

Missouri Assessment Program
Grade-Level Assessments
Test Administration Manual

English Language Arts / Literacy

Grades

3, 4, 5, 6, 7, 8

Mathematics

Grades

3, 4, 5, 6, 7, 8

Science

Grades

5, 8



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This Test Administration Manual is NOT a secure document. All administrators should read this manual before administering the test.



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February 27, 2015 (Version 2) Updates

Page 8: Changed ELA PT "sessions" to "parts"

Pages 15 and 17: Moved Spell Check from the Designated Supports table to the Universal Tools table

Page 17: Specified that stacked translations are in Spanish

Page 23: Added the date the paper-and-pencil tests are available

Pages 26–30: Clarified information and roles regarding test security

Page 32: Clarified permitted materials for ELL students

Page 45: Corrected the name of the system that generates the paper-and-pencil tests

Page 57: Added a paper-based assessment name and clarified return shipping instructions

Page 64: Updated the instructions regarding the Missing Test Materials Form

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

1.1 This Test Administration Manual

The purpose of this *Test Administration Manual* is to provide detailed instructions for administering the Missouri Assessment Program Grade-Level Assessments. The manual includes instructions for test preparation, scripts for administering the tests (including links to secure listening scripts for accommodated versions of the assessments), and post-test administration procedures. District Test Coordinators (DTCs), School Test Coordinators (STCs), and Test Examiners (TEs) should thoroughly read the manual and attend training before administering the tests.

1.2 Glossary of Terms

Accommodations	Changes in procedures or materials that increase equitable access during 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	Provides an opportunity to pause the test for up to 20 minutes.
Classroom Activity	A short, teacher-led activity designed to introduce students to the context and contextual vocabulary in the performance task (PT) to ensure that students are not disadvantaged in demonstrating the skills the task intends to assess.
Designated Supports	Accessibility features of the assessments available for use by any student for whom the need has been indicated by a team of educators knowledgeable about the student.
eDIRECT	The administrative side of the platform—the Missouri Assessment Program Portal—from which district personnel will manage the assessments.
INSIGHT	INSIGHT is the secure, browser-based test engine for the MAP Grade-Level Assessments.
Item	A test question or stimulus presented to a student to elicit a response.
Pause	Action taken by a student or Test Examiner (TE) to temporarily halt the test during any part of the test, as needed.
Performance Event	A performance event comprises Session 3 of the MAP Grade-Level Science Assessment. It is designed to provide students with an opportunity to demonstrate their ability to apply their knowledge and higher-order thinking skills to explore and analyze a complex, real-world scenario.

<p>Performance Task (PT)</p>	<p>A PT is an English Language Arts (ELA) and mathematics item type designed to provide students with an opportunity to demonstrate their ability to apply their knowledge and higher-order thinking skills to explore and analyze a complex, real-world scenario. It is a required portion of the test for grades 5 and 8.</p>
<p>Segment</p>	<p>A part of a test within the test delivery system. Segments separate items from others if the eligible tools are different (i.e., the mathematics test may have two segments—one segment that allows calculator use and another segment that does not).</p>
<p>Session</p>	<p>A specific part of a test assigned to a specific student, which is grouped by Test Examiner according to the precode file.</p>
<p>Stimulus/Stimuli</p>	<p>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.</p>
<p>Universal Tools</p>	<p>Universal tools are available to all students based on student preference and selection. Some tools, such as a ruler and a digital notepad, 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.</p>

1.3 About the Tests

- The Missouri State Board of Education identified the following purposes for the MAP Grade-Level Assessments:
 - Measuring and reflecting student mastery toward post-secondary readiness
 - Identifying students' strengths and weaknesses
 - Communicating expectations for all students
 - Serving as the basis for state and national accountability plans
 - Evaluating programs
 - Providing professional development for teachers
- The MAP Grade-Level Assessments are designed to adapt testing to the needs of Missouri districts, schools, teachers, and students, while meeting state and federal requirements. The MAP Grade-Level Assessments are based on the Missouri Learning Standards, which align to college and career readiness standards. The 2015 assessments will include traditional selected-response and constructed-response items, as well as performance events, performance tasks, and innovative technology enhanced items designed to elicit student evidence in new ways. See Appendix A: Item Types.

The Missouri Department of Elementary and Secondary Education (DESE) uses the information obtained through the MAP Grade-Level Assessments to monitor the progress of Missouri's students in meeting the Missouri Learning Standards, to inform the public and the state legislature about students' performance, and to help make informed decisions about educational issues.
- CTB is collaborating with the Data Recognition Corporation (DRC) and DESE to deliver Missouri's Spring 2015 Grade-Level Assessments. Missouri educators will use DRC's eDIRECT online platform for enrollment and test administrator processes and INSIGHT (DRC's online delivery system) for test delivery. CTB will provide handscoring and reporting services. These cooperative efforts and systems comprise a fully integrated assessment platform to meet the needs of DESE staff, educators, students, and other Missouri stakeholders.
- The Spring 2015 MAP Grade-Level Assessments include the following:
 - English Language Arts/Literacy Assessment for Grades 3–8
 - Mathematics Assessment for Grades 3–8
 - Science Assessment for Grades 5 and 8
- The English Language Arts and Mathematics Assessments for Grades 3–8 include a component containing selected-response, short constructed-response, and technology enhanced items. This component is divided into two sessions that may be administered in two sittings.
- In addition to the first component, the English Language Arts and Mathematics Assessments for Grades 5 and 8 include a second component containing a performance task. The ELA performance task consists of two parts, which is administered in two sessions. The Mathematics performance task is administered in one session. Both ELA and Mathematics performance tasks are preceded by a Classroom Activity, which is administered as an independent session.

- The Science Assessments consist of three sessions. The first session contains constructed-response items, the second session contains selected-response items, and the third session contains a performance event.
- All MAP Grade-Level Assessments are available only in INSIGHT, the secure online browser, unless a Large Print, Braille, or paper-and-pencil edition is required by the student as an accommodation.

1.4 Schedule of Important Dates for Spring 2015

Precode File Due to DESE	Precode Data Available in eDIRECT	MAP Grade-Level Assessment Test Window
January 30, 2015	March 5, 2015	March 30, 2015–May 22, 2015

Event	Schedule
District Test Coordinators receive welcome email and login information to eDIRECT.	January 7, 2015
District Test Coordinators provide grade-content test windows, purchase order numbers, and Large Print and Braille orders.	Must be provided through eDIRECT Enrollments between January 12, 2015–February 20, 2015. See the eDIRECT User Guide for detailed instructions. The deadline for ordering additional Large Print and Braille testing materials is May 11, 2015. Purchase Orders must be faxed to CTB at 1-888-282-0526 by February 20, 2015.
School Test Coordinators and School Information Technology Coordinators coordinate the installation of INSIGHT on all student workstations and complete a site certification.	Site certification must be completed before the statewide administration window. The Statewide Readiness Test (SRT) window is February 10, 2015–February 27, 2015.
School Test Coordinators verify that all student accommodations and status codes are recorded.	Starting March 5, 2015, indicate through eDIRECT Test Setup any accommodations and designated supports that will be used for each student. All accommodations and designated supports must be marked prior to testing. See the eDIRECT User Guide for detailed instructions.
District Test Coordinators contact CTB to schedule pickup of Large Print, Braille, and paper-and-pencil test books.	The deadline is May 26, 2015. Materials must be picked up no later than May 29, 2015.
Test results and Individual Student Reports (ISR) are available online via eDIRECT.	ISRs for ELA and Mathematics are available no later than the close of business on the 10th business day after each district content area testing window closes. ISRs for Science are available July 1, 2015. In future years, ISRs for all content areas will be available 10 business days after the completion of testing.

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Middle school students taking the Algebra I EOC Assessment should not be precoded for or administered the Grade-Level Mathematics Assessment.
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The "Pause" feature allows a student to pause a test, either to take a short break of up to 20 minutes or to continue testing at a later time.
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1.5 Test Administration Policies

General Rules of Online Testing

Starting in 2015, students in grades 3, 4, 6, and 7 will take online tests for English Language Arts and Mathematics consisting of selected-response (SR), constructed-response (CR), and technology enhanced (TE) items. Students in grades 5 and 8 will also take performance tasks (PTs) for ELA and mathematics, as well as online science tests. The SR, CR, and TE items component and the PT component will be presented as separate tests. Students may not return to a test once it has been completed and submitted. Basic online testing parameters:

- Within each test there may be segments. For example, the grades 6 through 8 mathematics tests include a segment with an embedded calculator available and another segment where the embedded calculator is not allowed and is unavailable for testing. A student may not return to a segment once it has been completed and submitted.
- Some items include multiple parts over more than one page. Students may need to use the vertical scroll bar to view an entire item on a page.
- Students may mark items for review and return to those items within a session (or segment for tests with segments).

Pause Rules

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

During the assessments:

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

Test Timeout (Due to Inactivity)

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

1.6 Scheduling the Tests

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



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



If a student starts the test near the end of the testing window, the student must finish before the district administration window officially closes. The assessment will automatically end at 8 P.M. on the last day of the scheduled district administration window, even if the student has not finished.



These times also do not account for breaks. This information is for scheduling purposes only, as the assessments are **untimed**.

Content Area	Grades	Test Component	Estimated Time hrs : mins
English Language Arts/ Literacy	3, 4, 6, 7	SR, CR, and TE Items (Sessions 1 and 2)*	1:30
	5, 8	SR, CR, and TE Items (Sessions 1 and 2)*	1:30
		Classroom Activity**	:30
		Performance Task (PT) (Parts 1 and 2)**	2:00
Mathematics	3, 4	SR, CR, and TE Items (Sessions 1 and 2)*	1:30
	5	SR, CR, and TE Items (Sessions 1 and 2)*	1:30
		Classroom Activity***	:30
		Performance Task (PT)	1:00
	6, 7	SR, CR, and TE Items (Sessions 1 and 2)*	2:00
	8	SR, CR, and TE Items (Sessions 1 and 2)*	2:00
		Classroom Activity***	:30
		Performance Task (PT)	1:00
Science	5, 8	Session 1	:45–:55
		Session 2	:20–:25
		Session 3	:45–:65

*Testing time for each session is approximately half of the testing time shown (e.g., ELA Sessions 1 and 2 are approximately 45 minutes each).

**Testing time for each part is approximately one hour.

***Classroom Activities are administered prior to the performance task and are designed to fit into a thirty-minute window; however, the time within the window will vary due to the complexity of the topic and individual student needs.

Recommended Order of Test Administration (ELA and Mathematics Grades 5 and 8 Only)

For grades 5 and 8, the ELA and Mathematics Assessments are comprised of two components (tests): SR, CR, and TE items and a PT. All PTs must be preceded by the administration of a Classroom Activity. It is recommended that students take the two components on separate days. It is also recommended that students begin with the SR, CR, and TE items, followed by the Classroom Activity, and then the PT. Districts/Schools may opt to administer in a different order if needed; however, the Classroom Activity, which is designed to introduce the PT, must occur prior to the PT.



Classroom Activity (ELA and Mathematics Grades 5 and 8 Only)

The purpose of the Classroom Activities is to introduce students to the context of a performance task so they are not disadvantaged in demonstrating the skills the task intends to assess. Classroom Activities do not address content information; instead, they focus on vocabulary and key contextual topics. The Classroom Activity is designed to be an introduction and not an assessment.

Guidelines for administering the Classroom Activity for ELA or Mathematics are as follows:

- Classroom Activities should be administered by a teacher. It is preferable—but not essential—that the teacher or TE administering the Classroom Activity has content knowledge in the area of assessment.
- The teacher/TE should be able to record information—including any tables, graphics, formulas, or other information contained in the Classroom Activity materials—for students to see, such as on a chalkboard or dry-erase board. Computers, projectors, and other technology are allowed, but not required, for the Classroom Activity. Recorded information should not be available when students participate in the PT. When the PT is being administered, content from the Classroom Activity should not be available (i.e., do not put any content from the Classroom Activity on the board, in handouts, etc.).
- Students may take notes during the Classroom Activity, but the notes may not be used during the PT. Notes must be collected before proceeding to the PT and stored in a secure location until securely shredded.
- There should be no more than a three-day lapse between the Classroom Activity and the PT administration. Inadvertently administering the PT before or without the Classroom Activity constitutes a testing irregularity.
- Classroom Activities should only be administered to students once and are designed to be completed in approximately thirty minutes.
- The Classroom Activity should not be supplemented with any other content that the administrator may think is helpful. Supplementing the Classroom Activity may detract from the intended purpose of the Classroom Activity.

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The Classroom Activity should not be supplemented with any other content.
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Duration and Timing Information

The scheduling/rules for each assessment are included in Tables 1, 2, and 3. Note that the duration, timing, break/pause rules, and session recommendations vary for each content area and component.

Table 1: Assessment Sequence—ELA

ELA	SR, CR, and TE Items (all grades)	Classroom Activity (grades 5 and 8)	Performance Task (PT) (grades 5 and 8)
Number and Duration of Sessions	<p>The SR, CR, and TE items are presented in two sessions.</p> <p>Recommendations:</p> <ul style="list-style-type: none"> Administer in two sessions corresponding to Sessions 1 and 2. Administer in no more than six sessions (rare/extreme). Session durations range from 40–60 minutes. 	<p>Recommendations:</p> <ul style="list-style-type: none"> Administer in one session. Approximate session duration: 30 minutes. Should occur one to three days prior to PT. Should NOT occur on the same day as the ELA PT. 	<p>The PT is presented in two parts (sessions).</p> <p>Recommendations:</p> <ul style="list-style-type: none"> Administer in two sessions corresponding to Parts 1 and 2 of the PT. Session durations range from 60–120 minutes.
Breaks Within Sessions	<p>Breaks can be provided during the test sessions using the software’s pause feature. If the test is paused for more than 20 minutes, the student will be able to go back to items on the previous screens.</p>	NA	<p>A student can take breaks during Parts 1 and 2. If the test is paused for more than 20 minutes, the student will be able to go back to items on the previous screens within the same session.</p>
Total Duration	<p>Recommendation: Student completes this component within five days of starting.</p>	NA	<p>Recommendation: Students complete Part 1 in one test session and Part 2 the next school day.</p>

Table 2: Assessment Sequence—Mathematics

Mathematics	SR, CR, and TE Items (all grades)	Classroom Activity (grades 5 and 8)	Performance Task (PT) (grades 5 and 8)
Number and Duration of Sessions	<p>The SR, CR, and TE items are presented in two sessions.</p> <p>Recommendations:</p> <ul style="list-style-type: none"> • Administer in two sessions corresponding to Sessions 1 and 2. • Session durations range from 40–60 minutes. 	<p>Recommendations:</p> <ul style="list-style-type: none"> • Administer in one session. • Approximate session duration: 30 minutes. • Should occur as close to the PT as is feasible, and no more than three days prior to the PT. • MAY occur on the same day as the PT. 	<p>Recommendations:</p> <ul style="list-style-type: none"> • Administer in one session. • Session duration ranges from 40–120 minutes.
Breaks Within Sessions	<p>Breaks can be provided during the test sessions using the software’s pause feature. If the test is paused for more than 20 minutes, the student will be able to go back to items on the previous screens within the same segment.</p>	NA	<p>A student can take breaks during the PT test sessions. Mathematics PT items are presented on a single screen. Following a break, the student will have access to the same items.</p>
Total Duration	<p>• Recommendation: Student completes this component within five days of starting it.</p>	NA	<p>• Recommendation: Student completes the PT in one day.</p>

Table 3: Assessment Sequence—Science

Science	Sessions 1	Session 2	Session 3 (Performance Event)
Number and Duration of Sessions	<ul style="list-style-type: none"> • Administer in one session. • Session duration ranges from 45–55 minutes. 	<ul style="list-style-type: none"> • Administer in one session. • Session duration ranges from 20–25 minutes. 	<ul style="list-style-type: none"> • Administer in one session. • Session duration ranges from 45–65 minutes.
Breaks Within Sessions	Breaks can be provided during the test session using the software’s pause feature. If the test is paused for more than 20 minutes, the student will be able to go back to items on the previous screens.	Breaks can be provided during the test session using the software’s pause feature. If the test is paused for more than 20 minutes, the student will be able to go back to items on the previous screens.	Breaks can be provided during the test session using the software’s pause feature. If the test is paused for more than 20 minutes, the student will be able to go back to items on the previous screens.
Total Duration	<ul style="list-style-type: none"> • Recommendation: Student completes Session 1 in a single session. 	<ul style="list-style-type: none"> • Recommendation: Student completes Session 2 in a single session. 	<ul style="list-style-type: none"> • Recommendation: Student completes Session 3 in a single session.

Additional Administration Recommendations

- For the performance tasks, 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.

Important reminders:

- The test can be spread out over multiple days as needed.
- The Classroom Activity must be completed prior to administration of the PT. Administering the PT before the Classroom Activity is considered a testing irregularity.

1.7 Accommodations and Special Populations

Updated Accommodations Procedures/Codes

The accommodations for the MAP Grade-Level Assessments have changed starting with the Spring 2015 Grade-Level administration. What we previously knew as accommodations has now been split into three areas: Universal Tools, Designated Supports, and Accommodations.

- Universal Tools are available to all students taking a Grade-Level Assessment.
- Designated Supports are available to students when deemed appropriate by a team of educators.
- Accommodations must appear in a student's IEP/504 Plan.

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

Some designated supports and accommodations are only for ELL students.

Prior to testing, Test Examiners should log in to eDIRECT to check and set accommodations for students from the Edit Student window. See the eDIRECT User Guide for detailed instructions. It is recommended that districts keep local documentation of Designated Supports.

Table 4: Universal Tools

- The following is a list of universal tools for the Grade-Level Assessments.
- These tools are available to all students.

Tool	Format	Description
Break (Pause)	Online	The system allows all students to pause the assessment for up to 20 minutes. There is no limit on the amount of times a student may use this tool.
	Any	All students may take breaks of up to 20 minutes as needed.
Calculator (For calculator-allowed items only)	Online	The system allows all students, on items where calculator use is allowed, to have access to an embedded digital calculator.
	Any	All students may have access, on items where calculator use is allowed, to a physical calculator.
English Dictionary	Online	The system allows all students access to an embedded English dictionary for use on the writing performance task.
	Any	All students may have access to a physical English dictionary for use on the writing performance task.
Glossary (Grades 3–8 Math and ELA only)	Online	The system allows all students to access an embedded glossary, which shows grade- and context-appropriate definitions of specific construct-irrelevant terms. This tool is not available for grades 5 and 8 Science assessments.
Highlighter	Online	The system allows all students to have access to a highlighter for marking desired text, questions, and answers.
	Any	All students may have access to a physical highlighter.

Table 4: Universal Tools continued

Tool	Format	Description
Keyboard Navigation	Online	The system allows all students to navigate through the text by using the keyboard.
Mark for Review	Online	The system allows all students to mark an item for review.
Notepad (Scratch paper)	Online	The system allows all students to use a digital notepad (called "Sticky Notes") to make notes about an item.
	Paper	All students may have access to physical scratch paper to make notes about an item. Physical scratch paper should be collected and destroyed immediately upon the conclusion of the testing session, except during the ELA and Mathematics performance tasks.
Protractor	Online	The system allows all students to use an embedded protractor on specific items where appropriate.
	Paper	All students may have access to a physical protractor for use on specific items where appropriate.
Ruler	Online	The system allows all students to use an embedded ruler on specific items where appropriate.
	Paper	All students may have access to a physical ruler for use on specific items where appropriate.
Spell Check	Online	The system allows students to use an embedded spell check feature on specific items where appropriate. NOTE: This feature must be manually turned on to be activated in the system.
Strikethrough (Called "Cross Off")	Online	The system allows all students to cross out answer options.
Thesaurus	Any	All students may have access to a physical thesaurus during the writing performance task.
Writing Tools	Online	The system allows all students to use selected writing tools on specific items where appropriate. The tools include the ability to bold text, italicize text, create bullets points. There is also an undo/redo feature.
Zoom (Called "Magnifier")	Online	The system allows all students to zoom in or zoom out on text or graphics to make them appear larger or smaller than the default size.
	Paper	All students may have access to devices that allow them to change the size of text, formulas, tables, graphics, etc.

Table 5: Designated Supports

- The following is a list of designated supports for the Grade-Level Assessments.
- These supports are available to students when deemed appropriate by a team of educators.
- These supports are available to ELL students.

Support	Format	Description	Code
Bilingual Dictionary	Any	ELL students may have access to a physical bilingual dictionary for use on the writing performance task.	S431
Color Contrast	Online	The system allows students to adjust background or font color based on student needs or preferences.	S101
	Paper	Students may have the test presented to them printed in different colors based on student needs or preferences.	S102
Color Overlay	Paper	Students may have a color transparency placed over the test presented to them based on student needs or preferences.	S103
Glossary (Grades 3–8 Math and ELA only)	Paper	All students taking the paper-based, Braille, or Large Print Assessment may have access to a specific glossary, to be included with the assessment. This support is not available for grades 5 and 8 Science assessments.	S104
Magnification	Online— Not Embedded	The system allows students to use assistive technology devices to change the size of text, formulas, tables, graphics, etc., beyond the capabilities of the zoom tool.	S105
Masking	Online	The system allows students to block off content that is not of immediate need or that may be distracting by using an embedded masking tool.	S106
	Paper	Students may use a masking tool to block off content that is not of immediate need or that may be distracting.	S107

Table 5: Designated Supports continued

Support	Format	Description	Code
Read-Aloud (For all items in any subject, excluding ELA reading passages)	Online	The system allows items in mathematics and English language arts to be read aloud to the student via embedded text-to-speech technology. The student can control the speed and volume of the voice.	S041
	Online— Not Embedded	Students may use assistive technology text-to-speech software to allow all items in any subject, not including ELA reading passages, to be read aloud.	S042
	Any	Students may have items in mathematics, science, and English language arts read aloud to them by a trained reader. Reading aloud of ELA reading passages requires an IEP or 504 Plan.	S043
	Any	ELL students may have items in mathematics, science, and English language arts read aloud to them in their native language by a trained translator. Reading aloud of ELA reading passages requires an IEP or 504 Plan.	S111
Scribe (For all items in any subject, excluding ELA writing)	Any	Students may dictate their responses to a trained scribe, who must follow the administration guidelines. Scribing of ELA writing requires an IEP or 504 Plan.	S351
Separate Setting	Any	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.	S501
Translation	Online	The system allows ELL students to use stacked Spanish translations on selected construct-irrelevant math items.	S108
	Any	<p>ELL students may have test directions for math, science, and social studies translated.</p> <p>ELL students may respond to any assessment in their native language. The responses must be translated and then transcribed by a trained scribe, who must follow the administration guidelines.</p> <p>ELL students taking the paper-based, Braille or Large Print assessment may have access to a specific glossary, to be included with the assessment. This glossary can be translated locally.</p>	S109

Table 6: Accommodations for Students with Disabilities

Table 6: Accommodations for Students with Disabilities

- The following is a list of accommodations for the Grade-Level Assessments.
- The accommodations must appear in an IEP or a 504 Plan to be allowed.
- These supports are available to ELL students.

Accommodation	Format	Description	Code
Abacus	Any	Students may have access to an abacus.	A391
Alternate Response Options	Any	Students may respond to items using an alternate option, including, but not limited to: Adapted Keyboards, StickyKeys, MouseKeys, FilterKeys, Adapted Mouse, Touch Screen, Head Wand, Switches.	A441
American Sign Language (ASL) (For math and science items and ELA listening items)	Online	The system allows students to access math items and ELA listening items by viewing ASL video.	A051
	Any	Students may have math, science, social studies items and ELA listening items translated into ASL.	A052
Braille	Paper	Students with visual impairments may access the assessment via a Braille version. Tactile overlays and graphics tools may be used to assist the student in accessing the content.	A012
INVALIDATION Calculator GRADE 3 ONLY (For non-calculator-allowed items only) *INVALIDATION*	Any	All students in grade 3 may have access, on items where calculator use is not allowed, to a physical calculator. NOTE: Use of this will result in invalidation— Student will receive lowest obtainable scale score (LOSS).	A392
Calculator GRADES 4–8 ONLY (For non-calculator-allowed items only)	Any	All students in grades 4–8 may have access, on items where calculator use is not allowed, to a physical calculator.	A393
Large Print	Paper	Students with visual impairments may access the assessment via a Large Print version.	A021
INVALIDATION Multiplication Table GRADE 3 ONLY *INVALIDATION*	Any	Students in grade 3 may have access to a single-digit multiplication table. NOTE: Use of this will result in invalidation— Student will receive lowest obtainable scale score (LOSS).	A394

Table 6: Accommodations for Students with Disabilities continued

Accommodation	Format	Description	Code
Multiplication Table GRADES 4–8	Any	Students in grades 4–8 may have access to a single-digit multiplication table.	A395
Paper-Based Assessment	Paper	Students may have access to a paper-based version of the assessment.	A102
INVALIDATION Read-Aloud GRADES 3–5 ONLY (ELA reading passages) *INVALIDATION*	Any	Students in grades 3–5 may have English language arts reading passages read aloud to them by a trained reader. NOTE: Use of this will result in invalidation— Student will receive lowest obtainable scale score (LOSS).	A041
	Online— Not Embedded	Students in grades 3–5 may use assistive technology text-to-speech software to allow ELA reading passages to be read aloud. NOTE: Use of this will result in invalidation— Student will receive lowest obtainable scale score (LOSS).	A042
	Any	ELL students in grades 3–5 may have English language arts reading passages read aloud to them in their native language by a trained translator. NOTE: Use of this will result in invalidation— Student will receive lowest obtainable scale score (LOSS).	A111
Read-Aloud GRADES 6–8 ONLY (ELA reading passages)	Online— Not Embedded	Students may use assistive technology text-to-speech software to allow ELA reading passages to be read aloud.	A044
	Any	Students may have English language arts reading passages read aloud to them by a trained reader.	A045
	Any	ELL students may have English language arts reading passages read aloud to them in their native language by a trained translator.	A112
Read-Aloud (ELA reading passages)	Paper	Blind students in any grade who do not yet have adequate Braille skills may have ELA reading passages read aloud.	A046
Scribe (For ELA writing)	Any	Students may dictate their responses to a trained scribe, who must follow the administration guidelines.	A351
Specialized Calculator (For calculator-allowed items only)	Any	Students may have access, on items where calculator use is allowed, to a specialized calculator, including talking calculators or Braille calculators, when appropriate.	A396

Inclusion of Special Populations

All students, including, but not limited to, the following groups of students, must participate in the required MAP Grade-Level Assessments.

- **Missouri Virtual Instruction Program (MoVIP):** Missouri students enrolled in MoVIP are required to participate in the MAP Grade-Level Assessments. For further inquiries regarding MoVIP participation, contact the MoVIP Section at 573-751-2453.
- **Homebound Students:** Homebound students must be tested, either at home or at the school, at the discretion of the district. If the student can come to the school, the student may take the test online. If the student cannot come to the school, the student may take the test online using a district device. If, for any reason, the student cannot take the test online, then the student may take a paper-and-pencil edition of the test. (See instructions in the Large Print, Braille, and Paper-and-Pencil Editions section of this manual.) Test Examiners of homebound students should receive training in the administration of the MAP Grade-Level Assessments. Test Examiners are responsible for ensuring the security of the tests and transcribing student responses into INSIGHT for paper-and-pencil tests.
- **IEP Students:** Students with disabilities, as classified under the Individuals with Disabilities Education Act (IDEA), have an Individualized Education Program (IEP). All decisions regarding a student's participation in the MAP Grade-Level Assessments are made by the student's IEP team and documented in the IEP. All students, including those students with an IEP, must take the MAP Grade-Level Assessments that are required for accountability purposes. For more information about the MAP-A, including eligibility criteria, see <http://dese.mo.gov/college-career-readiness/assessment/map-a>. The IEP team has the responsibility and authority to determine designated supports and accommodations needed to ensure accessibility to the MAP Grade-Level Assessments.
- **IAP/504 Students:** Students with an Individual Accommodation Program (IAP) are considered disabled under Section 504 of the 1973 Rehabilitation Act. These students are not served under IDEA and are not documented with a particular designation for the MAP Grade-Level Assessments. However, professionals knowledgeable about IAP students' disabilities and their educational needs will make decisions about designated supports and accommodations for these students as they would with IEP students. All IAP/504 accommodations should be marked in the same manner as the IEP student accommodations.
- **English Language Learner (ELL) Students:** Students who have been in the United States 12 cumulative months or fewer at the time of the test administration may be exempt from the English Language Arts Assessment. ELL students must participate in all other required assessments regardless of the length of time they have been in the United States.

Further Information on Special Populations

For further questions regarding special populations, contact the DESE Assessment Section at 573-751-3545 or the Special Education Section at 573-751-5739. Accommodation code definitions can be found in this section of the *Test Administration Manual*.

Optional Populations

The following student groups MAY participate in MAP Grade-Level Assessments:

- **Foreign Exchange Students:** Foreign exchange students are allowed, but not required, to take the MAP Grade-Level Assessments at the discretion of the district.
- **Homeschooled Students:** Homeschooled students may take part in the MAP Grade-Level Assessments at the discretion of the district. Homeschooled students participating in the MAP Grade-Level Assessments will take the assessment(s) online at the local school with district-approved procedures in place during the school's testing window. When a homeschooled student is entered into eDIRECT, the "Homeschool" box on the Testing Codes screen must be checked. The MOSIS ID field should be left blank. Individual Student Reports containing the homeschooled student's assessment scores will be created and posted to eDIRECT. District Test Coordinators must collect contact information from the parents of homeschooled students so that DTCs can notify the parents when reports become available.
- **Private School Students:** Private school students may also participate in the MAP Grade-Level Assessments. A representative from the private school must contact the MAP Service Line at 1-800-544-9868. Private schools must uphold the same standardized administration procedures and security measures that Missouri public schools uphold.

Special Circumstances

Some students may require special arrangements for testing. Please refer to the following guidelines for students requiring a change in test setting, test format, or test administration.

- **Designated Supports and Accommodations:** Prior to testing, be sure to consider any additional planning that may be required to administer the test using students' designated supports and/or accommodations. Designated supports/accommodations that require particular attention include, but are not necessarily limited to:
 - **Use of a Translator:** District staff may read Mathematics and Science Assessments and English items to students in their native language. Read aloud of English reading passages in a student's native language is allowed only if specified in a student's IEP or 504 Plan. For all assessments, ELL students may give their responses orally or in writing in their native language. Their responses must be translated into English and transcribed into INSIGHT.

Refer to Tables 5 and 6 in this section for the appropriate support/accommodation codes to use when a test is being translated. The translation and transcription must be an accurate interpretation of the student's responses.

Translators must be trained in administering the Grade-Level Assessments. Translators for students taking the online assessments will not have the opportunity to read and review the test before test administration. If needed, translators for students taking the Large Print, Braille, or paper-and-pencil edition of the assessments may have access to printed student test books in a secure environment to read and review before the test administration. Please see Section 5.0 for instructions regarding administering the Large Print, Braille, and paper-and-pencil editions of the tests.

Additional guidelines for use of a scribe are located on the DESE website at <http://dese.mo.gov/sites/default/files/asmt-scribing-guidelines.pdf>. Refer to Tables 5 and 6 in this section for appropriate support/accommodation codes for scribing.

- **Use of a Scribe:** Students with an Individualized Education Program (IEP) or Section 504 Plan must have a scribing accommodation specified within the plan if it is to be used for writing items (short text and full-write essay item types) for the English Language Arts portion of Missouri’s Grade-Level Assessments. Scribing is considered to be a designated support for all other content areas and item types.

Scribes may be teachers, teacher aides, teacher assistants, or other school personnel who are appropriately trained and qualified. Translators for ELL students may also act as scribes. Parents, school volunteers, peer tutors, and other students may NOT act as scribes on Missouri’s Grade-Level Assessments.

- **Paper-and-Pencil Test Accommodation:** See the Large Print, Braille, and Paper-and-Pencil Forms section in this manual for instructions concerning the paper-and-pencil accommodation procedures.
- **Large Print and Braille:** See the Large Print, Braille, and Paper-and-Pencil Forms section in this manual for instructions concerning Large Print and Braille procedures.
- **Students Testing Out of District:** Students receiving services in off-site placements (other districts, private agencies, correctional facilities, etc.) must be tested. They may be tested in those placements if necessary, or they may come to the school of residence if possible. The DTC from the district where the student resides must make arrangements for the student to test in the serving district/agency.

Out-of-district students may take the online or the paper-and-pencil edition of the MAP Grade-Level Assessment. If the student takes the paper-and-pencil edition, his or her responses must be transcribed into INSIGHT. The DTC from the district of residence has several responsibilities in this process.

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.

Online Tools Training

In preparation for the test and to expose students to the various item-response types in each content area (see Appendix A for item types), it is highly recommended that all students access the Online Tools Training (OTT) for each content area. Each OTT is designed to provide students and educators with an opportunity to quickly familiarize themselves with the software and navigational tools that they will use on the MAP Grade-Level Assessments.

The OTT for each content area includes a variety of item response types. The OTTs also include a comprehensive reflection of embedded universal tools, designated supports, and accommodations. The OTTs should also be provided to students with any non-embedded universal tools, designated supports, 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. Nonaccommodated versions of the OTTs can be publicly accessed using the Google Chrome browser at <https://wbte.drctdirect.com/MO/portals/mo>.

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 E or may be accessed on the **Documents** page of eDIRECT, <https://mo.drctdirect.com>.

Science Practice Items

Additional practice items for Science include constructed-response items and a performance event for grades 5 and 8. They allow students to practice with the item types and the functionality of the testing environment that they will experience during summative testing. The Science practice items can be accessed via the INSIGHT desktop icon once the testing software has been installed. Scoring materials for the practice items are available on the **Documents** page of eDIRECT (login required). After a practice test is closed, student responses are no longer available in the online system.

- Stay abreast of all communication from the DTC regarding the MAP Grade-Level Assessments.
- Train all Test Examiners on MAP Grade-Level Assessment procedures.
- Review the Tutorial and the Online Tools Training (OTT) prior to testing and ensure that Test Examiners and students have an opportunity to review both the Tutorial and OTT prior to testing.
- Work with the District Technology Coordinator (if applicable) to ensure INSIGHT has been installed and certified on all applicable workstations.
- Verify the accuracy of student and Test Examiner information in eDIRECT for the school and update as needed. Confirm that any appropriate student accommodation codes are marked in **Test Setup** in eDIRECT.
- Communicate with the DTC regarding the school’s testing schedule prior to testing. If the school’s testing schedule changes in any way, the STC is responsible for updating the DTC.
- Ensure that all Test Examiners are knowledgeable about permitted and prohibited materials (see Section 2.5 Assessment Materials for Students/Administrators).
- Provide login information to Test Examiners as soon as possible to allow the Test Examiners adequate time to prepare for administering the tests.
- Ensure that each Test Examiner has the following:
 - eDIRECT login information
 - Student Test Tickets for each test session
 - Classroom Activity materials
 - The appropriate quantity of Large Print and Braille test books or access to paper-and-pencil editions as required per content area
 - Any required ancillary testing materials
- Ensure test security is maintained by restricting Test Examiner access to the MAP Grade-Level Assessments and other secure testing materials before and after testing.
- Validate that testing procedures are followed as written in this *Test Administration Manual*. Printed copies of the manual should be destroyed at the building level after the final district content testing window has closed.

•••••
 STCs must train all Test Examiners
 on MAP Grade-Level Assessment
 procedures.
 •••••

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

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

NOTE: Students may use their own calculators if the calculators meet the “permitted materials” guidelines (page 32), or the DTC may provide calculators per district practice.

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

Test Examiner Responsibilities

All Test Examiners are responsible for the following:

- Ensure all grade-level testing materials are secure at all times. **Both written and verbal discussion of specific MAP Grade-Level Assessment items breach the security and integrity of the test.** Discussion between Test Examiners, proctors, translators, or any district staff regarding test items is not permitted.
- Ensure any ancillary testing materials or tools are available or provided, such as:
 - a dictionary and a thesaurus for the full-write essay portion of an ELA performance task
 - scratch and graph paper
 - calculators for the calculator-allowed portions of the mathematics assessments
 - Braille paper (if provided)
- After testing is complete
 - Check that tests have been submitted.
 - Check that tests are closed in the system.
 - Collect the Large Print, Braille, and/or paper-and-pencil materials from the students, and prepare materials for return to the STC.
 - Transcribe Large Print, Braille, and paper-and-pencil edition responses into INSIGHT.
 - Contact the STC for guidance regarding the handling of any contaminated test materials. (See Appendix C in this manual.)
 - Collect all draft, scratch, grid, graph, or Braille paper and return all used materials to the DTC/STC for secure shredding.

2.3 Test Security

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

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eDIRECT hosts the Missouri
Assessment Portal,
<https://mo.drctdirect.com>.
.....

.....
The **Documents** page of eDIRECT
contains manuals, trainings, and
secure administration materials.
Secure materials require login to
access, while non-secure materials
are publicly available. To access
the page, click **Documents** under
the General Information menu
in the upper left portion of the
eDIRECT Home Page. Click the Show
Documents button to display the
available materials.
.....

.....
INSIGHT is the test engine for the
MAP Grade-Level Assessments.
.....

2.4 eDIRECT and INSIGHT

Two online systems support the MAP Grade-Level Assessments: eDIRECT and INSIGHT.

eDIRECT hosts the Missouri Assessment Portal. Through this system, Missouri educators are able to:

- Review documentation and training for the MAP Grade-Level Assessments.
- Download secure materials for administering the MAP Grade-Level Assessments.
- Download software for administering the MAP Grade-Level Assessments.
- Provide enrollment information, including orders for Large Print and Braille test books.
- View and update student data prior to testing, including indicating any accommodations or designated supports that will be used.
- Place students into test sessions and print Student Test Tickets.

Details are provided in the eDIRECT User Guide, which is available on the **Documents** page of eDIRECT.

INSIGHT is the secure browser-based test engine through which students take the MAP Grade-Level Assessments and that provides students with an engaging test experience. Technology coordinators download the INSIGHT client software to the devices that will be used for testing.

Details are provided in the DRC INSIGHT Technology User Guide, which is available on the **Documents** page of eDIRECT.

2.5 Assessment Materials for Students/ Administrators

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

Required Materials

- A workstation with Internet access, a monitor, a mouse, and a keyboard for each student, or a tablet device with Internet access if a student will be testing on a tablet. Devices must have INSIGHT properly loaded and certified.
- Student Test Tickets
- The resources in Tables 7 and 8

Table 7: Additional Required Resources for ELA and Mathematics

Content Area	SR, CR, and TE Items	Classroom Activity	Performance Task (PT)
ELA	<ul style="list-style-type: none"> • Headphones are required for the listening portion of the ELA assessment for all grade levels and for students requiring text-to-speech. • Scratch paper should be provided for note taking if necessary. 	NA	<ul style="list-style-type: none"> • Headphones are required for some performance tasks and for students requiring text-to-speech. • Scratch paper should be provided for note taking if necessary.
Mathematics	<ul style="list-style-type: none"> • Headphones are required for students requiring text-to-speech and for students requiring Audio Glossaries. • Scratch paper is required for all grades. • Graph paper is also required for grades 6 and above. • An embedded calculator will be available for some mathematics items in grades 6 and above. 	NA	<ul style="list-style-type: none"> • Headphones are required for students requiring text-to-speech. • Graph paper is also required for grades 6 and above. • Scratch paper is required for all grades. • An embedded calculator will be available for all mathematics PT items in grade 8.

Table 8: Additional Required Resources for Science

Content Area	Sessions 1 and 3	Session 2
Science	<ul style="list-style-type: none"> • Headphones are required for students requiring text-to-speech. • Graph paper is required. • Scratch paper is required. 	<ul style="list-style-type: none"> • Headphones are required for students requiring text-to-speech. • Scratch paper is required.

Permitted Materials for Accommodations, Universal Tools, and Designated Supports

- Scratch paper and grid/graph paper are allowable for all assessments even if not required.
- An English dictionary and a thesaurus may be available for the full-write essay portion (Part 2) of an ELA performance task. ELL students may use an English, a non-English, and a bilingual dictionary and thesaurus as needed during Part 2 of an ELA performance task.
- A physical calculator can be accessed for calculator-allowed items for the Mathematics assessments.
 - For grade 6 Mathematics assessments, a four-function calculator with square root and percentage functions is permitted. (This type of calculator is permitted for grades 3–5 as an accommodation only, as the assessments include no calculator-allowed items.)
 - For grades 7 and 8 Mathematics assessments, a scientific calculator with exponents, trigonometry, and logarithmic functionalities is permitted.
 - Test Examiners are responsible for ensuring and verifying that any calculator with the ability to store functions and equations, e.g., a scientific calculator, has the memory cleared before and after each mathematics assessment.
 - Calculators cannot have Internet connectivity or be able to connect to anyone inside or outside the classroom during testing.
 - Students cannot use a calculator on a laptop or other portable computer, pocket organizer, cell phone, device with a typewriter-style keyboard, electronic writing pad, or pen-input device unless a particular assistive device is required for a student and is specified on his or her IEP.
 - No calculators with QWERTY keyboards are allowed.

Prohibited Materials

- Electronic devices, including any portable device that can connect to the Internet or to anyone inside or outside of the classroom, must not be accessible during the testing sessions. Such items include, but are not limited to:
 - cellular/mobile phones
 - electronic music players
 - digital cameras
 - handheld scanners
 - portable gaming devices
 - any device that can connect to the Internet
- If students are allowed to enter the testing room with cell phones, the phones **must** be collected prior to testing and returned at the end of the testing session. Students are not allowed to have cell phones in their pockets, purses, or backpacks during testing.

Assessment Materials and Training for Test Examiners

- *Test Administration Manual*
- Test Examiner training provided online by DESE
- Student logins (obtained from the School Test Coordinator)

NOTE: All materials distributed to the students with usernames and passwords must be collected before the students leave the testing area.

- Extra pencils and a supply of scratch and graph paper
- Classroom Activity materials

3.0 DURING ONLINE TESTING

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

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

To ensure that all students are tested under the same conditions, the TE should adhere strictly to the script for administering the test. These instructions can be found in the boxes in bold 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 or designated support.

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

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

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



RECOMMENDATION: Consider printing this section to be used on the day of testing for each portion of each content area test. Remember that the SR, CR, and TE items component and PT component are considered two unique tests and, as such, adherence to the process that follows is needed when initiating both tests.



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



Except for single words, no test items can be read to any student for any content area, unless specified as an accommodation as listed in the Usability, Accessibility, and Accommodations Guidelines.

The TE may pronounce one word in a sentence for a student upon request.



If students are beginning Part 2 of the ELA performance task, the TE should distribute the students' notes retained from Part 1. If students are resuming the Mathematics performance task, the TE should distribute the students' notes and grid/graph paper retained from the previous testing session of the same component.

Any time a student logs in to the testing system, the TE should follow this script. This includes logging in to complete either session of the SR, CR, and TE items, the PT, or any session of the Science Assessment.

3.1 Specific Administration Information

1. The TE distributes the Student Test Tickets.

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

If students are starting a new session:

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

If students are resuming a session:

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

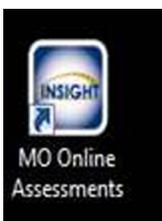
I will now hand out a Test Ticket to each of you. When you receive your Test Ticket, check that your name appears on the ticket. If your name does not appear, raise your hand.

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

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

SAY Now select the "MO Online Assessments" icon that appears on your screen.

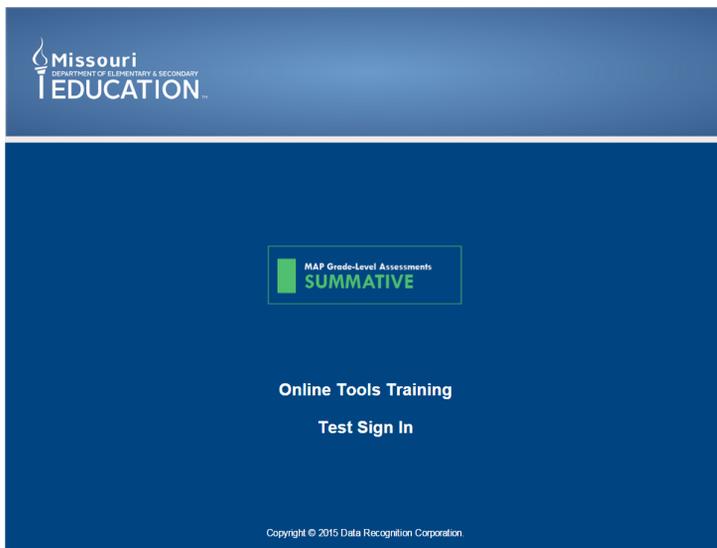
Students using a laptop or desktop workstation should double click on the icon. Students using a Chromebook or iPad should tap on the icon. Help students if they have trouble activating the icon.



3. The TE instructs students to log in.

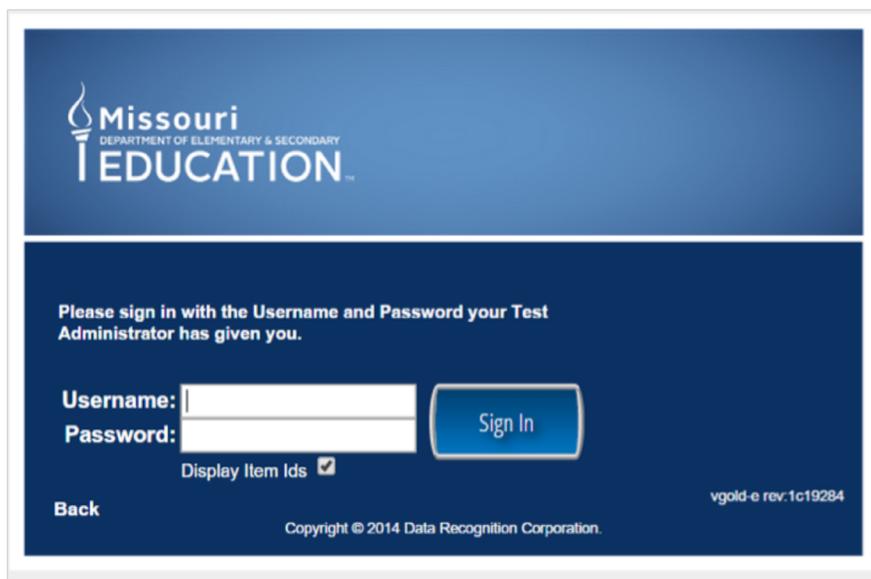
SAY

At the top of your screen you should see “Missouri Department of Elementary & Secondary Education.” Below that, you will see links for the Online Tools Training and Test Sign in for the MAP Grade-Level Assessment Summative test. Please select “Test Sign In.”



SAY

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



Test Ticket information is unique to each student and each session. 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.

SAY

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

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

Welcome **Training Student!**

Thank you for participating in the Missouri Assessment Program Grade-Level Assessments.

Before you begin testing, please confirm your profile information is correct:

Test Name: **Grade 5 Science**
Test Session: **Student's Session**
School Name: **DRC Use Only – Sample School**

Your MOSIS ID is: **1234567890**

If the above information is correct, please select **Continue**.

If any of the above information is not correct, please raise your hand and notify your Test Administrator.

[Continue](#)

[Exit](#)

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SAY

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

The following tests have been scheduled for **Training Student!**

Once instructed, click on the test link below to start the test.
If no additional tests are available, please select **Exit** to close the application.

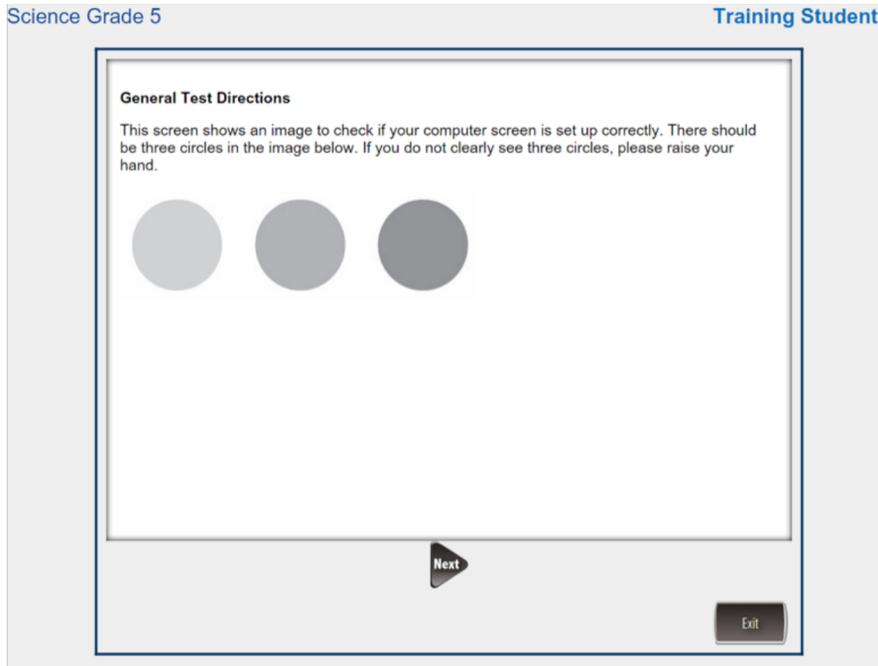
- [Science Grade 5](#)

[Exit](#)

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SAY

Select the NEXT arrow to continue.

**SAY**

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

SAY

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.

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

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

Session 1 of a grade 6, 7, or 8 Mathematics SR, CR, and TE items component contains two segments. The first segment contains items that do not allow calculators. The second segment contains calculator-allowed items. Students may have access to physical calculators after they have submitted the first segment.

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

Read aloud the following paragraph if students are taking Session 1 of a grade 6, 7, or 8 Mathematics SR, CR, and TE items component.

SAY Please keep in mind that this test is divided into two segments. When you get to the end of a segment, you will be prompted to submit your answers before moving on. Once you submit your answers and move on to the next segment, you will not be able to return to the previous segment. After you have submitted the first segment, you may begin using a calculator.

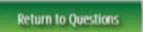
Read aloud the following paragraph if students are taking Part 1 (Session 1) of an ELA performance task.

SAY Use your scratch paper to take notes you want to keep for Part 2, the essay portion, of this performance task. Any notes you take online using Sticky Notes will not be saved for Part 2.

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

Science Grade 5 Training Student

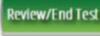
Navigation

- Only one question at a time will appear on the screen.
- After you have answered a question, click on the  **Next** arrow at the bottom of the screen to go to the next question.
- To move quickly to any question on the test, click on the  **Down** arrow next to the question number and select the question you'd like to see.
- When you are ready to finish your test, click on the  **Review/End Test** button in the lower left-hand corner.
- If you have left a question unanswered or if you have  **flagged** a question as a reminder to return to a test question, you can return to that question.
- When you are ready to finish the test, click on the  **End Test** button.
- Confirm you would like to  **End Test** or  **Return to Questions**.





Helpful Testing Hints

- There is no time limit to finish the test.
- Only one question at a time will appear on the screen.
- If you need to go away from your computer, click on the  **Pause** button. Click on the  **Resume** button to continue. If you are away from your computer for more than 20 minutes, you will need to log back in.
- To see your progress on the test, click on the  **Review/End Test** button. You may go to any question by selecting it from the list that appears on the screen.
- Click on the  **Help** button to find more information.



Click on the  **Flag** button if you are not sure of the answer to a question. It will mark the question so you know to go back and answer the question later.

To look at these directions again, click on the  **Help** button and choose the  **Test Directions** tab.



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

SAY

It is important that you do your best. Do you need to pause the test and take a break?

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

SAY

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

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

5. The TE ends the test session.

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

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

SAY

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

At the end of the session:

SAY

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

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

SAY

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

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

SAY

This test session is now over. When you have finished, click END TEST. I will now collect any scratch paper or other material.

TEs should collect any scratch paper (and graph paper for grades 6 and above).

Testing Over Multiple Sessions or Days

For some tests, students may be best served by sequential, uninterrupted time that may exceed the time in the regular class schedule. It is recommended that the ELA PT be administered in two sessions corresponding with Part 1 and Part 2. Each part requires a separate Test Ticket. Students can be provided breaks within each part; however, once a student begins Part 2, he or she will not be able to review or revise items in Part 1. For this reason, it is recommended that students complete Part 1 in one test session; Part 2 would ideally be delivered the next school day. For the Mathematics PT, it is recommended that it be administered in one test session of 40–120 minutes.

If the TE intends to administer a session over the course of multiple days for a student or group of students, TEs may ask students to pause and exit after they reach a designated point. For most tests, there is nothing built into the system to prevent students from progressing from one section of the test to another. In those cases, the TE should give the students clear directions on when to pause. For example, TEs may designate a certain amount of time for testing. This guidance may be written on a dry-erase board, chalkboard, or another place that students can easily see. Students will receive a notification when they reach the end of a segment within Session 1 of the grades 6–8 Mathematics SR, CR, and TE items component.

3.2 Moving a Student During an Assessment

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

1. Pause and end the student's online assessment. To do so, select the "Pause" button, then select the "Exit" button, and then select the "Yes, Exit" button. (Once the student exits the test, the workstation becomes immediately available for other use.)
2. Escort the student to the new location.
3. Using the login and password from the student's Test Ticket, log the student in to his or her assessment at the new workstation to complete the assessment.

4.0 AFTER ONLINE TESTING

4.1 Submitting All Tests/Close of Testing Window

After all testing for a grade level/content area is completed, the DTC/STC should review the Testing Status for each student in eDIRECT and communicate with Test Examiners to resolve any tests that appear as "In Progress." The DTC should also check the Testing Site Manager (if used) to ensure that there are no unsent responses. If all testing is completed for a grade level/content area prior to the end of the district's designated testing window for that grade level/content area, the DTC has the option to close that testing window early. To close a grade level/content window early, the DTC must contact CTB's MAP Service Line. Please note, only the DTC can request to close a district's testing window. It is very important that the DTC ensure that all testing for the grade level/content area is completed prior to closing a testing window. Once a testing window has been closed, scoring for that grade level/content area begins and the window cannot be re-opened for any reason. If the DTC does not request to close a testing window early, the window will close automatically at 8 P.M. on the end date that the DTC entered into eDIRECT when the testing window was set.

4.2 Reporting Test Invalidations

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

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

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

1. The STC and the Test Examiner agree that a particular student's test should be invalidated.
2. A district invalidation letter on district letterhead and signed by the superintendent is faxed to Accountability Data at 573-522-6384.
3. The district invalidation fax should include the following information:
 - a. Student Name
 - b. MOSIS ID
 - c. Date of Birth
 - d. Grade
 - e. School Name
 - f. County District Code
 - g. District Name
 - h. School Code
 - i. Content Area
 - j. The reason the testing session is being invalidated/description of the incident
4. The district files a copy of the fax for its records and future reference.

4.3 How to Handle Student Absences

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

4.4 Securely Destroy Materials

Federal law—the Family Educational Rights and Privacy Act—prohibits the release of any student’s personally identifiable information. Any printed materials must be securely stored and then shredded.

The STC or DTC should destroy the following materials at the building level:

- Printed copies of the *Test Administration Manual* should be destroyed after the final district content testing window has closed.
- Classroom Activity materials should be destroyed after the applicable grade and content area testing window has closed. Electronic files must be deleted.
- Large Print, Braille, and paper-and-pencil administration materials (i.e., manuals, printed pages from manuals, and glossary resource sheets) should be destroyed after the final district content testing window has closed. Electronic files must be deleted.

Scratch paper and graph paper must be kept in a securely locked room or locked cabinet that can be opened only with a key or keycard by staff responsible for test administration. All test materials must remain secure at all times. Scratch paper and graph paper must be collected and inventoried at the end of each test session and then given to the School Test Coordinator to securely destroy. DO NOT keep scratch paper for future test sessions except as noted below for performance tasks (PTs).

Use of Scratch Paper on Performance Tasks

The only exception to the requirement governing the destruction of printed materials and scratch paper is when notes are used during the ELA and Mathematics PTs.

During the ELA PT, students **must** use scratch paper to take notes during Part 1 in order for those notes to be available during Part 2. During Part 2, students are not able to return to the items in Part 1 or to the notes on the embedded universal tool, Sticky Notes, taken during Part 1. TEs should tell students to write their names (or some appropriate identifying information) on each piece of scratch paper, collect the scratch paper at the completion of Part 1 of the ELA PT, and securely store it for students’ use during Part 2 of the ELA PT.

Likewise, the Mathematics PT may extend beyond one test session. When this happens, TEs should tell students to write their names on the scratch paper (and graph paper), collect the paper used in the first session, and securely store it for students’ use in the subsequent test session.

The retention of scratch paper is only allowed during the PTs. Following the conclusion of the PT, all scratch paper and graph paper must be collected and inventoried and then given to the School Test Coordinator to securely destroy.

4.5 Individual Student Reports

Individual Student Reports (ISRs) are available in PRISM. A link to PRISM is in eDIRECT in the left-hand navigation pane. ISRs for ELA and Mathematics are available no later than the close of business on the tenth business day after each district content area testing window closes. ISRs for Science are available July 1, 2015.

5.0 LARGE PRINT, BRAILLE, AND PAPER-AND-PENCIL EDITIONS

Large Print, Braille, and paper-and-pencil editions of the MAP Grade-Level Assessments will be available for students with designated IEPs or special circumstances for spring 2015 testing. Large Print and Braille forms may be ordered online via eDIRECT during the enrollment period January 12, 2015, to February 20, 2015. Paper-and-pencil editions can be generated from eDIRECT (after students are registered for such an accommodation). Unique identification numbers will be used to produce barcodes that will be imprinted onto the paper-and-pencil editions. After testing, student responses for Large Print, Braille, and paper-and-pencil editions must be entered into the INSIGHT system and all test materials must be collected for return to CTB for processing and storage.

5.1 Before Testing

Paper-and-Pencil Materials

For special circumstances that require students to test on paper, a paper-and-pencil edition print feature is a part of the test delivery system. To activate the paper-and-pencil edition print function, Test Examiners will access the Test Setup feature in eDIRECT to mark the applicable accommodation and code for students who require the paper version of the test. Using the information collected during the precode and enrollment processes, the administration component of the online testing system will generate a unique barcode number for a paper-and-pencil edition prior to local printing. Depending on the printed accommodation needed for a particular student, the unique barcode number will then become embedded into the electronic version on each page of the paper-and-pencil form. During local printing, the embedded barcode number will print along with each page of the paper-and-pencil edition. Each barcode number will be unique to a student for the purposes of linking the printed form to the student's record in the master database. Barcode numbers will be recorded and associated with each student's record.

For specific instructions regarding how to generate a paper-and-pencil edition, see the Test Setup section of the eDIRECT User Guide, available on the **Documents** page of eDIRECT, <https://mo.drctdirect.com>.

• • • • •
For additional information regarding Large Print and Braille forms, refer to the Large Print and Braille Kit and follow the instructions in the Braille Omit Return Instruction Sheet. Also, see <http://dese.mo.gov/college-career-readiness/assessment/grade-level>.
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Unless a student's IEP requires a
paper-based accommodation, districts
will be charged a processing fee of \$15
for each paper-and-pencil PDF form
of the test that is printed per content
area.
• • • • • • • • • • • • • • • •

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

A Test Examiner may print a paper-and-pencil edition to administer an oral reading accommodation or to transcribe Braille responses into the paper-and-pencil edition test book. It must be printed for a specific student.

The Test Examiner should become familiar with the directions for administering a paper-and-pencil edition. The paper-and-pencil edition of the test is secure and should be treated as such.

Large Print and Braille Materials

Large Print and Braille forms can be ordered online via eDIRECT. Material orders must be placed between January 12, 2015, and February 20, 2015. DTCs should order all Large Print and Braille materials through the Enrollments tab in eDIRECT. See the eDIRECT User Guide for enrollment instructions.

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

Large Print and Braille testing materials are packaged by building and shipped to the district's office address (or the shipping address indicated by the district during the registration process). The materials shipped to the district are based on the content-specific test window entered during registration.

District Test Coordinator

For every building administering a Large Print, Braille, or paper-and-pencil assessment, the DTC needs to make one copy of the Test Book Accountability Form for the STC. The Test Book Accountability Form is included in the District Test Coordinator Kit (TCK) and can be copied from Appendix D of this manual or printed from the **Documents** page of eDIRECT. Complete the following steps for each building before distributing copies to the STC:

1. Confirm the box count of the Large Print and Braille testing materials shipment from CTB (e.g., Box 1 of 5 through Box 5 of 5).
2. Verify the security barcode numbers of the test books against the packing list.
3. Record the number of test books listed on the packing list and the number of paper-and-pencil tests that were downloaded and printed on the Test Book Accountability Form.
4. Report any discrepancies to CTB's dedicated MAP Service Line at 1-800-544-9868 between the hours of 7:30 A.M. and 6:30 P.M. Central Time, Monday–Friday.

School Test Coordinator

After receiving the Test Book Accountability Form from the DTC, complete the following steps:

1. Verify that security barcode numbers printed on the Large Print and Braille test books match the numbers listed on the packing list (located in Box 1 of the building's shipment).
2. Confirm that the proper accommodation code is marked in eDIRECT.
3. Complete the Test Book Accountability Form, following the directions on the form.
4. Document any Large Print and Braille security barcode discrepancies.
5. Notify the DTC of any discrepancies immediately.
6. If any student is taking a MAP Grade-Level Assessment out of district/building, or if the student is homebound, note the barcode number of the test book before delivering it to the testing site to ensure proper accounting of all test books when they are returned to the district.
7. Ensure all test books have been accounted for before they are shipped to CTB.
8. Follow the procedures in Appendix C of this manual for any contaminated test materials.
9. Maintain the Test Book Accountability Form during the test administration, retain a copy for school records, and return the original with the testing materials to the DTC.

Test Examiner

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.

Duration and Timing Information

The scheduling/rules for each component of the Large Print and Braille assessments are included in Tables 9, 10, and 11. Note that the duration, timing, break/pause rules, and session recommendations vary for each content area and component. This information is for scheduling purposes only, as the assessments are untimed.

Table 9: Assessment Sequence for Large Print Braille*, and Paper-and-Pencil—ELA

ELA	Session 1 (all grades)	Session 2 (all grades)	Classroom Activity (grades 5 and 8)	Session 3 (PT) (grades 5 and 8)
Number and Duration of Sessions	Recommendations: <ul style="list-style-type: none"> • Administer in one session. • Approximate session duration: 90–120 minutes. 	Recommendations: <ul style="list-style-type: none"> • Administer in one session. • Approximate session duration: 15–30 minutes. 	Recommendations: <ul style="list-style-type: none"> • Administer in one session. • Approximate session duration: 30 minutes or less. • Should occur one to three days prior to the PT. • Should NOT occur on the same day as the PT. 	The Performance Task is presented in two parts. Recommendations: <ul style="list-style-type: none"> • Administer in two sessions corresponding to Parts 1 and 2 of the PT. • Approximate session durations: 35–40 minutes for Part 1 and 70–85 minutes for Part 2.
Breaks Within Sessions	A student may be provided breaks within a test session as needed.	A student may be provided breaks within a test session as needed.	NA	The PT is presented in two parts. Students can take breaks between Parts 1 and 2; however, once a student moves to Part 2, he or she will be unable to review or revise items in Part 1.
Total Duration	90–120 minutes	15–30 minutes	30 minutes or less	Approximate session durations: 35–40 minutes for Part 1 and 70–85 minutes for Part 2.

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

Table 10: Assessment Sequence for Large Print Braille*, and Paper-and-Pencil—Mathematics

Mathematics	Session 1 (all grades)	Session 2 (all grades)	Classroom Activity (grades 5 and 8)	Session 3 (PT) (grades 5 and 8)
Number and Duration of Sessions	Recommendations: <ul style="list-style-type: none"> • Administer in one session. • Approximate session duration: 15–90 minutes. 	Recommendations: <ul style="list-style-type: none"> • Administer in one session. • Approximate session duration: 15–90 minutes. 	Recommendations: <ul style="list-style-type: none"> • Administer in one session. • Approximate session duration: 30 minutes. • Should occur as close to the PT as is feasible, and no more than three days prior to the PT. • MAY occur on the same day as the PT. 	Recommendations: <ul style="list-style-type: none"> • Administer in one session. • Approximate session duration: 15–90 minutes.
Breaks Within Sessions	A student may be provided breaks within a test session as needed.	A student may be provided breaks within a test session as needed.	NA	A student may be provided breaks within a test session as needed.
Total Duration	15–90 minutes	15–90 minutes	Less than 30 minutes	Recommendation: <ul style="list-style-type: none"> • Student completes the PT in one day.

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

Table 11: Assessment Sequence for Large Print Braille*, and Paper-and-Pencil—Science

Science	Session 1	Session 2	Session 3 (Performance Event)
Number and Duration of Sessions	Recommendations: <ul style="list-style-type: none"> • Administer in one session. • Approximate session duration: 45–55 minutes. 	Recommendations: <ul style="list-style-type: none"> • Administer in one session. • Approximate session duration: 20–25 minutes. 	Recommendations: <ul style="list-style-type: none"> • Administer in one session. • Approximate session duration: 45–65 minutes.
Breaks Within Sessions	A student may be provided breaks within a test session as needed.	A student may be provided breaks within a test session as needed.	A student may be provided breaks within a test session as needed.
Total Duration	45–55 minutes	20–25 minutes	45–65 minutes

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

Recommended Order of Test Administration

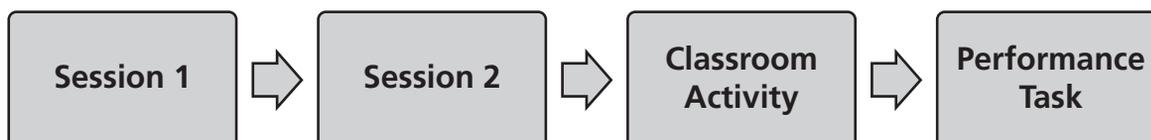
The assessments are comprised of two sessions for grades 3, 4, 6, and 7. The assessments are comprised of three sessions for each content area for grades 5 and 8. The third session for grades 5 and 8 is the performance task (PT) or performance event (PE). The ELA PT consists of two parts. The Mathematics PT and the Science PE each consist of one part. All ELA and Mathematics PTs must be preceded by the administration of a Classroom Activity.

Recommended Order of Test Administration for ELA



Students may take the non-PT portions of the test (Sessions 1 and 2) and Parts 1 and 2 of PT on separate days. For ELA, the order of administration should be Session 1 and Session 2, followed by the Classroom Activity, PT Part 1, and then PT Part 2. Districts/Schools may opt to administer in a different order if needed; however, the Classroom Activity, which is designed to introduce the PT, **must** occur prior to the PT.

Recommended Order of Test Administration for Mathematics



Students may take the non-PT portions of the test (Sessions 1 and 2) and PT portion of the test on separate days. For mathematics, the order of administration should be Session 1 and Session 2, followed by the Classroom Activity, and then the PT. Districts/Schools may opt to administer in a different order if needed; however, the Classroom Activity, which is designed to introduce the PT, **must** occur prior to the PT.

Recommended Order of Test Administration for Science



Classroom Activity

The purpose of the Classroom Activities is to introduce students to the context of a performance task so they are not disadvantaged in demonstrating the skills the task intends to assess. Classroom Activities do not address content information; instead, they focus on vocabulary and key contextual topics. The Classroom Activity is designed to be an introduction and not an assessment.

Students with designated IEPs are allowed to have accommodations, and English learners should have access to language supports that they regularly use during classroom instruction. The information noted in Table 13 provides Test Examiners with options that may be implemented during the activity as needed for students to have appropriate access to the information included in the Classroom Activity.

Overall Strategies for the Classroom Activity are as follows:

- Test Examiners may employ the same strategies for the Classroom Activity that they use during classroom instruction to attend to the diversity of their individual student needs.
- Test Examiners can employ formative practices and professional judgment to determine whether or not individual students require additional support or scaffolding to meet the objectives of the Classroom Activity.
- Test Examiners can read and reread aloud any text included in the Classroom Activity.
- Test Examiners may employ assistive technologies that are typically available during classroom instruction.
- The additional supports and strategies described in Table 13 may be made available to any student based on the student's individual needs and are not limited to particular impairments or to students who have Individualized Education Programs (IEPs) or 504 Plans.
- Test Examiners may adjust any Classroom Activity to allow for different instructional settings (e.g., individual student make-up activity, remote learning environment).
- Test Examiners may employ more than one suggested strategy listed in Table 13 to meet individual student's needs.
- These strategies are not mutually exclusive.

Table 13: Accessibility Guidelines for Classroom Activities

Student Need Category	Guidance for Accessibility
Visual Impairments	<ul style="list-style-type: none">• Reading Materials: All materials that are required to be read by a student may be read aloud to the student.• Pictures, Figures, Drawings, and Photographs: Descriptions may be read to students. In addition, teachers can provide students with further explanation of the descriptions. These explanations may clarify the description without adding additional content.• Graphs: Further descriptions or repetition of descriptions may be read if necessary for a student. These explanations may clarify the description without adding additional content.• Venn Diagrams: Venn diagrams may be described to the student. In addition, a teacher may use a different chart, diagram format, or graphic organizer.
Reading Impairments	<ul style="list-style-type: none">• Reading Materials: All materials that are required to be read by students may be read aloud to the student.• Writing Activities: All activities that require the student to write may allow for an oral response or the use of technology usually used by the student in a classroom environment.
Physical Impairments	<ul style="list-style-type: none">• Kinesthetic Activities: If a student cannot participate in a kinesthetic activity, the student may be asked to describe the activity orally.• Activities Requiring Movement: Tasks such as moving around the room or coming up to the board can be modified to allow the teacher or other students to interact with the student or allow for the student to respond orally.• Writing Activities: If helpful to a student, all activities that require the student to write may allow for an oral response or the use of technology usually used by the student in a classroom environment.
Hearing Impairments	<ul style="list-style-type: none">• Activities Requiring Listening: Listening activities may be presented in American Sign Language (ASL). For activities that require students to describe sounds, such as those from a thunderstorm, a sound may be described by the student to respond to how it feels and looks.• Activities Requiring Oral Responses: Oral responses may be provided via sign language or in writing.
Expressive Language Impairments	<ul style="list-style-type: none">• Activities Requiring Oral Responses: Oral responses may be provided in writing, using a communication device, or any other means that the student uses to communicate.

Table 13: Accessibility Guidelines for Classroom Activities continued

Student Need Category	Guidance for Accessibility
English Language Learners	<ul style="list-style-type: none"> • Reading Materials: All materials that are required to be read by students may be read aloud to the student. • Writing Activities: All activities that require the student to write may allow for an oral response. • Visual Supports: If helpful to a student, vocabulary and key contextual topics may be supplemented with visual supports. • Flexible Grouping: Teachers may administer the Classroom Activity in flexible groups based on English language proficiency. • Activities Requiring Oral Responses: Oral responses may be provided in writing. • Students may use an English, a non-English, and a bilingual dictionary and thesaurus as needed.
Separate Setting	<ul style="list-style-type: none"> • Group activities may be tailored to occur between a single student and his or her educator where the educator and student share discussion and work. • Activities between student(s) and an educator may be conducted online or via a telephone connection. • All student-facing information included in a Classroom Activity should be presented to students working in a separate setting.

Classroom Activities are located on the **Documents** page of eDIRECT, <https://mo.drccdirect.com>. Also on the **Documents** page is a lookup table indicating which Classroom Activity should be administered for the Large Print, Braille, and paper-and-pencil editions.

1. From the eDIRECT homepage, log in using your eDIRECT credentials.
2. In the left navigation pane, under **General Information**, select **Documents**.
3. In the main page on the **Documents** tab,
 - a. Choose "Summative Grade-Level Assessments Spring 2015" from the Administration drop-down.
 - b. Choose "Classroom Activities" from the Document Type drop-down.
 - c. Click "Show Documents." A list of all available Classroom Activities and the lookup table will appear in the grid.

5.2 During Testing

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

The scripts are secure; do not print or allow unauthorized persons to access them. Maintaining the security of all test materials is crucial to obtaining valid and reliable test

results. Therefore, test materials must be kept in locked storage, except during actual test administration. It is the responsibility of all individuals who administer the test to follow security procedures.

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

- A test book for each student
- At least two sharpened No. 2 pencils
- Blank scratch paper for each student
- Blank grid/graph paper for all Science Assessments and for the Mathematics Assessments for grades 6 and above
- An English dictionary and a thesaurus for the full-write essay portion (Part 2) of an ELA performance task
- Any additional materials appropriate for the student that are noted as “Any” or “Paper” in Tables 4, 5, and 6 of this manual
- A calculator for the calculator-allowed portion of the Mathematics Assessment (Calculators must meet the guidelines below.)
 - For grade 6 Mathematics Assessments, a four-function calculator with square root and percentage functions is permitted. (This type of calculator is permitted for grades 3–5 as an accommodation only, as the assessments include no calculator-allowed items.)
 - For grades 7 and 8 Mathematics Assessments, a scientific calculator with exponents, trigonometry, and logarithmic functionalities is permitted.
 - DESE does not provide, endorse, or recommend a list of calculator brands or types that students are permitted to use. Test Examiners should follow their own district’s general education policy for the types of calculators permitted during district-administered quizzes, benchmark tests, common assessments, chapter/unit tests, and final exams.
 - Calculators cannot contain stored equations or functions at the time of the MAP Grade-Level Mathematics Assessments. Test Examiners are responsible for ensuring and verifying that calculators that have the ability to store functions and equations, e.g., a scientific calculator, have the memory cleared before and after each Mathematics Assessment.
 - Calculators cannot have Internet connectivity or be able to connect to anyone inside or outside the classroom during testing. Students cannot use a calculator on a laptop or other portable computer, pocket organizer, cell phone, device with a typewriter-style keyboard, electronic writing pad, or pen-input device unless a particular assistive device is required for a student and is specified on his or her IEP.
 - No calculators with QWERTY keyboards are allowed.

NOTE: If students are allowed to bring cell phones into the testing room, the cell phones must be collected and kept in a central area until testing is completed.

Specific Directions for Administering the Braille Form

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

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

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

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

1. From the eDIRECT homepage, log in using your eDIRECT credentials.
2. In the left navigation pane, under **General Information**, select **Documents**.
3. In the main page on the **Documents** tab,
 - a. Choose “Summative Grade-Level Assessments Spring 2015” from the Administration drop-down.
 - b. Choose “Scripts” from the Document Type drop-down.
 - c. Click “Show Documents.” A list of all available scripts will appear in the grid.

5.3 After Testing

Assemble Materials for Return and for Entry into INSIGHT

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

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

After testing, student responses for Large Print, Braille, and paper-and-pencil editions **must** be transcribed into the INSIGHT testing software before the district’s test window closes. It is recommended that transcription occur as soon after testing as possible. To transcribe responses requires the Test Examiner or other designated and authorized district or school

personnel to log in to INSIGHT using the student's Test Ticket. Follow these steps to transcribe student answers:

1. In eDIRECT Test Setup, ensure that the student has been assigned the appropriate accommodation:
 - a. Paper-Based Assessment
 - b. Paper-Based Braille
 - c. Paper-Based Large Print
 - d. Non-Accommodation Special Case—Paper-Based Assessment
2. In eDIRECT 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 test machine that has the INSIGHT client software installed and use the student's Test Ticket to log into 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.

Arrange for the Return Shipment of Large Print, Braille, and Paper-and-Pencil Test Books to CTB

All secure Large Print, Braille, and paper-and-pencil test books must be returned to CTB via FedEx. Shipping Return labels are provided in the District Test Coordinator Kit (TCK). If the DTC does not have shipping labels or shipping boxes, please contact the MAP Service Line at 1-800-544-9868.

CTB is responsible for all return shipping costs for the Large Print, Braille, and paper-and-pencil test books; however, the DTC must make shipping arrangements at least 24 hours in advance of package pickup.

NOTE: DTCs MUST use CTB boxes to return Large Print, Braille, and Paper-and-Pencil test books. Braille and Large Print Assessments are shipped to the district in a kit that includes boxes and labels necessary for returning testing materials. Paper-and-pencil test books may be returned in the same shipping boxes with Braille and Large Print test books. If the district downloaded paper-and-pencil test books, but did not order any Braille or Large Print test books, the DTC must call for boxes and shipping labels to return the paper-and-pencil test books.

Organize Materials for the District Test Coordinator

Instructions for the School Test Coordinator

Make sure that all Large Print, Braille, and paper-and-pencil testing materials are received from each Test Examiner in the school. Contact any Test Examiner who delays returning student testing materials.

Follow these guidelines for packaging testing materials for the DTC:

1. Obtain Boxes

Test materials must be returned in the CTB boxes with aqua shading. Reuse the boxes in which the Large Print and Braille testing materials arrived. If the DTC does not have CTB boxes or needs additional boxes, please contact the MAP Service Line at 1-800-544-9868.

Prior to packing test materials, securely tape the bottom of each box to prevent breakage. Reinforce all bottom seams, following an "H" pattern.

2. Package Materials

Place the following materials in boxes in the order specified below, with the first items listed on the top in Box 1.

- Paper-and-pencil test books
- Braille test books
- Large Print test books

3. Affix Shipping Labels

- Affix the **white shipping labels** to the boxes. Labels should be placed on the side of the box in the white space marked "PLACE CTB BARCODE RETURN LABEL HERE." Do not place the label on the top of the box.
- **Number each set of boxes separately for each school** (e.g., "1 of X," "2 of X," etc., where "X" is the total number of boxes per school).
- Complete all of the information requested on the labels.

Return shipping labels are scannable and cannot be photocopied. If more return shipping labels are needed, contact the CTB dedicated MAP Service Line at 1-800-544-9868.

4. Send Materials to the District Test Coordinator

- Do not seal the boxes of test books.
- The DTC will review the contents of each box.

Package and Ship Testing Materials

Instructions for the District Test Coordinator

Make sure that all testing materials are received from each school in the district. Contact any STC who delays returning school testing materials. Verify that the STC followed the instructions in this *Test Administration Manual*.

If a box from an STC is received without a return shipping label on it, affix one of the blank District return shipping labels that were provided in the DTC's Package. Fill out the School information on the label to ensure correct processing.

Do **not** return the following to CTB:

- *Test Administration Manuals*
- Classroom Activity materials (must be **securely** destroyed by district)
- test administration scripts and glossary resource sheets for the Large Print, Braille, or paper-and-pencil editions (must be **securely** destroyed by district)
- scratch and/or grid paper used for the English Language Arts, Mathematics, and Science Assessments (must be **securely** destroyed by district)
- contaminated test materials (must be **securely** destroyed by district; see Appendix C in this manual)
- unused return shipping labels
- Test Book Accountability forms (keep for your records)

Check all materials from the STCs to ensure they have correctly followed the procedure described in this manual.

1. Add Packing Material

To avoid damage caused when materials shift during transit, add sufficient packing material to fill all voids and hold documents firmly in place. We strongly recommend using crumpled, recycled paper for this purpose. Do **not** use foam packing "peanuts" or "popcorn."

2. Seal Boxes

Seal each box securely with packing tape to reinforce the top and side seams of the boxes. This will prevent damage to the boxes and subsequent loss of test materials.

3. Schedule Testing Material Pickup

The DTC will schedule the pickup of MAP Grade-Level Assessment testing materials through a secure ctb.com pickup site. Contact CTB via the ctb.com site no later than May 26, 2015, to schedule your pickup date. Please allow 1–3 days for pickup of your test materials. All materials must be picked up no later than May 29, 2015.

Test materials must be returned via the secure ctb.com pickup site in order to ensure secure tracking of materials.

Materials must be returned in a single shipment unless prior arrangements are made with CTB.

Instructions for scheduling the pickup of MAP Grade-Level Assessment testing materials:

1. Go to <http://programs.ctb.com/MAP>.
2. Enter your district number, contact name, and email address.
3. Verify the pickup address and enter the number of boxes to be picked up.
4. Click submit.

5. Print the FedEx shipping PDF label from the Confirmation page on standard 8.5 x 11 paper.
6. Fold the shipping label in half and securely tape it to your box in the location marked Carrier label. You will receive a pickup confirmation email. The email contains the pickup confirmation number and FedEx phone number.

If you have any questions regarding the pickup of materials, call FedEx at the number provided on your confirmation email for assistance.

Store boxes in a protected area while waiting for FedEx pickup.

4. Fax Test Book Accountability Forms to CTB

After you have confirmed that you have received completed, signed Test Book Accountability Forms from each school, fax them to CTB at the fax number listed on the form.

5. Questions

For answers to any questions regarding the return procedures described in this manual, call the CTB dedicated MAP Service Line at 1-800-544-9868.

Securely Destroy Other Materials

See Section 4.4 and Appendix C in this manual for details regarding the destruction of materials not returned to CTB.

Appendix A: Item Types

As students engage with the MAP Grade-Level Assessments, they will be asked test questions that require them to use technology to respond in several ways, some of which may be new to students. The following table lists the different item types and briefly describes each one.

Content Area	Type of Item	Brief Description of How to Respond
ELA, Mathematics, and Science	Selected Response (also known as Multiple Choice, single correct response)	Select the radio button corresponding to one of four options. To deselect an option, select a different radio button. Select only one option.
	Short Text (also known as Constructed Response)	Respond via keyboard entry into text box (no text formatting). This item type offers the ability to edit previously entered text.
ELA and Mathematics	Multiple Choice, multiple correct responses	Mark a checkbox corresponding to an option. To deselect an option, click on the checkbox that is already marked. Mark one or more options.
	Matching Tables (with a variation True/False or Yes/No)	Select a checkbox corresponding to an option in a table cell. To deselect an option, select a checkbox that is already marked.
Mathematics and Science	Drag-and-Drop	Click and drag an object to the appropriate location in the response area.
	Table Fill In	Respond via keyboard entry into table cells or drag/drop objects into table cells.
ELA Only	Two-part multiple choice, with evidence-based response (EBSR)	This item type has two parts. Each part may consist of one of three item types: Multiple Choice, single correct response; Multiple Choice, multiple correct responses; and Hot Text, Select Text. See those item types for descriptions of how to respond.
	Hot Text, Select Text	Highlight an option by selecting it. To deselect an option, click on it to remove the highlighting. Select one or more options.
	Hot Text, Reorder Text	Select text and then click and drag text to a new area.
	Essay	Respond via keyboard entry using text formatting buttons. This item type offers the ability to edit previously entered text.

Appendix A: Item Types continued

Content Area	Type of Item	Brief Description of How to Respond
Mathematics Only	Hot Spot	Select targeted areas in the response area.
	Equation/Numeric	Select buttons representing numbers and mathematic symbols to create a numeric response or equation.
	Graphing	Plot points and/or draw lines in the response area.
Science Only	Bar Graphing	Click targeted areas in the response area and respond via keyboard entry into response fields.
	Line Graphing	Plot points and/or draw lines in the response area. Respond via keyboard entry into response fields.
	Build a Table	Respond via keyboard to make entries into table fields.

Appendix B: Handling Student Transfers and Changes in Testing Status

Students Who Move Before or During the MAP Grade-Level Assessment Administration

<i>If...</i>	<i>then...</i>
a student needs to be moved into a different test session in the same school:	Edit the student's profile by moving the student to a new test session.*
a new student moves into the district:	Add the new student in eDIRECT. Then assign the student to the appropriate test session(s).* NOTE: If the DTC is unable to add the new student, the DTC must contact the MAP Service Line.
a student moves out of the district prior to or during the district test administration window:	Remove the student from any test session in eDIRECT. Do not log into the test and do not mark any status code(s) for the student.*
a student moves from one building to another building within the same district:	The DTC should edit the student's information in eDIRECT before the student begins testing so that the student's scores report to the correct building. The DTC must move the student to a different test session in eDIRECT.*

*See the eDIRECT User Guide, available on the **Documents** page of eDIRECT, <https://mo.drctedirect.com>.

Please contact the CTB dedicated MAP Service Line at 1-800-544-9868 if there are any questions regarding moving a student within a school or district.

Appendix C: Contaminated Test Materials

Test materials are considered *contaminated* due to: a) a student health issue that affects the test book itself (blood, fluids, etc.) or b) contact with any potentially hazardous material. If test materials are contaminated, the Test Examiner should notify the School Test Coordinator for instructions for handling the contaminated materials since **all** printed testing material must be accounted for. The DTC, or STC, or TE is responsible for transcribing the answers into the online system, and then the contaminated test materials must be securely destroyed at the test site by the DTC or STC. A Missing Test Materials Form must be completed and faxed to CTB and DESE to account for the contaminated test materials. The form may be accessed on the **Documents** page of eDIRECT, <https://mo.drctdirect.com>, or on the DESE website at <http://dese.mo.gov/college-career-readiness/assessment/grade-level>.

The STC should provide the DTC with the following information for inclusion on the form:

- an explanation of what happened to the test book
- security barcode number (write or cut-and-paste it onto the letter). This is the code beginning with two letters, followed by six numbers, printed vertically below the barcode on the front book cover. Be sure to use this number and not the number from the student barcode label.
- school name
- school code
- student's name
- grade level
- test book edition (Large Print, Braille, or paper-and-pencil)

Appendix D: Test Book Accountability Form

MAP 2015 GRADE-LEVEL ASSESSMENTS – TEST BOOK ACCOUNTABILITY FORM

District Name: _____ **District #:** _____

School Name: _____ **School #:** _____

This form provides start-to-finish accountability for the Grade-Level test materials assigned to your school.

School Coordinator:

1. Complete the table below, providing any additional information on the back as required. Be sure to sign at the bottom of the page.
2. Retain a copy of this form for your own records, along with a photocopy of the security barcode ranges printed on the test book packages and printed PDF tests.
3. Return the completed form to your District Coordinator.

District Coordinator:

4. Complete a copy of this form for District Coverage, providing any additional information on the back as required.
5. Fax the forms for all schools in your district to CTB - **Fax # 866-405-4086**. CTB may contact you to clarify any discrepancies on your schools' forms.

TEST BOOKS RECEIVED or PRINTED								
	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8		
(1) Number of LP/Braille test books listed on packing list	+	+	+	+	+	+		
(2) LP/Braille test books missing from shipment (Fill out A on back)	-	-	-	-	-	-		
(3) Extra LP/Braille books received in shipment (Fill out B on back)	+	+	+	+	+	+		
(4) Additional LP/Braille books from district office (Fill out C on back)	+	+	+	+	+	+		
(5) Printed PDF tests (Fill out D on back)	+	+	+	+	+	+		
Total test books received and printed								
(6) (Add lines 1, 3, 4 and 5; then subtract line 2)								
TEST BOOKS and PRINTED PDF TESTS RETURNED								
	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8		
(7) Number of LP/Braille tests administered	+	+	+	+	+	+		
(8) Number of unused LP/Braille test books	+	+	+	+	+	+		
(9) Number of printed PDF tests	+	+	+	+	+	+		
(10) Total test books returned and printed (Sum of lines 7-9)								
TEST BOOKS and PRINTED PDF TESTS NOT RETURNED								
	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8		
(11) LP/ Braille test books securely destroyed (Fill out E on back)	+	+	+	+	+	+		
(12) LP/Braille test books unaccounted for (Fill out E on back)	+	+	+	+	+	+		
(13) Printed PDF tests unaccounted for (Fill out E on back)	+	+	+	+	+	+		
Total test books and printed PDF tests not returned								
(14) (Sum of lines 11-13)								

I confirm that Line 6 = Line 10 + Line 14.

School Test Coordinator: _____

Print Name: _____

Date Faxed: _____

Appendix E: INSIGHT Keyboard Shortcuts and Icons

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

INSIGHT Function	Keyboard Shortcut		
	Desktop	Chromebook	iPad
Transfers the focus from one button to the next (from left to right). The focus is indicated by a red box that appears around the selected tool or function button when the Tab key is pressed.	Tab	Tab	N/A
Transfers the focus from one button to the next (from right to left). The focus is indicated by a red box that appears around the selected tool or function button when the Shift key and Tab key are pressed.	Shift + Tab	Shift + Tab	N/A
Activates the tool or function highlighted by the red box. Pressing the Enter key or Space Bar a second time deactivates the tool or function (with the exception of tools that keep the focus, such as Sticky Notes).	Enter/Space Bar	Enter/Space Bar	N/A
Selects the highlighted test question from the Review/End Test page Selects the Sign In button after a Username and Password are entered Selects Continue from the Student Verification Page Selects the Go To Page number within the quick navigation drop-down menu	Enter	N/A	N/A
Closes the Magnifier and "?" [Help] button when activated. If the red box is activated and the Esc key is pressed while on the tool bar without having any tools activated, the red box will move to the Pointer button.	Esc	Esc	N/A

Appendix E: INSIGHT Keyboard Shortcuts and Icons continued

INSIGHT Function	Keyboard Shortcut		
	Desktop	Chromebook	iPad
Selects an answer option (i.e., ABCD) on a multiple-choice question when only one set of "ABCD bubbles" exists. Entering one of the letters fills or unfills the letter bubble before the answer option. Both uppercase and lowercase letters can be used	ABCD, abcd	ABCD, abcd	N/A
Exits the online testing system from each page that has an Exit button	Alt + X	Alt + X	N/A
Moves any pop-up tool, such as the "?" [Help] button around the screen. (Does not work with Sticky Notes.)	CTRL + Right Arrow CTRL + Left Arrow CTRL + Up Arrow CTRL + Down Arrow	CTRL + Right Arrow CTRL + Left Arrow CTRL + Up Arrow CTRL + Down Arrow	N/A
Rotates the active tool +/- 1 degree	CTRL + plus [+] CTRL + minus [-]	CTRL + plus [+] CTRL + minus [-]	N/A
Moves the cursor up and down through a list of choices (such as questions on the Review/End Test screen)	Up/Down Arrows	Up/Down Arrows	N/A
Switches between multiple active pop-up tools on the screen	CTRL + Tab	CTRL + Tab	N/A
Activates the Review/End Test button and moves the user to the Review page of the test	Alt + R	Alt + R	Option + R
Activates the Pause button and pauses the test	Alt + P	Alt + P	Option + P
Activates the Flagged button and marks an item as flagged, or removes flag from an item	Alt + F	Alt + F	Option + F
Activates the Back button and moves the student back a question	Alt + B	Alt + B	N/A
Activates the Next button and moves the student forward a question	Alt + N	Alt + N	N/A

Appendix E: INSIGHT Keyboard Shortcuts and Icons continued

INSIGHT Calculator Function	Keyboard Shortcut		
	Desktop	Chromebook	iPad
Clears the calculator screen	Alt + Delete	Alt + Delete	N/A
Works as a shortcut key for subtracting on all calculators	-	-	
Works as a shortcut key for factorial on the Scientific Calculator/Graphing Tool	!	!	
Works as a shortcut key for using open parenthesis on the Scientific Calculator/Graphing Tool	((
Works as a shortcut key for using closed parenthesis on the Scientific Calculator/Graphing Tool))	
Works as a shortcut key for multiplying on all calculators	*	*	
Works as a shortcut key for dividing on all calculators	/	/	
Works as a shortcut key for squaring on the Scientific Calculator/Graphing Tool	@	@	
Works as a shortcut key for adding on all calculators	+	+	
Work as shortcut keys for numeric entry on all calculators	0-9	0-9	
Works as a backspace on all calculators	Backspace	Backspace	
Works as a delete function on all calculators	Delete	N/A	
Works as a shortcut to take a number to a specific power on the Scientific Calculator/Graphing Tool	^	^	
Works as the negate key on the Basic Calculator	,	,	

Appendix E: INSIGHT Keyboard Shortcuts and Icons continued

INSIGHT Audio (TTS) Function	Keyboard Shortcut		
	Desktop	Chromebook	iPad
Activates the Options button and opens or closes the Audio settings selection pop-up window	Alt + A	Alt + A	Option + A
Activates the Options button and opens or closes the Color Chooser selection pop-up window	Alt + O	Alt + O	Option + O
Activates the Play/Pause button when Audio is active	F8 (Mac — use FUNC F8)	N/A	N/A
Writing Tools			
Undo	CTRL + Z	N/A	CMD + Z
Redo	CTRL + Y	N/A	CMD + Shift + Z
Highlight text to the left	Shift + left arrow	Shift + left arrow	N/A
Highlight text to the right	Shift + right arrow	Shift + right arrow	N/A
Highlight all text	CTRL + A	CTRL + A	CMD + A
Cut highlighted text	CTRL + X	CTRL + X	CMD + X
Copy text from clipboard	CTRL + C	CTRL + C	CMD + C
Paste text from clipboard	CTRL + V	CTRL + V	CMD + V
Move to start of next word	CTRL + right arrow	CTRL + right arrow	Option + right arrow
Move to start of previous word	CTRL + left arrow	CTRL + left arrow	Option + left arrow
Move cursor forward one character	Right Arrow	Right Arrow	Right Arrow
Move cursor backward one character	Left Arrow	Left Arrow	Left Arrow
Delete text (from cursor position) to the end of the line	N/A	N/A	Control + K
Delete text (from cursor position) to the beginning of the line	N/A	N/A	CMD + Delete

Appendix E: INSIGHT Keyboard Shortcuts and Icons continued

Writing Tools	Keyboard Shortcut		
	Desktop	Chromebook	iPad
Delete the word before the cursor	N/A	N/A	Option + Delete
Jump cursor location to end of text entered	N/A	N/A	CMD + Left Arrow
Jump cursor location to the beginning of text entered	N/A	N/A	CMD + Right Arrow
Jump cursor location to previous start of line	N/A	N/A	Option + Up Arrow
Jump cursor location to next end of line	N/A	N/A	Option + Up Arrow
Apply bold formatting / repeat to turn off	N/A	N/A	CMD + B
Apply italic formatting / repeat to turn off	N/A	N/A	CMD + I
Apply underline formatting / repeat to turn off	N/A	N/A	CMD + U

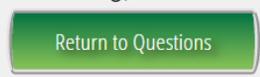
Appendix E: INSIGHT Keyboard Shortcuts and Icons continued

Tool Icon	Tool Name	Tool Definition
	<p>Pointer</p>	<p>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.</p> <p>The Pointer will change to a pencil head when moved over a multiple-choice answer bubble. Use it to select your answer.</p> <p>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.</p>
	<p>Cross-Off</p>	<p>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.</p>
	<p>Highlighter</p>	<p>The Highlighter tool is used to highlight important information.</p>
	<p>Sticky Note</p>	<p>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.</p>
	<p>Magnifier</p>	<p>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.</p>
	<p>Line Guide</p>	<p>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.</p>
	<p>Measurement Tools</p>	<p>The Measurement Tools button allows you to access the ruler, which can be used to measure an object. The ruler can be moved around the screen and can also be rotated.</p>

Appendix E: INSIGHT Keyboard Shortcuts and Icons continued

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

Appendix E: INSIGHT Keyboard Shortcuts and Icons continued

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

Review Page Key

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



CTB/McGraw-Hill
20 Ryan Ranch Road
Monterey, California 93940-5703
800.538.9547 | www.ctb.com