

# Missouri Assessment Program



## *Examiner's Manual*

***Grade 7***  
***English Language Arts and Mathematics***  
***Assessments***  
***Spring 2018***

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Missouri Department of Elementary  
and Secondary Education

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

## 1.1 This Examiner’s Manual

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

## 1.2 Glossary of Terms

<b>Accommodations</b>	Changes in procedures or materials that increase equitable access to the MAP Grade-Level Assessments. Assessment accommodations allow students to access assessment content to show what they know and can do. Accommodations are available for students with documented Individualized Education Programs (IEPs) or 504 Plans.
<b>Break/Pause</b>	Action taken by a student or Test Examiner (TE) to temporarily halt the test during any part of the test, as needed. The online assessment provides an opportunity to pause the test for up to 20 minutes.
<b>Constructed-Response Item Type</b>	Test questions that require students to provide or input their response or responses using a keyboard or keypad. This type includes <b>short answer/text input, writing prompts, and keypad input</b> items.
<b>eDIRECT</b>	DRC’s administrative platform—the Missouri Assessment Program Portal—from which district personnel will manage the assessments.
<b>INSIGHT</b>	DRC’s INSIGHT is the secure, browser-based test engine for the MAP Grade-Level Assessments.
<b>Item</b>	A test question or stimulus presented to a student to elicit a response.
<b>Performance Event</b>	Performance events (PE) are included in the MAP Grade-Level Mathematics Assessments. The PEs are designed to provide students with an opportunity to demonstrate their ability to apply their knowledge and higher-order thinking skills to explore and analyze a complex, real-world scenario. A performance event will contain a variety of item types. See Appendix A: Item Types.
<b>Selected-Response Item Type</b>	Test questions that require students to respond to a stem by selecting an appropriate response or responses, usually from answers provided. This type includes <b>multiple-choice, matching, multi-select, and evidence-based selected-response</b> items.
<b>Session</b>	A specific part of a test assigned to a specific student, which is grouped by a Test Examiner according to the precode file.

## Glossary of Terms, continued

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

### 1.3 About the Tests

- The Missouri State Board of Education identified the following purposes for the MAP Grade-Level Assessments:
  - Measuring and reflecting student mastery toward post-secondary readiness
  - Identifying students' strengths and weaknesses
  - Communicating expectations for all students
  - Serving as the basis for state and national accountability plans
  - Evaluating programs
  - Providing professional development for teachers
- The MAP Grade-Level Assessments are designed to adapt testing to the needs of Missouri districts, schools, teachers, and students, while meeting state and federal requirements.
- The MAP Grade-Level Assessments are based on the revised Missouri Learning Standards approved on April 19, 2016.
- The Missouri Department of Elementary and Secondary Education (DESE) uses the information obtained through the MAP Grade-Level Assessments to monitor the progress of Missouri's students in meeting the Missouri Learning Standards, to inform the public and the state legislature about students' performance, and to help make informed decisions about educational issues.

- Data Recognition Corporation (DRC) and DESE are collaborating to deliver Missouri's Spring 2018 Grade-Level Assessments. Missouri educators will use DRC's eDIRECT online platform for enrollment and test administration and INSIGHT for test delivery. DRC will also provide handscoring and reporting services. These cooperative efforts and systems comprise a fully integrated assessment platform to meet the needs of school districts, educators, students, and other Missouri stakeholders.
- At grade 7, the Spring 2018 MAP Grade-Level Assessments include the following:
  - English Language Arts Assessment
  - Mathematics Assessment
- The English Language Arts Assessment consists of three sessions. All sessions contain selected-response and technology-enhanced items. See Appendix A: Item Types.
- The Mathematics Assessment consists of three sessions. Both sessions contain selected-response items and technology-enhanced items. The third session contains a performance event. See Appendix A: Item Types.
- All MAP Grade-Level Assessments are available only in INSIGHT, the secure online browser, unless a Large Print, Braille, or paper/pencil edition is required by the student as an accommodation. For students needing one of these versions, test examiners will be responsible for transcribing student responses into INSIGHT.

Students in grade 7 who are taking the Algebra I EOC assessment will not take the 7th-Grade MAP Grade-Level mathematics assessment.

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.

## 1.4 Test Administration Policies

### General Rules of Online Testing

Students in grade 7 will take online tests for English Language Arts and Mathematics consisting of selected-response (SR) and technology-enhanced (TE) items. The Mathematics test includes a performance event (PE), that will appear in Session 3.

Basic online testing parameters:

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

### 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.

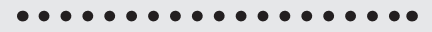


## During the assessments:

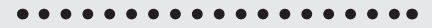
- If a test is paused for 20 minutes or more, the student can return to the session and continue entering his or her responses. The student may also review and change previously answered items. The student is not permitted to return to items in a different session.
- Any highlighted text and sticky notes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

## Test Timeout (Due to Inactivity)

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



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.



## 1.5 Scheduling the Tests

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

### Duration and Timing Information

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

**Table 1: Assessment Sequence—English Language Arts**

ELA	Session 1	Session 2	Session 3
<b>Content and Duration of Sessions</b>	This session assesses the Reading Strand. It contains passage-based selected-response and technology-enhanced items. <b>Recommendation:</b> <ul style="list-style-type: none"><li>• Session duration ranges from 50–85 minutes.</li></ul>	This session assesses the Research and Writing Strands. It contains selected-response and technology-enhanced items. <b>Recommendation:</b> <ul style="list-style-type: none"><li>• Session duration ranges from 20–30 minutes.</li></ul>	This session assesses the Listening Strand. It contains passage-based selected-response and technology-enhanced items. <b>Recommendation:</b> <ul style="list-style-type: none"><li>• Session duration ranges from 20–35 minutes.</li></ul>
<b>Total Duration</b>	<b>Recommendation:</b> <ul style="list-style-type: none"><li>• Student completes this component within three days of starting.</li></ul>	<b>Recommendation:</b> <ul style="list-style-type: none"><li>• Student completes this component within three days of starting.</li></ul>	<b>Recommendation:</b> <ul style="list-style-type: none"><li>• Student completes this component within three days of starting.</li></ul>

**Table 2: Assessment Sequence—Mathematics**

Mathematics	Session 1	Session 2	Session 3 (Performance Event)
<b>Content and Duration of Sessions</b>	<p>This session assesses the Mathematics Strands. It contains selected-response and technology-enhanced items.</p> <p><b>Recommendation:</b></p> <ul style="list-style-type: none"> <li>• Session duration ranges from 20–25 minutes.</li> </ul>	<p>This session assesses the Mathematics Strands. It contains selected-response and technology-enhanced items.</p> <p><b>Recommendation:</b></p> <ul style="list-style-type: none"> <li>• Session duration ranges from 60–80 minutes.</li> </ul>	<p>This session assesses the Mathematics Strands. It contains a performance event that is comprised of related selected-response and technology-enhanced items.</p> <p><b>Recommendation:</b></p> <ul style="list-style-type: none"> <li>• Session duration ranges from 40–45 minutes.</li> </ul>
<b>Total Duration</b>	<p><b>Recommendation:</b></p> <ul style="list-style-type: none"> <li>• Student completes this component within two days of starting.</li> </ul>	<p><b>Recommendation:</b></p> <ul style="list-style-type: none"> <li>• Student completes this component within two days of starting.</li> </ul>	<p><b>Recommendation:</b></p> <ul style="list-style-type: none"> <li>• Student completes this component within three days of starting.</li> </ul>

**Additional Administration Recommendations:**

- For the performance events, students may be best served by sequential, uninterrupted time that may exceed the time allotted in a student’s schedule.
- Minimize the amount of time between beginning and completing each test within a content area.

**Important reminders:**

- The test can be spread out over multiple days as needed. See the sub-heading *Testing Over Multiple Sessions or Days* within this manual for more guidance within Section 3.1 Specific Administration Information.
- Breaks can be provided during the test session using the software’s “Pause” feature. If the test is paused for more than 20 minutes, the student will be able to go back to items on the previous screens in that session.
- Review the test directions in this *Examiner’s Manual* in advance. *Examiner’s Manuals* are not secure and can be viewed in advance.

## 1.6 Accommodations and Special Populations

### Updated Accommodations Procedures/Codes

The accommodations for the MAP Grade-Level Assessments are provided as Universal Tools and Accommodations.

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

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

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

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

**Table 3: Universal Tools**

<u>UNIVERSAL TOOLS</u>		
These tools for use on the Grade-Level Assessment are available to <b>ALL STUDENTS</b> unless otherwise noted. Please read the full description prior to usage.		
<ul style="list-style-type: none"><li>• Tools with a code (Sxxx) need to be marked in the eDIRECT Administration portal prior to the assessment.</li><li>• Some tools are only for use by English Learner (EL) students (EL students are those marked LEP-RCV or LEP-NRC in Core Data).</li></ul>		
Tool	Description	Code
<b>Bilingual Dictionary</b>	<b>EL students</b> may have access to a physical Bilingual Dictionary for use <b>ONLY</b> on the ELA Writing Prompts. If the Bilingual Dictionary is electronic, it may not connect to the internet.  This tool must be chosen in the eDIRECT Administration portal under student accommodations prior to testing.	S431
<b>Break (Pause)</b>	<b>All students</b> may take breaks of up to 20 minutes as needed. There is no limit to how many times a student may take a break during an assessment.  The INSIGHT student platform allows <b>all students</b> to pause the online assessment for up to 20 minutes. If the test is paused for more than 20 minutes, the student will have to log back in.  If the need arises to move a student from one computer to another, pause the test and choose the exit button. The test will remain incomplete until the student logs back in and completes the test.	N/A

**Table 3: Universal Tools, continued**

<u><b>UNIVERSAL TOOLS</b></u>		
<p>These tools for use on the Grade-Level Assessment are available to <b>ALL STUDENTS</b> unless otherwise noted. Please read the full description prior to usage.</p> <ul style="list-style-type: none"> <li>• Tools with a code (Sxxx) need to be marked in the eDIRECT Administration portal prior to the assessment.</li> <li>• Some tools are only for use by English Learner (EL) students (EL students are those marked LEP-RCV or LEP-NRC in Core Data).</li> </ul>		
<b>Tool</b>	<b>Description</b>	<b>Code</b>
<p><b>Calculator</b> (For all Science Assessments and for Math items in grades 6–8 where allowed)</p>	<p>The INSIGHT student platform features an embedded calculator for <b>all students</b> to use on all science assessments and for mathematics items in grades 6–8 where calculator use is allowed.</p> <p><b>All students</b> may have access to a physical calculator for all science assessments and on mathematics items in grades 6–8 where calculator use is allowed. The memory of the physical calculator must be cleared before and after testing by the test examiner.</p> <p><i>Please Note: Use of a calculator is only for the Mathematics and Science assessments.</i></p>	N/A
<p><b>Color Contrast—Online Testing</b></p>	<p>The INSIGHT student platform allows <b>all students</b> to adjust background or font color based on student needs or preferences.</p>	N/A
<p><b>Color Contrast—Paper Testing</b></p>	<p><b>All students</b> taking the paper/pencil assessment may have the test printed in different colors based on student needs or preferences.</p> <p>This tool must be chosen in the eDIRECT Administration portal under student accommodations prior to testing.</p>	S102
<p><b>Color Overlay</b></p>	<p><b>All students</b> taking the paper/pencil assessment may have a color transparency placed over the test presented to them based on student needs or preferences.</p> <p>This tool must be chosen in the eDIRECT Administration portal under student accommodations prior to testing.</p>	S103
<p><b>English Dictionary</b></p>	<p>The INSIGHT student platform allows <b>all students</b> access to an embedded English Dictionary for use <b>ONLY</b> on the ELA Writing Prompts.</p> <p><b>All students</b> may have access to a physical English Dictionary for use <b>ONLY</b> on the ELA Writing Prompts. If the English Dictionary is electronic, it may not connect to the internet.</p>	N/A
<p><b>Grammar Handbook</b></p>	<p><b>All students</b> may have access to a physical Grammar Handbook for use <b>ONLY</b> on the ELA Writing Prompts. If the Grammar Handbook is electronic, it may not connect to the internet.</p> <p>The Grammar Handbook must be one that is published. It cannot be a district-, school- or classroom-made handbook.</p>	N/A
<p><b>Graphing Tool</b></p>	<p>The INSIGHT student platform allows <b>all students</b> to use an embedded tool to graph functions.</p>	N/A
<p><b>Highlighter</b></p>	<p>The INSIGHT platform allows <b>all students</b> access to a highlighter for marking desired text.</p> <p><b>All students</b> may have access to a physical highlighter.</p>	N/A

**Table 3: Universal Tools, continued**

<u><b>UNIVERSAL TOOLS</b></u>		
<p>These tools for use on the Grade-Level Assessment are available to <b>ALL STUDENTS</b> unless otherwise noted. Please read the full description prior to usage.</p> <ul style="list-style-type: none"> <li>• Tools with a code (Sxxx) need to be marked in the eDIRECT Administration portal prior to the assessment.</li> <li>• Some tools are only for use by English Learner (EL) students (EL students are those marked LEP-RCV or LEP-NRC in Core Data).</li> </ul>		
<b>Tool</b>	<b>Description</b>	<b>Code</b>
<b>Keyboard Navigation</b>	The INSIGHT student platform allows <b>all students</b> to navigate through the text by using the keyboard.	N/A
<b>Line Guide</b>	The INSIGHT student platform allows <b>all students</b> to use an embedded line guide that brings focus to a single line of text.	N/A
<b>Magnifier</b>	<p>The INSIGHT student platform allows <b>all students</b> to magnify the screen by 1.5 or 2 times the original size.</p> <p><b>All students</b> taking the paper/pencil or Large Print assessments may have access to a physical magnifying device.</p>	N/A
<b>Magnification— Assistive Technology</b>	<p><b>Students with visual impairments</b> may attempt to use assistive technology software that magnifies the screen beyond the built-in capabilities of the embedded magnifier.</p> <p><i>Please Note: The use of assistive technology software should be familiar to the student and should be software the student uses in the everyday classroom. While the use of assistive technology software is not directly supported by DRC, the help desk will work with districts needing to use the software. The software must be provided by the district.</i></p> <p><i>This tool must be chosen in the eDIRECT Administration portal under student accommodations prior to testing.</i></p>	S105
<b>Mark For Review</b>	The INSIGHT student platform allows <b>all students</b> to mark an item for review.	N/A
<b>Masking—Online Testing</b>	The INSIGHT student platform allows <b>all students</b> access to an embedded masking tool to block off content that is not of immediate need or that may be distracting.	N/A
<b>Masking—Paper</b>	<p><b>All students</b> taking the paper/pencil or Large Print assessments may use a masking tool to block off content that is not of immediate need or that may be distracting.</p> <p>This tool must be chosen in the eDIRECT Administration portal under student accommodations prior to testing.</p>	S107

**Table 3: Universal Tools, continued**

<u><b>UNIVERSAL TOOLS</b></u>		
<p>These tools for use on the Grade-Level Assessment are available to <b>ALL STUDENTS</b> unless otherwise noted. Please read the full description prior to usage.</p> <ul style="list-style-type: none"> <li>• Tools with a code (Sxxx) need to be marked in the eDIRECT Administration portal prior to the assessment.</li> <li>• Some tools are only for use by English Learner (EL) students (EL students are those marked LEP-RCV or LEP-NRC in Core Data).</li> </ul>		
<b>Tool</b>	<b>Description</b>	<b>Code</b>
<b>Non-Accommodation Paper-Based Assessment</b>	<p>This tool is available for the following scenarios:</p> <ul style="list-style-type: none"> <li>• For students who need to test off-site in a non-district building (e.g., hospital, juvenile facility, etc.)</li> <li>• For <b>EL students</b> who are using the Translation tool (S109) or Read Aloud—Native Language (S111), where the translator needs access to the assessment prior to administration to conduct translation services. Please see the section on <b>Translation</b> that follows the Tools/Accommodations lists for more information.</li> <li>• For students using Read Aloud—Human Reader (S043) where the examiner needs a paper copy to read from. Please see the section on <b>Read Aloud</b> that follows the Tools/Accommodations lists for more information.</li> </ul> <p>Answers from students who access the assessment using the Paper/Pencil format must be entered into INSIGHT prior to shipping the Paper assessment back. Please follow the return instructions found in the manual. All the answers given in the online system must be in English.</p> <p><i>Please Note: There is a \$15 charge to the district for each printed Paper/Pencil assessment not required by an IEP. If the student does have an IEP that requires using a Paper/Pencil assessment, use accommodation A102 instead.</i></p> <p><i>This tool must be chosen in the eDIRECT Administration portal under student accommodations prior to testing.</i></p>	S112
<b>Protractor</b>	<p>The INSIGHT student platform allows <b>all students</b> to use an embedded protractor on specific items where appropriate.</p> <p><b>All students</b> taking the paper/pencil, Large Print or Braille assessments may have access to a physical protractor for use on specific items where appropriate.</p>	N/A
<b>Read Aloud</b>	<p><i>Please see the Read Aloud section after the universal tools/accommodations list.</i></p>	
<b>Read Aloud Test To Self</b>	<p><b>All students</b> may read aloud the test to themselves, either in a one-on-one setting or by using a device (such as a whisper phone) that does not disturb other students or allow other students to hear what is being said.</p> <p>In order to ensure that use of this tool does not disturb other students, the use of this tool may need to be paired with the use of separate setting (S501).</p>	N/A
<b>Reference Sheet</b>	<p>The INSIGHT student platform allows <b>all students</b> access to use an embedded reference sheet on applicable assessments. Not all assessments have a reference sheet.</p>	N/A



**Table 3: Universal Tools, continued**

<u><b>UNIVERSAL TOOLS</b></u>		
<p>These tools for use on the Grade-Level Assessment are available to <b>ALL STUDENTS</b> unless otherwise noted.</p> <p>Please read the full description prior to usage.</p> <ul style="list-style-type: none"> <li>• Tools with a code (Sxxx) need to be marked in the eDIRECT Administration portal prior to the assessment.</li> <li>• Some tools are only for use by English Learner (EL) students (EL students are those marked LEP-RCV or LEP-NRC in Core Data).</li> </ul>		
<b>Tool</b>	<b>Description</b>	<b>Code</b>
<b>Ruler</b>	<p>The INSIGHT student platform allows <b>all students</b> to use an embedded ruler on specific items where appropriate.</p> <p><b>All students</b> taking the paper/pencil, Large Print or Braille assessments may have access to a physical ruler for use on specific items where appropriate.</p>	<u>N/A</u>
<b>Scratch Paper (Sticky Notes)</b>	<p>The INSIGHT student platform allows <b>all students</b> to use an embedded notepad (called Sticky Notes) to make notes about an item. Electronic notes <b>DO NOT</b> carry over from previous sessions. If a student logs off prior to finishing a session, any electronic notes <b>WILL NOT</b> carry over when the student logs back in.</p> <p><b>All students</b> taking the online, paper/pencil, Large Print or Braille assessments may have access to physical scratch paper to make notes about an item. Scratch paper can be blank, ruled, graph or grid paper. Physical scratch paper should be collected and destroyed <b>IMMEDIATELY</b> upon the conclusion of a testing session.</p>	<u>N/A</u>
<b>Scribe</b>	<p><b>Students with physical disabilities</b> that may prevent them from responding themselves may dictate their responses to a scribe, who must follow the scribing guidelines (<a href="http://dese.mo.gov/sites/default/files/asmt-scribing-guidelines.pdf">http://dese.mo.gov/sites/default/files/asmt-scribing-guidelines.pdf</a>).</p> <p><i>Please Note: DESE does not recommend the use of Scribe for students who do not use it as part of their everyday learning in the classroom. The use of Scribe for some students can prove distracting and become a hindrance to student performance. The Scribe should be familiar to the student and have scribing experience with the student in some capacity prior to the state assessment.</i></p> <p><b>Students who obtain a physical injury prior to testing</b> that prevents them from responding may also dictate their responses to a scribe.</p> <p>This tool must be chosen in the eDIRECT Administration portal under student accommodations prior to testing.</p>	S351
<b>Separate Setting</b>	<p><b>All students</b> may be allowed to test in a separate setting from other students. This includes testing individually or testing as part of a smaller group.</p> <p>This tool must be chosen in the eDIRECT Administration portal under student accommodations prior to testing.</p>	S501
<b>Strikethrough (Cross Off)</b>	<p>The INSIGHT student platform allows <b>all students</b> to cross out answer options.</p>	N/A
<b>Thesaurus</b>	<p><b>All students</b> may have access to a physical Thesaurus for use <b>ONLY</b> on the ELA Writing Prompts. If the Thesaurus is electronic, it may not connect to the internet.</p>	N/A

**Table 3: Universal Tools, continued**

<u><b>UNIVERSAL TOOLS</b></u>		
<p>These tools for use on the Grade-Level Assessment are available to <b>ALL STUDENTS</b> unless otherwise noted.</p> <p>Please read the full description prior to usage.</p> <ul style="list-style-type: none"> <li>• Tools with a code (Sxxx) need to be marked in the eDIRECT Administration portal prior to the assessment.</li> <li>• Some tools are only for use by English Learner (EL) students (EL students are those marked LEP-RCV or LEP-NRC in Core Data).</li> </ul>		
<b>Tool</b>	<b>Description</b>	<b>Code</b>
<b>Translation</b>	Please see the Translation section after the universal tools/accommodations list.	
<b>Writing Tools</b>	The INSIGHT platform allows <b>all students</b> to use writing tools on specific items where appropriate. The tools include the ability to bold, italicize, and underline text; create bullet points; undo/redo typing; and copy/paste text the student has typed.	N/A

**Table 4: Accommodations**

<u><b>ACCOMMODATIONS</b></u>		
<p>These accommodations for use on the Grade-Level Assessment are available only to students with an IEP/504 plan. Please read the full description prior to usage.</p> <ul style="list-style-type: none"> <li>All accommodations need to be marked in eDIRECT prior to the assessment.</li> <li>Some accommodations are only for use by English Learner (EL) students (EL students are those marked LEP-RCV or LEP-NRC in Core Data).</li> </ul>		
<b>Accommodation</b>	<b>Description</b>	<b>Code</b>
<b>Abacus</b>	<p><b>Students with this accommodation in their IEP/504 plan</b> may have access to an abacus.</p> <p>This accommodation must be chosen in the eDIRECT Administration portal under student accommodations prior to testing.</p>	A391
<b>Alternate Response Options</b>	<p><b>Students with this accommodation in their IEP/504 plan</b> may respond to items using an alternate option, including but not limited to: Adapted Keyboards, StickyKeys, MouseKeys, FilterKeys, Adapted Mouse, Touch Screen, Head Wand, and Switches.</p> <p><i>Please Note: While the use of alternate response options is not directly supported by DRC, the help desk will work with districts needing to use one. The option must be provided by the district.</i></p> <p><i>This accommodation must be chosen in the eDIRECT Administration portal under student accommodations prior to testing.</i></p>	A441
<b>Braille</b>	<p><b>Students with visual impairments with this accommodation in their IEP/504 plan</b> may access the assessment via a Braille version. Tactile overlays and graphics tools may be used to assist the student in accessing the content.</p> <p><i>Please Note: Answers from students who access the assessment using the Braille format must be entered into eDIRECT prior to shipping the Braille assessment back. Please follow the instructions found in the virtual Braille kit (available in eDIRECT).</i></p> <p><i>This accommodation must be chosen in the eDIRECT Administration portal under student accommodations prior to testing.</i></p>	A012
<p><b>*INVALIDATION*</b></p> <p><b>Calculator (For Non-Calculator-Allowed Items Only)</b></p> <p><b>GRADE 3 ONLY</b></p> <p><b>*INVALIDATION*</b></p>	<p><b>Students in 3rd grade with this accommodation in their IEP/504 plan</b> may have access to a physical calculator on mathematics items where calculator use is not allowed. The memory of the physical calculator must be cleared before and after testing by the test examiner.</p> <p><i>Please Note: Use of this accommodation will cause an invalidation for the Mathematics Assessment and the student will receive the Lowest Obtainable Scale Score (LOSS).</i></p> <p><i>This accommodation must be chosen in the eDIRECT Administration portal under student accommodations prior to testing.</i></p>	A392
<p><b>Calculator (For Non-Calculator-Allowed Items Only)</b></p> <p><b>GRADES 4–8</b></p>	<p><b>Students in grades 4–8 with this accommodation in their IEP/504 plan</b> may have access to a physical calculator on mathematics items where calculator use is not allowed. The memory of the physical calculator must be cleared before and after testing by the test examiner.</p> <p>This accommodation must be chosen in the eDIRECT Administration portal under student accommodations prior to testing.</p>	A393

**Table 4: Accommodations, continued**

<u><b>ACCOMMODATIONS</b></u>		
<p>These accommodations for use on the Grade-Level Assessment are available only to students with an IEP/504 plan. Please read the full description prior to usage.</p> <ul style="list-style-type: none"> <li>• All accommodations need to be marked in eDIRECT prior to the assessment.</li> <li>• Some accommodations are only for use by English Learner (EL) students (EL students are those marked LEP-RCV or LEP-NRC in Core Data).</li> </ul>		
<b>Accommodation</b>	<b>Description</b>	<b>Code</b>
<b>Large Print</b>	<p>Students with visual impairments with this accommodation in their IEP/504 plan may access the assessment via a Large Print version.</p> <p><i>Please Note: Answers from students who access the assessment using the Large Print format must be entered into eDIRECT prior to shipping the Large Print assessment back. Please follow the instructions found in the virtual Large Print kit (available in eDIRECT).</i></p> <p>This accommodation must be chosen in the eDIRECT Administration portal under student accommodations prior to testing.</p>	A021
<p><b>*INVALIDATION*</b></p> <p><b>Multiplication Table</b></p> <p><b>GRADE 3 ONLY</b></p> <p><b>*INVALIDATION*</b></p>	<p><b>Students in 3rd grade with this accommodation in their IEP/504 plan</b> may have access to a single-digit multiplication table.</p> <p><i>Please Note: Use of this accommodation will cause an invalidation for the Mathematics Assessment and the student will receive the Lowest Obtainable Scale Score (LOSS).</i></p> <p>This accommodation must be chosen in the eDIRECT system under student accommodations prior to testing.</p>	A394
<b>Multiplication Table</b> <b>GRADES 4–8</b>	<p>Students in grades 4–8 with this accommodation in their IEP/504 plan may have access to a single-digit multiplication table.</p> <p>This accommodation must be chosen in the eDIRECT Administration portal under student accommodations prior to testing.</p>	A395
<b>Paper Based Assessment</b>	<p><b>Students with this accommodation in their IEP/504 plan</b> may take the assessment using the paper/pencil format.</p> <p><i>Please Note: Answers from students who access the assessment using the Paper/Pencil format must be entered into eDIRECT prior to shipping the Paper assessment back. Please follow the return instructions found in the manual.</i></p> <p>This accommodation must be chosen in the eDIRECT Administration portal under student accommodations prior to testing.</p>	A102
<b>Read Aloud</b> <b>(ELA Reading Passages)</b>	Please see the Read Aloud section after the universal tools/accommodations list.	
<b>Sign Language</b>	<p><b>Hearing Impaired students with this accommodation in their IEP/504 plan</b> may have ELA listening items translated into American Sign Language (ASL), Signing Exact English (SEE), or any other form of sign language.</p> <p><i>Please Note: Signing of ELA Listening items will require the download of a script. See the Test Administration Manual for more details.</i></p> <p>This accommodation must be chosen in the eDIRECT Administration portal under student accommodations prior to testing.</p>	A052

**Table 4: Accommodations, continued**

<u><b>ACCOMMODATIONS</b></u>		
<p>These accommodations for use on the Grade-Level Assessment are available only to students with an IEP/504 plan. Please read the full description prior to usage.</p> <ul style="list-style-type: none"> <li>All accommodations need to be marked in eDIRECT prior to the assessment.</li> <li>Some accommodations are only for use by English Learner (EL) students (EL students are those marked LEP-RCV or LEP-NRC in Core Data).</li> </ul>		
<b>Accommodation</b>	<b>Description</b>	<b>Code</b>
<p><b>Specialized Calculator (For Calculator Allowed Items Only)</b></p>	<p><b>Students with this accommodation in their IEP/504 plan</b> may have access to a specialized calculator on items where calculator use is allowed. The specialized calculator can include a talking calculator or Braille calculator among others. The memory of the physical calculator must be cleared before and after testing by the test examiner.</p> <p><i>Please Note: Use of a calculator is only for the Mathematics and Science assessments.</i></p> <p>This accommodation must be chosen in the eDIRECT Administration portal under student accommodations prior to testing.</p>	<p>A396</p>
<p><b>Speech-to-Text— Assistive Technology</b></p>	<p><b>Students with this accommodation in their IEP/504 plan</b> may use that technology in conjunction with the INSIGHT testing platform.</p> <p><i>Please Note: The use of assistive technology software should be familiar to the student and should be software the student uses in the everyday classroom. While the use of assistive technology software is not directly supported by DRC, the help desk will work with districts needing to use the software. The software must be provided by the district.</i></p> <p>This accommodation must be chosen in the eDIRECT Administration portal under student accommodations prior to testing.</p>	<p>A352</p>

# Read Aloud

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

Any student taking the online, paper/pencil, Large Print or Braille assessments may have the test directions and items in English Language Arts, Mathematics and Science read aloud to them without an IEP/504 plan.

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

The **Read Aloud** tool for statewide testing should only be available to students who can benefit from it. **Read Aloud** can be overused when it is provided to every struggling student including those who can decode but have poor comprehension skills and those who simply have not mastered decoding skills.

## How To Determine If The Student Needs Read Aloud

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

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

Here are some questions in helping to make a determination:

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

- If the student is hearing impaired, is there evidence demonstrating that the student’s disability precludes or severely limits his or her ability to decode printed text (possibly due to other co-occurring disabilities or long-term language deprivation in early childhood)?

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

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

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

### Choosing the correct Read Aloud

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

- **Embedded Text-To-Speech** technology—The computer reads to the student.
- **Assistive Technology**—The use of assistive technology software should be familiar to the student and should be software the student uses in the everyday classroom. While the use of assistive technology software is not directly supported by our testing vendors, the appropriate help desk will work with districts needing to use the software. The software must be provided by the district.
- **Native Language**—Please see the section on Translation that follows this.
- **Human Reader**—A human reader should:
  - Be trained on the administration, security policies and procedures of the assessment.
  - Have extensive practice in providing read-aloud support and must be familiar and comfortable with the process before working directly with a student. Ideally, they are familiar with the student and are typically responsible for providing this support during educational instruction and assessments.
  - Read each question exactly as written, as clearly as possible.
  - Strive to communicate in a neutral tone and maintain a neutral facial expression and posture.
  - Avoid gestures, head movements, or any verbal or non-verbal emphasis on words not otherwise emphasized in text.
  - Avoid conversing with the student about test questions, as this would be a violation of test security.
  - Not paraphrase, interpret or define any items, words, or instructions, as this would be a violation of test security.
  - Not spell any words requested by the student.

**In order to be sure that the student correctly receives Read Aloud, the tool MUST be marked in the system AT LEAST 48 HOURS PRIOR TO ADMINISTRATION.**



## Choosing the correct Read Aloud-Codes

For those without an IEP, the **test directions and items** in English Language Arts, Mathematics, and Science can be read aloud to them via:

<u>READ ALOUD—UNIVERSAL TOOLS</u>	
Tools	Code
Read Aloud (Not Including ELA Reading Passages)—Text-To-Speech	S041
Read Aloud (Not Including ELA Reading Passages)—Human Reader	S043
Read Aloud (Not Including ELA Reading Passages)—Assistive Technology	S042
Read Aloud (Not Including ELA Reading Passages)—Native Language	S111

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

### Please Note The Following

- For students who have Read Aloud of ELA Reading Passages in their IEP, you only need to choose the appropriate code below. This is a change from previous years, where you also had to choose the code in conjunction with a corresponding code from above.
- Blind students who do not yet possess adequate Braille skills with this accommodation in their IEP/504 plan may have the ELA Reading Passages read aloud by a human reader.
- Use of Text-To-Speech, Human Reader, Assistive Technology or Native Language for students in grades 3–5 for the ELA Reading Passages will result in invalidation and the student will receive the Lowest Obtainable Scale Score (LOSS). This excludes blind students who do not yet possess adequate Braille skills.

<u>READ ALOUD—ACCOMMODATIONS</u>	
Accommodations	Code
Read Aloud (ELA Reading Passages)—Text-To-Speech (Grades 3–5)*	A040
Read Aloud (ELA Reading Passages)—Text-To-Speech (Grades 6–8)	A043
Read Aloud (ELA Reading Passages)—Human Reader (Grades 3–5)*	A041
Read Aloud (ELA Reading Passages)—Human Reader (Grades 6–8)	A045
Read Aloud (ELA Reading Passages)—Assistive Technology (Grades 3–5)*	A042
Read Aloud (ELA Reading Passages)—Assistive Technology (Grades 6–8)	A044
Read Aloud (ELA Reading Passages)—Native Language (Grades 3–5)*	A111
Read Aloud (ELA Reading Passages)—Native Language (Grades 6–8)	A112
Read Aloud (ELA Reading Passages)—Blind Students (All Grades)	A046



## Read Aloud Scenarios

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

Text-To-Speech	Assistive Technology	Human Reader
<p>Choose code <b>S041</b> for the student(s). If the student(s) have an IEP/504 plan that allows ELA Reading Passages to be read to them, then choose code <b>A040</b> (Grades 3–5) or <b>A043</b> (Grades 6–8).</p> <p>This can be done individually or in a group setting. Student(s) will need to be provided headsets to listen with.</p> <p>Use of Text-To-Speech for students in grades 3–5 for the ELA Reading Passages will result in invalidation and the student will receive the Lowest Obtainable Scale Score (LOSS).</p>	<p>Choose code S042 for the students. If the student(s) have an IEP/504 plan that allows ELA Reading Passages to be read to them, then choose code <b>A042</b> (Grades 3–5) or <b>A044</b> (Grades 6–8).</p> <p>The student should test in a one-on-one setting. Code <b>S501</b> should be marked for separate setting.</p> <p>Use of Assistive Technology for students in grades 3–5 for the ELA Reading Passages will result in invalidation and the student will receive the Lowest Obtainable Scale Score (LOSS).</p>	<p><b>Computer Based Assessment:</b></p> <p>Choose code <b>S043</b> for the student(s). If the student(s) have an IEP/504 plan that allows ELA Reading Passages to be read to them, then choose code <b>A041</b> (Grades 3–5) or <b>A045</b> (Grades 6–8).</p> <p>Then choose one of the following options:</p> <p><b>Option #1:</b> Read the items and answer choices off of student’s screens – either a single student or multiple students.</p> <p><b>Option #2:</b> Attach a second display to a system being used by a single student.</p> <p><b>Option #3:</b> Print off a paper copy and read to the group from the paper copy. In order to use this option, choose code <b>S112</b> for a single student in the group. That student should log on as normal and take the test online.</p> <p>Use of Human Reader for students in grades 3–5 for the ELA Reading Passages will result in invalidation and the student will receive the Lowest Obtainable Scale Score (LOSS).</p>

Text-To-Speech	Assistive Technology	Human Reader
		<p><b>Paper Based Assessment:</b></p> <p>For students using code <b>S112</b> or <b>A102</b>, choose code <b>S043</b> for the student(s). If the student(s) have an IEP/504 plan that allows ELA Reading Passages to be read to them, then choose code <b>A041</b> (Grades 3–5) or <b>A045</b> (Grades 6–8).</p> <p>This can be done either one-on-one or in a small group setting. Code <b>S501</b> should be marked for separate setting. The examiner should make a copy of one student’s test to read from. After testing is complete, mark that copy as an “Examiner Copy” and send it back to the vendor with the other student paper assessments.</p> <p>Use of Human Reader for students in grades 3–5 for the ELA Reading Passages will result in invalidation and the student will receive the Lowest Obtainable Scale Score (LOSS).</p>

## Translation

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

Any English Learner (EL) taking the online, paper/pencil, Large Print or Braille assessments may have the test directions and items in English Language Arts, Mathematics, Science and Social Studies read aloud to them in their native language without an IEP/504 plan. In order to have reading passages in English Language Arts read aloud in their native language, a student would need that accommodation listed in their IEP/504 plan.

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

### How To Determine If The Student Needs Translation

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

- Does the student have an overall WIDA score of 3 or lower?
- Has the student attended a school where his/her first language is the primary language of instruction?
- Has the student ever received instruction in his/her first language?
- Does the student perform better when class assignments or assessments are translated?

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

### Choosing the correct Translation—Codes

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

### When Using A Translator

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

<u>TRANSLATION</u>	
Type	Code
Read Aloud (Not Including ELA Reading Passages)—Native Language	S111
Read Aloud (ELA Reading Passages)—Native Language (Grades 3–5)*	A111
Read Aloud (ELA Reading Passages)—Native Language (Grades 6–8)	A112
Translation	S109 (Use with code A102)

## Translation Scenarios

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

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

## Marking Codes

- If the student is testing alone or in a small group, mark code **S501** for separate setting.
- If the student is using Read Aloud—Native Language for test directions and items, mark code **S111**.
- If the student has an IEP/504 plan that allows the Read Aloud—Native Language for ELA Reading Passages, mark code **A111 (for grades 3–5) or A112 (for grades 6–8)**. Note that use of code **A111** for students in grades 3–5 will result in invalidation and the student will receive the Lowest Obtainable Scale Score (LOSS). This excludes blind students who do not yet possess adequate Braille skills.
- If the student will be responding in their Native Language, mark code **S109**.
- If the person doing the Read Aloud **DOES** need a copy of the assessment in advance:
  - Choose code **S112** for a single student in the group. That student should log on as normal and take the test online.
- The translator doing the Read Aloud has three options for reading the assessment to the student(s) taking a computer based assessment:
  - **Option #1:** Read the items and answer choices off of student’s screens—either a single student or multiple students.
  - **Option #2:** Attach a second display to a system being used by a single student.
  - **Option #3:** Print off a paper copy and read to the group from the paper copy. In order to use this option, follow these instructions:
    - Choose code **S112** for a single student. That student should log on as normal and take the test online.

- For students taking the assessment via Paper/Pencil—This can be done either one-on-one or in a small group setting. Code **S501** should be marked for separate setting. The examiner should make a copy of one student’s test to read from. After testing is complete, mark that copy as a “Examiner Copy” and send it back to the vendor with the other student paper assessments.

## 1.7 Online Tools Training and Tutorials

### Online Tools Training

In preparation for the test and to expose students to the various item 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 with the MAP Grade-Level Assessments. The OTT for each content area includes a variety of item types. Even though a student's test form may not include every item type, the OTT provides an opportunity to practice all item types. The OTTs also include a comprehensive reflection of embedded universal tools and accommodations. The OTTs should also be provided to students with any non-embedded universal tools and accommodations as allowed on the operational assessments.

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



### Tutorials

The Tutorials provide step-by-step video instructions on how to navigate the online system and give detailed explanations about the key features of the software. **The Tutorials should be reviewed at least**

**once by Test Examiners who will supervise any of the MAP Grade-Level Assessments and by students in advance of their first test day. Allow students to repeat the Tutorials as often as desired and needed.**

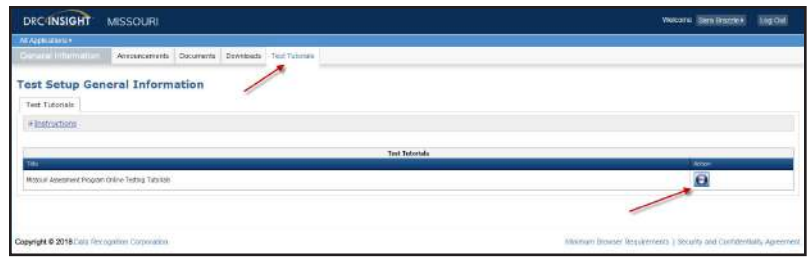
Students should review the Tutorials before completing the Online Tools Training (OTT). It has been proven beneficial for schools to schedule a Tutorial session for students immediately before at least one OTT session.

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

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

## Instructions for Accessing the Tutorials through eDIRECT

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



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

### List of INSIGHT Keyboard Shortcuts and Icons

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

### Practice Items

Missouri Grade-Level Practice Forms aligned to the Missouri Learning Standards are available in the following areas:

- Mathematics grades 3–8
- English Language Arts grades 3–8

These assessments can be used to measure specific student strengths, areas of need, skills, and knowledge. The assessments can be accessed via the INSIGHT desktop icon once the testing software has been installed. Student results will be available through eDIRECT's View Online Results for all auto-scored items. Scoring materials for the hand-scored items on the practice forms are available through eDIRECT. See the eDIRECT Guide to Reports for more information on accessing reports.

## 2.0 BEFORE ONLINE TESTING

### 2.1 Advance Announcements and Preparation

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

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

### 2.2 User Roles

The District Test Coordinator (DTC) is responsible for training all School Test Coordinators (STCs) on testing procedures. If a district does not have STCs, the DTC performs the role of the STC. While the training of Test Examiners may be delegated to each building's STC, the DTC is responsible for ensuring that all Test Examiners are well-prepared and trained. Training includes special education teachers, proctors, translators, and Test Examiners who are administering the MAP Grade-Level Assessments to homebound or out-of-district students.

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

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

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

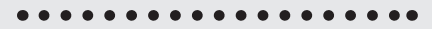
DTCs must ensure that all STCs/ Test Examiners, and other responsible district and/or school staff have been trained.



## Test Examiner Responsibilities

All Test Examiners are responsible for the following:

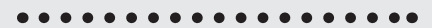
- Ensure all grade-level testing materials are secure at all times. **Both written and verbal discussion of specific MAP Grade-Level Assessment items breach the security and integrity of the test.** Discussion between Test Examiners, proctors, translators, or any district staff regarding test items is not permitted.
- Ensure any additional testing materials or tools are available or provided, such as:
  - scratch and graph paper
  - Braille paper (if provided)
- After testing is complete:
  - Check that tests have been submitted.
  - Check that tests are closed in the system.
  - Collect the Large Print, Braille, and/or paper/pencil materials from the students, and prepare materials for return to the STC.
  - Transcribe Large Print, Braille, and paper/pencil edition responses into INSIGHT.
  - Contact the STC for guidance regarding the handling of any contaminated test materials.
  - Collect all draft, scratch, grid, graph, or Braille paper and return all used materials to the DTC/STC for secure shredding.

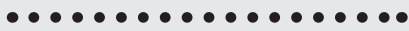


Test Examiners must ensure that all grade-level testing materials are secure at all times. Although this manual is not considered secure, it contains links to secure test materials.

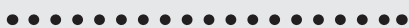


Both written and verbal discussion of specific MAP Grade-Level Assessment items breach the security and integrity of the test.





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](mailto:assessment@dese.mo.gov).



## 2.3 Test Security

Test security and ethical testing practices continue to be of utmost importance. A test security policy must be in place for each district and charter school. The test security policy should be placed in the District’s Assessment Plan, which is approved by the local board annually. The accurate assessment of student achievement is a critical component of the educational process in Missouri. It is the responsibility of everyone involved in the assessment process to understand the security measures in place to avoid any intentional or unintentional unethical behavior by students or staff members. Administrators and Test Examiners are responsible for reporting any of these behaviors to district administration and/or to the DESE Assessment Section at 573-751-3545 or [assessment@dese.mo.gov](mailto:assessment@dese.mo.gov).

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

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

District and School Test Coordinators, Test Examiners, translators, proctors, and any other district and/or staff who have testing responsibilities must follow test security procedures. The tests **must not** be read, scored, reviewed, photocopied, duplicated, scanned, transported by students, or made accessible to personnel not responsible for testing. **Both written and/or verbal discussion of specific MAP Grade-Level Assessment items breach the security and integrity of the test and may result in an invalidation or loss of scores for accountability purposes.**

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

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

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

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

## 2.4 Assessment Materials for Students/Administrators

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

### Required Materials

- A workstation with Internet access, a monitor, a mouse, and a keyboard for each student, **OR** a tablet device with Internet access if a student will be testing on a tablet. Devices must have INSIGHT properly loaded and certified.
- Student Test Tickets (This ticket provides the secure login credentials (i.e., username and password) required for a student to use the testing software.)
- The resources in Table 5.

**Table 5: Additional Required Resources for ELA, Mathematics, and Science**

Content Area	Session 1	Session 2	Session 3
<b>ELA</b>	<ul style="list-style-type: none"><li>• Headphones are required for students using text-to-speech.</li></ul>	<ul style="list-style-type: none"><li>• Headphones are required for students using text-to-speech.</li></ul>	<ul style="list-style-type: none"><li>• Headphones are required for all students taking this session.</li></ul>
<b>Mathematics</b>	<ul style="list-style-type: none"><li>• Headphones are required for students using text-to-speech.</li></ul>	<ul style="list-style-type: none"><li>• Headphones are required for students using text-to-speech.</li></ul>	<ul style="list-style-type: none"><li>• Headphones are required for students using text-to-speech.</li></ul>

## Permitted Materials

- Scratch paper and grid/graph paper are allowable for all assessments.
- A physical calculator can be accessed for calculator-allowed items for the Mathematics assessments.
  - For grade 7 Mathematics (Sessions 2 and 3), 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.
- Mathematics Reference Sheet Grades 6–8 copied from Appendix C or printed from the Documents page of eDIRECT, <https://mo.drctdirect.com>.

## Prohibited Materials

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

## Assessment Materials and Training for Test Examiners

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

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

- Extra pencils and a supply of scratch and grid/graph paper

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

### 3.0 DURING ONLINE TESTING

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

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

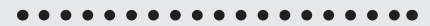
To ensure that all students are tested under the same conditions, the TE should adhere strictly to the script for administering the test. These instructions can be found after the word "SAY" on the following pages. When asked, the TE should answer questions raised by students but should never help the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

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

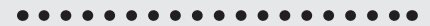
All directions that a TE needs to read to students are indicated by the word "SAY" so they stand out from the regular text. They should be read exactly as they are written, using a natural tone and manner. If the TE makes a mistake in reading a direction, the TE should stop and say, "I made a mistake.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

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

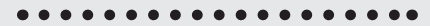
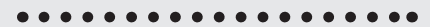
Any time a student logs in to the testing system, the TE should follow this script. This includes logging in to complete any session of the Assessment.



For sessions requiring listening devices, including ELA Session 3 and all sessions using text-to-speech technology, please ensure prior to testing that all listening devices (e.g., headphones, earbuds) are working properly and that the volume is set at an acceptable level.



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



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



### 3.1 Specific Administration Information

#### 1. The TE distributes the Test Tickets.

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

*If students are starting a new session:*

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

*If students are resuming a session:*

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

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

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

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

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

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





3. The TE instructs students to select testing program.

**SAY**

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



4. The TE instructs students to log in.

**SAY**

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



**SAY**

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

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

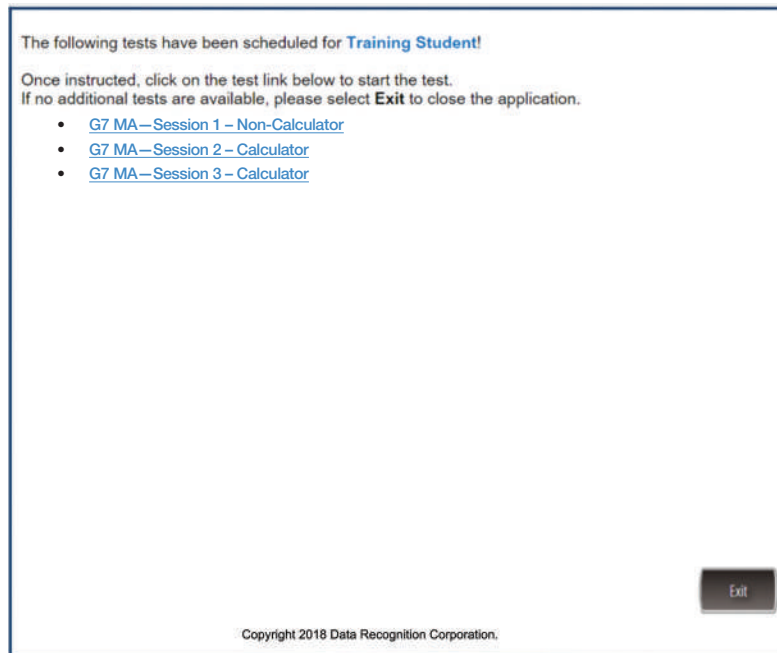
**SAY**

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

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

**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.

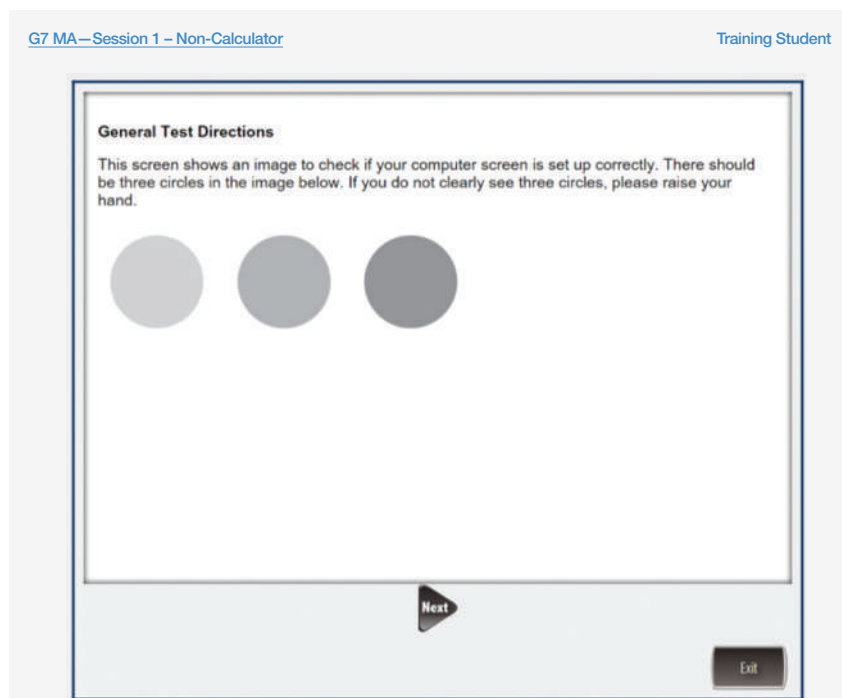
**SAY**

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

*Once you have confirmed that all students have three circles,*

**SAY**

Select the **NEXT** arrow to continue.



**SAY**

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

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

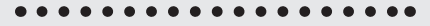
If you are unsure of an answer, provide what you think is the best answer; there is no penalty for guessing. If you would like to review that answer at a later time, mark the item for review by clicking the FLAG at the bottom of the screen before going on to the next question. Flagging the item will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

**SAY**

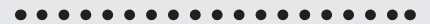
You may PAUSE at any point in the test by clicking PAUSE after answering an item. The PAUSE button is used to stop the test. Please raise your hand if you need a break and ask me before you click PAUSE. After pausing, a timer will appear on your screen. After your break, click on the RESUME button to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

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



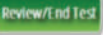



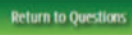
When you are ready to begin your test, click BEGIN THE TEST.





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



**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.

**Back** **Next**

**Exit**

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** **Test Directions** tab.

**Back** **Begin The Test**

**Exit**

## 5. The TE monitors student progress.

### Monitoring Test Progress

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

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

**SAY**

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

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

**SAY**

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

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

## 6. The TE ends the test session.

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

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

**SAY**

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

*At the end of the session:*

**SAY**

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

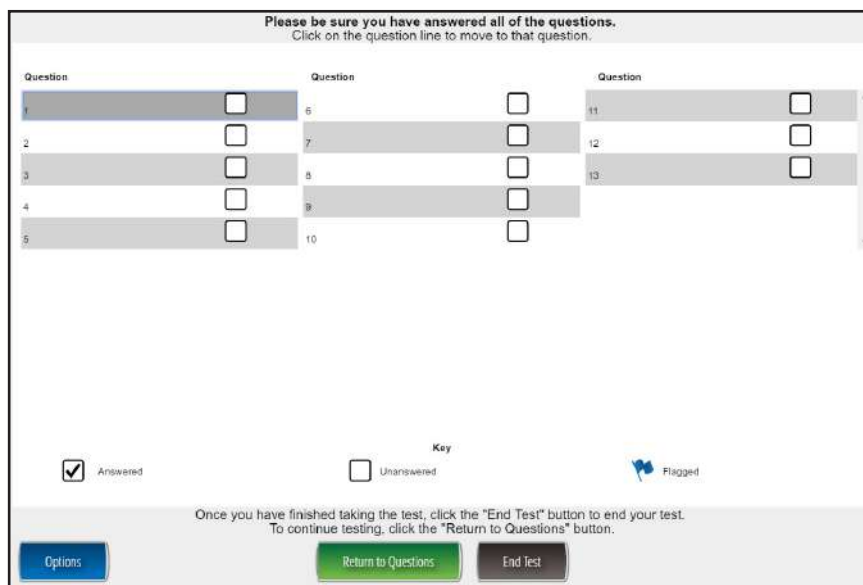
*If students are completing this portion of the test, read aloud the following two "SAY" scripts:*

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

**SAY**

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

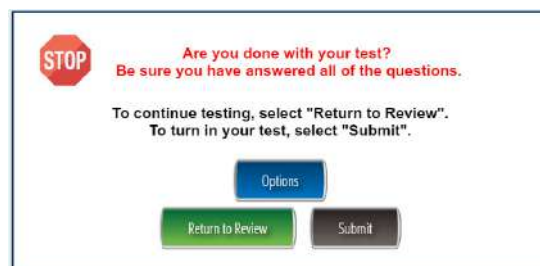
After answering the last item in each session, the student will press the Review/End Test button at the bottom left-hand corner of the screen. The student is then presented with a screen prompting him or her to review answers (marked and unmarked) for all items prior to submitting the test. At that point,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



confirmation that he or she is done. If a student needs additional testing time, direct him or her to pause the test and then exit so testing can continue at another time.

**SAY**

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



TEs should collect any scratch paper (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.

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, interactive white board, chalkboard, or another place that students can easily see.



## 3.2 Moving a Student During an Assessment

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

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

## 4.0 AFTER ONLINE TESTING

### 4.1 Reporting Test Invalidations

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

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

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

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

### 4.2 How to Handle Student Absences

If a student is absent for any or all of the MAP Grade-Level Assessments and unable to test in district-determined make-up sessions, then mark the student as absent in eDIRECT. English Learner (EL) students who have been in the United States for less than 12 **cumulative** months at the time of the test administration may be exempt from ELA assessments. Please indicate this exemption in eDIRECT by going to All Applications>Student Management>Manage Students. Once a student is selected, go to Testing Codes, check "Yes" in the box representing EL in the U.S. less than 12 cumulative months, under GL ELA.

School districts will also need to validate their April Core Data to reflect the status of their EL students.

EL students must participate in all other required assessments (i.e., Mathematics and Science) regardless of the length of time they have been in the United States.

## 5.0 LARGE PRINT, BRAILLE, AND PAPER/PENCIL EDITIONS

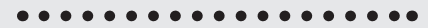
Large Print, Braille, and paper/pencil editions of the MAP Grade-Level Assessments will be available for students with designated IEPs or special circumstances for spring 2018 testing. Test Examiners will work with the District Test Coordinator to generate paper/pencil editions from eDIRECT (after students are assigned an accommodation). Unique identification numbers will be used to produce barcodes that will be printed onto the paper/pencil editions. After testing, student responses for Large Print, Braille, and paper/pencil editions must be entered into the INSIGHT system, and all test materials must be collected for return to DRC for processing and storage.

### 5.1 Before Testing

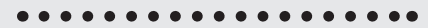
#### Paper/Pencil Materials

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

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



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

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

### **Large Print and Braille Materials**

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

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

Test Examiners must also count the number of books received and assign each test book to a student. Write the student's name and MOSIS ID on the front of each test book.

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

### **Contaminated Test Materials**

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

## Duration and Timing Information

The scheduling/rules for each component of the Large Print, Braille, and paper/pencil assessments are included in Tables 6 and 7. 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 6: Assessment Sequence for Large Print, Braille\*, and Paper/Pencil—English Language Arts**

ELA	Session 1	Session 2	Session 3
<b>Content and Duration of Sessions</b>	<p>This session assesses the Reading Strand. It contains passage-based selected-response and technology-enhanced items.</p> <p><b>Recommendation:</b></p> <ul style="list-style-type: none"> <li>• Session duration ranges from 50–85 minutes.</li> </ul>	<p>This session assesses the Research and Writing Strands. It contains selected-response and technology-enhanced items.</p> <p><b>Recommendation:</b></p> <ul style="list-style-type: none"> <li>• Session duration ranges from 20–30 minutes.</li> </ul>	<p>This session assesses the Listening Strand. It contains passage-based selected-response and technology-enhanced items.</p> <p><b>Recommendation:</b></p> <ul style="list-style-type: none"> <li>• Session duration ranges from 20–35 minutes.</li> </ul>
<b>Total Duration</b>	<p><b>Recommendation:</b></p> <ul style="list-style-type: none"> <li>• Student completes this component within three days of starting.</li> </ul>	<p><b>Recommendation:</b></p> <ul style="list-style-type: none"> <li>• Student completes this component within three days of starting.</li> </ul>	<p><b>Recommendation:</b></p> <ul style="list-style-type: none"> <li>• Student completes this component within three days of starting.</li> </ul>

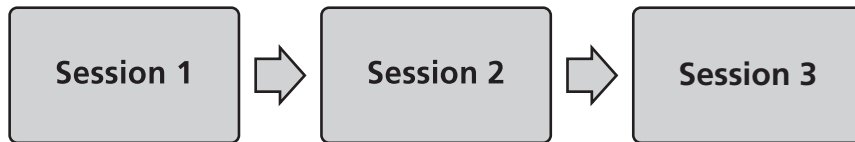
\*Braille administration times will likely be longer than the times indicated here.

**Table 7: Assessment Sequence for Large Print, Braille\*, and Paper/Pencil—Mathematics**

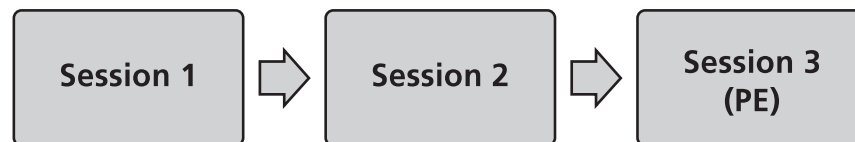
Mathematics	Session 1	Session 2	Session 3 (Performance Event)
<b>Content and Duration of Sessions</b>	<p>This session assesses the Mathematics Strands. It contains selected-response and technology-enhanced items.</p> <p><b>Recommendation:</b></p> <ul style="list-style-type: none"> <li>• Session duration ranges from 20–25 minutes.</li> </ul>	<p>This session assesses the Mathematics Strands. It contains selected-response and technology-enhanced items.</p> <p><b>Recommendation:</b></p> <ul style="list-style-type: none"> <li>• Session duration ranges from 60–80 minutes.</li> </ul>	<p>This session assesses the Mathematics Strands. It contains a performance event that is comprised of related selected-response and technology-enhanced items.</p> <p><b>Recommendation:</b></p> <ul style="list-style-type: none"> <li>• Session duration ranges from 40–45 minutes.</li> </ul>
<b>Total Duration</b>	<p><b>Recommendation:</b></p> <ul style="list-style-type: none"> <li>• Student completes this component within two days of starting.</li> </ul>	<p><b>Recommendation:</b></p> <ul style="list-style-type: none"> <li>• Student completes this component within two days of starting.</li> </ul>	<p><b>Recommendation:</b></p> <ul style="list-style-type: none"> <li>• Student completes this component within three days of starting.</li> </ul>

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

**Recommended Order of Test Administration for ELA**



**Recommended Order of Test Administration for Mathematics**



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

## 5.2 During Testing

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

The scripts are secure; do not print or allow unauthorized persons to access them. Maintaining the security of all test materials is crucial to obtaining valid and reliable test results. Therefore, test materials must be kept in locked storage, except during actual test administration. It is the responsibility of all individuals who administer the test to follow security procedures.

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

- A test book for each student
- At least two sharpened No. 2 pencils
- Blank scratch paper for each student
- A calculator for the calculator-allowed portion of the Mathematics Assessment
- For the grade 7 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.
- Mathematics Reference Sheet Grades 6–8 copied from Appendix C or printed from the Documents page of eDIRECT, <https://mo.drctdirect.com>.

## Specific Directions for Administering the Braille Form

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

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

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

The specific scripts for administering the Large Print, Braille, and paper/pencil editions of each assessment are located on the **Documents** page of eDIRECT, <https://mo.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 2018" 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/Pencil Editions

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

1. In eDIRECT Test Setup, ensure that the student has been assigned the appropriate accommodation:
  - a. Paper-Based Assessment
  - b. Paper-Based Braille
  - c. Paper-Based Large Print
2. In eDIRECT Test Setup, assign the student to a test session and print his or her Test Ticket. Retain the Test Ticket rather than distributing it to the student.
3. After the student has completed the test on paper, use a device that has the INSIGHT client software installed and use the student's Test Ticket to log in to the student's test.
4. Begin transcribing student responses. Once you have finished, select End Test and Submit. The Test Examiner should then return all printed test materials to the STC.

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

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

## APPENDIX A: 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 the test-takers. The following table lists the different item types and briefly describes each one. The Online Tools Training (OTT) and Tutorials provide an opportunity to see examples of the item types administered on the assessments.

Type of Item	Brief Description of How to Respond	ELA	Math	Science
Multiple Choice	Select the radio button corresponding to one of four options. Select only one option.	✓	✓	✓
Multi-select	Mark a radio button corresponding to an option. Mark one or more options.	✓	✓	✓
Evidence-Based Selected-Response (EBSR), multi-part items	This item type has two parts. Each part may consist of one of three item types: Multiple Choice, Multi-select, and Hot Text. See those item types for descriptions of how to respond.	✓		✓
Drag and Drop	Click and drag an object to the appropriate location in the response area.	✓	✓	✓
Drop-Down Menu	Select an answer from a drop-down menu.	✓	✓	✓
Matching (with connecting lines)	Select an option from the first column and then select the corresponding option from the second column to create a line between them. You can match more than one corresponding option in the second column.		✓	
Matching Table (with a variation True/False or Yes/No)	Select a checkbox corresponding to an option in a table cell.		✓	✓
Hot Spot	Highlight an option by selecting it. Select one or more options.	✓	✓	✓
Graphing on Coordinate Grid	Plot points and/or draw lines in the response area. Use the keyboard to enter labels if required.		✓	✓
Bar Graph	Select the height of the bar or bars in the response area.		✓	✓
Number Lines	Plot points and/or draw lines on the number line.		✓	

## Appendix A: Item Types, continued

Type of Item	Brief Description of How to Respond	ELA	Math	Science
Line Plot	Respond by marking an X in the response area.		✓	
Clock Input	Use a drop-down menu to indicate the hour or minute hand. Select and drag the hand or hands within the response area.		✓	
Angle Drawing	Select and drag the ray within the response area.		✓	
Text Input	Respond via keyboard entry. Science items may include an Equation Builder.		✓	✓
Keypad Input	Select buttons representing numbers and mathematic symbols to create a numeric response or equation.		✓	
Writing Prompt	Respond via keyboard entry using text formatting buttons.	✓		

## APPENDIX B: INSIGHT KEYBOARD SHORTCUTS AND ICONS

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

Keyboard Shortcut	Function
<b>tab</b>	Will move Red Box from one tool to another in forward order ( <b>from left to right</b> ). The Tab focus default on the tool bar applies to Multiple-Choice items only. CR Short/Extended-Input items will have the focus on the CR response area and to get to the pointer you need to click on the pointer tool. Once focus is on the toolbar, then the tabbing feature will work as it does for Multiple-Choice Items.
<b>shift + tab</b>	Will move Red Box from one tool to another in reverse order ( <b>from right to left</b> ). The Tab focus default on the tool bar applies only to multiple-choice items. CR Short/Extended-Input items will have the focus on the CR response area and to get to the pointer you need to click on the pointer tool. Once focus is on the toolbar, then the tabbing feature will work as it does for Multiple-Choice Items.
<b>enter</b>	Activates the tool that the tab box is around.
<b>Esc</b>	Will close the active pop-up tool. If user selects ESC while on the tool bar with no active tools, the tab box will move to the pointer.
<b>ABCD, abcd</b>	Selects an answer option on a multiple-choice question. Entering one of the letters fills or un-fills the letter bubble before each answer option. Both uppercase and lowercase letters can be used.
<b>Alt (option) + X</b>	Exits the system from each page that has an Exit button.
<b>Ctrl (control ⌘) + {Left, Right, Up, Down arrows}</b>	Will move the active pop-up tools around on the screen (does not include sticky notes).
<b>Ctrl (control ⌘) + Minus (Numerical Row)</b>	Rotates the active tool 1 degree.
<b>Ctrl (control ⌘) + tab</b>	Switches between multiple active pop-up tools on the screen.
<b>Up/Down Arrows</b>	Moves cursor up or down through the list of questions on the Test Progress/Review Page. It will also continue to move the cursor up or down the selection list of calculator choices, or formula sheet choices.








## Appendix B: INSIGHT Keyboard Shortcuts and Icons, continued

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







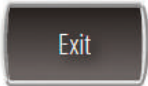
## Appendix B: INSIGHT Keyboard Shortcuts and Icons, continued

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

## Appendix B: INSIGHT Keyboard Shortcuts and Icons, continued

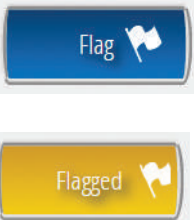
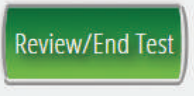

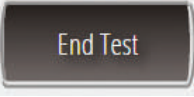



Tool Icon	Tool Name	Tool Definition
	<p><b>Pointer</b></p>	<p>The <b>Pointer</b> tool is the default tool that is active when you begin. It is used to select answers as well as other tools and features within the online assessment.</p> <p>The <b>Pointer</b> will change to a pencil head when moved over a multiple-choice answer bubble. Use it to select your answer.</p> <p>If another tool has been selected, you can return to the <b>Pointer</b> tool mode by clicking on the Pointer tool button. This button is at the far left of the tools row.</p>
	<p><b>Cross-Off</b></p>	<p>The <b>Cross-Off</b> 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><b>Highlighter</b></p>	<p>The <b>Highlighter</b> tool is used to highlight important information.</p>
	<p><b>Sticky Note</b></p>	<p>The <b>Sticky Note</b> 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><b>Magnifier</b></p>	<p>The <b>Magnifier</b> allows you to enlarge the entire screen. Other tools, including the <b>Line Guide</b>, <b>Cross-Off</b>, <b>Highlighter</b>, and <b>Calculator</b>, can be used when the <b>Magnifier</b> is turned on.</p>
	<p><b>Line Guide</b></p>	<p>The <b>Line Guide</b> tool provides a horizontal line that brings the focus to a single line of text. The <b>Line Guide</b> can be used to track a passage or an individual question.</p>
	<p><b>Measurement Tools</b></p>	<p>The <b>Measurement Tools</b> button allows you to access the ruler or protractor, which can be used to measure an object. The ruler can be moved around the screen and can also be rotated.</p>

## Appendix B: INSIGHT Keyboard Shortcuts and Icons, continued


Tool Icon	Tool Name	Tool Definition
	<b>References</b>	The <b>References</b> button allows you to access the reference materials that are available for your test.
	<b>Periodic Table of the Elements</b>	The <b>Periodic Table of Elements</b> button allows you to access an interactive Periodic Table of Elements.
	<b>Calculator</b>	The <b>Calculator</b> tool may be used to assist with calculations necessary to answer questions on the exam. You will be given a Basic or Scientific calculator.
	<b>Graphing Tool</b>	The <b>Graphing Tool</b> 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.
	<b>Next Button</b> <b>Back Button</b>	<p>The <b>Next</b> and <b>Back</b> buttons are used to navigate between questions on the test. They are also used to move between pages on multi-page questions.</p> <p>Click on the <b>Next</b> button to move forward to the next question or page.</p> <p>Click on the <b>Back</b> button to move backward to the previous question or page.</p>
	<b>Pause and Resume</b>	When the <b>Pause</b> 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 <b>Resume</b> button.
	<b>Exit</b>	<p>The <b>Exit</b> button appears on the Pause Page. Click on <b>Exit</b> to close the test.</p> <p><b>WARNING:</b> If a student exits a test using this button, the test remains incomplete. The student must log in again to complete the test.</p>



## Appendix B: INSIGHT Keyboard Shortcuts and Icons, continued

Tool Icon	Tool Name	Tool Definition
	<b>Flag</b>	<p>Click on the <b>Flag</b> button to mark a test question for review at a later time. When you click on the <b>Flag</b> button, the color of the button will change to yellow to indicate the question is flagged.</p> <p>To unflag a test question, use the <b>Pointer</b> tool to click the button again.</p>
	<b>Review/End Test</b>	<p>The <b>Review/End Test</b> 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.</p>
	<b>Return to Questions</b>	<p>The <b>Return to Questions</b> button appears on the Review Page. Clicking <b>Return to Questions</b> will take the student back to the most recently visited question. The student can then review any questions, and proceed by clicking <b>Review/End Test</b> again.</p>
	<b>End Test</b>	<p>The <b>End Test</b> button appears on the Review Page. Clicking this button will provide a prompt for the student to confirm whether they would like to <b>Return to Review</b> or <b>Submit</b>.</p>
	<b>Submit</b>	<p>The <b>Submit</b> button appears on the window that prompts a student to <b>Return to Review</b> or <b>Submit</b>. Selecting the <b>Submit</b> button will end the exam.</p>
	<b>Return to Review</b>	<p>The <b>Return to Review</b> button appears on the window that prompts a student to <b>Return to Review</b> or <b>Submit</b>. Selecting the <b>Return to Review</b> button will take the student back to the Review Page.</p>
	<b>Go to Question</b>	<p>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.</p>

## Review Page Key

Key Icon	Key Description
<input type="checkbox"/>	Unanswered item
<input checked="" type="checkbox"/>	Answered item
	Flagged item
S	Scenario indicator for Science; example: (S1)
P	Passage indicator for ELA; example: (P1)

# APPENDIX C: MATHEMATICS REFERENCE SHEET GRADES 6–8

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

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











# *Examiner's Manual*

**Grade 7**

***English Language Arts and Mathematics Assessments***