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Appendix C: Mathematics Reference Sheet Grades 3–5

Appendix D: Writer's Checklist
### 1.0 CHANGE LOG

<table>
<thead>
<tr>
<th>Date Updated</th>
<th>Description</th>
<th>Version</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/3/19</td>
<td>Initial posting</td>
<td>1</td>
</tr>
</tbody>
</table>
2.0 ABOUT THE ASSESSMENT

The Examiner's Manual provides 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 trainings before administering the tests.

The Grade-Level Assessments are yearly tests that measure specific skills defined for each grade based on the Missouri Learning Standards. All students in grades 3–8 in Missouri public and charter schools take the Grade-Level Assessments. English Language Arts (ELA) and Mathematics assessments are given in grades 3–8. Science is administered in grades 5 and 8.

2.1 Design of the Assessments

- 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 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.

- Data Recognition Corporation (DRC) and DESE are collaborating to deliver Missouri’s Spring 2020 Grade-Level Assessments. Missouri educators will use DRC’s eDIRECT online platform for enrollment and test administration and INSIGHT 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.

- At grade 4, the Spring 2020 MAP Grade-Level Assessments include the following:
  - English Language Arts Assessment
  - Mathematics Assessment

- The English Language Arts Assessment consists of four sessions. At grade 4, the first session will contain passage-based items. The passage set will also contain a passage-based writing prompt that is scored with a ten-point rubric. All sessions contain selected-response and technology-enhanced items.
• The Mathematics Assessment consists of three sessions. The first two sessions contain selected-response items and technology-enhanced items. The third session contains performance events.

• Specifics about timing guidelines for all content areas can be found in section 2.5 on page 6 and additional information on item types can be found in section 2.4 on page 5.

• 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.

2.2 Changes to the Assessment
The following changes have been made for the 2019–2020 school year:

• Districts now submit their entire district testing window instead of content based windows. The submitted windows are used for scoring capacity planning purposes only. Districts have the flexibility to modify their submitted window without informing DESE or DRC of any changes.

• DESE will release a second practice form during the school year. Additional details on this second form will be communicated in the fall of 2019.

• Districts can now order a Braille version of the practice form in eDIRECT. See section 4.4 for additional information.

2.3 Glossary of Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accommodations</td>
<td>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.</td>
</tr>
<tr>
<td>Break/Pause</td>
<td>Action taken by a student or Test Examiner (TE) to temporarily halt the test at any time, as needed. The online assessment provides an opportunity to pause the test for up to 20 minutes.</td>
</tr>
<tr>
<td>Constructed-Response Item Type</td>
<td>Test questions that require students to provide or input their response or responses using a keyboard or keypad. This type includes short answer/text input, writing prompts, and keypad input items.</td>
</tr>
<tr>
<td>eDIRECT</td>
<td>DRC’s administrative platform—the Missouri Assessment Program Portal—from which district personnel will manage the assessments.</td>
</tr>
<tr>
<td>INSIGHT</td>
<td>DRC’s INSIGHT is the secure, browser-based test engine for the MAP Grade-Level Assessments.</td>
</tr>
<tr>
<td>Item</td>
<td>A test question or stimulus presented to a student to elicit a response.</td>
</tr>
<tr>
<td>Glossary of Terms, continued</td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Performance Events</strong></td>
<td>Performance events (PEs) are included in the MAP Grade-Level Mathematics Assessments. The PEs are designed to provide students with an opportunity to demonstrate their ability to apply their knowledge and higher-order thinking skills to explore and analyze a complex scenario. Performance events will be hand-scored. See section 2.4 Item Types.</td>
</tr>
<tr>
<td><strong>Selected-Response Item Type</strong></td>
<td>Test questions that require students to respond to a stem by selecting an appropriate response or responses, usually from answers provided. This type includes multiple-choice, matching, multi-select, and evidence-based selected-response items.</td>
</tr>
<tr>
<td><strong>Session</strong></td>
<td>A specific part of a test assigned to a specific student, which is grouped by a Test Examiner.</td>
</tr>
<tr>
<td><strong>Stimulus/Stimuli</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Tutorials</strong></td>
<td>Tutorials use pictures, motion, and sound to present visual and verbal descriptions of the properties and features of the INSIGHT online testing system.</td>
</tr>
<tr>
<td><strong>Technology-Enhanced Items</strong></td>
<td>Test questions that capitalize on technology to collect evidence through a non-traditional response type. This item type includes drag and drop, drop-down menu, matching, hot spots, graphing, bar graphing, line graphing, number lines, line plots, clock input, and angle drawing.</td>
</tr>
<tr>
<td><strong>Universal Tools</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Writing Prompt</strong></td>
<td>A special type of item that appears in Grades 4 and 8 ELA Assessments that requires students to demonstrate their writing proficiency via an open-ended writing prompt.</td>
</tr>
</tbody>
</table>
2.4 Item Types

As students engage with the MAP Grade-Level Assessments through INSIGHT, they will be asked test questions that require them to use technology to respond in several ways, some of which may be new to the test-takers. The following table lists the different item types and briefly describes each one. The Online Tools Training (OTT) and Tutorials provide an opportunity to see examples of the item types administered on the assessments.

<table>
<thead>
<tr>
<th>Type of Item</th>
<th>Brief Description of How to Respond</th>
<th>ELA</th>
<th>Math</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angle Drawing</td>
<td>Select and drag the ray within the response area.</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Bar Graph</td>
<td>Select the height of the bar or bars in the response area.</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Clock Input</td>
<td>Use a drop-down menu to indicate the hour or minute hand. Select and drag the hand or hands within the response area.</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Drag and Drop</td>
<td>Click and drag an object to the appropriate location in the response area.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Drop-Down Menu</td>
<td>Select an answer from a drop-down menu.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Evidence-Based Selected-Response (EBSR), multi-part items</td>
<td>This item type has two parts. Each part may consist of one of three item types: Multiple Choice, Multi-select, and Hot Text. See those item types for descriptions of how to respond.</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Graphing on Coordinate Grid</td>
<td>Plot points and/or draw lines in the response area. Use the keyboard to enter labels if required.</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Hot Spot/Text Highlight</td>
<td>Highlight an option by selecting it. Select one or more options.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Keypad Input</td>
<td>Select buttons representing numbers and mathematic symbols to create a numeric response or equation.</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Line Plot</td>
<td>Respond by marking an X in the response area.</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Matching (with connecting lines)</td>
<td>Select an option from the first column and then select the corresponding option from the second column to create a line between them. You can match more than one corresponding option in the second column.</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>
### Item Types, continued

<table>
<thead>
<tr>
<th>Type of Item</th>
<th>Brief Description of How to Respond</th>
<th>ELA</th>
<th>Math</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matching Table</td>
<td>Select a checkbox corresponding to an option in a table cell.</td>
<td></td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Multiple Choice</td>
<td>Select the radio button corresponding to one of four options. Select only one option.</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Multi-Part Selected-Response</td>
<td>This item type has two parts containing various item types. See the item types listed under Science in this table for descriptions on how to respond.</td>
<td></td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Multi-select</td>
<td>Mark a radio button corresponding to an option. Mark one or more options.</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Number Lines</td>
<td>Plot points and/or draw lines on the number line.</td>
<td></td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Performance Event</td>
<td>Respond via keyboard and Equation Builder.</td>
<td></td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Text Input/Constructed Response</td>
<td>Respond via keyboard entry. Science and Math items may include an Equation Builder.</td>
<td></td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Writing Prompt</td>
<td>Respond via keyboard entry using text formatting buttons.</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 2.5 Timing Guidelines and Scheduling

#### 2.5.1 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. These items types can be found in all sessions. The Mathematics test also includes performance events (PEs) in Session 3. The ELA test also includes a writing prompt (WP) in Session 1.

Basic online testing parameters:

- Within each test there are 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.
• All students must finish testing before the district administration window officially closes. The assessment will automatically end at 10 p.m. on the last day of the scheduled district administration window, even if the student has not finished.

• Students are not required to take a single session of an assessment on the same day or in the same sitting, although it is recommended. The entire assessment MUST be completed during the district testing window. See section 6.2 for additional information.

• Remember that the timing guidelines presented by DESE are simply averages. Some students may take less or more time than the presented time. Have a plan ready for these situations. This might include moving students taking longer than expected to another room to finish or allowing students to move directly to their next class rather than holding students until all have finished. See section 6.3 for additional information.

2.5.2 Scheduling the Tests

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

There is no time limit for any assessment.

These times do not include time needed to start computers, log in students, go through directions, etc. They also do not include time needed for students to complete the OTTs, or view the tutorials.

Additional Administration Recommendations:

• For the performance events, students may be best served by sequential, uninterrupted time that may exceed the time allotted in a student’s schedule.

• When preparing to respond to the writing prompt, students should read the prompt and independently use scratch paper for prewriting or brainstorming before composing their answer. Some students may choose to write a rough draft on scratch paper, although this is not required.

• Students may be given a paper copy of the writer’s checklist to use as a reference during ELA Session 1.

• After 20 minutes of inactivity, the student will be logged out, so TEs may want to encourage students to occasionally hit a button or pause and un-pause the test to remain logged in.

• 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. See section 6.2 Testing Over Multiple Days in this manual for more guidance.
- 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.
- Parents and guardians should be informed of the district Grade-Level Assessment schedule so they can help ensure their students are present on the day(s) of testing (without scheduled appointments or vacation days during the testing window) and prepared with the proper materials that may not be provided by the district.

2.5.3 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

<table>
<thead>
<tr>
<th>ELA</th>
<th>Session 1</th>
<th>Session 2</th>
<th>Session 3</th>
<th>Session 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content and Duration of Sessions—Online</strong></td>
<td><strong>This session assesses the Reading and Writing Strands. It contains passage-based selected-response and technology-enhanced items. The passage also includes a passage-based writing prompt.</strong></td>
<td><strong>This session assesses the Reading Strand. It contains passage-based selected-response and technology-enhanced items.</strong></td>
<td><strong>This session assesses the Research and Writing Strands. It contains selected-response and technology-enhanced items.</strong></td>
<td><strong>This session assesses the Listening Strand. It contains passage-based selected-response and technology-enhanced items.</strong></td>
</tr>
<tr>
<td><strong>Recommendation:</strong></td>
<td><strong>Session duration ranges from 100–130 minutes.</strong></td>
<td><strong>Session duration ranges from 40–90 minutes.</strong></td>
<td><strong>Session duration ranges from 15–40 minutes.</strong></td>
<td><strong>Session duration ranges from 15–35 minutes.</strong></td>
</tr>
<tr>
<td>ELA</td>
<td>Session 1</td>
<td>Session 2</td>
<td>Session 3</td>
<td>Session 4</td>
</tr>
<tr>
<td>-----</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td><em><em>Content and Duration of Sessions—Large Print, Braille</em>, and Paper/Pencil</em>*</td>
<td>This session assesses the Reading and Writing Strands. It contains passage-based selected-response items. The passage also includes a passage-based writing prompt. <strong>Recommendation:</strong> Session duration ranges from 100–130 minutes.</td>
<td>This session assesses the Reading Strand. It contains passage-based selected-response items. <strong>Recommendation:</strong> Session duration ranges from 40–90 minutes.</td>
<td>This session assesses the Research and Writing Strands. It contains selected-response items. <strong>Recommendation:</strong> Session duration ranges from 15–40 minutes.</td>
<td>This session assesses the Listening Strand. It contains passage-based selected-response items. <strong>Recommendation:</strong> Session duration ranges from 15–35 minutes.</td>
</tr>
</tbody>
</table>

| Additional Required Resources | Headphones are required for students using text-to-speech. A dictionary, thesaurus, and/or grammar handbook is permitted. | Headphones are required for students using text-to-speech. A dictionary, thesaurus, and/or grammar handbook is not permitted. | Headphones are required for students using text-to-speech. A dictionary, thesaurus, and/or grammar handbook is not permitted. | Headphones are required for all students taking this session. A dictionary, thesaurus, and/or grammar handbook is not permitted. |

*Braille administration times will likely be longer than the times indicated here.*
Table 2: Assessment Sequence—Mathematics

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Session 1</th>
<th>Session 2</th>
<th>Session 3 (Performance Event)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content and Duration of Sessions —Online</strong></td>
<td>This session assesses the Mathematics Strands. It contains selected-response and technology-enhanced items. <strong>Recommendation:</strong> Session duration ranges from 30–55 minutes.</td>
<td>This session assesses the Mathematics Strands. It contains selected-response and technology-enhanced items. <strong>Recommendation:</strong> Session duration ranges from 30–55 minutes.</td>
<td>This session assesses the Mathematics Strands. It contains performance events. <strong>Recommendation:</strong> Session duration ranges from 15–30 minutes.</td>
</tr>
<tr>
<td><em><em>Content and Duration of Sessions—Large Print, Braille</em>, and Paper/Pencil</em>*</td>
<td>This session assesses the Mathematics Strands. It contains selected-response items. <strong>Recommendation:</strong> Session duration ranges from 30–55 minutes.</td>
<td>This session assesses the Mathematics Strands. It contains selected-response items. <strong>Recommendation:</strong> Session duration ranges from 30–55 minutes.</td>
<td>This session assesses the Mathematics Strands. It contains performance events. <strong>Recommendation:</strong> Session duration ranges from 15–30 minutes.</td>
</tr>
<tr>
<td><strong>Additional Required Resources</strong></td>
<td>Headphones are required for students using text-to-speech. Calculators are not permitted without an IEP/504 plan.</td>
<td>Headphones are required for students using text-to-speech. Calculators are not permitted without an IEP/504 plan.</td>
<td>Headphones are required for students using text-to-speech. Calculators are not permitted without an IEP/504 plan.</td>
</tr>
</tbody>
</table>

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

### 2.6 Required/Allowed Materials

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

- A workstation with Internet access, a monitor, mouse, and keyboard is required for each student, unless they are testing on a tablet. For information about system requirements, log into eDIRECT, go to My Applications>General Information and select the Downloads tab. At the bottom of the page, select the View System Requirements button.
- Student Test Tickets are required to login and take the assessment. The ticket provides secure login credentials (i.e. username and password) required for the student to use the testing software.
• Scratch paper and grid/graph paper are allowable for all assessments.
• An English dictionary and a thesaurus may be available for the ELA Session 1 writing prompt. EL students may use an English or a bilingual dictionary and thesaurus as needed during Session 1.
• Writer’s Checklists are available in the INSIGHT platform during the writing prompt in ELA session 1, grades 4 and 8, for students to access. Physical copies may also be given to students. They may be copied from the appendices of the examiners manuals. The Writer’s Checklist can also be printed from the Documents page of eDIRECT at https://mo.drcedirect.com.
• Mathematics Reference Sheets and the Periodic Table of Elements are available in the INSIGHT platform at the appropriate grades for students to access. Physical copies may also be given to students. They may be copied from the appendices of the examiners manuals. Reference sheets can also be printed from the Documents page of eDIRECT at https://mo.drcedirect.com.
• 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 the appendices of this manual. The list of keyboard shortcuts and icons can also be printed from the Documents page of eDIRECT at https://mo.drcedirect.com.

2.7 Dictionary/Thesaurus/Grammar Handbook
• An English dictionary may only be used on ELA session 1 of grades 4 and 8 (the writing prompt). An electronic English dictionary is available in the INSIGHT platform to use on the writing prompt in session 1 of grades 4 and 8. A physical dictionary may also be provided to students for use during session 1 of grades 4 and 8.
• English Learners (EL) may have access to a physical bilingual dictionary for use only on ELA session 1 of grades 4 and 8 (the writing prompt). If the bilingual dictionary is electronic, it may not connect to the internet. Mark code S431 in eDIRECT for any student using a bilingual dictionary.
• A thesaurus may only be used on ELA session 1 of grades 4 and 8 (the writing prompt). An electronic thesaurus is available in the INSIGHT platform to use on the writing prompt in session 1 of grades 4 and 8. A physical thesaurus may also be provided to students for use during session 1 of grades 4 and 8.
• A physical grammar handbook may only be used on ELA session 1 of grades 4 and 8 (the writing prompt). If the grammar handbook is electronic, it may not connect to the internet. The grammar handbook must be one that is published – it cannot be a district, school or classroom created handbook.
2.8 Calculators

- There are no sessions of grade 4 mathematics that allow calculator use without an accommodation as listed in the IEP.

- A physical four-function calculator with square root and percentage functions is permitted for students in grade 4 as an accommodation only.

- Calculators cannot contain stored equations or functions at the time of the assessment. Test Examiners are responsible for ensuring and verifying that any calculator with the ability to store functions and equations have the memory cleared before and after each assessment.

- Calculators cannot have Internet connectivity or be able to connect to anyone inside or outside the classroom during testing. Students cannot use a calculator on a laptop or other portable computer, pocket organizer, cell phone, watch, device with a typewriter-style or QWERTY 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.

2.9 Prohibited Materials

- Electronic devices, including any portable device that can connect to the Internet or to anyone inside or outside of the classroom, must not be accessible during the testing sessions. Such items include, but are not limited to:
  - cellular/mobile phones
  - smart watches
  - electronic music players
  - digital cameras
  - handheld scanners
  - portable gaming devices
  - any device that can connect to the Internet

2.10 Physical Materials

Physical test materials—test tickets and paper, large print and Braille assessments—should be kept secure at all times when not being used. They should not be left out on desks, in a drawer or closet, etc. Follow the school procedure for checking test materials in and out. Anyone handling the physical materials should be aware of the check-in and check-out procedure.
3.0 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 additional testing materials or tools are available or provided, such as:
  - a dictionary and a thesaurus for the ELA writing prompt
  - scratch and graph paper
  - Braille paper (if provided)
  - writer’s checklist

- 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.

3.1 Avoiding Common Quality Assurance Issues

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

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

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

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

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

- Districts/schools should have a cell phone policy—both for students and for Test Examiners.

- Examiners should ensure that students do not have inappropriate electronics such as video game systems, smart watches and music players.
• Examiners should ensure that if physical calculators are being used that the memory is cleared prior to and immediately after testing.

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

3.2 Test Security

Test security and ethical testing practices continue to be of utmost importance. A test security policy must be in place for each district and charter school. The test security policy should be placed in the District’s Assessment Plan, which is approved by the local board annually. The accurate assessment of student achievement is a critical component of the educational process in Missouri. It is the responsibility of everyone involved in the assessment process to understand the security measures in place to avoid any intentional or unintentional unethical behavior by students or staff members. Administrators and 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.

District and School Test Coordinators, Test Examiners, translators, proctors, and any other district and/or staff who have testing responsibilities must follow test security procedures. The tests must not be read, scored, reviewed, photocopied, duplicated, scanned, transported by students, photographed, texted, or made accessible to personnel not responsible for testing. Both written and/or verbal discussion of specific 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.

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 8.2 in this manual once testing is complete.

3.3 Cell Phone/Smart Watch Policy

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

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

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

4.1 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 hardware availability is limited, the Tutorials may be presented to school personnel and students in a classroom using a 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.

4.1.1 Instructions for Accessing the Tutorials through eDIRECT

1. Navigate to eDIRECT, https://mo.drcedirect.com. (Login is not required.)
2. Under My Applications 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.
4.2 Online Tools Training

In preparation for the test and to expose students to the various item types in each content area (see section 2.4 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 with the MAP Grade-Level Assessments. The OTT for each content area includes a variety of item 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.

4.3 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 A or may be accessed on the Documents page of eDIRECT, https://mo.drcedirect.com.

4.4 Practice Forms

The Missouri Grade-Level Practice Forms are free assessments designed to mirror the spring summative assessments. Practice forms are available for use in schools and classrooms throughout the school year. The assessments are used to measure specific student strengths, areas of need, skills, and knowledge to help guide instruction.

The following pieces of the practice forms are identical to the spring summative assessments:

- Item Types
- Universal Tools and Accommodations
- Required Materials
- Allowed Materials
• Prohibited Materials
• Test Coordinator and Test Examiner Responsibilities

Districts can have students take the Practice Forms as often and as many times as they would like. Students can take the practice forms multiple times. Administered at different times during the school year and at the end of the school year, information from the Practice Forms provides teachers with an assessment of the total student learning at a given point or over time.

4.4.1 Timing Guidelines

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

There is no time limit for any assessment.

These times do not include time needed to start computers, log in students, go through directions, etc. They also do not include time needed for students to complete the OTTs or view the tutorials.

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

### 2019–2020 Timing Guidelines – Released Practice Forms

<table>
<thead>
<tr>
<th>Grade</th>
<th>Session 1</th>
<th>Session 2</th>
<th>Session 3</th>
<th>Session 4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 ELA</td>
<td>30–65 minutes</td>
<td>15–30 minutes</td>
<td>10–20 minutes Listening Strand – Headphones required</td>
<td></td>
<td>55–115 minutes</td>
</tr>
<tr>
<td>3 Math</td>
<td>25–50 minutes</td>
<td>25–50 minutes</td>
<td>10–20 minutes Performance Event – Calculators not allowed</td>
<td></td>
<td>60–120 minutes</td>
</tr>
<tr>
<td>4 ELA</td>
<td>100–130 minutes</td>
<td>20–45 minutes</td>
<td>10–25 minutes</td>
<td>10–20 minutes Listening Strand – Headphones required</td>
<td>140–220 minutes</td>
</tr>
<tr>
<td>4 Math</td>
<td>25–50 minutes</td>
<td>25–50 minutes</td>
<td>10–20 minutes Performance Event – Calculators not allowed</td>
<td></td>
<td>60–120 minutes</td>
</tr>
<tr>
<td>5 ELA</td>
<td>30–55 minutes</td>
<td>15–30 minutes</td>
<td>10–20 minutes Listening Strand – Headphones required</td>
<td></td>
<td>55–105 minutes</td>
</tr>
<tr>
<td>5 Math</td>
<td>30–55 minutes</td>
<td>30–55 minutes</td>
<td>10–20 minutes Performance Event – Calculators not allowed</td>
<td></td>
<td>70–130 minutes</td>
</tr>
<tr>
<td>Grade</td>
<td>Session 1</td>
<td>Session 2</td>
<td>Session 3</td>
<td>Session 4</td>
<td>Total</td>
</tr>
<tr>
<td>-------</td>
<td>---------------------------</td>
<td>---------------------------</td>
<td>----------------------------------------</td>
<td>----------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>5 Science</td>
<td>45–55 minutes Calculators allowed</td>
<td>45–55 minutes Calculators allowed</td>
<td></td>
<td></td>
<td>90–110 minutes</td>
</tr>
<tr>
<td>6 ELA</td>
<td>30–50 minutes</td>
<td>15–25 minutes</td>
<td>10–15 minutes Listening Strand – Headphones required</td>
<td></td>
<td>55–90 minutes</td>
</tr>
<tr>
<td>6 Math</td>
<td>15–25 minutes Calculators not allowed</td>
<td>35–60 minutes Calculators not allowed</td>
<td>20–30 minutes Performance Event – Calculators allowed</td>
<td></td>
<td>70–115 minutes</td>
</tr>
<tr>
<td>7 ELA</td>
<td>30–50 minutes</td>
<td>15–25 minutes</td>
<td>10–15 minutes Listening Strand – Headphones required</td>
<td></td>
<td>55–90 minutes</td>
</tr>
<tr>
<td>7 Math</td>
<td>15–25 minutes Calculators not allowed</td>
<td>35–60 minutes Calculators not allowed</td>
<td>20–30 minutes Performance Event – Calculators allowed</td>
<td></td>
<td>70–115 minutes</td>
</tr>
<tr>
<td>8 ELA</td>
<td>100–130 minutes Writing Prompt</td>
<td>20–40 minutes</td>
<td>10–20 minutes</td>
<td>10–15 minutes Listening Strand – Headphones required</td>
<td>140–205 minutes</td>
</tr>
<tr>
<td>8 Math</td>
<td>15–25 minutes Calculators not allowed</td>
<td>35–60 minutes Calculators not allowed</td>
<td>20–30 minutes Performance Event – Calculators allowed</td>
<td></td>
<td>70–115 minutes</td>
</tr>
<tr>
<td>8 Science</td>
<td>40–50 minutes Calculators allowed</td>
<td>40–50 minutes Calculators allowed</td>
<td></td>
<td></td>
<td>80–100 minutes</td>
</tr>
</tbody>
</table>

### 4.4.2 Online Version

To ensure the best and most reliable results, the practice form should be administered in the same way as the Spring Summative assessment.

Use the test directions found in section 6.1 of this manual to administer the practice form.

### 4.4.3 Paper/Large Print Versions

Paper and Large Print versions of the Practice Forms are available for students with that accommodation in their IEP/504 plan or under other special circumstances (translation, testing offsite, etc.).

DTCs should locally generate paper and Large Print versions from eDIRECT documents. Electronic print/produce-ready files are provided so that districts can locally produce the required quantities to have on hand throughout the school year.

To access the electronic files, sign into eDIRECT and go to My Applications>General Information>Documents and choose Practice Forms 2019–2020. Choose Accommodated Test Forms as the document type. Then select the Show Documents button.
After testing, student responses for Paper and Large Print editions must be entered into the INSIGHT system for a score to be provided. If scores are not required, then the student responses do not need to be entered into the system.

4.4.4 Braille Version

Braille versions are available for students with that accommodation in their IEP/504 plan. Districts will need to order a Braille kit from DRC. To order the kit, the DTC should sign into eDIRECT and go to My Applications>Materials>Additional Materials. Select Practice Forms 2019–2020 for the administration and select the Add Order button. In the table, enter the number of Braille kits needed. When finished, click Submit.

After testing, student responses for Braille editions must be entered into the INSIGHT system for a score to be provided. If scores are not required, then the student responses do not need to be entered into the system.

4.4.5 Practice Test Scoring

Most items are autoscored by the system. Districts will use the Educator Scoring Tool for all the open-ended items. Student test responses will be available for scoring in eDIRECT within 24 to 48 hours of the student completing the test. Classroom teachers who will need access to Educator Scoring must have access to eDIRECT and be assigned a test examiner role.

Teachers will locally score student responses to all open-ended test questions using the Educator Scoring functionality via eDIRECT. Scoring Guides/rubrics are available for teacher access within the Educator Scoring application. Open-ended test questions include but are not limited to ELA Writing Prompts at grades 4 and 8, Science constructed-response items at grades 5 and 8, and some Math performance events.

See the eDIRECT Educator Scoring User Guide, which includes information on how to score student responses using the Educator Scoring tool.

4.4.6 Reporting

Districts have access to student results through the eDIRECT View Online Results functionality. This report provides results within 24 hours of testing via a Student Roster report that will list each student’s Points Earned/Points Possible.

An online dynamic report of the individual Student Response Map is available, as well. This report provides an item by item capture of:

- Student response
- Correct answer
- Item points earned
- Total points possible
- Item type
- Domain/content alignment to the Missouri Learning Standards

The eDIRECT Reporting User Guide includes information on accessing reports and data searches.
5.0 TOOLS/ACCOMMODATIONS

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

- Even when marked in eDIRECT, not all tools/accommodations will be displayed on test tickets. Please see section 8.4 of the Test Coordinator’s Manual for a list of those that are displayed.

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

5.1 Universal Tools and Accommodations

The MAP Grade-Level Assessments provide Universal Tools and Accommodations to help students demonstrate their knowledge of the Missouri Learning Standards.

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

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

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

Prior to testing, 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**

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

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

<table>
<thead>
<tr>
<th>Tool</th>
<th>Description</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bilingual Dictionary</td>
<td><strong>EL students</strong> may have access to a physical Bilingual Dictionary for use <strong>ONLY</strong> on the sessions of ELA that have a writing prompt. If the Bilingual Dictionary is electronic, it may not connect to the Internet. This tool must be chosen in eDIRECT under student accommodations prior to testing.</td>
<td>S431</td>
</tr>
<tr>
<td>Break (Pause)</td>
<td><strong>All students</strong> 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 student platform allows <strong>all students</strong> 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.</td>
<td>N/A</td>
</tr>
<tr>
<td>Calculator*</td>
<td>The INSIGHT student platform features an embedded calculator for <strong>all students</strong> to use on items where calculator use is allowed. <strong>All students</strong> may have access to a physical calculator, on items where calculator use is allowed. 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 Science assessments and certain sessions of Math is grades 6–8. Please see the manual to determine which sessions allow calculator use.</td>
<td>N/A</td>
</tr>
<tr>
<td>Color Contrast—Online Testing</td>
<td>The INSIGHT student platform allows <strong>all students</strong> to adjust background or font color based on student needs or preferences.</td>
<td>N/A</td>
</tr>
<tr>
<td>Color Contrast—Paper Testing</td>
<td><strong>All students</strong> 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 eDIRECT under student accommodations prior to testing.</td>
<td>S102</td>
</tr>
<tr>
<td>Color Overlay</td>
<td><strong>All students</strong> 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 eDIRECT under student accommodations prior to testing.</td>
<td>S103</td>
</tr>
<tr>
<td>English Dictionary</td>
<td><strong>All students</strong> may have access to a physical English Dictionary for use <strong>ONLY</strong> on the sessions of ELA that have a writing prompt. If the English Dictionary is electronic, it may not connect to the internet.</td>
<td>N/A</td>
</tr>
</tbody>
</table>
## Table 3: Universal Tools, continued

**UNIVERSAL TOOLS**

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

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

<table>
<thead>
<tr>
<th>Tool</th>
<th>Description</th>
<th>Code</th>
</tr>
</thead>
</table>
| Grammar Handbook         | **All students** may have access to a physical Grammar Handbook for use ONLY on the sessions of ELA that have a writing prompt. If the Grammar Handbook is electronic, it may not connect to the internet.  
The Grammar Handbook must be one that is published. It cannot be a district, school or classroom made handbook. | N/A  |
| Graphing Tool            | The INSIGHT student platform allows **all students** to use an embedded tool to graph functions.                                                                                                             | N/A  |
| Highlighter              | The INSIGHT student 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 student platform allows **all students** to navigate through the text by using the keyboard.                                                                                                | N/A  |
| Line Guide               | The INSIGHT student platform allows **all students** to use an embedded line guide that brings focus to a single line of text.                                                                                | N/A  |
| Magnification            | The INSIGHT student platform allows **all students** to magnify the screen by 1.5 or 2 times the original size.                                                                                             | N/A  |
|                         | **All students** taking the paper/pencil or Large Print assessments may have access to a physical magnifying device.                                                                                         |      |
| Magnification—Assistive Technology | **Students with visual impairments** may attempt to use assistive technology software that magnifies the screen beyond the built in capabilities of the embedded magnifier.  
*Please Note: The use of assistive technology software should be familiar to the student and should be software the student uses in the everyday classroom. While the use of assistive technology software is not directly supported by DRC, the help desk will work with districts needing to use the software. The software must be provided by the district.*  
This tool must be chosen in eDIRECT under student accommodations prior to testing. | $105 |
| Mark For Review (Flag)   | The INSIGHT student platform allows **all students** to mark an item for review.                                                                                                                           | N/A  |
| Masking—Online Testing   | The INSIGHT student platform allows **all students** access to an embedded masking tool to block off content that is not of immediate need or that may be distracting.                                          | N/A  |
| Masking—Paper Testing    | **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 eDIRECT under student accommodations prior to testing.                                                              | $107 |
## Table 3: Universal Tools, continued

### UNIVERSAL TOOLS

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

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

<table>
<thead>
<tr>
<th>Tool</th>
<th>Description</th>
<th>Code</th>
</tr>
</thead>
</table>
| 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/pencil Based Assessment.  
For **EL 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. Please see the section on **Translation** that follows the Tools/Accommodations lists for more information.  
For students using Read Aloud – Human Reader (S043) where the examiner needs a paper copy to read from. Please see the section on **Read Aloud** that follows the Tools/Accommodations lists for more information.  
Answers from students who access the assessment using the paper/pencil format must be entered into INSIGHT prior to shipping the paper assessment back. Please follow the return instructions found in the manual. All the answers given in the online system must be in English.  
*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.*  
This tool must be chosen in eDIRECT under student accommodations prior to testing.                                                                                       | S112  |
| Protractor                                    | The INSIGHT student 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   |
| Read Aloud                                    | Please see the Read Aloud section after the universal tools/accommodations list.                                                                                                                                                                                                                     |       |
| Read Aloud Test To Self                       | **All students** may read aloud the test to themselves, either in a one-on-one setting or by using a device (such as a whisper phone) that does not disturb other students or allow other students to hear what is being said.  
In order to ensure that use of this tool does not disturb other students, the use of this tool may need to be paired with the use of separate setting (S501).                                                                                     | N/A   |
| Reference Sheet                               | The INSIGHT student platform allows **all students** access to use an embedded reference sheet on applicable assessments. Not all assessments have a reference sheet.  
Students may have physical copies of the reference sheets during testing. Copies of the reference sheets can be found in the appendices of the manuals.                                                                                      | N/A   |
### Table 3: Universal Tools, continued

**UNIVERSAL TOOLS**

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

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

<table>
<thead>
<tr>
<th>Tool</th>
<th>Description</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ruler</td>
<td>The INSIGHT student platform allows <strong>all students</strong> to use an embedded ruler on specific items where appropriate.</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td><strong>All students</strong> taking the paper/pencil, Large Print or Braille assessments may have access to a physical ruler for use on specific items where appropriate.</td>
<td></td>
</tr>
<tr>
<td>Scratch Paper (Sticky Notes)</td>
<td>The INSIGHT student platform allows <strong>all students</strong> to use an embedded notepad (called Sticky Notes) to make notes about an item. Electronic notes <strong>DO NOT</strong> carry over from previous sessions. If a student logs off prior to finishing a session, any electronic notes <strong>WILL NOT</strong> carry over when the student logs back in.</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td><strong>All students</strong> 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 <strong>IMMEDIATELY</strong> upon the conclusion of a testing session.</td>
<td></td>
</tr>
<tr>
<td>Scribe</td>
<td><strong>Students who obtain a physical injury prior to testing</strong> that prevents them from responding may dictate their responses to a scribe. <strong>OR</strong></td>
<td>S351</td>
</tr>
<tr>
<td></td>
<td><strong>Students with physical disabilities</strong> that may prevent them from responding themselves may dictate their responses to a scribe, who must follow the scribing guidelines (<a href="http://dese.mo.gov/sites/default/files/asmt-scribing-guidelines.pdf">http://dese.mo.gov/sites/default/files/asmt-scribing-guidelines.pdf</a>).</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Please Note: DESE does not recommend the use of Scribe for students who do not use it as part of their everyday learning in the classroom. The use of Scribe for some students can prove distracting and become a hindrance to student performance. The scribe should be familiar to the student and have scribing experience with the student in some capacity prior to the state assessment.</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>This tool does NOT need to be marked for transcription of paper, Large Print or Braille Assessments into INSIGHT.</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>This tool must be chosen in eDIRECT under student accommodations prior to testing.</td>
<td></td>
</tr>
<tr>
<td>Separate Setting</td>
<td><strong>All students</strong> may be allowed to test in a separate setting from other students. This includes testing individually or testing as part of a smaller group.</td>
<td>S501</td>
</tr>
<tr>
<td></td>
<td>This tool must be chosen in eDIRECT under student accommodations prior to testing.</td>
<td></td>
</tr>
<tr>
<td>Strikethrough (Cross Off)</td>
<td>The INSIGHT student platform allows <strong>all students</strong> access to use an embedded tool to cross out answer options.</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Table 3: Universal Tools, continued

**UNIVERSAL TOOLS**

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

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

<table>
<thead>
<tr>
<th>Tool</th>
<th>Description</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesaurus</td>
<td><strong>All students</strong> may have access to a physical Thesaurus for use <strong>ONLY</strong> on the sessions of ELA that have a writing prompt. If the Thesaurus is electronic, it may not connect to the internet.</td>
<td>N/A</td>
</tr>
<tr>
<td>Translation</td>
<td><strong>Please see the Translation section after the universal tools/accommodations list.</strong></td>
<td></td>
</tr>
<tr>
<td>Writing Tools</td>
<td>The INSIGHT student platform allows <strong>all students</strong> access to use an embedded set of writing tools on specific items where appropriate. The tools include the ability to bold, italicize and underline text, create bullet points, undo/redo typing, create indents and copy/paste text the student has typed.</td>
<td>N/A</td>
</tr>
</tbody>
</table>
**Tools/Accommodations**

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

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

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

*Please Note: While the use of alternate response options is not directly supported by DRC, the help desk will work with districts needing to use one. The option must be provided by the district.*

This accommodation must be chosen in eDIRECT under student accommodations prior to testing.                                                                                      | A441 |
| Braille                              | **Students with visual impairments with this accommodation in their IEP/504 plan** may access the assessment via a Braille version. Tactile overlays and graphics tools may be used to assist the student in accessing the content.                                                                                     | A012 |
| *INVALIDATION* Calculator**          | **For Non-Calculator Allowed Items In Grade 3**  

*INVALIDATION*

Students in 3rd grade with this accommodation in their IEP/504 plan may have access to a physical calculator on mathematics 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) and a performance level of Below Basic.*

This accommodation must be chosen in eDIRECT under student accommodations prior to testing.                                                                                      | A392 |
| Calculator***                       | **For Non-Calculator Allowed Items In Grades 4–8**  

Students in grades 4–8 with this accommodation in their IEP/504 plan may have access to a physical calculator on mathematics 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 eDIRECT under student accommodations prior to testing.                                                                                      | A393 |
## ACCOMMODATIONS

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

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

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Description</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Closed Captioning</td>
<td>Hearing Impaired students with this accommodation in their IEP/504 plan may have Closed Captioning available for ELA listening passages. This accommodation must be chosen in eDIRECT under student accommodations prior to testing.</td>
<td>A053</td>
</tr>
<tr>
<td>Large Print</td>
<td>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 INSIGHT prior to shipping the Large Print assessment back. Please follow the instructions found in the Large Print kit. This accommodation must be chosen in eDIRECT under student accommodations prior to testing.</td>
<td>A021</td>
</tr>
<tr>
<td><em>INVALIDATION</em> Multiplication Table Grade 3</td>
<td>Students in Grade 3 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) and a performance level of Below Basic. This accommodation must be chosen in eDIRECT under student accommodations prior to testing.</td>
<td>A394</td>
</tr>
<tr>
<td><em>INVALIDATION</em> Multiplication Table Grades 4–8</td>
<td>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 eDIRECT under student accommodations prior to testing.</td>
<td>A395</td>
</tr>
<tr>
<td>Paper Based Assessment</td>
<td>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 INSIGHT prior to shipping the paper assessment back. This accommodation must be chosen in eDIRECT under student accommodations prior to testing.</td>
<td>A102</td>
</tr>
<tr>
<td>Read Aloud (ELA Reading Passages)</td>
<td>Please see the Read Aloud section after the universal tools/accommodations list.</td>
<td></td>
</tr>
</tbody>
</table>
Table 4: Accommodations, continued

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Description</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sign Language</strong></td>
<td><strong>Hearing Impaired students</strong> with this accommodation in their IEP/504 plan may have ELA listening passages translated into American Sign Language (ASL), Signing Exact English (SEE) or any other form of sign language. Please Note: The INSIGHT Platform provides video of ASL for the listening passages. If the student uses SEE or another form of sign language or the preference is for a local translation into ASL, the singing of ELA listening passages will require the download of a script. The accommodation must be chosen in eDIRECT under student accommodations prior to testing.</td>
<td>A052</td>
</tr>
<tr>
<td><strong>Specialized Calculator</strong></td>
<td><strong>Students with this accommodation in their IEP/504 plan may have access to a specialized calculator. Use of a specialized calculator is allowed on all science assessments and on mathematics calculator allowed items in grades 6–8. The specialized calculator can include a talking calculator or Braille calculator among others. The memory of the physical calculator must be cleared before and after testing by the test examiner. Please Note: To use a specialized calculator on sessions where calculator use is not allowed, this accommodation must be used in conjunction with code A392 (if the student is in grade 3) or A393 (if the student is in grades 4–8). This accommodation must be chosen in eDIRECT under student accommodations prior to testing.</strong></td>
<td>A396</td>
</tr>
<tr>
<td><strong>Speech-to-Text—Assistive Technology</strong></td>
<td><strong>Students with this accommodation in their IEP/504 plan may use that technology in conjunction with INSIGHT. The software must be provided by the district. Please Note: The use of assistive technology software should be familiar to the student and should be software the student uses in the everyday classroom. While the use of assistive technology software is not directly supported by DRC, the help desk will work with districts needing to use the software. The software must be provided by the district. This accommodation must be chosen in eDIRECT under student accommodations prior to testing.</strong></td>
<td>A352</td>
</tr>
</tbody>
</table>
5.2 Read Aloud

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

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

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

5.2.1 How To Determine If The Student Needs Read Aloud

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

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

Here are some questions in helping to make a determination:

- Does this student have an identified reading-based disability that affects the student’s decoding, fluency or comprehension skills?
- Is there evaluative information indicating that, even after explicit and systematic reading instruction, the student’s disability precludes or severely limits the student’s ability to decode print?
- Has the student been provided systematic, explicit, research based reading intervention(s) to improve decoding skills?
- Would the student’s functioning reading level affect his or her performance on a state test that does not measure reading comprehension?
- Is there evidence that the student’s access to, and/or performance on, print-based tasks improves when information is presented to the student in auditory formats?
- Is the student provided instructional materials in auditory formats? Does the student use *Read Aloud* during formative assessments or during other assessments? If a student receives *Read Aloud* for instruction but not for formative assessments, it is likely that the student does not need *Read Aloud* for the state content assessments.
- When test items are read aloud for classroom assessments is every item read aloud or only items requested by the student?
- Does someone (e.g., teacher, paraprofessional, another student, parent) regularly read aloud to the student in school?
- If the student is blind or visually impaired, has it been determined that his or her disability precludes or severely limits the ability to access and/or develop proficiency in Braille?
- If the student is hearing impaired, is there evidence demonstrating that the student’s disability precludes or severely limits his or her ability to decode printed text, possibly due to other co-occurring disabilities or long-term language deprivation in early childhood?
Additionally, time should be set aside to talk to the student about his or her reading skills and the need for **Read Aloud**. Asking whether it is easier to read for themselves or to listen to someone read may provide an indication that **Read Aloud** may be appropriate. Caution needs to be exercised here, however, because struggling readers may indicate a preference for **Read Aloud** even though they do not understand better when the accommodation is provided.

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

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

### 5.2.2 Choosing The Correct Read Aloud

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

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

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

- **Assistive Technology** – The use of assistive technology software should be familiar to the student and should be software the student uses in the everyday classroom. While the use of assistive technology software is not directly supported by our testing vendors, the appropriate help desk will work with districts needing to use the software. The software must be provided by the district.

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

**In order to be sure that the student correctly receives Read Aloud, the tool MUST be marked in the system AT LEAST 48 HOURS PRIOR TO ADMINISTRATION.**
5.2.3 Choosing The Correct Read Aloud – Universal Tool Codes

For those without an IEP, the test directions and items in English Language Arts, Mathematics, Science and Social Studies can read aloud to them via one of these Universal Tools:

<table>
<thead>
<tr>
<th>READ ALOUD—UNIVERSAL TOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tools</td>
</tr>
<tr>
<td>Read Aloud (Not Including ELA Reading Passages) – Text-To-Speech</td>
</tr>
<tr>
<td>Read Aloud (Not Including ELA Reading Passages) – Human Reader</td>
</tr>
<tr>
<td>Read Aloud (Not Including ELA Reading Passages) – Assistive Technology</td>
</tr>
<tr>
<td>Read Aloud (Not Including ELA Reading Passages) – Native Language</td>
</tr>
</tbody>
</table>

5.2.4 Choosing The Correct Read Aloud – Accommodation Codes

In order to have reading passages in English Language Arts read aloud, a student would need that accommodation listed in their IEP/504 plan.

Please Note The Following

- Use of Text-To-Speech, Human Reader, Assistive Technology or Native Language for students in grades 3–5 for the ELA Reading Passages will result in invalidation and the student will receive the Lowest Obtainable Scale Score (LOSS) resulting in a performance level of Below Basic. In the chart below, these accommodations are noted with an asterisk. This excludes blind students who do not yet possess adequate Braille skills.

- Marking one of these accommodations only triggers the allowance of ELA Reading Passages. When using one of these accommodations, they need to be marked in conjunction with one of the Read Aloud universal tools.

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

<table>
<thead>
<tr>
<th>READ ALOUD—ACCOMMODATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accommodations</td>
</tr>
<tr>
<td>Read Aloud (ELA Reading Passages) – Text-To-Speech (Grades 3–5)*</td>
</tr>
<tr>
<td>Read Aloud (ELA Reading Passages) – Text-To-Speech (Grades 6–8)</td>
</tr>
<tr>
<td>Read Aloud (ELA Reading Passages) – Human Reader (Grades 3–5)*</td>
</tr>
<tr>
<td>Read Aloud (ELA Reading Passages) – Human Reader (Grades 6–8)</td>
</tr>
<tr>
<td>Read Aloud (ELA Reading Passages) – Assistive Technology (Grades 3–5)*</td>
</tr>
<tr>
<td>Read Aloud (ELA Reading Passages) – Assistive Technology (Grades 6–8)</td>
</tr>
<tr>
<td>Read Aloud (ELA Reading Passages) – Native Language (Grades 3–5)*</td>
</tr>
<tr>
<td>Read Aloud (ELA Reading Passages) – Native Language (Grades 6–8)</td>
</tr>
<tr>
<td>Read-Aloud (ELA Reading Passages) – Blind Students (All Grades)</td>
</tr>
</tbody>
</table>
5.2.5 Read Aloud Scenarios

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

| Text-To-Speech
| --- |
| To have items and answer choices read by the test platform, choose code **S041** for the student(s). Text-to-Speech functionality can be given individually or in a group setting. Student(s) will need to be provided headsets to listen with.

**NOTE:** If the student(s) have an IEP/504 plan that allows ELA Reading Passages to be read to them via Text-to-Speech, then choose code **S041 AND** either code **A040** (For Grades 3–5) or **A043** (For Grades 6–8). Use of Text-To-Speech for students in grades 3–5 for the ELA Reading Passages will result in invalidation and the student will receive the Lowest Obtainable Scale Score (LOSS) and a performance level of Below Basic.

| Assistive Technology
| --- |
| To have items and answer choices read by assistive technology software, choose code **S042** for the student.

**NOTE:** If the student(s) have an IEP/504 plan that allows ELA Reading Passages to be read to them via assistive technology, then choose code **S042 AND** either code **A042** (For Grades 3–5) or **A044** (For Grades 6–8). Use of read aloud via assistive technology for students in grades 3–5 for the ELA Reading Passages will result in invalidation and the student will receive the Lowest Obtainable Scale Score (LOSS) and a performance level of Below Basic.

Also Choose Code **S501** (Separate Setting). Assessing the student should be done in a one-on-one setting.

| Human Reader
| --- |
| **Computer Based Assessment:**
| To have items and answer choices read by a human reader, **Choose Code S043** (Human Reader).

If the student(s) have an IEP/504 plan that allows ELA Reading Passages to be read to them by a human reader, then choose code **S043 AND** either code **A041** (Grades 3–5) or **A045** (Grades 6–8) for Human Reader – ELA Reading Passages.

**Use of Human Reader for students in grades 3–5 for the ELA Reading Passages will result in invalidation and the student will receive the Lowest Obtainable Scale Score (LOSS) and a performance level of Below Basic.**

| **Paper Based Assessment:**
| To have items and answer choices read by a human reader, **Choose Code S043** (Human Reader).

If the student(s) have an IEP/504 plan that allows ELA Reading Passages to be read to them by a human reader, then choose code **S043 AND** either code **A041** (Grades 3–5) or **A045** (Grades 6–8) for Human Reader – ELA Reading Passages, in addition to **S043**.

**Use of Human Reader for students in grades 3–5 for the ELA Reading Passages will result in invalidation and the student will receive the Lowest Obtainable Scale Score (LOSS) and a performance level of Below Basic.**
### Computer Based Assessment (cont.):

Then, read the items to the student via one of the following methods:

- **Option #1**: Read the items and answer choices off of the student’s screens – either a single student or multiple students.
- **Option #2**: Read the items off a second display attached to a system being used by a student.
- **Option #3**: Read the items from a printed version of the test. For this option, **Choose Code S112** for one student. Print off a paper copy, then go in and unmark the code. This will send the student back to an online assessment. After testing is complete, mark that copy as an “Examiner Copy” and send it back to the vendor with the other student paper assessments.

### Paper Based Assessment (cont.):

**Also Choose Code S501** (Separate Setting).

Assessing the student can be done either one-on-one or in a small group setting.

After testing is complete, mark that copy as an “Examiner Copy” and send it back to the vendor with the other student paper assessments.

### 5.3 Translation

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

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

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

### 5.3.1 Does The Student Need Translation

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

- Does the student have an overall WIDA score of 3 or lower?
- Has the student attended a school where his/her first language is the primary language of instruction?
- Has the student ever received instruction in his/her first language?
- Does the student perform better when class assignments or assessments are translated?
Additionally, time should be set aside to talk to the student about his or her reading skills and the need for Translation. Asking whether it is easier to read for themselves in English or to listen to someone read in their native language may provide an indication that Translation may be appropriate. Caution needs to be exercised here, however, because struggling readers may indicate a preference for Translation even though they do not understand better when the accommodation is provided.

5.3.2 Using Translation

There are multiple factors to consider when choosing the correct Translation tools and accommodations.

- How many students are being tested?
- Is the student using the Read Aloud – Native Language tool?
- Does the student’s IEP/504 plan allow the use of Read Aloud – Native Language for the ELA Reading Passages? If so what grade is the student in?
- Does the translator doing the Read Aloud need an advance copy of the assessment to translate technical terms?
- Is the student going to respond in their native language?
- Is the student testing online or does the student’s IEP/504 plan allow them to test via paper/pencil, Large Print or Braille?

When Using A Translator

- The district must find and contract with the translator on their own. DESE does NOT provide a list of translation services available.
- The district must provide the translator to do the oral reading at their own cost.
- The translator cannot be a family member of the student.
- The district must train the translator just as they would a test examiner.
- If the translator is not a district employee, a trained examiner from the district must be a proctor in the room as well.

5.3.3 Choosing The Correct Translation – Codes

Read Aloud via Native Language can only be done by a human reader. There is no Native Language Text-To-Speech option.

| TRANSLATION |
|--------------|--------|--------|
| Accommodation | Code  | Use With |
| Read Aloud (Not Including ELA Reading Passages) – Native Language | S111 | |
| Read Aloud (ELA Reading Passages) – Native Language (Grades 3–5)* | A111 | S111 |
| Read Aloud (ELA Reading Passages) – Native Language (Grades 6–8) | A112 | S111 |
| Translation Of Student Responses | S109 | |
| If a translator needs access to the assessment prior to testing to conduct translation services, choose this code in conjunction with the appropriate codes above. | S112 | |
Marking Codes

- **S501 (Separate Setting)** Assessing the student can be done either one-on-one or in a small group setting.
- **S111 (Read Aloud)** Oral Reading of the test directions and items (*questions and answer choices*) in all content areas read aloud to them in their native language without an IEP/504 plan.
- **A111 (Read Aloud – ELA Reading Passages)** Grades 3–5 – Only use if the student has an IEP/504 plan that allows ELA Reading Passages to be read to them. Use of this code for the ELA Reading Passages will result in invalidation and the student will receive the Lowest Obtainable Scale Score (LOSS) resulting in a performance level of Below Basic.
- **A112 (Read Aloud – ELA Reading Passages)** Grades 6–8 – Only use if the student has an IEP/504 plan that allows ELA Reading Passages to be read to them.
- **S109 (Native Language)** Only use if the student will be responding in their Native Language.
- **S112 (Non-Accommodation Paper Based Assessment)** If the person doing the Read Aloud **DOES** need a copy of the assessment in advance for translation purposes, choose this code for one student. Print the paper copy, then go in and unmark the code. This will send the student back to an online assessment.

After testing is complete, mark that copy as an “Examiner Copy” and send it back to the vendor with the other student paper assessments.
6.0 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.

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.

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.

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.

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

Test examiners may read/pronounce one word per sentence to any student during testing.
6.1 Test Directions

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.

Note: There are three steps to be completed to get students to the login screen. Districts may choose to perform some or all of the steps for the students before they enter the testing room.

   The first step (number 2) is starting DRC INSIGHT. The next step (number 3) is choosing the testing program for Missouri. The last step (number 4) is to choose “Test Sign In” for the appropriate assessment (Practice Form or MAP Summative assessment).

   If any of these steps are executed for the students, skip the SAY portion of the appropriate number and move onto the next number.

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 or iPad device should tap on the icon. Help students if they have trouble activating the program. 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.
Online Testing

3. The TE instructs students to select testing program.

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

![Welcome to the Online Assessments](image)

4. The TE instructs students to log in.

**SAY** At the top of your screen you should see “Missouri Department of Elementary and Secondary Education.”

*If students will be taking the practice form, direct them to click the words “Practice Form” under the Practice banner. If students will be taking the MAP Summative assessment, direct them to click the words “Test Sign In” under the Summative banner.*
5. Student Login

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.

6. Welcome Screen

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] and the test session is [Test Session]. Then check that your school is 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.
7. Choosing the Assessment

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

![Screen showing test selection options](image)

8. Display Setup and Test Directions

**SAY** You are now on a screen that is used to make sure your 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.

![Screen showing display setup](image)
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.

Students may pause their test for up to 20 minutes by using the pause button. If a student needs a break to use the restroom, get a drink, stand and stretch, etc., have them use the pause button. The student should click RESUME when they are ready to start testing again.
9. Specific Administration Information – Testing

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

Prior to students testing, the district needs to determine if it will require students to raise their hand when they finish testing and get to the Review/End Test screen. If students are required to raise their hand prior to exiting, say the following sentence. If not, move to the next paragraph.
Once you believe you have finished your test, please raise your hand and I will come over.

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

10. 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.

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.

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.

11. A student finishes their test session.

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/review their answers 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 you have required the student to call you over prior to exiting, you may ask the student if they are finished or ask if they want to go back and review their answers (but they are not required to do so). You may not direct them to go back to a specific item.
If a student needs additional testing time well beyond other students, you may direct them to pause the test and exit testing so you can either move them or have them continue at another time. See section 6.3 for more information on moving a student.

Once all students have finished, be sure that they have all exited the test. TEs should collect all scratch, grid and graph paper. TEs should not review any work on the paper(s).

6.2 Testing Over Multiple Days

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

If the TE intends to administer a session over the course of multiple days for a student or group of students, TEs may ask students to pause and exit after they reach a designated point. For example, TEs may designate a certain amount of time for testing. This guidance may be written on a dry-erase board, interactive white board, chalkboard, or another place that students can easily see.

6.3 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.

6.4 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 only if a student is discovered cheating. Cheating is the only time the “Teacher Invalidation” code is used. This code invalidates all sessions of the content area.
If a district chooses to use the “Teacher Invalidation” bubble, the test examiner and the STC must agree that the student cheated. The STC should then notify the DTC.

The DTC will follow the instructions under section 10.3 of the Test Coordinator’s Manual. The DTC is the only one who should select the “Teacher Invalidation” bubble for the affected content area in eDIRECT.

6.5 Student Absences

If a student is absent for 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.
Large Print, Braille, and paper/pencil editions of the MAP Grade-Level Assessments are available for students with designated IEPs or special circumstances for spring 2020 testing. Test Examiners will work with the District Test Coordinator to generate paper/pencil editions 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.

7.1 Before Testing

7.1.1 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, districts access the Test Setup feature in eDIRECT to mark the applicable accommodation and code for students who require the paper version of the test. Once accommodations are assigned, the Test Examiner will contact the District Test Coordinator to generate the paper version. 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.


Once the PDF downloads, it is available for printing on the local network printer. Test Examiners will work with the District Test Coordinators to obtain the printed versions of the test so that proper accountability is maintained.

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.

7.1.2 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).
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.

### 7.1.3 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.

### 7.2 Test Directions – Paper, Large Print and Braille

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](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,
   - Choose “Summative Grade-Level Assessments Spring 2020” from the Administration drop-down.
   - Choose “Scripts” from the Document Type drop-down.
   - Click “Show Documents.” A list of all available scripts will appear in the grid.

### 7.3 Specific Directions for Administering the Braille Form

The directions in this manual also apply to the administration of the Braille version of the Summative Assessments. 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 are detailed in the 8.0 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.
8.0 AFTER TESTING

8.1 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.

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

After testing, student responses for Large Print, Braille, and paper/pencil editions must be transcribed into the 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.
APPENDIX A: INSIGHT KEYBOARD SHORTCUTS AND ICONS

Keyboard shortcuts are available for navigating through the INSIGHT testing system and answering multiple-choice questions. Shortcuts cannot be used to manipulate Technology Enhanced questions, nor can they be used to manipulate additional tools that may be available, such as the line guide or the calculator. These shortcuts are not intended to be a testing accommodation. Please NOTE: The following keyboard shortcuts are only meant to support desktop platforms (Windows/Mac) – they do not address other devices and/or models students may be using.

<table>
<thead>
<tr>
<th>Keyboard Shortcut</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tab</td>
<td>Will move Red Box from one tool to another in forward order (from left to right). The Tab focus default on the tool bar applies to Multiple-Choice items only. CR Short/Extended-Input items will have the focus on the CR response area and to get to the pointer you need to click on the pointer tool. Once focus is on the toolbar, then the tabbing feature will work as it does for Multiple-Choice Items.</td>
</tr>
<tr>
<td>Shift + tab</td>
<td>Will move Red Box from one tool to another in reverse order (from right to left). The Tab focus default on the tool bar applies only to multiple-choice items. CR Short/Extended-Input items will have the focus on the CR response area and to get to the pointer you need to click on the pointer tool. Once focus is on the toolbar, then the tabbing feature will work as it does for Multiple-Choice Items.</td>
</tr>
<tr>
<td>Enter</td>
<td>Activates the tool that the tab box is around.</td>
</tr>
<tr>
<td>Esc</td>
<td>Will close the active pop-up tool. If user selects ESC while on the tool bar with no active tools, the tab box will move to the pointer.</td>
</tr>
<tr>
<td>ABCD, abcd</td>
<td>Selects an answer option on a multiple-choice question. Entering one of the letters fills or un-fills the letter bubble before each answer option. Both uppercase and lowercase letters can be used.</td>
</tr>
<tr>
<td>Alt (option) + X</td>
<td>Exits the system from each page that has an Exit button.</td>
</tr>
<tr>
<td>Ctrl (control +) + {Left, Right, Up, Down arrows}</td>
<td>Will move the active pop-up tools around on the screen (does not include sticky notes).</td>
</tr>
<tr>
<td>Ctrl (control +) + Minus (Numerical Row)</td>
<td>Rotates the active tool 1 degree.</td>
</tr>
<tr>
<td>Ctrl (control +) + tab</td>
<td>Switches between multiple active pop-up tools on the screen.</td>
</tr>
</tbody>
</table>
### Appendix A: INSIGHT Keyboard Shortcuts and Icons, continued

<table>
<thead>
<tr>
<th>Keyboard Shortcut</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up/Down Arrows</td>
<td>Moves cursor up or down through the list of questions on the Test Progress/Review Page. It will also continue to move the cursor up or down the selection list of calculator choices, or formula sheet choices.</td>
</tr>
<tr>
<td>Enter</td>
<td>Selects the highlighted test question from the Review/End Test page.</td>
</tr>
<tr>
<td></td>
<td>Selects Sign In button after Username and Password are entered.</td>
</tr>
<tr>
<td></td>
<td>Selects Continue from the Student Verification page.</td>
</tr>
<tr>
<td></td>
<td>Selects the Go To Page number within the quick navigation dropdown arrow.</td>
</tr>
<tr>
<td>Alt + Delete</td>
<td>Will clear the Calculator.</td>
</tr>
<tr>
<td>“-”</td>
<td>Will work as a shortcut key for subtraction on all Calculators.</td>
</tr>
<tr>
<td>“!”</td>
<td>Will work as a shortcut key for factorial on all Scientific/Graphing Calculators.</td>
</tr>
<tr>
<td>“(“</td>
<td>Will work as a shortcut key for open parenthesis on Scientific/Graphing Calculators.</td>
</tr>
<tr>
<td>“)“</td>
<td>Will work as a shortcut key for closed parenthesis on Scientific/Graphing Calculators.</td>
</tr>
<tr>
<td>“*“</td>
<td>Will work as a shortcut key for Multiply on all Calculators.</td>
</tr>
<tr>
<td>“/“</td>
<td>Will work as a shortcut key for Divide on all Calculators.</td>
</tr>
<tr>
<td>“@“</td>
<td>Will work as a shortcut key for Square on all Scientific/Graphing Calculators.</td>
</tr>
<tr>
<td>“+“</td>
<td>Will work as a shortcut key for Add on all Calculators.</td>
</tr>
<tr>
<td>“0-9“</td>
<td>Will work as shortcut keys for numeric entry on all Calculators.</td>
</tr>
<tr>
<td>Backspace</td>
<td>Will work as a shortcut key for Backspace on all Calculators.</td>
</tr>
<tr>
<td>Delete</td>
<td>Will work as a delete function for all Calculators (will not work on a Mac).</td>
</tr>
<tr>
<td>Enter</td>
<td>Will work as an Enter key on all Calculators (this will not work for the graphing tools).</td>
</tr>
<tr>
<td>^</td>
<td>Will work as a shortcut to take a number to a specific power on scientific/graphing Calculators.</td>
</tr>
<tr>
<td>Ctrl+plus/minus (“+” or “-“)</td>
<td>Will work to rotate ruler/protractor one degree.</td>
</tr>
<tr>
<td>“ ‘ ” (apostrophe)</td>
<td>Will works as a Negate key on the Basic Calculator.</td>
</tr>
</tbody>
</table>
### Appendix A: INSIGHT Keyboard Shortcuts and Icons, continued

<table>
<thead>
<tr>
<th>Keyboard Shortcut</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>F7</strong></td>
<td>Will activate the Audio “tracks” aka Starting point button when Audio is active (on a Mac use <strong>FUNC F7</strong>). In addition, <strong>ESC</strong> will also disable TTS starting points view, along with Enter or space Key if starting point is active.</td>
</tr>
<tr>
<td><strong>F8</strong></td>
<td>Will activate the Play/Pause button when Audio is active (on a Mac use <strong>FUNC F8</strong>).</td>
</tr>
<tr>
<td><strong>F9</strong></td>
<td>Will activate the Stop button when Audio is active (on a Mac use <strong>FUNC F9</strong>).</td>
</tr>
<tr>
<td><strong>Alt (option) – A</strong></td>
<td>Will activate the Audio Settings Pop-up.</td>
</tr>
<tr>
<td><strong>Alt (option) – B</strong></td>
<td>Will activate the Back Button, and move student back a question (for Non-CAT tests).</td>
</tr>
<tr>
<td><strong>Alt (option) – N</strong></td>
<td>Will activate the Next button, and move the student forward a question.</td>
</tr>
<tr>
<td><strong>Alt (option) – O</strong></td>
<td>Will activate the Options button, Color Chooser selection popup window will open, or close the color chooser pop up.</td>
</tr>
<tr>
<td><strong>Alt (option) – R</strong></td>
<td>Activates the Review/End Test button and moves the user to the Review page of the test.</td>
</tr>
<tr>
<td><strong>Alt (option) – P</strong></td>
<td>Activates the Pause button and pauses the test.</td>
</tr>
<tr>
<td><strong>Alt (option) – F</strong></td>
<td>Activates the flagged button and marks an item as flagged or removes a flag from an item.</td>
</tr>
</tbody>
</table>
### Appendix A: INSIGHT Keyboard Shortcuts and Icons, continued

<table>
<thead>
<tr>
<th>Tool Icon</th>
<th>Tool Name</th>
<th>Tool Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Pointer Icon" /></td>
<td><strong>Pointer</strong></td>
<td>The <strong>Pointer</strong> 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 <strong>Pointer</strong> 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 <strong>Pointer</strong> tool mode by clicking on the Pointer tool button. This button is at the far left of the tools row.</td>
</tr>
<tr>
<td><img src="image" alt="Cross-Off Icon" /></td>
<td><strong>Cross-Off</strong></td>
<td>The <strong>Cross-Off</strong> 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.</td>
</tr>
<tr>
<td><img src="image" alt="Highlighter Icon" /></td>
<td><strong>Highlighter</strong></td>
<td>The <strong>Highlighter</strong> tool is used to highlight important information.</td>
</tr>
<tr>
<td><img src="image" alt="Sticky Note Icon" /></td>
<td><strong>Sticky Note</strong></td>
<td>The <strong>Sticky Note</strong> 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.</td>
</tr>
<tr>
<td><img src="image" alt="Magnifier Icon" /></td>
<td><strong>Magnifier</strong></td>
<td>The <strong>Magnifier</strong> allows you to enlarge the entire screen. Other tools, including the <strong>Line Guide</strong>, <strong>Cross-Off</strong>, <strong>Highlighter</strong>, and <strong>Calculator</strong>, can be used when the <strong>Magnifier</strong> is turned on.</td>
</tr>
<tr>
<td><img src="image" alt="Line Guide Icon" /></td>
<td><strong>Line Guide</strong></td>
<td>The <strong>Line Guide</strong> tool provides a horizontal line that brings the focus to a single line of text. The <strong>Line Guide</strong> can be used to track a passage or an individual question.</td>
</tr>
<tr>
<td><img src="image" alt="Measurement Tools Icon" /></td>
<td><strong>Measurement Tools</strong></td>
<td>The <strong>Measurement Tools</strong> button allows you to access the ruler or protractor, which can be used to measure an object. The ruler can be moved around the screen and can also be rotated.</td>
</tr>
</tbody>
</table>
Appendix A: INSIGHT Keyboard Shortcuts and Icons, continued

<table>
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<tr>
<th>Tool Icon</th>
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<th>Tool Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="References Icon" /></td>
<td>References</td>
<td>The References button allows you to access the reference materials that are available for your test.</td>
</tr>
<tr>
<td><img src="image2" alt="Periodic Table Icon" /></td>
<td>Periodic Table of the Elements</td>
<td>The Periodic Table of Elements button allows you to access an interactive Periodic Table of Elements.</td>
</tr>
<tr>
<td><img src="image3" alt="Calculator Icon" /></td>
<td>Calculator</td>
<td>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.</td>
</tr>
<tr>
<td><img src="image4" alt="Graphing Tool Icon" /></td>
<td>Graphing Tool</td>
<td>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.</td>
</tr>
<tr>
<td><img src="image5" alt="Next Button Icon" /> <img src="image6" alt="Back Button Icon" /></td>
<td>Next Button and Back Button</td>
<td>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.</td>
</tr>
<tr>
<td><img src="image7" alt="Pause and Resume Icon" /></td>
<td>Pause and Resume</td>
<td>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.</td>
</tr>
<tr>
<td><img src="image8" alt="Exit Icon" /></td>
<td>Exit</td>
<td>The Exit button appears on the Pause Page. Click on Exit to close the test.</td>
</tr>
</tbody>
</table>

WARNING: If a student exits a test using this button, the test remains incomplete. The student must log in again to complete the test.
## Appendix A: INSIGHT Keyboard Shortcuts and Icons, continued

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<th>Tool Icon</th>
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<th>Tool Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Flag" /></td>
<td>Flag</td>
<td>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.</td>
</tr>
<tr>
<td><img src="image" alt="Flagged" /></td>
<td>Review/End Test</td>
<td>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.</td>
</tr>
<tr>
<td><img src="image" alt="Return" /></td>
<td>Return to Questions</td>
<td>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.</td>
</tr>
<tr>
<td><img src="image" alt="End Test" /></td>
<td>End Test</td>
<td>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 Submit.</td>
</tr>
<tr>
<td><img src="image" alt="Submit" /></td>
<td>Submit</td>
<td>The Submit button appears on the window that prompts a student to Return to Review or Submit. Selecting the Submit button will end the exam.</td>
</tr>
<tr>
<td><img src="image" alt="Return" /></td>
<td>Return to Review</td>
<td>The Return to Review button appears on the window that prompts a student to Return to Review or Submit. Selecting the Return to Review button will take the student back to the Review Page.</td>
</tr>
<tr>
<td><img src="image" alt="Question 1" /></td>
<td>Go to Question</td>
<td>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.</td>
</tr>
</tbody>
</table>
## Review Page Key

<table>
<thead>
<tr>
<th>Key Icon</th>
<th>Key Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unanswered item</td>
</tr>
<tr>
<td>![Tick]</td>
<td>Answered item</td>
</tr>
<tr>
<td>![Flag]</td>
<td>Flagged item</td>
</tr>
<tr>
<td>S</td>
<td>Scenario indicator for Science; example: (S1)</td>
</tr>
<tr>
<td>P</td>
<td>Passage indicator for ELA; example: (P1)</td>
</tr>
</tbody>
</table>
# APPENDIX B: SAMPLE STUDENT TOOLS/ACCOMMODATIONS TRACKING FORM

**Student Name:**

**Class/Content:**

**Teacher/Test Examiner:**

**Approved By:**

**Date:**

## Universal Tools – Automatic

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

- [ ] Break (Pause)
- [ ] Calculator
- [ ] Color Contrast – Online
- [ ] English Dictionary
- [ ] Grammar Handbook
- [ ] Graphing Tool
- [ ] Highlighter
- [ ] Keyboard Navigation
- [ ] Line Guide
- [ ] Magnification
- [ ] Universal Tools – Automatic

## Universal Tools – To Be Marked

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

- [ ] Bilingual Dictionary
- [ ] Color Contrast – Paper
- [ ] Color Overlay
- [ ] Magnification – Asst. Tech
- [ ] Masking – Paper Testing
- [ ] Non-Accomm. Paper Based
- [ ] *Read Aloud – Asst. Tech
- [ ] **Read Aloud – Asst. Tech

## Accommodations

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

- [ ] Abacus
- [ ] Alternate Response Options
- [ ] Braille
- [ ] Calculator – Non Calc. Items
- [ ] Closed Captioning
- [ ] Large Print
- [ ] Multiplication Table (Math)
- [ ] Paper Based Assessment
- [ ] *Read Aloud – Human Reader
- [ ] *Read Aloud – Native Language
- [ ] *Read Aloud – Text-To-Speech
- [ ] Scribe
- [ ] Separate Setting
- [ ] Translation of Student Responses
- [ ] **Read Aloud – Asst. Tech
- [ ] **Read Aloud – Human Reader
- [ ] **Read Aloud – Native Language
- [ ] **Read Aloud – Text-To-Speech
- [ ] Specialized Calculator
- [ ] Speech-To-Text – Asst. Tech

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*Without ELA Reading Passages  **With ELA Reading Passages*
## APPENDIX C: MATHEMATICS REFERENCE SHEET GRADES 3–5

<table>
<thead>
<tr>
<th>Standard Units</th>
<th>Metric Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Conversions – Length</strong></td>
<td></td>
</tr>
<tr>
<td>1 yard (yd) = 3 feet (ft) = 36 inches (in)</td>
<td>1 centimeter (cm) = 10 millimeters (mm)</td>
</tr>
<tr>
<td>1 mile (mi) = 1,760 yards (yd) = 5,280 feet (ft)</td>
<td>1 meter (m) = 100 centimeters (cm)</td>
</tr>
<tr>
<td></td>
<td>1 kilometer (km) = 1,000 meters (m)</td>
</tr>
<tr>
<td><strong>Conversions – Volume</strong></td>
<td></td>
</tr>
<tr>
<td>1 cup (c) = 8 fluid ounces (fl oz)</td>
<td>1 liter (l) = 1,000 milliliters (ml)</td>
</tr>
<tr>
<td>1 pint (pt) = 2 cups (c)</td>
<td>1 liter (l) = 1,000 cubic centimeters (cc)</td>
</tr>
<tr>
<td>1 quart (qt) = 2 pints (pt)</td>
<td></td>
</tr>
<tr>
<td>1 gallon (gal) = 4 quarts (qt)</td>
<td></td>
</tr>
<tr>
<td><strong>Conversions – Weight/Mass</strong></td>
<td></td>
</tr>
<tr>
<td>1 pound (lb) = 16 ounces (oz)</td>
<td>1 gram (g) = 1,000 milligrams (mg)</td>
</tr>
<tr>
<td>1 ton = 2,000 pounds (lb)</td>
<td>1 kilogram (kg) = 1,000 grams (g)</td>
</tr>
<tr>
<td><strong>Conversions – Time</strong></td>
<td></td>
</tr>
<tr>
<td>1 minute (min) = 60 seconds (sec)</td>
<td></td>
</tr>
<tr>
<td>1 hour (hr) = 60 minutes (min)</td>
<td></td>
</tr>
<tr>
<td>1 day = 24 hours (hr)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Level(s)</th>
<th>Figure</th>
<th>Formula</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Area</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3, 4, 5</td>
<td>Rectangle</td>
<td>( A = l \times w )</td>
</tr>
<tr>
<td>3, 4, 5</td>
<td>Square</td>
<td>( A = s \times s )</td>
</tr>
<tr>
<td><strong>Volume</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Rectangular Prism</td>
<td>( V = B \times h )</td>
</tr>
</tbody>
</table>

Note: The volume \( V \) of all prisms is \( V = B \times h \) where \( B \) is the area of the base and \( h \) is the height of the prism.
Grade 4 Writer’s Checklists

- **Narrative Writer’s Checklist:**
  - My narrative has an effective beginning, middle, and end.
  - My narrative flows smoothly from one idea to another.
  - My narrative develops plot, character(s), and setting.
  - My narrative includes specific and relevant details, reasons, and/or examples.
  - My narrative uses precise and vivid language.
  - My narrative contains sentences that are clear and varied in structure.
  - My narrative includes correct grammar, usage, punctuation, capitalization, and spelling.
  - My narrative uses material from the source(s).

- **Informational/Explanatory Writer’s Checklist:**
  - My essay has an effective beginning, middle, and end.
  - My essay flows smoothly from one idea to another.
  - My essay contains a strong controlling idea that stays on topic.
  - My essay includes specific and relevant details, reasons, and/or examples.
  - My essay uses precise and vivid language.
  - My essay contains sentences that are clear and varied in structure.
  - My essay includes correct grammar, usage, punctuation, capitalization, and spelling.
  - My essay uses material from the source(s).

- **Opinion Essay Writer’s Checklist:**
  - My essay has an effective beginning, middle, and end.
  - My essay flows smoothly from one idea to another.
  - My essay contains a strong controlling idea that stays on topic.
  - My essay includes specific and relevant details, reasons, and/or examples.
  - My essay uses precise and vivid language.
  - My essay contains sentences that are clear and varied in structure.
  - My essay includes correct grammar, usage, punctuation, capitalization, and spelling.
  - My essay uses material from the source(s).