frac{1}{3}Bh$
	$\text{Area} = \pi r^2$	$\text{Volume} = \frac{4}{3}\pi r^3$
	$\text{Circumference} = \pi d$	$\text{Surface Area} = 4\pi r^2$

# Appendix C: Science Reference Sheets

**Periodic Table of the Elements**

Period	Group																18	
	1											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 G: District Self-Monitoring Quality Assurance Form

### INSTRUCTIONS

This form is used both for district self-monitoring purposes and by Department of Elementary and Secondary Education (DESE) employees or designees during an on-site Quality Assurance (QA) visit.

The District Test Coordinator (DTC) completes this form during the spring of 2020–2021 Administration. All questions on the form should be completed. Each question asked as part of the QA process has a set of possible follow-up questions. These follow-ups are designed to help generate answers to the main question. It is not required to address every possible follow-up.

Additionally, the DTC should participate in **two** classroom observations - one for the Missouri Assessment Program (MAP) Grade-Level and one for EOC (or two MAP Grade-Level if your district does not give EOC assessments). *Note that if the visit is for EOC, the visit **MUST** be for Algebra I, Biology or English II.*

After the QA process is complete, the District Test Coordinator (Self-Monitoring) **OR** the Department employee/designee (On-Site Visit) will submit their answers electronically at <http://tiny.cc/deseqa>. Forms must be entered electronically by **June 25, 2021**.

**Important:** If you have questions, or need to report testing irregularities or concerns, please contact the Assessment Section at 573-751-3545 or [assessment@dese.mo.gov](mailto:assessment@dese.mo.gov).

### ABOUT THE VISIT

As part of the Every Student Succeeds Act (ESSA) required monitoring process, the DESE uses this document as a tool to monitor and strengthen statewide administration of the Missouri Assessment Program's Statewide Assessments. The questions are designed to focus attention and help districts examine important areas of assessment training, administration, and test security.

### DISTRICT INFORMATION

NAME OF PERSON FILLING OUT THIS FORM

DISTRICT SELF-MONITORING OR DESE ON-SITE VISIT

SCHOOL DISTRICT NAME

COUNTY-DISTRICT CODE

DISTRICT TEST COORDINATOR NAME

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, religion, gender, national origin, age, or disability in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Office of the General Counsel, Coordinator – Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 6<sup>th</sup> Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or TTY 800-735-2966; email [civilrights@dese.mo.gov](mailto:civilrights@dese.mo.gov).

# QUALITY ASSURANCE — GRADE-LEVEL/END-OF-COURSE CLASSROOM OBSERVATION

## CLASSROOM OBSERVATION

- Is there more than one test examiner/proctor?
- What is the ratio of students to examiner/proctor?
- Is the room quiet and appropriate for testing?
- Is the room free from content or process aides?
- Does the examiner collect logins after the students are in the system or after testing is complete?
- Did the test examiner follow the script from the manual?
- What preventative measures are taken to curb cheating within the testing room?
- If applicable, what is the process for the examiner to get accommodated testing materials (paper/pencil, Braille, or Large Print)?
- Do students have all appropriate physical tools?
- Do students have access to inappropriate items (cell phones, video games, etc.)?
- Is/Are the examiner(s) engaged during testing?
- What process is used by the examiner after testing is complete?

DATE OF VISIT		DATE OF VISIT	
BUILDING NAME/CODE		BUILDING NAME	
TEST EXAMINER NAME		TEST EXAMINER NAME	
GRADE-LEVEL OR EOC ASSESSMENT	GRADE AND/OR CONTENT	GRADE-LEVEL OR EOC ASSESSMENT	GRADE AND/OR CONTENT
<b>OBSERVATION NOTES</b>		<b>OBSERVATION NOTES</b>	

**QUALITY ASSURANCE — MISSOURI GRADE-LEVEL/END-OF-COURSE ASSESSMENTS**

NUMBER	QUESTION	ANSWER
1	<p>Explain the process for training district staff for the Grade-Level and EOC Assessments.</p> <p>Possible Follow-Ups</p> <ul style="list-style-type: none"> <li>• Who was in charge of training?</li> <li>• Was the training done individually or in a group(s)?</li> <li>• If training is done in a group(s), is there documentation of attendance?</li> <li>• Who is required to be trained?</li> <li>• How does the district ensure that test examiners and other applicable staff are knowledgeable about the administration requirements and have reviewed the current manual(s) and training webinars prior to testing?</li> </ul>	
2	<p>Explain how the district's Grade-Level and EOC Assessment schedule was determined.</p> <p>Possible Follow-Ups</p> <ul style="list-style-type: none"> <li>• When is the schedule planned?</li> <li>• Who is involved in planning?</li> <li>• What role, if any, do test examiners have in setting their schedules?</li> <li>• Is the schedule set to avoid the possibility of testing students outside of the regular school day?</li> <li>• Are bells suspended during testing?</li> <li>• Did any of the following factors play a role in scheduling and if so, explain why?               <ul style="list-style-type: none"> <li>○ Amount of available hardware devices</li> <li>○ Computer Lab space</li> <li>○ Other</li> </ul> </li> </ul>	

**QUALITY ASSURANCE — MISSOURI GRADE-LEVEL/END-OF-COURSE ASSESSMENTS**

NUMBER	QUESTION	ANSWER
3	<p>Explain the district’s procedure for scheduling make-up testing and dealing with interrupted testing sessions.</p> <p>Possible Follow-Ups</p> <ul style="list-style-type: none"> <li>• What method is used to track absences and make up tests?</li> <li>• What process is used for dealing with discipline issues during testing?</li> <li>• What is the procedure for a power outage or fire alarm activation?</li> </ul>	
4	<p>Explain the district’s plan for preparing students for the Grade-Level and EOC assessments.</p> <p>Possible Follow-Ups</p> <ul style="list-style-type: none"> <li>• What resources are used in preparing students for testing (i.e., district curriculum, data from previous testing, district assessments, interim/benchmark assessments, materials, etc.)?</li> <li>• Is there training for examiners on preparing students for statewide assessments, and if so, what does the training involve?</li> <li>• Did the district use the online tools training for the Grade-Level Assessments/tutorial for EOC? If the answer is yes, how many opportunities were they given to use the online tools training/tutorial?</li> <li>• Did the district use the practice tests? If the answer is yes, how many opportunities were they given to take the practice test and how were the results used?</li> </ul>	

**QUALITY ASSURANCE — MISSOURI GRADE-LEVEL/END-OF-COURSE ASSESSMENTS**

NUMBER	QUESTION	ANSWER
5	<p>Explain the district’s process for accommodations used during testing.</p> <p>Possible Follow-Ups</p> <ul style="list-style-type: none"> <li>• What process is used to determine which accommodations are appropriate for student use on testing?</li> <li>• Are these accommodations being used in the everyday classroom?</li> <li>• Does the district train test examiners on the use of accommodations during testing?</li> <li>• Is there documentation for which accommodations are being used by which students, and if so, how is it documented?</li> </ul>	
6	<p>Explain the district’s test security plan.</p> <p>Possible Follow-Ups</p> <ul style="list-style-type: none"> <li>• Does the district have security statements that must be signed by staff prior to testing?</li> <li>• How are test examiners trained on test security?</li> <li>• What preventative measures are taken to discourage cheating within a computer lab or classroom being used for testing?</li> <li>• What is the procedure for dealing with used scratch, grid, or graph paper?</li> <li>• Does the district have a policy on students having electronic devices including cell phones and smart watches in the testing room?</li> </ul>	

**QUALITY ASSURANCE — MISSOURI GRADE-LEVEL/END-OF-COURSE ASSESSMENTS**

NUMBER	QUESTION	ANSWER
7	<p>Explain the district’s process for using translators and transcribers.</p> <p>(Answer N/A if no translator or transcriber was used.)</p> <p>Possible Follow-Ups</p> <ul style="list-style-type: none"> <li>• Are translators and transcribers required to go through the same training as other test examiners?</li> <li>• Is there additional training for translators or transcribers?</li> <li>• What is the process to choose who will act as a transcriber?</li> <li>• What process was used to determine if a student needed a translator?</li> <li>• How did the district acquire the services of the translator(s)?</li> </ul>	
8	<p>Explain the district’s technology plan as it relates to the Grade-Level and EOC Assessments.</p> <p>Possible Follow-Ups</p> <ul style="list-style-type: none"> <li>• How much in advance of the testing window are devices prepared and checked for Grade-Level and EOC testing?</li> <li>• Who is in charge of preparing machines for Grade-Level and EOC testing?</li> <li>• Are the appropriate technical guides and webinars reviewed prior to software installation? If so, who reviews those?</li> <li>• Were there technical issues getting hardware ready for state assessments?</li> <li>• Are tech staff readily available to help out with technical issues that may occur during testing?</li> </ul>	

**QUALITY ASSURANCE — MISSOURI GRADE-LEVEL/END-OF-COURSE ASSESSMENTS**

NUMBER	QUESTION	ANSWER
9	<p>Explain the district’s process for distributing student log-in information to examiners.</p> <p>Possible Follow-Ups</p> <ul style="list-style-type: none"> <li>• Do examiners print their own test tickets?</li> <li>• If not, who is in charge of printing and distributing log-in information to test examiners?</li> <li>• What process is used by examiners to distribute log-in information to students?</li> <li>• What process is used to ensure the secure destruction of log-in tickets after testing?</li> </ul>	
10	<p>Explain the district’s process for distributing, tracking, transcribing and returning test materials for Braille, large print, and paper/pencil assessments.</p> <p>Possible Follow-Ups</p> <ul style="list-style-type: none"> <li>• Does the district make use of sign-in/sign-out sheets, and if so who maintains those?</li> <li>• Are the test materials kept secure with limited access? Who has access to these areas?</li> <li>• What steps are taken if test materials are lost?</li> <li>• What process is taken for contaminated tests?</li> <li>• Who is responsible for transcribing student answers into the system?</li> <li>• What procedures are used for ensuring that all Braille, large print, and paper/pencil testing materials are returned to the vendor within the applicable timeframe?</li> </ul>	
11	<p>Explain the district’s process for printing and distributing student score reports?</p> <p>Possible Follow-Ups</p> <ul style="list-style-type: none"> <li>• Who is involved in this process?</li> <li>• How does the district ensure that parents/ guardians either receive score reports or are notified they are available within 15 days of district receipt?</li> </ul>	

**QUALITY ASSURANCE — MISSOURI GRADE-LEVEL/END-OF-COURSE ASSESSMENTS**

<b>NUMBER</b>	<b>QUESTION</b>	<b>ANSWER</b>
12	Based on your interactions with DESE Assessment staff and our testing vendors when you call, email, use the website, etc., are there ways in which you think DESE Assessment staff/DRC/Questar can improve your experience as the Test Coordinator?	

**QUALITY ASSURANCE— GRADE-LEVEL/END-OF-COURSE (NOTES)**

Empty box for notes.

# Appendix H: Nextera Quick Tips

## Quick Tips for Testing Coordinators

### Missouri Assessment Program



HOME STUDENTS ▾ CLASSES TEST ADMINISTRATIONS ▾ ACCOUNTS ▾ HELP ▾

For details on the **STUDENTS** and **CLASSES** Tabs, see page 2

For details on the **ACCOUNTS** Tab, see page 3

**What's a Proctor Password?**

A Proctor Password may be required to restart a student's paused test in the Nextera® Test Delivery System.

Select the **HOME** tab to view the Testing Status Dashboard, locate the Proctor Password, Support Documentation, and the Practice Tests.

#### The Testing Status Dashboard

- Displays during the test window
- Includes the number of students registered to test, in progress, and completed
- School Test Coordinators can view the dashboard at the School level.
- District Test Coordinators can view the dashboard at the District and School level.
- To change the view of the dashboard
  1. Select **change**
  2. Select the applicable *Window, District, School, and Content Area*
  3. Select **Change**

#### The Proctor Password

- The password displays on the **HOME** page under *School Information*
- To change the Proctor Password
  1. Select on the existing *Proctor Password*
  2. Input data in the *New Password* field
  3. Select **Save**

**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 **Test Administrations** from the **TEST ADMINISTRATIONS** tab to set a Student's Status Code.

#### To Set a Student's Status Code

1. Select **Test Administrations** from the **TEST ADMINISTRATIONS** tab
2. Use the search field or sort functionality to locate the applicable test
3. Select **View** next to the test
4. Locate the applicable student under the Registered Students (bottom of the page)
5. Select **Set** in the Status Code column
6. Select the applicable *Scoring Option*
7. Select the applicable *Reason*
8. Select **Submit**

2020 Summer EOC | QA NEXTERA TEAM | QAI NEXTERA TEAM | No Subject **Change**

**Reminder:** Since you may have access to multiple test windows, schools, and subjects, use the **Change** option in the bar at the top of the window to select the details you wish to view.

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## Quick Tips for Testing Coordinators

### Missouri Assessment Program



HOME STUDENTS ▾ CLASSES TEST ADMINISTRATIONS ▾ ACCOUNTS ▾ HELP ▾

Select **Students** from the **STUDENTS** Tab to Download a Student List, Add Students, and Move a Student between Schools.

#### To Download a Student List

1. Select **Students** from the **STUDENTS** Tab
2. Select the *Download Class List (Excel)* link

#### To Add a Student

1. Select **Students** from the **STUDENTS** Tab
2. Select **New Student**
3. Enter the student's demographics
4. Change the drop-down option from Not Testing for the applicable content area(s)
5. To add student accommodations
  - a) Select **Modify**
  - b) Select accommodation(s) for each class
  - c) Select **Save**
6. Select **Save**

#### To Move a Student between Schools

1. Select **Students** from the **STUDENTS** Tab
2. Select **View** next to the applicable student
3. Select **Edit**
4. Use the *School of Record* drop-down menu to select the correct school
5. Select **Save**

Select the **CLASSES** Tab to View, Edit and Add a Class, and Add or Remove Students in a class.

#### To View a Class

1. Select the **CLASSES** Tab
2. Locate the class and Select **View**

#### To Edit a Class

1. Select the **CLASSES** Tab
2. Locate the class and Select **View**
3. To edit the class, Select **Edit**
4. Update the Teacher, Class Name, and/or Test Administrator fields
5. Select **Save**

#### To Add a Class

1. Select the **CLASSES** tab
2. Select **New Class**
3. Input data in the Teacher, Class Name, and/or Test Administrator fields
4. Select **Save**

#### To Add or Remove Students in a Class

1. Select the **CLASSES** Tab
2. Locate the class and Select **View**
3. Select **Edit**
4. To Add Students to a Class
  - a) If needed, use the *Class* drop-down menu to select the student's current class
  - b) Select the *check box(es)* for the applicable student(s) in the left column
  - c) Select the *right-facing arrow* to move the student(s) to the class
5. To Remove Students from a class
  - a) If needed, use the *Class* drop-down menu to select Unassigned Students
  - b) Select the *check box(es)* for the applicable student(s) in the right column
  - c) Select the *left-facing arrow* to move the student(s) to the Unassigned Students list.
  - d) Select **Save**

\*Contact Questar to move students between districts.

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# Quick Tips for Testing Coordinators

## Missouri Assessment Program



HOME STUDENTS ▾ CLASSES TEST ADMINISTRATIONS ▾ ACCOUNTS ▾ HELP ▾

From the **ACCOUNTS Tab**, select **Accounts** to view, edit, and add users, or select **District** or **Schools** to view District and School details.

### To View a User

1. Select **Accounts** from the **ACCOUNTS Tab**
2. Locate the applicable User and Select **View**

### To Change a User's Name or Email Address

1. Select **Accounts** from the **ACCOUNTS Tab**
2. Locate the User and Select **View**
3. Select **Edit**
4. Update the *First/Last Name*, and/or *Email* field(s)
5. Select **Save**

### To Add a User

1. Select **Accounts** from the **ACCOUNTS Tab**
2. Select **New Account**
3. Complete the *First Name* and *Last Name* fields
4. Enter the User's email address in the *Username* field
5. Select the *This account is currently active* checkbox
6. Select the role and district in the *Select Roles* section
7. If needed, input the *TeacherID* and select the *Content Area(s)*
8. Select **Add Role**
9. Repeat the prior two steps to add additional roles
10. Select **Create an Account**

### To Reset a User's Password

1. Select **Accounts** from the **ACCOUNTS Tab**
2. Locate the applicable User and Select **Reset**

An email is sent to the user with the details needed to sign in to Nextera® Admin.

### To Change a User's Role(s)

1. Select **Accounts** from the **ACCOUNTS Tab**
2. Locate the User and Select **View**
3. Select **Edit**
4. To Add a Role
  - a) Select the applicable role and district in the *Select Roles* section
  - b) If needed, input the *TeacherID* and select the *Content Area(s)*
  - c) Select **Add Role**
5. To Remove a Role, select clear next to the role in the *Selected Roles* section
6. To remove all roles, select clear all in the *Selected Roles* section
7. Select **Save**

### To View District Details

1. Select **Districts** from the **ACCOUNTS tab**
  2. Locate the District and Select **View**
- The *View District* window displays the district's name, code, type, active/inactive status, and addresses.

### To View School Details

1. Select **Schools** from the **ACCOUNTS tab**
  2. Locate the School and Select **View**
- The *View School* window displays the school and district names, school number, type, active/inactive status, and addresses



# 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)

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)**

**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

**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>

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# 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

2

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# Quick Tips for Students (Navigation & Tools)

## Starting a Test

1. Double click the Questar Secure Browser icon



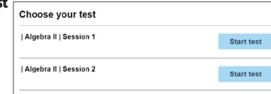
2. Enter the User ID and Password provided by your Test Administrator
3. Select Sign In



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

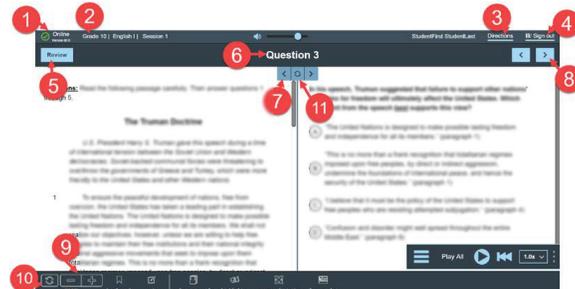


3. Input the access code provided by your Test Administrator
4. Select **Continue** and the test will display



# 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

## 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.



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



## Quick Tips for Students (Navigation & Tools)

### To use the **Highlighter**

1. Select the highlight 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

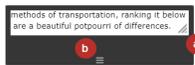
1. Select the note icon
2. Type your note
  - a. See Text Editor for formatting in the notepad
3. To save the note and close the notepad, Select X in the notepad
4. Items with notes attached will show a notepad icon in the Review screen
5. To remove a note
  - a. Open the note
  - b. Delete the text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



3

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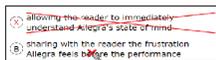


## Quick Tips for Students (Navigation & Tools)

### 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



### 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)



### 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



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# 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)	$\dagger$	Prime	$\sqrt[n]{\quad}$	Radical with Index
$-$	Minus (Math)	$\parallel$	Double Prime	$\infty$	Infinity
$\times$	Multiply (X for Math)	$\frac{\square}{\square}$	Fraction	$\neq$	Slashed Equals (Not Equal To)
$\div$	Divide	$\frac{\square}{\square}$	Mixed Numbers	$\sim$	Tilde
$=$	Equals	$\frac{\square}{\square}$	Fraction with Exponents	$\approx$	Double Tilde (Approximately)
$<$	Less Than	$\square$	Exponent	$\cong$	Equals with Tilde (Congruence)
$\leq$	Less Than or Equal To	$\square$	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,  $\sqrt{\square}$  or
2. Select the icon with the radical sign and two boxes,  $\sqrt[n]{\square}$  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  $(\square)$
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

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# Quick Tips for Students (Navigation & Tools)

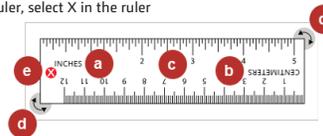
To use the **Calculator**

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.



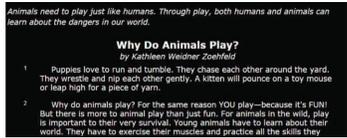

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# Quick Tips for Students (Accommodations/Tools)

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



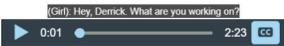
When **Initial Page Zoom** is enabled, the Test Delivery System automatically enlarges the text and images on the screen up to 300% (depending on your needs).

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

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



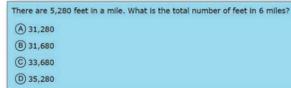
When **Closed Captioning** is enabled, students can read text captions for video and audio files.



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

