Questar®

MISSISSIPPI DEPARTMENT OF EDUCATION

Ensuring a bright future for every child

MAAP Spring 2022

District Test Coordinator's Manual (DTCM)

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DTCM

This *District Test Coordinator's Manual* (DTCM) serves to guide District Test Coordinators (DTCs) through test administration activities specific to DTCs for the MAAP Grades 3–8 and End-of-Course (EOC) Assessments. Instructions for test administration in the classroom are provided in the *Test Administrator's Manual* (TAM), and instructions for general test administration activities for School Test Coordinators are provided in the *School Test Coordinator's Manual* (STCM). The TAM, STCM, and additional information can be accessed from the *Help* page in Nextera® Admin located at:

- https://ms.nextera.questarai.com

All devices intended for use in the administration of the tests must be set up and configured using the Nextera® Test Delivery System as outlined in the *Setup & Installation Guide*, available on the Nextera *Help* page. Contact Questar or the Mississippi Department of Education (MDE) with any questions.

The MAAP *Setup & Installation Guide* provides the following information regarding the Nextera Test Delivery System:

- A high-level overview of the Nextera Assessment System
- Checklists for Technology Coordinators
- Guidelines for installation and deployment of the Questar Secure Browser
- Network and system specification requirements

Contact Information

Questar Customer Support:

- mscustomersupport@questarai.com
- 1-800-644-4054
- Chat available on the Nextera *Help* page

MDE:

- Office of Student Assessment: 601-359-3052

MS Roles and Responsibilities

State Level User (SLU)

- Acts as the MDE point of contact for all District Test Coordinators (DTCs)
- Receives access to all districts in the state

District Test Coordinator (DTC) or District Level User (DLU)

- Communicates with the MDE
- Coordinates with the MDE, Questar, and the district
- Ensures all student data is correct in Nextera Admin and the MSIS system
- Orders, receives, and distributes shipped items appropriately
- DTC serves as the materials and notification point of contact for the MDE and Questar
- Enters and updates student information in Nextera Admin as needed
- Returns secure materials to Questar
- Views district-level information in Nextera Admin
- Only one DTC per district, but multiple DLUs are allowed

Superintendent (SUP)

- Views district-level reports
- Views district data files
- Views documentation on the *Help* page
- Only one SUP per district

District Information Technology Coordinator (DITC)

- Acts as the information technology point of contact for all schools in the district
- Ensures student devices are set up for testing

School Test Coordinator (STC) or Building Level User (BLU)

- Coordinates the assignment of Test Administrators, Proctors, and Hall Monitors with the DTC and Principals
- Documents the Test Administrator and Proctor in each room
- Organizes student login credentials into groups
- Checks student login credentials in and out
- Monitors student login credentials
- Enters new student information and updates student information in Nextera Admin
- Collaborates with District Test Coordinator on schedules and managing students
- Only one STC per school, but multiple BLUs are allowed

Principal (PRN)

- Views school-level reports
- Views documentation on the *Help* page
- Only one PRN per school

Test Administrator (TA) or Teacher

- Leads the test administration
- Reads the directions from the TAM and monitors students
- Holds a current teaching license
- Takes attendance during test administration
- Creates or approves the seating chart that is provided by the School Test Coordinator
- Views information of students assigned to his or her class(es) in Nextera Admin if the TA has been provided access by the district

Proctor

- Provides support as the secondary adult in the classroom during testing
- Monitors students and answers allowable questions*
- Receives LIMITED access to testing devices and secure materials
- Approves seating chart provided by the Test Administrator or School Test Coordinator
- Not a role that can be assigned to an account in Nextera Admin

*See the *Testing Guidelines* section of the TAM.

MAAP Grades 3–8 and EOC Overview

The MAAP Grades 3–8 and EOC Assessments are used to evaluate student performance relative to the Mississippi College- and Career-Readiness Standards.

The MAAP Grades 3–8 Assessments for Mathematics and EOC Assessment for Algebra I consist of one online session, and the Grades 3–8 English Language Arts (ELA) Assessments and EOC Assessment for English II consist of two online sessions. Schools should set aside blocks of uninterrupted time for the administration of each session.

More information on each assessment can be found on the MDE website at http://www.mdek12.org/osa/MAAP.

Important Dates

Spring 2022
Important Dates

Prior to Testing	
Registration Window	January 4–14, 2022
Student Information Available in Nextera	March 21, 2022
Materials Arrive in Districts	March 21, 2022
Additional Material Order (AMO) Window	March 22–May 12, 2022
Test Window	
Main Test Window	April 4–May 13, 2022
Early Window for Grade 3 Reading	April 4–22, 2022
3rd Grade Reading Alternative Assessment Retest 1	May 9–13, 2022
3rd Grade Reading Alternative Assessment Retest 2	June 20–July 8, 2022
After Testing	
Secure Materials Return Deadline	Three days following the last day of testing, per the District Test Security Plan
Student Demographic Corrections Window	June 20–July 1, 2022

District Test Coordinator's Checklist

Before Testing

- ❑ DTCs will carefully read the DTCM to become familiar with general test administration activities. The DTCM and additional information can be accessed on the *Help* page in Nextera Admin. Contact Questar Customer Support at 1-800-644-4054 with any questions.
- ❑ If a DTC has not received their Nextera Admin User ID and temporary Password from Questar, he or she should contact Questar Customer Support.
- ❑ DTCs will communicate the dates of the testing window to all STCs within the district, assist schools with providing test training and preparation activities for students, and schedule test windows.
- ❑ DTCs will create a school testing schedule, identifying students who will be tested each session during the testing window. Be sure to consider the number of students participating in online testing and the number of available devices. Make sure students with special accommodations are accounted for in the schedule.
- ❑ DTCs will train STCs and Technology Coordinators for their specific roles in testing. DTCs may want to attend, assist, or monitor the Test Administrator training at each school.
- ❑ DTCs will add or edit users to allow specific individuals the rights they need for accessing their student information. Only one individual can be listed as the DTC, and only one STC can be active per school. However, multiple District and Building Level Users, as well as multiple TAs, can be added.
- ❑ During the registration window, DTCs will order accommodated testing materials.
- ❑ **DTCs must ensure appropriate implementation of accommodations and address any special needs and supplies regarding test accommodations. Make sure that the appropriate accommodations are assigned to students in Nextera Admin.**
- ❑ DTCs must ensure that STCs understand the policy for Read-Aloud administrations.
- ❑ DTCs must ensure that STCs understand how to print student login credentials, access the Proctor Password, add or edit a Test Administrator, add or edit a student, and mark accommodations for students.
- ❑ DTCs must ensure that students not present in Nextera Admin are added (either manually or via the Pre-ID portal) and assigned to a test.
- ❑ DTCs must ensure that all eligible students have been assigned to a test.
- ❑ DTCs must ensure that STCs understand how to troubleshoot common online testing issues.
- ❑ DTCs must ensure proper spacing between work stations is available.
- ❑ DTCs must ensure that systems are properly set up and ready for online testing.
- ❑ DTCs will distribute test materials to the schools and verify that each school has received the necessary test materials.
- ❑ DTCs will notify Questar of any missing materials and order additional materials as necessary.
- ❑ DTCs will provide approved rosters for Test Administrators to ensure accurate student placement.
- ❑ DTCs will save the boxes in which materials were received in order to return the materials to Questar after testing is complete.

During Testing

- ❏ DTCs will be available during schools' testing sessions to answer questions and help resolve issues as needed.
- ❏ DTCs will assist STCs in identifying and resolving any testing incidents.
- ❏ DTCs will provide schools with additional materials as necessary.
- ❏ DTCs will monitor schools to ensure that test administration and test security policies and procedures are followed.
- ❏ DTCs will communicate with the MDE, as needed, in cases of testing incidents and security breaches or for guidance when test invalidation is being considered.
- ❏ DTCs will submit invalidation requests per the MDE guidelines.
- ❏ DTCs will adjust testing schedules if inclement weather or other unforeseen events threaten or force school closures, network interruption, etc.
- ❏ DTCs will ensure that each school has only one designated computer technician that can use a cell phone during testing to provide technology support.

After Testing

- ❏ ***DTCs will verify that all online tests have been submitted using the* Testing Status Details *page in Nextera.***
- ❏ DTCs will collect and inventory all secure test materials, and DTCs will return them to Questar per the instructions found in the District Return Kit.
- ❏ DTCs will shred the appropriate materials, then complete and upload the appropriate shredding documentation to the Office of Student Assessment as outlined in the Test Security Plan using the Test Security Certification Form.
- ❏ DTCs will collect all paperwork required to be filed according to the District/School Test Security Plan.
- ❏ DTCs will notify the MDE of any missing materials.

Test Irregularities

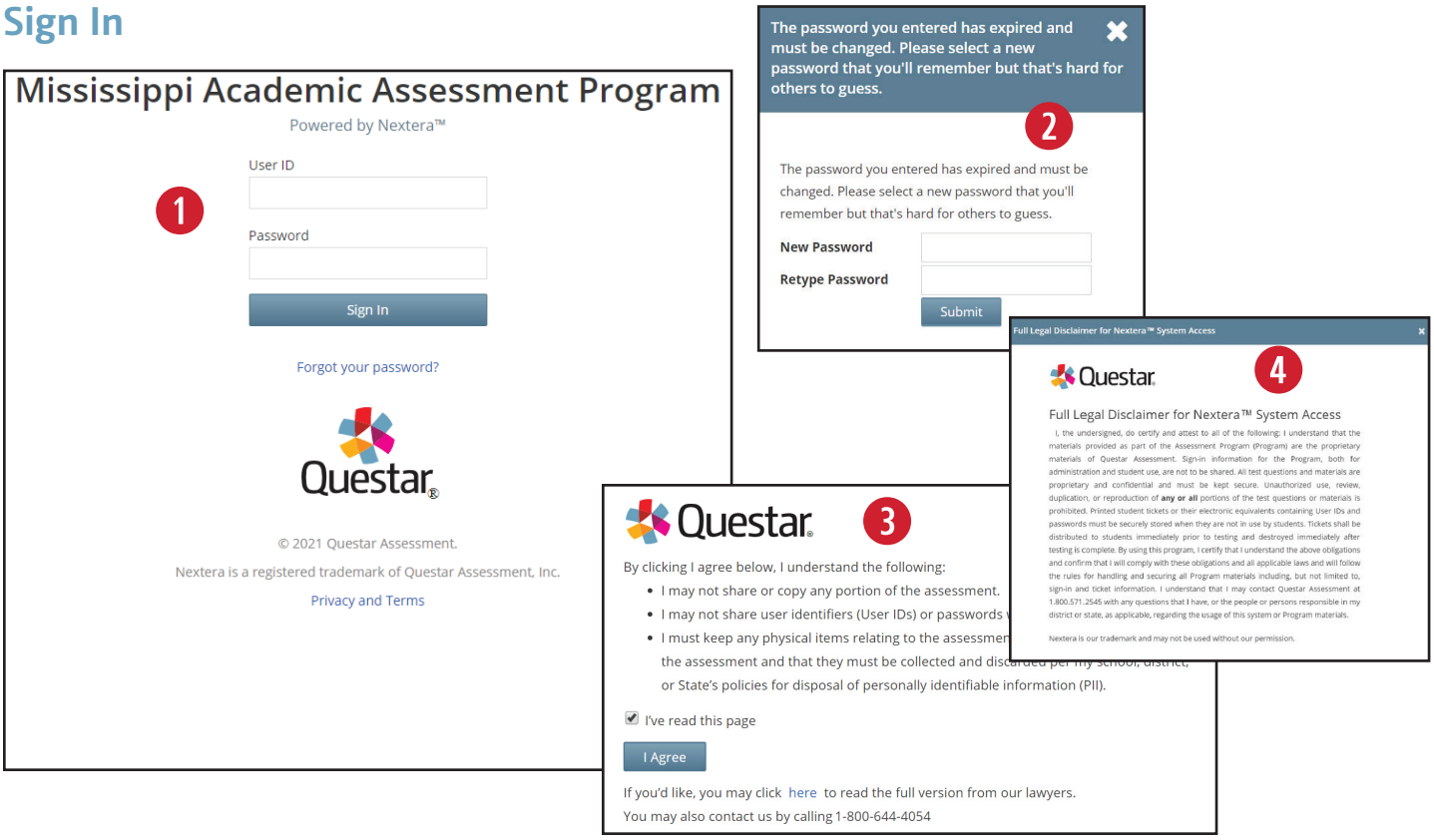
Schools must not schedule an interruption to the school day, such as a fire drill, that will affect students in any way during the assessment. If an interruption in testing occurs due to severe weather, a fire alarm, or any other natural or man-made occurrence, the Test Administrator must immediately 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 then notify the 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 the MDE prior to rescheduling.**

Following an interrupted test administration, the MDE staff will review the incident to provide guidance as to whether the students' work will be counted as a valid attempt. The determination of a "valid attempt" will be based on whether the students had a significant opportunity to discuss test content during the interruption.

In a situation where students have strong emotional reactions (such as an actual fire or another situation that creates a real or perceived threat or causes damage to property or 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 the MDE immediately. The MDE State Board of Education testing irregularity policies, as stated in the current edition of the Mississippi Public School Accountability Standards, must be followed.

Sign In

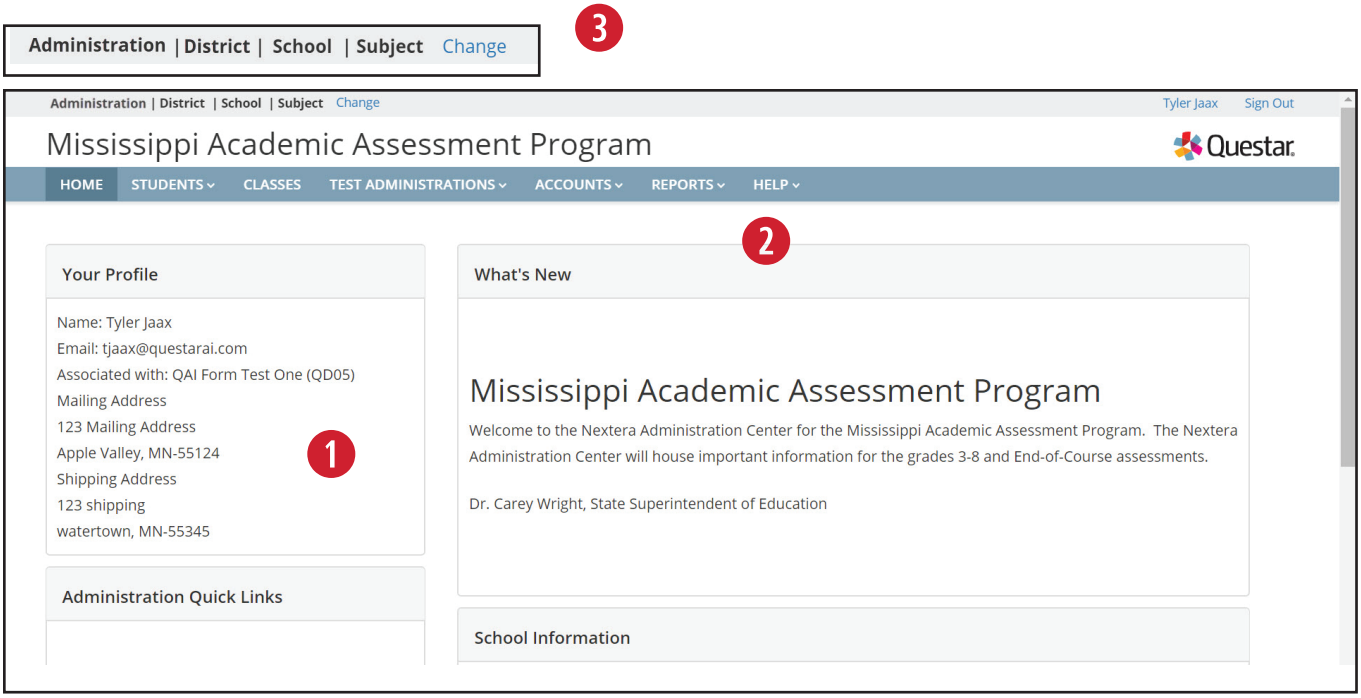


STCs who cannot locate their Nextera Admin login information should contact the DTC, and DTCs without login information should contact Questar Customer Support.

Once you have your User ID and Password, access Nextera Admin at the following site: https://ms.nextera.questarai.com.

1. Enter your User ID and Password. Then select **Sign In**.
2. The first time you sign in, you will be asked to change your password.
3. You will also be asked to acknowledge and agree to the Security Compliance statement the first time you sign in. You will be presented with a paraphrased version of the statement. From this screen, you may choose to read the full version.
4. You must exit out of the full version and select **I Agree** on the original screen in order to agree to the terms.

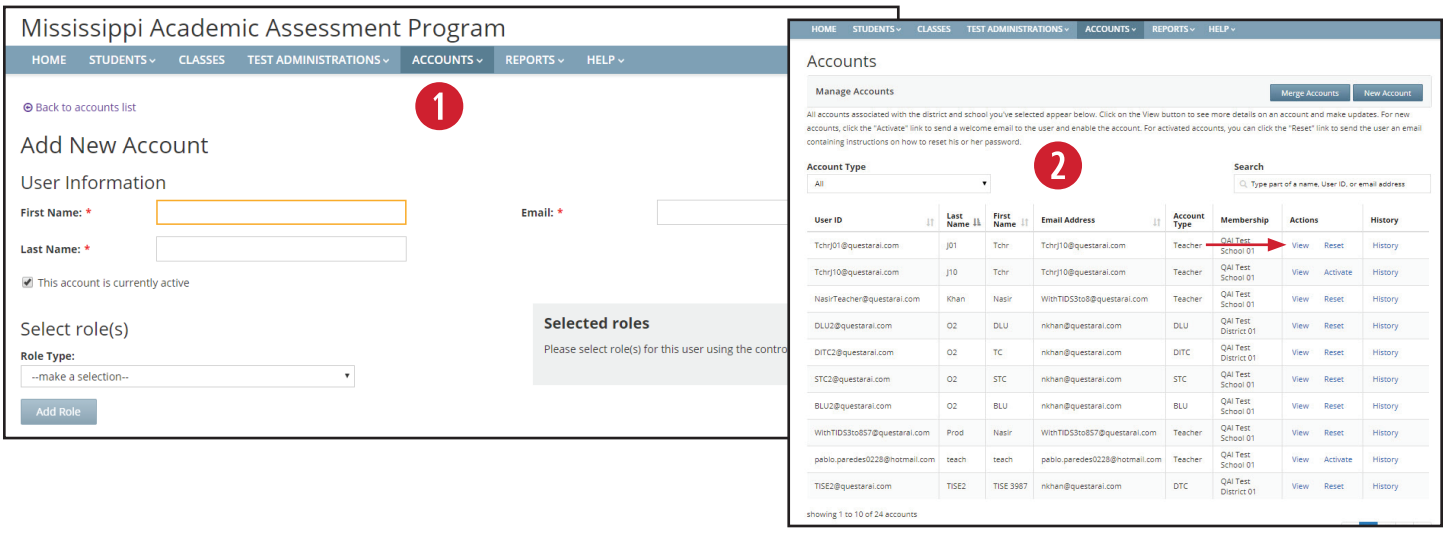
HOME Page



The *HOME* page contains a variety of online administrative resources.

1. Test Coordinators will see their user information on the left side of the screen.
2. Select the **HELP** tab at any time for additional support.
3. The gray bar at the top of the screen shows the selected administration, district, school, and subject.

User Accounts



Multiple user levels exist within Nextera Admin. Some examples include District Test Coordinator (DTC), School Test Coordinator (STC), and Teacher. A complete list of user account types can be found in the *MS Roles and Responsibilities* section of this manual.

Test coordinators can add or edit users as needed to allow specific individuals the rights they need for accessing their student information.

Note: If creating a Teacher account, refer to the *Add or Edit a Teacher* section of the STCM.

1. To add a user account, select **Accounts** under the **ACCOUNTS** tab. Then select **New Account**.

   On the *Add New Account* page, fill in the First Name, Last Name, and Email.

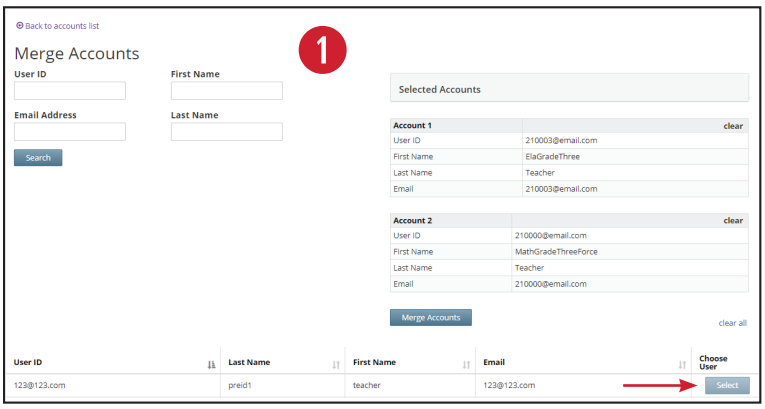
   Make sure the box next to "This account is currently active" is checked.

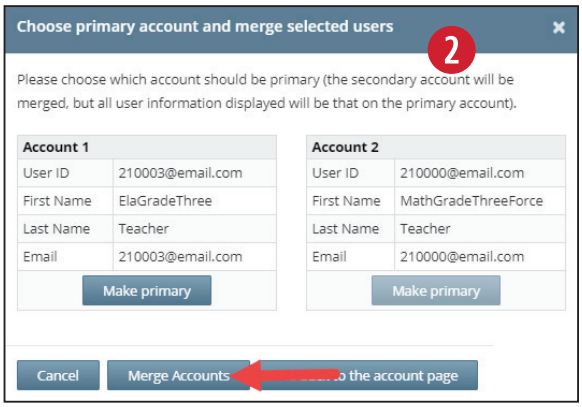
   Select the Role Type, District, and School from the drop-downs as required. Select **Add Role**, and then select **Create an Account**.

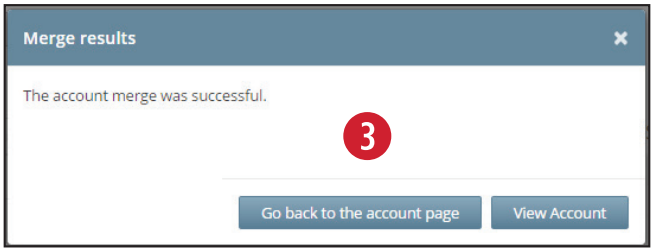
   Once you select **Create an Account**, an auto-generated email will be sent to the user's email address instructing him/her how to access Nextera Admin, including login information.

2. On the *Accounts* page, you may sort accounts by User ID, Last Name, First Name, or Email Address by selecting the up/down arrows next to the column headers.

   To edit a user account, select the **View** link next to the user's account. Then select the **Edit** button on the *View Account* page. Edit the information as needed and select **Save**.







A DTC can merge multiple accounts for a user by going to the *Accounts* page. Only two accounts can be merged at a time. Repeat the following process if more than two accounts need to be merged.

1. To merge user accounts, select **Merge Accounts** on the *Accounts* page. On the *Merge Accounts* page, select the **Select** button for the two accounts you would like to merge. Then select **Merge Accounts**.

2. Select the **Make Primary** button for the primary account. Then select **Merge Accounts**.

3. A pop-up window will appear confirming the merge was successful.

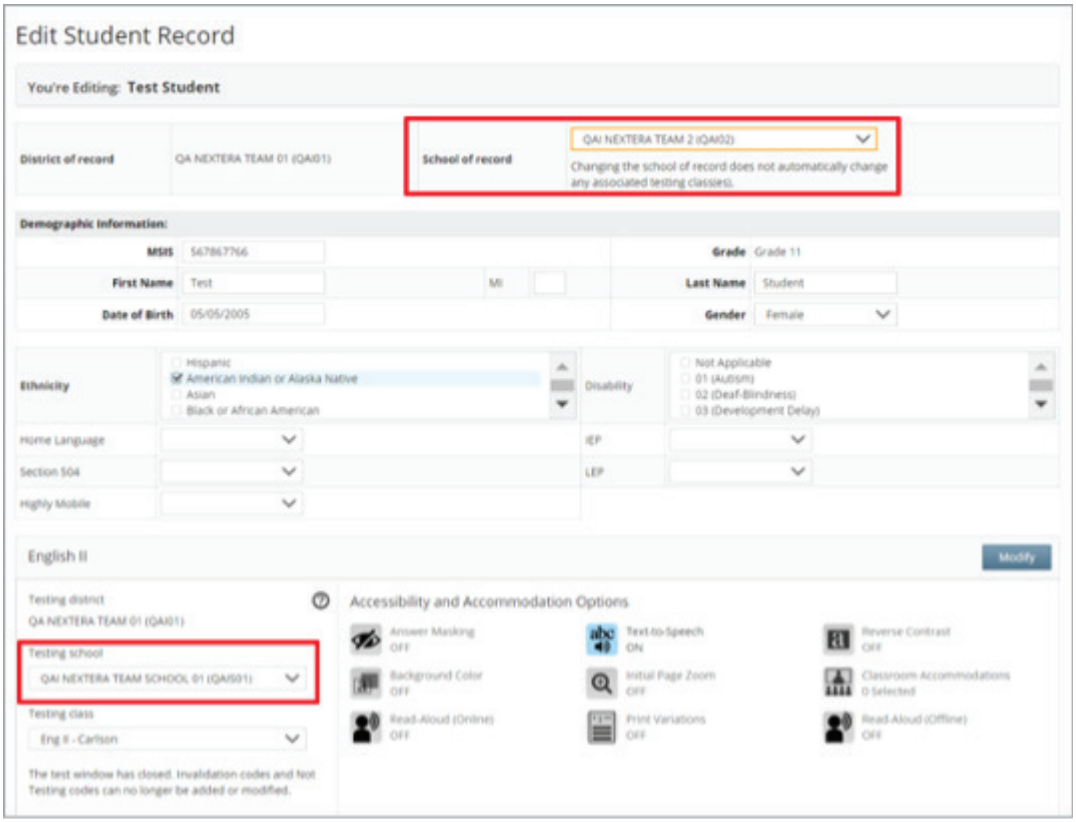
Note: Only one individual can be listed as the DTC, and only one STC can be active per school. However, multiple District Level Users and Building Level Users can be added. Additionally, Teachers will be pre-populated into Nextera Admin after student Pre-ID files from the state are loaded by Questar prior to each administration.

Updating a Student's School of Record and Testing School

There will be times throughout the test administration window when students have switched schools within your district and will need their **School of record** updated within the Nextera Admin site. During this time, DTCs must also update the student's **Testing school/class** for each subject in which the student is testing. This section will give you step-by-step instructions on ensuring that a student's School of record and Testing school data match.

To Update a Student's School of Record and Testing School:

1. Select the **STUDENTS** tab, then select **Students** again from the drop-down menu.
2. Select the **View** button on the student needing their school of record changed, then select **Edit**.
3. From the **School of record** drop-down menu, select the correct school for the student.
4. Scroll down until you can see the subjects that the student will be testing in. Select the **Testing school** drop-down menu and ensure that the **School of record** and **Testing school** are the same. The image below shows the **School of record** and **Testing school** not matching and in need of correction. Updating the **School of record** alone will **NOT** update the **Testing school**. This must be done for each subject the student is testing in.



5. Select Save at the bottom of the *Edit Student Record* page. The student's information has now been updated correctly.

Note: If a student needs to be moved from a school in another district to a school in your district, you must contact Questar Customer Support to request this change.

Registration

During the Registration window, DTCs will order accommodated materials (test books) for each school in the district. This section walks DTCs through this process.

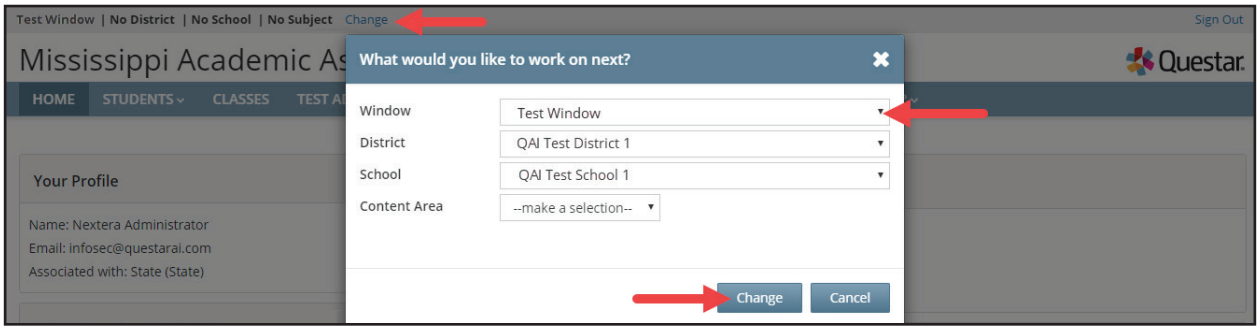
If Registration is not completed during the Registration window, accommodated materials will need to be ordered by the DTC during the Additional Material Order (AMO) window instead by following the steps outlined in the *Additional Material Orders* section in this manual. Refer to the *Important Dates* page under the **TEST ADMINISTRATIONS** tab in Nextera Admin to view the dates for both the Registration window and AMO window.

Note: For information on assigning student accommodations in Nextera, such as Large Print or Braille, consult the *School Test Coordinator's Manual (STCM),* available on the Nextera Admin *Help* page.

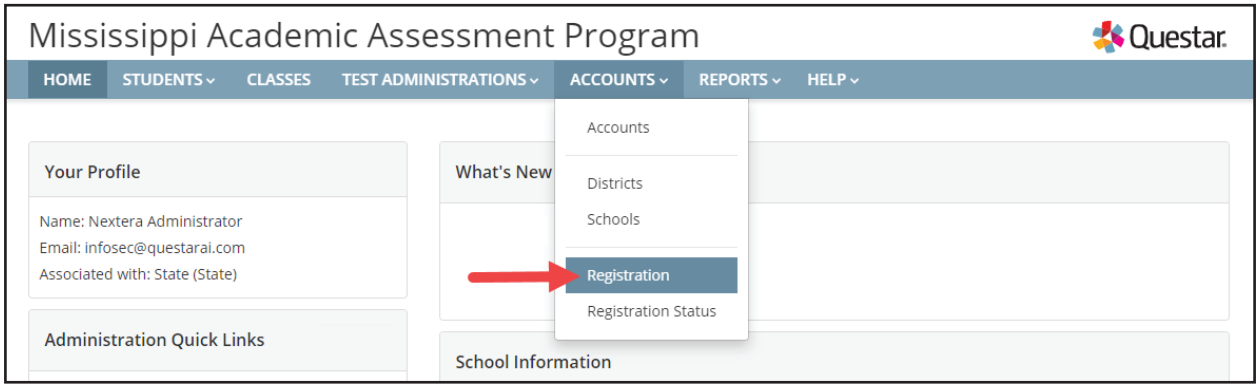
To Begin Registration:

Before you begin, ensure the gray bar at the top of the screen displays the test window for which you would like to order accommodated materials.

1. Select the **Change** link in the gray bar at the top of the Nextera Admin site. Then select the appropriate test window from the *Window* drop-down and select **Change**.

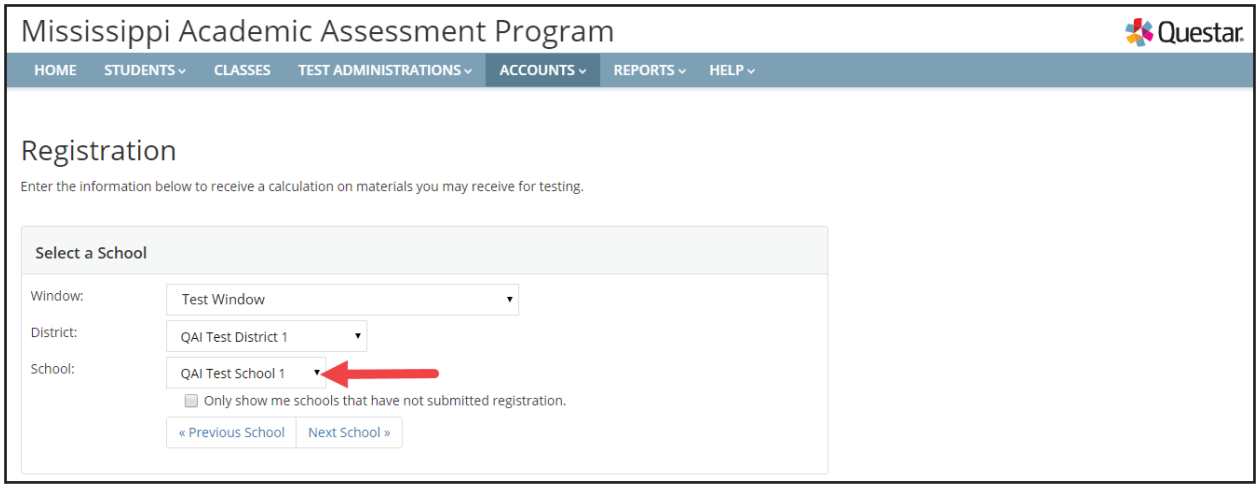


2. From the **ACCOUNTS** tab, select **Registration**.



The *Registration* page will display.

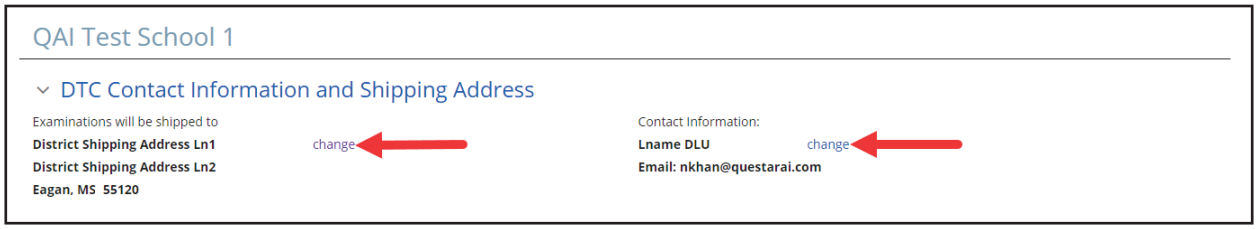
3. Select the applicable school from the *School* drop-down.



To Update the District Shipping Address:

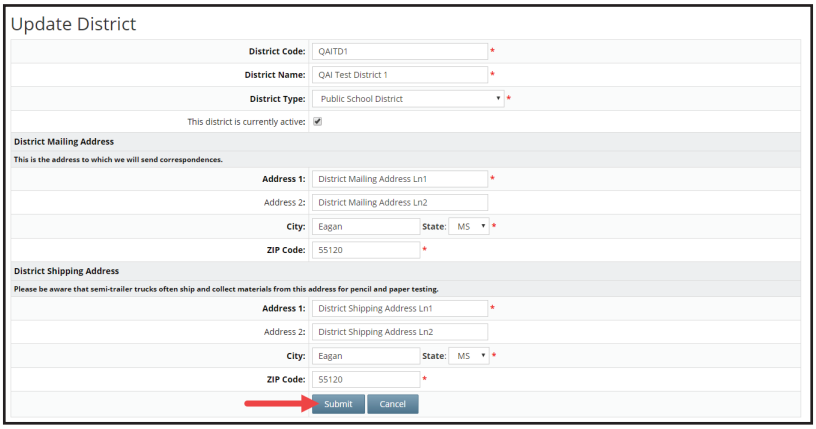
Before completing registration, it is important to first verify the district shipping address and contact information. Follow the steps below to both verify and update this information, if needed.

1. Under *DTC Contact Information and Shipping Address*, select **change** if you need to update the shipping address or DTC/DLU contact information.



The *Update District* page will display if you select **change** next to the shipping address.

2. On this page, make the necessary changes, and then select **Submit** to save your changes.



You will be taken to the *Districts* page and must navigate back to the *Registration* page. Before continuing, ensure the correct school is selected from the *School* drop-down on the *Registration* page.

To Enter and Submit Accommodated Material Counts:

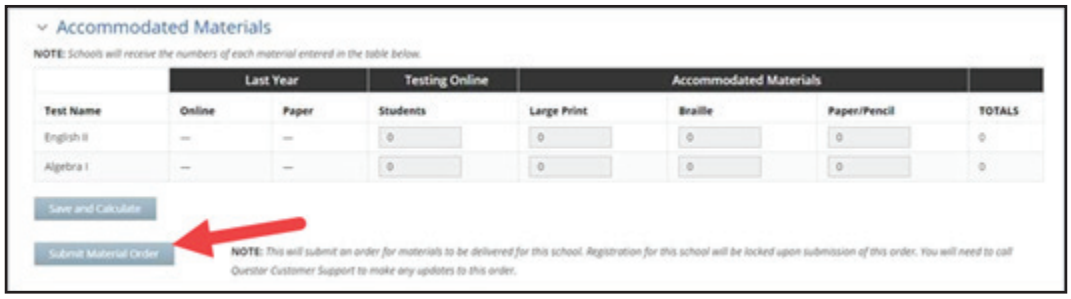
1. Enter accommodated material counts for each row of the table as needed. Each row is specific to a particular content area/grade.

   Note: The student counts entered in the *Testing Online* column will not be used by Questar, so these fields are optional.

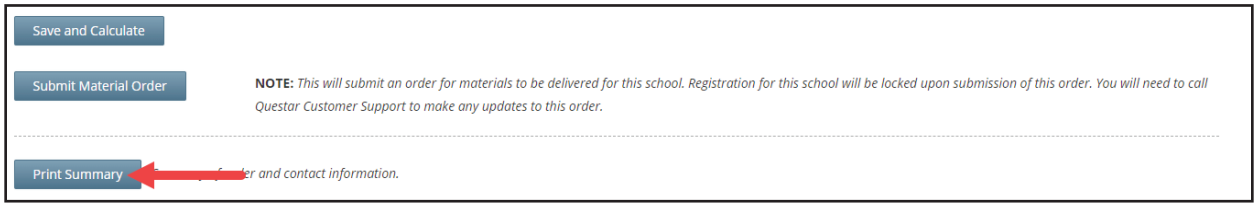
   When you are finished and/or would like to save the counts entered, select **Save and Calculate**. After doing so, if you navigate away from the *Registration* page, your counts will still be saved but NOT submitted.

2. Once you have verified all the counts entered are correct, select **Submit Material Order**.

   Note: Fields in the table will turn gray to indicate that submission has been completed.



3. Select **Print Summary** to print a summary of your order for your records.

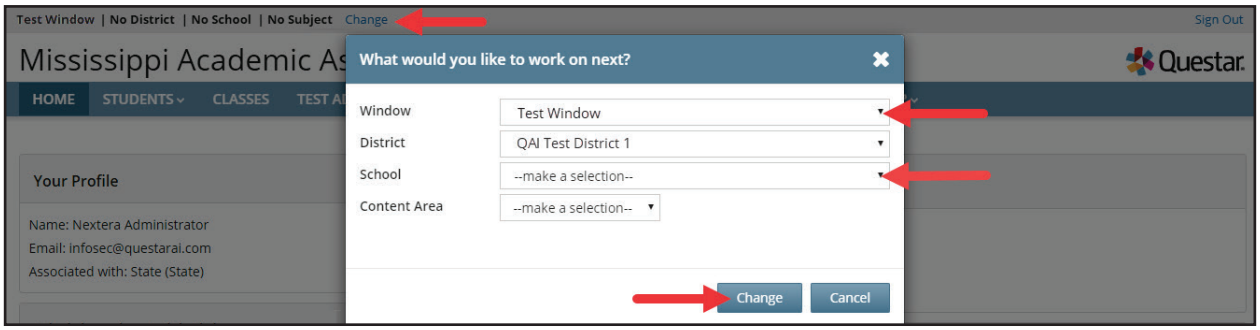


4. Repeat all the previous steps for each school in your district that requires accommodated materials for testing.

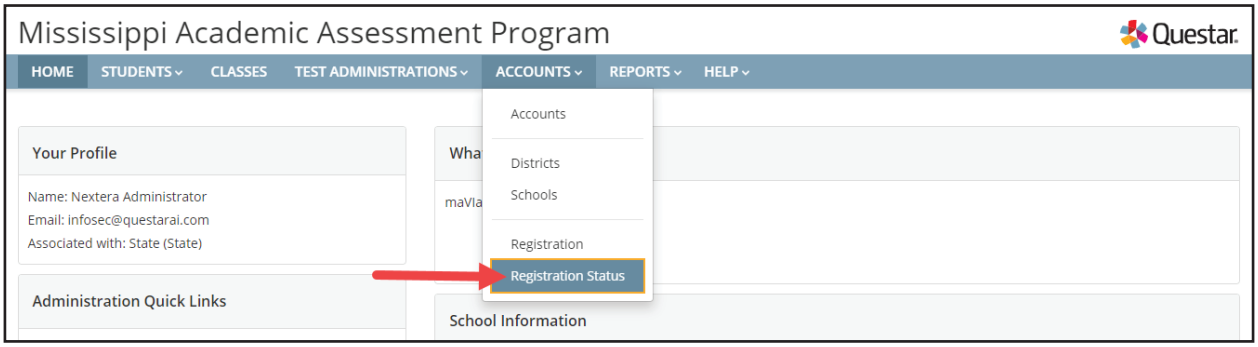
To Verify School Registration Status:

1. Select the **Change** link in the gray bar at the top of the Nextera Admin site. Select the appropriate test window from the *Window* drop-down.

   To view the registration summary for all schools in the district, select **—make a selection—** from the *School* drop-down. To view the registration summary for just a specific school, select that school from the drop-down. Then select **Change**.



2. From the **ACCOUNTS** tab, select **Registration Status**.



The *Registration Status* page will display.

3. Select whether you would like to view all content areas or a specific content area using the *Select a Content Area* drop-down.

4. You can use the *Select an Order Complete status* drop-down to filter the results on whether a school's order has been submitted.

5. To generate a Microsoft Excel file containing the registration summary data displayed on the screen, select the **Download Data File (Excel)** link.

Pre-ID File Upload Overview

This section contains step-by-step instructions for DTCs and District Level Users (DLUs) on using the Pre-ID portal to upload students, as well as update student records, class details, and teacher information in Nextera Admin. This does not replace the requirement for districts to update student information in the Mississippi Student Information System (MSIS). This process only applies to uploading supplementary information into Nextera Admin.

The Pre-ID upload process in Nextera Admin allows DTCs/DLUs the ability to mass upload re-testers and other students instead of having to manually enter each student. When utilizing this process, DTCs/DLUs will be able to enter the student(s), place them in a class, and assign the teacher all at once. Please note that any MAAP accommodation(s) information will need to be manually selected in the individual student record(s) once they have been uploaded into Nextera Admin. Uploading student information through a Pre-ID file requires processing time. Allow 24 hours between upload and printing of student logins.

Below is a high-level description of the Pre-ID upload process, and detailed instructions can be found on the subsequent pages.

High-Level Process

Prepare the file

- Use the Pre-ID file template.
- Follow the file type and line item formatting rules as listed in the *Pre-ID File Formatting Rules* section.

Upload the file in Nextera Admin

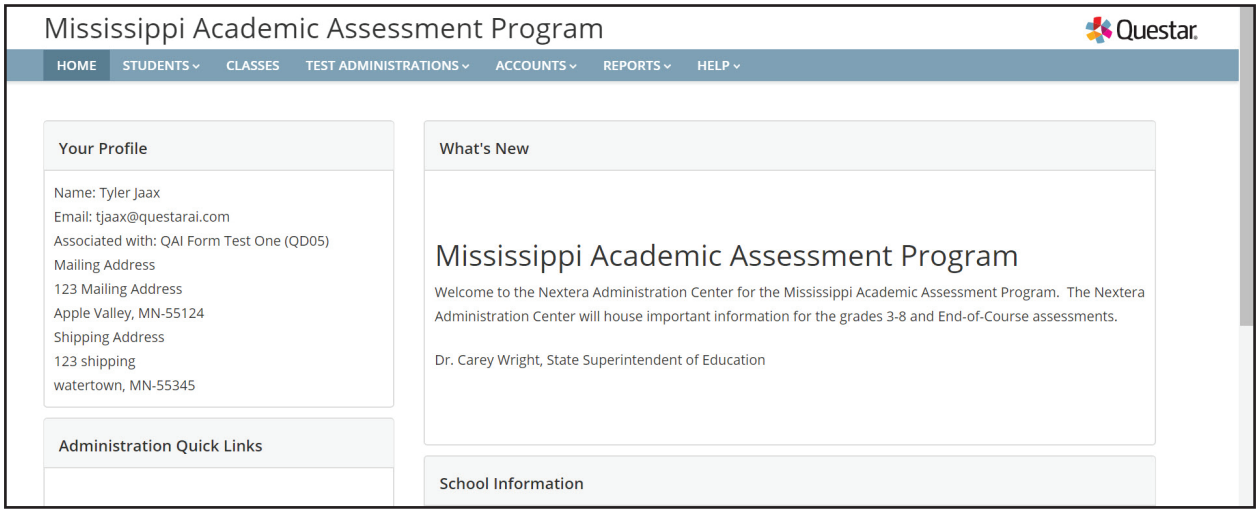
- Select **Pre-ID Uploads** from the **STUDENTS** tab.
- Select **Upload a new Pre-ID file**.
- Select the test administration.
- Select the file to upload.
- Select **Upload file for processing** to check for errors and to proceed with the data upload.

Downloading the Pre-ID File Template

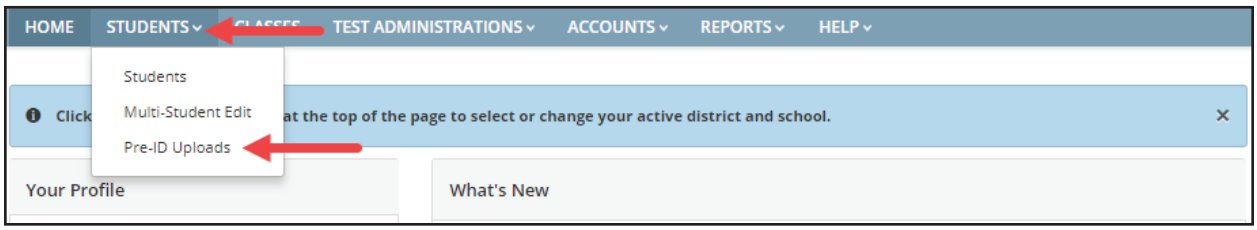
Users can download the template by completing the following steps:

1. Sign in to Nextera Admin.

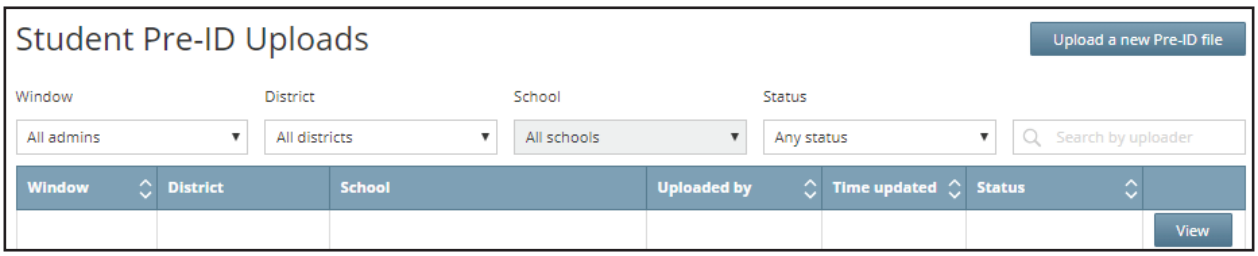
   The *HOME* page displays.



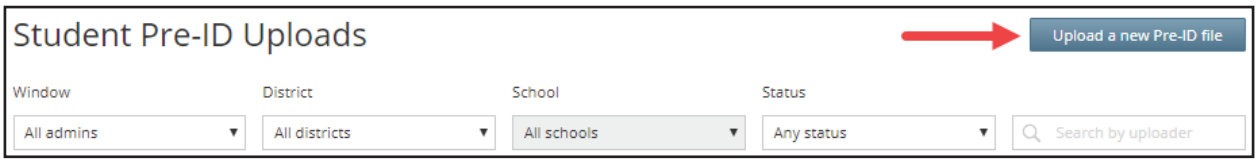
2. Select **Pre-ID Uploads** from the **STUDENTS** tab.



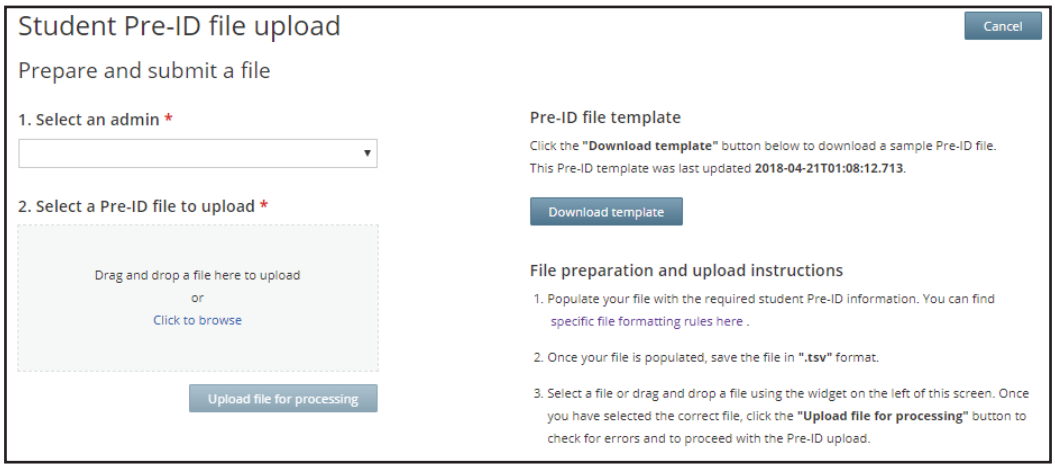
   The *Student Pre-ID Uploads* page displays.



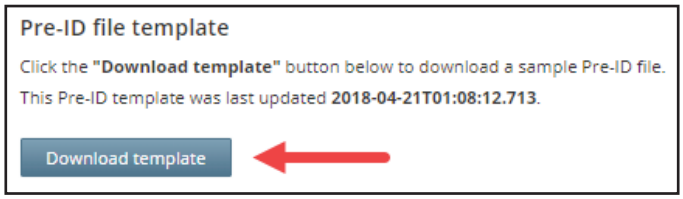
3. Select **Upload a new Pre-ID file.**



The *Student Pre-ID file upload* page displays.



4. Select **Download template.**



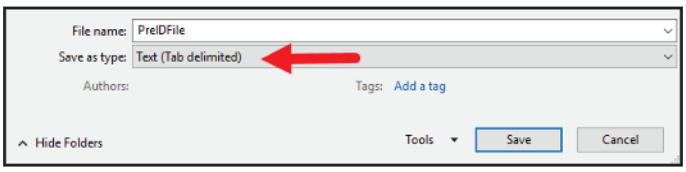
See the *Pre-ID File Formatting Rules* section for details on the file type and item line formatting rules for Pre-ID files.

Converting a Pre-ID File to .tsv Format

A Pre-ID file must be saved as a .tsv file type before uploading it in Nextera Admin.

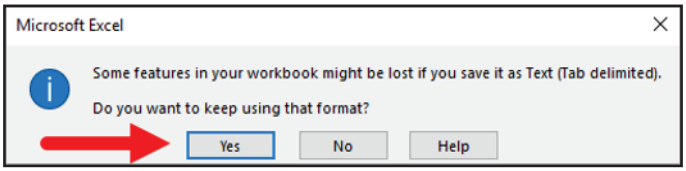
Users can follow this process to save a Microsoft Excel file as a .tsv file:

1. Download and open the Pre-ID file template.
2. Enter or paste the data into the corresponding columns.
3. Select **File > Save As.** Then select the applicable location to save the file.
4. Change the *Save as type* to **Text (Tab delimited)**.

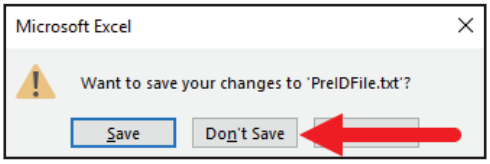


5. Enter a file name and select **Save**.

6. A pop-up message displays stating “Some features in your workbook might be lost if you save it as Text (Tab delimited). Do you want to keep using that format?” Select **Yes**.



7. When you select to close the file, a pop-up message displays stating “Want to save your changes to ‘<filename>.txt’?” Select **Don’t Save**.

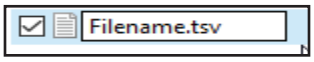


8. Navigate to the location of the saved file. It will have a .txt extension that must be changed to .tsv instead.

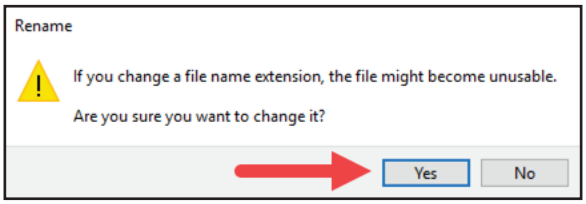
Note: If you do not see the file extension in the name, ensure your operating system is set to view file extensions.

9. Select the file name to edit the name.

10. Change the .txt file extension to .tsv instead.



11. When asked “Are you sure you want to change it?” select **Yes**.



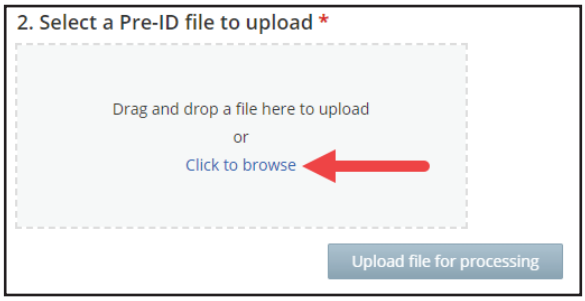
Uploading a Pre-ID File

Once the student Pre-ID file is prepared, complete the following steps to upload the student data in Nextera Admin.

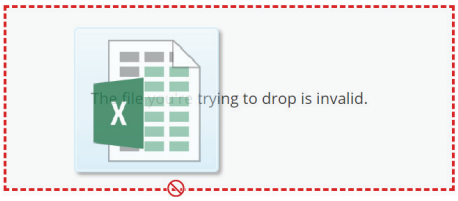
1. Use the drop-down menu to select the appropriate admin. Test windows that are in a “testing not started” or a “testing in progress” status are active.

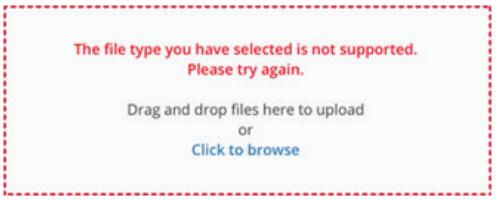
Note: Test windows that are in a “testing finished” status are grayed out and are not selectable.

2. Drag and drop the file or use the **Click to browse** link to search for the file.



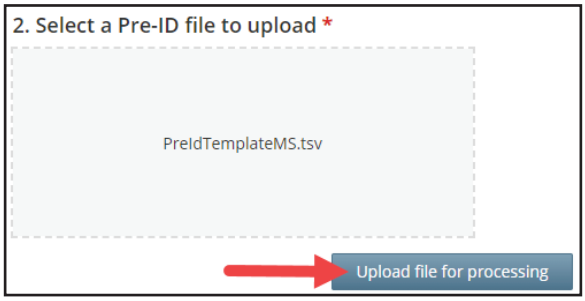
If the file type is not in the proper format, one of the following messages will display:



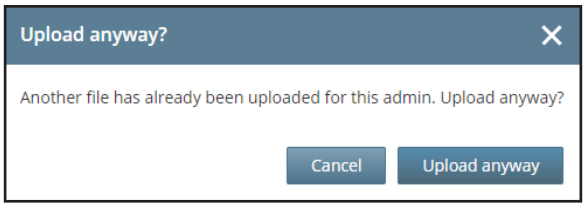


If the file type is in the proper format, the file name will display:

3. Select **Upload file for processing**.



4. If you or another user has already uploaded a student Pre-ID file for the testing window, the following message displays:



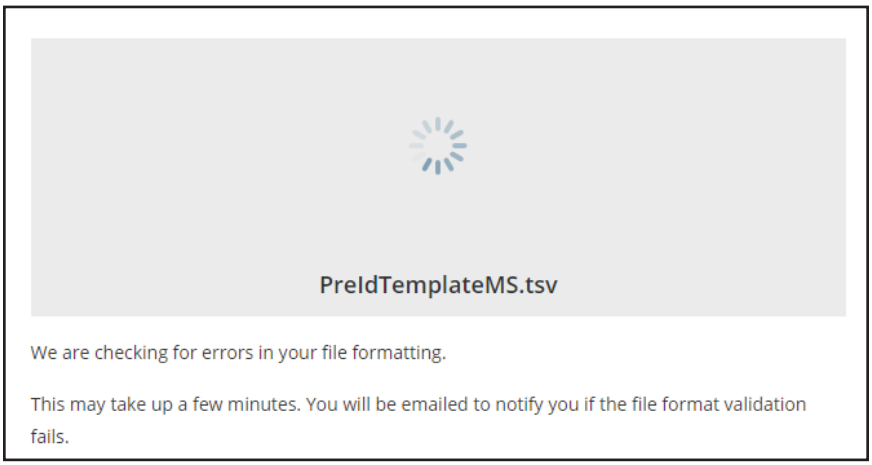
If the newer file has duplicated records from the prior file, the new file will override the prior file.

- Select **Upload anyway** to continue the upload and proceed to the next step.

Or

- Select **Cancel** to cancel the upload.

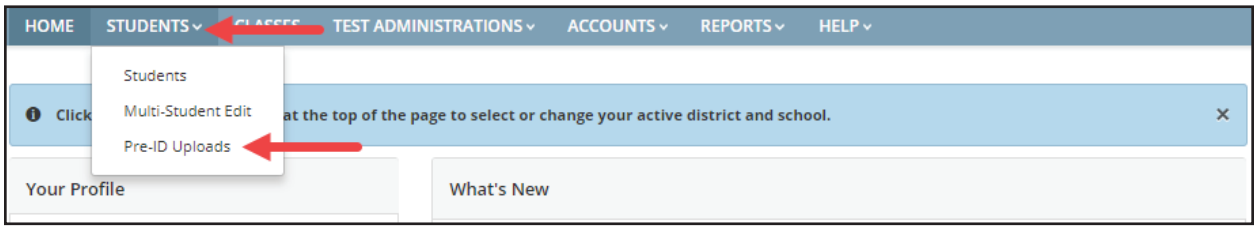
The following image displays as the system checks for errors in the file formatting. If errors exist, you will receive a notification at the email address associated with your Nextera user account.



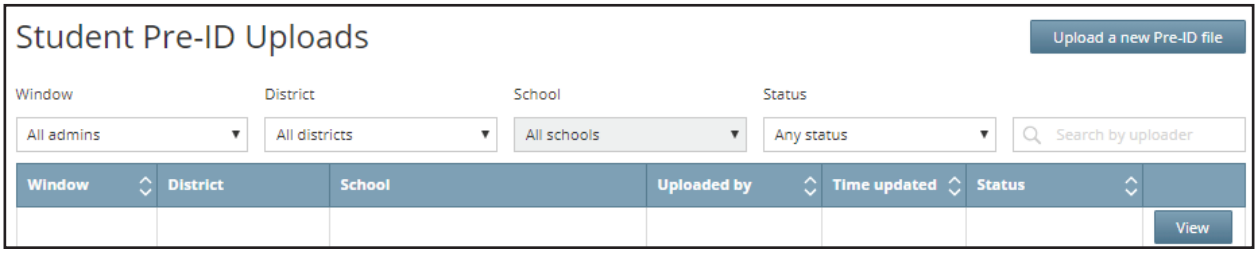
5. The time needed to complete this process depends on the file size, internet connectivity, and network speed. Once the process is completed, you will receive a confirmation at the email address associated with your Nextera user account.

Viewing the Status of a Pre-ID File

1. Select **Pre-ID Uploads** from the **STUDENTS** tab.



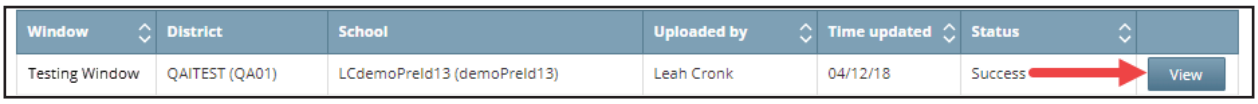
The *Student Pre-ID Uploads* page displays.



2. Use the search field, filter, or sort functionalities to locate the Pre-ID file you wish to view.

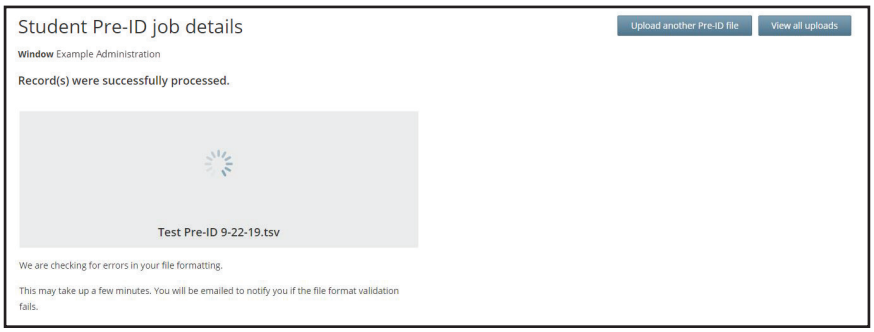
- You can search results by the uploader's name.
- You can filter results by administration window, district, school, and upload status.
- You can sort results by the administration window, uploader, upload date, and status by selecting the icon in each column.

3. Select **View** for the Pre-ID file you wish to view.

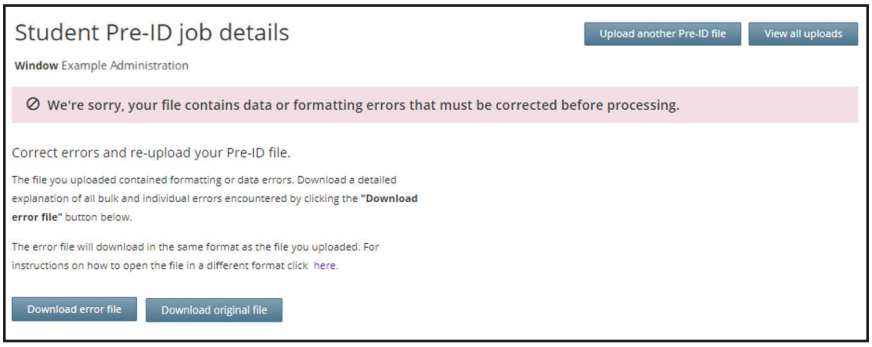


If the file is complete, an image similar to the following displays:

If the file is in progress, an image similar to the following displays:



If the file has errors, an image similar to the following displays with the reason(s) for the errors and a link to an error file that details the records having errors:



Before the upload process completes, you will need to correct the file. (See the *Pre-ID File Troubleshooting* section for details.) You can view details of the error(s) by selecting **Download error file** or **Download bulk error file** (in case of bulk errors). Update the applicable fields in the Pre-ID file and complete the upload process again.

Pre-ID File Troubleshooting

Here are a few warning and error messages that may display for a Pre-ID file upload:

Peak Hours Message

Records cannot be loaded during peak hours from 5:00 a.m. to 4:00 p.m. CT. The following warning will display, and an email will be received once the file is processed according to the priority in the queue.

> Your file is in the queue to be processed. Records cannot be loaded during peak hours.
>
> We have queued your file and it will be automatically be processed once peak hours end and we have processed any other files ahead of it in the queue. You will be notified by email once processing is completed. You may also check the status of your upload from the Student Pre-ID Uploads page at any time.
>
> If there are any records with errors you will need to correct and re-upload them, while any valid records will be processed.

Errors relating to the class identifier in the Pre-ID file

Class identifier errors can be resolved by comparing the class identifier fields in the Pre-ID file to the list of classes in Nextera Admin and making the necessary updates.

Errors relating to line item formatting

Line item formatting errors can be resolved by updating the applicable fields in the Pre-ID file to match the *Pre-ID File Formatting Rules* section.

Sample error messages of this type include the following:

- "The [field name] is required. Please provide [field name]."
- "The value(s) entered for the following column(s) are invalid: [field name]. Please correct [field name] to match the acceptable value provided in the help documentation."

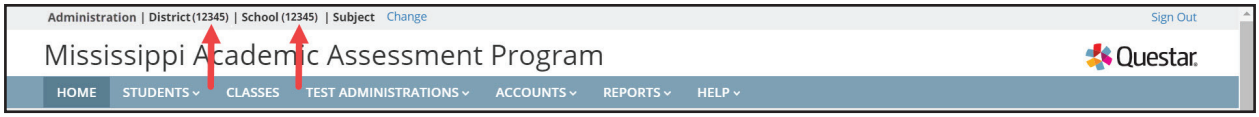
Errors relating to the district and/or school ID in the Pre-ID file

Errors relating to the district and/or school ID in the Pre-ID file can be resolved by updating the applicable district and/or school ID in the Pre-ID file.

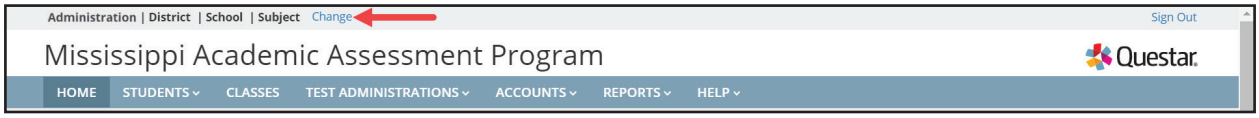
To locate the district and/or school ID in Nextera Admin, complete the following steps:

1. Sign in to Nextera Admin.

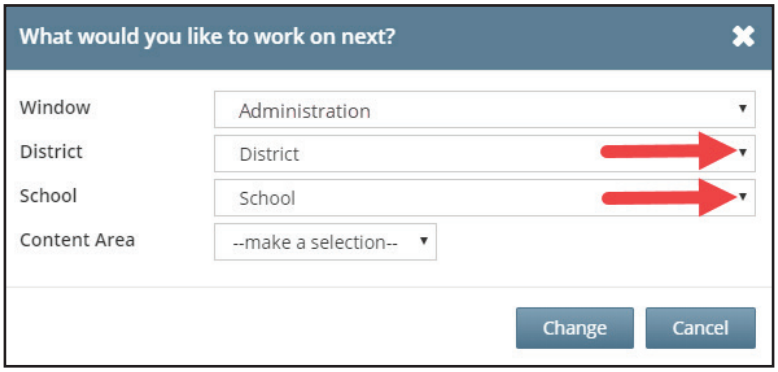
   The *HOME* page displays with the district and/or school ID in parentheses at the top of the window.



2. To locate the ID for a different district or school, select **Change.**



   The *"What would you like to work on next?"* window displays.



3. Use the drop-down arrows to locate the applicable district and/or school. The district and/or school ID display in the parentheses.

Pre-ID File Formatting Rules

This section provides the line item formatting rules for the Pre-ID files DTCs and DLUs will upload in Nextera Admin. For the Pre-ID file to upload without error, ensure you format the values entered in the .xlsx file according to the rules in this section.

Line Item Formatting Rules

Columns that are indicated as optional only need to include values if there are valid values that should be assigned to students. If an optional value needs to be changed to blank, include the column and leave the appropriate cell blank.

Note: The columns do not have to be in the order provided in the template.

Required	Field Name	Field Description	Valid Values	Validation	Data Type	Field Length	Revision Date	Revision Notes
Required	District Number	State-designated district number. A unique number or alphanumeric code assigned to an organization by a school, school system, state, or other agency or entity.	0–9, A–Z The district number will be validated to ensure the district number exists in Nextera Admin. If the district number does not exist, the record will not load and an error will be written.	Error if not populated	Alpha Numeric	20		
Optional	District Name	State-designated district name. The name of a non-person entity such as an organization, institution, agency, or business.	0–9, A–Z, a–z, space, quote, period, hyphen, comma, forward slash, parentheses, ampersand		Alpha Numeric	75		
Required	School Number	State-designated school number. A unique number or alphanumeric code assigned to an institution by a school, school system, state, or other agency or entity.	0–9, A–Z The school number will be validated to ensure the school number exists in Nextera Admin. If the school number does not exist, the record will not load and an error will be written.	Error if not populated	Alpha Numeric	20		
Optional	School Name	State-designated school name. The full legally accepted name of the institution.	0–9, A–Z, a–z, space, quote, period, hyphen, comma, forward slash, parentheses, ampersand		Alpha Numeric	75		

Required	Field Name	Field Description	Valid Values	Validation	Data Type	Field Length	Revision Date	Revision Notes
Required	Teacher ID	State-designated identification of the teacher associated with the student.	0–9 MS teacher ID = 4–6 digits with leading zero(s)	Error if not populated	Numeric	50		
Required	Term	Term in which the student will be tested.	A–Z, a–z The valid value will be Fall for **Fall** EOC. The valid value will be **Spring** for Spring 3–8, or EOC.	Error if not populated	Alpha	6		
Required	Subject / Content Area	Subject or content area in which the student will be tested. The body of information that teachers teach and that students are expected to learn in a given subject or content area, such as English language arts, mathematics, or science.	0–9, A–Z, a–z, space, period, parentheses The valid values for End of Course are: • Algebra I • English II The valid values for 3–8 are: • ELA • Math	Error if not populated	Alpha Numeric	50		
Required	Class	Class associated with the student. The descriptive name given to a course of study offered in a school or other institution or organization. In departmentalized classes at the elementary, secondary, and postsecondary levels (and for staff development activities), this refers to the name by which a course is identified (e.g. English II). For elementary and other non-departmentalized classes, it refers to any portion of the instruction for which a grade or report is assigned (e.g., reading, composition, spelling, and language arts). **If a generic class name is desired, the subject and the teacher's last name is recommended, since each class name within a school must be unique.**	0–9, A–Z, a–z, space	Error if not populated	Alpha Numeric	25		

Required	Field Name	Field Description	Valid Values	Validation	Data Type	Field Length	Revision Date	Revision Notes
Required	Grade	Testing grade associated with the student. The grade or developmental level of a student when assessed.	03 = Grade 3 04 = Grade 4 05 = Grade 5 06 = Grade 6 07 = Grade 7 08 = Grade 8 09 = Grade 9 10 = Grade 10 11 = Grade 11 12 = Grade 12 13 = Grade 12+/ Adult	Error if not populated	Numeric	2		
Required	Student ID	State-designated student identification. A unique numeric code assigned to the student by the state or other agency or entity.	0–9 MS Student ID = 9 digits with leading zero(s)	Error if not populated	Numeric	20		
Required	Student Last Name	Student's last name. The Student's full legal last name borne in common by members of a family.	0–9, A–Z, a–z, space, quote, period, hyphen	Error if not populated	Alpha Numeric	35		
Required	Student First Name	Student's first name. The Student's full legal first name given to a person at birth, baptism, or through legal change.	0–9, A–Z, a–z, space, quote, period, hyphen	Error if not populated	Alpha Numeric	35		
Optional	Student Middle Initial	Student's middle initial. The first character of the Student's full legal middle name given to a person at birth, baptism, or through legal change.	A–Z		Alpha	1		
Required	Date of Birth	Student's date of birth. The month, day, and year on which the student was born.	MMDDYYYY The Student's date of birth must be a valid date.	Error if not populated	Numeric	8		
Required	Gender	Student's gender. The concept describing the biological traits that distinguish the males and females of a species.	M = Male F = Female	Error if not populated	Alpha	1		
Required	Ethnicity - Hispanic	Student's ethnicity is Hispanic. An indication that the person traces his or her origin or descent to Mexico, Puerto Rico, Cuba, Central America, South America, or other Spanish cultures, regardless of race.	Y or N At least one of the Ethnicity fields must be Y. More than one of the Ethnicity fields can be Y.	Error if not populated	Alpha	1		

Required	Field Name	Field Description	Valid Values	Validation	Data Type	Field Length	Revision Date	Revision Notes
Required	Ethnicity - American Indian or Alaska Native	Student's ethnicity is American Indian or Alaska Native. An indication that the person traces his or her origin or descent to any of the original peoples of North or South America (including Central America) and who maintains tribal affiliation or community attachment.	Y or N At least one of the Ethnicity fields must be Y. More than one of the Ethnicity fields can be Y.	Error if not populated	Alpha	1		
Required	Ethnicity - Asian	Student's ethnicity is Asian. An indication that the person traces his or her origin or descent to any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent.	Y or N At least one of the Ethnicity fields must be Y. More than one of the Ethnicity fields can be Y.	Error if not populated	Alpha	1		
Required	Ethnicity - Black or African American	Student's ethnicity is Black or African American. An indication that the person traces his or her origin or descent with total or partial ancestry from any of the native populations of Sub-Saharan Africa.	Y or N At least one of the Ethnicity fields must be Y. More than one of the Ethnicity fields can be Y.	Error if not populated	Alpha	1		
Required	Ethnicity - Native Hawaiian or Other Pacific Islander	Student's ethnicity is Native Hawaiian or other Pacific Islander. An indication that the person traces his or her origin or descent to any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.	Y or N At least one of the Ethnicity fields must be Y. More than one of the Ethnicity fields can be Y.	Error if not populated	Alpha	1		
Required	Ethnicity - White	Student's ethnicity is White. An indication that the person traces his or her origin or descent to any of the original peoples of Europe, the Middle East, or North Africa.	Y or N At least one of the Ethnicity fields must be Y. More than one of the Ethnicity fields can be Y.	Error if not populated	Alpha	1		
Optional	Ethnicity - Multiple	Student has multiple ethnicities and the other options are not valid. A person having origins in more than one of the racial groups.	Y or N At least one of the Ethnicity fields must be Y. More than one of the Ethnicity fields can be Y.		Alpha	1		

Required	Field Name	Field Description	Valid Values	Validation	Data Type	Field Length	Revision Date	Revision Notes
Optional	Home Language	Student's home language. The Student's language that is most commonly spoken by the members of the family for everyday interactions at home.	01 = English 02 = Arabic 03 = Chinese / Zhongwen 04 = French 05 = Haitian Creole 06 = Portuguese 07 = Russian 08 = Spanish 09 = Tagalog 10 = Urdu 11 = Vietnamese 12 = Karen 13 = Somali 14 = Nuer 15 = Nepali 16 = Kurdish 17 = Burmese 18 = Marshallese 98 = Other 99 = Omitted		Numeric	2		
Required	Disability - Autism	Autism is a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a child's educational performance. This is an indicator associated with the student.	Y or N	Error if not populated	Alpha	1		
Required	Disability - Deaf-Blindness	Deaf-Blindness is concomitant [simultaneous] hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness. This is an indicator associated with the student.	Y or N	Error if not populated	Alpha	1		

Required	Field Name	Field Description	Valid Values	Validation	Data Type	Field Length	Revision Date	Revision Notes
Required	Disability - Development Delay	Development Delay is for children from birth to age three (under IDEA Part C) and children from ages three through nine (under IDEA Part B). The term developmental delay, as defined by each state, means a delay in one or more of the following areas: physical development; cognitive development; communication; social or emotional development; or adaptive [behavioral] development. This is an indicator associated with the student.	Y or N	Error if not populated	Alpha	1		
Required	Disability - Emotional Disturbance	Emotional Disturbance is a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance: (a) An inability to learn that cannot be explained by intellectual, sensory, or health factors. (b) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers. (c) Inappropriate types of behavior or feelings under normal circumstances. (d) A general pervasive mood of unhappiness or depression. (e) A tendency to develop physical symptoms or fears associated with personal or school problems. The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance. This is an indicator associated with the student.	Y or N	Error if not populated	Alpha	1		
Required	Disability - Hearing Impairment	Hearing Impairment is an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but is not included under the definition of "deafness." This is an indicator associated with the student.	Y or N	Error if not populated	Alpha	1		

Required	Field Name	Field Description	Valid Values	Validation	Data Type	Field Length	Revision Date	Revision Notes
Required	Disability - Intellectual Disability	Intellectual Disability is a significantly sub-average general intellectual functioning, existing concurrently [at the same time] with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance. This is an indicator associated with the student.	Y or N	Error if not populated	Alpha	1		
Required	Disability - Multiple Disabilities	Multiple Disabilities are concomitant [simultaneous] impairments (such as intellectual disability-blindness, intellectual disability-orthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. The term does not include deaf-blindness. This is an indicator associated with the student.	Y or N	Error if not populated	Alpha	1		
Required	Disability - Orthopedic Impairment	Orthopedic Impairment is a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures). This is an indicator associated with the student.	Y or N	Error if not populated	Alpha	1		

Required	Field Name	Field Description	Valid Values	Validation	Data Type	Field Length	Revision Date	Revision Notes
Required	Disability - Other Health Impairment	Other Health Impairment is having a limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that (a) is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, or Tourette syndrome and (b) adversely affects a child's educational performance. This is an indicator associated with the student.	Y or N	Error if not populated	Alpha	1		
Required	Disability - Specific Learning Disability	Specific Learning Disability is a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities; of intellectual disability; of emotional disturbance; or of environmental, cultural, or economic disadvantage. This is an indicator associated with the student.	Y or N	Error if not populated	Alpha	1		
Required	Disability - Speech or Language Impairment	Speech or Language Impairment is a communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child's educational performance. This is an indicator associated with the student.	Y or N	Error if not populated	Alpha	1		

Required	Field Name	Field Description	Valid Values	Validation	Data Type	Field Length	Revision Date	Revision Notes
Required	Disability - Traumatic Brain Injury	Traumatic Brain Injury is an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psycho-social impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psycho social behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma. This is an indicator associated with the student.	Y or N	Error if not populated	Alpha	1		
Required	Disability - Visual Impairment	Visual Impairment is an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness. This is an indicator associated with the student.	Y or N	Error if not populated	Alpha	1		
Required	Disability - Deafness	Deafness is a loss of hearing that adversely affects a child's educational performance. This is an indicator associated with the student.	Y or N	Error if not populated	Alpha	1		
Required	IEP	A federal law called the Individuals with Disabilities Education Act (IDEA) requires that public schools create an IEP for every child receiving special education services. The IEP is meant to address each child's unique learning issues and include specific educational goals. The IEP is a legally binding document. The school must provide everything it promises in the IEP. This is an indicator associated with the student.	Y or N	Error if not populated	Alpha	1		

Required	Field Name	Field Description	Valid Values	Validation	Data Type	Field Length	Revision Date	Revision Notes
Required	Section 504	Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education (ED). This is an indicator associated with the student.	Y or N	Error if not populated	Alpha	1		
Required	LEP	Limited English Proficiency (LEP) is a term used in the United States that refers to a person who is not fluent in the English language, often because it is not their native language. Both LEP and English Language Learner (ELL) are terms used by the Office for Civil Rights, a sub-agency of the U.S. Department of Education. This is an indicator associated with the student.	N = Not LEP Y = Current LEP F = Former LEP S = Screened but English Proficient	Error if not populated	Alpha	1		
Required	Highly Mobile	Highly Mobile is defined as homelessness as children and youth "who lack a fixed, regular, and adequate nighttime residence." This includes children and youth living in the following situations: • shelters or transitional housing programs • motels, hotels, or weekly rate housing • doubled up with friends or relatives because family cannot find or afford housing • abandoned buildings, public spaces, cars, or other inadequate accommodations • awaiting foster care placement (prior to a court hearing) This is an indicator associated with the student.	Y or N	Error if not populated	Alpha	1		
Required	Teacher Last Name	Last name of the teacher associated with the student. The teacher's full legal last name borne in common by members of a family.	0–9, A–Z, a–z, space, quote, period, hyphen, apostrophe	Error if not populated	Alpha Numeric	35		
Optional	Teacher Middle Initial	Middle initial of the teacher associated with the student. The first character of the teacher's full legal middle name given to a person at birth, baptism, or through legal change.	A–Z		Alpha	1		

Required	Field Name	Field Description	Valid Values	Validation	Data Type	Field Length	Revision Date	Revision Notes
Required	Teacher First Name	First name of the teacher associated with the student. The teacher's full legal first name given to a person at birth, baptism, or through legal change.	0–9, A–Z, a–z, space, quote, period, hyphen, apostrophe	Error if not populated	Alpha Numeric	35		
Optional	Teacher Email Address	Email address of the teacher associated with the student. The numbers, letters, and symbols used to identify an electronic mail (e-mail) user within the network to which the person or organization belongs. This field will be used to send out login credentials to the test administrator for the online admin site. Role **with** Nextera access: Teacher's ACTUAL email address Role **without** access: Leave blank (Nextera will generate a placeholder email address)	0–9, A–Z, a–z, hyphen, underscore, @, period The format will be verified to ensure it is in proper email format (user@example.com) and that it is not duplicated with other email addresses from the state.		Alpha Numeric	254		

Handling Secure Materials

Receiving Materials

Accommodated materials will be packed in boxes by school but will be shipped to the District Test Coordinator. The DTC MUST store materials in a secure location until distributing them to schools. It is recommended that secure materials leave the district office no more than three school days before the start of testing. The MDE will provide individual guidance to districts with special configurations, as needed. In the shipment, DTCs will receive a District Return Kit to use after testing. Included in the District Return Kit are a blank Secure Material Transmittal Form, Box Labels, and UPS Return Labels. If the contents do not match the box content list, the DTC must contact Questar Customer Support. If additional materials are needed, the DTC must place the order as described in the *Additional Material Orders* section of this manual.

Managing Materials

Mississippi Academic Assessment Program (MAAP)
Secure Materials Sign Out Form (SCHOOL)

District: **9999 Sample District** School: **999 Sample High School**

This is your Secure Materials Sign Out Form and should be used to keep track of your secure materials at all times. Please use this to inventory and document the receipt and return of the secure materials. This form is meant for internal use only and may be copied for district and school records as needed.

English II Test Book Quantity: **130**

Security Number List: 102382410-102382454, 102382935-102382979, 102383535-102383564, 102413905-102413914

Security Numbers	Initial Dist Inv	Initial School Inv	Student Name	Teacher Assignment	Checked Out	Checked In	Final School Inv	Final Dist Inv

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The Secure Materials Sign Out Form should be used to track secure printed materials (Paper/Pencil, Large Print, and Braille test books) at all times. Please use this form to inventory and document the receipt and return of secure materials. This form may be copied for district and school records and does NOT need to be returned to Questar.

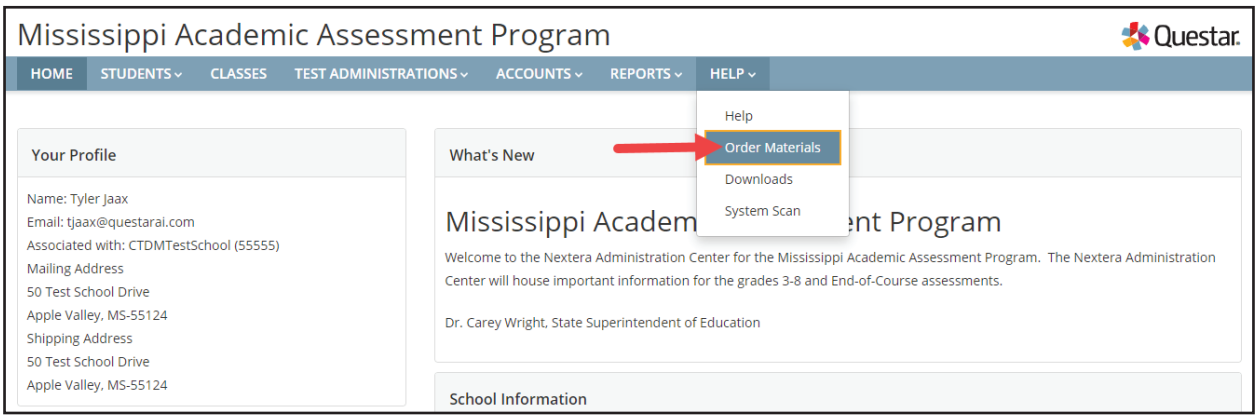
Additional Material Orders

Additional Material Orders (AMOs) will be available according to the individual program schedules listed on the *Important Dates* page found under the **TEST ADMINISTRATIONS** tab in Nextera Admin or in the *Important Dates* section of the STCM.

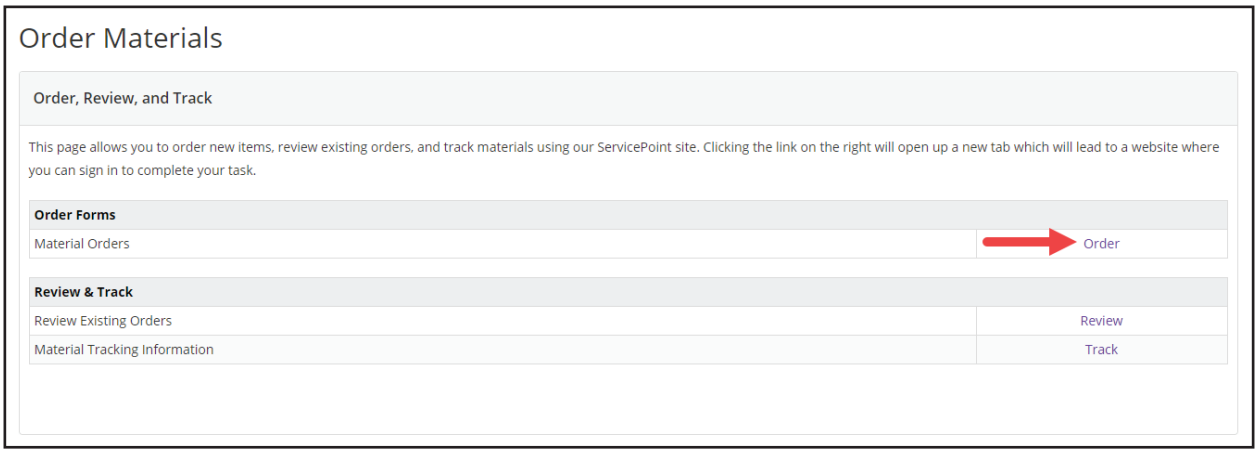
To Order Additional Materials:

Before you begin, ensure the bar at the top of the screen in Nextera Admin reflects the test administration for which you would like to order additional materials.

1. On the Nextera Admin *Home* page, navigate to the **HELP** tab, and then select **Order Materials**.

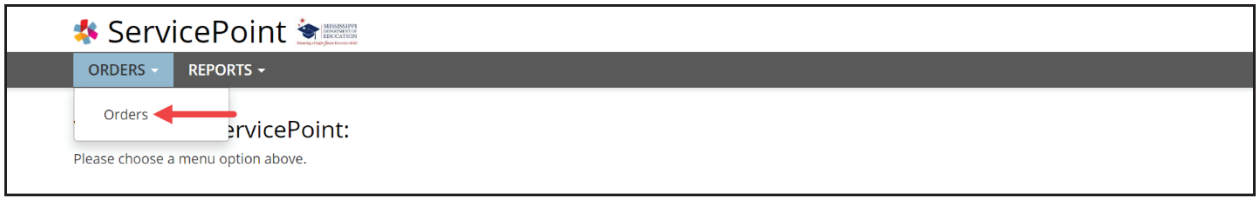


2. On the *Order Materials* page, select **Order**.

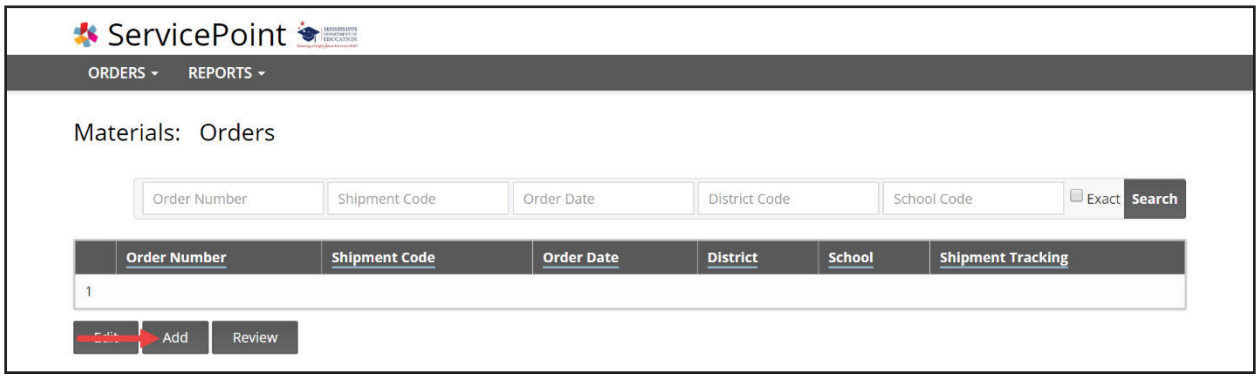


ServicePoint will open in a new internet browser tab or window.

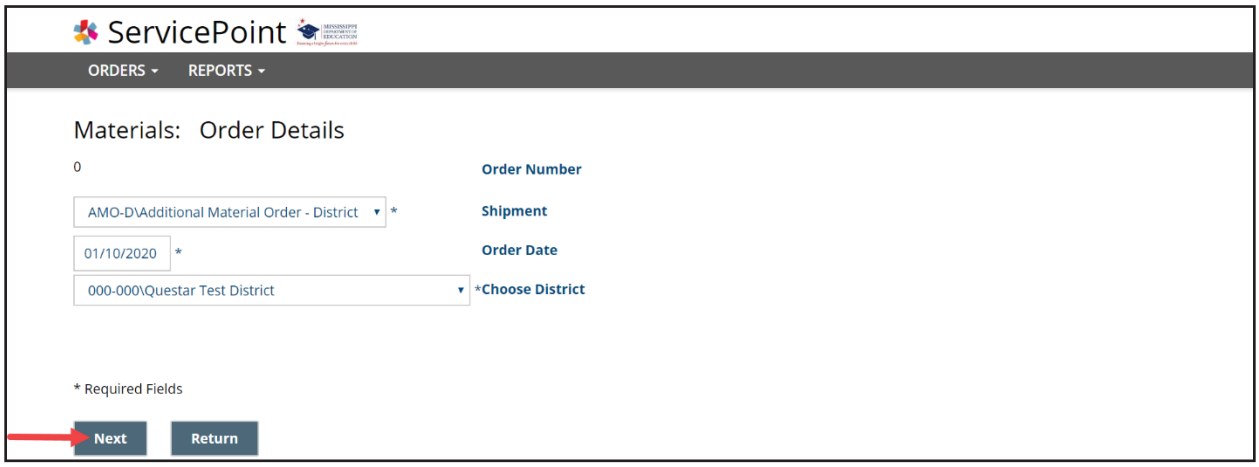
3. Select the **ORDERS** tab, and then select **Orders**.



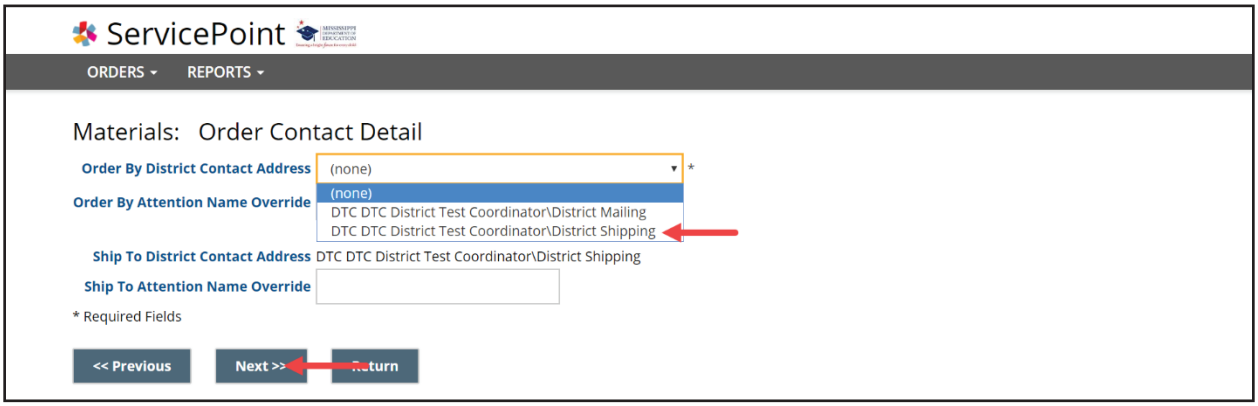
4. On the *Materials: Orders* page, select **Add**.



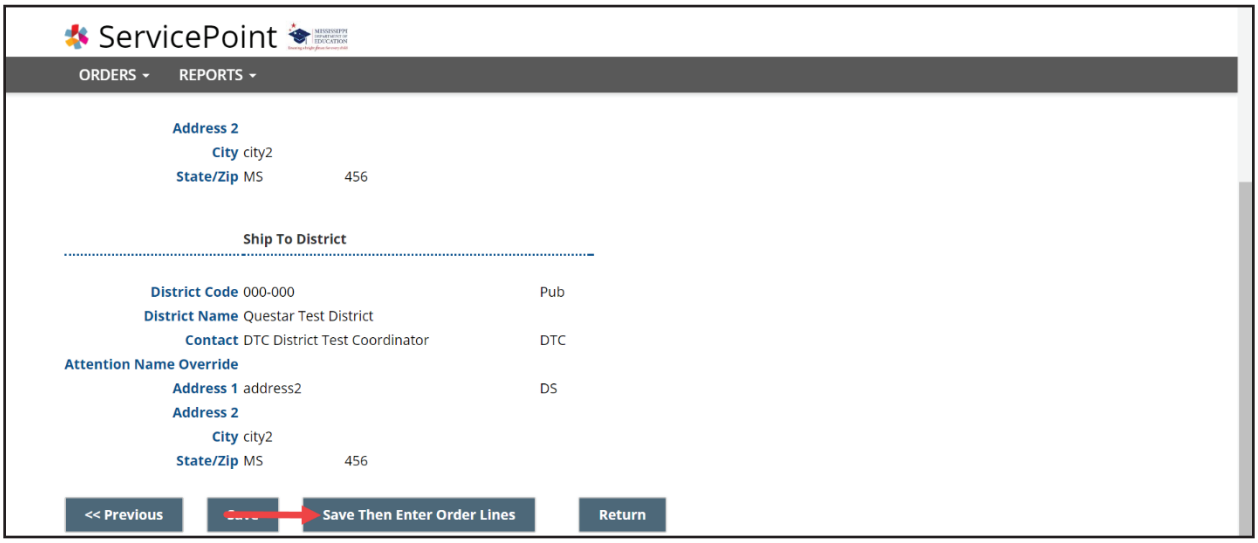
5. Verify the pre-populated information is correct, and then select **Next**.



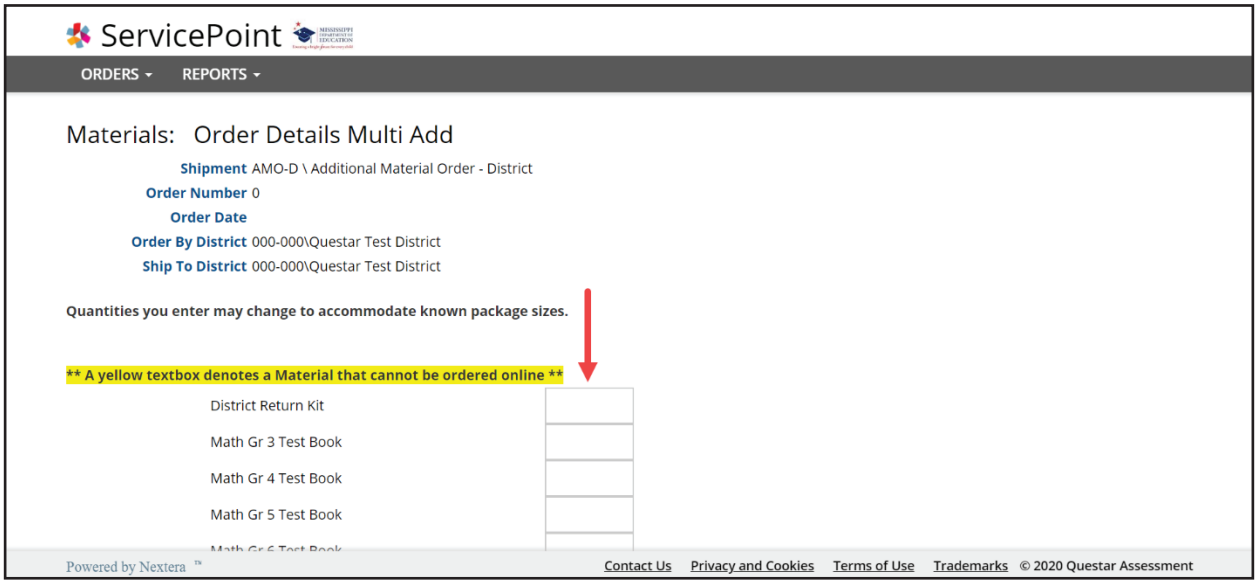
6 Select the **District Shipping** option from the *Order By District Contact Address* drop-down, and then select **Next**.



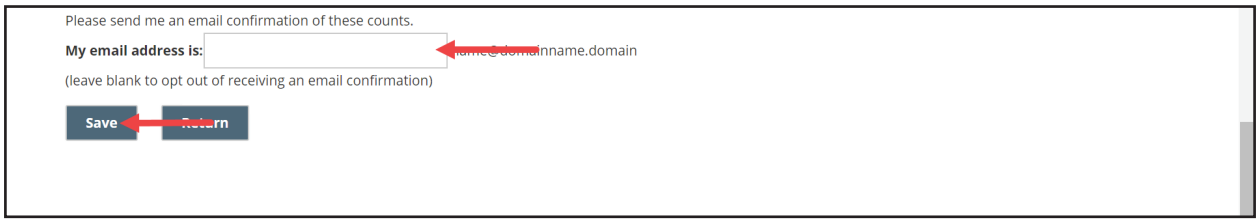
7 On the *Materials: Order Summary* page, verify the information, and then scroll down to select **Save Then Enter Order Lines**.



8 On the *Materials: Order Details Multi Add* page, enter counts for each material item needed.



9 If you would like an email confirmation of your order, enter your email address in the *My email address is* field. To complete your order, scroll down to select **Save**.



Please note the following when requesting your additional material order:

- A student's IEP or 504 Plan must indicate the need for any accommodated materials being ordered.
- One Braille Kit will be sent for each student count entered and will include all materials needed for a single student: an Accommodated Instruction Sheet, Braille Test Book, Standard Test Book, and a Braille Reference Sheet (for Mathematics Grades 5–8 and Algebra I only).
- Questar offers a Braille Practice Test for all subjects and grade levels. Since there is no AMO window specific to the practice tests, you will need to contact Questar Customer Support if Braille practice materials are needed.
- One District Return Kit will automatically be sent with every AMO.

Additional materials are ordered at the district level and shipped to the District Test Coordinator.

If you need to change your order quantities, you may go back to the *Materials: Orders* page, select your order using the radio button, and then select **Edit** at the bottom of the screen. This will take you back through the process and allow you to make changes.

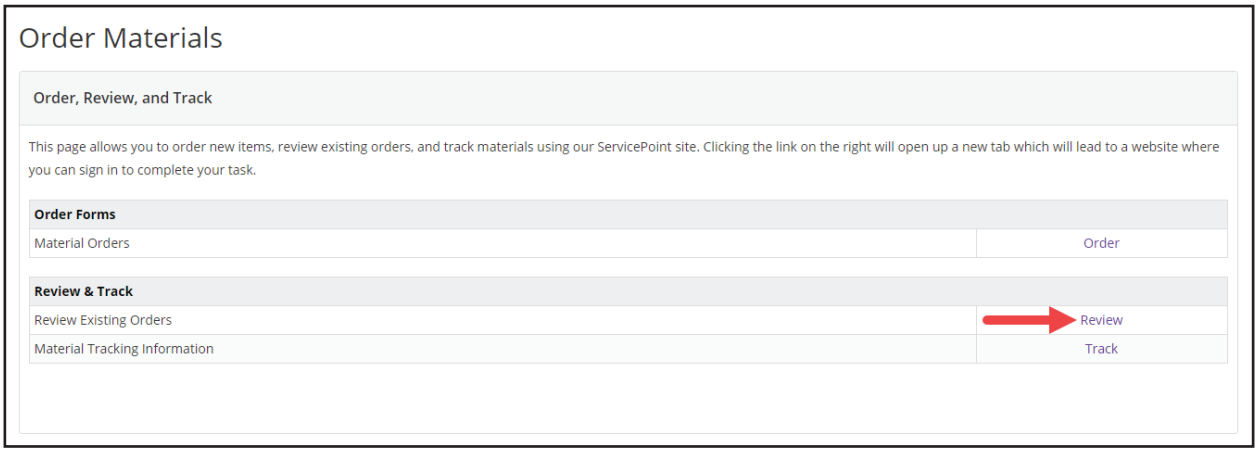
Once an order number is assigned to your order, it has been scheduled to ship and no further changes are allowed. Please allow 3–4 business days to receive your materials.

Reviewing and Tracking Material Orders

Before you begin, ensure the bar at the top of the screen in Nextera Admin reflects the test administration for which you would like to review or track your material orders.

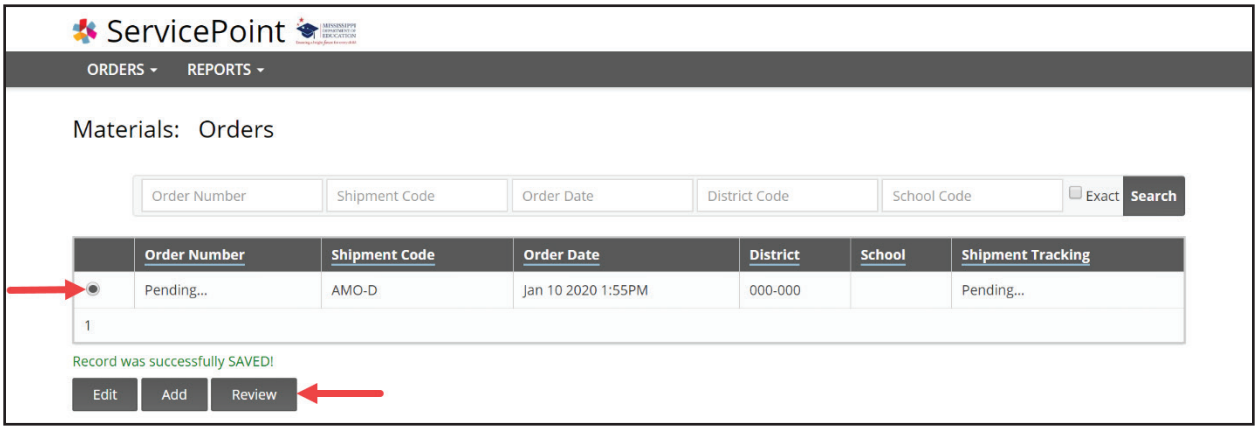
To Review Material Orders:

1. On the *Order Materials* page (accessible from the **HELP** tab), select **Review**.



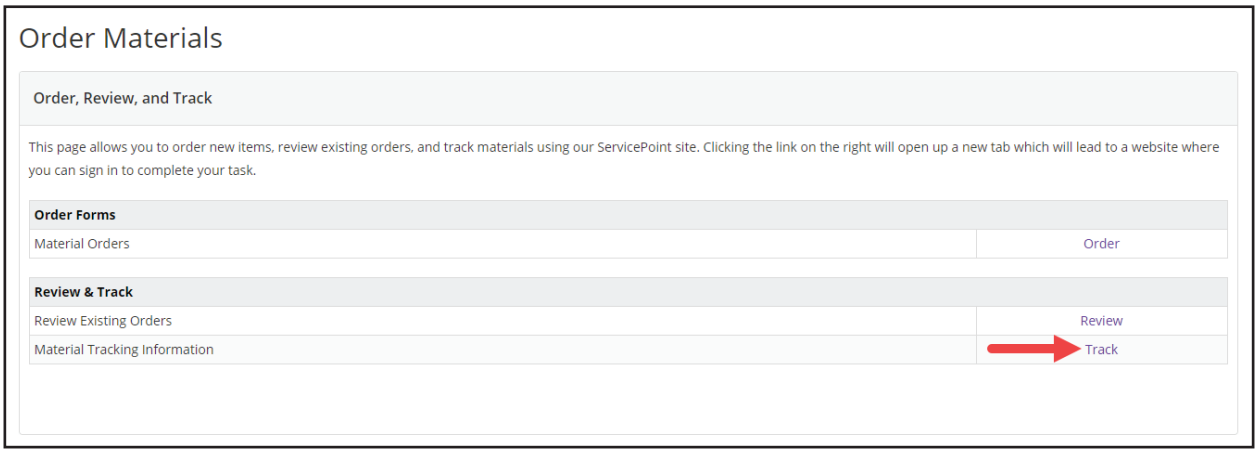
ServicePoint will open in a new internet browser tab or window.

2. Select the radio button to the left of the order you would like to review, and then select **Review**.



To Track Material Orders:

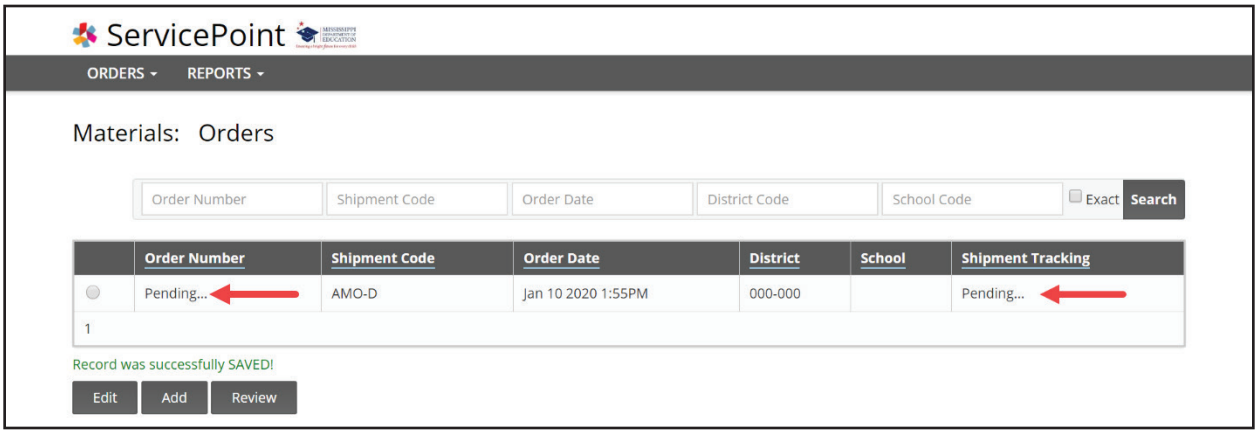
1. On the *Order Materials* page (accessible from the **HELP** tab), select **Track**.



ServicePoint will open in a new internet browser tab or window.

2. To the right of the order, you will see shipment tracking information. Select the link in the *Shipment Tracking* column and it will take you to the UPS website where the shipment tracking information is available.

Note: The *Order Number* column and *Shipment Tracking* column will show "Pending..." until the order has been physically shipped out of the Questar operations center.



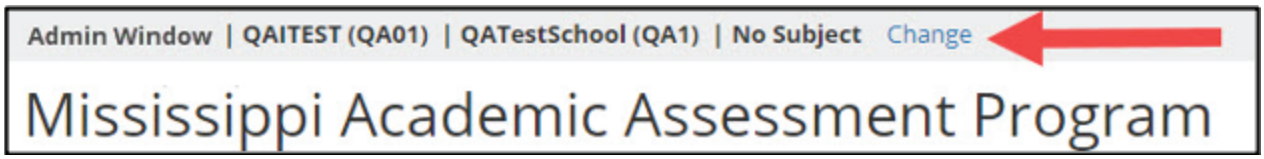
The tracking information will provide you with the time and date of delivery, along with the name of the person who signed for the shipment. If the shipment has not been delivered, package progress details—including expected delivery date and time—will be available.

Checking Student Accessibility Features and Accommodations

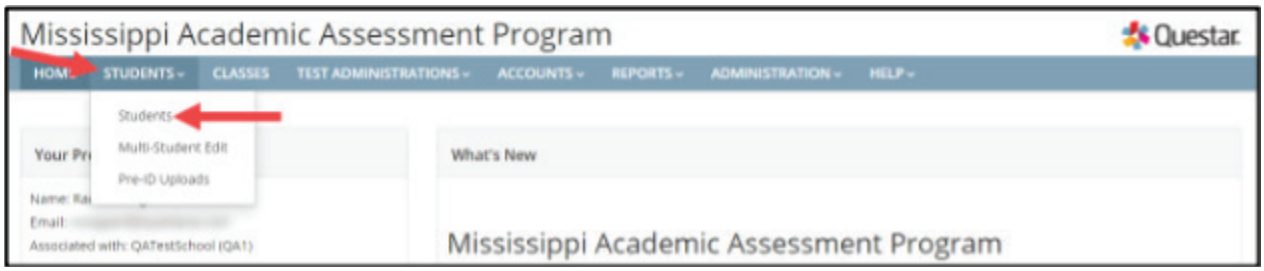
Downloading a Student List

Check if student accessibility features/accommodations are set correctly by downloading a student list.

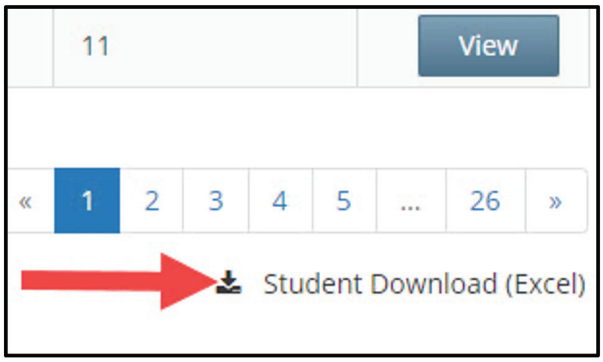
1. At the top of the screen, select the **Change** button in order to select the Content Area you would like to use view. Selecting a *Content Area* will filter the students that you see by assigned subject. If you leave the *Content Area* as **Make a Selection**, students assigned to all subjects will populate.



2. Select the **STUDENTS** tab, then select **Students** again from the drop-down menu.



3. At the bottom of the *Students* page, select **Student Download (Excel)**.



4. Open the spreadsheet to confirm student accommodations are set correctly. Each student will have their own row, with the accommodations visible per student beneath the Accommodation and Accommodation Option columns.

Downloading a Class List

Check if the students in a specific class have the correctly set accessibility features/accommodations by downloading a class list. Additionally, this list can be used to verify that the necessary students are listed in the correct class.

1. Select the **CLASSES** tab.
2. Select **View** for the class list you wish to download.
3. At the bottom of the *Class Details* page, select **Download Students in this Class (Excel CSV)**.

4. Open the spreadsheet to confirm student accommodations are set correctly.

Nextera Accommodations Guide

These tables will assist you in selecting the proper accommodations in Nextera Admin, in alignment with the Mississippi Testing Accommodations Manual, based on a student's IEP, 504 Plan, or LSP.

Applying Text-to-Speech Accommodations to Nextera

What (53) Directions Only Text-to-Speech (TTS) Will Read:

Grade and Subject	Directions	Questions	Answer Choices	Writing Prompt (ELA Session 2)
Math (All Grades)*	✔			N/A
ELA (All Grades) †	✔			

What (55) TTS Will Read:

Grade and Subject	Directions	Questions	Answer Choices	Writing Prompt (ELA Session 2)
Math (All Grades)	✔	✔	✔	N/A
ELA (Grades 4+)	✔	✔	✔	✔
ELA (Grade 3) †	✔			✔

Note: For both versions of TTS, when no allowable content for TTS to read is present, the TTS player will say "Nothing Playable" and the TTS buttons will be un-selectable. This applies to both Math and ELA.

* For (53) Directions Only TTS, nothing will be read in Mathematics or Algebra I since the questions themselves contain the directions.

† If an ELA Grade 3 student has Accommodation 53 for Reading but Accommodation 55 for Writing, the student should be assigned (55) TTS, since only the directions will be read during the Reading session. An accommodation cannot be set for one session and not the other.

Applying MDE Accommodations to Nextera

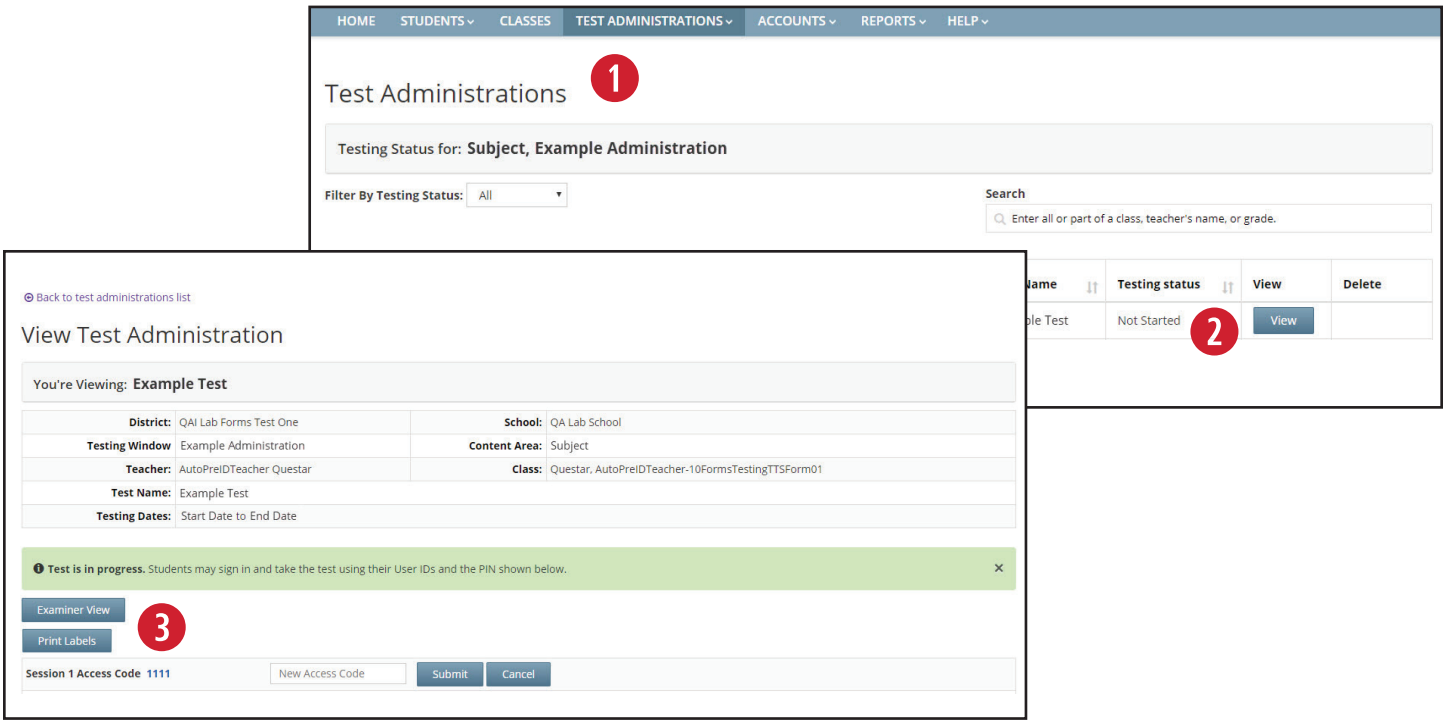
#	MDE Accommodation	Notes	Nextera: Online Testing Accommodations	Nextera: Offline Testing Accommodations	Nextera: Classroom Accommodations
23	Extended time through the end of the day	Reference the MAAP Accommodation 23 Extended Time Guidance	N/A	N/A	Select (23)
24	Administer the test over several sessions, specifying the duration of each session. (Testing must be completed within testing window.) Refer to Note 4 in the Mississippi Testing Accommodations Manual.		N/A	N/A	Select (24)
25	Administer the test over several days, specifying the duration of each session. (Testing must be completed within testing window.) Refer to Note 4 in the Mississippi Testing Accommodations Manual.	Reference the MAAP Accommodation 25 Stopping Points Guidance	N/A	N/A	Select (25)
40	Large Print (paper version) (Accommodation 72 to transfer online)		N/A	**Print Variations — (40) Large Print**	N/A
41	Braille Responses (must be transcribed verbatim) Refer to Note 17 in the Mississippi Testing Accommodations Manual.		N/A	**Print Variations — (41) Braille**	N/A

#	MDE Accommodation	Notes	Nextera: Online Testing Accommodations	Nextera: Offline Testing Accommodations	Nextera: Classroom Accommodations
53	Read test directions (but NOT test items) to individual students or a group—repeating and/or paraphrasing directions if needed. Refer to Notes 6 & 7 in the Mississippi Testing Accommodations Manual.	Reference the MAAP Read-Aloud Accommodation Guidance	**Text-to-Speech — (53) Directions only** or **Read-Aloud (Online) — (53) Human RA, directions only**	If a Print Variation is present, select **Read-Aloud (Offline) — (53) Human RA, directions only**	N/A
55	Read test directions and test items (questions and answer choices) to individual students or a group—repeating directions/items but not paraphrasing. Refer to Notes 6 & 7 in the Mississippi Testing Accommodations Manual.	Questions and answer choices will not be read for Grade 3 ELA Session 1. Reference the MAAP Read-Aloud Accommodation Guidance	**Text-to-Speech — (55) TTS** or **Read-Aloud (Online) — (55) Human RA, no paraphrasing**	If a Print Variation is present, select **Read-Aloud (Offline) — (55) Human RA, no paraphrasing**	N/A
58	Read test directions and test items (questions and answer choices) to individual students or a group—repeating directions/items and paraphrasing directions ONLY (not test items) if needed. Refer to Notes 6 & 7 in the Mississippi Testing Accommodations Manual.	Questions and answer choices will not be read for Grade 3 ELA Session 1. Reference the MAAP Read-Aloud Accommodation Guidance	**Read-Aloud (Online) — (58) Human RA, paraphrasing**	If a Print Variation is present, select **Read-Aloud (Offline) — (58) Human RA, paraphrasing**	N/A

#	MDE Accommodation	Notes	Nextera: Online Testing Accommodations	Nextera: Offline Testing Accommodations	Nextera: Classroom Accommodations
70	Dictation of answers to test administrator/ proctor (scribe) (Must be written exactly as the student dictates. Editing or altering in any way is prohibited. The student is responsible for capitalization, punctuation, and spelling. The student should review the draft for revision without prompting or assistance.) Refer to Note 8 in the Mississippi Testing Accommodations Manual.	Used primarily for Paper/Pencil forms Answers must be transcribed into the online system according to the test security plan	N/A	N/A	Select (70)
72	Allow marking of answers in test booklet and transferring of answers from test booklet to answer document by test administrator. (e.g., large print) Refer to Note 8 in the Mississippi Testing Accommodations Manual.	Answers must be transcribed into the online system according to the test security plan	N/A	**Print Variations – Paper/Pencil** or **Print Variations – (40) Large Print** or **Print Variations – (41) Braille**	N/A

#	MDE Accommodation	Notes	Nextera: Online Testing Accommodations	Nextera: Offline Testing Accommodations	Nextera: Classroom Accommodations
81	Native language dictionaries for EL students (i.e. dictionaries that translate English words into the native language—no definitions are given in either language) Refer to Note 16 in the Mississippi Testing Accommodations Manual.		N/A	N/A	Select **(81)**
98	Other allowable accommodation		N/A	N/A	Select **(OTHER)**

Printing Student Login Credentials



To Print Student Login Credentials:

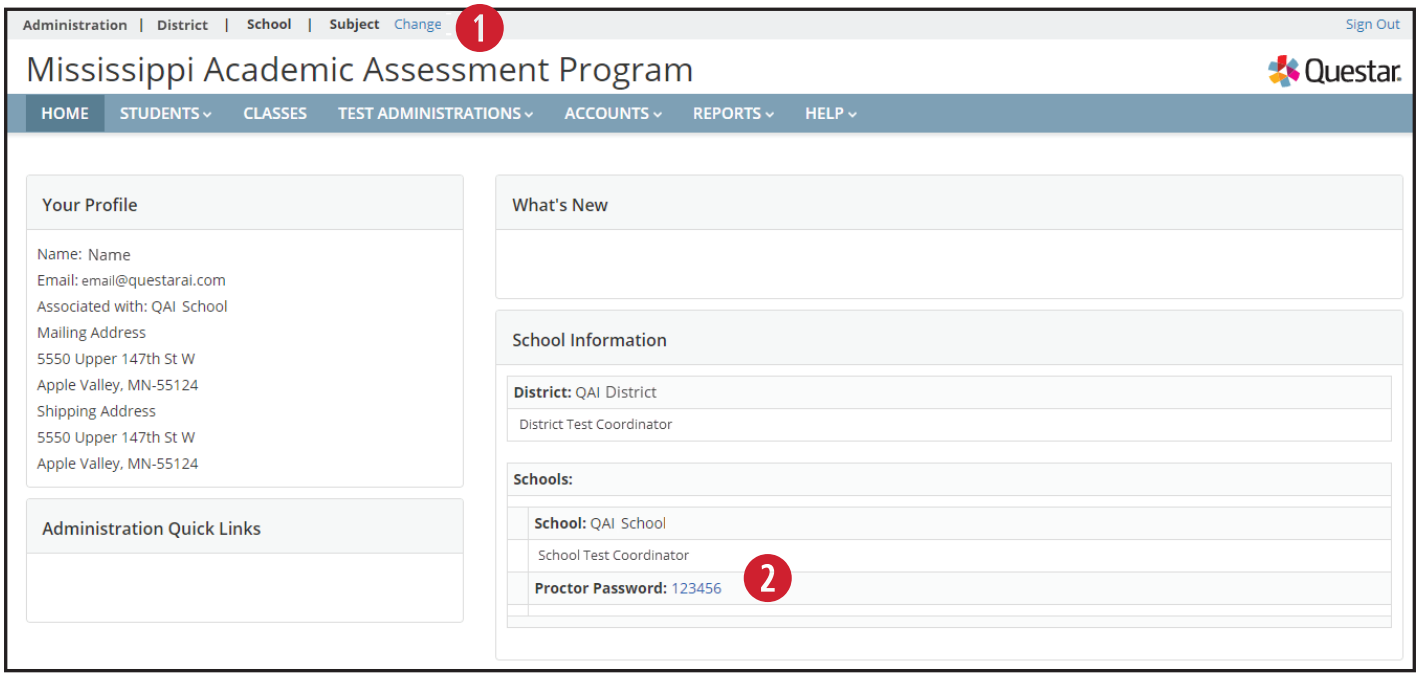
1. Select **Test Administrations** under the **TEST ADMINISTRATIONS** tab.

2. Find the appropriate Teacher/Class and select **View**.

3. In the *Registered Students* table, you will see the student MSIS/User IDs and Passwords for the Teacher/Class. To print student login credentials, select the **Print Labels** button. Choose how you would like to print the credentials, and then select **OK**. Refer to the *Test Administrator's Manual* for information regarding the security of test materials (e.g., labels with student login credentials). The options for printing labels include: Avery 5160, Avery 5163, Student Roster, and Download CSV file.

Note: To ensure accurate label alignment when printing using either of the Avery formats, it is recommended to open the labels in Google Chrome. If the PDF does not automatically launch in a Chrome browser, locate the file in the *Downloads* folder, right-click, and select **Open with > Google Chrome**. With the PDF open in Chrome, select the **printer icon** in the upper right-hand corner. When the *Print* dialog box opens, make sure the *Destination* printer is NOT set to "Save as PDF." Select **More Settings** and then ensure *Scale* is set to **Default**. Then select **Print**.

Proctor Password



Any test that is paused for 24 hours will require a Proctor Password for the student to sign back in to the test. Test Administrators will contact their STC or DTC to obtain the Proctor Password, if needed.

To access the Proctor Password in Nextera Admin, make sure you are on the *HOME* page:

1. At the top of the screen, select **Change** to confirm or select the applicable school.
2. In the *School Information* section, you will see the Proctor Password for the selected school below the School and STC information. **Note:** The Proctor Password will be the same for all Test Administrators within the same school, but each school will have a unique Proctor Password.

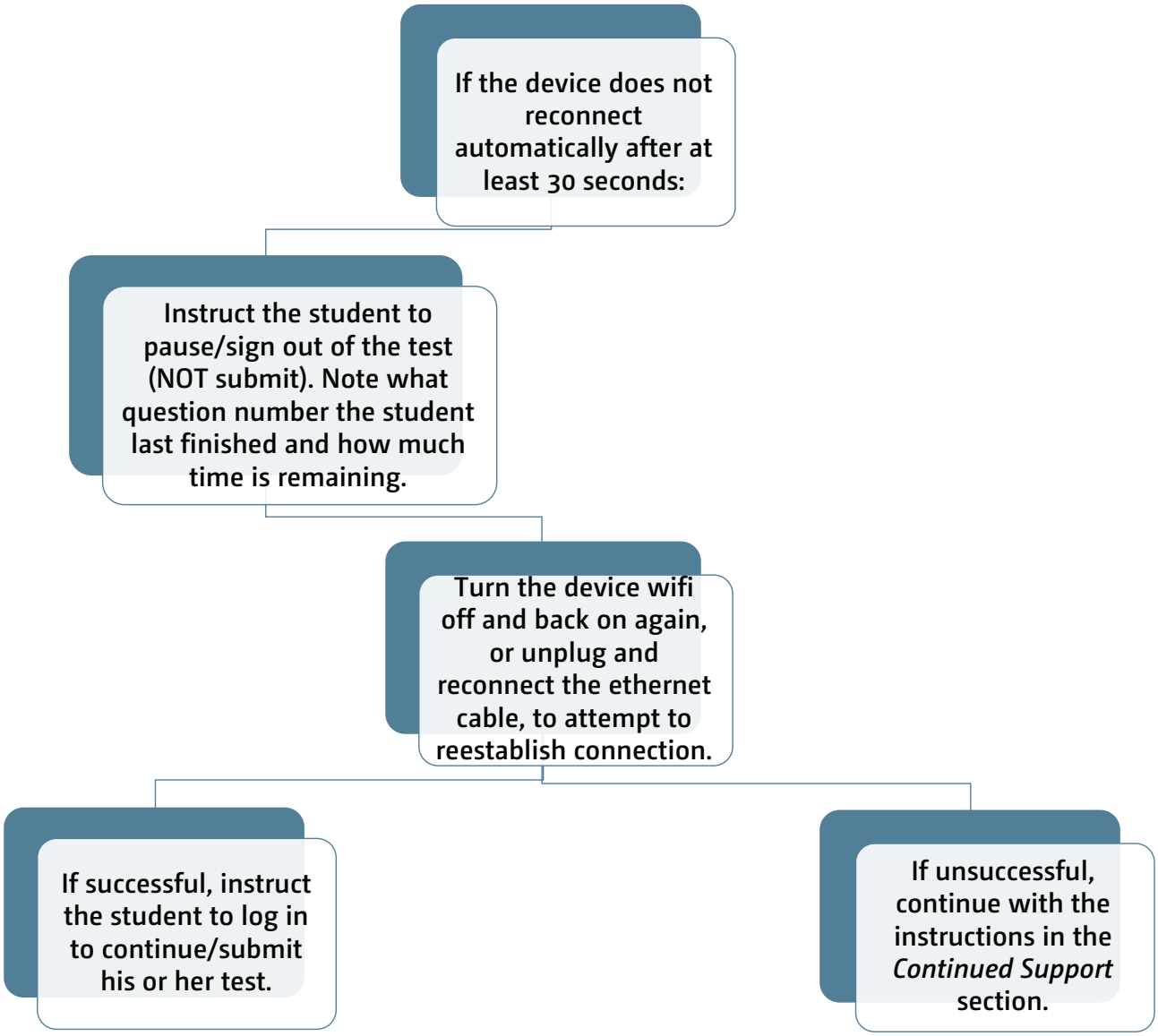
Internet Connectivity Troubleshooting

IMPORTANT: In all scenarios outlined below, if the student has not completed the test session, instruct the student to continue testing. (Student responses are stored in the device's local cache.)
Note: Text-to-Speech functionality will cease until connection is restored.

While testing, you can determine if a device is currently connected to the Internet by the or icons located in the upper-left corner of the screen.

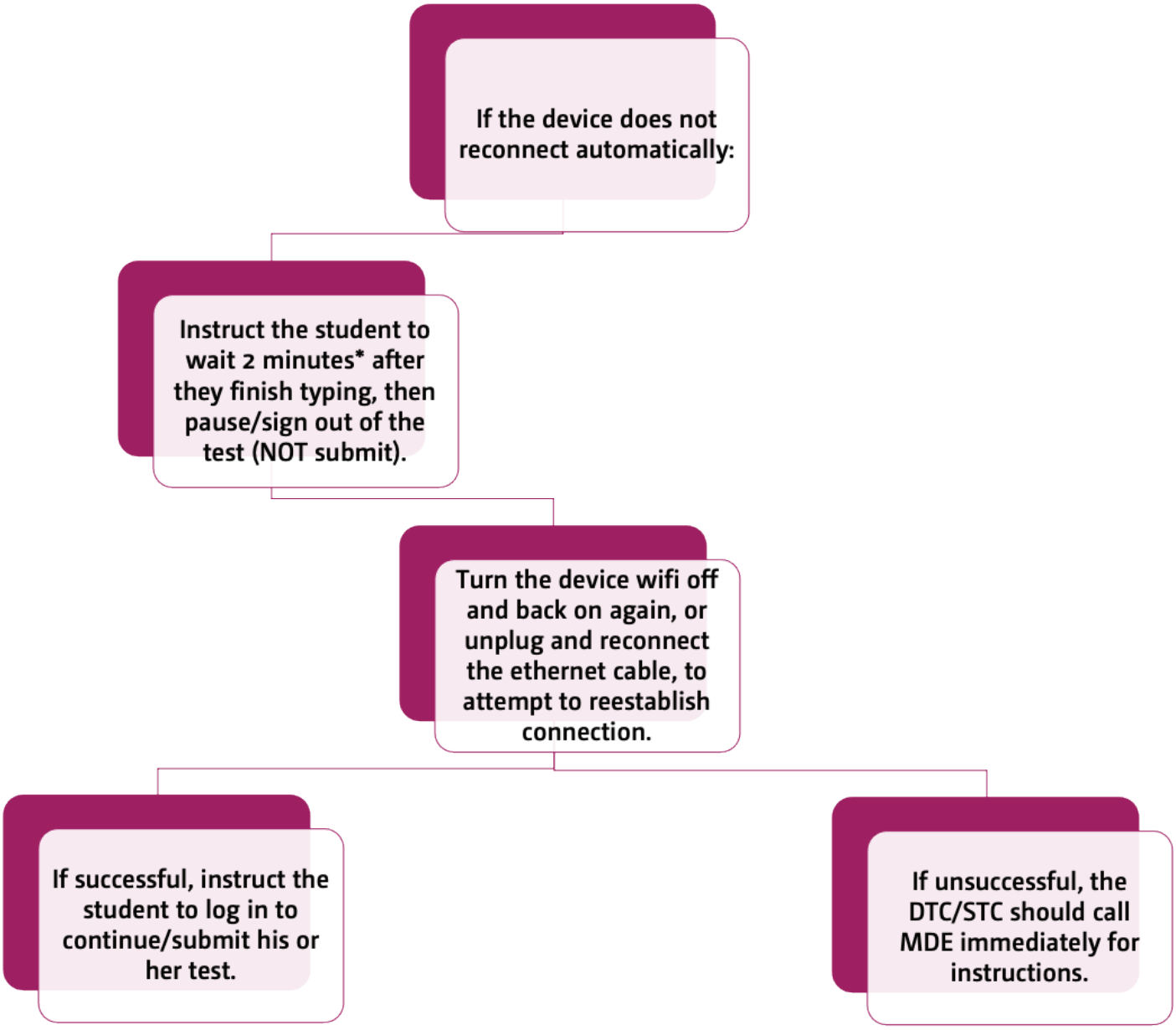
Scenario #1: Non-writing session for an individual student

After completion of a **non-writing** test session, an **individual student device** does not have internet connectivity.



Scenario #2: Writing session for an individual student

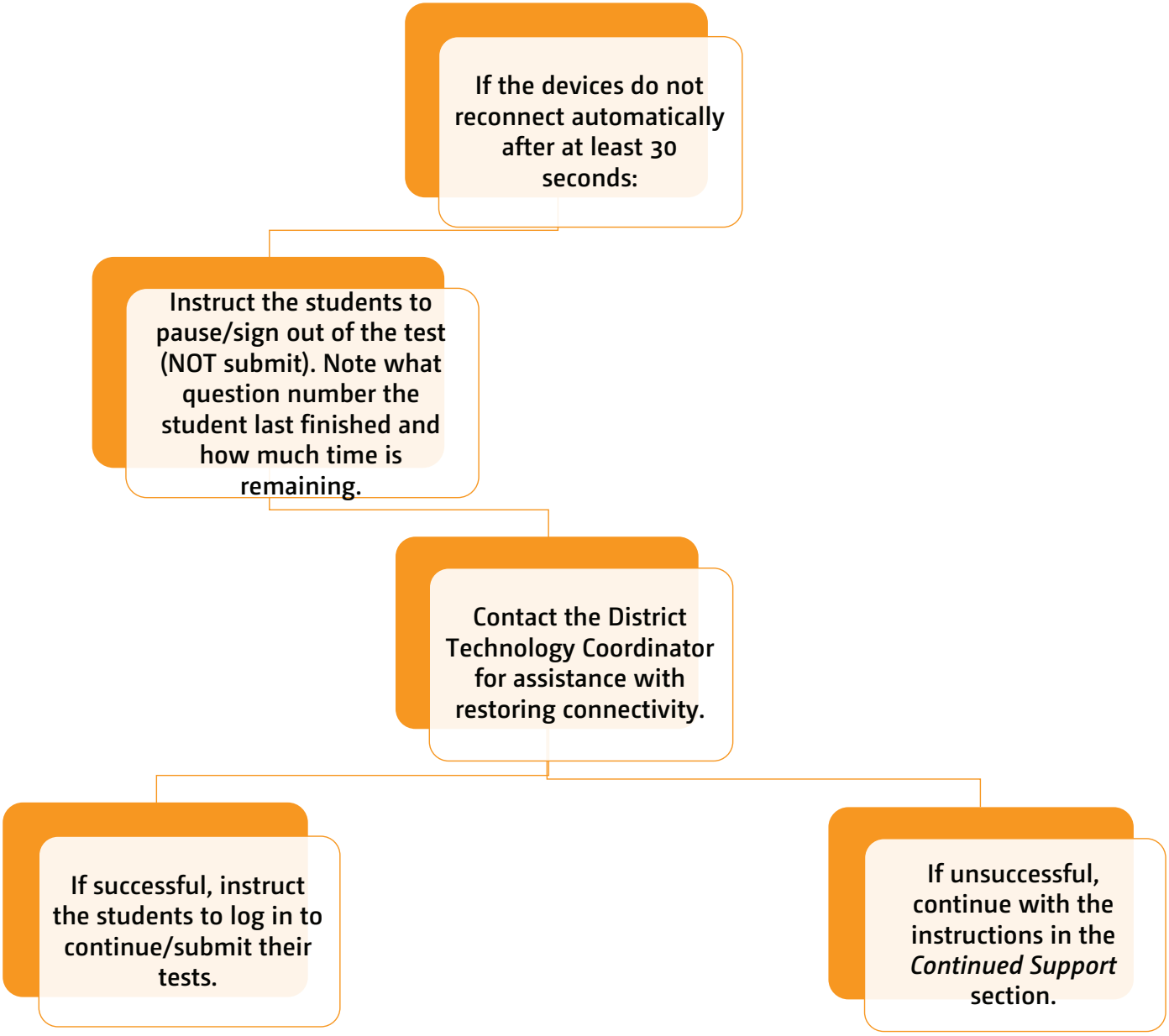
After completion of a **Writing** test session, an **individual student device** does not have internet connectivity.



Note: For Writing prompts, student responses are cached to the local device every 2 minutes. It is imperative that you try to get Writing students finished that day.

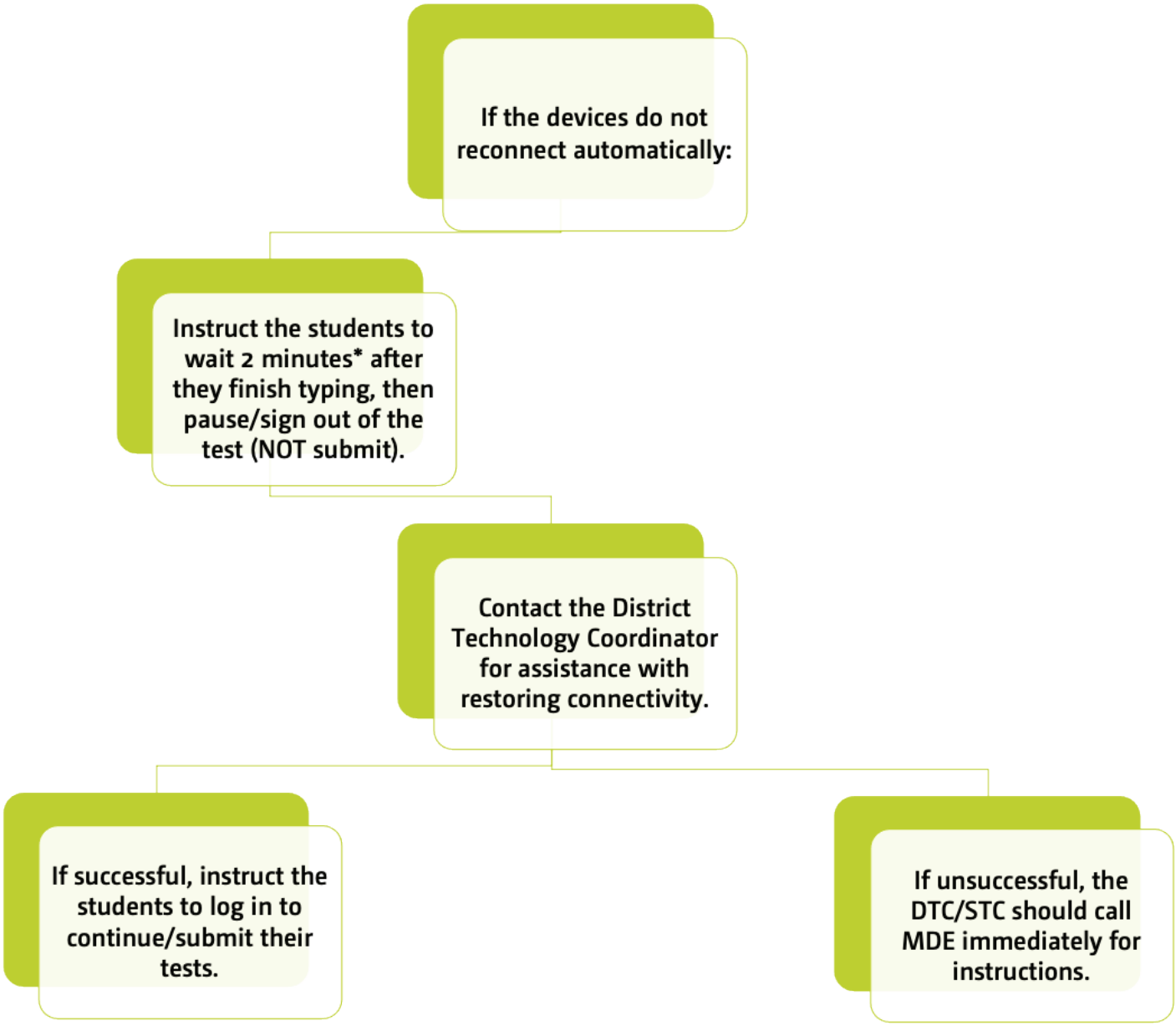
Scenario #3: Non-writing session for an entire class or school

After completion of a **non-writing** test session, an **entire classroom or school** does not have internet connectivity.



Scenario #4: Writing session for an entire class or school

After completion of a **Writing** test session, an **entire classroom or school** does not have internet connectivity.



Note: For Writing prompts, student responses are cached to the local device every 2 minutes.

Scenario #5: Extensive school outage with hard-wired devices (e.g., infrastructure network cable cut)

During testing, the school experiences a power outage when students are testing on hard-wired devices.

1. Do NOT have the students move to new devices.

2. Quarantine and label the devices with the students' names (include MSIS number if multiple students have the same name), if necessary. For computer labs, utilize seating charts to make sure the same student returns to the same device to resume testing.

3. If the students need to leave the testing area to resume testing another time, the class may be dismissed. Notify the MDE for next steps.

4. Call the school's maintenance team for assistance with restoring power.

5. Keep the devices powered on and plugged in to a power source.

6. Once power is restored, have the students log back in to their test. Students should wait at least two minutes for responses to populate.

7. Call Questar Customer Support at 1-800-644-4054 for assistance in recovering student responses if responses do not populate.

Scenario #6: Outage with individual/one-to-one devices

During testing, the school experiences a power outage when students are testing on individual/one-to-one devices.

1. Do NOT have the students move to new devices.

2. Call the school's maintenance team for assistance with restoring power. Work with the District Technology Coordinator to determine an approximate timeline for students to resume testing.

3. Contact Customer Support to document the number of students and classes impacted; make note of the case number to be entered onto an Irregularity Report (see step 5 below).

4. Whenever possible, quarantine and label student devices with the students' names (include MSIS number if multiple students have the same name). If quarantining is not possible, the access codes must be changed for all affected Test Administrations via the "View Test Administration" page in Nextera Admin. If assistance is needed to change the access codes, contact Customer Support.

5. If students need to leave the testing area to resume testing another time, the DTC must submit an Irregularity Report through Caveon Core for documentation purposes.

6. Once power is restored, have the students log back in to their test. Students should wait at least two minutes for responses to populate.

Note: If Internet connectivity is lost for any reason prior to the submission of a test session, the device cache stores the responses locally until connectivity is restored. Please do NOT clear cache before connectivity is restored.

Continued Support

Do NOT have the student(s) move to a new device or allow any other student(s) to test on the device(s).

Do NOT restart or reboot the device(s).

Quarantine and label the device(s) with the students' name(s) and/or MSIS number(s). Then if the student(s) need to leave the testing area to resume testing another time, the student(s) may be dismissed. Contact the MDE for guidance regarding rescheduling the test session and upload a testing schedule addendum in Caveon Core.

Contact the District Technology Coordinator to ensure there are not any software or policy settings that would clear out the devices' local cache or temporary files.

Keep the device(s) powered on and plugged in to a power source.

If still unable to reestablish connection, or at any point during the above steps, call Questar Customer Support at 1-800-644-4054.

If there are time or accommodation questions associated with the outage or if you need additional guidance when students are unable to finish testing the day of the outage, contact the MDE.

Transcribing Accommodated Responses into Nextera

For students requiring a Paper/Pencil, Large Print, or Braille test book, all responses must be transcribed into the online Nextera Test Delivery System (TDS).

After a student completes testing, the transcriber will copy the student responses from the accommodated paper test book into the Nextera TDS. **All responses must be transcribed into the online system.** Ensure that all accommodated materials are collected and returned to Questar as soon as testing/transcription is complete. (See the *Handling Secure Materials* section of this manual.)

Transcription Instructions

Test Administrators should follow the steps below to transcribe a student's responses into Nextera:

Step 1 Log in to the Nextera Admin site. Navigate to the student record and ensure the correct *Print Variations* accommodation option is selected for the applicable content area(s).

Step 2 Obtain the student's login credentials from the *Test Administrations* page in Nextera Admin. **Note:** If the student is not assigned to a class in Nextera, the STC can manually add the student if needed and assign the student to a class. You will then be able to obtain the student's login credentials from the *Test Administrations* page for the class to which he or she is assigned.

Step 3 After signing in as the student in the Secure Browser, ensure that all student data fields are accurate and complete.

Step 4 Transcribe all student responses from the test book into Nextera. If a student response does not fit the Nextera field requirement, go back to the student and ask him/her to adjust his/her response in the test book in a secure testing environment. Do not modify the student's response in any way other than what the student provides.

Step 5 Enlist a second staff member to verify that the student's responses were entered correctly before submitting the test. Then submit the test.

If you have any questions, please contact Questar Customer Support by calling 1-800-644-4054 or via email at mscustomersupport@questarai.com.

Invalidations and Not Testing Codes

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

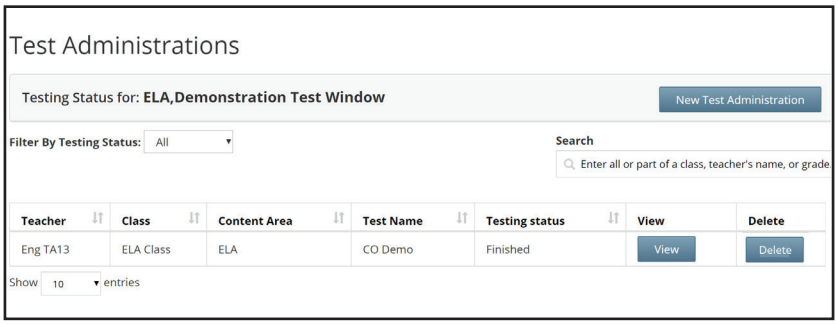
1. The Test Administrator must immediately notify the STC.

2. The STC must notify the DTC.

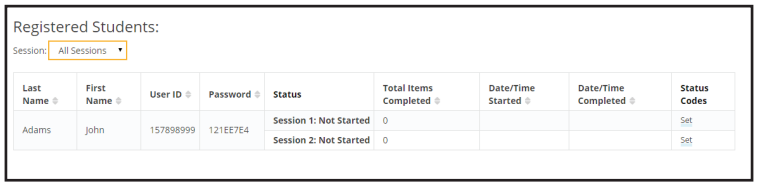
3. The DTC must enter the invalidation in Nextera Admin and submit a District Request Form to the MDE via Caveon Core. **This must be completed prior to the close of the test window.**

Marking an Invalidation or Not Testing Code in Nextera:

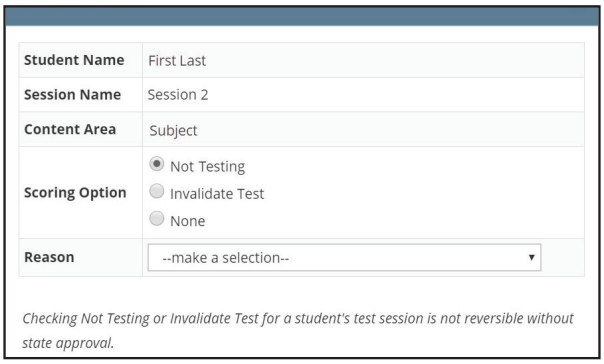
1. Select **Test Administrations** under the **TEST ADMINISTRATIONS** tab. Then select **View** for the appropriate class.



2. In the *Registered Students* section, find the student's name and select **Set** in the *Status Code* column. A new window will pop up with options to select **Not Testing** or **Invalidate Test**.



3. Select the appropriate invalidation or not testing code from the *Reason* drop-down. Then select **Submit**.



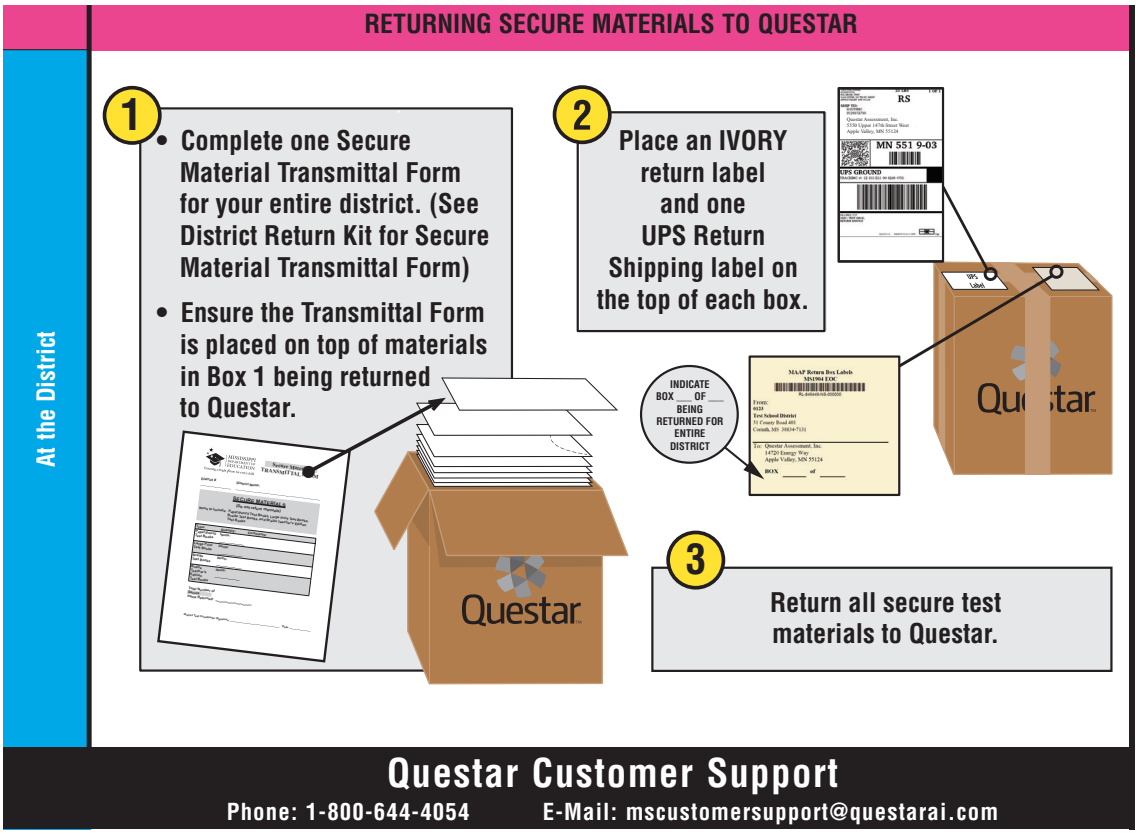
Returning Secure Materials

After testing, all test books must be returned to Questar.

Note: The MDE will receive a Missing Materials Report from Questar listing any securing materials that were not returned.

Using the instructions below, organize and prepare all test materials for return.

1. Complete final verification checks and the Secure Material Transmittal Form provided in the District Return Kit.
2. Seal all boxes with shipping tape (on the TOP and BOTTOM of each box).
3. Place an IVORY return label on each box of materials.
4. Indicate Box _ of _ for the entire district on each IVORY return label.
5. Place one UPS shipping label on top of each box.
6. Arrange for UPS pick-up. If a daily pick-up or regular deliveries from UPS are available, simply give the package(s) to the UPS driver. If UPS does not come to your location on a daily basis, call 877-536-2697 to schedule a pick-up, indicating you are a Questar customer.

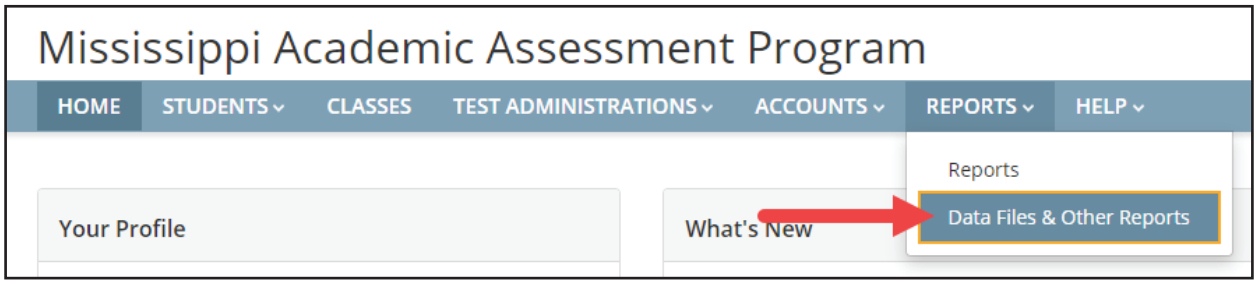


Accessing District Data Files

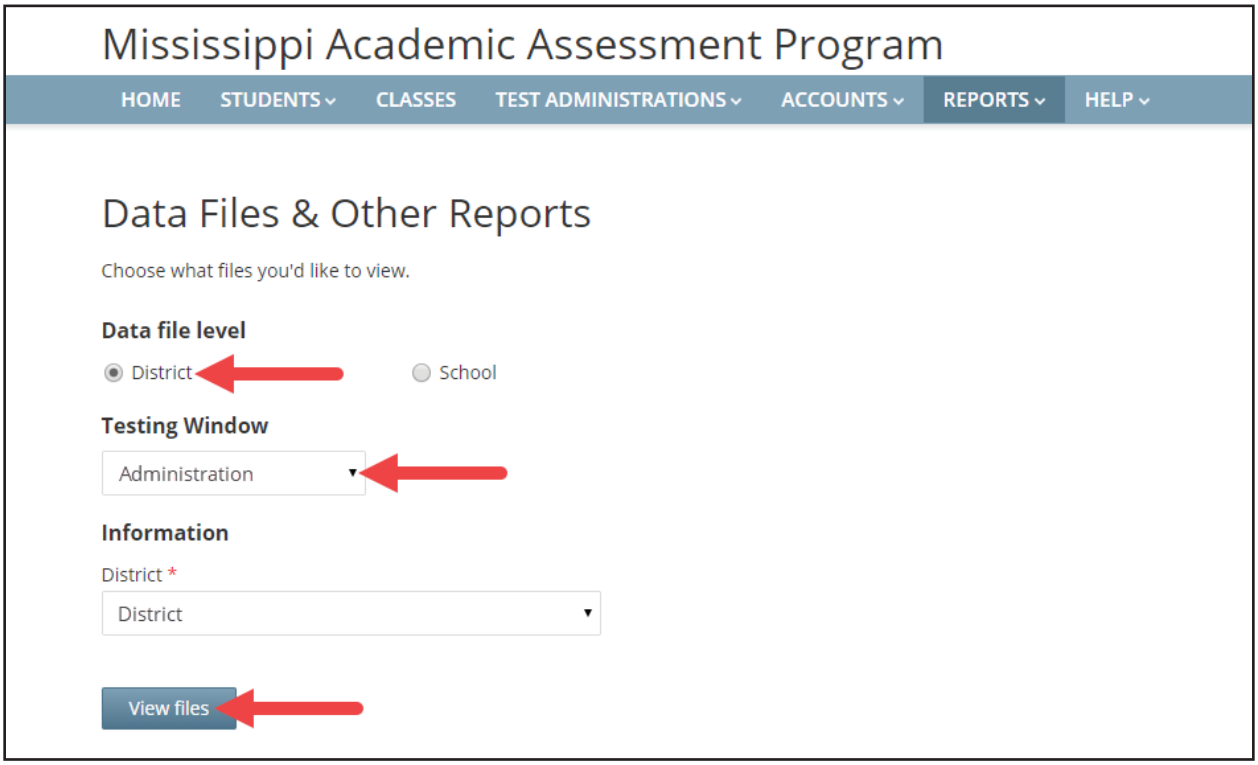
To Access District Data Files:

1. Log in to ms.nextera.questarai.com with the appropriate **User ID** and **Password**.

2. From the menu bar, select the **REPORTS** tab, and then select **Data Files & Other Reports**.

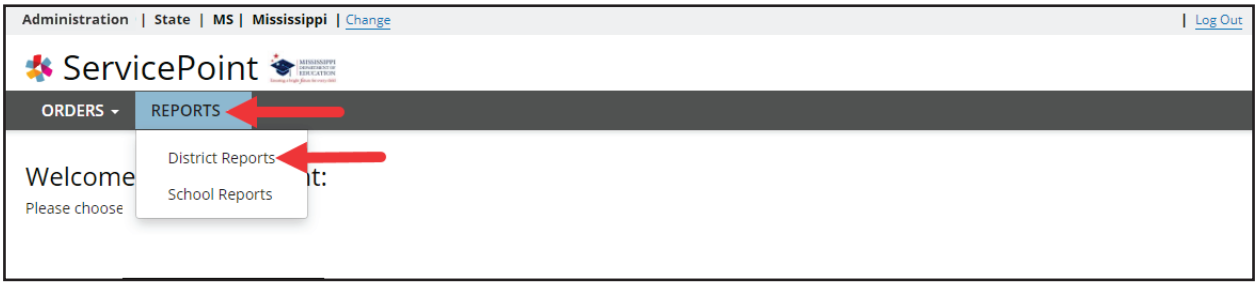


3 On the *Data Files & Other Reports* page, select **District** under **Data file level** and the applicable **Testing Window**. Then select **View files**.

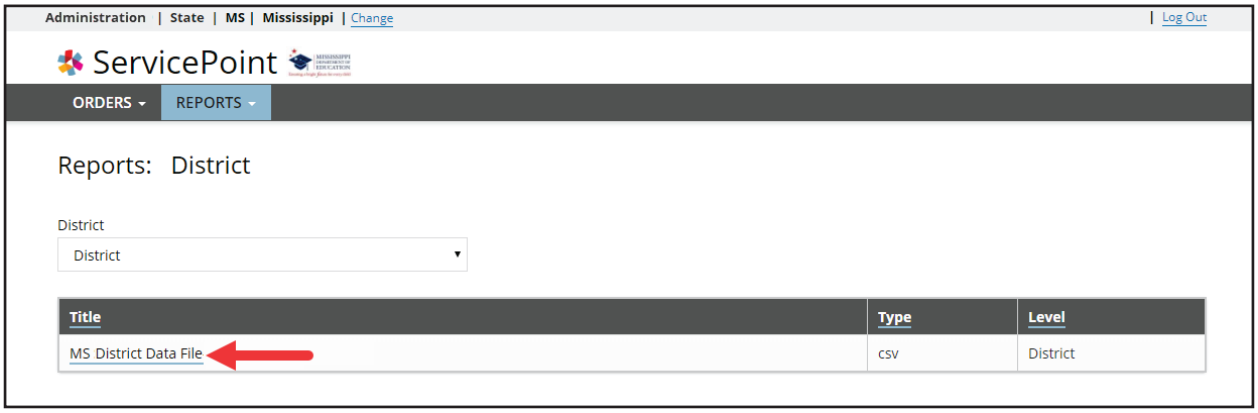


ServicePoint will display in a new internet browser tab or window.

4 Select the **REPORTS** tab, and then select **District Reports**.



5 A list of the available data files for your district will display. Select the link in the Title column to download the desired data file in a .csv file format.



Note: Most versions of Microsoft Excel will open .csv files automatically, but if you are using a version that will not, refer to the instructions for importing .csv files found on Microsoft's website: https://support.microsoft.com/en-us/office/import-or-export-text-txt-or-csv-files-5250ac4c-663c-47ce-937b-339e391393ba#ID0EAAGAAA=Office_2016-2010

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