



Mississippi Academic Assessment Program-Alternate (MAAP-A)
Fall 2021

Test Coordinator's Manual (TCM)



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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 for English Language Arts, Mathematics, and Science (MS AAAS) 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, including blueprints and additional resources, can be found on the Mississippi Department of Education 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 2021 Test Administration: Key Dates

Before Testing	
Additional Materials Order (AMO) Window*	November 08–December 10, 2021
During Test Window	
MAAP-A Test Administration Window	November 29–December 10, 2021
After Testing	
Deadline to return test materials to Questar**	December 15, 2021

*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 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
- Completes LCI for each student before testing begins (required)
- 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 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.
- DTCs will save the boxes in which materials were received to return the materials to Questar after testing has been completed.
- Special Education Directors/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 TC 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 **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.

Scheduling

- The tasks can be administered at any time during the MAAP-A testing window (November 29–December 10, 2021).
- 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 (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.

The DTC **MUST** store materials in a secure location until distributing them to schools. It is recommended that the secure materials are distributed to schools at least seven school days prior to the start of testing. 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

Test Irregularities

Schools must not schedule an interruption to the school day, such as a fire drill, that will affect students in any way during the assessment. If an interruption in testing occurs due to severe weather, a fire alarm, or any other natural or man-made occurrence, the TA must immediately notify the STC and note the circumstances/time of the occurrence. As soon as circumstances allow, the STC must notify the DTC and the DTC must notify MDE. Test administration must resume as soon as possible after the interruption, and students must be allowed the full amount of time remaining when the interruption occurred. If testing cannot continue the same day, contact MDE prior to rescheduling.

Following an interrupted test administration, MDE staff will review the incident to provide guidance as to whether the students' work will be counted as a valid attempt.

If students have strong emotional reactions to a situation (such as an actual fire or other situation that creates either a real or perceived threat, causes damage to property, or results in injury to a person), the appropriate course of action will be determined following a review of the circumstances.

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 2017, must be followed.

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.

Stopping Rule and Attemptedness

If the student’s behavior, medical needs, and/or characteristics prohibit him/her from completing the assessment, the provision to cease testing may be used. In order to cease testing, complete the following steps:

1. Ensure that a minimum of one full task per content area is attempted. On the *Student Response Score Sheet*, make sure a score of zero (0) for **all tasks** is indicated by the TA and Second Scorer.

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						

2. Report the situation to the STC so an irregularity form can be completed.
3. Please choose from one of the following as it pertains to your student and district.
 - a. If the student should be counted as attempted for the district and included in reporting, no further action is needed.
 - b. If the student should NOT be counted as tested, will be invalidated, and will be excluded from reporting, the DTC writes **Stopping Rule**, using **red ink**, onto the Student Response Score Sheet for each applicable performance event (content area). For example, if the stopping rule was utilized for all 3 content areas, then the words, “Stopping Rule” must be written 3 times, as shown below.

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 and Not Testing Codes

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 (see page 9 for the Stopping Rule example).

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
- Stopping Rule
- Staff testing violation
- Other
- Tested off grade

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 GIS and place it on top of the associated group of the *Student Response Score Sheets*.
- Place the completed GIS(s) and the *Student Response Score Sheets* 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.

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 has been used for a student.

Contact Information

MDE Office of Student Assessment

601-359-3052

Dr. Jackie Sampsell

jsampsell@mdek12.org


Questar Customer Support

MSCustomerSupport@questarai.com

800-644-4054

Appendix A

MAAP-A Returns Poster



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

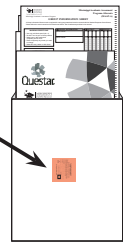
Packing MAAP-A Materials

PLACE STUDENT RESPONSE SCORE SHEETS IN WHITE TYVEK RETURN ENVELOPES

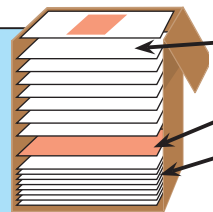
1 • Complete one Group Information Sheet (GIS) for each group returned.

- 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.

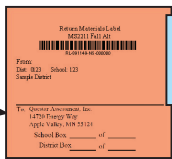


White Tyvek Return Envelopes (containing GIS and Score Sheets)


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.



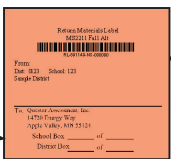
4 RETURN ALL BOXES (CONTAINING SCOREABLE AND NON-SCOREABLE MATERIALS) TO THE DISTRICT TEST COORDINATOR (DTC)


Shipping MAAP-A Materials


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: mscustomersupport@questarai.com

At The Building

At The District



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