



Mississippi Academic Assessment Program-Alternate (MAAP-A)
Fall 2022

Test Coordinator's Manual (TCM)



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Table of Contents

Introductory Information.....	1
MAAP-A Administration	2
Important Dates	3
Roles and Responsibilities	4
Before Testing.....	5
MAAP-A Administration Policies	7
During Testing	9
Invalidations	10
After Testing	11
Returning Materials.....	12
Additional Information	13
Appendix A: MAAP-A Returns Poster	14
Appendix B: DTC/STC Combined Checklist.....	15

Introductory Information

This Manual

This *Test Coordinator's Manual* (TCM) serves to guide Test Coordinators (TCs) through test administration activities for the Mississippi Academic Assessment Program-Alternate (MAAP-A). Instructions for test administration in the classroom are provided in the *Test Administration Manual* (TAM). The TAM and additional information can be accessed on the Nextera Help Tab.

MAAP-A Administration

Overview

The MAAP-A is used to evaluate student performance relative to the Mississippi College and Career-Readiness Standards.

The MAAP-A is the statewide assessment created to ensure compliance under the Every Student Succeeds Act of 2015 (ESSA) and the Individuals with Disabilities Education Act of 2004 (IDEA). The MAAP-A assessment is aligned with the Mississippi Alternate Academic Achievement Standards (MS AAAP) for English Language Arts (ELA), Mathematics, and Science and measures the academic skills of students with the most significant cognitive disabilities, who meet the requirements to take the MAAP-A, and who have that qualification documented on their Individualized Education Programs (IEPs).

More information on each assessment can be found on the Mississippi Department of Education (MDE) website at <https://www.mdek12.org/OSA/SP/MAAP-A>.

Various reference materials, such as the TAM, are available on the Nextera Help Tab.

Important Dates

Fall 2022 Test Administration: Key Dates

Before Testing	
Additional Materials Order (AMO) Window*	November 08–December 08, 2022
During Test Window	
MAAP-A Test Administration Window	November 28–December 09, 2022
After Testing	
Deadline to return test materials to Questar**	December 14, 2022

*Districts must call Questar’s Customer Support directly if requiring additional materials during the testing window.

**All scoreable material must be shipped to Questar as soon as testing is complete.

Roles and Responsibilities

District Test Coordinator (DTC)

- Communicates/coordinates between MDE, Questar, and within the district
- Orders, receives, and distributes printed materials to schools appropriately
- Sends materials back to Questar after testing is complete

School Test Coordinator (STC)

- Coordinates between the DTC, Questar, and within the school
- Manages secure materials within the school before, during, and after testing (after testing is complete, returns all materials to the DTC)
- Documents the Test Administrators (TAs) and Second Scorers
- Collaborates with the DTC, TAs, and Second Scorers on testing schedules and considerations

District Special Education Director

- Collaborates with the DTC, STCs, TAs, and Second Scorers on testing schedules and considerations
- Assists and provides Learner Characteristics Inventory (LCI) documentation support to the TAs, if needed

Test Administrator/Teacher (TA)

- The teacher who is most familiar with and works regularly with the student(s)
- Must hold a current Mississippi Educator License
- Collaborates with the STC and Second Scorers on testing schedules and considerations
- Reviews the Test Administration Booklet (TAB) and prepares stimulus materials prior to testing and as appropriate for student needs
- Leads the administration using the TAB and stimulus materials
- Documents the student's score, based on the scripted "Expect" statements in the TAB, by indicating the scores on his/her own paper copy of the Student Response Score Sheet
- After testing is complete, organizes and provides materials, including the LCI, back to the STC/DTC for return shipment back to Questar

Second Scorer

- Must hold a current Mississippi Educator License
- A silent participant in the test administration who observes and documents the student's score, based on the scripted "Expect" statements in the TAB, by indicating the scores on his/her own paper copy of the Student Response Score Sheet
- Scores independently of TA but bases score on interactions between the TA and student

Before Testing

Before Testing Checklist

- DTCs will distribute test materials to the schools in the Questar boxes and verify that each school has received the necessary test materials.
- DTCs will notify Questar and MDE of any missing materials.
- DTCs will order additional materials as necessary.
- SEUs/STCs will ensure that the LCI is completed for each student.
- DTCs/STCs will ensure teachers acting as Test Administrators have access to the secure testing materials one week prior to administering the assessment.

Test Coordinator Responsibilities

The STC or DTC must schedule and manage the activities of TAs (special education teachers and other licensed school personnel) during the testing window, monitor the test administration, maintain the security of test materials, and assemble/return test materials to Questar.

The Test Coordinator will:

- verify and inventory materials received using the packing lists provided for MAAP-A testing materials.
- monitor the scheduling of assessment sessions.
- distribute test materials to each TA and Second Scorer.
- verify the security and accuracy of materials at all times.
- ensure TAs have reviewed the Test Administration Booklet (TAB) and prepared stimulus materials.
- monitor (or arrange monitoring of) test administration sessions to ensure consistency with established MDE policies.
- assemble materials for return to Questar once all MAAP-A testing is completed.

Preparation Time

Ensure each TA is given access to the testing materials **at least one week PRIOR to the day of testing**. This will provide the TAs sufficient time to review the assessment, prepare the necessary materials, and familiarize themselves with the assessment. Please ensure TAs follow all test security protocols.

Scheduling

- The tasks can be administered at any time during the MAAP-A testing window (November 28–December 09, 2022).
- As the individual who is most familiar with and connected to a student’s academic performance, the TA must carefully consider scheduling options in order to allow students to achieve optimal performance.
- TAs should work with their STC to assign Second Scorers to work with each TA.

For a full list of responsibilities and important activities for the MAAP-A, please refer to the MAAP-A TAM, which is posted on the Nextera Help Tab.

Ordering Materials

To order additional materials, districts must call Questar Customer Support at 800.644.4054.

Receiving Materials

Materials will be packed in boxes organized by school and shipped to the district attention: DTC. Upon receiving the materials, DTCs **MUST** inventory the materials using the box content list. If the contents do not match the box content list, the DTC should contact Questar Customer Support to note the discrepancy and order additional materials, if needed.

DTCs and STCs **MUST** store materials in a secure location at all times, except when they are being prepared/reviewed/used for administration by TAs.

MAAP-A Administration Policies

Personnel Required for Administration

For each administration of the assessment, a TA and a Second Scorer are required. Before testing, each TA and Second Scorer must complete the MAAP-A administration and scoring training required by MDE. Refer to the MAAP-A TAM for further information related to MAAP-A Administration Policies.

Home-bound Students

For a home-bound student being assessed, both a TA and a Second Scorer will be required. All district and school security plans are required and must be followed.

The test administration and student scoring process must follow the same procedures as students assessed within a school or district building.

For additional home-bound student assistance or guidance, please contact MDE.

Pausing and Resuming Administration of the MAAP-A

The TA may pause the administration of the assessment, following the award of a score point within a task or for an item, if the student's behavior, medical needs, or characteristics prohibit the student from demonstrating optimal performance in one sitting.

If the testing session is paused, the TA records the student's response to the last administered task/item prior to pausing the test session.

Familiarity with the task sequence will aid the TA in the determination of where to pause the testing session if all tasks/items have not been administered.

If the testing session is paused, the TA must complete the administration as soon as possible and within the testing window.

If any occurrence raises questions or concerns about correct test administration, contact MDE immediately. The MDE State Board of Education testing irregularity policies, as stated in MS Public Schools Accountability Standards 2020, must be followed.

Stopping Rule

TAs are expected to follow the script in the TAB. It is important that each student has an opportunity to participate in the MAAP-A, even if the TA believes the student will not respond. To participate meaningfully in the MAAP-A, each student must be able to clearly communicate through a **consistent**, **intentional**, and **observable** response mode. Careful consideration should be given to using the most accessible presentation and response modes for the student.

The stopping rule applies to students who do not respond to the **first** scorable item because of deficits in communication skills. The purpose of the stopping rule is to prevent students who do not have a **consistent**, **intentional**, and **observable** mode of communication from sitting through the entire assessment.

Please ensure the student meets the following criteria before applying the stopping rule:

- No consistent, intentional, observable mode of communication;
- No response to test items; and
- Documented communication deficits identified in the student’s Individualized Education Plan (IEP).

If a student, who does not have a consistent, intentional, and observable mode of communication, does not respond after administering all parts of the **first** task in each content area, then the TA may stop testing. Please adhere to the following:

1. On the *Student Response Score Sheet*, make sure a zero (0) for all tasks is indicated by the TA and Second Scorer.
2. Write Stopping Rule in Red ink on the *Student Response Score Sheet*.
3. Report the situation to the STC.
4. The STC must notify the DTC so an irregularity form can be completed.

If the student’s behavior, medical needs, and/or characteristics prohibit him/her from completing the assessment, this does not warrant the option to use the Stopping Rule. If a student has an observable response mode, but is not engaged with the assessment task, please pause and resume testing based on the student’s needs.

Stopping Rule	
ELA (All Grades)	
4 3 2 1 0 Task 1	N.O.
4 3 2 1 0 Task 2	N.O.
4 3 2 1 0 Task 3	N.O.
4 3 2 1 0 Task 4	N.O.
4 3 2 1 0 Task 5	N.O.
4 3 2 1 0 Task 6	N.O.
4 3 2 1 0 Task 7	N.O.
4 3 2 1 0 Task 8	N.O.
4 3 2 1 0 Task 9	N.O.
4 3 2 1 0 Task 10	N.O.
4 3 2 1 0 Task 11	N.O.
4 3 2 1 0 Task 12	N.O.
4 3 2 1 0 Task 13	N.O.
4 3 2 1 0 Task 14	N.O.
4 3 2 1 0 Task 15	N.O.
↑ Second Scorer Only	

Stopping Rule	
MATHEMATICS (All Grades)	
4 3 2 1 0 Task 1	N.O.
4 3 2 1 0 Task 2	N.O.
4 3 2 1 0 Task 3	N.O.
4 3 2 1 0 Task 4	N.O.
4 3 2 1 0 Task 5	N.O.
4 3 2 1 0 Task 6	N.O.
4 3 2 1 0 Task 7	N.O.
4 3 2 1 0 Task 8	N.O.
4 3 2 1 0 Task 9	N.O.
4 3 2 1 0 Task 10	N.O.
4 3 2 1 0 Task 11	N.O.
4 3 2 1 0 Task 12	N.O.
4 3 2 1 0 Task 13*	N.O.
↑ Second Scorer Only	
*Task 13: Grades 5, 6, 7 and HS only	

Stopping Rule	
SCIENCE (All Grades)	
4 3 2 1 0 Task 1	N.O.
4 3 2 1 0 Task 2	N.O.
4 3 2 1 0 Task 3	N.O.
4 3 2 1 0 Task 4	N.O.
4 3 2 1 0 Task 5	N.O.
4 3 2 1 0 Task 6	N.O.
4 3 2 1 0 Task 7	N.O.
4 3 2 1 0 Task 8	N.O.
4 3 2 1 0 Task 9	N.O.
4 3 2 1 0 Task 10	N.O.
4 3 2 1 0 Task 11	N.O.
4 3 2 1 0 Task 12	N.O.
↑ Second Scorer Only	

During Testing

During Testing Checklist

- DTCs/STCs will be available during your school's testing sessions to answer questions and will help resolve problems as needed.
- DTCs will assist STCs in identifying and resolving any testing incidents.
- DTCs will provide schools with additional materials as necessary.
- DTCs/STCs will monitor schools to ensure that test administration and test security policies and procedures are followed.
- DTCs will communicate with MDE, as needed, in the case of testing incidents and security breaches or for guidance when test invalidation is being considered.
- DTCs will submit invalidation requests per MDE guidelines.
- DTCs/STCs will be prepared to coordinate and monitor adjustments in testing schedules if inclement weather or other unforeseen events threaten or force school closures, network interruption, etc.

Invalidations

If a student's test session needs to be invalidated, complete the following steps:

1. The Test Administrator must immediately notify the STC.
2. The STC must notify the DTC.
3. The DTC must complete an invalidation form with a valid reason for invalidation in Caveon Core. This must be completed prior to the close of the test window.
4. The DTC should write the Reason values for the Scoring Option of Invalidate Test in RED INK on the answer document.

The **Reason** values for the **Scoring Option of Invalidate Test** are:

- Student/parent refusal
- Student tested with non-allowable accommodation
- Student assessed outside of testing window
- Staff testing violation
- Other

After Testing

After Testing Checklist

- DTCs/STCs will collect and inventory all secure test materials.
- DTCs will count and pack all test materials in accordance with Questar and MDE regulations. Return materials to Questar using the labels provided with your materials.
- DTCs/STCs will shred materials and complete the Certificate of Shredding form.
- DTCs/STCs will collect all paperwork required to be filed by your District/School Test Security Plan.
- DTCs will notify MDE of any missing materials.
- TAs will notify the STC of any cases in which a Stopping Rule or Invalidation has been used for a student.

Returning Materials

Returning Materials

After testing, all materials must be returned to Questar. Use the following lists and the Returns poster in the Appendix to assist in preparing materials for return.

For STCs

- Collect all materials from TAs.
- For each class, complete a Group Information Sheet (GIS) and place it on top of the associated group of the *Student Response Score Sheets*.
- Place the completed GIS(s), the *Student Response Score Sheets*, and the completed LCI(s) in the white Tyvek return envelope(s) with the GIS(s) at the top of the documents within envelope #1 (in cases where multiple envelopes are needed).
- Indicate School Name and Grade(s) on each of the return envelope labels.
- Place loose stimulus cards in the larger plastic bags provided in your shipment. Assemble and place all Test Administration Booklets (TABs) in the boxes with the other stimulus materials and envelopes with the *Student Response Score Sheets*.
- Use the Divider Sheet to separate the white Tyvek Return envelopes and non-scoreable materials, placing the Return Envelopes on top of the Divider Sheet.
- Place an ORANGE return label on each box of materials being returned, indicating 'Box X of X' for the entire school. Box labels can be found in the School Return Kit.
- Return your boxes, unsealed, to your DTC for required verification checks.

For DTCs

- Complete final verification checks.
- Seal the box(es) with shipping tape (on the top and bottom of each box).
- Indicate 'Box X of X' for the entire district on each return label.
- Place one UPS shipping label on the top of each box.
- Arrange your UPS pick-up.
- If you have a daily pick-up or regular deliveries from UPS, give the package(s) to your UPS driver or leave the packages where the driver would normally deliver or pick up your packages. If UPS is not at your location on a daily basis, call 877-536-2697 to schedule your pick-up, and indicate you are a Questar customer.

Additional Information

Mississippi Department of Education Website

<http://www.mdek12.org/>

Office of Student Assessment

Dr. Jackie Sampsell

Phone: 601-359-3052

Email: jsampsell@mdek12.org

Dr. Jerrika Mabry

Phone: 601-359-2885

Email: jmabry@mdek12.org


Questar Customer Support

Phone: 800-644-4054

Email: MSCustomerSupport@questarai.com

Appendix A: MAAP-A Returns Poster

MAAP-A Returns Poster



MISSISSIPPI ACADEMIC ASSESSMENT PROGRAM-ALTERNATE (MAAP-A) RETURNS

Packing MAAP-A Materials

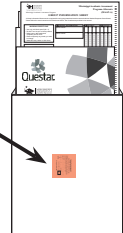
At The Building

PLACE STUDENT RESPONSE SCORE SHEETS IN WHITE TYVEK RETURN ENVELOPES

1

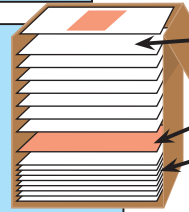
- Complete one Group Information Sheet (GIS) for each group returned.
- If more than one envelope is used for a group/class, label the envelope 1 of __, 2 of __, etc.
- Place the group of Student Response Score Sheets, Learner Characteristics Inventories (LCI), and associated GIS in the White Tyvek Return Envelope with the GIS on top of the Score Sheets.
- Please ensure all Return Envelopes are fully sealed.

**COMPLETE
THE
INFORMATION ON
THE ORANGE
ENVELOPE
LABEL.**



2

- Using the same Questar box(es) in which your materials arrived, place the materials in the following order, from top to bottom: White Tyvek Return Envelope (with GIS and Score Sheets), Divider Sheet, and all secure, non-scoreable materials (including Test Administration Booklets, poly bags of loose stimulus cards, and unopened stimulus cards), leaving each box unsealed.



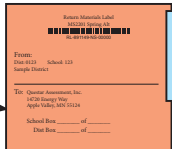
White Tyvek Return Envelopes (containing GIS and Score Sheets)

Divider Sheet


Secure, non-scoreable materials (including TABs and poly-bags of loose stimulus cards)

3

INDICATE
BOX _ OF _
BEING RETURNED
FOR ENTIRE
SCHOOL



Place one **ORANGE** return label on the top of each box. Box labels can be found in the School Return Kit.



4 RETURN ALL BOXES (CONTAINING SCOREABLE AND NON-SCOREABLE MATERIALS) TO THE DISTRICT TEST COORDINATOR (DTC)

Shipping MAAP-A Materials

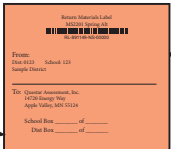
At The District


1 District Test Coordinators will complete final verification checks.


2 Place one UPS return shipping label on the top of each box being returned.

3

INDICATE
BOX _ OF _
BEING RETURNED
FOR ENTIRE
DISTRICT







Mississippi Customer Support

Phone: (800) 644-4054 E-Mail: mcustomersupport@questarai.com

Appendix B: DTC/STC Combined Checklist

Before Testing Checklist

- DTCs will distribute test materials to the schools in the Questar boxes and verify that each school has received the necessary test materials.
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- DTCs/STCs will shred materials and complete the Certificate of Shredding form.
- DTCs/STCs will collect all paperwork required to be filed by your District/School Test Security Plan.
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