Missouri Assessment Program

Examiner's Manual

Grade 8
English Language Arts, Mathematics, and Science Assessments
2020–2021

Missouri Department of Elementary and Secondary Education

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This *Examiner's Manual* is NOT a secure document. All administrators should read this manual before administering the test.

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1.0 Change Log

Date Updated	Description	Version
8/10/20	Initial posting	1

Table 1.1

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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. The responsibility and authority for testing students belongs to the school district.

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 2021 Grade-Level Assessments. Missouri educators will use DRC's INSIGHT Portal or simply the Portal (formerly known as 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 8, the Spring 2021 MAP Grade-Level Assessments include the following:
  - English Language Arts Assessment
  - Mathematics Assessment
  - Science Assessment

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- The English Language Arts Assessment consists of four sessions. The first session contains passage-based items, including a passage-based writing prompt. All sessions contain selected-response and technology-enhanced items. Scoring rubrics are posted on the DESE website at https://dese.mo.gov/college-career-readiness/assessment/grade-level.

- 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.

- The Science Assessment consists of two sessions. Both sessions contain constructed response items, multiple-choice items, and technology-enhanced items.

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

- 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 2020–2021 school year:

- The use of a calculator is now allowed on all sessions of Grades 6–8 Mathematics.
- Individual Student Reports (ISRs) and Student Rosters will now be accessed via the Interactive Reporting tab in the Portal. Previous years ISRs and Students Rosters are still available via the MAP Grade-Level Reports tab.
- eDIRECT's name has been updated to the Portal. This is a naming update only and does not affect access or functionality.

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2.3 Glossary of Terms

Term	Description
Accommodations	Changes in procedures or materials that increase equitable access to the MAP Grade-Level Assessments. Assessment accommodations allow students to access assessment content to show what they know and can do. Accommodations are available for students with documented Individualized Education Programs (IEPs) or 504 Plans.
Break/Pause	Action taken by a student or Test Examiner (TE) to temporarily halt the test at any time, as needed. The online assessment provides an opportunity to pause the test for up to 20 minutes.
Constructed-Response Item Type	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.
INSIGHT	The secure, browser-based test engine for the MAP Grade-Level Assessments.
Item	A test question or stimulus presented to a student to elicit a response.
Online Tools Training (OTTs)	The OTTs allow students to become familiar with testing on a computer/device and to experiment with the features available during an actual test. The OTT is NOT designed to demonstrate complete coverage of the tested content, and it is NOT scored. Rather, items have been chosen to demonstrate online assessment features and uses.
Performance Event	Performance Events (PE) 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. A performance event may contain a variety of item types.
Portal	DRC's online administrative platform from which district personnel will manage the assessments.
Selected-Response Item Type	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.

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Term	Description
Stimulus/Stimuli	Material or materials used in the test context, which form the basis for assessing the knowledge and skills of students. Many items/tasks for the assessments include a stimulus along with a set of questions to which the student responds. Examples of stimuli include, but are not limited to, traditional reading passages/texts viewed on a computer screen, images with audio presentations, and simulated web pages.
Technology-Enhanced Items	Test questions that capitalize on technology to collect evidence through a non-traditional response type. This item type includes **drag and drop, drop-down menu, matching, hot spots, graphing, bar graphing, line graphing, number lines, line plots, clock input,** and **angle drawing**.
Tutorials	Tutorials use pictures, motion, and sound to present visual and verbal descriptions of the properties and features of the INSIGHT online testing system.
Universal Tools	Universal tools are available to students based on student preference and selection. Some tools, such as a ruler and sticky notes, are embedded in the online system, while others, such as a physical thesaurus and scratch paper, are external to the system. The availability of particular universal tools varies by item.
Writing Prompt	A special type of item that appears in the Grades 4 and 8 ELA Assessments that requires students to demonstrate their writing proficiency via an open-ended writing prompt.

Table 2.1

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2.4 Item Types

As students engage with the online 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.

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

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Type of Item	Brief Description of How to Respond	ELA	Math	Science
Matching (with connecting lines)	Select an option from the first column and then select the corresponding option from the second column to create a line between them. You can match more than one corresponding option in the second column.		✓	
Matching Table (with a variation True/False or Yes/No)	Select a checkbox corresponding to an option in a table cell.		✓	✓
Multiple Choice	Select the radio button corresponding to one of four options. Select only one option.	✓	✓	✓
Multi-select	Select a radio button corresponding to an option. Mark one or more options.	✓	✓	✓
Number Lines	Plot points and/or draw lines on the number line.		✓	
Performance Event	Respond via keyboard and Equation Builder.		✓	
Text Input/Constructed Response	Respond via keyboard entry. Science and Math items may include an Equation Builder.		✓	✓
Writing Prompt	Respond via keyboard entry using text formatting buttons.	✓		

Table 2.2

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2.5 Timing Guidelines

Timing guidelines are estimates of how long it will take students to complete each component of the assessment. Some students may complete the assessment in times that vary from the recommended durations. Districts should plan for flexibility in their schedules to accommodate students that may take more time than noted. This might include moving students taking longer than expected to another room to finish or allowing students to move directly to their next class rather than holding students until all have finished.

There is no time limit for any assessment.

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

Headphones are required for all students using text-to-speech.

English Language Arts

Session 1	Session 2	Session 3	Session 4
100–130 minutes Reading and Writing Strands Writing Prompt Dictionary, Thesaurus, Grammar Handbook allowed	33–75 minutes Reading Strand	15–30 minutes Research and Writing Strands	15–25 minutes Listening Strand Headphones Required

Table 2.3

Mathematics

Session 1	Session 2	Session 3
30–50 minutes Calculators allowed	30–50 minutes Calculators allowed	30–40 minutes Performance Event Calculators allowed

Table 2.4

Science

Session 1	Session 2
55–75 minutes Calculators allowed	55–75 minutes Calculators allowed

Table 2.5

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2.6 Scheduling The Assessment

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

- Ensure the secure browser is available on all workstations.
- Assessments can be taken during the hours of 6:30 a.m. through 10 p.m.
- Ensure there is enough time for students to finish testing at the end of the day.
- Within each test there are sessions. A student may not return to a session once it has been completed and submitted.
- All students must finish testing before the district administration window officially closes. All assessments will automatically end at 10 p.m. on the last day of the scheduled district administration window, even if the student has not finished.
- Based on student need, 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.
- 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.
- For the performance events and writing prompts, students may be best served by sequential, uninterrupted time that may exceed the time allotted in a student's schedule.
- Minimize the amount of time between beginning and completing each test within a content area.
- 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 need to log back into the session.
- 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.

2.7 Required/Allowed Materials

- 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 the Portal, 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.
- Headphones are required for the last session of ELA. Headphones are also required for any content/session in which the student is using text-to-speech.
- Scratch paper and grid/graph paper are allowable for all assessments.

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- 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 in Grades 4 and 8. The Writer's Checklist can also be printed from the Documents page of the Portal 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 the Portal 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 the Portal at https://mo.drcedirect.com.

2.8 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. A physical dictionary may also be provided to students for use on the writing prompt.
- 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 the Portal 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. A physical thesaurus may also be provided to students for use on the writing prompt.
- 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.

2.9 Calculators

- Use of a calculator is allowed in grade 8 Mathematics.
- Students can use the embedded electronic calculator or a physical calculator.
- A physical scientific calculator with exponents, trigonometry, and logarithmic functionalities is permitted for Mathematics and Science assessments.
- 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.

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- 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 their IEP.

2.10 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

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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:
  - Scratch, grid, and graph paper
  - Braille paper (if provided)
  - Physical copies of Reference Sheets

- If the student is taking the session with listening items of ELA via Large Print, Braille, or Paper/Pencil, ensure you have a printed version of the ELA Listening Scripts. Talk with your STC to get a copy.

- After testing is complete:
  - Check that tests have been submitted (if permitted).
  - Check that tests are closed in the system (if permitted).
  - 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 testing 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.

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- 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.
- 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.
- 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 are essential for valid and reliable results. A test security policy must be in place for each district and charter school. The test security policy should be placed in the District's Assessment Plan, which is 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. Physical test materials—test tickets and Large Print, Braille, and Paper/Pencil assessments—should be kept secure at all times when not being used. They should not be left out on desks, in a drawer, in a closet, etc. Follow the school procedure for checking test materials in and out. Anyone handling the physical materials should be aware of the check-in and check-out procedure.

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

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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.

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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 the Portal.

Instructions for Accessing the Tutorials through the Portal

1. Navigate to the Portal, 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.

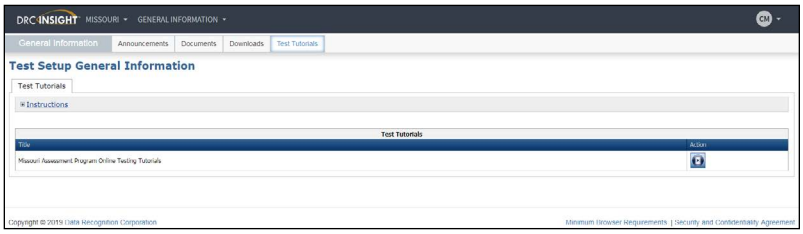

Figure 4.1

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.

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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.

Figure 4.2

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 B or may be accessed on the **Documents** page of the Portal, 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

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- 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.

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.

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 the Portal 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 the Portal and go to My Applications>General Information>Documents and choose Practice Forms 2020–2021. 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.

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 the Portal and go to My Applications>Materials>Additional Materials. Select Practice Forms 2020–2021 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.

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 the Portal within 24 to 48 hours of the student completing the test. Classroom teachers who will need access to Educator Scoring must have access to the Portal and be assigned a test examiner role.

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Teachers will locally score student responses to all open-ended test questions using the Educator Scoring functionality via the Portal. 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 the *Portal Educator Scoring User Guide*, which includes information on how to score student responses using the Educator Scoring tool. The Educator Scoring User Guide can be found on the Portal under My Applications>General Information>Documents.

Reporting

Districts have access to student results through the the Portal 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 *Portal Reporting User Guide* includes information on accessing reports and data searches. The Reporting User Guide can be found on the Portal under My Applications>General Information>Documents.

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

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

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

For Grade-Level Assessments, only some universal tools and accommodations appear on student test tickets. The ones that do are Braille, Large Print, Paper/Pencil, Translation, Closed Captioning, Sign Language and Read Aloud.

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

Considerations For Students With Disabilities (SWD)

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

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

Considerations For English Learners (EL)

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

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

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

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

Administrative Considerations

Districts and schools have the authority to make administrative determinations for any student as long as test security is not compromised and the requirements are met regarding testing conditions and environment. These individualized administration procedures provide flexibility to schools and districts in determining the conditions under which Grade-Level assessments can be administered most effectively. Administrative considerations do not change what the test items are designed to measure or the way test scores are interpreted.

Examples:

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

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Invalidations

A student score may be invalidated by using specific accommodations. When a score is invalidated, that student will receive the Lowest Obtainable Scale Score (LOSS) and a performance level of Below Basic. For Grade-Level Assessments, the following accommodations, even if in a student's IEP/504 Plan, will result in an invalidation:

- Use of a calculator in Grade 3 Mathematics
- Use of a multiplication table in Grade 3 Mathematics
- Use of Text-To-Speech, Human Reader, Assistive Technology or Native Language in Grades 3–5 for the ELA Reading Passages

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5.1 Universal Tools

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

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

Tool	Description	Code
Bilingual Dictionary	**EL students** may have access to a physical Bilingual Dictionary for use **ONLY** 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 the Portal under student accommodations prior to testing.	S431
Break (Pause)	**All students** may take breaks of up to 20 minutes as needed. Usage of breaks is determined by the test examiner. There is no limit on amount of breaks. The INSIGHT student platform allows **all students** to pause the online assessment for up to 20 minutes. If the test is paused for more than 20 minutes, the student will have to log back in. If the need arises to move a student from one computer to another, pause the test and choose the exit button. The test will remain incomplete until the student logs back in and completes the test.	N/A
Calculator – Grades 6–8	The INSIGHT student platform provides **all students in Grades 6–8** access to an embedded calculator for use on the mathematics assessment. **All students in Grades 6–8** may have access to a physical calculator for all mathematics sessions. Additionally, **students taking any Science assessment** may also have access to a physical calculator. The memory of the physical calculator must be cleared before and after testing by the test examiner. *Please Note: Calculator use in mathematics Grades 3–5 is an accommodation that must appear in a student's IEP/504 plan.*	N/A
Color Contrast – Online Testing	The INSIGHT student platform provides **all students** access to adjust background or font color based on student needs or preferences.	N/A
Color Contrast – Paper Testing	**All students** taking the paper/pencil assessment may have the test printed in different colors based on student needs or preferences. This tool must be chosen in the Portal under student accommodations prior to testing.	S102

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Tool	Description	Code
Color Overlay	**All students** taking the paper/pencil assessment may have a color transparency placed over the test presented to them based on student needs or preferences. This tool must be chosen in the Portal under student accommodations prior to testing.	S103
English Dictionary	**All students** may have access to a physical English Dictionary for use **ONLY** on the sessions of ELA that have a writing prompt. If the English Dictionary is electronic, it may not connect to the internet.	N/A
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 provides **all students** access to an embedded graphing tool to graph functions.	N/A
Highlighter	The INSIGHT student platform provides **all students** access to an embedded highlighter for marking desired text. **All students** may have access to a physical highlighter.	N/A
Line Guide	The INSIGHT student platform provides **all students** access to an embedded line guide that brings focus to a single line of text.	N/A
Magnification	The INSIGHT student platform provides **all students** access to magnify the screen by one and a half or two times the standard view. **All students** taking the paper/pencil or Large Print assessments may have access to a physical magnifying device.	N/A
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 INSIGHT student platform currently blocks the use of other software. Prior to the use of this accommodation, districts should make an effort to find an alternative solution such as using the built in magnification, using a larger monitor or projecting the assessment on a screen or wall. Educators having difficulty selecting appropriate magnification or enlargement options should contact DESE Assessment.* This tool must be chosen in the Portal under student accommodations prior to testing.	S105

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Tool	Description	Code
Mark For Review (Flag)	The INSIGHT student platform allows **all students** to mark an item for review so that they may return to it at a later point in the testing session.	N/A
Masking – Online Testing	The INSIGHT student platform provides **all student** 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 (such as blank paper) to block off content that is not of immediate need or that may be distracting. This tool must be chosen in the Portal under student accommodations prior to testing.	S107
Non-Accommodation Paper Based Assessment	Use this tool under the following scenarios: • For students without an IEP/504 plan 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 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. *Please Note: There is a $15 charge to the district for each printed paper/pencil assessment not required by an IEP.* This tool must be chosen in the Portal under student accommodations prior to testing.	S112
Protractor	The INSIGHT student platform provides **all students** access to an embedded protractor on specific mathematics items where appropriate. **All students** may have access to a physical protractor for use on any mathematics assessment. Physical protractors should not be used for measurement purposes of items that appear on screen due to scaling issues.	N/A
Read Aloud	***Please see the Read Aloud section after the universal tools/ accommodations list.***	

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Tool	Description	Code
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 provides **all students** access to 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
Ruler	The INSIGHT student platform provides **all students** access to an embedded ruler on specific items where appropriate. **All students** may have access to a physical ruler for use on any assessment. Physical rulers should not be used for measurement purposes of items that appear on screen due to scaling issues.	N/A
Scratch Paper (Sticky Notes)	The INSIGHT student platform allows **all students** access to an embedded notepad to make notes about an item. **All students** taking the online, paper/pencil, Large Print or Braille assessments may have access to physical scratch paper to make notes about an item. Scratch paper can be blank, ruled, graph or grid paper. Physical scratch paper should be collected and destroyed **IMMEDIATELY** upon the conclusion of a testing session.	N/A

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Tool	Description	Code
Scribe	**Students who obtain a physical injury prior to testing** that prevents them from responding may dictate their responses to a scribe. **OR** **Students with physical disabilities** that may prevent them from responding themselves may dictate their responses to a scribe. Examiners acting as a scribe must follow DESE scribing guidelines (https://dese.mo.gov/sites/default/files/asmt-scribing-guidelines.pdf). *Please Note: With the exception of students who obtain a physical injury prior to testing, DESE does not recommend the use of Scribe for students who do not use it as part of their everyday learning in the classroom. The use of Scribe for some students can prove distracting and become a hindrance to student performance. The scribe should be familiar to the student and have scribing experience with the student in some capacity prior to the state assessment.* *This tool does NOT need to be marked for transcription of paper, Large Print or Braille Assessments into INSIGHT.* This tool must be chosen in the Portal under student accommodations prior to testing.	S351
Separate Setting	**All students** may be allowed to test in a separate setting from other students. This includes testing individually or testing as part of a smaller group. This tool must be chosen in the Portal under student accommodations prior to testing.	S501
Strikethrough (Cross Off)	The INSIGHT student platform allows **all students** access to an embedded tool to cross out answer options. This can help students more easily narrow their options for answering a test question.	N/A
Thesaurus	**All students** may have access to a physical Thesaurus for use **ONLY** on the sessions of ELA that have a writing prompt. If the Thesaurus is electronic, it may not connect to the internet.	N/A
Translation	***Please see the Translation section after the universal tools/ accommodations list.***	
Writing Tools	The INSIGHT student platform provides **all students** access to an embedded set of writing tools on specific items where appropriate. The tools include the ability to bold, italicize and underline text, undo/redo typing, justify text left or center, and cut/copy/paste text the student has typed.	N/A

Table 5.1

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5.2 Accommodations

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

Accommodation	Description	Code
Abacus	**Students with this accommodation in their IEP/504 plan** may have access to an abacus. This accommodation must be chosen in the Portal under student accommodations prior to testing.	A391
Alternate Response Options	**Students with this accommodation in their IEP/504 plan** may respond to items using an alternate option, including specialized keyboards, mice, screens and other adaptive equipment. Prior to the use of this accommodation, districts should attempt to use the equipment with the Online Tools Training and/or Practice Test, to check for compatibility with the summative assessment. *Please Note: Due to the variety of adaptive equipment available, DRC cannot guarantee support for any specific device. Districts may need to find an alternative solution. The use of adaptive equipment should be familiar to the student and should be something used in the everyday classroom. Contact DRC Customer Support for any questions or assistance to ensure your assistive device is functioning as expected with testing.* This accommodation must be chosen in the Portal under student accommodations prior to testing.	A441
Braille	**Students with visual impairments with this accommodation in their IEP/504 plan** may access the assessment via a Braille version. Tactile overlays and graphics tools may be used to assist the student in accessing the content. *Please Note: Answers from students who access the assessment using the Braille format must be entered into the INSIGHT student platform prior to shipping the Braille assessment back. Please follow the instructions found in the manuals.* This accommodation must be chosen in the Portal under student accommodations prior to testing.	A012

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Accommodation	Description	Code
INVALIDATION **Calculator – GRADE 3 ONLY** INVALIDATION	INVALIDATION **Students in 3rd grade with this accommodation in their IEP/504 plan** may have access to a physical calculator on mathematics items. 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 the Portal under student accommodations prior to testing. INVALIDATION	A392
Calculator – **Grades 4-5**	**Students in Grades 4 and 5 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 the Portal under student accommodations prior to testing.	A393
Closed Captioning	**Students with hearing impairments with this accommodation in their IEP/504 plan** may have access to Closed Captioning for ELA listening passages. This accommodation must be chosen in the Portal under student accommodations prior to testing.	A053
Large Print	**Students with visual impairments with this accommodation in their IEP/504 plan** may access the assessment via a Large Print version. *Please Note: Answers from students who access the assessment using the Large Print format must be entered into The INSIGHT student platform prior to shipping the Large Print assessment back. Please follow the instructions found in the manuals.* This accommodation must be chosen in the Portal under student accommodations prior to testing.	A021

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Accommodation	Description	Code
INVALIDATION **Multiplication Table** **GRADE 3 ONLY** INVALIDATION	INVALIDATION **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 the Portal under student accommodations prior to testing. INVALIDATION	A394
Multiplication Table **Grades 4-8**	**Students in Grades 4-8 with this accommodation in their IEP/504 plan** may have access to a single digit multiplication table. This accommodation must be chosen in the Portal under student accommodations prior to testing.	A395
Paper Based Assessment	**Students with this accommodation in their IEP/504 plan** may take the assessment using the paper/pencil format. *Please Note: Answers from students who access the assessment using the paper/pencil format must be entered into the INSIGHT student platform prior to shipping the paper assessment back. Please follow the instructions found in the manuals.* This accommodation must be chosen in the Portal under student accommodations prior to testing.	A102
Read Aloud (ELA Reading Passages)	***Please see the Read Aloud section after the universal tools/ accommodations list.***	
Sign Language	The INSIGHT student platform provides s**tudents with hearing impairments with this accommodation in their IEP/504 plan** access to video American Sign Language (ASL) for the ELA listening passages. If the student uses another form of sign language or the preference is for a local translation into ASL, the signing of ELA listening passages will require the download of a script. The accommodation must be chosen in the Portal under student accommodations prior to testing.	A052

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Accommodation	Description	Code
Specialized Calculator	**Students with this accommodation in their IEP/504 plan** may have access to a specialized calculator in place of a standard one. Types of specialized calculators 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. For mathematics items that do not allow calculator use, this accommodation **must** be used in conjunction with code A392 (Grade 3) or A393 (Grades 4-5). This accommodation must be chosen in the Portal under student accommodations prior to testing.	A396
Speech-To-Text – Assistive Technology	**Students with this accommodation in their IEP/504 plan** may use that technology in conjunction with the INSIGHT student platform. The software must be provided by the district. *Please Note: The INSIGHT student platform currently blocks the use of other software. Prior to the use of this accommodation, districts should make an effort to find an alternative solution such as the use of a scribe. If the use of Speech-To-Text software is required, the software must be used on a different device. Answers resulting from the use of the software must be treated securely and must be transcribed into the system. The use of assistive technology software should be familiar to the student and should be software the student uses in the everyday classroom.* This accommodation must be chosen in the Portal under student accommodations prior to testing.	A352

Table 5.2

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5.3 Read Aloud

Read Aloud is a Universal Tool that allows the student to have test directions and items (questions and answer choices) in all content areas presented to them orally via Text-To-Speech or a Human Reader. The presentation of ELA Reading Passages via ***Read Aloud*** requires and IEP or 504 plan.

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

How To Determine If A Student Needs Read Aloud

Here are some questions in helping to make a determination:

- Does this student have an identified reading-based disability that affects the student's decoding, fluency or comprehension skills?
- Is there evaluative information indicating that, even after explicit and systematic reading instruction, the student's disability precludes or severely limits the student's ability to decode print?
- Has the student been provided systematic, explicit, research based reading intervention(s) to improve decoding skills?
- Would the student's functioning reading level affect their performance on a state test that does not measure reading comprehension?
- Is there evidence that the student's access to, and/or performance on, print-based tasks improves when information is presented to the student in auditory formats?
- Is the student provided instructional materials in auditory formats? Does the student use Read Aloud during formative assessments or during other assessments? If a student receives Read Aloud for instruction but not for formative assessments, it is likely that the student does not need Read Aloud for the state content assessments.
- When test items are read aloud for classroom assessments is every item read aloud or only items requested by the student?
- Does someone (e.g., teacher, paraprofessional, another student, and parent) regularly read aloud to the student in school?
- If the student is blind or visually impaired, has it been determined that their disability precludes or severely limits the ability to access and/or develop proficiency in Braille?
- If the student is hearing impaired, is there evidence demonstrating that the student's disability precludes or severely limits their ability to decode printed text, possibly due to other co-occurring disabilities or long-term language deprivation in early childhood?

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

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

Should My District Assign This To All Students

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

- Providing ***Read Aloud*** to students who do not need it can have negative consequences for instruction and decoding and comprehension skills. For example, some educators might assume that students who receive ***Read Aloud*** no longer need to be instructed on decoding and fluency skills, which is clearly an inappropriate assumption.
- The use of ***Read Aloud*** for some students can prove distracting and become a hindrance to student performance.
- The data used when reviewing universal tools and accommodations will not be reflective of your everyday instruction.
- Districts who have attempted this route have found that their top students may not be using their strongest skill of reading and relying solely on what they heard.
- DESE has had parents contact us directly, concerned that the school was allowing or forcing their child to use Text-To-Speech, with the main concern of if the school is really telling them accurately how well their child can read.
- Assigning the tool will also put additional load onto your bandwidth even when the student does not use it.

Choosing The Correct Read Aloud Support

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

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

Human Reader – A human reader should:

- Be trained on the administration, security policies and procedures of the assessment.
- Have extensive practice in providing read aloud support and must be familiar and comfortable with the process before working directly with a student. Ideally, they are familiar with the student, and are typically responsible for providing this support during educational instruction and assessments.
- Read each question exactly as written, as clearly as possible.
- Strive to communicate in a neutral tone and maintain a neutral facial expression and posture.
- Not clarify, elaborate, paraphrase, assist, cue a student through uneven voice inflection, etc.

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- 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 INSIGHT student platform currently blocks the use of other software. Prior to the use of this accommodation, districts should make an effort to find an alternative solution, such as using the embedded Text-To-Speech. Our testing vendor does NOT currently support the use of assistive technology. If the student uses assistive text-to-speech software in the everyday classroom, the use of assistive technology software should be familiar to the student and should be software the student uses in the everyday classroom. The software must be provided by the district.

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

Marking Read Aloud Codes

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

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. This excludes blind students who do not yet possess adequate Braille skills.

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.

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READ ALOUD CODES Grades 3–5		
Universal Tool/Accommodations	**Code**	**Also Mark**
Text-To-Speech (Not Including ELA Reading Passages)	S041	
INVALIDATION Text-To-Speech (ELA Reading Passages) – Grades 3–5 INVALIDATION	A040	S041
Human Reader (Not Including ELA Reading Passages)	S043	
INVALIDATION Human Reader (ELA Reading Passages) – Grades 3–5 INVALIDATION	A041	S043
Assistive Technology (Not Including ELA Reading Passages)	S042	
INVALIDATION Text-To-Speech (ELA Reading Passages) – Grades 3–5 INVALIDATION	A042	S042
Blind Students (ELA Reading Passages) – All Grades	S046	S043
Native Language – *Please see the section on Translation that follows this.*		

Table 5.3

READ ALOUD CODES Grades 6–8		
Universal Tool/Accommodations	**Code**	**Also Mark**
Text-To-Speech (Not Including ELA Reading Passages)	S041	
Text-To-Speech (ELA Reading Passages) – Grades 6–8	A043	S041
Human Reader (Not Including ELA Reading Passages)	S043	
Human Reader (ELA Reading Passages) – Grades 6–8	A045	S043
Assistive Technology (Not Including ELA Reading Passages)	S042	
Assistive Technology (ELA Reading Passages) – Grades 6–8	A044	S042
Blind Students (ELA Reading Passages) – All Grades	A046	S043
Native Language - Please see the section on Translation that follows this.		

Table 5.4

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Text-To-Speech
To have items and answer choices read by the test platform, mark **Code S041** for the student(s). If the student(s) have an IEP/504 plan that allows ELA Reading Passages to be read to them, then also mark **Code A040** (Grades 3–5) **or Code A043** (Grades 6–8). Text-to-Speech functionality can be given individually or in a group setting. Student(s) will need to be provided headsets to listen. 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) resulting in a performance level of Below Basic.

Human Reader – Online Assessment
To have items and answer choices read by a human reader**,** mark **Code S043** for the student(s). If the student(s) have an IEP/504 plan that allows ELA Reading Passages to be read to them, also mark **Code A041** (Grades 3–5) **or Code A045** (Grades 6–8)**.** Human Reader can be done individually or in a small group setting, so mark **Code S501** for separate setting. Assessments can be read either electronically or via a paper copy. If reading electronically, examiners can read directly off the screen of the student(s) or off a second display attached to a system being used by a student. To get a paper examiner copy to read from, mark **Code S112** for one student. Print a paper copy, and then unmark the code. This will send the student back to an online assessment. After testing is complete, mark that copy as an "Examiner Copy" and send it back to the vendor with the other student paper assessments. 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) resulting in a performance level of Below Basic.

Human Reader – Paper Assessment
To have items and answer choices read by a human reader**,** mark **Code S043** for the student(s). If the student(s) have an IEP/504 plan that allows ELA Reading Passages to be read to them, also mark **Code A041** (Grades 3–5) **or Code A045** (Grades 6–8)**.** Human Reader can be done individually or in a small group setting, so mark **Code S501** for separate setting. Paper assessments can be read either directly off the student's copy or via examiner paper copy. To get an examiner copy, print the student assessment twice. After testing is complete, mark that copy as an "Examiner Copy" and send it back to the vendor with the other student paper assessments. 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) resulting in a performance level of Below Basic.

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Human Reader – Large Print/Braille Assessment
To have items and answer choices read by a human reader**,** mark **Code S043** for the student(s). If the student(s) have an IEP/504 plan that allows ELA Reading Passages to be read to them, also mark **Code A041** (Grades 3–5) **or Code A045** (Grades 6–8)**.** Human Reader can be done individually or in a small group setting, so mark **Code S501** for separate setting. The Large Print/Braille kits come with a printed test book for the examiner to use. After testing is complete, mark that copy as an "Examiner Copy" and send it back to the vendor with the rest of the kit. 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) resulting in a performance level of Below Basic.

Assistive Technology
To use assistive technology for Read Aloud, mark **Code S042** for the student. If the student(s) have an IEP/504 plan that allows ELA Reading Passages to be read to them, then also mark **Code A042** (Grades 3–5) **or Code A044** (Grades 6–8). The student should test in a one-on-one setting. Code **S501** should be also marked for separate setting. Use of 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) resulting in a performance level of Below Basic.

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5.4 Translation

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

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

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

How To Determine If The Student Need Translation

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

- Does the student have an overall WIDA ACCESS score of 3 or lower?
- Has the student attended a school where their first language is the primary language of instruction?
- Has the student ever received instruction in their first language?
- Is the student receiving translation as part of their everyday instruction?
- Does the student perform better when class assignments or assessments are translated?

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

When Using A Translator…

- Translation cannot be provided by any service that requires internet connection. If a translator cannot be found, due to scarcity of the language, contact DESE Assessment for options.
- The translator cannot be a friend or family member of the student.
- The district must train the translator just as they would a test examiner.
- If the translator is not a district employee, a trained examiner from the district must be act as proctor.
- Any associated costs involved in translation are paid for by the district. Title III money **CANNOT** be used to hire translators for statewide assessments.

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- The district must find and contract with the translator on their own. While DESE does not require or promote the use of any individual company, Missouri has a contract for translation services for state agencies – https://archive.oa.mo.gov/purch/noa/cs182066.pdf. **This contract does not ensure services for LEAs**. Listed in the contract is contact information for 10 agencies, along with a list of counties that services are provided for. These agencies, at a minimum provide translation services of:
    - Arabic
    - Bosnian
    - Burmese
    - Cambodian
    - Chinese
    - Farsi
    - French
    - German
    - Greek
    - Hmong
    - Hindi
    - Italian
    - Japanese
    - Korean
    - Nepali
    - Romanian
    - Somali
    - Spanish
    - Ukrainian
    - Urdu
    - Vietnamese

Marking Translation Codes

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

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

Use of 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. This excludes blind students who do not yet possess adequate Braille skills.

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

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Assistive Technology
To use assistive technology for Read Aloud, mark **Code S042** for the student. If the student(s) have an IEP/504 plan that allows ELA Reading Passages to be read to them, then also mark **Code A042** (Grades 3–5) **or Code A044** (Grades 6–8). The student should test in a one-on-one setting. **Code S501** should be also marked for separate setting. Use of 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) resulting in a performance level of Below Basic.

TRANSLATION CODES		
Universal Tool/Accommodations	**Code**	**Also Mark**
Read Aloud In Native Language (Not Including ELA Reading Passages) Reading the assessment in a student's Native Language is given individually or in a small group setting, so mark **Code S501** for separate setting. If you do not read directly off the student's copy, then after testing is complete, mark the copy you read from as an "Examiner Copy" and send it back to the vendor with the other student paper based assessments.	S111	S501
INVALIDATION Read Aloud In Native Language (ELA Reading Passages) – Grades 3–5 Use of 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. Reading the assessment in a student's Native Language is given individually or in a small group setting, so mark **Code S501** for separate setting. If you do not read directly off the student's copy, then after testing is complete, mark the copy you read from as an "Examiner Copy" and send it back to the vendor with the other student paper based assessments. **INVALIDATION**	S111	S501

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TRANSLATION CODES		
Universal Tool/Accommodations	**Code**	**Also Mark**
Read Aloud In Native Language (ELA Reading Passages) – Grades 6–8 Reading the assessment in a student's Native Language is given individually or in a small group setting, so mark **Code S501** for separate setting. If you do not read directly off the student's copy, then after testing is complete, mark the copy you read from as an "Examiner Copy" and send it back to the vendor with the other student paper based assessments.	A112	S111
Blind EL Students (ELA Reading Passages) Reading the assessment in a student's Native Language is given individually or in a small group setting, so mark **Code S501** for separate setting. The Braille kit includes a paper-based copy of the assessment for the test examiner to use for Read Aloud.	A046	S043
Translation Of Student Responses (Student Responds In Native Language) Translating student responses from their Native Language is done in an individual setting, so mark **Code S501** for separate setting.	S109	
Printing A Paper Copy If a translator needs access to the assessment prior to testing to conduct translation services of technical terms, or a paper copy is needed to conduct Read Aloud in Native Language, mark this code in conjunction with the appropriate codes above. Mark **Code S112** for the student. Print a paper copy, then go in and unmark the code. This will send the student back to an online assessment. After testing is complete, mark that copy as an "Examiner Copy" and send it back to the vendor with the other student paper assessments.	S112	

Table 5.5

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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.

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, the TE 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.

Before administering the test, make sure to have all student login tickets for the session(s) that are being administered. If any student login tickets are missing, contact the STC.

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Which Tools/Accommodations Appear on Test Tickets

Even when marked in Portal, not all tools/accommodations will be displayed on test tickets. The following are the only tools and accommodations that will appear on a student test ticket. For descriptions of these Tools/Accommodations, see section 7.0.

Tool/Accommodation	Code	Ticket Abbreviation
Braille	A012	Braille
Large Print	A021	LargePrint
Paper Based Assessment	A102	PaperBased
Sign Language	A052	A052
Closed Captioning	A053	A053
Translation	S109	S109
Read Aloud (Not Including ELA Reading Passages) – Text-To-Speech	S041	TTS
Read Aloud (Grades 3–5 ELA Reading Passages) – Text-To-Speech	A040	TTSPASSAGE
Read Aloud (Grades 6–8 ELA Reading Passages) – Text-To-Speech	A043	TTSPASSAGE
Read Aloud (Not Including ELA Reading Passages) – Human Reader	S043	S043
Read Aloud (Grades 3–5) (ELA Reading Passages – Human Reader	A041	A041
Read Aloud (Grades 6–8) (ELA Reading Passages) – Human Reader	A045	A045
Read Aloud (Not Including ELA Reading Passages) – Assistive Technology	S042	S042
Read Aloud (Grades 3–5) (ELA Reading Passages) – Assistive Technology	A042	A042
Read Aloud (Grades 6–8) (ELA Reading Passages) – Assistive Technology	A044	A044
Read Aloud (Not Including ELA Reading Passages) – Native Language	S111	S111
Read Aloud (Grades 3–5) (ELA Reading Passages) – Native Language	A111	A111
Read Aloud (Grades 6–8) (ELA Reading Passages) – Native Language	A112	A112
Read Aloud (ELA Reading Passages) – Blind Students	A046	A046

Table 6.1

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6.1 Online Test Directions

1. The TE distributes the Test Tickets.

You should have received Test Tickets for the testing session(s) 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 their 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.

Figure 6.1

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3. **The TE instructs students to select testing program.**

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

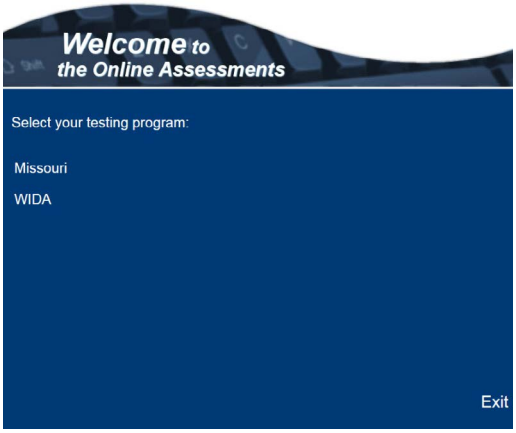

Figure 6.2

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.

Figure 6.3

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5. Student Login

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

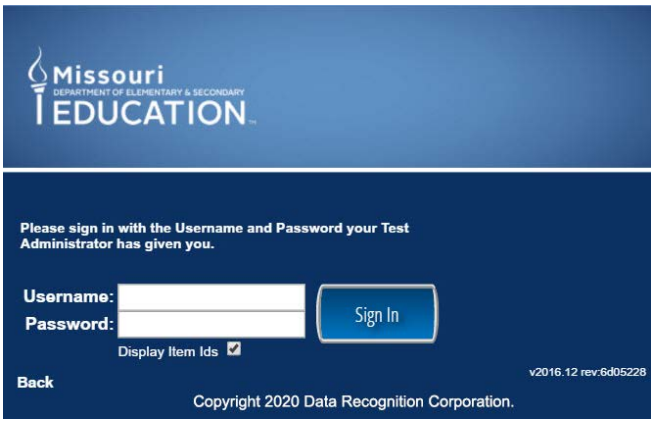

Figure 6.4

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

SAY **This is the Welcome screen. Please check that your name appears at the top of the screen. Check that the test name is [Test Name] 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.

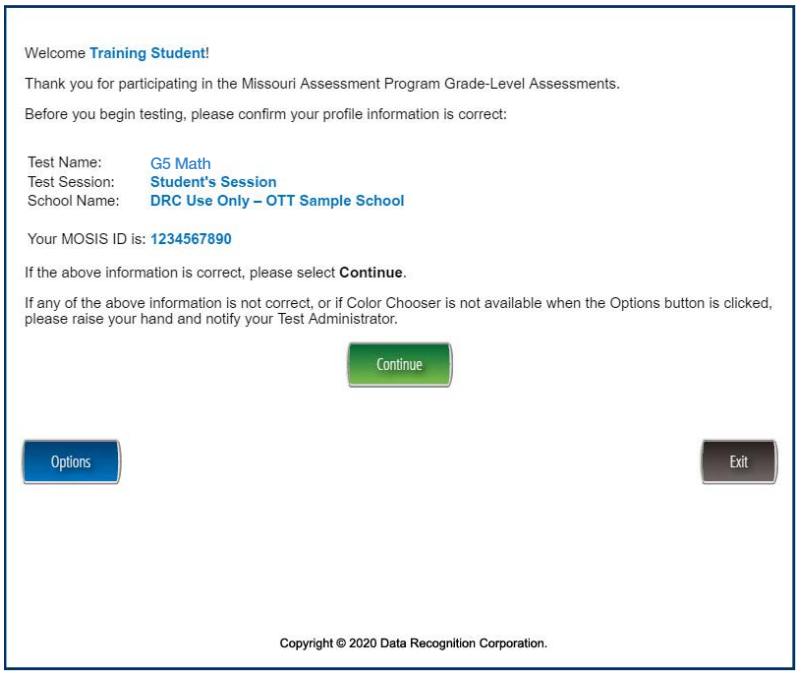

Figure 6.5

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.**

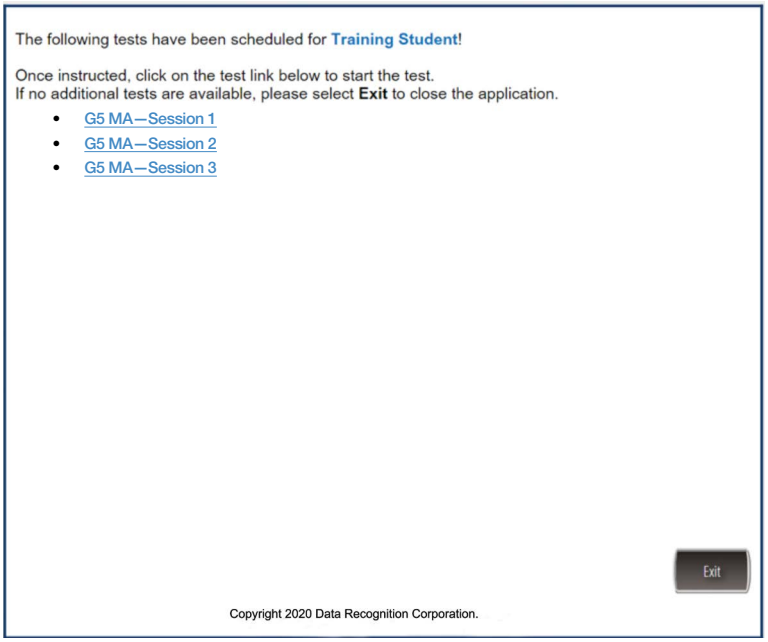

Figure 6.6

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.**

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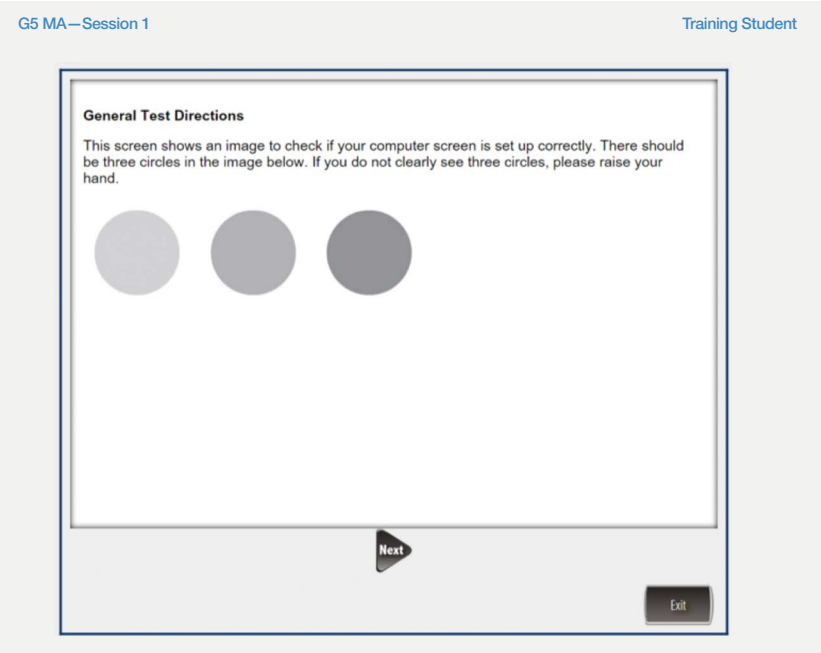

Figure 6.7

SAY

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

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

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

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.

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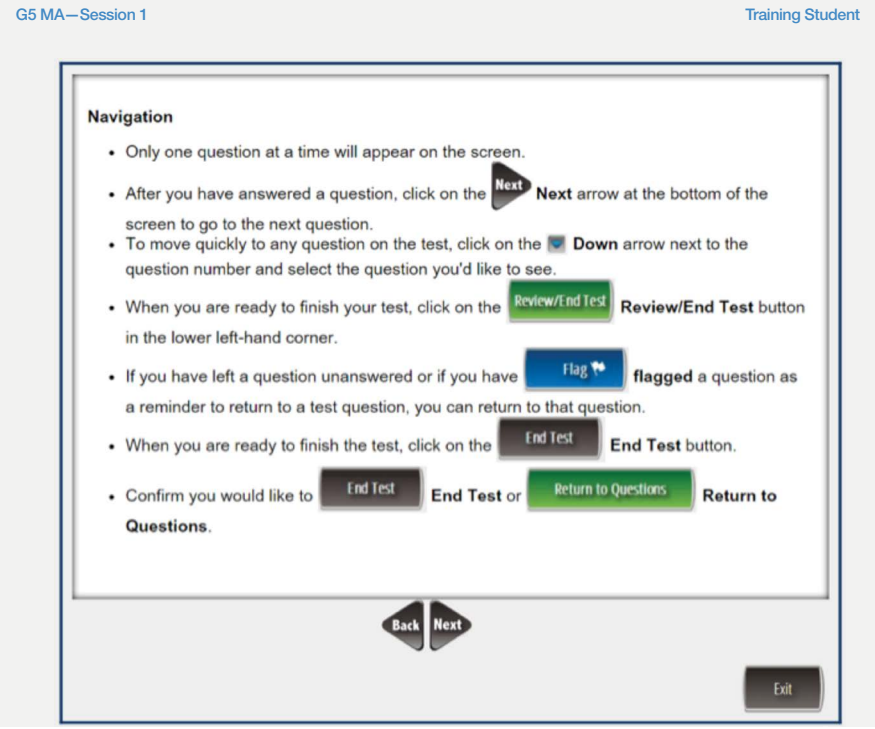

Figure 6.8

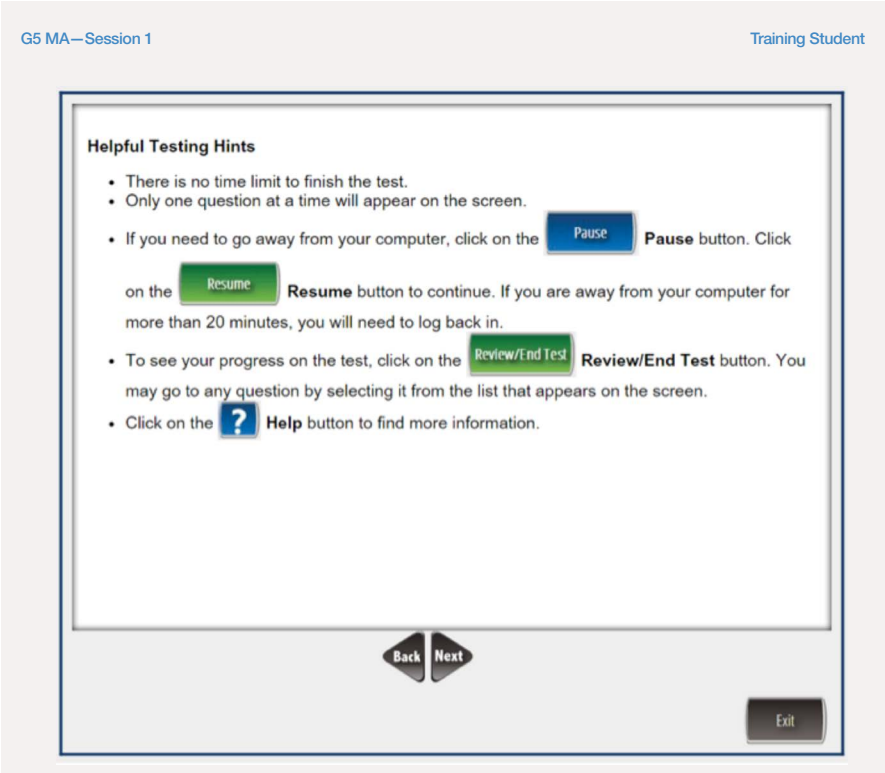

Figure 6.9

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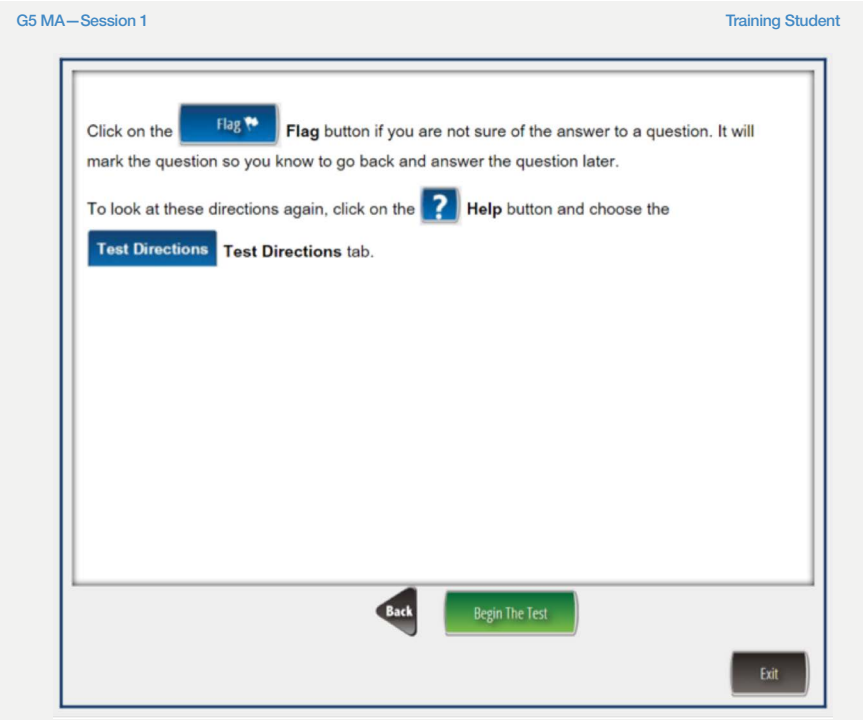

Figure 6.10

9. Starting The Test

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 both sentences. If not, then only say the second sentence, directing students to begin the test.

SAY **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 they should try their best, but that the TE cannot help answer an item.

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

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

11. A student finishes their test session.

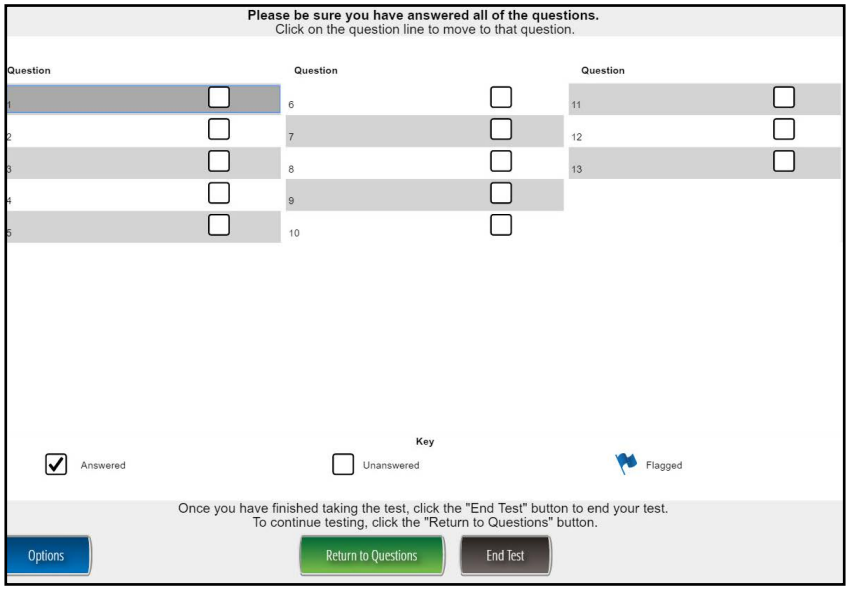

Figure 6.11

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 them 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 they are 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.

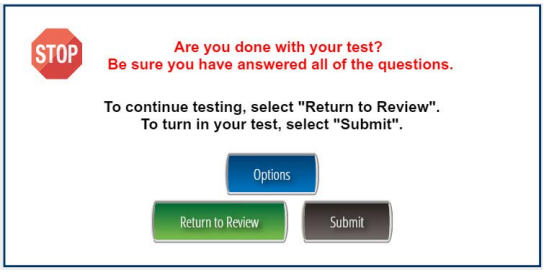

Figure 6.12

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).

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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 their 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 their assessment at the new workstation to complete the assessment.

6.4 Unlocking Tests

A test will become locked when the student ends a test by selecting **Review/End Test**, **End Test**, **Submit**. If the student accidentally ends the test instead of the **Pause**, **Exit**, **Yes**, **Exit** to pause the test, the student's test will become locked. The student's test will need to be unlocked before the student can continue testing. Contact the STC to start the process.

6.5 Common Technology Issues

Loss of Internet Connectivity

Student responses are sent to DRC servers frequently, including after each question is answered. If Internet connectivity is lost during testing the student is unable to continue testing until Internet connectivity is regained. When a student's computer/device loses Internet connectivity during testing, INSIGHT has a pop-up error message that will appear on the student's device/computer. This error message is labeled Network Connectivity Issues, which indicates a loss of internet connection. This error message can indicate other possible issues but is almost always linked to internet connection or configuration issues.

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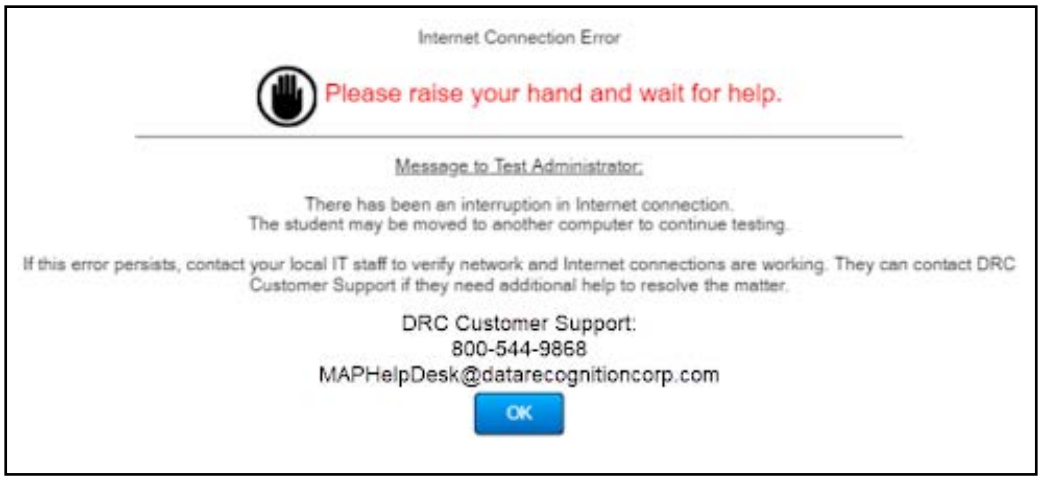

Figure 6.13

There is also the System Readiness Check (a blue check mark that you can click on the bottom left corner of INSIGHT) that checks several parameters including internet connection. Users are encouraged to check this after the application set up is completed for verification.

If internet connectivity is lost, make sure that appropriate technology personnel are notified prior to contacting the MAP Service Line.

Inactivity

After 20 minutes of inactivity, either with mouse movement or use of keyboard, the INSIGHT application will automatically exit the test. All answers will be saved and the student will be required to sign back in to the test to finish.

Figure 6.14

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7.0 Paper, Large Print, & Braille Tests

Large Print, Braille, and paper/pencil editions of the MAP Grade-Level Assessments are available for students with designated IEPs or other special circumstances. Test Examiners will work with the District Test Coordinator to generate paper/pencil editions from the Portal (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.

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 Test Directions – Paper, Large Print and Braille

Each content and grade has a specific set of directions for the assessment. When you get the physical test book(s), you should also get a copy of the printed test directions from the STC.

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.

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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 the Portal 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 the Portal Test Setup, assign the student to a test session and print their Test Ticket. Retain the Test Ticket rather than distributing it to the student.
3. After the student has completed the test on paper, use a device that has the INSIGHT client software installed and use the student's Test Ticket to log in to the student's test.
4. Begin transcribing student responses. Once you have finished, select End Test and Submit. The Test Examiner should then return all printed test materials to the STC.

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

- Do not transcribe erased or crossed out words or marks.
- If a student's response consists of incomprehensible squiggles, marks, etc., which clearly are not words or word fragments, then leave the item blank.
- If a student's response is wholly or partly illegible, enter "ILLEGIBLE" for the entire response or for the part where applicable.
- If 50% or more of a student's response is written in any language other than English, then note "WRITTEN IN ANOTHER LANGUAGE" where applicable.
- If part of a student's response cannot be entered into INSIGHT, then leave that part blank.
- If no part of a student's response can be entered, then leave the entire item blank.
- Additional clarifying notes may be entered as needed if the item type allows text entry.

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8.3 Contaminated 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, 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 the Portal.

8.4 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.

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Appendix A: Frequently Asked Questions (FAQ)

Q: Can students use white boards to write notes?

A: While the use of white boards is allowed, it is preferred that students use paper/pencil to write notes. The use of dry erase boards provides a better chance for students to see each other's writing.

Q: Can we play music during testing?

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

Q: Can students read books after testing?

A: This is a district decision.

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

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

Q: What is the cost for each assessment?

A: Assessments cost $1.80 per student.

Q: What are the qualifications to be a Test Examiner?

A: The examiner must be a district employee, under contract. At a minimum, they must meet the qualifications of a paraprofessional.

Q: Can student teachers act as Test Examiners?

A: No. While student teachers can observe testing, they may not operate as a Test Examiner.

Q: Can you take the sessions out of order?

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

Q: Are the practice tests available in paper/pencil format?

A: Yes, paper versions of the practice tests are available. See section 4.4 of this manual for more information.

Q: Besides practice forms, what other tools are there to help prepare students?

A: DRC provides Online Tools Training (OTTs) and Test Tutorials.

- OTTs give users the ability to use the tools available in the INSIGHT testing platform on a variety of item types. OTTs can be accessed at https://wbte.drcedirect.com/MO/portals/mo.
- Test Tutorials allow users to watch recorded videos that demonstrate the features of INSIGHT and the tools that will be used for the operational assessments. Test Tutorials can be accessed at https://wbte.drcedirect.com/MO/portals/mo.

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Appendix B: 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.**

Keyboard Shortcut	Function
Tab	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.
Shift + tab	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.
Enter	Activates the tool that the tab box is around.
Esc	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.
ABCD, abcd	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.
Alt (option) + X	Exits the system from each page that has an Exit button.
Ctrl (control ⌘) + {Left, Right, Up, Down arrows}	Will move the active pop-up tools around on the screen (does not include sticky notes).
Ctrl (control ⌘) + Minus (Numerical Row)	Rotates the active tool 1 degree.
Ctrl (control ⌘) + tab	Switches between multiple active pop-up tools on the screen.

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Appendix B: INSIGHT Keyboard Shortcuts and Icons, continued

Keyboard Shortcut	Function
Up/Down Arrows	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.
Enter	Selects the highlighted test question from the Review/End Test page. Selects Sign In button after Username and Password are entered. Selects Continue from the Student Verification page. Selects the Go To Page number within the quick navigation dropdown arrow.
Alt + Delete	Will clear the Calculator.
"-"	Will work as a shortcut key for subtraction on all Calculators.
"!"	Will work as a shortcut key for factorial on all Scientific/ Graphing Calculators.
"("	Will work as a shortcut key for open parenthesis on Scientific/ Graphing Calculators.
")"	Will work as a shortcut key for closed parenthesis on Scientific/ Graphing Calculators.
"*"	Will work as a shortcut key for Multiply on all Calculators.
"/"	Will work as a shortcut key for Divide on all Calculators.
"@"	Will work as a shortcut key for Square on all Scientific/Graphing Calculators.
"+"	Will work as a shortcut key for Add on all Calculators.
"0-9"	Will work as shortcut keys for numeric entry on all Calculators.
Backspace	Will work as a shortcut key for Backspace on all Calculators.
Delete	Will work as a delete function on all Calculators (will not work on a Mac).
Enter	Will work as an Enter key on all Calculators (this will not work for the graphing tools).
^	Will work as a shortcut to take a number to a specific power on scientific/graphing Calculators.
Ctrl+plus/minus ('+' or '-')	Will work to rotate ruler/protractor one degree.
" ' " (apostrophe)	Will works as a Negate key on the Basic Calculator.

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Appendix B: INSIGHT Keyboard Shortcuts and Icons, continued

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

Table B.1

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Appendix B: INSIGHT Keyboard Shortcuts and Icons, continued

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

Appendices

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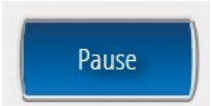
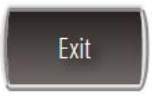
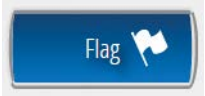
Appendix B: INSIGHT Keyboard Shortcuts and Icons, continued

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

Appendices

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Appendix B: INSIGHT Keyboard Shortcuts and Icons, continued

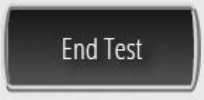
Tool Icon	Tool Name	Tool Definition
	Review/End Test	The **Review/End Test** button allows you to see all of the test questions you have flagged for review. The Review Page also shows which questions have been answered and which have not.
	Return to Questions	The **Return to Questions** button appears on the Review Page. Clicking **Return to Questions** will take the student back to the most recently visited question. The student can then review any questions, and proceed by clicking **Review/End Test** again.
	**End Test**	The **End Test** button appears on the Review Page. Clicking this button will provide a prompt for the student to confirm whether they would like to **Return to Review** or **Submit.**
	Submit	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.
	Return to Review	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.
	Go to Question	To quickly navigate to any question, passage, or scenario on the test, click on the down arrow next to the question number in the upper-left corner of the screen. A list of all available test questions and scenarios will appear. Click on the number of the test question, passage, or scenario you want to go to, and that question will appear on the screen. Click on the passage or scenario and you will be taken to the first question that appears with the passage or scenario.

Table B.2

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Review Page Key

Key Icon	Key Description
☐	Unanswered item
☑	Answered item
	Flagged item
S	Scenario indicator for Science; example: (S1)
P	Passage indicator for ELA; example: (P1)

Table B.3

Appendices

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Appendix C: 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)	☐ Masking – Online
	☐ Calculator	☐ Protractor
	☐ Color Contrast – Online	☐ Read Aloud Test To Self
	☐ English Dictionary	☐ Reference Sheet
	☐ Grammar Handbook	☐ Ruler
	☐ Graphing Tool	☐ Scratch Paper (Sticky Notes)
	☐ Highlighter	☐ Strikethrough (Cross Off)
	☐ Line Guide/Reader	☐ Thesaurus
	☐ Magnification	☐ Writing Tools
	☐ Mark For Review	

Universal Tools – To Be Marked These tools need to be marked 48 hours prior to testing in order to use them.	☐ Bilingual Dictionary	☐ *Read Aloud – Human Reader
	☐ Color Contrast – Paper	☐ *Read Aloud – Native Language
	☐ Color Overlay	☐ *Read Aloud – Text-To-Speech
	☐ Magnification – Asst. Tech	☐ Scribe
	☐ Masking – Paper Testing	☐ Separate Setting
	☐ Non-Accomm. Paper Based	☐ Translation
	☐ *Read Aloud – Asst. Tech	

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

*Without ELA Reading Passages **With ELA Reading Passages

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Appendix D: Mathematics Reference Sheet Grades 6–8

Standard Units	Metric Units
Conversions – Length	
1 yard (yd) = 3 feet (ft) = 36 inches (in)	1 centimeter (cm) = 10 millimeters (mm)
1 mile (mi) = 1,760 yards (yd) = 5,280 feet (ft)	1 meter (m) = 100 centimeters (cm)
	1 kilometer (km) = 1,000 meters (m)
Conversions – Volume	
1 cup (c) = 8 fluid ounces (fl oz)	1 liter (l) = 1,000 milliliters (ml)
1 pint (pt) = 2 cups (c)	1 liter (l) = 1,000 cubic centimeters (cc)
1 quart (qt) = 2 pints (pt)	
1 gallon (gal) = 4 quarts (qt)	
Conversions – Weight/Mass	
1 pound (lb) = 16 ounces (oz)	1 gram (g) = 1,000 milligrams (mg)
1 ton = 2,000 pounds (lb)	1 kilogram (kg) = 1,000 grams (g)

Grade Level(s)	Figure	Formula
Area		
6, 7, 8	Triangle	$A = \frac{1}{2}bh$
6, 7, 8	Rectangle	$A = lw$
6, 7, 8	Parallelogram	$A = bh$
6, 7, 8	Square	$A = s^2$
7, 8	Circle	$A = \pi r^2$
7, 8	Trapezoid	$A = \frac{1}{2}h(b_1 + b_2)$
Volume		
6, 7, 8	Prism and Cylinder	$V = Bh$
Note: The volume *V* of all prisms and cylinders is *V* = *Bh* where *B* is the area of the base and *h* is the height of the prism or cylinder.		
7, 8	Cone and Pyramid	$V = \frac{1}{3}Bh$
Note: The volume *V* of all cones and pyramids is $V = \frac{1}{3}Bh$ where *B* is the area of the base and *h* is the height of the cone or pyramid.		
8	Sphere	$V = \frac{4}{3}\pi r^3$
Additional Formulas		
7, 8	Circumference of Circle	$C = \pi d$
8	Pythagorean Theorem	$c^2 = a^2 + b^2$
8	Slope-Intercept Form	$y = mx + b$
8	Standard Form	$Ax + By = C$

Appendices

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Appendix E: Periodic Table of the Elements

Periodic Table of the Elements

KEY

79	Atomic Number
Au	Symbol
Gold	Atomic Name
196.97	Average atomic mass

	1 IA	2 IIA	3 IIIB	4 IVB	5 VB	6 VIB	7 VIIB	8	9 VIIIB	10	11 IB	12 IIB	13 IIIA	14 IVA	15 VA	16 VIA	17 VIIA	18 VIIIA
1	1 H Hydrogen 1.01																	2 He Helium 4.00
2	3 Li Lithium 6.94	4 Be Beryllium 9.01											5 B Boron 10.81	6 C Carbon 12.01	7 N Nitrogen 14.01	8 O Oxygen 16.00	9 F Fluorine 19.00	10 Ne Neon 20.18
3	11 Na Sodium 22.99	12 Mg Magnesium 24.31											13 Al Aluminum 26.98	14 Si Silicon 28.09	15 P Phosphorus 30.97	16 S Sulfur 32.07	17 Cl Chlorine 35.45	18 Ar Argon 39.95
4	19 K Potassium 39.10	20 Ca Calcium 40.08	21 Sc Scandium 44.96	22 Ti Titanium 47.87	23 V Vanadium 50.94	24 Cr Chromium 52.00	25 Mn Manganese 54.94	26 Fe Iron 55.85	27 Co Cobalt 58.93	28 Ni Nickel 58.69	29 Cu Copper 63.55	30 Zn Zinc 65.41	31 Ga Gallium 69.72	32 Ge Germanium 72.64	33 As Arsenic 74.92	34 Se Selenium 78.96	35 Br Bromine 79.90	36 Kr Krypton 83.80
5	37 Rb Rubidium 85.47	38 Sr Strontium 87.62	39 Y Yttrium 88.91	40 Zr Zirconium 91.22	41 Nb Niobium 92.91	42 Mo Molybdenum 95.94	43 Tc Technetium (98)	44 Ru Ruthenium 101.07	45 Rh Rhodium 102.91	46 Pd Palladium 106.42	47 Ag Silver 107.87	48 Cd Cadmium 112.41	49 In Indium 114.82	50 Sn Tin 118.71	51 Sb Antimony 121.76	52 Te Tellurium 127.60	53 I Iodine 126.90	54 Xe Xenon 131.29
6	55 Cs Cesium 132.91	56 Ba Barium 137.33	57 La Lanthanum 138.91	72 Hf Hafnium 178.49	73 Ta Tantalum 180.95	74 W Tungsten 183.84	75 Re Rhenium 186.21	76 Os Osmium 190.23	77 Ir Iridium 192.22	78 Pt Platinum 195.08	79 Au Gold 196.97	80 Hg Mercury 200.59	81 Tl Thallium 204.38	82 Pb Lead 207.2	83 Bi Bismuth 208.98	84 Po Polonium (209)	85 At Astatine (210)	86 Rn Radon (222)
7	87 Fr Francium (223)	88 Ra Radium (226)	89 Ac Actinium (227)															

58 Ce Cerium 140.12	59 Pr Praseodymium 140.91	60 Nd Neodymium 144.24	61 Pm Promethium (145)	62 Sm Samarium 150.36	63 Eu Europium 151.96	64 Gd Gadolinium 157.25	65 Tb Terbium 158.93	66 Dy Dysprosium 162.50	67 Ho Holmium 164.93	68 Er Erbium 167.26	69 Tm Thulium 168.93	70 Yb Ytterbium 173.04	71 Lu Lutetium 174.97
90 Th Thorium 232.04	91 Pa Protactinium 231.04	92 U Uranium 238.03	93 Np Neptunium (237)	94 Pu Plutonium (244)	95 Am Americium (243)	96 Cm Curium (247)	97 Bk Berkelium (247)	98 Cf Californium (251)	99 Es Einsteinium (252)	100 Fm Fermium (257)	101 Md Mendelevium (258)	102 No Nobelium (259)	103 Lr Lawrencium (262)

Numbers within parentheses refer to the atomic mass of the most stable isotope.

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Appendix F: Writer's Checklist

Grade 8 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).

- Argumentative Writer's Checklist:
    - My argument has an effective beginning, middle, and end.
    - My argument flows smoothly from one idea to another.
    - My argument contains a clear claim and addresses a counterclaim.
    - My argument includes specific and relevant details, reasons, and/or examples.
    - My argument uses precise and vivid language.
    - My argument contains sentences that are clear and varied in structure.
    - My argument includes correct grammar, usage, punctuation, capitalization, and spelling.
    - My argument uses material from the source(s).

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Examiner's Manual

Grade 8
English Language Arts, Mathematics, and Science Assessments

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