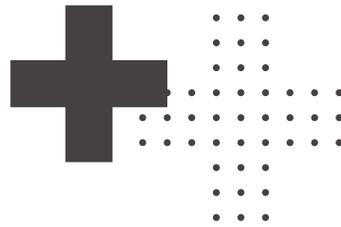
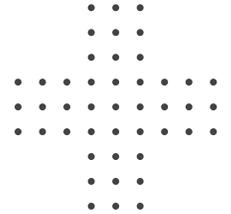
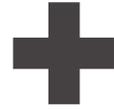




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MAAP Spring 2024

Grades 3–8: Mathematics and English Language Arts

End-of-Course: Algebra I and English II

Test Administrator's Scripts (TAS)

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Guidelines for Administration

Testing Guidelines

The following scripts are split into two sections relating to how students are taking the test: *Administering the Online Test* and *Administering the Paper/Pencil Accommodated Test*. Test Administrators (TAs) should read the **“Preparing for”** pages that begin the *Administering the Online Test* and *Administering the Paper/Pencil Accommodated Test* sections, as these pages outline what is needed to ensure a smooth test administration on the day of testing. A table is provided to quickly reference the materials TAs will need to administer the test based on student accommodations.

In the following scripts, directions for students are preceded by the word “SAY.”

1. Read these directions exactly as they are written, using a natural tone and manner.
2. If a mistake is made while reading directions, stop and say, “No, that is wrong. Listen again.” Then, read through the directions again.
3. Do not give help on specific test items.

Guidelines for Answering Questions about the Test

The rigor of the test and the intensity of the testing situation will probably generate questions from some students.

- During the test, the Test Administrator may remind students to follow directions.
- On the day of testing, no content instruction should occur in a room being used for test administration.
- Test Administrators, Proctors, and other staff may NOT answer any content-related questions from students after entering the testing room.

WHEN STUDENTS ASK FOR HELP		
When Students Ask . . .	Do . . .	Do NOT . . .
<ul style="list-style-type: none"> • for general help or advice • for advice regarding test-taking strategies • about the difficulty of a test item 	<ul style="list-style-type: none"> • say “Reread the question and follow the directions the best you can” • say “Reread the question and do your best to answer correctly” 	<ul style="list-style-type: none"> • make suggestions relative to students’ work • recommend a specific strategy • comment about the difficulty of any question
<ul style="list-style-type: none"> • whether particular answers are right or wrong • about the meaning of a word, phrase, or sentence 	<ul style="list-style-type: none"> • say “Choose the answer you think is correct and then continue” 	<ul style="list-style-type: none"> • tell students that particular answers are right or wrong • cue correct answers through vocal inflection, facial expressions, signs, or gestures • define a content word or phrase, or explain the meaning of a sentence
<ul style="list-style-type: none"> • about their progress on the test 	<ul style="list-style-type: none"> • say “There are [INSERT REMAINING TIME] minutes remaining” 	<ul style="list-style-type: none"> • ask students to work faster

Administering the Online Test

Preparing for Online Testing

Test Administrators (TAs) must have prior knowledge of student accommodations if you are administering an accommodated test. Be sure to review which students in your room should receive accommodations prior to administering the test. Verify that you have the correct testing materials listed in the table below. If any materials are missing, immediately notify the School Test Coordinator (STC).

Students will have 3 hours to complete the test unless they have a timing accommodation (i.e., extended time, multiday testing, etc.). Plan for approximately 15 minutes to read the test directions to the students.

Before students enter the testing room, make sure the Secure Browser is launched on all student devices. If the Secure Browser is not on student testing devices, contact the STC. Make sure the sound on Text-to-Speech devices is set at a comfortable level and headphones/earbuds are provided for students with the Text-to-Speech accommodation.

As students enter the testing room, ensure students are seated according to the seating chart prepared by the STC and verify the class roster. (Any alterations to the seating chart should be noted by the TA, i.e., indicating student absence or a tech issue requiring a seat change.) Remind students that all electronic devices, except for allowable calculators, **are not allowed in the testing environment**; otherwise, their test will be invalidated. Prior to receiving any testing materials, students **MUST** sign the Student Agreement on the prohibition of electronic devices.

When students are ready to begin testing, pass out testing materials (e.g., scratch paper, pencils, and calculators) and begin reading the script. When passing out login credentials, ask each student to recite their name as listed on their testing ticket.

Test and Accommodation Administered	Materials Needed
Online	<ul style="list-style-type: none"> • Student login credentials • Access Code(s) • Scratch paper • Pencils
Text-to-Speech (TTS)	<ul style="list-style-type: none"> • Student login credentials • Access Code(s) • Headphones • Scratch paper • Pencils
Human Reader (Online)	<ul style="list-style-type: none"> • Student login credentials • Access Code(s) • Scratch paper • Pencils • Read-Aloud Script login credentials • Read-Aloud Script Access Code(s) • TA device (tablet, computer, etc.)

Online Test Administration Script



If the student test delivery system icon is not on student computers, contact your Test Coordinator.

Mississippi Academic Assessment Program

Powered by Nextera®

User ID

Password

[Sign In](#)



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 Version 77.0

Note: The Questar name is used in certain Nextera screenshots.

Students will confirm that the sign-in page is displayed.

SAY Today, you will take the [INSERT GRADE AND SUBJECT AREA] test. You will have 3 hours to complete the test unless otherwise noted. On your testing device, you should see a sign-in page. Do not enter anything until you have been instructed to do so.

Can everyone see the sign-in page? If you cannot, please raise your hand.

Note: If any student indicates the sign-in page is not displayed, assist the student with launching the Secure Browser (pinwheel icon) on their device.



Mississippi Academic Assessment Program

Powered by Nextera®

User ID
User ID

Password
Password

Sign In


Questar®

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Version 77.0

Students will enter their case-sensitive MSIS/User ID and Password exactly as they appear on their student login credentials and select the “Sign In” button.

SAY Look at the MSIS number on your student login credentials. Type that MSIS number in the field titled User ID.

Now click on the Password field. Type in your password from your login credentials. Does anyone have any questions or need help finding the information you need to enter? Do not click “Sign In” until instructed to do so.

If anyone has questions, please raise your hand.

Pause. Once all questions have been answered,

SAY Click “Sign In” to start the test.

Check your information	
Name Student Name	Date of birth XX/XX/XXXX
Grade Grade	Gender Female
School name School Name	Student number XXXXXXXXXX
Teacher name Teacher Name	
Is everything here correct?	
<input type="button" value="No"/> <input type="button" value="Yes"/>	

On the next screen, students will confirm that the information is correct and select “Yes.”

SAY Now, you should see a screen with your name on it. If you do not see your own name spelled correctly or the correct grade, raise your hand.

Pause. If any student raises his/her hand, contact the STC before continuing. If the student’s name or the grade is incorrect, please remove them from the testing room, and they will be tested at a later time.

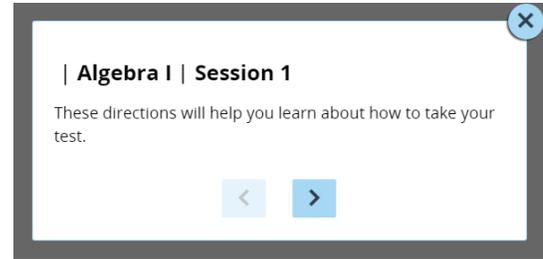
SAY Now look at the rest of the information on the screen. Make sure the following is correct:

- your date of birth
- your student number
- your gender
- your teacher’s name
- your school’s name

If any of the information is not correct, please raise your hand.

Note: TAs must document any demographic discrepancies on their school incident form and submit them to their STC after testing if any information besides a student’s name or grade is incorrect.

SAY If all the information is correct, click “Yes” now. The “Yes” button is at the bottom of the screen. Do not go past the next screen.



On the next screen, students will see links for the tests they are taking. Instruct them to select the link for the test they are taking during the current session.

Make sure all students are at the test selection screen.

SAY Now, we are going to begin the test. Click on the “Start test” button next to [INSERT GRADE, SUBJECT AREA, AND TEST SESSION BEING ADMINISTERED].

Pause.

SAY You should now see the first page of the directions tutorial. These directions will help you learn about how to take your test. Click the right arrow button to move to the next screen.

Make sure all students are on the correct screen. Directions are customized by content area and student accommodations.

Note: Students testing with the Text-to-Speech accommodation should be instructed to put on their headphones/earbuds at this time. If the TTS accommodation is set, students will see this TTS toolbar on their screen, and the audio should be available to begin reading information on this screen.



SAY Information Area

Online/Offline Indicator

The online indicator (a checkmark) means you are working online.

The offline indicator (an x) means you are working offline. Your answers are still being saved, but you will have to reconnect before submitting your test.

SAY Directions & Pause/Sign Out

The directions link allows you to access these directions again at any time during your test.

The pause/sign out link pauses the test and signs you out of the system without submitting your test.

Click on the right arrow button to move to the next screen.

Navigation Area

Review Screen

Use the review button to see your progress on the test and quickly move between questions. This is also where you submit your test when you are finished.

Navigation Buttons

Move between different questions on your test by using these buttons.

The next question button moves you forward one.

The previous question button moves you back one.

Click on the right arrow to move to the next screen.

Note: Only read Split screen controls if you are administering an ELA or English II test.

SAY Split screen controls

Some items on your test may be split into side by side areas. This is so you can easily go back and forth between the two sides while you answer questions.

If you want to focus more on one side you can move the dividing line left or right by using the arrow buttons at the top.

This button moves the divider line left. This button moves the divider line right.

Click on the right arrow button to move to the next screen.

SAY Global Test Tools

Zoom

The zoom out button — (minus sign) decreases the size.

The zoom in button + (plus sign) increases the size.

SAY Bookmark

The bookmark button marks any question you want to return to at a later time. Anything you've bookmarked can be seen from the review screen.

SAY Note

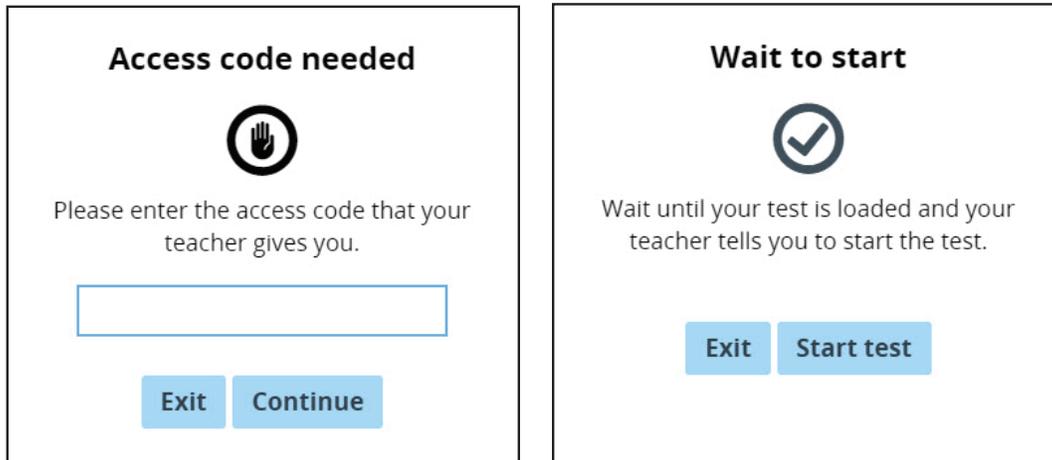
The note button opens a text editor where you can leave yourself a note to refer to later. Any questions you've left a note on can be seen from the review screen.

Click on the right arrow button to move to the next screen.

Note: Test tools will be different for every student based on test administered and accommodations set.

SAY Read the test tools page on your own. As a reminder, if you need to revisit the directions, you can access the directions button at the top right of the screen.

Click on the "End Directions" button, and stop at the Access Code screen.



SAY In the space provided, type in [INSERT SESSION ACCESS CODE]. Then click “Continue.” Do not click “Start test” until I instruct you to do so.

Note: If the Access Code does not work for all students, please check with your STC.

There will be a separate Access Code for each session. Ensure the correct Access Code is used for the session being administered, and provide help to students who need it. Once all students have clicked “Continue,” make sure they see the “Wait to start” screen.

MATHEMATICS, ALGEBRA I, ELA, ENGLISH II, AND 3RD GRADE READING ALTERNATIVE ASSESSMENT RETEST—SESSION 1

ELA AND ENGLISH II SESSION 2—WRITING PROMPT

SAY The test you are about to take will last 3 hours.

SAY You will have 1 hour and 30 minutes to complete your response to the prompt.

SAY If you finish your test before I say time is up, raise your hand, and I will give you further directions. Click “Start test.”

If you are a Human Reader administering a Read-Aloud Script, begin reading the Read-Aloud Script. The Read-Aloud Scripts are digital and require a secure login to be used.

Make note of the time students begin and when they will stop.

Start Time: _____

Stop Time: _____

For Session 1: Start Time + 180 minutes

For Session 2: Start Time + 90 minutes

WHEN STUDENTS ASK FOR HELP		
When Students Ask . . .	Do . . .	Do NOT . . .
<ul style="list-style-type: none"> • for general help or advice • for advice regarding test-taking strategies • about the difficulty of a test item 	<ul style="list-style-type: none"> • say “Reread the question and follow the directions the best you can” • say “Reread the question and do your best to answer correctly” 	<ul style="list-style-type: none"> • make suggestions relative to students’ work • recommend a specific strategy • comment about the difficulty of any question
<ul style="list-style-type: none"> • whether particular answers are right or wrong • about the meaning of a word, phrase, or sentence 	<ul style="list-style-type: none"> • say “Choose the answer you think is correct and then continue” 	<ul style="list-style-type: none"> • tell students that particular answers are right or wrong • cue correct answers through vocal inflection, facial expressions, signs, or gestures • define a content word or phrase, or explain the meaning of a sentence
<ul style="list-style-type: none"> • about their progress on the test 	<ul style="list-style-type: none"> • say “There are [INSERT REMAINING TIME] minutes remaining” 	<ul style="list-style-type: none"> • ask students to work faster

If a student needs to sign out of a test, have them click on the || (Pause) / Sign out button at the top right of their screen. A screen will pop up asking if they are sure they want to sign out. The student should select “Pause test.” The student should now be signed out. Note: Students must sign back in using their same User IDs/Passwords and submit the test once they are finished. Students will not be allowed back into their test the next day. If you need the Proctor Password, contact the STC, who can locate the Proctor Password on the Nextera *HOME* page under *School Information*.

If students finish prior to the ten-minute warning, individually walk them through this script:

SAY To review your test before submitting it for scoring, click the “Review” button. On the Review screen, you can click on a question number to navigate back to that question. By default, unanswered questions have a yellow background, and answered questions have a white background. You can click the “Review” button again to return to the Review screen.

SAY When you are ready to submit your test, go to the Review screen and click “Submit test.”

Note: TAs should not advise the student on any content-related questions while the student submits their test.

When there are ten minutes left,

SAY You have ten minutes left.

When time is up,

SAY Stop. Time is up. Whether or not you have finished, click the “Review” button. Then click “Submit test.” Click “Submit test” again in the window that pops up. You have completed the test.

Ensure all student tests are submitted, and all testing devices have been signed out of the Secure Browser. Then, collect all testing materials (e.g., scratch paper, student login credentials, and calculators) and return them to the School Test Coordinator.

Administering the Paper/ Pencil Accommodated Test

Preparing for Paper/Pencil Accommodated Testing

NWEA provides Paper/Pencil, Large Print, and Braille test books to districts to meet accommodations listed in a student's IEP, 504 Plan, or LSP upon request. Accommodated tests are secure materials and must be returned to NWEA. The District Test Coordinator (DTC) or his/her designee will provide instructions for the handling of these materials.

Any student testing with a Paper/Pencil, Large Print, or Braille test book will record his/her answers by using the method documented in the student's IEP, 504 Plan, or LSP.

If the student recorded their answers in the test book, Test Administrators (TAs) or School Test Coordinators (STCs) MUST transcribe all Paper/Pencil, Large Print, and Braille student answers into Nextera immediately after the student is finished testing. Once transcription is complete, return all materials to the STC.

If you are administering an accommodated version of the Mathematics or Algebra I test, make sure that each student has an allowable calculator. (NWEA does not supply calculators along with accommodated materials. If a student taking the Paper/Pencil, LP, or Braille test needs to use the DESMOS calculator, contact MDE.) If needed, distribute the appropriate Reference Sheet and clean scratch paper to these students. Reference Sheets and scratch paper are considered secure materials and must be returned to the STC/DTC after testing.

Students with an IEP, 504 Plan, or LSP work and break according to their respective documented accommodations. **Test Administrators must be familiar with all accommodations before testing begins.**

Before administering the test, verify that you have the correct testing materials listed in the table. If any materials are missing, immediately notify the STC.

Test and Accommodation Administered	Materials Needed
Paper/Pencil or Large Print	<ul style="list-style-type: none"> • Paper/Pencil or Large Print test books • Scratch paper • Pencils • Reference Sheet (Grades 5–8 Mathematics and Algebra I) • Calculator (Grades 6–8 Mathematics and Algebra I)
Braille	<ul style="list-style-type: none"> • Braille test book • Braille Teacher’s Edition test book • Scratch paper • Pencils • Reference Sheet (Grades 5–8 Mathematics and Algebra I) • Calculator (Grades 6–8 Mathematics and Algebra I)
Human Reader (Offline)	<ul style="list-style-type: none"> • Paper/Pencil or Large Print test books • Scratch paper • Pencils • Reference Sheet (Grades 5–8 Mathematics and Algebra I) • Calculator (Grades 6–8 Mathematics and Algebra I) • Read-Aloud Script login credentials • Read-Aloud Script Access Code(s) • TA device (tablet, computer, etc.)

Ensure sufficient time remains in the school day for the entire length of the test, especially when testing students with extended time. Unless otherwise noted, students will have 3 hours to complete the test. Plan for approximately 15 minutes to have students complete the student demographic information on the back cover of the test book and to read the test directions to the students.

Note that students with Braille-accommodated test books **do not** have student demographic information on the back cover, and Braille students will not complete this step.

As students enter the testing room, ensure students are seated according to the seating chart prepared by the STC and verify the class roster. (Any alterations to the seating chart should be noted by the TA, i.e., indicating student absence or a tech issue requiring a seat change.) Remind students that all electronic devices, except for allowable calculators, **are not allowed in the testing environment**; otherwise, their test will be invalidated. Before receiving any testing materials, students **MUST** sign the Student Agreement on the prohibition of electronic devices.

When students are ready to begin testing, pass out testing materials (e.g., Paper/Pencil Test books, scratch paper, pencils, and calculators) and begin reading the script on [page 18](#).

After administering a Paper/Pencil, Large Print, or Braille test, TAs or STCs **must** transcribe student answers into Nextera immediately. Instructions can be found in the *Transcribing Accommodated Responses into Nextera* section of the *Test Administrator’s Manual (TAM)*.

Paper/Pencil Test Administration Script

Prior to beginning these test directions, have all desks cleared. Distribute the testing materials, and ensure each student has two No. 2 pencils with erasers. If you are administering Session 2 of the ELA or English II assessment, re-distribute the testing materials filled out before administering Session 1 and follow the script on [page 21](#). If you are administering a Braille-accommodated test, skip this script and continue to the script on the next page.

SAY Today, you will take the [INSERT GRADE AND SUBJECT AREA] component of the Mississippi Academic Assessment Program. We will begin by filling in your information on your test book.

Turn your test book over to the back cover. Find Box 1. Fill in the District Name, School Name, Classroom Name, and Date.

If needed, write the District, School, and Classroom names and the date on the board for students to copy. Once students are finished,

SAY Find Box 2, labeled “Student Name.” Print your name in the boxes—your last name, first name, and then your middle initial. Print one letter in each box. Print as many letters as possible if your name is longer than the spaces provided. If your name is shorter, you do not need to fill in the boxes past your name.

Pause while students print their names.

SAY Then, for each column, fill in the circle with the letter that matches the letter you printed in the box at the top. If your name is shorter, you do not need to fill in any circles past your name.

Pause.

SAY Now find Box 3, “State ID Number.” In the boxes, write the nine digits of your State ID Number. Print one digit in each box.

Pause.

SAY Now darken the circle for each digit.

Pause.

SAY Find Box 4, “Birth Date.” In the column that says “Month,” fill in the circle beside the month in which you were born.

Pause.

SAY Now find the column that says “Day.” In the boxes, write the day of the month you were born. For birth dates, one through nine, print a zero in the first column. Print one digit in each box.

Pause.

SAY Now, find the column that says “Year.” In the last two boxes, print the last two digits of the year you were born.

Pause.

SAY Now fill in the circle for either 19 or 20 and the circles that match the numbers you have printed.

Pause.

SAY When you have finished, stop and put your pencil down.

Note: Refer to the *MDE Accommodations Manual* for the policy on extended testing time. Use the student’s IEPs, 504 Plans, or LSPs for timing instructions for this accommodation instead of what is listed in the script below.

When students have completed the Student Demographic Information,

SAY The test you are about to take will last 3 hours. If you finish your test before I say the time is up, raise your hand, and I will give you further directions. Open your test book to page 3.

FOR MATHEMATICS AND ALGEBRA I:

Read each question or problem carefully. Then, answer the question or work the problem. Be sure to mark your response.

**FOR ELA, ENGLISH II, AND 3RD GRADE READING
ALTERNATIVE ASSESSMENT RETEST:**

Read each passage and question carefully. Then, answer the question. Be sure to mark your response.

If you are a Human Reader administering a Read-Aloud Script, begin reading the Read-Aloud Script. The Read-Aloud Scripts are digital and require a secure login to be used.

If you are NOT a Human Reader,

SAY You may begin.

Make note of the time students begin and when they should end.

Start Time: _____

Stop Time: _____

Start Time + 180 minutes

WHEN STUDENTS ASK FOR HELP		
When Students Ask . . .	Do . . .	Do NOT . . .
<ul style="list-style-type: none"> • for general help or advice • for advice regarding test-taking strategies • about the difficulty of a test item 	<ul style="list-style-type: none"> • say “Reread the question and follow the directions the best you can” • say “Reread the question and do your best to answer correctly” 	<ul style="list-style-type: none"> • make suggestions relative to students’ work • recommend a specific strategy • comment about the difficulty of any question
<ul style="list-style-type: none"> • whether particular answers are right or wrong • about the meaning of a word, phrase, or sentence 	<ul style="list-style-type: none"> • say “Choose the answer you think is correct and then continue” 	<ul style="list-style-type: none"> • tell students that particular answers are right or wrong • cue correct answers through vocal inflection, facial expressions, signs, or gestures • define a content word or phrase, or explain the meaning of a sentence
<ul style="list-style-type: none"> • about their progress on the test 	<ul style="list-style-type: none"> • say “There are [INSERT REMAINING TIME] minutes remaining” 	<ul style="list-style-type: none"> • ask students to work faster

If students finish prior to the ten-minute warning, individually walk them through this script:

SAY You can check over your answers until the time is up. When you are finished, put your pencil down and close your test book.

When there are ten minutes left,

SAY You have ten minutes left.

When time is up,

SAY Stop. Time is up. Put your pencil down and close your test book. You have completed the test.

Collect all test materials. If student testing is complete, transcribe all student responses into Nextera using the instructions in the *Transcribing Accommodated Responses into Nextera* section of the TAM. Then, return all test materials to the School Test Coordinator. If more testing needs to be completed, such as the Writing Prompt component of the ELA or English II test, return the test materials to the School Test Coordinator until students are ready to test.

ELA AND ENGLISH II SESSION 2—WRITING PROMPT

SAY You will have 1 hour and 30 minutes to complete your response to the prompt. Open your test book to Session 2.

If you are a Human Reader administering a Read-Aloud Script, begin reading the Read-Aloud Script. The Read-Aloud Scripts are digital and require a secure login to be used.

If you are NOT a Human Reader,

SAY You may begin.

Make note of the time students begin and when they should end.

Start Time: _____

Stop Time: _____

Start Time + 90 minutes

WHEN STUDENTS ASK FOR HELP		
When Students Ask . . .	Do . . .	Do NOT . . .
<ul style="list-style-type: none"> • for general help or advice • for advice regarding test-taking strategies • about the difficulty of a test item 	<ul style="list-style-type: none"> • say “Reread the question and follow the directions the best you can” • say “Reread the question and do your best to answer correctly” 	<ul style="list-style-type: none"> • make suggestions relative to students’ work • recommend a specific strategy • comment about the difficulty of any question
<ul style="list-style-type: none"> • whether particular answers are right or wrong • about the meaning of a word, phrase, or sentence 	<ul style="list-style-type: none"> • say “Choose the answer you think is correct and then continue” 	<ul style="list-style-type: none"> • tell students that particular answers are right or wrong • cue correct answers through vocal inflection, facial expressions, signs, or gestures • define a content word or phrase, or explain the meaning of a sentence
<ul style="list-style-type: none"> • about their progress on the test 	<ul style="list-style-type: none"> • say “There are [INSERT REMAINING TIME] minutes remaining” 	<ul style="list-style-type: none"> • ask students to work faster

When there are ten minutes left,

SAY You have ten minutes left.

When time is up,

SAY Stop. Time is up. Put your pencil down and close your test book. You have completed the test.

Collect all test materials. Transcribe all student responses into Nextera using the instructions in the *Transcribing Accommodated Responses into Nextera* section of the TAM. Then, return all test materials to the School Test Coordinator.

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