Missouri Assessment Program

Examiner's Manual

Grade 4
English Language Arts and Mathematics Assessments
Spring 2016

Missouri Department of Elementary and Secondary Education

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1.0 OVERVIEW OF IMPORTANT INFORMATION FOR THE MAP GRADE-LEVEL ASSESSMENTS

1.1 This Examiner's Manual

The purpose of this *Examiner's Manual* is to provide detailed instructions for administering the Missouri Assessment Program (MAP) Grade-Level Assessments. The manual includes instructions for test preparation, scripts for administering the tests, and post test administration procedures. Test Examiners (TEs) should thoroughly read this manual and view training before administering the tests.

1.2 Glossary of Terms

Accommodations	Changes in procedures or materials that increase equitable access to the MAP Grade-Level Assessments. Assessment accommodations allow students to access assessment content to show what they know and can do. Accommodations are available for students with documented Individualized Education Programs (IEPs) or 504 Plans.
Break/Pause	Action taken by a student or Test Examiner (TE) to temporarily halt the test during any part of the test, as needed. The online assessment provides an opportunity to pause the test for up to 20 minutes.
eDIRECT	The administrative platform—the Missouri Assessment Program Portal—from which district personnel will manage the assessments.
INSIGHT	INSIGHT is the secure, browser-based test engine for the MAP Grade-Level Assessments.
Item	A test question or stimulus presented to a student to elicit a response.
Performance Event	A performance event comprises Session 3 of the MAP Grade-Level Science Assessment. It is 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, real-world scenario.
Session	A specific part of a test assigned to a specific student, which is grouped by Test Examiner according to the precode file.

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Stimulus/Stimuli	Material or materials used in the test context, which form the basis for assessing the knowledge and skills of students. Many items/tasks for the assessments include a stimulus along with a set of questions to which the student responds. Examples of stimuli include, but are not limited to, traditional reading passages/texts viewed on a computer screen, images with audio presentations, and simulated web pages.
Universal Tools	Universal tools are available to students based on student preference and selection. Some tools, such as a ruler and sticky notes, are embedded in the online system, while others, such as a physical thesaurus and scratch paper, are external to the system. The availability of particular universal tools varies by item.
Writing Prompt	A special type of performance event that appears in the Grades 5 and 8 English Language Arts (ELA) Assessments is an open-ended item that requires students to demonstrate their writing proficiency.

1.3 About the Tests

- The Missouri State Board of Education identified the following purposes for the MAP Grade-Level 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 MAP Grade-Level Assessments are designed to adapt testing to the needs of Missouri districts, schools, teachers, and students, while meeting state and federal requirements.

- The MAP Grade-Level Assessments are based on the Missouri Learning Standards, which align to college- and career-readiness standards. All 2016 assessments will include traditional multiple-choice items and innovative technology-enhanced items designed to elicit student knowledge and skills in new ways. English Language Arts/Literacy assessments will include a writing prompt, and the Science assessments will include a performance event and constructed-response items. See Appendix A: Item Types.

  The Missouri Department of Elementary and Secondary Education (DESE) uses the information obtained through the MAP Grade-Level 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.

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- Data Recognition Corporation (DRC) and DESE are collaborating to deliver Missouri's Spring 2016 Grade-Level Assessments. Missouri educators will use DRC's eDIRECT online platform for enrollment and test administrator processes and INSIGHT (DRC's online delivery system) for test delivery. DRC 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.

- The Spring 2016 MAP Grade-Level Assessments include the following:

  - English Language Arts/Literacy Assessment for Grades 3–8
  - Mathematics Assessment for Grades 3–8
  - Science Assessment for Grades 5 and 8

- The English Language Arts Assessments consist of three sessions in grades 3, 4, 6, and 7. In grades 5 and 8, there will be four sessions. The first three sessions contain selected-response items and technology-enhanced items. The fourth session administered in grades 5 and 8 contains a writing prompt that is scored with a ten-point rubric.

- The Mathematics Assessments consist of two sessions. Both sessions contain selected-response items and technology-enhanced items.

- The Science Assessments consist of three sessions. The first session contains constructed-response items, the second session contains selected-response items, and the third session contains a performance event. See Appendix A: Item Types.

- All MAP Grade-Level Assessments are available only in INSIGHT, the secure online browser, unless a Large Print, Braille, or paper/pencil edition is required by the student as an accommodation. For students needing one of these versions, test examiners will be responsible for transcribing student responses into INSIGHT.

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1.4 Test Administration Policies

General Rules of Online Testing

Students in grade 4 will take online tests for English Language Arts and Mathematics consisting of selected-response (SR) and technology-enhanced (TE) items. The SR and TE items will be presented as one test with separate sessions. Students may not return to a test once it has been completed and submitted.

Basic online testing parameters:

- Within each test there will be sessions. A student may not return to a session once it has been completed and submitted.
- Some items include multiple parts over more than one page. Students may need to use the vertical scroll bar to view an entire item on a page.
- Students may mark items for review and return to those items within a session.

Pause Rules

The "Pause" feature allows a student to pause a test, either to take a short break of up to 20 minutes or to continue testing at a later time.

The INSIGHT system includes a "Pause" feature that allows a student to pause a test, either to take a short break of up to 20 minutes or to continue testing at a later time as indicated by the district's testing schedule. While the test is paused, a large count-down timer displays in the INSIGHT system on the student's computer. This allows the Test Examiner to easily monitor which students have activated the feature and how much time remains in their break. If a student does not resume testing before 20 minutes elapses, then the student is logged out of the test and is required to log back in to the test using the login and password from his or her Test Ticket. Students may also choose to exit the test from the Pause screen.

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During the assessments:

- If a test is paused for 20 minutes or more, the student can return to the session and continue entering his or her responses. The student may also review and change previously answered items. The student is not permitted to return to items in a different session.
- Any highlighted text and sticky notes **will** be saved when a test is paused regardless of how long the assessment is paused.
- In the event of a technical issue (e.g., power outage or network failure), students will be logged out and the test will automatically be paused. Student responses will not be lost, and students may move to a different device connected to the same TSM as the original device. The students will need to log in again upon resuming the test.

Test Timeout (Due to Inactivity)

As a security measure, students are automatically logged out of the test after 20 minutes of inactivity. Activity is defined as selecting an answer or navigation option in the assessment (e.g., clicking [Next] or [Back] or using the quick navigation drop-down list to move to another item). Moving the mouse or clicking on an empty space on the screen is not considered activity. Test timeout occurs when the test is not paused.

Any highlighted text and sticky notes will be saved when a test is paused regardless of how long the test is paused.

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 8 P.M. on the last day of the scheduled district administration window, even if the student has not finished.

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1.5 Scheduling the Tests

The following table lists general estimates of the time it will take most students to complete each component of the online MAP Grade-Level Assessments. These times do not include time needed to start computers, load secure browsers, and log in students. Nor do they include time needed for students to complete the INSIGHT Tutorials.

Duration and Timing Information

The scheduling/rules for each assessment are included in tables 1 and 2. Note that the duration, timing, and session recommendations vary for each content area.

Table 1: Assessment Sequence—English Language Arts

ELA	Session 1	Session 2	Session 3
Content and Duration of Sessions	This session assesses the Reading Strand. It contains passage-based selected-response and technology-enhanced items. **Recommendation:** • Session duration ranges from 45–80 minutes.	This session assesses the Research and Writing Strands. It contains selected-response and technology-enhanced items. **Recommendation:** • Session duration ranges from 30–50 minutes.	This session assesses the Listening Strand. It contains passage-based selected-response and technology-enhanced items. **Recommendation:** • Session duration ranges from 15–25 minutes.
Total Duration	**Recommendation:** • Student completes this component within three days of starting.	**Recommendation:** • Student completes this component within three days of starting.	**Recommendation:** • Student completes this component within three days of starting.

Table 2: Assessment Sequence—Mathematics

Mathematics	Session 1	Session 2
Number and Duration of Sessions	This session assesses the Mathematics Strands. It contains selected-response and technology-enhanced items. **Recommendation:** • Session duration ranges from 35–50 minutes.	This session assesses the Mathematics Strands. It contains selected-response and technology-enhanced items. **Recommendation:** • Session duration ranges from 35–50 minutes.
Total Duration	**Recommendation:** • Student completes this component within two days of starting.	**Recommendation:** • Student completes this component within two days of starting.

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Additional Administration Recommendations:

- Minimize the amount of time between beginning and completing each test within a content area.

Important reminders:

- The test can be spread out over multiple days as needed.
- Breaks can be provided during the test session using the software's "Pause" feature. If the test is paused for more than 20 minutes, the student will be able to go back to items on the previous screens in that session.
- Review the test directions in this *Examiner's Manual* in advance. Examiner's Manuals are not secure and can be viewed in advance.

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1.6 Accommodations and Special Populations

Updated Accommodations Procedures/Codes

The accommodations for the MAP Grade-Level Assessments have changed starting with the Spring 2016 Grade-Level administration. What was previously referred to as accommodations has now been split into two areas: Universal Tools and Accommodations.

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

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

Some tools and accommodations are only for ELL students with an IEP/504 Plan.

Prior to testing, Test Examiners should log in to eDIRECT to check and set tools and accommodations for students from the Edit Student window. See the eDIRECT User Guide for detailed instructions.

Table 3: Universal Tools

UNIVERSAL TOOLS

These tools for use on the Grade-Level Assessment are available to **ALL STUDENTS** unless otherwise noted.

Please note:

- Some tools need to be marked in eDIRECT prior to the assessment. Please read the description to determine if the tool must be marked in eDIRECT, under student accommodations.
- Some tools are only for use by English Language Learner (ELL) students (ELL students are those marked LEP-RCV or LEP-NRC in MOSIS).

Tool	Description	Code
Bilingual Dictionary	**ELL students** may have access to a physical bilingual dictionary for use **ONLY** on the writing prompt in grades 5 and 8. If the bilingual dictionary is electronic, it may not connect to the Internet. This tool must be chosen in the eDIRECT system under student accommodations prior to testing.	S431
Break (Pause)	All students may take breaks of up to 20 minutes as needed. There is no limit to how many times a student may use this during an assessment. The INSIGHT platform allows all students to pause the online assessment for up to 20 minutes. If the test is paused for more than 20 minutes, the student will have to log back in. If the need arises to move a student from one computer to another, pause the test and choose the Exit button. The test will remain incomplete until the student logs back in and completes the test.	N/A
Calculator (For Calculator-Allowed Items Only) **Grades 6–8**	All students may have access to a physical calculator, on items where calculator use is allowed (Session 2, Grades 6–8). The memory of the physical calculator must be cleared before and after testing by the test examiner. *Please Note: Use of a calculator is only for the Mathematics assessment.* The INSIGHT platform features an embedded calculator for all students to use on items where calculator use is allowed (Session 2, Grades 6–8).	N/A

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Table 3: Universal Tools, continued

UNIVERSAL TOOLS

These tools for use on the Grade-Level Assessment are available to **ALL STUDENTS** unless otherwise noted.

Please note:

- Some tools need to be marked in eDIRECT prior to the assessment. Please read the description to determine if the tool must be marked in eDIRECT, under student accommodations.
- Some tools are only for use by English Language Learner (ELL) students (ELL students are those marked LEP-RCV or LEP-NRC in MOSIS).

Tool	Description	Code
Color Contrast—Online	The INSIGHT platform allows all students to adjust background or font color based on student needs or preferences.	N/A
Color Contrast—Paper	All students taking the paper/pencil assessment may have the test printed in different colors based on student needs or preferences. This tool must be chosen in the eDIRECT system under student accommodations prior to testing.	S102
Color Overlay	All students taking the paper/pencil assessment may have a color transparency placed over the test presented to them based on student needs or preferences. This tool must be chosen in the eDIRECT system under student accommodations prior to testing.	S103
English Dictionary	All students may have access to a physical English Dictionary for use **ONLY** on the writing prompt in grades 5 and 8. If the English Dictionary is electronic, it may not connect to the Internet. The INSIGHT platform features an embedded English Dictionary for use **ONLY** on the writing prompt in grades 5 and 8.	N/A
Grammar Handbook	All students may have access to a physical Grammar Handbook for use **ONLY** on the writing prompt in grades 5 and 8. If the Grammar Handbook is electronic, it may not connect to the Internet. The Grammar Handbook must be one that is published. It cannot be a district-, school-, or classroom-made handbook.	N/A
Graphing Tool	The INSIGHT platform allows all students to use an embedded tool to graph functions.	N/A
Highlighter	The INSIGHT platform allows all students access to a highlighter for marking desired text. All students may have access to a physical highlighter.	N/A
Keyboard Navigation	The INSIGHT platform allows all students to navigate through the text by using the keyboard.	N/A
Line Guide	The INSIGHT platform allows all students to use an embedded horizontal line that brings focus to a single line of text.	N/A
Magnifier (Zoom)	The INSIGHT platform allows all students to magnify the screen by 1.5 or 2 times the original size. All students taking the paper/pencil or Large Print assessments may have access to a magnifying device.	N/A

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Table 3: Universal Tools, continued

UNIVERSAL TOOLS

These tools for use on the Grade-Level Assessment are available to **ALL STUDENTS** unless otherwise noted.

Please note:

- Some tools need to be marked in eDIRECT prior to the assessment. Please read the description to determine if the tool must be marked in eDIRECT, under student accommodations.
- Some tools are only for use by English Language Learner (ELL) students (ELL students are those marked LEP-RCV or LEP-NRC in MOSIS).

Tool	Description	Code
Magnification—Assistive Technology	**Students with visual impairments** may use assistive technology software that magnifies the screen beyond the built-in capabilities of the magnifier (zoom) tool. The software can be used in conjunction with the INSIGHT platform. The software must be provided by the district. *Please Note: The use of assistive technology software should be familiar to the student and should be software the student uses in the everyday classroom.* *Please Note: While the use of assistive technology software is not directly supported by DRC, the help desk will work with districts needing to use the software.* This tool must be chosen in the eDIRECT system under student accommodations prior to testing.	S105
Mark for Review	The INSIGHT platform allows all students to mark an item for review.	N/A
Masking—Online	The INSIGHT platform allows all students to block off content that is not of immediate need or that may be distracting by using an embedded masking tool.	N/A
Masking—Paper	All students taking the paper/pencil or Large Print assessments may use a masking tool to block off content that is not of immediate need or that may be distracting. This tool must be chosen in the eDIRECT system under student accommodations prior to testing.	S107

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Table 3: Universal Tools, continued

UNIVERSAL TOOLS		
These tools for use on the Grade-Level Assessment are available to **ALL STUDENTS** unless otherwise noted. Please note: • Some tools need to be marked in eDIRECT prior to the assessment. Please read the description to determine if the tool must be marked in eDIRECT, under student accommodations. • Some tools are only for use by English Language Learner (ELL) students (ELL students are those marked LEP-RCV or LEP-NRC in MOSIS).		
Tool	**Description**	**Code**
Non-Accommodation Paper Based Assessment	This tool is available for the following scenarios: For students that need to test off-site in a non-district building (e.g. hospital, juvenile facility, etc.), the student may use the Paper Based Assessment. For **ELL students** who are using the Translation tool (S109) or Read Aloud – Native Language (S111), where the translator needs access to the assessment prior to administration to conduct translation services, choose this tool for just ONE student in the group. That student should still take the assessment online. For students using Read Aloud – Human Reader (S043) where the examiner needs a paper copy to read from, choose this tool for just ONE student in the group. That student should still take the assessment online. *Please Note: There is a $15 charge to the district for each printed paper/pencil assessment not required by an IEP. If the off-site student does have an IEP that requires using a paper/pencil assessment, use accommodation A102 instead.* *Please Note: Answers from students who access the assessment using the paper/pencil format must be entered into eDIRECT prior to shipping the paper assessment back. Please follow the return instructions found in the Test Coordinator's Manual.* *Please Note: All the answers given in the online system must be in English.* This tool must be chosen in the eDIRECT system under student accommodations prior to testing.	S112
Protractor	The INSIGHT platform allows all students to use an embedded protractor on specific items where appropriate. All students taking the paper/pencil, Large Print or Braille assessments may have access to a physical protractor for use on specific items where appropriate.	N/A

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Table 3: Universal Tools, continued

UNIVERSAL TOOLS		
These tools for use on the Grade-Level Assessment are available to **ALL STUDENTS** unless otherwise noted. Please note: • Some tools need to be marked in eDIRECT prior to the assessment. Please read the description to determine if the tool must be marked in eDIRECT, under student accommodations. • Some tools are only for use by English Language Learner (ELL) students (ELL students are those marked LEP-RCV or LEP-NRC in MOSIS).		
Tool	**Description**	**Code**
Read Aloud (Not Including ELA Reading Passages)—Text-To-Speech	The INSIGHT platform allows **all students** to have the test directions and items in English Language Arts, Mathematics and Science read aloud via embedded text-to-speech technology. The student can control the speed and volume of the voice. The system also includes a follow-along feature, where the word being read is highlighted for the student. *Please Note: This tool **DOES NOT** read ELA reading passages to the student. In order to have ELA reading passages Read Aloud, a student **MUST** have that accommodation in their IEP/504 plan.* *Please Note: DESE does not recommend the use of Read Aloud for students who do not use it as part of their everyday learning in the classroom. The use of Read Aloud for some students can prove distracting and become a hindrance to student performance.* This tool must be turned on in the eDIRECT system under student accommodations prior to testing.	S041
Read Aloud (Not Including ELA Reading Passages)—Human Reader	Any student taking the online, paper/pencil, Large Print or Braille assessments may have the test directions and items in English Language Arts, Mathematics and Science read aloud by a human reader. *Please Note: Read Aloud of ELA Listening items will require the download of a script.* *Please Note: Use of this tool **DOES NOT** allow the reading of ELA passages to the student. In order to have ELA reading passages Read Aloud, a student **MUST** have that accommodation in their IEP/504 plan.* *Please Note: The Human Reader should be familiar to the student and have read aloud experience with the student in some capacity prior to the state assessment.* *Please Note: DESE does not recommend the use of Read Aloud for students who do not use it as part of their everyday learning in the classroom. The use of Read Aloud for some students can prove distracting and become a hindrance to student performance.* This tool must be chosen in the eDIRECT system under student accommodations prior to testing.	S043

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Table 3: Universal Tools, continued

UNIVERSAL TOOLS

These tools for use on the Grade-Level Assessment are available to **ALL STUDENTS** unless otherwise noted.

Please note:

- Some tools need to be marked in eDIRECT prior to the assessment. Please read the description to determine if the tool must be marked in eDIRECT, under student accommodations.
- Some tools are only for use by English Language Learner (ELL) students (ELL students are those marked LEP-RCV or LEP-NRC in MOSIS).

Tool	Description	Code
Read Aloud (Not Including ELA Reading Passages)—Assistive Technology	**Students with Disabilities** that use specific text-to-speech assistive technology software in the everyday classroom may use that technology in conjunction with the INSIGHT testing platform. The software must be provided by the district. *Please Note: Use of this tool **DOES NOT** allow the reading of ELA passages to the student. In order to have reading passages Read Aloud, a student **MUST** have that accommodation in their IEP/504 plan.* *Please Note: DESE does not recommend the use of Read Aloud for students who do not use it as part of their everyday learning in the classroom. The use of Read Aloud for some students can prove distracting and become a hindrance to student performance.* *Please Note: The use of assistive technology software should be familiar to the student and should be software the student uses in the everyday classroom.* *Please Note: While the use of assistive technology software is not directly supported by DRC, the help desk will work with districts needing to use the software.* This tool must be chosen in the eDIRECT system under student accommodations prior to testing.	S042
Read Aloud (Not Including ELA Reading Passages)—Native Language	**ELL students** taking either the online, paper/pencil, Large Print or Braille assessments may have the test directions and items in English Language Arts, Mathematics and Science read aloud in the students' native language by a human reader. *Please Note: Use of this tool **DOES NOT** allow the reading of ELA passages in the students' native language to the student. In order to have ELA reading passages Read Aloud, a student **MUST** have that accommodation in their IEP/504 plan.* *Please Note: If the translator needs access to the assessment prior to administration to conduct translation services, the student must use the paper/pencil assessment (Code S114). There is a $15 charge to the district for each printed paper/pencil assessment not required by an IEP.* *Please Note: All the answers given in the online system must be in English.* This tool must be chosen in the eDIRECT system under student accommodations prior to testing.	S111
Ruler	The INSIGHT platform allows all students to use an embedded ruler on specific items where appropriate. All students taking the paper/pencil, Large Print or Braille assessments may have access to a physical ruler for use on specific items where appropriate.	N/A

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Table 3: Universal Tools, continued

UNIVERSAL TOOLS

These tools for use on the Grade-Level Assessment are available to **ALL STUDENTS** unless otherwise noted.

Please note:

- Some tools need to be marked in eDIRECT prior to the assessment. Please read the description to determine if the tool must be marked in eDIRECT, under student accommodations.
- Some tools are only for use by English Language Learner (ELL) students (ELL students are those marked LEP-RCV or LEP-NRC in MOSIS).

Tool	Description	Code
Scratch Paper (Sticky Notes)	The INSIGHT platform allows all students to use an embedded notepad (called Sticky Notes) to make notes about an item. Electronic notes **DO NOT** carry over from previous sessions. If a student logs off prior to finishing a session, any electronic notes **WILL NOT** carry over when the student logs back in. As long as you do not log out or finish the session, they remain. All students 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 **IMMEDIATELY** upon the conclusion of a testing session.	N/A
Scribe	Students may dictate their responses to a scribe, who must follow the scribing guidelines (http://dese.mo.gov/sites/default/files/asmt-scribing-guidelines.pdf). *Please Note: DESE does not recommend the use of Scribe for students who do not use it as part of their everyday learning in the classroom. The use of Scribe for some students can prove distracting and become a hindrance to student performance.* *Please Note: The Scribe should be familiar to the student and have scribing experience with the student in some capacity prior to the state assessment.* *Please Note: Students who obtain a physical injury prior to testing that prevents them from responding may also dictate their responses to a scribe.* This tool must be chosen in the eDIRECT system under student accommodations prior to testing.	S351
Separate Setting	Students may be allowed to test in a separate setting from other students. This includes testing individually or testing as part of a smaller group. This tool must be chosen in the eDIRECT system under student accommodations prior to testing.	S501
Strikethrough (Cross Off)	The INSIGHT platform allows all students to cross out answer options.	N/A
Thesaurus	All students may have access to a physical Thesaurus for use **ONLY** on the ELA writing prompt in grades 5 and 8. If the Thesaurus is electronic, it may not connect to the Internet.	N/A

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Table 3: Universal Tools, continued

UNIVERSAL TOOLS

These tools for use on the Grade-Level Assessment are available to **ALL STUDENTS** unless otherwise noted.

Please note:

- Some tools need to be marked in eDIRECT prior to the assessment. Please read the description to determine if the tool must be marked in eDIRECT, under student accommodations.
- Some tools are only for use by English Language Learner (ELL) students (ELL students are those marked LEP-RCV or LEP-NRC in MOSIS).

Tool	Description	Code
Translation	**ELL students** may respond to any assessment in their native language. The responses must be translated and transcribed. *Please Note: If the translator needs access to the assessment prior to administration to conduct translation services (Code S112), there is a $15 charge to the district for each printed paper/pencil assessment not required by an IEP.* *Please Note: All the answers given in the online system must be in English.* This tool must be chosen in the eDIRECT system under student accommodations prior to testing.	S109
Writing Tools	The INSIGHT platform allows all students to use writing tools on specific items where appropriate. The tools include the ability to bold, italicize and underline text, create bullet points, undo/redo typing, and copy/paste text the student has typed.	N/A

Table 4: Accommodations

ACCOMMODATIONS

These accommodations for use on the Grade-Level Assessment are available only to students with the accommodation in their IEP/504 plan.

Please note:

- All accommodations need to be marked in eDIRECT prior to the assessment.
- Some accommodations are only for use by English Language Learner (ELL) students with an IEP/504 plan (ELL students are those marked LEP-RCV or LEP-NRC in Core Data).

Accommodation	Description	Code
Abacus	Students with this accommodation in their IEP/504 plan may have access to an abacus. This accommodation must be chosen in the eDIRECT system under student accommodations prior to testing.	A391
Alternate Response Options	Students with this accommodation in their IEP/504 plan may respond to items using an alternate option, including but not limited to: Adapted Keyboards, StickyKeys, MouseKeys, FilterKeys, Adapted Mouse, Touch Screen, Head Wand and Switches. This accommodation must be chosen in the eDIRECT system under student accommodations prior to testing.	A441

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Table 4: Accommodations, continued

ACCOMMODATIONS

These accommodations for use on the Grade-Level Assessment are available only to students with the accommodation in their IEP/504 plan.

Please note:

- All accommodations need to be marked in eDIRECT prior to the assessment.
- Some accommodations are only for use by English Language Learner (ELL) students with an IEP/504 plan (ELL students are those marked LEP-RCV or LEP-NRC in Core Data).

Accommodation	Description	Code
Braille	**Students with visual impairments** with this accommodation in their IEP/504 plan may access the assessment via a Braille version. Tactile overlays and graphics tools may be used to assist the student in accessing the content. *Please Note: Answers from students who access the assessment using the Braille format must be entered into eDIRECT prior to shipping the Braille assessment back. Please follow the instructions found in the virtual Braille kit (available from eDIRECT).* This accommodation must be chosen in the eDIRECT system under student accommodations prior to testing.	A012
INVALIDATION **Calculator (For Non-Calculator-Allowed Items Only)** **GRADE 3 ONLY** ***INVALIDATION***	Students in 3rd grade with this accommodation in their IEP/504 plan may have access to a physical calculator on items where calculator use is not allowed. The memory of the physical calculator must be cleared before and after testing by the test examiner. *Please Note: Use of this accommodation will cause an invalidation for the Mathematics Assessment and the student will receive the Lowest Obtainable Scale Score (LOSS).* This accommodation must be chosen in the eDIRECT system under student accommodations prior to testing.	A392
Calculator (For Non-Calculator-Allowed Items Only) **GRADES 4–8**	Students in grades 4–8 with this accommodation in their IEP/504 plan may have access to a physical calculator on items where calculator use is not allowed. The memory of the physical calculator must be cleared before and after testing by the test examiner. This accommodation must be chosen in the eDIRECT system under student accommodations prior to testing.	A393
Large Print	Students with visual impairments with this accommodation in their IEP/504 plan may access the assessment via a Large Print version. *Please Note: Answers from students who access the assessment using the Large Print format must be entered into eDIRECT prior to shipping the Large Print assessment back. Please follow the instructions found in the virtual Large Print kit (available from eDIRECT).* This accommodation must be chosen in the eDIRECT system under student accommodations prior to testing.	A021

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Table 4: Accommodations, continued

ACCOMMODATIONS

These accommodations for use on the Grade-Level Assessment are available only to students with the accommodation in their IEP/504 plan.

Please note:

- All accommodations need to be marked in eDIRECT prior to the assessment.
- Some accommodations are only for use by English Language Learner (ELL) students with an IEP/504 plan (ELL students are those marked LEP-RCV or LEP-NRC in Core Data).

Accommodation	Description	Code
INVALIDATION **Multiplication Table** **GRADE 3 ONLY** ***INVALIDATION***	Students in 3rd grade with this accommodation in their IEP/504 plan may have access to a single-digit multiplication table. *Please Note: Use of this accommodation will cause an invalidation for the Mathematics Assessment and the student will receive the Lowest Obtainable Scale Score (LOSS).* This accommodation must be chosen in the eDIRECT system under student accommodations prior to testing.	A394
Multiplication Table GRADES 4–8	Students in grades 4–8 with this accommodation in their IEP/504 plan may have access to a single-digit multiplication table. This accommodation must be chosen in the eDIRECT system under student accommodations prior to testing.	A395
Paper Based Assessment	Students with this accommodation in their IEP/504 plan may take the assessment using the paper/pencil format. *Please Note: Answers from students who access the assessment using the paper/pencil format must be entered into eDIRECT prior to shipping the Paper Based Assessment back. Please follow the return instructions found in the Test Coordinator's Manual.* This accommodation must be chosen in the eDIRECT system under student accommodations prior to testing.	A102
INVALIDATION **Read Aloud (ELA Reading Passages)—Text-To-Speech** **GRADES 3–5** ***INVALIDATION***	Students in grades 3–5 with this accommodation in their IEP/504 plan can have the INSIGHT platform read the ELA Reading Passages via embedded text-to-speech technology. The student can control the speed and volume of the voice. The system also includes a follow-along feature, where the word being read is highlighted for the student. *Please Note: Use of this accommodation will cause an invalidation for the English Language Arts Assessment and the student will receive the Lowest Obtainable Scale Score (LOSS).* *Please Note: DESE does not recommend the use of Read Aloud for students who do not use it as part of their everyday learning in the classroom. The use of Read Aloud for some students can prove distracting and become a hindrance to student performance.* This accommodation must be chosen in the eDIRECT system under student accommodations prior to testing.	A040

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Table 4: Accommodations, continued

ACCOMMODATIONS

These accommodations for use on the Grade-Level Assessment are available only to students with the accommodation in their IEP/504 plan.

Please note:

- All accommodations need to be marked in eDIRECT prior to the assessment.
- Some accommodations are only for use by English Language Learner (ELL) students with an IEP/504 plan (ELL students are those marked LEP-RCV or LEP-NRC in Core Data).

Accommodation	Description	Code
INVALIDATION **Read Aloud (ELA Reading Passages)—Human Reader** **GRADES 3–5** ***INVALIDATION***	Students in grades 3–5 with this accommodation in their IEP/504 plan taking the online, paper/pencil, Large Print or Braille assessments may have the ELA Reading Passages read aloud by a human reader. *Please Note: The Human Reader should be familiar to the student and have read aloud experience with the student in some capacity prior to the state assessment.* *Please Note: Use of this accommodation will cause an invalidation for the English Language Arts Assessment and the student will receive the Lowest Obtainable Scale Score (LOSS).* *Please Note: DESE does not recommend the use of Read Aloud for students who do not use it as part of their everyday learning in the classroom. The use of Read Aloud for some students can prove distracting and become a hindrance to student performance.* This accommodation must be chosen in the eDIRECT system under student accommodations prior to testing.	A041
INVALIDATION **Read Aloud (ELA Reading Passages)—Assistive Technology** **GRADES 3–5** ***INVALIDATION***	Students in grades 3–5 with this accommodation in their IEP/504 plan that use specific text-to-speech assistive technology software in the everyday classroom may use that technology in conjunction with the INSIGHT testing platform to have the ELA Reading Passages read aloud by the software. The software must be provided by the district. *Please Note: The use of assistive technology software should be familiar to the student and should be software the student uses in the everyday classroom.* *Please Note: Use of this accommodation will cause an invalidation for the English Language Arts Assessment and the student will receive the Lowest Obtainable Scale Score (LOSS).* *Please Note: DESE does not recommend the use of Read Aloud for students who do not use it as part of their everyday learning in the classroom. The use of Read Aloud for some students can prove distracting and become a hindrance to student performance.* *Please Note: While the use of assistive technology software is not directly supported by DRC, the help desk will work with districts needing to use the software.* This accommodation must be chosen in the eDIRECT system under student accommodations prior to testing.	A042

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Table 4: Accommodations, continued

ACCOMMODATIONS

These accommodations for use on the Grade-Level Assessment are available only to students with the accommodation in their IEP/504 plan.

Please note:

- All accommodations need to be marked in eDIRECT prior to the assessment.
- Some accommodations are only for use by English Language Learner (ELL) students with an IEP/504 plan (ELL students are those marked LEP-RCV or LEP-NRC in Core Data).

Accommodation	Description	Code
INVALIDATION **Read Aloud (ELA Reading Passages)—Native Language** **GRADES 3–5** ***INVALIDATION***	ELL students in grades 3–5 with this accommodation in their IEP/504 plan taking the online, paper/pencil, Large Print or Braille assessments may have the ELA Reading Passages read aloud to them in their native language by a human reader. *Please Note: Use of this accommodation will cause an invalidation for the English Language Arts Assessment and the student will receive the Lowest Obtainable Scale Score (LOSS).* This accommodation must be chosen in the eDIRECT system under student accommodations prior to testing.	A111
Read Aloud (ELA Reading Passages)—Text-To-Speech **GRADES 6–8**	Students in grades 6–8 with this accommodation in their IEP/504 plan can have the INSIGHT platform read the ELA Reading Passages via embedded text-to-speech technology. The student can control the speed and volume of the voice. The system also includes a follow-along feature, where the word being read is highlighted for the student. *Please Note: DESE does not recommend the use of Read Aloud for students who do not use it as part of their everyday learning in the classroom. The use of Read Aloud for some students can prove distracting and become a hindrance to student performance.* This accommodation must be chosen in the eDIRECT system under student accommodations prior to testing.	A043
Read Aloud (ELA Reading Passages)—Human Reader **GRADES 6–8**	Students in grades 6–8 with this accommodation in their IEP/504 plan taking the online, paper/pencil, Large Print or Braille assessments may have the ELA Reading Passages read aloud by a human reader. *Please Note: The Human Reader should be familiar to the student and have read aloud experience with the student in some capacity prior to the state assessment.* *Please Note: DESE does not recommend the use of Read Aloud for students who do not use it as part of their everyday learning in the classroom. The use of Read Aloud for some students can prove distracting and become a hindrance to student performance.* This accommodation must be chosen in the eDIRECT system under student accommodations prior to testing.	A045

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Table 4: Accommodations, continued

ACCOMMODATIONS

These accommodations for use on the Grade-Level Assessment are available only to students with the accommodation in their IEP/504 plan.

Please note:

- All accommodations need to be marked in eDIRECT prior to the assessment.
- Some accommodations are only for use by English Language Learner (ELL) students with an IEP/504 plan (ELL students are those marked LEP-RCV or LEP-NRC in Core Data).

Accommodation	Description	Code
Read Aloud (ELA Reading Passages)—Assistive Technology **GRADES 6–8**	Students in grades 6–8 with this accommodation in their IEP/504 plan that use specific text-to-speech assistive technology software in the everyday classroom may use that technology in conjunction with the INSIGHT testing platform to have the ELA Reading Passages read aloud by the software. The software must be provided by the district. *Please Note: The use of assistive technology software should be familiar to the student and should be software the student uses in the everyday classroom.* *Please Note: While the use of assistive technology software is not directly supported by DRC, the help desk will work with districts needing to use the software.* *Please Note: DESE does not recommend the use of Read Aloud for students who do not use it as part of their everyday learning in the classroom. The use of Read Aloud for some students can prove distracting and become a hindrance to student performance.* This accommodation must be chosen in the eDIRECT system under student accommodations prior to testing.	A044
Read Aloud (ELA Reading Passages)—Native Language **GRADES 6–8**	ELL students in grades 6–8 with this accommodation in their IEP/504 plan taking the online, paper/pencil, Large Print or Braille assessments may have the ELA Reading Passages read aloud to them in their native language by a human reader. This accommodation must be chosen in the eDIRECT system under student accommodations prior to testing.	A112
Read-Aloud (ELA reading passages)—Blind Students	Blind students at any grade level 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. This accommodation must be chosen in the eDIRECT system under student accommodations prior to testing.	A046
Sign Language	Hearing Impaired students with this accommodation in their IEP/504 plan may have ELA listening items translated into American Sign Language (ASL), Signing Exact English (SEE) or any other form of sign language. *Please Note: Signing of ELA Listening items will require the download of a script.* This accommodation must be chosen in the eDIRECT system under student accommodations prior to testing.	A052

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Table 4: Accommodations, continued

ACCOMMODATIONS		
These accommodations for use on the Grade-Level Assessment are available only to students with the accommodation in their IEP/504 plan. Please note: • All accommodations need to be marked in eDIRECT prior to the assessment. • Some accommodations are only for use by English Language Learner (ELL) students with an IEP/504 plan (ELL students are those marked LEP-RCV or LEP-NRC in Core Data).		
Accommodation	**Description**	**Code**
Specialized Calculator (For Calculator-Allowed Items Only)	Students with this accommodation in their IEP/504 plan may have access to a specialized calculator on items where calculator use is allowed (Session 2). 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. This accommodation must be chosen in the eDIRECT system under student accommodations prior to testing.	A396
Speech-to-Text—Assistive Technology	Students with this accommodation in their IEP/504 plan that use specific speech-to-text assistive technology software in the everyday classroom may use that technology in conjunction with the INSIGHT testing platform. The software must be provided by the district. *Please Note: The use of assistive technology software should be familiar to the student and should be software the student uses in the everyday classroom.* *Please Note: While the use of assistive technology software is not directly supported by DRC, the help desk will work with districts needing to use the software.* This accommodation must be chosen in the eDIRECT system under student accommodations prior to testing.	A352

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Table 5: Tools/Accommodations on Test Tickets

TOOLS/ACCOMMODATIONS ON TEST TICKETS

The following are the only tools and accommodations that will appear on a student Test Ticket.

For descriptions of these Tools/Accommodations, please see the appropriate table in this section.

Tool/Accommodation	Code	Ticket Abbreviation
Braille	A012	Braille
Large Print	A021	LargePrint
Non-Accommodation Paper Based Assessment	S112	SCPaper
Paper Based Assessment	A102	PaperBased
Sign Language	A052	A052
Translation	S109	S109
Read Aloud (Not Including ELA Reading Passages)—Text-To-Speech	S041	TTS
Read Aloud (GRADES 3–5 OR GRADES 6–8) (ELA Reading Passages)—Text-To-Speech	S041/A040 OR S041/A043	TTSPASSAGE
Read Aloud (Not Including ELA Reading Passages)—Human Reader	S043	S043
Read Aloud (GRADES 3–5) (ELA Reading Passages)—Human Reader	A041	A041
Read Aloud (GRADES 6–8) (ELA Reading Passages)—Human Reader	A045	A045
Read Aloud (Not Including ELA Reading Passages)—Assistive Technology	S042	S042
Read Aloud (GRADES 3–5) (ELA Reading Passages)—Assistive Technology	A042	A042
Read Aloud (GRADES 6–8) (ELA Reading Passages)—Assistive Technology	A044	A044
Read Aloud (Not Including ELA Reading Passages)—Native Language	S111	S111
Read Aloud (GRADES 3–5) (ELA Reading Passages)—Native Language	A111	A111
Read Aloud (GRADES 6–8) (ELA Reading Passages)—Native Language	A112	A112
Read Aloud (ELA Reading Passages)—Blind Students	A046	A046

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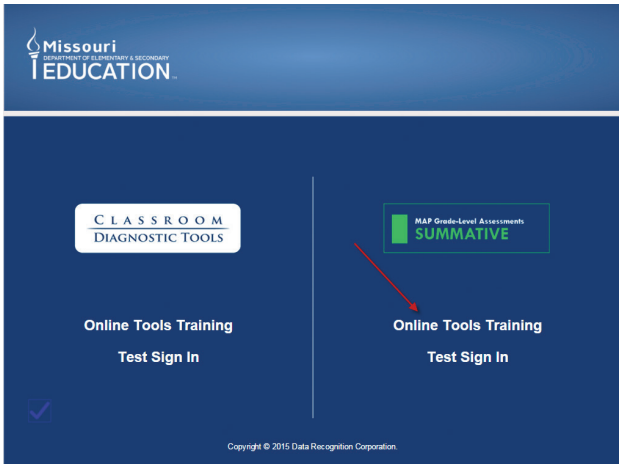
1.7 Online Tools Training and Tutorials

Online Tools Training

In preparation for the test and to expose students to the various item-response types in each content area (see Appendix A for item types), it is highly recommended that all students access the Online Tools Training (OTT) for each content area. Each OTT is designed to provide students and educators with an opportunity to quickly familiarize themselves with the software and navigational tools that they will use on the MAP Grade-Level Assessments. The OTT for each content area includes a variety of item response types. Even though a student's test form may not include every item type, the OTT provides an opportunity to practice all item types. The OTTs also include a comprehensive reflection of embedded universal tools and accommodations. The OTTs should also be provided to students with any non-embedded universal tools and accommodations as allowed on the operational assessments.

The OTTs can be accessed via the INSIGHT desktop icon once the testing software has been installed. Non-accommodated versions of the OTTs can be publicly accessed using the Google Chrome browser at https://wbte.drcedirect.com/MO/portals/mo. Students should choose Online Tools Training on the right-hand side of the page.



Tutorials

The Tutorials provide step-by-step video instructions on how to navigate the online system and give detailed explanations about the key features of the software. **The Tutorials should be reviewed at least once by Test Examiners who will supervise any of the MAP Grade-Level Assessments and by students in advance of their first test day. Allow students to repeat the Tutorials as often as desired and needed.**

Students should review the Tutorials before completing the Online Tools Training (OTT). It has been proven beneficial for schools to schedule a Tutorial session for students immediately before at least one OTT session.

If computer lab availability is limited, the Tutorials may be presented to school personnel and students in a classroom using an LCD projector and a single Internet connection.

The Tutorials can be accessed via the Online Tutorials desktop icon once the testing software has been installed. The Tutorials may also be accessed through eDIRECT.

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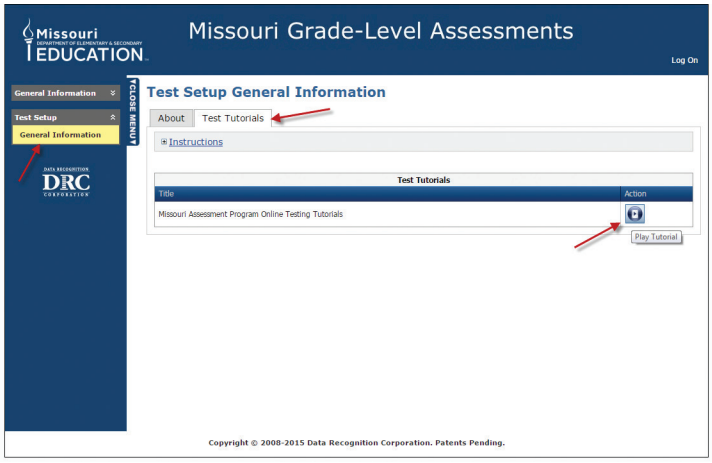
Instructions for Accessing the Tutorials through eDIRECT



1. Navigate to eDIRECT, https://mo.drcedirect.com. (Login is not required.)
2. Under **Test Setup** select **General Information**.
3. Select the **Test Tutorials** tab.
4. Select the **Play Tutorial** action button.
5. Select **Play All** or choose from different sections within the tutorial.

The Tutorials walk students through the software and tools that are available. In the Tutorial, the student can move forward as directed or jump around if desired. A menu at the left of the page allows the student to select specific sections for review.

List of INSIGHT Keyboard Shortcuts and Icons

During online testing, all students may have access to a printed list of the keyboard shortcuts and icons available in INSIGHT. The list may be printed from Appendix B or may be accessed on the **Documents** page of eDIRECT, https://mo.drcedirect.com.

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2.0 BEFORE ONLINE TESTING

2.1 Advance Announcements and Preparation

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

In addition to completing the applicable content for the grade level, students should have experience using the specific device on which they will be taking the assessments. Students taking the assessments on a desktop or laptop computer should know how to use a mouse and keyboard. Instead of a mouse, students may use the embedded touchpad in the keyboard of a laptop. Students taking the assessments on iPads or Android devices should know how to use a touchscreen (and/or stylus, if applicable). It is strongly recommended, but not required, that students taking the assessments on tablet devices have access to (and know how to use) an external keyboard. Students should review the INSIGHT Online Tools Training (OTT) for the MAP Grade-Level Assessment they will be taking. OTTs are for Test Examiners and students to become familiar with the format and functionality of the online test. The OTTs provide a preview of the item types included in the MAP Grade-Level Assessments. Item types are listed and described in Appendix A.

2.2 User Roles

The District Test Coordinator (DTC) is responsible for training all School Test Coordinators (STCs) on testing 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 responsible for ensuring that all Test Examiners are well-prepared and trained. Training includes special education teachers, proctors, translators, and Test Examiners who are administering the MAP Grade-Level Assessments to homebound or out-of-district students.

MAP Grade-Level Assessments are available on the following devices:

- **Desktop Computers**
- **Laptops**
- **Netbooks**
- **Chromebooks**
- **iPads**
- **Some Android devices**

Students should be familiar with the device on which they will be taking the assessment prior to testing. Please see the INSIGHT User Guide for complete device specifications.

DTCs must ensure that all STCs/ Test Examiners, and other responsible district and/or school staff have been trained.

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Test Examiners must ensure that all grade-level testing materials are secure at all times. Although this manual is not considered secure, it contains links to secure test materials.

Both written and verbal discussion of specific MAP Grade-Level Assessment items breach the security and integrity of the test.

Test Examiner Responsibilities

All Test Examiners are responsible for the following:

- Ensure all grade-level testing materials are secure at all times. **Both written and verbal discussion of specific MAP Grade-Level 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 ancillary testing materials or tools are available or provided, such as:
  - scratch and graph paper
  - Braille paper (if provided)

- 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 INSIGHT.
  - 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.

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2.3 Test Security

Test security and ethical testing practices continue to be of utmost importance. A test security policy must be in place for each district and charter school. The test security policy should be placed in the District's Assessment Plan, which is 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.

Preparing for computer-based testing includes determining the layout of the physical computer lab, training for the teachers and staff, and preparing the students. Although DESE does not provide specific requirements for a computer lab, the lab must be set up with test security in mind. Workstations must have adequate space between them so that students are not able to view one another's screens.

Instructional materials must be removed or covered, including, but not limited to, information that might assist students in answering questions that is displayed on bulletin boards, chalkboards or dry-erase boards, or charts (e.g., wall charts that contain literary definitions, maps, mathematics formulas).

Administrators and Test Examiners are responsible for reporting any intentional or unintentional unethical behavior by students or staff members to district administration and/or to the DESE Assessment Section at 573-751-3545 or assessment@dese.mo.gov.

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Both written and/or verbal discussion of specific MAP Grade-Level Assessment items breach the security and integrity of the test and may result in an invalidation or loss of scores for accountability purposes.

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, or made accessible to personnel not responsible for testing. **Both written and/or verbal discussion of specific MAP Grade-Level Assessment items breach the security and integrity of the test and may result in an invalidation or loss of scores for accountability purposes.**

Translators and transcribers who read student test items and answers must maintain test security at all times. Test items or answers must not be discussed with anyone at any time. When hard-copy editions of the test are not in use, they must be stored in a secure, locked location outside of the classroom. Large Print, Braille, and paper/pencil editions of the tests must be transcribed into INSIGHT and shipped back to DRC following the procedures in Section 5.3 in this manual once testing is complete.

This *Test Examiner Manual* may be reviewed before testing, NOT the secure tests. Only translators may review secure test material prior to test administration.

Test security and ethics also include standardized training for all District and School Test Coordinators, Test Examiners, translators, proctors, and any district and/or school staff who have responsibilities in testing. Training webinars from DESE and manuals (including this manual) are provided for training purposes at http://dese.mo.gov/college-career-readiness/assessment/grade-level. This *Test Examiner Manual* is also available on the **Documents** page of eDIRECT.

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2.4 Assessment Materials for Students/Administrators

This section concerns all materials required, permitted but not provided, or prohibited while taking Grade-Level Online Assessments.

Required Materials

- A workstation with Internet access, a monitor, a mouse, and a keyboard for each student, **OR** a tablet device with Internet access if a student will be testing on a tablet. Devices must have INSIGHT properly loaded and certified.
- Test Tickets (This ticket provides the secure login credentials (i.e., username and password) required for a student to use the testing software.)
- The resources in Table 6.

Table 6: Additional Required Resources for ELA and Mathematics

Content Area	Session 1	Session 2	Session 3
ELA	• Headphones are required for students using text-to-speech. • Scratch paper should be provided for note taking if necessary.	• Headphones are required for students using text-to-speech. • Scratch paper should be provided for note taking if necessary.	• Headphones are required for all students taking this session. • Scratch paper should be provided for note taking if necessary.
Mathematics	• Headphones are required for students using text-to-speech. • Scratch paper is required for all grades.	• Headphones are required for students using text-to-speech. • Scratch paper is required for all grades.	N/A

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Permitted Materials

- Scratch paper and grid/graph paper are allowable for all assessments even if not required.
- An English dictionary and a thesaurus may be available for the ELA session 4 writing prompt. ELL students may use an English, a non-English, and a bilingual dictionary and thesaurus as needed during session 4.

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
    - electronic music players
    - digital cameras
    - handheld scanners
    - portable gaming devices
    - any device that can connect to the Internet
- If students are allowed to enter the testing room with cell phones, the phones **must** be collected prior to testing and returned at the end of the testing session. Students are not allowed to have cell phones in their pockets, purses, or backpacks during testing.

Assessment Materials and Training for Test Examiners

- *Test Examiner Manual*
- Grade-Level Assessment training provided online by DESE
- Student Test Tickets (obtained from the School Test Coordinator)

  NOTE: All materials distributed to the students with usernames and passwords must be collected before the students leave the testing area.
- Extra pencils and a supply of scratch and grid/graph paper

NOTE: Physical scratch paper should be collected and destroyed immediately upon conclusion of a testing session.

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3.0 DURING ONLINE TESTING

Use the following information and script to assist students with the login procedures.

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

To ensure that all students are tested under the same conditions, the TE should adhere strictly to the script for administering the test. These instructions can be found after the word "SAY" on the following pages. When asked, the TE should answer questions raised by students but should never help the class or individual students with specific test items. Except for single words, no test items can be read to any student for any content area, unless specified as an accommodation.

Please remember that the script must be followed exactly and used each time a test is administered. If the class is resuming a test and the TE is sure that all students are able to log in without hearing the login directions again, the TE may skip the italicized portions of the directions for the login section.

All directions that a TE needs to read to students are indicated by the word "SAY" so they stand out from the regular text. They should be read exactly as they are written, using a natural tone and manner. If the TE makes a mistake in reading a direction, the TE should stop and say, "I made a mistake. Listen again." Then the direction should be reread.

The TE should try to maintain a natural classroom atmosphere during the test administration. Before each test begins, he or she should encourage students to do their best.

Any time a student logs in to the testing system, the TE should follow this script. This includes logging in to complete any session of the Assessment.

The TE should adhere strictly to the script for administering the test.

Test Examiners may read/pronounce one word per sentence to any student.

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3.1 Specific Administration Information

1. The TE distributes the Test Tickets.

You should have received Test Tickets for this testing session from your DTC or STC. Before beginning, ensure that you have all of the correct test tickets for the students who will be testing. Note the Test Name and read it aloud where the script states [Test Name].

If students are starting a new session:

SAY **You are about to take (the) [Test Name].**

If students are resuming a session:

SAY **You are about to continue (the) [Test Name].**

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

Distribute test tickets to each student, ensuring that each student is given the correct ticket with his or her name printed on it. Contact your STC or DTC if a ticket is missing or incorrect.

2. The TE directs students to the test sign-in page.

SAY **Now select the "DRC INSIGHT Online Assessments" icon that appears on your screen.**

Students using a laptop or desktop workstation should double click on the icon. Students using a Chromebook, iPad, or Android device should tap on the icon. Help students if they have trouble activating the icon. Some devices are configured for multiple assessments. If that is the case, read number 3 below to the students. If not, go to number 4.

3. The TE instructs students to select testing program.

SAY **On your screen, you will be asked to select your testing program. Select "Missouri."**

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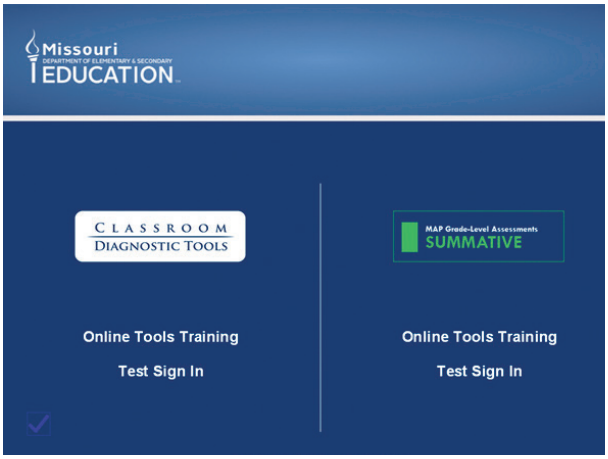
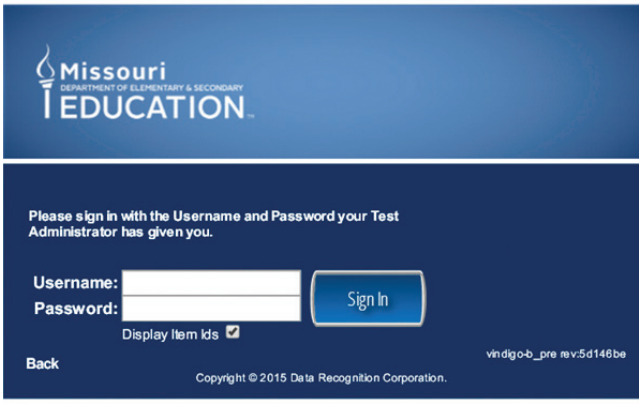
4. **The TE instructs students to log in.**

SAY **At the top of your screen you should see "Missouri Department of Elementary & Secondary Education." On the right-hand side, you will see links for the Online Tools Training and Test Sign in for the MAP Grade-Level Assessments Summative test. Please select "Test Sign In."**



SAY **This is the Login screen. Type your username and password from your Test Ticket into the correct boxes on the screen. Then select "Sign In."**



Test Ticket information is unique to each student and each session but is not case sensitive. Assist students as needed; TEs may have to help students type in this information. After the login, make sure all students are on the correct screen. Wait for all students to reach this page.

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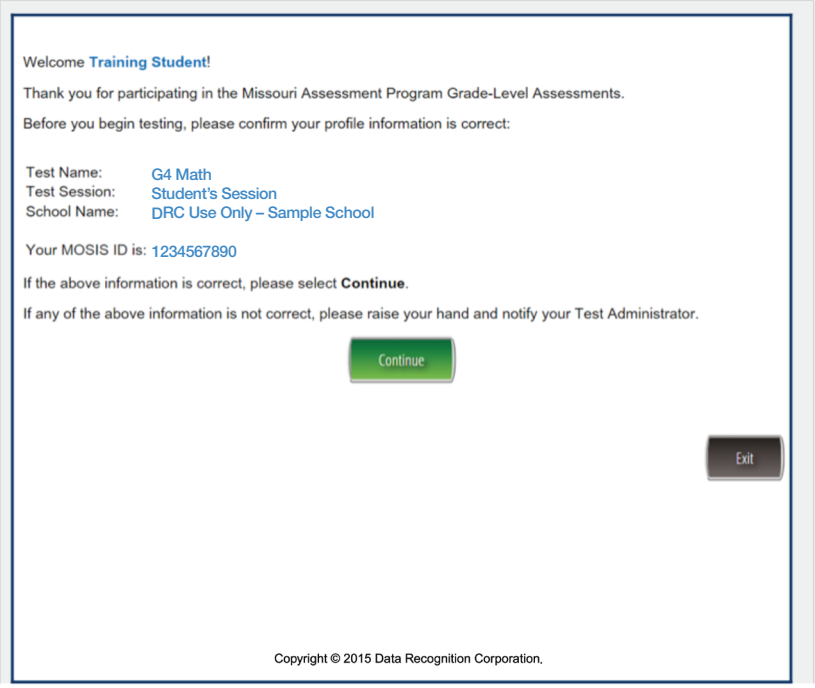
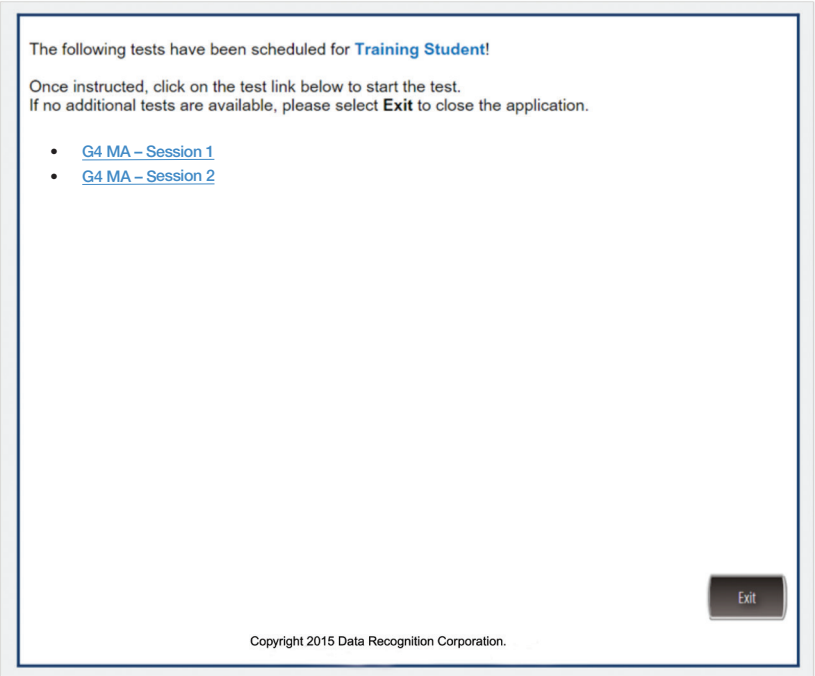
SAY **This is the Welcome screen. Please check that your name appears at the top of the screen. Check that the test name is [Test Name]. Then check that your school, MOSIS ID, and other information are correct. If everything is correct, select "Continue." If your information is not correct, please raise your hand.**

If a student's information is incorrect, the TE should contact the STC and/or the DTC.



SAY **You are now on the screen that shows the name of the test you are scheduled to take. If you do not see this, please raise your hand. Please select the test link that is shown.**



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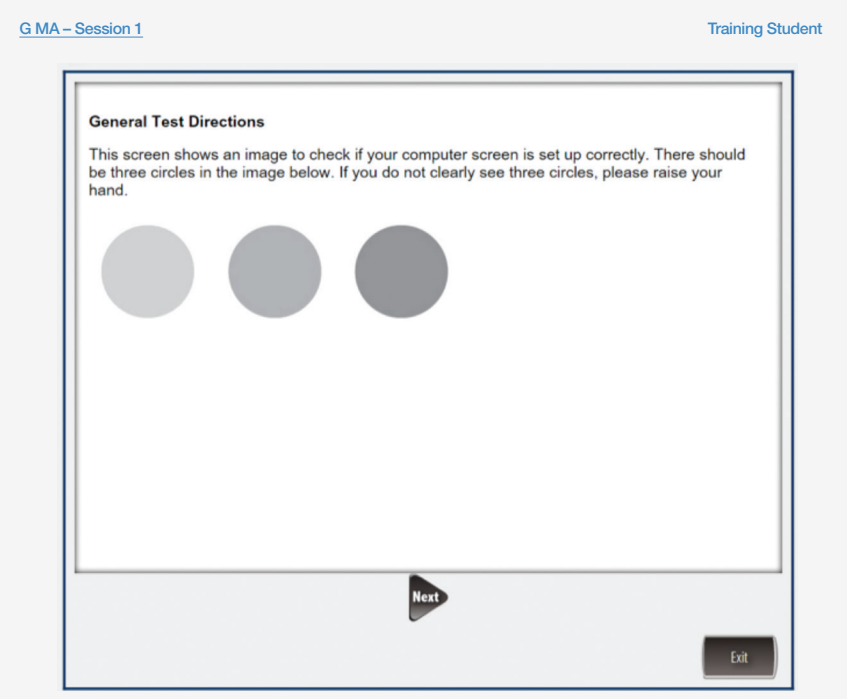
SAY **You are now on a screen that is used to make sure your computer screen is set up correctly. If you do not see three circles, please raise your hand.**

Once you have confirmed that all students have three circles,

SAY **Select the NEXT arrow to continue.**



SAY **The following screens contain the test directions for the test you are taking today. Please read the directions carefully. If you have any questions about the directions, raise your hand. You can find the directions during your test by clicking the HELP button in the top right corner.**

During the test, you may see a page with no test questions. Follow the directions on the page to continue taking the test.

If you are unsure of an answer, provide what you think is the best answer; there is no penalty for guessing. If you would like to review that answer at a later time, mark the item for review by clicking the FLAG at the bottom of the screen before going on to the next question. Flagging the item will remind you to go back and decide whether or not you want to change the answer.

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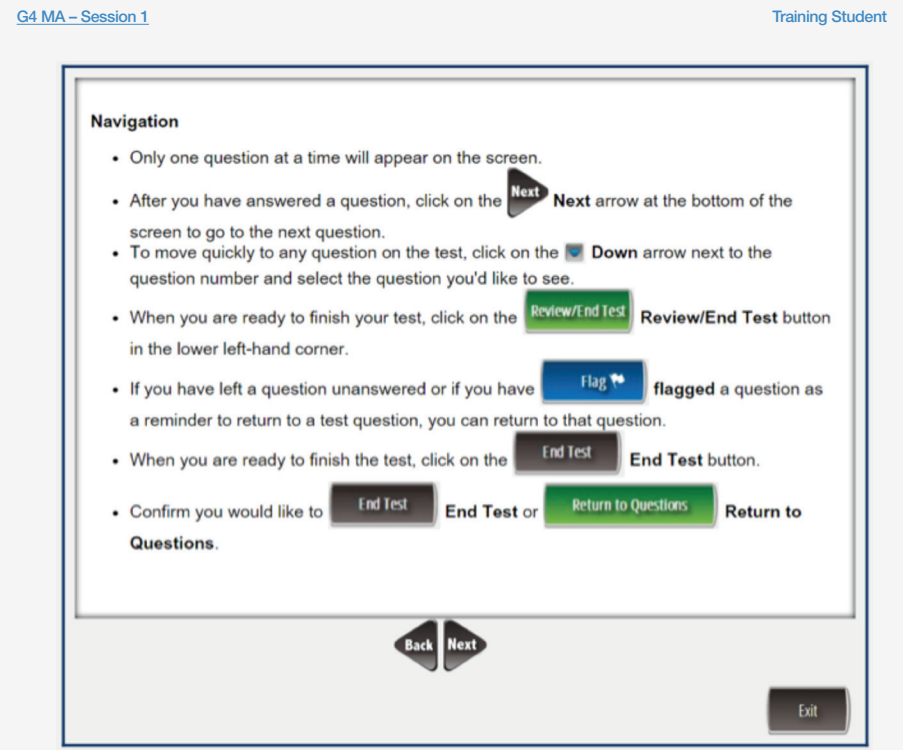
SAY

You may PAUSE at any point in the test by clicking PAUSE after answering an item. The PAUSE button is used to stop the test. Please raise your hand if you need a break and ask me before you click PAUSE. After pausing, a timer will appear on your screen. After your break, click on the RESUME button to continue. If you pause for more than 20 minutes, you will need to log back in.

Your answers need to be your own work. Please keep your eyes on your own test and remember that there should be no talking.

When you are ready to begin your test, click BEGIN THE TEST.

Students may PAUSE at any point in the test by clicking PAUSE after answering an item. The PAUSE button is used to stop the test. Students must raise their hands if they need a break and ask the TE before clicking PAUSE. After pausing, students must click on the RESUME button to continue. If students pause for more than 20 minutes, they will need to log back in.



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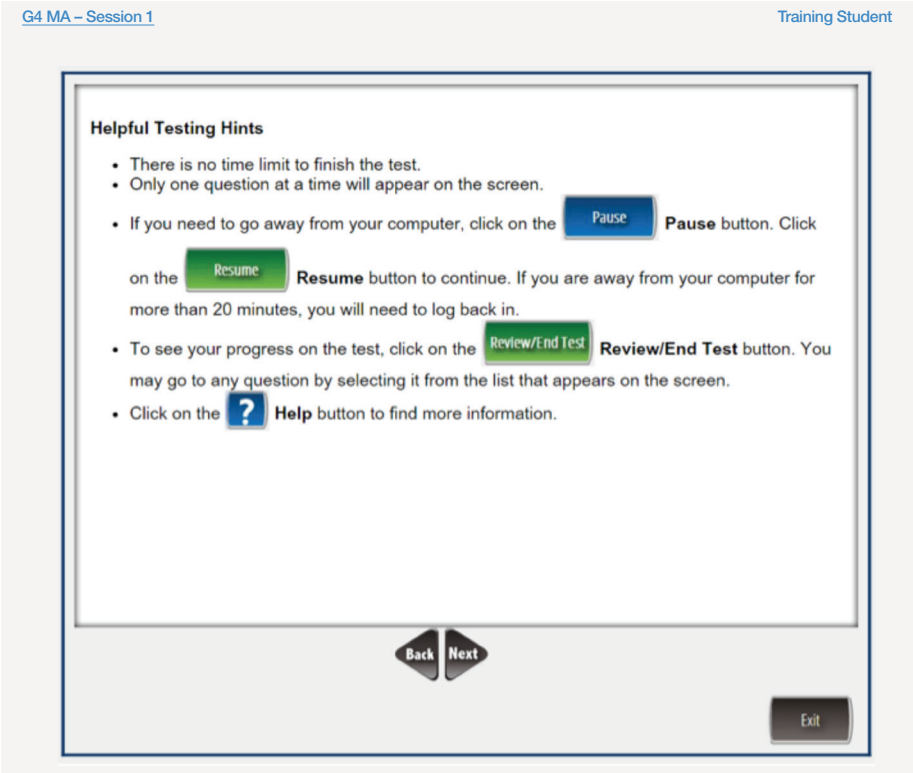

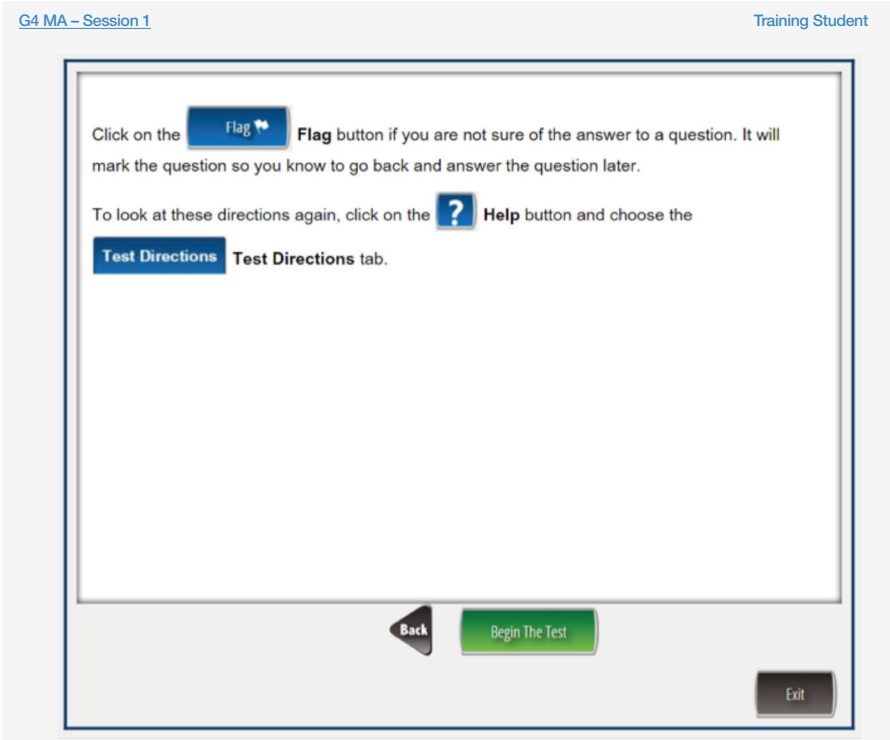

5. The TE monitors student progress.

Monitoring Test Progress

Once students have started their tests, the TE should circulate through the room to ensure that all conditions of test security are maintained. If the TE witnesses or suspects the possibility of a test security incident, the STC and DTC should be contacted immediately in accordance with the security guidance provided in this manual.

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If the TE notices that a student is off task, the TE may say the following statement to the student, verbatim, to keep him or her focused.

SAY **It is important that you do your best. Do you need to pause the test and take a break? Be sure to press the Pause button. Do not end the test.**

If a student asks for assistance either in answering an item or manipulating an item type, the TE should let the student know that he or she should try his or her best, but that the TE cannot help answer an item.

SAY **I can't help you with your test. Check the HELP button to read the directions.**

The TE may remind the student to reread the instructions for that item.

6. The TE ends the test session.

When there are approximately ten minutes left in the test session, the TE should give students a brief warning.

If students will continue this portion of the test at a later time, read aloud the following two scripts:

SAY **We are nearing the end of this test session. Please review any completed or marked items now. You will be able to finish the test at another time.**

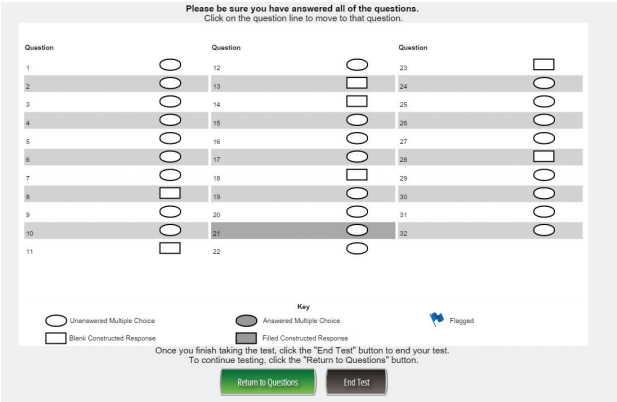
At the end of the session:

SAY **This test session is now over. Click PAUSE, then click EXIT, and then click YES, EXIT. You will be able to finish at another time. I will now collect any scratch paper or other material.**

If students are completing this portion of the test, read aloud the following two "SAY" scripts:

SAY **We are nearing the end of this test session. Please review any completed or marked items now. Do not submit your test unless you have answered all of the questions.**

After answering the last item in each session, the student will press the Review/End Test button at the bottom left-hand corner of the screen. The student is then presented with a screen prompting him or her to review answers (marked and unmarked) for all items prior to submitting the test. At that point, the student can either click the Return to Questions button to answer previously unanswered questions or press End Test to submit the test. Once the student has pressed on the End Test button, the student must provide a confirmation that he or she is done. If a student needs additional testing time, direct him or her to pause the test and then exit so testing can continue at another time.



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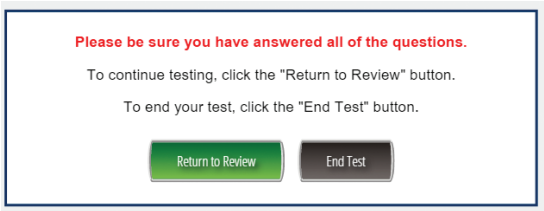
SAY **This test session is now over. When you have finished, click the "End Test" button. Then click on End Test again, confirming that you are done. Then click on the last screen to close the test. I will now collect any scratch paper or other material.**



TEs should collect any scratch paper.

Testing Over Multiple Sessions or Days

For some tests, students may be best served by sequential, uninterrupted time that may exceed the time in the regular class schedule.

If the TE intends to administer a session over the course of multiple days for a student or group of students, TEs may ask students to pause and exit after they reach a designated point. For most tests, there is nothing built into the system to prevent students from progressing from one section of the test to another. In those cases, the TE should give the students clear directions on when to pause. For example, TEs may designate a certain amount of time for testing. This guidance may be written on a dry-erase board, chalkboard, or another place that students can easily see.

3.2 Moving a Student During an Assessment

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

1. Pause and end the student's online assessment. To do so, select the "Pause" button, then select the "Exit" button, and then select the "Yes, Exit" button. (Once the student exits the test, the workstation becomes immediately available for other use.)

2. Escort the student to the new location.

3. Using the login and password from the student's Test Ticket, log the student in to his or her assessment at the new workstation to complete the assessment.

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4.0 AFTER ONLINE TESTING

4.1 Reporting Test Invalidations

Neither a student's behavior during testing nor the judgment of a student's effort during testing can invalidate a student's test.

A MAP Grade-Level Assessment should be invalidated if a student is discovered cheating. To do so, select the "Teacher Invalidation" bubble for the affected content area in eDIRECT. (See the eDIRECT User Guide for instructions.) Cheating is the only time the "Teacher Invalidation" code is used. This code invalidates all sessions of the content area.

If the "Teacher Invalidation" bubble is used due to cheating, adhere to the following process:

1. The STC and the Test Examiner agree that a particular student's test should be invalidated.

2. A district invalidation letter on district letterhead and signed by the superintendent is faxed to DESE's Director of Assessment at 573-526-0812.

3. The district invalidation 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 invalidated/description of the incident

4. The district files a copy of the fax for its records and future reference.

4.2 How to Handle Student Absences

If a student is absent for any or all of the MAP Grade-Level Assessments and unable to test in district determined make-up sessions, then mark the student as absent in eDIRECT. (ELLs in-country less than one year and being exempted from the ELA assessments are also treated as absences in eDIRECT.)

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5.0 LARGE PRINT, BRAILLE, AND PAPER/ PENCIL EDITIONS

Large Print, Braille, and paper/pencil editions of the MAP Grade-Level Assessments will be available for students with designated IEPs or special circumstances for spring 2016 testing. Paper/pencil editions can be generated from eDIRECT (after students are assigned an accommodation). Unique identification numbers will be used to produce barcodes that will be printed onto the paper/pencil editions. After testing, student responses for Large Print, Braille, and paper/pencil editions must be entered into the INSIGHT system, and all test materials must be collected for return to DRC for processing and storage.

For additional information regarding Large Print and Braille forms, refer to the Large Print and Braille Kit and follow the instructions in the Braille Omit Return Instruction Sheet.

5.1 Before Testing

Paper/Pencil Materials

For special circumstances that require students to test on paper, a paper/pencil edition is a part of the test delivery system. To activate the paper/pencil edition print function, Test Examiners will access the Test Setup feature in eDIRECT to mark the applicable accommodation and code for students who require the paper version of the test. Using the information collected during the precode and enrollment processes, the administration component of the online testing system will generate a unique barcode number for a paper/pencil edition prior to local printing. 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. 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.

For specific instructions regarding how to generate a paper/pencil edition, see the *eDIRECT User Guide—Test Setup*, available on the **Documents** page of eDIRECT, https://mo.drcedirect.com.

Once the PDF downloads, it is available for printing on the local network printer.

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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.

Large Print and Braille Materials

Test Examiners or Test Coordinators must transcribe students' responses into INSIGHT.

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 shipped to the district are based on the content-specific test window entered during registration.

Test Examiners must also 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.

Document this information in preparation for returning the test books to the STC.

Contaminated Test Materials

Test materials are considered **contaminated** due to: a) a student health issue that affects the test book itself (blood, fluids, etc.) or b) contact with any potentially hazardous material. If test materials are contaminated, the Test Examiner should notify the School Test Coordinator for instructions for handling the contaminated materials since **all** printed testing material must be accounted for. The DTC, or STC, or TE is responsible for transcribing the answers into the online system, and then the contaminated test materials must be securely destroyed at the test site by the DTC or STC. The DTC or STC should fill out the Missing Materials section of the Accountability Form to account for the contaminated test materials located under the Materials section of eDIRECT.

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Duration and Timing Information

The scheduling/rules for each component of the Large Print, Braille, and paper/pencil assessments are included in Tables 7 and 8. Note that the duration, timing, break/pause rules, and session recommendations vary for each content area and component. This information is for scheduling purposes only, as the assessments are untimed.

Table 7: Assessment Sequence for Large Print, Braille*, and Paper/Pencil—English Language Arts

ELA	Session 1	Session 2	Session 3
Content and Duration of Sessions	This session assesses the Reading Strand. It contains passage-based selected-response and enhanced items. **Recommendation:** • Session duration ranges from 45–80 minutes.	This session assesses the Research and Writing Strands. It contains selected-response and enhanced items. **Recommendation:** • Session duration ranges from 30–50 minutes.	This session assesses the Listening Strand. It contains passage-based selected-response and enhanced items. **Recommendation:** • Session duration ranges from 15–25 minutes.
Total Duration	**Recommendation:** • Student completes this component within three days of starting.	**Recommendation:** • Student completes this component within three days of starting.	**Recommendation:** • Student completes this component within three days of starting.

*Braille administration times will likely be longer than the times indicated here.

Table 8: Assessment Sequence for Large Print, Braille*, and Paper/Pencil—Mathematics

Mathematics	Session 1	Session 2
Number and Duration of Sessions	This session assesses the Mathematics Strands. It contains selected-response and enhanced items. **Recommendation:** • Session duration ranges from 35–50 minutes.	This session assesses the Mathematics Strands. It contains selected-response and enhanced items **Recommendation:** • Session duration ranges from 35–50 minutes.
Total Duration	**Recommendation:** • Student completes this component within two days of starting.	**Recommendation:** • Student completes this component within two days of starting.

*Braille administration times will likely be longer than the times indicated here.

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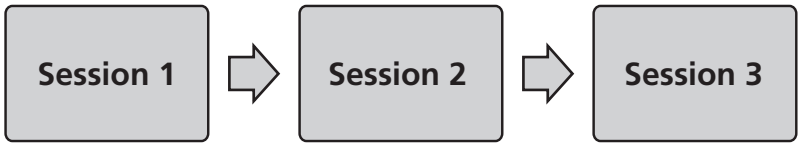
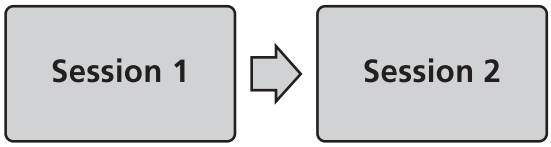
Recommended Order of Test Administration for ELA



Recommended Order of Test Administration for Mathematics



Students may take sessions on separate days. Districts/schools may opt to administer in a different order, if needed.

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5.2 During Testing

This section provides an overview of preparing the testing environment, guidelines for test administration, and directions for accessing specific scripts for administering the Large Print, Braille, and paper/pencil editions. Test Examiners should become familiar with this section well in advance of the start of testing.

The scripts are secure; do not print or 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 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.

Before administering the assessment, make sure that you have the following materials available for students:

- A test book for each student
- At least two sharpened No. 2 pencils
- Blank scratch paper for each student
- A four-function calculator with square root and percentage functions is permitted for students in grades 3–5 as an accommodation only, as the assessments include no calculator-allowed items. (Calculators must meet the guidelines below.)
    - DESE does not provide, endorse, or recommend a list of calculator brands or types that students are permitted to use. Test Examiners should follow their own district's general education policy for the types of calculators permitted during district-administered quizzes, benchmark tests, common assessments, chapter/unit tests, and final exams.
    - Calculators cannot contain stored equations or functions at the time of the MAP Grade-Level Mathematics Assessments. Test Examiners are responsible for ensuring and verifying that calculators that have the ability to store functions and equations, e.g., a scientific calculator, have the memory cleared before and after each Mathematics 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, device with a typewriter-style keyboard, electronic writing pad, or pen-input device unless a particular assistive device is required for a student and is specified on his or her IEP.
    - No calculators with QWERTY keyboards are allowed.

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Specific Directions for Administering the Braille Form

The directions in this manual also apply to the administration of the Braille version of the English Language Arts Summative Assessment. Additional Braille instructions are as follows:

- The student's name, Test Examiner's name, district, and school must be printed on the front cover of each Braille test book.
- Because extra time may be needed for administering the Braille version, it is recommended that students be tested individually or in a small-group setting.
- When a Braille student responds by pointing to the answers or giving a verbal response in English only, the Test Examiner is permitted during the course of test administration to fill in student responses in the student test book. When a Braille student responds by using a Braillewriter or marking answers in the test book, the procedures for transcribing student responses detailed in the 5.3 "After Testing" section of this manual should be followed. In each instance, the Test Examiner must provide written affirmation to the School Test Coordinator that student responses have been completed in the student test book with accuracy. Under no circumstances should a student's answer be altered or edited—to do so is a direct violation of test security.

Scripts for Administering the Large Print, Braille, and Paper/Pencil Editions

The specific scripts for administering the Large Print, Braille, and paper/pencil editions of each assessment are located on the **Documents** page of eDIRECT, https://mo.drcedirect.com.

1. From the eDIRECT homepage, log in using your eDIRECT credentials.
2. In the left navigation pane, under **General Information**, select **Documents**.
3. In the main page on the **Documents** tab,
   a. Choose "Summative Grade-Level Assessments Spring 2016" from the Administration drop-down.
   b. Choose "Scripts" from the Document Type drop-down.
   c. Click "Show Documents." A list of all available scripts will appear in the grid.

5.3 After Testing

Assemble Materials for Return and for Entry into INSIGHT

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

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Transcription of Large Print, Braille, and Paper/Pencil Editions

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

1. In eDIRECT Test Setup, ensure that the student has been assigned the appropriate accommodation:

    a. Paper-Based Assessment

    b. Paper-Based Braille

    c. Paper-Based Large Print

2. In eDIRECT Test Setup, assign the student to a test session and print his or her Test Ticket. Retain the Test Ticket rather than distributing it to the student.

3. After the student has completed the test on paper, use a device that has the INSIGHT client software installed and use the student's Test Ticket to log in to the student's test.

4. Begin transcribing student responses. Once you have finished, select End Test and Submit. The Test Examiner should then return all printed test materials to the STC.

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

- Do not transcribe erased or crossed out words or marks.
- If a student's response consists of incomprehensible squiggles, marks, etc., which clearly are not words or word fragments, then leave the item blank.
- If a student's response is wholly or partly illegible, enter "ILLEGIBLE" for the entire response or for the part where applicable.
- If 50% or more of a student's response is written in any language other than English, then note "WRITTEN IN ANOTHER LANGUAGE" where applicable.
- If part of a student's response cannot be entered into INSIGHT, 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.

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APPENDIX A: ITEM TYPES

As students engage with the MAP Grade-Level 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 students. The following table lists the different item types and briefly describes each one.

Content Area	Type of Item	Brief Description of How to Respond
ELA, Mathematics, and Science	Selected Response (also known as Multiple Choice, single correct response)	Select the radio button corresponding to one of four options. To deselect an option, select a different radio button. Select only one option.
	Short Text (also known as Constructed Response)	Respond via keyboard entry into text box (no text formatting). This item type offers the ability to edit previously entered text.
ELA and Mathematics	Multiple Choice, multiple correct responses	Mark a checkbox corresponding to an option. To deselect an option, click on the checkbox that is already marked. Mark one or more options.
	Matching/ 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. To deselect an option, use the undo or redo buttons.
	Matching Tables (with a variation True/False or Yes/ No)	Select a checkbox corresponding to an option in a table cell. To deselect an option, select a checkbox that is already marked.
Mathematics and Science	Drag-and-Drop	Click and drag an object to the appropriate location in the response area.
	Table Fill In	Respond via keyboard entry into table cells or drag and drop objects into table cells.

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Appendix A: Item Types, continued

Content Area	Type of Item	Brief Description of How to Respond
ELA Only	Two-part Multiple Choice, with Evidence-Based Selected-Response (EBSR)	This item type has two parts. Each part may consist of one of three item types: Multiple Choice, single correct response; Multiple Choice, multiple correct responses; and Hot Text, Select Text. See those item types for descriptions of how to respond.
	Hot Text, Select Text	Highlight an option by selecting it. To deselect an option, click on it to remove the highlighting. Select one or more options.
	Hot Text, Reorder Text	Select text and then click and drag text to a new area.
	Writing Prompt	Respond via keyboard entry using text formatting buttons. This item type offers the ability to edit previously entered text.
Mathematics Only	Hot Spot	Select targeted areas in the response area.
	Equation/Numeric	Select buttons representing numbers and mathematic symbols to create a numeric response or equation.
	Graphing	Plot points and/or draw lines in the response area.

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APPENDIX B: INSIGHT KEYBOARD SHORTCUTS AND ICONS

The following list contains the keyboard shortcuts and icons available in INSIGHT. All students may have access to a printed copy of this list during online testing.

INSIGHT Function	Keyboard Shortcuts		
	Desktop	Chromebook	iPad
Transfers the focus from one button to the next (from left to right). The focus is indicated by a red box that appears around the selected tool or function button when the Tab key is pressed.	Tab	Tab	N/A
Transfers the focus from one button to the next (from right to left). The focus is indicated by a red box that appears around the selected tool or function button when the Shift key and Tab key are pressed.	Shift + Tab	Shift + Tab	N/A
Activates the tool or function highlighted by the red box. Pressing the Enter key or Space Bar a second time deactivates the tool or function (with the exception of tools that keep the focus, such as Sticky Notes).	Enter/Space Bar	Enter/Space Bar	N/A
Selects the highlighted test question from the Review/End Test page Selects the Sign In button after a Username and Password are entered Selects Continue from the Student Verification Page Selects the Go To Page number within the quick navigation drop-down menu	Enter	N/A	N/A

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Appendix B: INSIGHT Keyboard Shortcuts and Icons, continued

INSIGHT Function	Keyboard Shortcut		
	Desktop	Chromebook	iPad
Closes the Magnifier and "?" [Help] button when activated. If the red box is activated and the Esc key is pressed while on the tool bar without having any tools activated, the red box will move to the Pointer button.	Esc	Esc	N/A
Selects an answer option (i.e., ABCD) on a multiple-choice question when only one set of "ABCD bubbles" exists. Entering one of the letters fills or unfills the letter bubble before the answer option. Both uppercase and lowercase letters can be used.	ABCD, abcd	ABCD, abcd	N/A
Exits the online testing system from each page that has an Exit button	Alt + X	Alt + X	N/A
Moves any pop-up tool, such as the "?" [Help] button around the screen. (Does not work with Sticky Notes.)	CTRL + Right Arrow CTRL + Left Arrow CTRL + Up Arrow CTRL + Down Arrow	CTRL + Right Arrow CTRL + Left Arrow CTRL + Up Arrow CTRL + Down Arrow	N/A
Rotates the active tool +/– 1 degree	CTRL + plus [+] CTRL + minus [–]	CTRL + plus [+] CTRL + minus [–]	N/A
Moves the cursor up and down through a list of choices (such as questions on the Review/End Test screen)	Up/Down Arrows	Up/Down Arrows	N/A
Switches between multiple active pop-up tools on the screen	CTRL + Tab	CTRL + Tab	N/A
Activates the Review/End Test button and moves the user to the Review page of the test	Alt + R	Alt + R	Option + R
Activates the Pause button and pauses the test	Alt + P	Alt + P	Option + P

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Appendix B: INSIGHT Keyboard Shortcuts and Icons, continued

INSIGHT Function	Keyboard Shortcuts		
	Desktop	Chromebook	iPad
Activates the Flagged button and marks an item as flagged, or removes flag from an item	Alt + F	Alt + F	Option + F
Activates the Back button and moves the student back a question	Alt + B	Alt + B	N/A
Activates the Next button and moves the student forward a question	Alt + N	Alt + N	
INSIGHT Calculator Function			
Clears the calculator screen	Alt + Delete	Alt + Delete	N/A
Works as a shortcut key for subtracting on all calculators	–	–	
Works as a shortcut key for factorial on the Scientific Calculator/Graphing Tool	!	!	
Works as a shortcut key for using open parenthesis on the Scientific Calculator/Graphing Tool	(	(	
Works as a shortcut key for using closed parenthesis on the Scientific Calculator/Graphing Tool	)	)	
Works as a shortcut key for multiplying on all calculators	*	*	
Works as a shortcut key for dividing on all calculators	/	/	
Works as a shortcut key for squaring on the Scientific Calculator/Graphing Tool	@	@	
Works as a shortcut key for adding on all calculators	+	+	
Work as shortcut keys for numeric entry on all calculators	0–9	0–9	
Works as a backspace on all calculators	Backspace	Backspace	

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Appendix B: INSIGHT Keyboard Shortcuts and Icons, continued

INSIGHT Calculator Function	Keyboard Shortcut		
	Desktop	Chromebook	iPad
Works as a delete function on all calculators	Delete	N/A	N/A
Works as a shortcut to take a number to a specific power on the Scientific Calculator/ Graphing Tool	^	^	N/A
Works as the negate key on the Basic Calculator	,	‘	N/A
INSIGHT Audio (TTS) Function			
Activates the Options button and opens or closes the Audio settings selection pop-up window	Alt + A	Alt + A	Option + A
Activates the Options button and opens or closes the Color Chooser selection pop-up window	Alt + O	Alt + O	Option + O
Activates the Play/Pause button when Audio is active	F8 (Mac — use FUNC F8)	N/A	N/A
INSIGHT Writing Tools Function			
Undo	CTRL + Z	N/A	CMD + Z
Redo	CTRL + Y	N/A	CMD + Shift + Z
Highlight text to the left	Shift + left arrow	Shift + left arrow	N/A
Highlight text to the right	Shift + right arrow	Shift + right arrow	N/A
Highlight all text	CTRL + A	CTRL + A	CMD + A
Cut highlighted text	CTRL + X	CTRL + X	CMD + X
Copy text from clipboard	CTRL + C	CTRL + C	CMD + C
Paste text from clipboard	CTRL + V	CTRL + V	CMD + V
Move to start of next word	CTRL + right arrow	CTRL + right arrow	Option + right arrow
Move to start of previous word	CTRL + left arrow	CTRL + left arrow	Option + left arrow

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Appendix B: INSIGHT Keyboard Shortcuts and Icons, continued

INSIGHT Writing Tools Function	Keyboard Shortcut		
	Desktop	Chromebook	iPad
Move cursor forward one character	Right Arrow	Right Arrow	Right Arrow
Move cursor backward one character	Left Arrow	Left Arrow	Left Arrow
Delete text (from cursor position) to the end of the line	N/A	N/A	Control + K
Delete text (from cursor position) to the beginning of the line	N/A	N/A	CMD + Delete
Delete the word before the cursor	N/A	N/A	Option + Delete
Jump cursor location to end of text entered	N/A	N/A	CMD + Left Arrow
Jump cursor location to the beginning of text entered	N/A	N/A	CMD + Right Arrow
Jump cursor location to previous start of line	N/A	N/A	Option + Up Arrow
Jump cursor location to next end of line	N/A	N/A	Option + Down Arrow
Apply bold formatting / repeat to turn off	N/A	N/A	CMD + B
Apply italic formatting / repeat to turn off	N/A	N/A	CMD + I
Apply underline formatting / repeat to turn off	N/A	N/A	CMD + U

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Appendix B: INSIGHT Keyboard Shortcuts and Icons, continued

Tool Icon	Tool Name	Tool Definition
	Pointer	The **Pointer** tool is the default tool that is active when you begin. It is used to select answers as well as other tools and features within the online assessment. The **Pointer** will change to a pencil head when moved over a multiple-choice answer bubble. Use it to select your answer. If another tool has been selected, you can return to the **Pointer** tool mode by clicking on the Pointer tool button. This button is at the far left of the tools row.
	Cross-Off	The **Cross-Off** tool is used to narrow down the possible answer choices by allowing you to mark answer choices you believe to be incorrect. This tool is only available for multiple-choice items.
	Highlighter	The **Highlighter** tool is used to highlight important information.
	Sticky Note	The **Sticky Note** allows you to place a short note almost anywhere within the window that contains a question, passage, or scenario. Use a note to mark a special part or to leave a reminder of some important information in that question, passage, or scenario.
	Magnifier	The **Magnifier** allows you to enlarge the entire screen. Other tools, including the **Line Guide, Cross-Off, Highlighter,** and **Calculator,** can be used when the **Magnifier** is turned on.
	Line Guide	The **Line Guide** tool provides a horizontal line that brings the focus to a single line of text. The **Line Guide** can be used to track a passage or an individual question.
 	Measurement Tools	The **Measurement Tools** button allows you to access the ruler, which can be used to measure an object. The ruler can be moved around the screen and can also be rotated.

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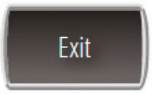
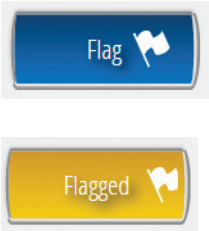
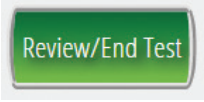
Appendix B: INSIGHT Keyboard Shortcuts and Icons, continued

Tool Icon	Tool Name	Tool Definition
	Calculator	The **Calculator** tool may be used to assist with calculations necessary to answer questions on the exam. You will be given a Basic or Scientific calculator.
	Graphing Tool	The **Graphing Tool** is designed to graph functions when solved for the "Y" variable and has the ability to give the corresponding "Y" values for given "X" values.
	Next Button **Back Button**	The **Next** and **Back** buttons are used to navigate between questions on the test. They are also used to move between pages on multi-page questions. Click on the **Next** button to move forward to the next question or page. Click on the **Back** button to move backward to the previous question or page.
	Pause and **Resume**	When the **Pause** button is clicked, the test will be temporarily stopped. The test cannot be paused for more than 20 minutes. A countdown timer will be displayed showing how much longer the test will be paused. At any time during the countdown, the test can be resumed by clicking on the **Resume** button.
	**Exit**	The **Exit** button appears on the Pause Page. Click on **Exit** to close the test. WARNING: If a student exits a test using this button, the test remains incomplete. The student must log in again to complete the test.
	**Flag**	Click on the **Flag** button to mark a test question for review at a later time. When you click on the **Flag** button, the color of the button will change to yellow to indicate the question is flagged. To unflag a test question, use the **Pointer** tool to click the button again.
	**Review/End Test**	The **Review/End Test** button allows you to see all of the test questions you have flagged for review. The Review Page also shows which questions have been answered and which have not.

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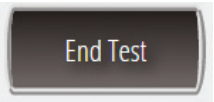
Appendix B: INSIGHT Keyboard Shortcuts and Icons, continued

Tool Icon	Tool Name	Tool Definition
	Return to Questions	The **Return to Questions** button appears on the Review Page. Clicking **Return to Questions** will take the student back to the most recently visited question. The student can then review any questions, and proceed by clicking **Review/End Test** again.
	**End Test**	The **End Test** button appears on the Review Page. Clicking this button will provide a prompt for the student to confirm whether they would like to **Return to Review** or **End Test.** Clicking on the **End Test** button will end the exam.
	Go to Question	To quickly navigate to any question, passage, or scenario on the test, click on the down arrow next to the question number in the upper-left corner of the screen. A list of all available test questions and scenarios will appear. Click on the number of the test question, passage, or scenario you want to go to, and that question will appear on the screen. Click on the passage or scenario and you will be taken to the first question that appears with the passage or scenario.

Review Page Key

Key Icon	Key Description
	Unanswered multiple-choice item
	Answered multiple-choice item
	Blank constructed-response item
	Filled constructed-response item (text has been entered into the response box)
	Flagged item
S	Scenario indicator for Science; example: (S1)
P	Passage indicator for ELA; example: (P1)

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Examiner's Manual

Grade 4
English Language Arts and Mathematics Assessments

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