

# Test Administrator Manual



**GOVERNMENT**

**Summer 2025**



Maryland Comprehensive Assessment Program



# Important Administration Dates

| Item  | Date             |
|---|------------------|
| <b>Student Enrollment Windows</b>   |                  |
| Submit Initial Pre-ID File  | 6/9/25 – 6/13/25 |
| Additional Pre-ID File  | 7/7/25 – 7/11/25 |
| Submit Additional Test-Taker Accommodations on the MCAP Government and LS MISA Portal<br><b>Note:</b> LACs and STCs may upload accommodations between the hours of 3:00 p.m. EST and 5:30 a.m. EST (outside of testing window). During the testing window, i.e., during the hours of 5:30 a.m. EST to 3:00 p.m. EST, accommodations can be edited manually. | 6/16/25 – 8/1/25 |
| <b>Additional Materials Window</b>  |                  |
| Submit orders for additional paper materials  | 7/7/25 – 7/25/25 |
| <b>Shipment Delivery Windows</b>  |                  |
| Manuals and Other Nonsecure Materials Delivered to Schools<br><b>Note:</b> Preprinted student ID labels will be included in the first box of each content area shipped.   | 7/7/25           |
| Initial Secure Shipments Delivered to Schools   | 7/7/25           |

|  |                      |
|--|----------------------|
| <b>Testing Dates</b>   |                      |
| <b>Test Window</b>   | 7/21/2025 – 8/1/2025 |
| <b>Scheduling Test Material Pickup</b>   |                      |
| <b>Note:</b> All test materials <b>must</b> be picked up by 8/1/25. Pickup requests must be made before 2 p.m. to ensure next-day pickup. Shipments sent out after the pickup date (8/1/25) will be paid for by the school/district. | 7/22/25 – 8/1/25     |



Maryland Comprehensive Assessment Program

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STATE DEPARTMENT OF EDUCATION

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# TABLE OF CONTENTS

**Important Administration Dates** ..... **Inside Front Cover**

**A Quick Guide to Understanding MCAP** ..... **vii**

**Section 1 General Information for Online and Paper Testing** ..... **1**

Description of the Tests ..... 1

Testing Information ..... 2

Online Testing ..... 2

Online and Paper Testing Schedule ..... 2

Make-Up Testing Schedule ..... 2

Administration Monitoring by MSDE ..... 2

Test Materials ..... 2

    For the Test Administrator (TA) ..... 3

    For Each Student ..... 3

Test Security ..... 4

    Code of Ethics and State Board Security Regulations ..... 4

    Which Test Materials Are Secure and Nonsecure? ..... 4

    Who May Have Access to Secure Materials and When May They Be Accessed? ..... 4

        Before the First Test Administration Date ..... 5

        During the Test Administration Window ..... 5

    Who May Not Have Access to Secure Materials? ..... 5

Test Preparation ..... 6

    Practice Tests ..... 6

    Eligible TAs, Proctors, and Accommodators ..... 6

        Eligible TAs ..... 6

        Non-Eligible TAs ..... 6

        Proctors ..... 6

        Eligible Accommodators ..... 7

        Backup TAs ..... 7

Testing Cautions ..... 7

Human Reader/Human Signer Accessibility Feature ..... 7

Text-to-Speech Accessibility Feature ..... 7

Testing Accommodations ..... 8

    Scribe Accommodation ..... 8

    Large Print Test Administration ..... 8

    Braille Test Administration ..... 9

General Information on Transcribing Student Responses ..... 9

Student Tracking Form ..... 10

Irregularities During Testing ..... 10

## TABLE OF CONTENTS

|                  |  |           |
|------------------|--|-----------|
| <b>Section 2</b> | <b>General Preparation for Online and Paper Testing</b> .....                            | <b>11</b> |
|                  | Step 1 Plan Your Testing Schedule .....  | 11        |
|                  | Step 2 Review Test Materials and Prepare Answer Sheets .....                             | 11        |
|                  | Student ID Labels for Paper Testing .....  | 11        |
|                  | Step 3 Prepare the Testing Location .....  | 12        |
|                  | Create an Effective Testing Environment .....  | 12        |
|                  | LEA Policy for After Testing .....   | 13        |
|                  | Guidelines for the Use of Instructional Aids During Testing .....                        | 13        |
|                  | Other Considerations Regarding Instructional Aids .....                                  | 14        |
|                  | Step 4 Train Proctors .....  | 14        |
| <b>Section 3</b> | <b>Directions for Online Testing</b> .....   | <b>16</b> |
|                  | Terminology Used in the Online Government Assessment .....                               | 16        |
|                  | Step 5 Review Preparation Procedures .....   | 16        |
|                  | Test Security .....  | 16        |
|                  | Preparing for the Online Test Administration .....                                       | 17        |
|                  | Test Materials .....   | 17        |
| <b>Section 4</b> | <b>Directions for Administering Online Tests</b> .....                                   | <b>19</b> |
|                  | Begin Testing Script Here .....  | 21        |
|                  | Step 6 Distribute the Online Test Materials .....  | 21        |
|                  | Step 7 Administer the Online Test .....  | 21        |
|                  | Online Session 1 .....   | 22        |
|                  | Online Session 2 .....   | 25        |
|                  | Online Session 3 .....   | 28        |
|                  | Online Session 4 .....   | 31        |
| <b>Section 5</b> | <b>Procedures to Follow After Administering Online Tests</b> .....                       | <b>34</b> |
|                  | Step 8 Complete the Documentation Forms and Return Test Materials .....                  | 34        |
|                  | Step 9 Mark Online Student Tests As Invalid .....  | 34        |
| <b>Section 6</b> | <b>Directions for Administering Paper Tests<br/>Standard and Large Print Forms</b> ..... | <b>35</b> |
|                  | Begin Testing Script Here .....  | 36        |
|                  | Step 5 Distribute the Paper Test Materials .....   | 36        |
|                  | Step 6 Administer the Paper Test .....   | 37        |
|                  | Paper Session 1 .....  | 37        |
|                  | Paper Session 2 .....  | 40        |
|                  | Paper Session 3 .....  | 42        |
|                  | Paper Session 4 .....  | 44        |

## TABLE OF CONTENTS

|                  |   |           |
|------------------|---|-----------|
| <b>Section 7</b> | <b>Directions for Administering Braille Tests</b> .....   | <b>46</b> |
|                  | Begin Testing Script Here .....   | 47        |
|                  | Step 5 Distribute the Braille Test Materials .....  | 47        |
|                  | Step 6 Administer the Braille Test. ....  | 47        |
|                  | Braille Session 1 .....   | 47        |
|                  | Braille Session 2 .....   | 50        |
|                  | Braille Session 3 .....   | 52        |
|                  | Braille Session 4 .....   | 54        |
| <b>Section 8</b> | <b>Procedures to Follow After Administering Paper Tests</b> .....   | <b>56</b> |
|                  | Step 7 Transcribe Paper Answer Sheet Student Responses into the MCAP Government<br>and LS MISA Kiosk..... | 56        |
|                  | Step 8 Invalidate Student Answer Sheets .....   | 56        |
|                  | Step 9 Complete the Documentation Forms and Return Test Materials .....                                   | 57        |
|                  | Step 10 Administrative Procedures for Students with Response Accommodations .....                         | 57        |
|                  | Step 11 Administrative Procedures for Students Using Large Print or Braille Test Forms.....               | 57        |
| <b>Section 9</b> | <b>Appendices</b> .....   | <b>58</b> |
|                  | Appendix A: Test Archive: Student Tracking Form .....   | 59        |
|                  | Appendix B: Test Administration and Certification of Training Form and<br>Non-Disclosure Agreement .....  | 60        |
|                  | Appendix C: COMAR section 13A.03.04.05.....   | 62        |

Beginning on July 1, 2018, Maryland has used the term Maryland Comprehensive Assessment Program (MCAP) as an umbrella for state assessments. MCAP provides information to educators, families, and the public on student progress towards proficiency on the Maryland state content standards. Through a strong assessment system, stakeholders gain an understanding of how schools are performing and where assistance can be directed to support student growth and achievement.

In Maryland, all students in tested grades (grades 3 – 8 and high school) must participate in either the regular or the alternate assessments. Students must be included to the fullest extent possible in all state assessment programs and have their assessment results incorporated in Maryland’s accountability system, unless documented as described in the [Maryland Assessment, Accessibility, and Accommodations Manual \(MAAAM\)](#). Federal legislation requires the participation of Students with Disabilities (SWD) that have Individual Education Plans (IEPs), students with 504 Plans, and multilingual learners (MLs) in standards-based instruction and assessment initiatives. Students with the most significant cognitive disabilities may take the Alternate Assessments if their IEP teams determine that they meet the eligibility criteria and cannot appropriately be assessed on the general assessments. More information about federal legislation and assessment requirements can be found in the Every Student Succeeds Act of 2015 (ESSA) and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA).

Maryland currently operates the following state testing programs under the MCAP umbrella:

| FALL  | WINTER  | SPRING  | SUMMER   |
|---|---|---|--|
| <ul style="list-style-type: none"> <li>Kindergarten Readiness Assessment<sup>1</sup></li> </ul> | <ul style="list-style-type: none"> <li>English Language Arts/Literacy (Grade 10)</li> <li>Life Science (LS) MISA (High School)</li> <li>American Government (High School)<sup>1</sup></li> <li>Algebra I, Geometry, and Algebra II<sup>2</sup></li> <li>WIDA ACCESS (K-12)</li> <li>WIDA Alternate ACCESS (K-12)<sup>3</sup></li> </ul> | <ul style="list-style-type: none"> <li>English Language Arts/Literacy (Grades 3-8 and 10)</li> <li>Mathematics (Grades 3-8, Algebra I, Geometry, Algebra II)</li> <li>Social Studies (Grade 8)<sup>1</sup></li> <li>Maryland Integrated Science Assessment (MISA) (Grades 5 and 8)</li> <li>Life Sciences (LS) MISA (High School)</li> <li>American Government (High School)<sup>1</sup></li> <li>Dynamic Learning Maps (ELA, Math) (grades 3-8 and 11)<sup>3</sup></li> <li>Alternate Maryland Integrated Science Assessment (Alt-MISA) (grades 5, 8, 11)<sup>3</sup></li> </ul> | <ul style="list-style-type: none"> <li>English Language Arts/Literacy (Grade 10)</li> <li>Life Sciences (LS) MISA (High School)</li> <li>American Government (High School)<sup>1</sup></li> <li>Algebra I (High School)</li> </ul> |

### Notes

- 1 Maryland State law (Md. Ed. Art §7-203) requires a Kindergarten Readiness Assessment, as well as a social studies assessment in middle school (grade 8) and an assessment in American Government for high school students. The Early Learning Assessment (ELA) is an optional assessment administered to students in both public and private prekindergarten settings in Maryland.
- 2 Students in grades 3–8 and 10 must participate in MCAP assessments only for the grade in which they are enrolled. For example, students enrolled in 7<sup>th</sup> grade will participate in the Grade 7 MCAP Mathematics assessment. **MIDDLE SCHOOL EXCEPTION:** Effective March 17, 2025, MSDE was granted a waiver allowing students in grades 6 – 7 who are enrolled in a high school mathematics course to take the corresponding MCAP mathematics assessment instead of the statewide grade-level assessment. For example, students in grade 6 who are enrolled in an Algebra I course will be permitted to participate in the MCAP Algebra I assessment. Once in high school, these students will participate in the MCAP Geometry, MCAP Algebra 2, or SAT as their more advanced mathematics assessment. This waiver is in effect from SY 2024-2025 through 2027-2028.
- 3 Alternate (Alt) assessments are administered to Maryland students with significant cognitive disabilities for any federally mandated assessment.
- 4 Beginning 2023-2024, students entering the ninth grade, the Maryland Comprehensive Assessment for science (LS MISA) and government (American Government) shall account for 20 percent of the student's final grade in the respective high school level science and government courses (COMAR 13A.03.02).



Section  
1

# General Information for Online and Paper Testing

## DESCRIPTION OF THE TESTS

Since July 1, 2018, Maryland has used the term Maryland Comprehensive Assessment Program (MCAP) as an umbrella for state assessments. The Government assessment falls under that umbrella. Previously, this test was known as part of the High School Assessments (HSAs). The MCAP Government assessment is intended to meet the testing requirements for Maryland high school graduation as well as the high school testing requirements for the federal Every Student Succeeds Act (ESSA). Beginning with the 2023–24 academic year, student scores on the MCAP Government assessment will count as 20% of their overall course grade.

Maryland general educators and special educators have played a vital role in developing the overall high school assessment plan and the tests themselves. Maryland educators are involved in selecting stimulus materials for the tests, writing test items, and reviewing test items for content accuracy, difficulty, appropriateness for the target population, and fairness.

This *Test Administrator Manual (TAM)* provides directions for administering the Government assessment. Sessions have been created so that each may be administered in one class period. Timing does not include the time to distribute materials and read directions. Schools may schedule testing for one or multiple sessions in a day or may test across multiple days. Once a session has been started, it must be completed the same day unless a unique accommodation based on the Individualized Education Program (IEP), multilingual learner (ML) plan, or 504 plan has been approved by the Maryland State Department of Education (MSDE).

The Government assessment will be administered either by electronic device (“online” testing) or by paper and pencil (“paper” testing). Students taking the paper test will record responses to test items on a separate answer sheet. The use of paper test books will be limited to students who require this mode of testing according to their IEP or 504 plan. In special circumstances, Local Accountability Coordinators (LACs) may request permission from MSDE to assign students the paper form of the MCAP assessments.

The Government assessment consists of selected response (SR), constructed response (CR), and technology enhanced (TE) items.

You **MUST** read and follow the procedures in this TAM carefully. Failure to follow proper testing procedures is a violation of the Code of Maryland Regulations (COMAR) Section 13A.03.04.05A: Test Administration and Data Reporting Policies and Procedures, Testing Behavior Violations.

By following the procedures in this TAM, you will ensure that the tests are valid and equitable for all students. Prior to, during, and after the test administration, comments regarding clarity of directions and information provided in this TAM may be emailed to [mcap.msde@maryland.gov](mailto:mcap.msde@maryland.gov). When communicating with MSDE or your LAC by email, however, **never** quote any portion of a test item, as email is not a secure form of communication. Instead, call the Division of Assessment, Accountability, Performance Reporting & Research at MSDE at 1-410-767-0083. Quoting secure material in an email is a test security violation and can result in consequences up to and including termination and loss of Maryland certification.

## TESTING INFORMATION

### ONLINE TESTING

Online administrations are conducted using the MCAP Government and LS MISA Portal online test administration system and the MCAP Government and LS MISA Kiosk application.

See the inside front cover for important administration dates.

### ONLINE AND PAPER TESTING SCHEDULE

Online and paper testing will be administered according to a flexible schedule set by each Local Educational Agency (LEA) within the state-mandated online testing window. Online testing sessions should be set at times that minimize the likelihood of late arrivals.

| TABLE 1: TIMING SCHEDULES |             |           |             |           |               |           |              |
|---------------------------|-------------|-----------|-------------|-----------|---------------|-----------|--------------|
| CONTENT AREA              | SESSION ONE | Break     | SESSION TWO | Break     | SESSION THREE | Break     | SESSION FOUR |
| Government                | 40 minutes  | 5 minutes | 40 minutes  | 5 minutes | 40 minutes    | 5 minutes | 40 minutes   |

**NEW:** MSDE has released a new countdown timer that is independent of the internet. The countdown timer is found at <http://itempra.org/timer> and is an alternative to internet-dependent and ad-based timers.

**The 40-minute testing time does not include time for administrative tasks such as distributing test materials, reading directions, and answering students' questions. The five-minute break duration is recommended and may be modified as needed.**

### MAKE-UP TESTING SCHEDULE

If a student is absent/becomes ill and cannot complete testing, or a school has an unscheduled closing/delayed opening that prohibits the scheduled online test administration, a make-up test opportunity must be offered on one of the subsequent days **within the paper or online testing window.**

### ADMINISTRATION MONITORING BY MSDE

During the administration of the MCAP assessments, MSDE will have testing monitors in selected schools to observe administration procedures and testing conditions. All monitors will have identification cards for security purposes. There will not be prior notification of which schools will be monitored, but monitors will follow local procedures for reporting to the school's main office and giving proper notification that an MSDE monitor is in the building. Monitors will also sign a *Test Administration and Certification of Training Form and Non-Disclosure Agreement* as requested by the school and provide a copy of a memorandum from the Division of Assessment, Accountability, Performance Reporting & Research giving authorization to monitor testing.

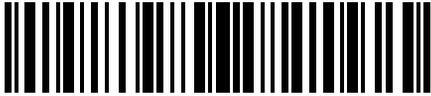
### TEST MATERIALS

You will receive your test materials from your School Test Coordinator (STC) on the morning of testing. Please make sure you have the materials on the following lists. If any materials are missing, notify your STC. Unless otherwise noted, these materials are needed for both paper and online testing. See pages 8 and 9 for specific lists of materials needed for large print and braille testing.

## For the Test Administrator (TA)

- Government TAM [includes procedures for both online and paper testing].
- Student roster, Student Tracking Form, or a similar form created by the STC, unless using the test status export function in the MCAP Government and LS MISA Portal. (One of these forms is provided by your STC for students to sign at the end of testing. A sample Student Tracking Form for paper testing is shown in Appendix A.) This document will serve as part of the test archive and must be kept for six years per COMAR 13A.03.04.
- Session Access Codes (printed from the MCAP Government and LS MISA Portal by the STC) [for online testing only]. **Session Access Codes are secure materials.**
- Preprinted student ID labels. (Any student who does not have a preprinted student ID label—or who has a label with incorrect information—must have the student’s biographical information handwritten on the front of the answer sheet and bubbled in.) [for paper testing only]

### Preprinted Student ID Label

|   |
|---|
| Student Label   |
| <b>SMITH, JAMES</b>   |
| DOB: 10/16/20XX                      Gender: M                                      |
| BAUMAN HIGH SCHOOL  |
| WILSON CO 2405 02   |
|  |
| 190650095 - 2   |

You will also need the following materials:

- A sign for the door that says “Testing: Do Not Disturb”
- A clock or timing device accessible to all students and used as the source for timing the test

## For Each Student

- Student Testing Ticket (printed from the MCAP Government and LS MISA Portal by the STC) [for online testing only]
- Test book [for paper testing only]
- Answer sheet [for paper testing only]
- No. 2 pencils with erasers [two per student for paper testing and one for online testing]
- Scratch paper
- Highlighter (optional) [for paper testing only]
- Available word-to-word dictionary for ML students if documented in their ML plan

## TEST SECURITY

### Code of Ethics and State Board Security Regulations

The following code of ethics conforms to the Standards for Educational and Psychological Testing developed by the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education:

It is a breach of professional ethics for school personnel to provide verbal or nonverbal clues or answers, teach items on the test, share writing prompts, coach, hint, or in any way influence a student's performance during the testing situation. A breach of ethics may result in invalidation of test results and LEA or MSDE disciplinary action.

The online forms, Student Testing Tickets, Session Access Codes, and test books for the MCAP are confidential and must be kept secure at all times. Secure test materials must not leave the school premises unless for distribution to another school or for home/hospital testing. Unauthorized use, duplication, or reproduction of any or all portions of the assessment is prohibited. Additionally, divulgence of secure test materials through electronic correspondence such as email is prohibited.

VIOLATION OF SECURITY CAN RESULT IN PROSECUTION AND/OR PENALTIES AS IMPOSED BY THE MARYLAND STATE BOARD OF EDUCATION AND/OR STATE SUPERINTENDENT OF SCHOOLS IN ACCORDANCE WITH COMAR 13A.03.04 AND 13A.12.05.

It is assumed that TAs and all others who handle test materials are aware of the consequences of test security violations, and each must sign a *Test Administration and Certification of Training Form and Non-Disclosure Agreement*, which are kept on file for six years. Individuals who handle test materials are bound to abide by the regulations governing test security violations outlined in COMAR section 13A.03.04.05.

### Which Test Materials Are Secure and Nonsecure?

Secure and nonsecure test materials are as follows:

- **Secure Materials**—Test books, used answer sheets, used scratch paper, tactile graphics for braille administration, online testing Student Testing Tickets, and online testing Session Access Codes
- **Nonsecure Materials**— *Test Coordinator Manual* (TCM), TAMs (by content area), and unused answer sheets

### Who May Have Access to Secure Materials and When May They Be Accessed?

Secure and nonsecure materials will be delivered to schools approximately 10 weekdays prior to the test administration date. For a schedule of when secure and nonsecure materials will arrive in districts, please refer to the schedule on the inside front cover of this manual. Superintendents, Assistant Superintendents for Instruction, LEA content-area supervisors, principals, assistant principals, and school-level chairpersons are prohibited from viewing or discussing secure test items in any manner, either among themselves or with students, before, during, or after testing. Assistant principals and school-level chairpersons who serve as the STC may handle secure test materials.

Following is a list of when the secure materials can be viewed and who may view them. Persons not mentioned specifically are to be denied access to secure materials. Nonsecure materials may be used for training at any time.

## Before the First Test Administration Date

- **STCs** may have access to **secure** and **nonsecure** test materials in order to prepare materials and to conduct training for TAs. STCs may open packages of test books and answer sheets as necessary to inventory and prepare materials to distribute to TAs. The STC or TA should NEVER use a Student Testing Ticket to access an online test before testing.
- **TAs** may have access to all **nonsecure** test materials prior to the test administration. They are **not permitted** to have access to the **secure** paper or online test materials prior to the scheduled test date.
- TAs will receive test books and answer sheets or Student Testing Tickets and Session Access Codes from the STC on the morning of the scheduled test date.
- **Accommodators** may need access to **secure** materials prior to the first day of testing in order to prepare students' accommodations. STCs must consult their LAC to determine if a specific accommodation warrants the review of a test book prior to testing. The accommodator should not use a Student Testing Ticket to preview a test.
- **Non-certified staff** may have access to **secure** test materials for clerical purposes as approved by the LAC and only if supervised by the STC. **Non-certified staff** may perform such activities as assisting with the inventory of materials or helping with the application of preprinted student ID labels to answer sheets. Non-certified staff approved by the principal and local superintendent to serve as a TA may not have access to secure test materials before testing.

## During the Test Administration Window

- **TAs** will receive test books and answer sheets or Student Testing Tickets and Session Access Codes for online testing from the STC on the morning of the scheduled test date.
- **STCs** should print and securely store Student Testing Tickets and Session Access Codes for online testing at least one day before each scheduled test session.

## Who May Not Have Access to Secure Materials?

Proctors and members of the general public, including, but not limited to, members of local boards of education, are **not** allowed access to **secure** paper or online test materials. The legal authority for this denial is found in §10-618(c) of the State Government Article, Annotated Code of Maryland, which stipulates the following:

SUBJECT TO PARAGRAPH (2) OF THIS SUBSECTION, A CUSTODIAN MAY DENY INSPECTION OF TEST QUESTIONS, SCORING KEYS, AND OTHER EXAMINATION INFORMATION THAT RELATES TO THE ADMINISTRATION OF LICENSES, EMPLOYMENT, OR ACADEMIC MATTERS.

## TEST PREPARATION

### Practice Tests

Proctors and the general public may utilize the electronic practice test on the MCAP Government and LS MISA Kiosk or at [lsmisagovpracticetest.cognia.org](https://lsmisagovpracticetest.cognia.org) to experience the navigation and rigor of the assessment. **Usernames and passwords are not required for the practice test.** Users simply select the desired test from the drop-down menu. Three versions of the practice test are available: standard, text-to-speech enabled, and ASL video enabled.

For paper copies of the practice test, downloadable PDFs are available under “Testing Materials” at [maryland.onlinehelp.cognia.org](https://maryland.onlinehelp.cognia.org).

### Eligible TAs, Proctors, and Accommodators

**NOTE:** Eligible TAs, proctors, or accommodators may not serve in the same testing room as a student who is a family member or resides within the same dwelling.

#### Eligible TAs

The Maryland General Assembly adopted legislation concerning the administration of Maryland State Assessments. House Bill 617 permits public school principals to select any employee to act as a TA pending review and approval by the respective local superintendent.

Although principals may select any employee to act as a TA, keep in mind that employees remain culpable if test security infractions are committed.

All personnel assigned to be TAs must be employees of the LEA, be trained for their role, and sign a *Test Administration and Certification of Training Form and Non-Disclosure Agreement*.

**Note:** LEAs with students enrolled in non-public schools located outside of the state of Maryland are responsible for ensuring that these students are tested by eligible Maryland TAs.

#### Non-Eligible TAs

The following individuals are not eligible to serve as TAs for state assessments:

- Student teachers, student interns, and caregivers who serve as regular volunteers
- State-certified teachers who are not regular employees of the school system and who are not on a substitute list

#### Proctors

Persons not serving as TAs may provide assistance during the test administration as proctors. The decision to use proctors and to choose who may act as proctors is an LEA option. Proctors may assist in the following ways:

- Help the TA distribute and collect test materials
- Circulate through the room and observe students during the entire testing period
- Ensure that students are working on the correct test session and not on any other session
- Monitor students who finish early to ensure they are not reading other materials (unless approved by the LEA as an option for students after their test book or Student Testing Ticket has been submitted) or disturbing students who are still working

Before the testing date, instruct proctors on their roles and responsibilities. See Section 2, Step 4, for details.

Caregivers may not serve as proctors unless they are employees of the LEA. The use of non-certified instructional assistants, aides, and caregivers as proctors is an LEA option. The TAs must understand that they, not the proctors, are solely responsible for a smooth and standardized test administration, as well as the protection and security of test materials. A proctor must never be left alone with students during testing or while secure documents are available to students. Proctors are also bound by the security/confidentiality regulations and must not be allowed to view secure materials. Proctors may not serve in the same testing room as a student who is a family member or resides within the same dwelling. As a general rule, at least one proctor for every 25 students is recommended. Proctors must attend training by the STC and sign the *Test Administration and Certification of Training Form and Non-Disclosure Agreement*.

## Eligible Accommodators

TAs and the following individuals may provide accommodations to students during testing:

- Non-certified instructional assistants and aides
- Substitutes or other staff members who are regular employees of the school system

**Note:** The above individuals must be under the supervision of a Maryland eligible TA, must attend training, and must sign the *Test Administration and Certification of Training Form and Non-Disclosure Agreement* prior to the test administration.

## Backup TAs

The STC may train backup TAs to serve as examiners when regular TAs are ill. If these trained TAs are not used, they may serve as proctors. If they serve as proctors, they must work under the direction of the TA and may **not** have access to the secure materials for the test to which they are assigned prior to the scheduled testing date.

## TESTING CAUTIONS

**Coaching Prohibited.** Make sure that all students understand the directions for taking the test. The TA or proctor may assist students with the mechanics of test taking, such as helping students find the correct place in the test book or logging in to the online test. However, no one should provide assistance that will inadvertently or otherwise indicate an answer. The TA may not assist with the functions of any tools in the platform during the assessment. Students should have the opportunity to review these tools at some time BEFORE the assessment.

## HUMAN READER/HUMAN SIGNER ACCESSIBILITY FEATURE

Students who receive the Human Reader or Human Signer accessibility feature in regular instruction must receive the accessibility feature on the MCAP assessments. This feature must be identified in advance of the assessment.

Individual students who receive a Human Reader/Human Signer accessibility feature must have the accessibility feature provided by a TA, instructional assistant, or another qualified individual.

## TEXT-TO-SPEECH ACCESSIBILITY FEATURE

Students who are identified to utilize text-to-speech as an accessibility feature during MCAP assessments should also use this feature during regular instruction. Students should also have an opportunity to access the practice test to become familiar with the controls of text-to-speech and navigation of the testing platform. The accessibility feature must be identified in advance of the assessment. Please note that while there is a Spanish test available online, there is NO text-to-speech form available in Spanish. Students will need headphones to access the content on the testing platform. Bluetooth headphones are not permitted on MCAP assessments.

## TESTING ACCOMMODATIONS

Testing accommodations for students in special education programs, students who are multilingual learners, and students with disabilities covered under Section 504 must be approved and documented according to the procedures and requirements outlined in the *Maryland Assessment, Accessibility, and Accommodations Manual* (MAAAM). No accommodations may be made for students merely because they are members of an instructional group. Any accommodation must be based on individual needs and not on a category of disability area, level of instruction, environment, or other group characteristics. Responsibility for confirming the need and appropriateness of an accommodation rests with the STC and school-based staff involved with each student's instructional program. A master list of all students and their accommodations must be maintained in the school's test archive by the principal and STC, who will provide a copy to MSDE upon request. Please refer to Section 1 of the TCM or the MAAAM for further information regarding testing accommodations.

All instructional assistants and other qualified personnel who will provide accommodations during testing must be trained by the STC on how to administer specific accommodations. Failure to adhere to state policies and procedures may constitute a testing irregularity or a breach of test security and must be reported and investigated according to state and local testing policies. An accommodator must always work under the direction of a certified TA.

Due to the differences in scripted TA directions, the administration of the Government paper and online tests cannot occur concurrently in the same test location. Refer to the MAAAM for information about grouping students with testing accommodations in accordance with student IEPs.

### Scribe Accommodation

The scribe accommodation may be implemented in one of two ways, depending on which way better meets the needs of the particular student:

1. The scribe may record the responses verbatim directly onto the student's answer sheet, which must be transcribed into the online Kiosk after testing, or
2. The scribe may enter the student's responses verbatim directly online in the MCAP Government and LS MISA Kiosk.

### Large Print Test Administration

Use the test directions in Section 6 of this TAM when administering the large print test form. Test materials required for a large print administration include the following:

- Large Print Kit containing a:
  - Large print test book
  - Standard-size test book for TA reference
  - Large print answer sheet
  - Standard-size answer sheet
- TAM
- Two No. 2 pencils with erasers
- Scratch paper
- Highlighter (optional)

Occasionally the layout of items may differ in the large print copy of the test book, but the content of the test is the same. The responses must be transcribed verbatim in the MCAP Government and LS MISA Kiosk.

The instructions for transcribing a student's responses into an online test form are found in Section 8, Step 7, of this TAM. At least two people must be present during transcription of student responses, and it is recommended that one of these individuals is the STC.

## Braille Test Administration

Use the test directions in Section 7 of this TAM when administering the braille test form. **Do not** use the test directions in Section 6 of this TAM.

Test materials required for a braille administration include the following:

- Provided in Braille Kit:
  - Print TAM
  - Print test book for test examiner reference
  - Braille test book
  - Print picture descriptions (provided if any test items contain picture descriptions)
  - Standard-size print answer sheet
- Provided by Teacher
  - Braillewriter or an electronic braille device that can print, or other aids normally used by the student in the classroom (provided by the school or student)
  - Blank braille paper
  - Signature guide

The answer sheet is not provided in braille. The student will write answers using a braillewriter with blank sheets, an electronic braille device that can print, or other aids normally used by the student in the classroom. The responses must then be transcribed verbatim onto the standard-size answer sheet and then transcribed into the online Kiosk. If the student is using an electronic braille device, be sure the student deletes the file after printing. However, be sure to include any printed, brailled, or word-processed original student responses with the test materials returned to the STC.

If any test items in the braille test book are supported with picture descriptions, the picture descriptions are provided in print as a separate, secure document for use by the TA. The TA must remember to read these picture descriptions when providing the Human Reader accessibility feature. As this document is secure, it must be returned with the other secure test materials. If any items are supported with tactile graphics, these graphics will be embedded within the test book.

Occasionally the layout of items may differ in the braille copy of the test book, but the content of the test is the same.

Student responses must be transcribed into an online test form. The instructions for transcribing a student's responses into an online test form are found in Section 8, Step 7, of this TAM. At least two people must be present during transcription of student responses, and it is recommended that one of these individuals is the STC.

After testing, original student responses produced on braille or word-processed pages that were used as source documents for transcription must be returned to the STC with the other test materials.

## GENERAL INFORMATION ON TRANSCRIBING STUDENT RESPONSES

There are occasions in which a student's Government responses must be transcribed into the online Kiosk. Examples of such situations include when student responses are marked on a paper answer sheet of any kind, marked in the test book, recorded on audiotape, produced on a braillewriter or an electronic note-taker, or produced on a word processor.

**Only a TA or someone working under the direct supervision of a CERTIFIED TA may transcribe verbatim** the student's responses online in the MCAP Government and LS MISA Kiosk after the student has finished testing and before the online testing window closes. At least two people must be present during transcription of student responses, and it is recommended that one of these individuals is the STC. The instructions for transcribing a student's responses into the online accommodation test form are found in Section 8, Step 7, of this TAM.

Section 8, Steps 10 and 11, of this TAM provides additional transcription instructions.

## STUDENT TRACKING FORM

The STC must provide each TA with a Student Tracking Form. This form is used to record each student's signature and 10-digit answer sheet lithocode number for students taking the paper test. The students' signatures verify participation in the test administration and, for paper testing, also verify that students have returned their test materials.

The TA must also sign the form to verify that all students have returned their test materials each day. The document will serve as a test archive and must be kept for six years per COMAR 13A.03.04.

A sample of a Student Tracking Form is provided in Appendix A of this manual. The STC may follow this sample to create their own, use the student roster provided in the shipment of test materials for paper testing, or print a roster from the MCAP Government and LS MISA Portal for online testing. The Student Tracking Form must include space for the content area, the signature of the TA, and for each student in the test group to sign their name.

Alternatively, you may choose to use the test status export function in the MCAP Government and LS MISA Portal. Instructions on how to export test status are on page 64 of the *Portal User Guide*, which can be found on the Maryland Help and Support Site under "Guides."

**Note:** Recording each student's 10-digit test book security barcode number is optional. **However, it is strongly recommended that, for tracking purposes, this information also be retained either on the Student Tracking Form or some other archive documentation.**

## IRREGULARITIES DURING TESTING

If a student becomes ill or needs to leave during testing because of an emergency, the TA must record the amount of time remaining in that session when the interruption occurred and secure that student's test book and answer sheet until the end of testing. For online testing, exit the student from the online testing system and secure their Student Testing Ticket. If the student needs to return to the online test for any reason, a proctor password will be needed. The proctor password is available from the STC.

**Note:** If the student's illness/emergency impacts other test-takers, the TA should continue testing when the situation has been resolved, with the recorded amount of time remaining.

If the student has completed the session, the student may continue testing any remaining sessions on a day within the testing window. If a student becomes ill before a session has been completed, the STC should record the amount of time remaining in the session and contact the LAC for further guidance.

Any test administration may be interrupted by unforeseen irregularities that, in some cases, can result in individual or group performance that is invalid. The STC should notify the principal and LAC of testing irregularities. The LAC will then determine the appropriate method of handling the testing irregularity, in consultation with MSDE if necessary.



## Section 2

# General Preparation for Online and Paper Testing

**Note:** The information presented in Section 2 generally applies to both online and paper testing. Detailed instructions for additional preparation and administration of online tests appear in Sections 3 through 5 of this TAM.

## Step 1 *Plan Your Testing Schedule*

- See the inside front cover for important administration dates.
- The STC will schedule testing to allow sufficient time for reading directions and distribution of materials. Sessions have been created so that each may be administered in one class period. The timing provided in this TAM does not include the time to distribute materials and read directions. Schools may schedule testing for one or multiple sessions in a day or may test across multiple days. Once a session is started, it must be completed the same day unless the IEP, ML plan, or 504 plan has been approved for this unique accommodation.
- At least one proctor for every 25 students is recommended. For online testing, a larger ratio of proctors to students may be desirable, depending upon the configuration of the testing room being used. If proctors will be used, instruct them in their roles and responsibilities prior to the testing date.

## Step 2 *Review Test Materials and Prepare Answer Sheets*

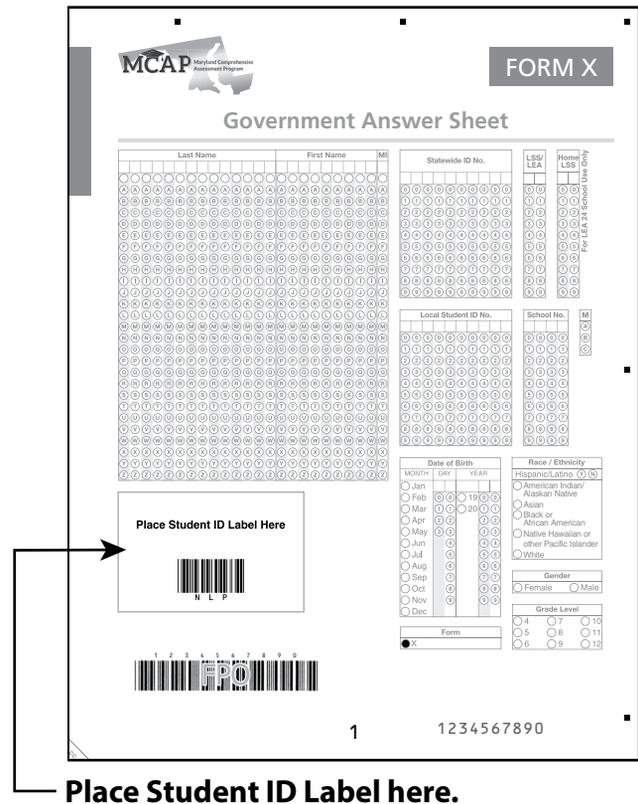
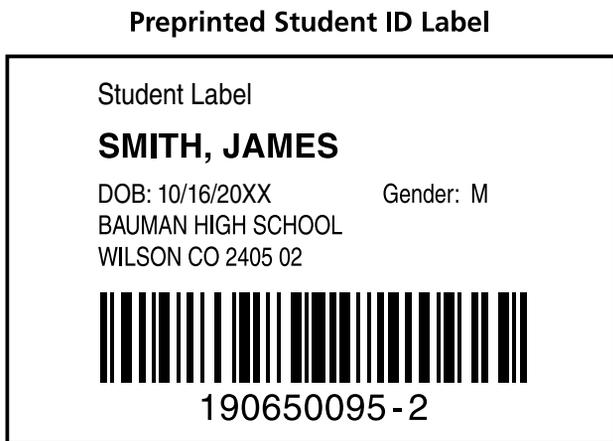
Before testing begins, make sure you have all the materials you will need for testing. For a list of the materials needed, refer to page 2 of this TAM. Make sure all test materials are stored in a secure location. Secure test materials must not leave the school premises unless administering the assessment to a student on home/hospital care and coordinated with the STC.

### **Student ID Labels for Paper Testing**

It is the responsibility of the STC to ensure that all students testing on paper have student ID labels affixed to their answer sheets. If student ID labels, as shown on the next page, have not been applied to the answer sheets on the day of testing, check with your STC as to the appropriate procedure to be followed in your school for applying labels. **When affixing each label, be sure to place it exactly in the space provided, as shown on the sample answer sheet diagram on the next page.**

For any student who does not have a preprinted student ID label (or for whom the information on the label is incorrect), you must enter the student’s biographical information on the front of the answer sheet (handwritten and bubbled in).

The STC, TA, or appointed designee must complete this work. If you are not sure how to complete portions of the required information, check with your STC.



### Step 3 Prepare the Testing Location

#### Create an Effective Testing Environment

Provide a testing location that has comfortable seating, sufficient workspace, a clock or way for students to monitor the available testing time, and good lighting. Make sure there is sufficient room for the TA and proctors to circulate through the room while observing students. The testing environment must be designed to minimize the potential for cheating. For example, TAs must make reasonable efforts to minimize the extent to which students can see each other’s answer sheets or device screens.

The room should be adequately ventilated and free from distracting noises. Post a “Testing: Do Not Disturb” sign on the door to prevent interruptions.

Due to the differences in scripted TA directions, the administration of the paper and online tests cannot occur concurrently in the same test location. In addition, the braille form requires different scripted TA directions from those used for the standard paper/large print tests. Be sure to use the scripted directions in Section 7 of this TAM to administer the braille test. For the online text-to-speech form in English, the online TA directions found in Section 4 of this TAM should be read.

At the beginning of the test administration, students should be instructed to remove all materials from their desks or work areas and place them in a section of the room away from the immediate testing area. Only test books and items listed in the test materials list are allowed to be on the students' desks or work areas.

**Personal belongings are prohibited in the immediate testing area. These personal belongings include, but are not limited to, the following: cell phones, tablets, and the Apple Watch™ and other smart watches; smart glasses, digital electronic players and recorders, and other non-test-related personal electronic equipment; and books, magazines, and other personal reading materials. These materials must not be in the possession of students, TAs, accommodators, or proctors in the testing area, including in their desks.** They pose a test security risk and/or a distraction within an appropriate testing environment.

**Exception:** If allowed by the LAC, the TA may keep a silenced cell phone in their desk or some other secure location. This phone may only be used for issues related to the immediate test administration. The decision to allow the use of a cell phone by the TA rests with the LAC in each LEA. Guidance will be provided to the STC in each school.

At the end of the test administration, students should turn in all test materials, including scratch paper. If students finish a session of the test early, they may review any of their work in that session, but they may not go on or back to another session.

Students who finish early should be encouraged to review their work in that session of the test. Students may **not** have any reading or other materials on their desks **during** testing, and they should not disturb those students still working. Some LEAs may choose to allow students to sit quietly **after** testing or use allowable reading materials (See Policy for After Testing below.)

**If all students have completed testing before the end of the session testing time, the TA may end the session.** Once the session testing time has been reached, the session must end, except for students with an extended time accommodation. Students receiving the extended time accommodation must have that time offered at the end of each session and not wait until the end of the test.

### **LEA Policy for After Testing**

The TA should follow the policy of their LEA regarding what students are allowed to do after they have turned in their online test or turned in their test book at the end of each session. The only options from which the LAC may choose are:

- After a student has checked their work and turned in their test, the student must sit quietly until the session has ended.
- After a student has checked their work and turned in their test, the TA dismisses the student.
- After a student has checked their work and turned in their test, the student may sit quietly and use allowable reading materials.

Questions regarding this policy should be addressed to the STC or LAC.

### **Guidelines for the Use of Instructional Aids During Testing**

The goal of these guidelines is to maintain a balance between regular instructional practice and the need for standardized and fair testing conditions around the state. LACs, STCs, principals, and TAs are ultimately responsible for implementing standardized and appropriate test administrations. Therefore, it is essential to follow these guidelines and to ensure that only allowable instructional aids are available. Although STCs can answer questions that may arise about the appropriateness of a specific instructional aid, only the LAC or MSDE should make final decisions.

The list of allowable and prohibited instructional aids in Table 2 is meant to be instructive rather than exhaustive. The prohibited aids must not be displayed in the room or be available to students during the test administration. In general, prohibited instructional aids are those that (a) define terms in the Maryland Social Studies Standards, (b) give answers to test items, or (c) direct student responses to test items.

**TABLE 2: EXAMPLES OF ALLOWABLE AND PROHIBITED AIDS (GOVERNMENT)**

| Examples of Allowable Aids   | Examples of Prohibited Aids   |
|--|---|
| <ul style="list-style-type: none"> <li>Word-to-word bilingual dictionary (if listed in student’s ML plan)</li> </ul> | <ul style="list-style-type: none"> <li>All maps, posters, or other visual materials that identify or define components contained in the Maryland Social Studies Standards and/or American Government Framework</li> <li>Standard published English-language dictionaries and thesauruses</li> <li>Non-test-related personal electronic equipment</li> </ul> |

### Other Considerations Regarding Instructional Aids

- Instructional aids cannot be developed, displayed, or made available solely for the administration of MCAP assessments.
- Allowable** instructional aids can be moved from one room to another or placed in a specific room during the administration of the assessment.
- Prohibited** instructional aids must be removed or covered up in each testing room or area.
- If it is discovered that an instructional aid inadvertently provides a response to a test item, the aid should be removed or covered up immediately, and the STC and LAC should be contacted.
- Occasionally, a prohibited instructional aid may be used if it is identified as a specific accommodation in a student’s IEP, 504 plan, or ML plan.

## Step 4 Train Proctors

Prior to the test administration, STCs are responsible for informing proctors of their roles and responsibilities during the test administration.

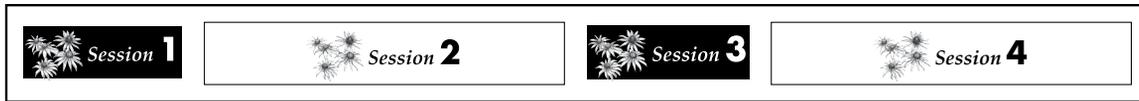
### **Before testing, proctors may assist by:**

- Affixing preprinted student ID labels to the front of answer sheets or handwriting and bubbling in biographical information for each student who does not have a preprinted label or for whom the information on the preprinted label is incorrect
- Removing or covering prohibited instructional aids in the testing area (see Table 2)
- Gathering additional materials students will need and preparing them for distribution to students

### **During testing, proctors may assist by:**

- Helping to distribute and collect test materials
- Checking to ensure that each student testing on paper is given an answer sheet and a test book that have a matching test form letter and color

- Distributing Student Testing Tickets to the correct student for online testing
- Circulating through the room and observing the testing behaviors of students
- Supplying additional sharpened pencils when needed during testing
- Ensuring that students are working only in the correct test session in the test book by noting that the correct session tab at the top of the page is visible (see graphic below)



### Student Test Book

- Ensuring that students are marking their answers in the correct section of the answer sheet
- Reminding students who finish early to check their work in that session

**After testing, proctors may assist the TA and STC by:**

- Checking answer sheets to ensure that preprinted student ID labels are affixed correctly
- Ensuring that testing materials have been collected and returned to the STC
- Ensuring all students have signed the Student Tracking Form or roster after each session or the last session of the online test, unless the TA is using the test status export function in the MCAP Government and LS MISA Portal



# Directions for Online Testing

The MCAP Government and LS MISA Portal offers schools the ability to administer the Government assessment in an online format. Schools participating in the online administration of the Government assessment have the capability to create and maintain student rosters, create and modify test sessions, print Student Testing Tickets, and administer the assessment. TAs do not need an account in the MCAP Government and LS MISA Portal to administer the assessment.

In order to prepare for the online Government assessment, the TA should use this section of this manual.

## TERMINOLOGY USED IN THE ONLINE GOVERNMENT ASSESSMENT

The table below explains some of the terminology used in the MCAP Government and LS MISA Portal and the MCAP Government and LS MISA Kiosk.

| Term         | Explanation and Usage   |
|--------------|---|
| Test Session | When conducting online testing, the term “test session” refers to the entire block in which the multiple sections of the test are conducted, or to the electronic record of each group of students that is testing together.  |
| Session      | <p>The online test for Government consists of four “sessions.”</p> <p>The different sessions are the result of the manner in which Session Access Codes have been implemented in the online test environment.</p> <p>“Session Access Codes” are used to lock portions of the test so that students cannot move ahead or go back to another session of the test. Session Access Codes also provide test security during breaks by prohibiting students from getting a “head start” on subsequent test items.</p> <p>The Session Access Code diagram on page 20 helps illustrate how the various segments of the test are identified as “sessions.”</p> |

## Step 5 *Review Preparation Procedures*

### Test Security

Test security of all online materials must be maintained before, during, and after the test administration.

- The testing environment must be designed to minimize the potential for cheating. For example, TAs must make reasonable efforts to minimize the extent to which students can see each other’s device screens. Any sign of cheating must be handled immediately. Contact the STC if you have any questions or if cheating or security violations are suspected.
- All Student Testing Tickets and Session Access Codes must be kept secure until **all** students have turned in all responses in the MCAP Government and LS MISA Kiosk.
- The proctor password, used after a test is idle for more than 20 minutes, must be kept secure at all times. The STC can access the proctor password in the MCAP Government and LS MISA Portal.
- Return all test materials to your STC at the end of each testing day.

## Preparing for the Online Test Administration

The information below will help ensure a successful test administration.

- Workspace for each student should have good lighting and be large enough to accommodate scratch paper. Only items listed in the test materials list are allowed to be in the workspace.
- Students must not have any applications open on their devices prior to testing.
- Students who finish a session of the test early are only permitted to engage in one of the three choices an LEA may allow after testing. (See page 13.)
- For the online administration, it is highly recommended that the STC also be readily accessible to each testing lab/location, if possible.
- Make sure the volume is not muted before launching the MCAP Government and LS MISA Kiosk on devices being used for text-to-speech.

**Note:** Students need to be assigned the text-to-speech accessibility feature when placed in a test session in order to have the text-to-speech controls show in the MCAP Government and LS MISA Kiosk.

## Test Materials

Make sure you have the materials listed below available at testing time:

### For the TA

- TAM
- Student roster, Student Tracking Form, or a similar form created by the STC, unless using the test status export function in the MCAP Government and LS MISA Portal. (One of these forms is provided by your STC for students to sign at the end of testing. A sample Student Tracking Form is shown in Appendix A.) This document will serve as a test archive and must be kept for six years per COMAR 13A.03.04.
- Session Access Codes (printed from the MCAP Government and LS MISA Portal by the STC). **Note:** These codes must be kept secure and only released when directed in this manual. **Do not display all Session Access Codes at the same time.**

You will also need the following materials:

- A sign for the door that says "Testing: Do Not Disturb"
- A clock or timing device accessible to all students and used as the source for timing the test
- A place to write or way to display the Session Access Code

### For Each Student

- Student Testing Ticket (printed from the MCAP Government and LS MISA Portal by the STC). **Note:** The same ticket is used for all sessions and is considered a secure document.
- Two No. 2 pencils with erasers to use with scratch paper and to sign the Student Tracking Form (if applicable)
- Scratch paper
- Headphones for any student using text-to-speech (students may bring their own); however, Bluetooth headphones are not allowed
- Word-to-word bilingual dictionaries for ML students, if listed in their ML plan

**Make sure students close all programs, applications, browsers, etc., before the test session begins.** The only application that can run during testing is the MCAP Government and LS MISA Kiosk. Your technology department should have configured each device so that all applications that may automatically launch have been turned off. These may include anti-virus automatic updates, power management software on laptops warning of low battery levels, screen savers, and email auto message notifications.

**Note:** Before launching the Kiosk, make sure the volume is not muted on devices being used for text-to-speech.



# Section 4

## Directions for Administering Online Tests

In order to ensure accurate results, it is essential that all TAs follow the same procedures when administering MCAP assessments in an online format. (The procedures followed in administering the online and paper tests are identical, which helps to ensure comparability between online and paper testing modes.)

**This section provides specific directions for the standard Government online test administration.** To administer the Spanish test online, please use the Spanish TA scripts. Please read these directions carefully before the start of testing. If headphones are used by students using the text-to-speech test form, the TA must have the students remove the headphones before reading any of the scripted directions.

The directions you are to read aloud to students are printed in bold type and are preceded by **SAY**.

*Information that is only for you and is **not** to be read aloud is indented and printed in italic type.*

Read the directions to students **exactly as they are written**, using a natural tone and manner. **If you make a mistake in reading a direction, stop and say, “No, that is wrong. Listen again.”** Then read the direction again.

Always observe and record timing limits.

Review the policy on ending a session early and your LEA policy for what students may do when finished testing (page 13).

Be sure students understand the directions and how to select answers. Be careful not to give hints or clues inadvertently or otherwise that may indicate an answer or may help eliminate answer choices.

**Note: Students taking the online form using text-to-speech should be familiar with the text-to-speech tools before the administration of the test.**

Before testing begins, encourage students to think about and plan their responses to CR items.

Before testing begins, encourage students to attempt all items. Tell them to read each item carefully and make their best attempt at answering.

Before testing begins, encourage students to continue working the entire time and to review their work in the appropriate session.

Begin the test session on time. Be sure that all desks or work areas are cleared, and see that each student has all of the test materials needed.

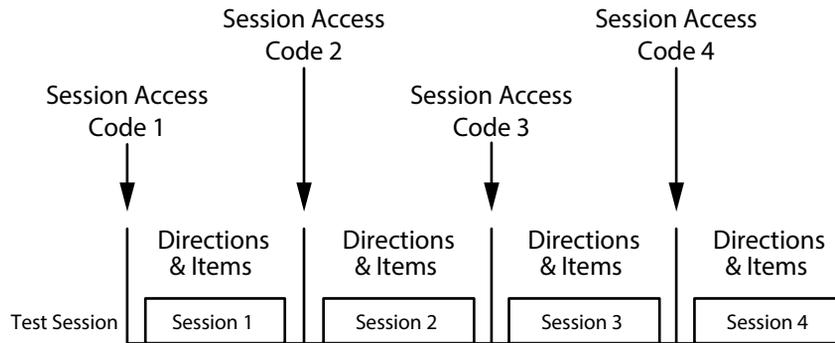
**Silenced cell phones; tablets; the Apple Watch™ and other smart watches; smart glasses; digital electronic players and recorders; other non-test-related personal electronic equipment; or books, magazines, and other personal reading materials must not be in the possession of students, TAs, accommodators, or proctors in the testing area, including in their desks.** These items pose a test security risk and/or a distraction within an appropriate testing environment.

**Exception:** If allowed by the LEA, the TA may keep a silenced cell phone in their desk or some other secure location. This phone should only be used for issues related to the immediate test administration. The decision to allow the use of a cell phone by the TA rests with the LAC in each LEA. Guidance will be provided to the STC in each school.

## **Session Access Codes**

There are four sessions in the Government test. At the beginning of each session, students will be required to enter a Session Access Code to begin that session. Session Access Codes prevent students from continuing to the next session until permitted. Session Access Codes ensure that students can review and change answers only in the current session of the test.

The MCAP Government and LS MISA Portal will generate four Session Access Codes. The diagram below depicts the structure of the items and sessions of the test and how they relate to the Session Access Codes.



**Important!** Session Access Codes must be kept secure and must not be given to students except as you are prompted by the explicit instructions in this TAM to provide each individual Session Access Code to students during the online test administration. Failure to maintain the security of Session Access Codes may result in invalidation of student tests and personal consequences to the TA.

# Begin Testing Script Here

## Step 6 *Distribute the Online Test Materials*

**SAY**

Today you will be taking the Government assessment. The test is given in four sessions, and we will be taking a break between each session. You may not have any electronic devices at your desk, other than your approved testing device. All uses of an electronic device, including but not limited to taking pictures, phone-to-phone sharing, browsing the Internet/social media, texting, and making phone calls are prohibited. If you are found to have ANY unapproved electronic devices during testing, your results may be invalidated. A student who engages in any activities during testing which result in invalidation of scores may be ineligible to retake the test until the next official testing opportunity. This may also impact your ability to register for future courses and/or your ability to graduate. If you have any unapproved electronic device in your possession, including cell phones, please turn them off and raise your hand.

I will now distribute the materials you will need for testing. I am going to give you scratch paper and any other materials you will need.

*Distribute the scratch paper and pencils. Check that any student using the text-to-speech accessibility feature has headphones and that the volume is working on their device before launching the Kiosk.*

**SAY**

Now I will give you a Student Testing Ticket. Your name should appear on the test ticket. If the Student Testing Ticket does not list your name, please raise your hand.

*Distribute the Student Testing Tickets. Carefully read the full name printed on each Student Testing Ticket in order to make sure each student receives the correct ticket.*

## Step 7 *Administer the Online Test*

*Some students may have the MCAP Government and LS MISA Kiosk already launched on their device. If not, read the directions below.*

**SAY**

Find the **MCAP Government and LS MISA Kiosk icon** on your device. Select the icon and wait until the MCAP Government and LS MISA Kiosk launches on your device.

*Circulate through the room to make sure all students are seeing the Sign In Screen.*

**SAY**

You should now see the **Sign In Screen**. From your Student Testing Ticket, enter the Username and Password exactly as you see them on your ticket. Once entered, select the **Sign In** button.

*Circulate through the room to ensure that students are able to sign in properly. Once all students have successfully signed in to the system, they will see the Hello Screen.*

*Answer any questions students may have. Repeat any of the instructions, as necessary.*

**SAY**

If you have successfully signed in, you will see the word "Hello" followed by your name. Verify that your name, student testing ID number, and date of birth are correct. If the information on the screen is not correct, raise your hand.

*Work with any students who may need extra help logging in. Contact the STC if the screen information does not match the Student Testing Ticket.*

# Online Session 1

**SAY**

Select the **Government Session 1** button. At the bottom of this screen, you will see a Session Access Code field. Type in the Session Access Code for Session 1 that I have displayed as I read it out loud.

*Read the Session Access Code out loud. IMPORTANT: Only the first session's Access Code should be displayed.*

**SAY**

Now select the **Submit** button. Please raise your hand if you are not viewing Government Session 1.

*Pause; wait for students to raise their hand.*

**SAY**

You will now see the **Directions Page** for the test. Follow along with the text on your screen as I read it aloud.

**Welcome to the Maryland Government Test!**

**This is Session 1. You should complete all of the items in this session during the assigned time. Once time is up and the session is Turned In, you will not be able to return to the session to view questions or check answers.**

**Use the navigation buttons to move to the next question or to go back to the previous question in each session. Use the Review button to access the Test Review Screen.**

**Test questions will be presented one at a time. Sometimes you may need to use the scroll bar to see all of the content in a question. For some questions you will be asked to use source material located on tabs. Each source is identified by a letter on the top left hand corner of these tabs. Be sure you are using the correct source when answering these questions. Each multiple-choice question will be followed by its possible answer choices. Be sure that you have seen all of the answer choices before you make your selection. Each technology-enhanced question will have specific directions explaining how to answer that question. Each constructed-response question will be followed by a text box. Enter your answer in the space provided.**

**Are there any questions about the buttons before we continue?**

*Pause for questions.*

**SAY**

Please remember that, during the testing session, you may not talk to other students or look at another student's screen. You may not share materials or use unauthorized materials. If you engage in any misconduct, your score may be invalidated.

Remember to read and listen to all directions and items very carefully and choose the best answer for each item. Before answering, make sure that you scroll down on the screen so that you are able to review all the information for that test item. If you are not sure about an answer, do the best you can, but do not spend too much time on any one item. Be sure to visit every item in this session of the test.

Are there any questions?

*Pause for questions.*

**SAY**

Please raise your hand during testing if you have a question, and I will come over to your device. You will have 40 minutes to complete Session 1. I will help you keep track of the time by recording the starting time, remaining time, and stopping time on the board. If you finish Session 1 early, you may review the answers in Session 1 only. The test item numbers will be located at the upper left of the screen.

When you reach the last question in this session, you should select ***Finish***, which will take you to the ***Summary Page***. Next select the ***Turn In*** button. A confirmation question will appear asking you if you want to turn in your test. Select ***Turn In*** again.

*Read only one of the choices below that reflects your LEA policy of what students may do after they finish testing.*

**SAY**

- After you have checked your work and turned in your test, sit quietly until the session has ended.
- After you have checked your work and turned in your test, I will dismiss you.
- After you have checked your work and turned in your test, you may sit quietly and use allowable reading materials.

You may now select the ***Continue*** button and begin.

|   |                           |                |                           |                            |
|---|---------------------------|----------------|---------------------------|----------------------------|
|  | Record the starting time: | Add 40 minutes | Record the stopping time: | Record the remaining time: |
|   | _____                     | + 40           | _____                     | _____                      |

*While students are working, the TA and proctor should circulate to see that students are following directions and that they are attempting to answer each item. Do not offer any help on specific test items.*

*Allow students 40 minutes to complete Session 1. Record the starting time, the total amount of time for Session 1, and the stopping time on the board. When 25 minutes have passed, record the remaining testing time on the board. Continue to record at five-minute intervals until the end of the session.*

*At the stopping time, read the next directions.*

**SAY**

**Please stop working. This is the end of Session 1. If you have not completed this session, select the Question Number in the top left corner of your screen to view the Test Review Screen. Select the last item of the session.**

*If a student has not viewed all items in this session by the end of the allotted time, instruct the student to advance to the last item of the session. The student must not be given additional time to view and answer any of these items unless they have a documented Extended Time accommodation.*

**SAY**

**Select the Finish button to be taken to the Summary Page. All students should now be on the Summary Page.**

*Make sure all students are on the Summary Page.*

**SAY**

**Now select the Turn In button. A confirmation question will appear asking you if you want to turn in your test. Select Turn In again. This will complete Session 1 of the Government test.**

*Make sure all students are on the Hello Screen.*

*Read either of the next two directions, as applicable.*

**If going on to the next session after a break, read the instructions below:**

**SAY**

**We will now take a break. Do not click anything on the Hello Screen.**

*Allow students to take a five-minute break. Be sure that all test materials are kept secure during the break.*

*After the allotted break, skip to the instructions for the beginning of the next session.*

**If going on to the next session at a future date, read the instructions below:**

**SAY**

**On the Hello Screen, select the Exit button in the top right corner. I will now collect your Student Testing Ticket and used scratch paper. You will also need to sign a form indicating that you have taken the test and returned all test materials.**

*As you collect the materials, have students sign the student roster or the Student Tracking Form provided by the STC to indicate they have taken the Government assessment and returned all test materials, or use the test status export function in the MCAP Government and LS MISA Portal. Per COMAR 13A.03.04, the document used to record student signatures must be retained for six years as a test archive, indicating those students who have taken the Government assessment.*

*After all materials have been collected, check to make sure each student has signed either the student roster or the Student Tracking Form, whichever form your STC provided to record signatures. Return the form with student signatures, all Student Testing Tickets, and used scratch paper to the STC.*

*Do not dismiss students or allow anyone to leave the room until all secure materials have been collected and accounted for.*

**Note:** *Identify for the STC any students who were absent and will need to participate in a make-up test session.*

## Online Session 2

**Note:** If starting Session 2 on a new day, or with students starting their test with this session, first read Steps 6 and 7 aloud (page 21) to ensure all students are in the correct starting place.

**SAY**

You will now work on Session 2 of the test.

Please remember that, during the testing session, you may not talk to other students or look at another student's screen. You may not share materials or use unauthorized materials. If you engage in any misconduct, your score may be invalidated.

Remember to read and listen to all directions and items very carefully and choose the best answer for each item. Before answering, make sure that you scroll down on the screen so that you are able to review all the information for that test item. If you are not sure about an answer, do the best you can, but do not spend too much time on any one item. Be sure to visit every item in this session of the test.

You are now back at the Hello Screen in the Kiosk and we will be selecting the Session 2 button.

Please raise your hand during testing if you have a question, and I will come over to your device. You will have 40 minutes to complete Session 2. I will help you keep track of the time by recording the starting time, remaining time, and stopping time on the board. If you finish Session 2 early, you may review the answers in Session 2 only. The test item numbers will be located at the upper left of the screen.

Before I give you the Session Access Code, are there any questions about what to do?

*Answer any questions students may have. Repeat any of the instructions, as necessary.*

**SAY**

Select the Government Session 2 button.

At the bottom of this screen, you will see a Session Access Code field. Type in the Session Access Code for Session 2 that I have displayed as I read it out loud.

*Read the Session Access Code out loud. IMPORTANT: Only the second session's Access Code should be displayed.*

**SAY**

Now select the Submit button. Please raise your hand if you are not viewing Government Session 2.

*Pause; wait for students to raise their hand.*

*Make sure all students have entered the Session Access Code and are in Session 2.*

**SAY**

You will now see the Directions Page for the test. Review the directions for yourself now.

*Pause; wait for students to read the directions.*

**SAY**

You will have 40 minutes to complete this session. When you have finished this session, you may go back and review any questions in this session only. You may not go back to or ahead to any other session.

When you reach the last question in this session, you should select ***Finish***, which will take you to the ***Summary Page***. Next select the ***Turn In*** button. A confirmation question will appear asking you if you want to turn in your test. Select ***Turn In*** again.

Read only one of the choices below that reflects your LEA policy of what students may do after they finish testing.

**SAY**

- After you have checked your work and turned in your test, sit quietly until the session has ended.
- After you have checked your work and turned in your test, I will dismiss you.
- After you have checked your work and turned in your test, you may sit quietly and use allowable reading materials.

You may now select the ***Continue*** button and begin.

|   |                                     |                   |                                     |                                      |
|---|-------------------------------------|-------------------|-------------------------------------|--------------------------------------|
|  | Record the<br><b>starting time:</b> | Add<br>40 minutes | Record the<br><b>stopping time:</b> | Record the<br><b>remaining time:</b> |
|   | _____                               | + 40              | _____                               | _____                                |

While students are working, the TA and proctor should circulate to see that students are following directions and that they are attempting to answer each item. Do not offer any help on specific test items.

Allow students 40 minutes to complete Session 2. Record the starting time, the total amount of time for Session 2, and the stopping time on the board. When 25 minutes have passed, record the remaining testing time on the board. Continue to record at five-minute intervals until the end of the session.

At the stopping time, read the next directions.

**SAY**

**Please stop working. This is the end of Session 2. If you have not completed this session, select the Question Number in the top left corner of your screen to view the Test Review Screen. Select the last item of the session.**

*If a student has not viewed all items in this session by the end of the allotted time, instruct the student to advance to the last item of the session. The student must not be given additional time to view and answer any of these items unless they have a documented Extended Time accommodation.*

**SAY**

**Select the Finish button to be taken to the Summary Page. All students should now be on the Summary Page.**

*Make sure all students are on the Summary Page.*

**SAY**

**Now select the Turn In button. A confirmation question will appear asking you if you want to turn in your test. Select Turn In again. This will complete Session 2 of the Government test.**

*Make sure all students are on the Hello Screen.*

*Read either of the next two directions, as applicable.*

**If going on to the next session after a break, read the instructions below:**

**SAY**

**We will now take a break. Do not click anything on the Hello Screen.**

*Allow students to take a five-minute break. Be sure that all test materials are kept secure during the break.*

*After the allotted break, skip to the instructions for the beginning of the next session.*

**If going on to the next session at a future date, read the instructions below:**

**SAY**

**On the Hello Screen, select the Exit button in the top right corner. I will now collect your Student Testing Ticket and used scratch paper. You will also need to sign a form indicating that you have taken the test and returned all test materials.**

*As you collect the materials, have the students sign the student roster or the Student Tracking Form provided by the STC to indicate they have taken the Government assessment and returned all test materials, or use the test status export function in the MCAP Government and LS MISA Portal. Per COMAR 13A.03.04, the document used to record student signatures must be retained for six years as a test archive, indicating those students who have taken the Government assessment.*

*After all materials have been collected, check to make sure each student has signed either the student roster or the Student Tracking Form, whichever form your STC provided to record signatures. Return the form with student signatures, all Student Testing Tickets, and used scratch paper to the STC.*

*Do not dismiss students or allow anyone to leave the room until all secure materials have been collected and accounted for.*

**Note:** *Identify for the STC any students who were absent and will need to participate in a make-up test session.*

# Online Session 3

*Note: If starting Session 3 on a new day, or with students starting their test with this session, first read Steps 6 and 7 aloud (page 21) to ensure all students are in the correct starting place.*

**SAY**

**You will now work on Session 3 of the test.**

**Please remember that, during the testing session, you may not talk to other students or look at another student's screen. You may not share materials or use unauthorized materials. If you engage in any misconduct, your score may be invalidated.**

**Remember to read and listen to all directions and items very carefully and choose the best answer for each item. Before answering, make sure that you scroll down on the screen so that you are able to review all the information for that test item. If you are not sure about an answer, do the best you can, but do not spend too much time on any one item. Be sure to visit every item in this session of the test.**

**You are now back at the Hello Screen in the Kiosk and we will be selecting the Session 3 button.**

**Please raise your hand during testing if you have a question, and I will come over to your device. You will have 40 minutes to complete Session 3. I will help you keep track of the time by recording the starting time, remaining time, and stopping time on the board. If you finish Session 3 early, you may review the answers in Session 3 only. The test item numbers will be located at the upper left of the screen.**

**Before we start, are there any questions about what to do?**

*Answer any questions students may have. Repeat any of the instructions, as necessary.*

**SAY**

**Select the Government Session 3 button.**

**At the bottom of this screen, you will see a Session Access Code field. Type in the Session Access Code for Session 3 that I have displayed as I read it out loud.**

*Read the Session Access Code out loud. IMPORTANT: Only the third session's Access Code should be displayed.*

**SAY**

**Now select the Submit button. Please raise your hand if you are not viewing Government Session 3.**

*Pause; wait for students to raise their hand.*

*Make sure all students have entered the Session Access Code and are in Session 3.*

**SAY**

**You will now see the Directions Page for the test. Review the directions for yourself now.**

*Pause; wait for students to read the directions.*

**SAY**

You will have 40 minutes to complete this session. When you have finished this session, you may go back and review any questions in this session only. You may not go back to or ahead to any other session.

When you reach the last question in this session, you should select ***Finish***, which will take you to the ***Summary Page***. Next select the ***Turn In*** button. A confirmation question will appear asking you if you want to turn in your test. Select ***Turn In*** again.

Read only one of the choices below that reflects your LEA policy of what students may do after they finish testing.

**SAY**

- After you have checked your work and turned in your test, sit quietly until the session has ended.
- After you have checked your work and turned in your test, I will dismiss you.
- After you have checked your work and turned in your test, you may sit quietly and use allowable reading materials.

You may now select the ***Continue*** button and begin.

|   |                                     |                   |                                     |                                      |
|---|-------------------------------------|-------------------|-------------------------------------|--------------------------------------|
|  | Record the<br><b>starting time:</b> | Add<br>40 minutes | Record the<br><b>stopping time:</b> | Record the<br><b>remaining time:</b> |
|   | _____                               | + 40              | _____                               | _____                                |

While students are working, the TA and proctor should circulate to see that students are following directions and that they are attempting to answer each item. Do not offer any help on specific test items.

Allow students 40 minutes to complete Session 3. Record the starting time, the total amount of time for Session 3, and the stopping time on the board. When 25 minutes have passed, record the remaining testing time on the board. Continue to record at five-minute intervals until the end of the session.

At the stopping time, read the next directions.

**SAY**

**Please stop working. This is the end of Session 3. If you have not completed this session, select the Question Number in the top left corner of your screen to view the Test Review Screen. Select the last item of the session.**

*If a student has not viewed all items in this session by the end of the allotted time, instruct the student to advance to the last item of the session. The student must not be given additional time to view and answer any of these items unless they have a documented Extended Time accommodation.*

**SAY**

**Select the Finish button to be taken to the Summary Page. All students should now be on the Summary Page.**

*Make sure all students are on the Summary Page.*

**SAY**

**Now select the Turn In button. A confirmation question will appear asking you if you want to turn in your test. Select Turn In again. This will complete Session 3 of the Government test.**

*Make sure all students are on the Hello Screen.*

*Read either of the next two directions, as applicable.*

**If going on to the next session after a break, read the instructions below:**

**SAY**

**We will now take a break. Do not click anything on the Hello Screen.**

*Allow students to take a five-minute break. Be sure that all test materials are kept secure during the break.*

*After the allotted break, skip to the instructions for the beginning of the next session.*

**If going on to the next session at a future date, read the instructions below:**

**SAY**

**On the Hello Screen, select the Exit button in the top right corner. I will now collect your Student Testing Ticket and used scratch paper. You will also need to sign a form indicating that you have taken the test and returned all test materials.**

*As you collect the materials, have students sign the student roster or the Student Tracking Form provided by the STC to indicate they have taken the Government assessment and returned all test materials, or use the test status export function in the MCAP Government and LS MISA Portal. Per COMAR 13A.03.04, the document used to record student signatures must be retained for six years as a test archive, indicating those students who have taken the Government assessment.*

*After all materials have been collected, check to make sure each student has signed either the student roster or the Student Tracking Form, whichever form your STC provided to record signatures. Return the form with student signatures, all Student Testing Tickets, and used scratch paper to the STC.*

*Do not dismiss students or allow anyone to leave the room until all secure materials have been collected and accounted for.*

**Note:** *Identify for the STC any students who were absent and will need to participate in a make-up test session.*

# Online Session 4

*Note: If starting Session 4 on a new day, or with students starting their test with this session, first read Steps 6 and 7 aloud (page 21) to ensure all students are in the correct starting place.*

**SAY**

**You will now work on Session 4 of the test.**

**Please remember that, during the testing session, you may not talk to other students or look at another student's screen. You may not share materials or use unauthorized materials. If you engage in any misconduct, your score may be invalidated.**

**Remember to read and listen to all directions and items very carefully and choose the best answer for each item. Before answering, make sure that you scroll down on the screen so that you are able to review all the information for that test item. If you are not sure about an answer, do the best you can, but do not spend too much time on any one item. Be sure to visit every item in this session of the test.**

**You are now back at the Hello Screen in the Kiosk and we will be selecting the Session 4 button.**

**Please raise your hand during testing if you have a question, and I will come over to your device. You will have 40 minutes to complete Session 4. I will help you keep track of the time by recording the starting time, remaining time, and stopping time on the board. If you finish Session 4 early, you may review the answers in Session 4 only. The test item numbers will be located at the upper left of the screen.**

**Before we start, are there any questions about what to do?**

*Answer any questions students may have. Repeat any of the instructions, as necessary.*

**SAY**

**Select the Government Session 4 button.**

**At the bottom of this screen, you will see a Session Access Code field. Type in the Session Access Code for Session 4 that I have displayed as I read it out loud.**

*Read the Session Access Code out loud. IMPORTANT: Only the fourth session's Access Code should be displayed.*

**SAY**

**Now select the Submit button. Please raise your hand if you are not viewing Government Session 4.**

*Pause; wait for students to raise their hand.*

*Make sure all students have entered the Session Access Code and are in Session 4.*

**SAY**

**You will now see the Directions Page for the test. Review the directions for yourself now.**

*Pause; wait for students to read the directions.*

**SAY**

You will have 40 minutes to complete this session. When you have finished this session, you may go back and review any questions in this session only. You may not go back to or ahead to any other session.

When you reach the last question in this session, you should select ***Finish***, which will take you to the ***Summary Page***. Next select the ***Turn In*** button. A confirmation question will appear asking you if you want to turn in your test. Select ***Turn In*** again.

Read only one of the choices below that reflects your LEA policy of what students may do after they finish testing.

**SAY**

- After you have checked your work and turned in your test, sit quietly until the session has ended.
- After you have checked your work and turned in your test, I will dismiss you.
- After you have checked your work and turned in your test, you may sit quietly and use allowable reading materials.

You may now select the ***Continue*** button and begin.

|   |                                     |                   |                                     |                                      |
|---|-------------------------------------|-------------------|-------------------------------------|--------------------------------------|
|  | Record the<br><b>starting time:</b> | Add<br>40 minutes | Record the<br><b>stopping time:</b> | Record the<br><b>remaining time:</b> |
|   | _____                               | + 40              | _____                               | _____                                |

While students are working, the TA and proctor should circulate to see that students are following directions and that they are attempting to answer each item. Do not offer any help on specific test items.

Allow students 40 minutes to complete Session 4. Record the starting time, the total amount of time for Session 4, and the stopping time on the board. When 25 minutes have passed, record the remaining testing time on the board. Continue to record at five-minute intervals until the end of the session.

At the stopping time, read the next directions.

**SAY**

**Please stop working. This is the end of Session 4. If you have not completed this session, select the Question Number in the top left corner of your screen to view the Test Review Screen. Select the last item of the session.**

*If a student has not viewed all items in this session by the end of the allotted time, instruct the student to advance to the last item of the session. The student must not be given additional time to view and answer any of these items unless they have a documented Extended Time accommodation.*

**SAY**

**Select the Finish button to be taken to the Summary Page. All students should now be on the Summary Page.**

*Make sure all students are on the Summary Page.*

**SAY**

**Now select the Turn In button. A confirmation question will appear asking you if you want to turn in your test. Select Turn In again. This will complete the Government test.**

*Make sure all students are on the Hello Screen.*

*The TA should help any student who has questions.*

**SAY**

**On the Hello Screen, select the Exit button in the top right corner. I will now collect your Student Testing Ticket and used scratch paper. You will also need to sign a form indicating that you have taken the test and returned all test materials.**

*As you collect the materials, have students sign the student roster or the Student Tracking Form provided by the STC to indicate they have taken the Government assessment and returned all test materials, or use the test status export function in the MCAP Government and LS MISA Portal. Per COMAR 13A.03.04, the document used to record student signatures must be retained for six years as a test archive, indicating those students who have taken the Government assessment.*

*After all materials have been collected, check to make sure each student has signed either the student roster or the Student Tracking Form, whichever form your STC provided to record signatures. Return the form with student signatures, used scratch paper, and all Student Testing Tickets to the STC.*

*Do not dismiss students or allow anyone to leave the room until all secure materials have been collected and accounted for.*

**Note:** *Identify for the STC any students who were absent and will need to participate in a make-up test session.*



Section  
5

# Procedures to Follow After Administering Online Tests

## Step 8 *Complete the Documentation Forms and Return Test Materials*

Follow the directions and schedule provided to you by your STC for returning all online test materials. Be sure to return the Student Tracking Form to your STC when you return the test materials, unless you have used the test status export function in the MCAP Government and LS MISA Portal.

## Step 9 *Mark Online Student Tests As Invalid*

The TA must bring to the attention of the STC situations or conduct during testing that may have caused an invalid administration for a student. The STC and TA must then determine whether a student's test should be invalidated. If it is decided that the situation or student's conduct was such as to invalidate the student's answers, the STC must fill out the form found in Appendix N of the TCM and send it to the LAC to have the student's test invalidated. **Only the LAC has the ability to invalidate online tests.** If a student needs to be registered to take the online test again during a subsequent test session, the LAC must invalidate the student's test in the MCAP Government and LS MISA Portal before the STC can schedule the student to take the online test again. When a test has been invalidated, the student's responses are not retrievable and will not be scored. The LAC should retain the Appendix N form for six years after the test window.



# Section 6

## Directions for Administering Paper Tests Standard and Large Print Forms

In order to ensure accurate results, it is essential that all TAs follow the same procedures when administering the paper tests.

**This section provides specific directions for administering the standard-size paper and large print test forms.** Please read these directions carefully before the start of testing. **DO NOT use these directions for the braille administration.** Specific directions for administering the braille test are found in Section 7 of this TAM. For administration of the Spanish form, please use the Spanish TA scripts.

**Large Print Administration Note:** Occasionally the layout of the items may differ in the large print copy of the test book, but the content of the test is the same.

The directions you are to read aloud to students are printed in bold type and are preceded by **SAY**.

*Information that is only for you and is **not** to be read aloud is indented and printed in italic type.*

Read the directions to students **exactly as they are written**, using a natural tone and manner. **If you make a mistake in reading a direction, stop and say, “No, that is wrong. Listen again.”** Then read the direction again.

Always observe and record timing limits.

Be sure students understand the directions and how to mark answers. Assist them with test-taking mechanics, but be careful not to give hints or clues inadvertently or otherwise that may indicate an answer or may help eliminate answer choices.

Inform students that they may write in the test books and may make notes, mark, underline, or highlight information to help them answer items.

Remind students that they should not highlight or make any stray marks on their answer sheets.

Before testing begins, encourage students to think about and plan their responses to CR items.

Before testing begins, encourage students to attempt all items. Tell them to read each item carefully and make their best attempt at answering.

Before testing begins, encourage students to continue working the entire time and to review their work in the appropriate session.

Remind students to handle all materials with care; to record their answers with heavy, dark pencil marks; and to avoid making extra marks. The answer sheet must never be folded, clipped, or torn.

Begin the test session on time. Be sure that all desks are cleared, and see that each student has all of the test materials listed on page 3 of this TAM.

**Cell phones; tablets; the Apple Watch™ and other smart watches, digital electronic players and recorders; other non-test-related personal electronic equipment; or books, magazines, and other personal reading materials must not be in the possession of students, TAs, or proctors in the testing area, including in their desks.** These items pose a test security risk and/or a distraction within an appropriate testing environment.

**Exception:** If allowed by the LEA, the TA may keep a silenced cell phone in their desk or some other secure location. This phone should only be used for issues related to the immediate test administration. The decision to allow the use of a cell phone by the TA rests with the LAC in each LEA. Guidance will be provided to the STC in each school.

# Begin Testing Script Here

## Step 5 *Distribute the Paper Test Materials*

*Before distributing the answer sheets, make sure the preprinted student ID labels have been affixed to the front of the answer sheets for every student taking the test. If you have questions about the labels, check with your STC, as it is the STC's responsibility to ensure that all ID labels are properly applied to answer sheets.*

**SAY**

**Today you will be taking the Government assessment. The test will be given in four sessions, and we will take a break between each session. You may not have any electronic devices at your desk. All uses of an electronic device, including but not limited to taking pictures, phone-to-phone sharing, browsing the Internet/social media, texting, and making phone calls are prohibited. If you are found to have ANY unapproved electronic devices during testing, your results may be invalidated. A student who engages in any activities during testing which result in invalidation of scores may be ineligible to retake the test until the next official testing opportunity. This may also impact your ability to register for future courses and/or your ability to graduate. If you have any unapproved electronic device in your possession, including cell phones, please turn them off and raise your hand. I am going to give you a test book, an answer sheet, scratch paper, and two pencils. Please remember that you may only use pencil on the test. Please do not open your test book or fill in any information on the front of your answer sheet until I tell you what to do.**

*Distribute the test books, answer sheets, scratch paper, word-to-word bilingual dictionaries (for designated ML students), and pencils. If the scratch paper was previously inserted into the answer sheets, be sure to inform the students where it can be located. Each student must receive the answer sheet with their name on the preprinted student ID label.*

**SAY**

**Your test book and answer sheet should be the same color and should have the same form letter on the front. If they are not the same color and form letter, please raise your hand.**

*As necessary, provide students with different test books so that their answer sheets and test books match in color and form letter.*

**SAY**

**Look at the label on the front of your answer sheet. If the label has a name on it, make sure it is your name.**

*Pause while students check to make sure they have the correct answer sheet.*

**SAY**

**If your name is missing from your label or if you do not have a label, you may see some information bubbled in on the front of your answer sheet. Please do not fill in any bubbles if there is no information bubbled. You will be given further directions at the end of testing.**

**If your label has your name printed on it, the front of your answer sheet should not have any information bubbled in on it. Please do not fill in any of the bubbles. This biographical information has already been collected for you.**

*Pause.*

## Step 6 *Administer the Paper Test*

### **SAY**

On the front of your answer sheet in the spaces under LAST NAME, print one letter of your last name in each box. If your last name has more letters than there are boxes, print only as many letters as there are boxes. In the spaces under FIRST NAME, print one letter of your first name in each box. If there are not enough boxes, print only as many letters of your first name as there are boxes. In the space under MI, print your middle initial. If you do not have a middle name, do not print anything in this space. You do not need to bubble in any circles under the letters of your name.

*Pause for students to write their names.*

## Paper Session 1

### **SAY**

Open your test book to the beginning of Session 1 on page \_\_\_\_\_.

*Pause while students open their test books.*

Now look at the directions on your answer sheet. Follow along as I read the directions aloud.

- Be sure that the circle you mark on your answer sheet matches the letter you choose in your test book.
- Make your mark heavy and dark, completely filling in your answer choice circle. If you make a mistake, erase your first mark completely before marking another answer. Make no other marks on the answer sheet.
- In addition to selected response items, there are constructed response items that require a written answer. Constructed response items are a very important part of the test.
- Write your best response for each constructed response item. Remember, only what you write within the response box will be scored.
- You may underline, mark, or make notes in your test book, or you may use scratch paper; however, be sure to record your final answer on the answer sheet.

Are there any questions?

*Pause for questions.*

**SAY**

Please remember that, during the testing session, you may not talk to other students, and you may not share materials or use unauthorized materials. If you engage in any misconduct, your score may be invalidated.

Remember to read all directions and items very carefully and choose or write the best answer for each item. If you are not sure about an answer, do the best you can, but do not spend too much time on any one item.

Answer all the items until you come to the end of Session 1, where you will see a stop sign. If you finish early, you may check your answers in Session 1, but do not go on to any other session.

Read only one of the choices below that reflects your LEA policy of what students may do after they finish testing.

**SAY**

- After you have checked your work and turned in your test, sit quietly until the session has ended.
- After you have checked your work and turned in your test, I will dismiss you.
- After you have checked your work and turned in your test, you may sit quietly and use allowable reading materials.

Are there any questions?

*Pause for questions.*

**SAY**

You will have 40 minutes to complete Session 1. I will help you keep track of the time by recording the starting time, remaining time, and stopping time on the board.

Look in your answer sheet and locate the section labeled Session 1. This is where you will mark your answers for the first part of the test. Now turn the page in your test book. You may begin.

Allow students 40 minutes to complete this test session. Record the starting time, the total amount of time for Session 1, and the stopping time on the board. When 25 minutes have passed, record the remaining testing time on the board. Continue to record at five-minute intervals until the end of the session.

|   |                           |                |                           |                            |
|---|---------------------------|----------------|---------------------------|----------------------------|
|  | Record the starting time: | Add 40 minutes | Record the stopping time: | Record the remaining time: |
|   | _____                     | + 40           | _____                     | _____                      |



Session 1 Tab

While students are working, the TA and proctor should circulate to see that students are following directions, that they are attempting to answer each item, that they are marking their answers in the appropriate places on their answer sheets, and that they are not going on to any other session. Be sure that only the Session 1 tabs in the test books are visible. Do not offer any help on specific test items.

*At the stopping time, read either of the next two directions, as applicable.*

**If going on to the next session after a break, read the instructions below:**

**SAY**

**Please stop working. Put down your pencil. This is the end of Session 1. Put your answer sheet in your test book and close your test book. We will now take a break.**

*Allow students to take a five-minute break. Be sure that all test materials are kept secure during the break.*

*After the allotted break, skip to the instructions for the beginning of the next session.*

**If going on to the next session at a future date, read the instructions below:**

**SAY**

**Please stop working. Put down your pencil. This is the end of Session 1. I will now collect your test book, answer sheet, pencil, and used scratch paper. You will also need to sign a form indicating that you have taken the test and returned all test materials. As I collect the test materials, please raise your hand and let me know if you do not have a preprinted ID label on your answer sheet.**

*Return answer sheets without a preprinted label to the STC so they are completed properly.*

*As you collect the materials, have students sign the student roster or the Student Tracking Form provided by the STC to indicate they have taken the Government assessment and returned all test materials. Per COMAR 13A.03.04, the document used to record student signatures must be retained for six years as a test archive, indicating those students who have taken the Government assessment.*

*After all materials have been collected, check to make sure each student has signed either the student roster or the Student Tracking Form, whichever form your STC provided to record signatures. Return the form with student signatures, all test books and answer sheets, and used scratch paper to the STC.*

*Do not dismiss students or allow anyone to leave the room until all secure materials have been collected and accounted for.*

**Note:** *Identify for the STC any students who were absent and will need to participate in a make-up test session.*

# Paper Session 2

**Note:** If starting Session 2 on a new day or with students beginning their test on this session, first read the six bullets under the first SAY on Paper Session 1 (page 37) to ensure all students understand how to use the answer sheet.

## SAY

**Now you will work on Session 2. Open your test book to the beginning of Session 2 on page \_\_\_\_\_. Now open your answer sheet and find the section labeled Session 2. This is where you will mark your answers for this session of the test.**

**Answer all the items until you come to the end of Session 2, where you will see a stop sign. If you finish early, you may check your answers in Session 2, but do not go back to a previous session or ahead to an uncompleted session.**

Read only one of the choices below that reflects your LEA policy of what students may do after they finish testing.

## SAY

- **After you have checked your work and turned in your test, sit quietly until the session has ended.**
- **After you have checked your work and turned in your test, I will dismiss you.**
- **After you have checked your work and turned in your test, you may sit quietly and use allowable reading materials.**

**You will have 40 minutes to complete Session 2. I will help you keep track of the time by recording the starting time, remaining time, and stopping time on the board.**

**Are there any questions?**

*Pause for questions.*

## SAY

**Now turn the page in your test book. You may begin.**

*Allow students 40 minutes to complete this test session. Record the starting time, the total amount of time for Session 2, and the stopping time on the board. When 25 minutes have passed, record the remaining testing time on the board. Continue to record at five-minute intervals until the end of the session.*

|   |                           |            |                |                 |
|---|---------------------------|------------|----------------|-----------------|
|  | Record the starting time: | Add        | Record the     | Record the      |
|   | _____                     | 40 minutes | stopping time: | remaining time: |
|   |                           | + 40       | _____          | _____           |

## Session 2 Tab

*While students are working, the TA and proctor should circulate to see that students are following directions, that they are attempting to answer each item, that they are marking their answers in the appropriate places on their answer sheets, and that they are not looking back at a previous session or ahead to an uncompleted session. Be sure that only the Session 2 tabs in the test books are visible. Do not offer any help on specific test items.*

At the stopping time, read either of the next two directions, as applicable.

**If going on to the next session after a break, read the instructions below:**

**SAY**

**Please stop working. Put down your pencil. This is the end of Session 2. Put your answer sheet in your test book and close your test book. We will now take a break.**

*Allow students to take a five-minute break. Be sure that all test materials are kept secure during the break.*

*After the allotted break, skip to the instructions for the beginning of the next session.*

**If going on to the next session at a future date, read the instructions below:**

**SAY**

**Please stop working. Put down your pencil. This is the end of Session 2. I will now collect your test book, answer sheet, pencil, and used scratch paper. You will also need to sign a form indicating that you have taken the test and returned all test materials.**

*As you collect the materials, have students sign the student roster or the Student Tracking Form provided by the STC to indicate they have taken the Government assessment and returned all test materials. Per COMAR 13A.03.04, the document used to record student signatures must be retained for six years as a test archive, indicating those students who have taken the Government assessment.*

*After all materials have been collected, check to make sure each student has signed either the student roster or the Student Tracking Form, whichever form your STC provided to record signatures. Return the form with student signatures, all test books and answer sheets, and used scratch paper to the STC.*

*Do not dismiss students or allow anyone to leave the room until all secure materials have been collected and accounted for.*

**Note:** *Identify for the STC any students who were absent and will need to participate in a make-up test session.*

# Paper Session 3

**Note:** If starting Session 3 on a new day or with students beginning their test on this session, first read the six bullets under the first SAY on Paper Session 1 (page 37) to ensure all students understand how to use the answer sheet.

## SAY

Now you will work on Session 3. Open your test book to the beginning of Session 3 on page \_\_\_\_\_. Now open your answer sheet and find the section labeled Session 3. This is where you will mark your answers for this session of the test.

Answer all the items until you come to the end of Session 3, where you will see a stop sign. If you finish early, you may check your answers in Session 3, but do not go back to a previous session or ahead to an uncompleted session.

Read only one of the choices below that reflects your LEA policy of what students may do after they finish testing.

## SAY

- After you have checked your work and turned in your test, sit quietly until the session has ended.
- After you have checked your work and turned in your test, I will dismiss you.
- After you have checked your work and turned in your test, you may sit quietly and use allowable reading materials.

You will have 40 minutes to complete Session 3. I will help you keep track of the time by recording the starting time, remaining time, and stopping time on the board.

Are there any questions?

Pause for questions.

## SAY

Now turn the page in your test book. You may begin.

Allow students 40 minutes to complete this test session. Record the starting time, the total amount of time for Session 3, and the stopping time on the board. When 25 minutes have passed, record the remaining testing time on the board. Continue to record at five-minute intervals until the end of the session.

|   |                           |            |                |                 |
|---|---------------------------|------------|----------------|-----------------|
|  | Record the starting time: | Add        | Record the     | Record the      |
|   | _____                     | 40 minutes | stopping time: | remaining time: |
|   |                           | + 40       | _____          | _____           |

## Session 3 Tab

While students are working, the TA and proctor should circulate to see that students are following directions, that they are attempting to answer each item, that they are marking their answers in the appropriate places on their answer sheets, and that they are not looking back at a previous session or ahead to an uncompleted session. Be sure that only the Session 3 tabs in the test books are visible. Do not offer any help on specific test items.

At the stopping time, read either of the next two directions, as applicable.

**If going on to the next session after a break, read the instructions below:**

**SAY**

**Please stop working. Put down your pencil. This is the end of Session 3. Put your answer sheet in your test book and close your test book. We will now take a break.**

*Allow students to take a five-minute break. Be sure that all test materials are kept secure during the break.*

*After the allotted break, skip to the instructions for the beginning of the next session.*

**If going on to the next session at a future date, read the instructions below:**

**SAY**

**Please stop working. Put down your pencil. This is the end of Session 3. I will now collect your test book, answer sheet, pencil, and used scratch paper. You will also need to sign a form indicating that you have taken the test and returned all test materials.**

*As you collect the materials, have students sign the student roster or the Student Tracking Form provided by the STC to indicate they have taken the Government assessment and returned all test materials. Per COMAR 13A.03.04, the document used to record student signatures must be retained for six years as a test archive, indicating those students who have taken the Government assessment.*

*After all materials have been collected, check to make sure each student has signed either the student roster or the Student Tracking Form, whichever form your STC provided to record signatures. Return the form with student signatures, all test books and answer sheets, and used scratch paper to the STC.*

*Do not dismiss students or allow anyone to leave the room until all secure materials have been collected and accounted for.*

**Note:** *Identify for the STC any students who were absent and will need to participate in a make-up test session.*

# Paper Session 4

**Note:** If starting Session 4 on a new day or with students beginning their test on this session, first read the six bullets under the first SAY on Paper Session 1 (page 37) to ensure all students understand how to use the answer sheet.

## SAY

**Now you will work on Session 4. Open your test book to the beginning of Session 4 on page \_\_\_\_\_. Now open your answer sheet and find the section labeled Session 4. This is where you will mark your answers for this session of the test.**

**Answer all the items until you come to the end of Session 4, where you will see a stop sign. If you finish early, you may check your answers in Session 4, but do not go back to a previous session.**

Read only one of the choices below that reflects your LEA policy of what students may do after they finish testing.

## SAY

- **After you have checked your work and turned in your test, sit quietly until the session has ended.**
- **After you have checked your work and turned in your test, I will dismiss you.**
- **After you have checked your work and turned in your test, you may sit quietly and use allowable reading materials.**

**You will have 40 minutes to complete Session 4. I will help you keep track of the time by recording the starting time, remaining time, and stopping time on the board.**

**Are there any questions?**

*Pause for questions.*

## SAY

**Now turn the page in your test book. You may begin.**

*Allow students 40 minutes to complete this test session. Record the starting time, the total amount of time for Session 4, and the stopping time on the board. When 25 minutes have passed, record the remaining testing time on the board. Continue to record at five-minute intervals until the end of the session.*

|   |                              |                   |                              |                               |
|---|------------------------------|-------------------|------------------------------|-------------------------------|
|  | Record the<br>starting time: | Add<br>40 minutes | Record the<br>stopping time: | Record the<br>remaining time: |
|   | _____                        | + 40              | _____                        | _____                         |



Session 4 Tab

*While students are working, the TA and proctor should circulate to see that students are following directions, that they are attempting to answer each item, that they are marking their answers in the appropriate places on their answer sheets, and that they are not looking back at a previous session. Be sure that only the Session 4 tabs in the test books are visible. Do not offer any help on specific test items.*

*At the stopping time, read the next directions.*

**SAY**

**Please stop working. Put down your pencil. This is the end of the test. Close your test book.**

*Pause while students close their test books.*

**SAY**

**Now turn to page 3 in your answer sheet and sign your name on the Student Signature line at the top of the page.**

*Allow time for students to sign, then continue.*

**SAY**

**I will now collect your test book, answer sheet, pencil, and used scratch paper. You will also need to sign a form indicating that you have taken the test and returned all test materials.**

**As I collect the test materials, please raise your hand and let me know if you do not have a preprinted ID label or your student information bubbled in on the front of your answer sheet.**

*As you collect the materials, have students sign the student roster or the Student Tracking Form provided by the STC to indicate they have taken the Government assessment. Per COMAR 13A.03.04, the document used to record student signatures must be retained for six years as a test archive, indicating those students who have taken the Government assessment.*

*After all materials have been collected, check to make sure each student has signed either the student roster or the Student Tracking Form, whichever form your STC provided to record signatures. Return the form with student signatures, all test books and answer sheets, and used scratch paper to the STC.*

**Note:** *Be sure that answer sheets or scratch paper are not inserted into the pages of the test books.*

*Do not dismiss students or allow anyone to leave the room until all secure materials have been collected and accounted for.*

*Any answer sheets that do not have labels must be kept separate from the other test materials. After the test administration, the biographical information on the front of these answer sheets must be completed and/or verified for accuracy by the STC, TA, or appointed designee. See Section 8, Step 7, of this TAM for detailed directions.*

**Note:** *Identify for the STC any students who were absent and will need to participate in a make-up test session.*



Section  
7

# Directions for Administering Braille Tests

In order to ensure accurate results, it is essential that all TAs follow the same procedures when administering the braille tests.

**This section provides specific directions for administering the braille test forms.** Please read these directions carefully before administering the test.

The directions you are to read aloud to students are printed in bold type and are preceded by **SAY**.

*Information that is only for you and is **not** to be read aloud is indented and printed in italic type.*

Read the directions to students **exactly as they are written**, using a natural tone and manner. **If you make a mistake in reading a direction, stop and say, “No, that is wrong. Listen again.”** Then read the direction again.

Always observe and record timing limits.

The answer sheet is not provided to the student in braille. The student will write answers using a braillewriter with blank paper, an electronic braille device that can print, or other aids normally used by the student in the classroom. The responses must then be transcribed verbatim onto the standard-size Government answer sheet or online. If the student is using an electronic braille device, be sure the student deletes the file after printing. However, be sure to include any printed, brailled, or word-processed original student responses with the test materials returned to the STC.

Assist students with test-taking mechanics, but be careful not to give hints or clues inadvertently that may indicate an answer or may help eliminate answer choices.

Before testing, encourage students to think about and plan their responses to CR items.

Before testing, encourage students to attempt all items. Tell them to read each item carefully and make their best attempt at answering. Encourage students to continue working and to review their work in the appropriate session.

Begin the test session on time. Be sure that all desks are cleared, and see that each student has all of the test materials listed on page 9 of this TAM.

**Cell phones; tablets; the Apple Watch™ and other smart watches, digital electronic players or recorders; other non-test-related personal electronic equipment; or books, magazines, and other personal reading materials must not be in the possession of students, TAs, or proctors in the testing area, including in their desks.** These items pose a test security risk and/or a distraction within an appropriate testing environment.

**Exception:** If allowed by the LEA, the TA may keep a silenced cell phone in their desk or some other secure location. This phone should only be used for issues related to the immediate test administration.

Prior to testing, make sure each student’s preprinted student ID label has been affixed to the front of their standard-size answer sheet. Students will be signing these answer sheets at the end of testing. If you have questions about the labels, check with your STC, as it is the STC’s responsibility to ensure that all ID labels are properly applied to answer sheets.

# Begin Testing Script Here

## Step 5 *Distribute the Braille Test Materials*

**SAY**

Today you will be taking the Government assessment. The test will be given in four sessions, and we will take a break between each session. You may not have any electronic devices at your desk, other than a braillewriter or electronic note-taker for recording your answers, if you are using one. All uses of an electronic device, including but not limited to taking pictures, phone-to-phone sharing, browsing the Internet/social media, texting, and making phone calls are prohibited. If you are found to have ANY unapproved electronic devices during testing, your results may be invalidated. A student who engages in any activities during testing which result in invalidation of scores may be ineligible to retake the test until the next official testing opportunity. This may also impact your ability to register for future courses and/or your ability to graduate. If you have any unapproved electronic device in your possession, including cell phones, please turn them off and raise your hand. I am going to give you a test book, braille paper, and any other materials you will need.

*Distribute the test books, braille paper, and braillewriters and/or electronic note-takers.*

**SAY**

You have a test book. Please do not open it until I tell you to do so. You will respond using a braillewriter, braille paper, or an electronic note-taker, and I will transcribe your answers onto the Government answer sheet that will be sent in for scoring.

*Student responses can be recorded on the Government answer sheet throughout the session if a student has an accommodation to dictate responses. Otherwise, student responses should be transcribed onto the answer sheet after testing.*

## Step 6 *Administer the Braille Test*

### Braille Session 1

**SAY**

Open your braille test book to the beginning of Session 1 on page \_\_\_\_.

*Pause while students open their test books.*

I am now going to read aloud the general test directions for the Government assessment.

Be sure to number your answers on your braille paper or device to capture your answers.

In addition to selected response items, there are constructed response items that require a written answer. Constructed response items are an important part of the test. Answer the items in the order they appear. Construct your best response for each item.

You may make notes on braille paper, but be sure to record your final response, starting with the item number, on the braille paper or device used to capture your answers.

Remember, only the numbered responses will be copied to the answer sheet and scored.

Are there any questions?

*Pause for questions.*

**SAY**

Please remember that, during the testing session, you may not talk to other students, and you may not share materials or use unauthorized materials. If you engage in any misconduct, your score may be invalidated.

Remember to read all directions and items very carefully and choose the best answer for each item. If you are not sure about an answer, do the best you can, but do not spend too much time on any one item.

Answer all the items until you come to the end of Session 1, where you will find the word “stop.” If you finish early, you may check your answers in Session 1, but do not go on to any other session.

Read only one of the choices below that reflects your LEA policy of what students may do after they finish testing.

**SAY**

- After you have checked your work and turned in your test, sit quietly until the session has ended.
- After you have checked your work and turned in your test, I will dismiss you.
- After you have checked your work and turned in your test, you may sit quietly and use allowable reading materials.

Are there any questions?

Pause for questions.

**SAY**

You will have 40 minutes to complete Session 1. I will help you keep track of the time by announcing the remaining time several times during the session.

Now turn to the next page in your test book. You may begin.

Allow students 40 minutes to complete this test session. Record the starting time, the total amount of time for Session 1, and the stopping time in the graphic below. When 25 minutes have passed, announce the remaining time. Continue to announce the remaining time at five-minute intervals until the end of the session. Students receiving extra response time should have that time added to the end of the 40 minutes.

|   |                           |                |                           |                            |
|---|---------------------------|----------------|---------------------------|----------------------------|
|  | Record the starting time: | Add 40 minutes | Record the stopping time: | Record the remaining time: |
|   | _____                     | + 40           | _____                     | _____                      |



Session 1 Tab

While students are working, the TA and proctor should circulate to see that students are following directions and that they are not going on to any other session. Refer to your print copy of the test book to identify the page number and item number of the last item in Session 1. Do not offer any help on specific test items.

At the stopping time, read either of the next two directions, as applicable.

**If going on to the next session after a break, read the instructions below:**

**SAY**

**Please stop working. This is the end of Session 1. We will now take a break.**

*Allow students to take a five-minute break. Be sure that all test materials are kept secure during the break.*

*After the allotted break, skip to the instructions for the beginning of the next session.*

**If going on to the next session at a future date, read the instructions below:**

**SAY**

**Please stop working. This is the end of Session 1. I will now collect your test book, braillewriter or electronic note-taker, and braille paper. You will also need to sign a form indicating that you have taken the test and returned all test materials.**

*As you collect the materials, have students sign the student roster or the Student Tracking Form to indicate they have taken the Government assessment and returned all test materials. Per COMAR 13A.03.04, the document used to record student signatures must be retained for six years as a test archive, indicating those students who have taken the Government assessment.*

*After all materials have been collected, check to make sure each student has signed either the student roster or the Student Tracking Form, whichever form your STC provided to record signatures. Return the form with student signatures, all test books and answer sheets, and used braille paper to the STC.*

*Do not dismiss students or allow anyone to leave the room until all secure materials have been collected and accounted for.*

**Note:** *Identify for the STC any students who were absent and will need to participate in a make-up test session.*

# Braille Session 2

**SAY**

Please take your seats. Now you will work on Session 2 of the Government assessment. Open your test book to the beginning of Session 2 on page \_\_\_\_\_.

Answer all the items until you come to the end of Session 2, where you will find the word “stop.” If you finish early, you may check your answers in Session 2, but do not go back to a previous session or ahead to an uncompleted session.

Read only one of the choices below that reflects your LEA policy of what students may do after they finish testing.

**SAY**

- After you have checked your work and turned in your test, sit quietly until the session has ended.
- After you have checked your work and turned in your test, I will dismiss you.
- After you have checked your work and turned in your test, you may sit quietly and use allowable reading materials.

You will have 40 minutes to complete Session 2. I will help you keep track of the time by announcing the remaining time several times during the session.

Are there any questions?

Pause for questions.

**SAY**

Now turn the page in your test book. You may begin.

Allow students 40 minutes to complete this test session. Record the starting time, the total amount of time for Session 2, and the stopping time in the graphic below. When 25 minutes have passed, announce the remaining time. Continue to announce the remaining time at five-minute intervals until the end of the session. Students receiving extra response time should have that time added to the end of the 40 minutes.

|   |                           |            |                |                 |
|---|---------------------------|------------|----------------|-----------------|
|  | Record the starting time: | Add        | Record the     | Record the      |
|   | _____                     | 40 minutes | stopping time: | remaining time: |
|   |                           | + 40       | _____          | _____           |

 Session 2  
Session 2 Tab

While students are working, the TA and proctor should circulate to see that students are following directions and that they are not looking back at a previous session or ahead to an uncompleted session. Refer to your print copy of the test book to identify the page number and item number of the first and last items in Session 2. Do not offer any help on specific test items.

*At the stopping time, read either of the next two directions, as applicable.*

**If going on to the next session after a break, read the instructions below:**

**SAY**

**Please stop working. This is the end of Session 2. We will now take a break.**

*Allow students to take a five-minute break. Be sure that all test materials are kept secure during the break.*

*After the allotted break, skip to the instructions for the beginning of the next session.*

**If going on to the next session at a future date, read the instructions below:**

**SAY**

**Please stop working. This is the end of Session 2. I will now collect your test book, braillewriter or electronic note-taker, and braille paper. You will also need to sign a form indicating that you have taken the test and returned all test materials.**

*As you collect the materials, have students sign the student roster or the Student Tracking Form to indicate they have taken the Government assessment and returned all test materials. Per COMAR 13A.03.04, the document used to record student signatures must be retained for six years as a test archive, indicating those students who have taken the Government assessment.*

*After all materials have been collected, check to make sure each student has signed either the student roster or the Student Tracking Form, whichever form your STC provided to record signatures. Return the form with student signatures, all test books and answer sheets, and used braille paper to the STC.*

*Do not dismiss students or allow anyone to leave the room until all secure materials have been collected and accounted for.*

**Note:** *Identify for the STC any students who were absent and will need to participate in a make-up test session.*

# Braille Session 3

**SAY**

Please take your seats. Now you will work on Session 3 of the Government assessment. Open your test book to the beginning of Session 3 on page \_\_\_\_\_.

Answer all the items until you come to the end of Session 3, where you will find the word “stop.” If you finish early, you may check your answers in Session 3, but do not go back to a previous session or ahead to an uncompleted session.

Read only one of the choices below that reflects your LEA policy of what students may do after they finish testing.

**SAY**

- After you have checked your work and turned in your test, sit quietly until the session has ended.
- After you have checked your work and turned in your test, I will dismiss you.
- After you have checked your work and turned in your test, you may sit quietly and use allowable reading materials.

You will have 40 minutes to complete Session 3. I will help you keep track of the time by announcing the remaining time several times during the session.

Are there any questions?

Pause for questions.

**SAY**

Now turn the page in your test book. You may begin.

Allow students 40 minutes to complete this test session. Record the starting time, the total amount of time for Session 3, and the stopping time in the graphic below. When 25 minutes have passed, announce the remaining time. Continue to announce the remaining time at five-minute intervals until the end of the session. Students receiving extra response time should have that time added to the end of the 40 minutes.

|   |                           |            |                |                 |
|---|---------------------------|------------|----------------|-----------------|
|  | Record the starting time: | Add        | Record the     | Record the      |
|   | _____                     | 40 minutes | stopping time: | remaining time: |
|   |                           | + 40       | _____          | _____           |

 Session 3 Tab

While students are working, the TA and proctor should circulate to see that students are following directions and that they are not looking back at a previous session or ahead to an uncompleted session. Refer to your print copy of the test book to identify the page number and item number of the first and last items in Session 3. Do not offer any help on specific test items.

*At the stopping time, read either of the next two directions, as applicable.*

**If going on to the next session after a break, read the instructions below:**

**SAY**

**Please stop working. This is the end of Session 3. We will now take a break.**

*Allow students to take a five-minute break. Be sure that all test materials are kept secure during the break.*

*After the allotted break, skip to the instructions for the beginning of the next session.*

**If going on to the next session at a future date, read the instructions below:**

**SAY**

**Please stop working. This is the end of Session 3. I will now collect your test book, braillewriter or electronic note-taker, and braille paper. You will also need to sign a form indicating that you have taken the test and returned all test materials.**

*As you collect the materials, have students sign the student roster or the Student Tracking Form to indicate they have taken the Government assessment and returned all test materials. Per COMAR 13A.03.04, the document used to record student signatures must be retained for six years as a test archive, indicating those students who have taken the Government assessment.*

*After all materials have been collected, check to make sure each student has signed either the student roster or the Student Tracking Form, whichever form your STC provided to record signatures. Return the form with student signatures, all test books and answer sheets, and used braille paper to the STC.*

*Do not dismiss students or allow anyone to leave the room until all secure materials have been collected and accounted for.*

**Note:** *Identify for the STC any students who were absent and will need to participate in a make-up test session.*

# Braille Session 4

**SAY**

Please take your seats. Now you will work on Session 4 of the Government assessment. Open your test book to the beginning of Session 4 on page \_\_\_\_\_.

Answer all the items until you come to the end of Session 4, where you will find the word “stop.” If you finish early, you may check your answers in Session 4, but do not go back to a previous session.

Read only one of the choices below that reflects your LEA policy of what students may do after they finish testing.

**SAY**

- After you have checked your work and turned in your test, sit quietly until the session has ended.
- After you have checked your work and turned in your test, I will dismiss you.
- After you have checked your work and turned in your test, you may sit quietly and use allowable reading materials.

You will have 40 minutes to complete Session 4. I will help you keep track of the time by announcing the remaining time several times during the session.

Are there any questions?

Pause for questions.

**SAY**

Now turn the page in your test book. You may begin.

Allow students 40 minutes to complete this test session. Record the starting time, the total amount of time for Session 4, and the stopping time in the graphic below. When 25 minutes have passed, announce the remaining time. Continue to announce the remaining time at five-minute intervals until the end of the session. Students receiving extra response time should have that time added to the end of the 40 minutes.

|   |                              |                   |                              |                               |
|---|------------------------------|-------------------|------------------------------|-------------------------------|
|  | Record the<br>starting time: | Add<br>40 minutes | Record the<br>stopping time: | Record the<br>remaining time: |
|   | _____                        | + 40              | _____                        | _____                         |

 Session 4

Session 4 Tab

While students are working, the TA and proctor should circulate to see that students are following directions and that they are not looking back at a previous session. Refer to your print copy of the test book to identify the page number and item number of the first and last items in Session 4. Do not offer any help on specific test items.

**SAY****Please stop working. This is the end of the test. Close your test book.**

*Pause while students close their test books. Make sure the preprinted student ID label (or generic ID label, if necessary) has been affixed to the front of each student's Government answer sheet. Distribute the Government answer sheets and signature guides.*

**SAY****Here is your Government answer sheet, on which your responses will be transcribed. Here is a signature guide. Please sign your name on the Student Signature line at the top of the page.**

*Allow time for students to sign; assist as needed before continuing.*

**SAY****I will now collect your test book, braillewriter or electronic note-taker, and braille paper. You will also need to sign a form indicating that you have taken the test and returned all test materials.**

*As you collect the materials, have students sign the student roster or the Student Tracking Form to indicate they have taken the Government assessment and returned all test materials. Per COMAR 13A.03.04, the document used to record student signatures must be retained for six years as a test archive, indicating those students who have taken the Government assessment.*

*If any students used electronic braille devices, be sure to print out their student responses at the end of the testing session. Once the responses have been printed out, the files must be deleted from the devices.*

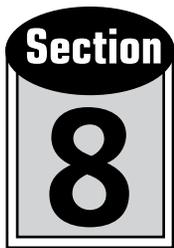
*After all materials have been collected, check to make sure each student has signed either the student roster or the Student Tracking Form, whichever form your STC provided to record signatures. Return the form with student signatures, all test books and answer sheets, and used braille paper to the STC.*

**Note:** Be sure that answer sheets or used braille paper are not inserted into the pages of the braille test books.

Do not dismiss students or allow anyone to leave the room until all secure materials have been collected and accounted for.

*Any Government answer sheets that do not have labels must be kept separate from the other test materials. After the test administration, the biographical information on the front of these answer sheets must be completed and/or verified for accuracy by the STC, TA, or appointed designee. See Section 8, Step 7, of this TAM for detailed directions.*

**Note:** *Identify for the STC any students who were absent and will need to participate in a make-up test session.*



**Section**  
**8**

# Procedures to Follow After Administering Paper Tests

**Note:** This section provides post-administration procedures for all types of paper test administrations—standard-size paper, large print, Spanish, and braille. Please read the information carefully prior to the test administration.

## **Step 7** *Transcribe Paper Answer Sheet Student Responses into the MCAP Government and LS MISA Kiosk*

Students taking the paper test, including those receiving Spanish, braille, large print, scribe, or response accommodations, must have their original responses transcribed verbatim into an online test form in the MCAP Government and LS MISA Kiosk after the student has finished testing and before the online testing window closes. This will ensure timely reporting of student scores. Original student responses must always be transcribed at the school level by an eligible TA or someone under the direct supervision of an eligible TA. At least two people must be present during transcription of student responses, and it is recommended that one of these individuals is the STC. Follow the steps below that explain how to select the appropriate online accommodation test form and then transcribe student responses into the MCAP Government and LS MISA Kiosk.

1. The student will need to be scheduled to take the online test.
2. The transcriber will log in as the student to the MCAP Government and LS MISA Kiosk using the username and password from the Student Testing Ticket.
3. The same steps for logging in should be followed as for all other students.
4. The transcriber inputs the student answers in the MCAP Government and LS MISA Kiosk.

Once the student's original responses have been transcribed into the MCAP Government and LS MISA Kiosk, place a TRANSCRIBED sticker at the top of the answer sheet and return it to the STC.

## **Step 8** *Invalidate Student Answer Sheets*

If a preprinted ID label has been affixed to a student's answer sheet, and the student ends up not taking the test, that answer sheet must be invalidated. More detailed instructions about invalidating answer sheets are provided in Section 4 of the TCM.

The TA should bring to the attention of the STC the names of those students whose conduct during testing might have caused an invalid administration. The TA and the STC should follow LEA policy to determine whether each of those students' test scores should be invalidated.

## **Step 9** *Complete the Documentation Forms and Return Test Materials*

Follow the directions and schedule provided to you by your STC for packaging and returning all materials. Be sure to return the student roster or Student Tracking Form, whichever you used to record student signatures, to your STC. Check to make sure that each student's 10-digit answer sheet lithocode number has been recorded on the Student Tracking Form.

**Note:** Recording each student's 10-digit test book security barcode number is optional. However, it is strongly recommended that, for tracking purposes, this information also be retained either on the Student Tracking Form or some other archive documentation.

**Note:** Remember to identify for the STC any students who were absent during testing and return their test books and answer sheets to the STC. The STC must securely store the students' test books and answer sheets until the make-up date. These tests must be returned to the vendor at the close of the testing window. All make-up testing must be completed within the state-mandated testing window. If you will be administering make-up tests, the STC will provide the TAM and all test materials on the day of the make-up session.

## **Step 10** *Administrative Procedures for Students with Response Accommodations*

Students who have a response accommodation documented in their IEP, Section 504 plan, or ML plan and who receive that accommodation in regular instruction must receive the accommodation on the Government assessment. **Student responses that need to be transcribed must always be transcribed at the school level by an eligible TA or someone under the direct supervision of an eligible TA.** At least two people must be present during transcription of student responses, and it is recommended that one of these individuals is the STC. Refer to the MAAAM for specific descriptions of the various response accommodations.

A student whose response accommodation permits **dictated responses** must have an accommodator enter the student's responses verbatim directly into the online test form in the presence of, and under the direct supervision of, a TA.

A student whose response accommodation permits the **circling of responses in the test book** must have those responses transcribed into the online test form exactly as they were entered in the test book.

The instructions for transcribing a student's responses into an online test form are found in Section 8, Step 7, of this TAM.

## **Step 11** *Administrative Procedures for Students Using Large Print or Braille Test Forms*

A student who uses a paper test form (standard English, Spanish, large print, or braille) **must** have all responses transcribed verbatim at the school level by an eligible TA or someone under the direct supervision of a certified TA into an online test form. At least two people must be present during transcription of student responses, and it is recommended that one of these individuals is the STC. Large print answer sheets and printed, brailled, or word-processed original student responses **must** be included with the test materials returned to the STC.

The instructions for transcribing a student's responses into an online test form are found in Section 8, Step 7, of this TAM.

Failure to properly submit student responses in a timely manner will delay scoring.



# Appendices



# APPENDIX B: TEST ADMINISTRATION AND CERTIFICATION OF TRAINING FORM AND NON-DISCLOSURE AGREEMENT



## Test Administration and Certification of Training Form and Non-Disclosure Agreement

This form must be signed by all individuals having access to test materials, including online materials, during any Maryland State Department of Education (MSDE) sponsored testing. This includes:

- School Test Coordinators (STCs);
- Test Administrators/Examiners (TAs/TEs);
- Persons designated as Proctors;
- Instructional Assistants or other personnel who provide accommodations to students with disabilities and/or students who are Multilingual Learners (ML); and
- Teachers or others who support a test administration or who have access to test materials.

Only persons who are employees or agents of the school district and who have signed this form may supervise, administer, proctor, or assist with the administration of the test. The school system must retain completed forms on file as specified in the Code of Maryland Regulations (COMAR) 13A.03.04.03D(3).

This is to certify that:

- I understand that the MSDE assessment materials are confidential, and I agree to abide by all of the regulations governing test administration and data reporting policies and procedures specified by both COMAR 13A.03.04 and my local school system.
- I have been trained for my role in the upcoming testing by a trainer authorized by my school district. I am familiar with COMAR and the district test administration regulations and have received a copy of the regulations.
- I understand that it is a breach of professional ethics to provide or alter answers, provide verbal or nonverbal clues, teach items on the test, share prompts, coach, hint, or in any way influence a student's performance during the testing. I understand that the only materials students may use are those authorized in the manuals related to the specific assessments.
- I understand that copies of test materials, including items and other documents that are identified as secure, are confidential and must be kept secure at all times. Unauthorized access, use, transportation, duplication, or reproduction of any portion of these assessment materials is prohibited.
- I understand that making notes about the content of the actual test or any part thereof, making answer keys for these test items, writing about these test items, or discussing these test items with persons not involved in the test administration (including reading passages) is prohibited. I understand that I may not provide any part of the test materials for examination or other use by any other party.
- I understand that I may not disseminate any of the test materials to any other party.
- I understand that I may not discuss the topics and/or specific content of the test materials with any other party.
- I understand that accommodations for students with disabilities must be limited to those documented in the student's IEP or Section 504 Plan, and accommodations for Multilingual Learners (ML) must be limited to those documented in the ML Plan. Accommodations may only be provided as specified in MSDE's current accommodations manual (not applicable for the KRA).
- I understand that the test must be administered on the dates specified within the allowed testing window.
- I understand the test materials must be returned to the representative authorized by MSDE by the agreed-upon date.
- I understand that, unless part of the directions for administration, I may not read any material to a student unless part of an allowable accommodation (not applicable for the KRA). Students unsure of the question or an answer should be told only to reread the question and give their best response. I understand that I can encourage students to respond to each question, but **cannot** tell students to change their responses.
- I understand that students who finish a portion of the assessment early may review their work only as permitted in the respective administration manual (not applicable for the KRA).
- If I am administering an alternate Maryland assessment, I understand that I may not inaccurately report a student's responses or "coach" a student to provide correct answers.
- **I have read the above and have been prepared for my role in the test administration.** I have received and reviewed the current administration manual(s) and agree to abide by the policies and procedures as outlined therein. I understand that violations of test administration and security provisions may include invalidation of test results, costs assessed to my district, personnel sanctions against me by my employer, and/or disciplinary action against my teaching license by the MSDE as applicable, including but not limited to licensure suspension or revocation.

\_\_\_\_\_  
*Name (Please print)*

\_\_\_\_\_  
*Title*

\_\_\_\_\_  
*School Year*

\_\_\_\_\_  
*LEA OR LEA24 School # & Name*

\_\_\_\_\_  
*Signature*

\_\_\_\_\_  
*Date*



## Non-Disclosure Agreement

This form must be signed by all individuals who are permitted to review secure test materials for any Maryland State Department of Education (MSDE) sponsored testing or assessment development activities. These individuals may include:

- Test Monitors or Observers;
- State-appointed representatives participating in state-approved development or review activities; and
- Anyone else with access to test materials or involvement in test administrations, or any activities related to assessment development for the State of Maryland.

MSDE and/or the school system must retain completed forms on file as specified in Code of Maryland Regulations (COMAR) 13A.03.04.03.

*It is my understanding that the MSDE assessment materials are confidential. I agree to abide by all of the regulations governing test administration and data reporting policies and procedures as specified in the attached COMAR 13A.03.04. As part of these regulations, I understand that I am:*

- *Not to duplicate test materials for any reason except as authorized by MSDE directly or through the Local Accountability Coordinator (LAC).*
- *Not to make ANY TYPE of notes as a result of my access to the test. This includes notes pertaining to topics, content, and/or the structure of the test materials unless directly authorized to do so by MSDE.*
- *Not to provide any part of the test materials for examination or other use by any other party.*
- *Not to disseminate any of the test materials to any other party.*
- *Not to discuss the topics and/or specific content of the test materials with any other party.*
- *To return the test materials to the representative authorized by MSDE by the agreed-upon date.*

Please be advised that possible sanctions for testing behavior violations as set forth in COMAR 13A.03.04.05, and data collection and reporting as set forth in COMAR 13A.03.04.06, include: personnel sanctions against the violator, suspension or revocation of the violator's Maryland Educator Licensure, censure of the violating school system, and recovery of costs incurred as a result of the violation. See COMAR 13A.03.04.07B.

**I have read the above and** I understand that violations of test administration and security provisions may include invalidation of test results, cost assessed to my district, disciplinary actions against me by my district, and/or suspension or revocation of my Maryland Educator License by the MSDE.

**Name:** \_\_\_\_\_

**Title:** \_\_\_\_\_

**LEA/Agency:** \_\_\_\_\_

**Role in Review:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

# APPENDIX C: COMAR SECTION 13A.03.04.05

## Title 13A - STATE BOARD OF EDUCATION Subtitle 03 GENERAL INSTRUCTIONAL PROGRAMS Chapter 04 Test Administration and Data-Reporting Policies and Procedures Authority: Education Article, §2-205, Annotated Code of Maryland

### .01 Scope.

This chapter applies to:

- A. Tests administered by or through the State Board of Education including but not limited to:
  - (1) The Maryland Comprehensive Assessment Program (MCAP) (English and Language Arts and Mathematics);
  - (2) The Maryland Integrated Science Assessment (MISA) for grades 5 and 8;
  - (3) The Alternate Maryland Integrated Science Assessment (Alt-MISA) for grades 5 and 8;
  - (4) The Multi-State Alternate Assessment (MSAA);
  - (5) The High School Assessment for Government (HSA Government);
  - (6) The High School Assessment for Science (HS MISA);
  - (7) The Kindergarten Readiness Assessment (KRA);
  - (8) The English Language Proficiency Assessment (ELPA) – ACCESS for ELLs;
  - (9) The norm-referenced test or tests in use by the State;
  - (10) The Educator Credentialing Tests; and
  - (11) Other test instruments required by the State Board of Education;
- B. Data reporting required by the State Board of Education including the data-based areas described in COMAR 13A.01.04 and other measures used to determine availability of services and funding; and
- C. Local school system-owned materials that are the same as those used in any State-operated assessment program.
- D. The security and monitoring of any instrument administered by or through the State Board of Education, to include assessments and surveys.

### .02 Definitions.

- A. In this chapter, the following terms have the meanings indicated.
- B. Terms Defined.
  - (1) "Department" means the State Department of Education.
  - (2) "Individual" means a student, teacher, administrator, or other school system or Department employee.
  - (3) Local School System.
    - (a) "Local school system" means a public school system.
    - (b) "Local school system" includes special schools and institutions and nonpublic schools approved under COMAR 13A.09.10 that use tests administered on behalf of the State Board of Education.
  - (4) "Maryland School Performance Program (MSPP)" means a performance-based education accountability program that focuses on accountability through school improvement in the public schools.
  - (5) "Test administration" means the range of activities from procurement of secure assessment materials through the return of secure assessment materials to the Department or its agents.

### .03 Local School System Test Administration and Data-Reporting Policies.

- A. A local school system shall develop and adopt test administration and data-reporting policies.
- B. The test administration policy shall provide for:
  - (1) The security of the materials during testing and the storage under lock and key of all secure tests and test materials in all versions, including, but not limited to, answer keys, audio tapes, videotapes, compact disks (CDs), and examinee answer documents, before, during, and after testing;
  - (2) The proper administration of tests and the monitoring of test administrations;
  - (3) Training, at least annually, of appropriate personnel on the local test administration policy and procedures; and
  - (4) The prohibition of electronic devices, including personal devices, (unless required for testing or administrative purposes) in testing rooms during testing; and
  - (5) The retention of an archival document for a minimum of 6 years after the date of test administration, containing the following information for each testing group each testing day:
    - (a) Name and student identification number for each student;
    - (b) School and system names and identifiers;
    - (c) Names of the test administrators, examiners, accommodators, and proctors; and
    - (d) Unique test document identification number for each student for paper testing only.
- C. The data reporting policy shall contain:
  - (1) Procedures for the accurate and timely collection, storage, and retrieval of data required by the State Board as described in Regulation .01 of this chapter;
  - (2) Procedures for reporting assessment results to parents/guardians of students within 30 days of receipt by the local school system, but no later than the 15th of September for spring assessment results.
  - (3) Procedures for the delivery of assessment results to parents/guardians by one or more of these methods:
    - (a) First-class mail;
    - (b) Backpack or student folder only if parents/guardians are notified by phone or electronically to expect the assessment results to be delivered on a date certain by that method;
    - (c) Personally at Parent/Teacher conferences; or
    - (d) Electronically through the communication system used by the local school system to keep parents/guardians informed; and

- (4) Training of appropriate personnel on data reporting procedures.
- D. Test Administration and Certification of Training Forms.
  - (1) The Department and each local school system shall use a Department provided or approved test administration and certification of training form and a Department provided or approved nondisclosure agreement, as appropriate, for its employees.
  - (2) Before initially handling any test materials, and annually after that, each individual directly or indirectly involved shall sign a test administration and certification of training form or a nondisclosure agreement, whichever is applicable.
  - (3) All signed forms and agreements shall be retained by the Department or local school system for the duration of the individual's employment or relationship with the Department or local school system.
  - (4) Forms and agreements may be signed electronically using any means approved by the Department.
- E. Electronic Archival of Documents. Each local school system may develop and adopt policies and procedures for the secure electronic archival of paper documents.

### .04 Local School System Testing Designates.

- A. All personnel involved in testing must be employees of the local school system, be trained for their role, meet the requirements of their role as described herein, and sign a Department approved Test Administration and Certification of Training Form.
- B. Personnel may not serve as a Test Administrator, Proctor, or Accommodator in the same testing room as a student who is a family member or who resides within the same dwelling.
- C. Testing Personnel
  - (1) Local Accountability Coordinators.
    - (a) A local superintendent of schools shall designate annually one individual per school system to serve as the Local Accountability Coordinator (LAC).
    - (b) The LAC shall have oversight of:
      - (i) Procurement of test instruments that are used in testing programs administered by or through the State Board of Education;
      - (ii) Organization, implementation, orientation, and verification of the Maryland educational assessment programs in the school system; and
      - (iii) Administration and security of state-mandated assessments.
    - (c) The name of the LAC shall be provided in writing to the Department within 10 days of the designation.
  - (2) School Test Coordinators.
    - (a) Each school system shall designate one individual per school to serve as the Primary School Test Coordinator (STC).
    - (b) A Principal may not serve as the STC unless permission has been granted by the Department.
    - (c) STCs must possess a valid Maryland State Department of Education (MSDE) certificate for professional school staff.
    - (d) Eligible STCs include the following:
      - (i) State-certified teachers.
      - (ii) State-certified guidance counselors, library media specialists, school psychologists, pupil personnel workers, and school administrators (other than the Principal).
      - (e) The Primary STC shall:
        - (i) Have responsibility for training and supervising school personnel in test administration policy and procedures; and
        - (ii) Be the primary point of contact with the LAC and the Department during the administration of all state assessments.
      - (f) The school system may further designate, one or both, an:
        - (i) Alternate STC per school.
        - (ii) Assistant STC per state-mandated assessment.
    - (3) Test Administrators (TAs)
      - (a) Selected by each public school's principal subject to review and approval by the local Superintendent.
      - (b) For any multi-state assessment consortium testing, TAs must possess a valid Maryland State Department of Education (MSDE) certificate for professional school staff.
    - (4) Proctors
      - (a) The decision to use Proctors is a local school system option.
      - (b) Must be under the direct supervision of an eligible TA.
    - (c) TAs may serve as Proctors.
    - (d) Proctors may include:
      - (i) Instructional assistants and aides.
      - (ii) Substitutes or other staff members who are employees of the school system.
      - (5) Accommodators
        - (a) May provide accommodations to students during testing.
        - (b) Must be under the direct supervision of an eligible TA.
  - (c) Accommodators may include:
    - (i) Test Administrators.
    - (ii) Instructional assistants and aides.
    - (iii) Substitutes or other staff members who are employees of the school system.

### .05 Testing Behavior Violations.

- A. It is a violation of test security for an individual to fail to follow test administration procedures promulgated by the local board of education or the State Board of Education and published in test administration manuals and related materials for mandatory tests administered by or through the State Board of Education to students or educators.
- B. It is a violation of test security for an individual to:
  - (1) Give examinees access to secure test items or materials before testing;
  - (2) Give unauthorized individuals access to secure test items or

- materials;
  - (3) Copy, reproduce, use, or otherwise disclose in any manner inconsistent with test security regulations and procedures any portion of secure test materials;
  - (4) Provide answer keys or answers orally, in writing, or by any other means, to examinees;
  - (5) Coach examinees during testing by giving them answers to test questions or otherwise directing or guiding their responses or altering or interfering with examinees' responses in any way;
  - (6) Fail to follow security regulations and procedures for distribution and return of secure test materials, or fail to account for all secure test materials before, during, and after testing;
  - (7) Fail to properly monitor test administration, including permitting inappropriate collaboration between or among individuals;
  - (8) Administer State-mandated tests on dates other than those specified by the Department;
  - (9) Participate in, direct, aid, counsel, assist, encourage, or fail to report any of the acts prohibited in this chapter; or
  - (10) Refuse to disclose information regarding test security violations.
- C. The local school system shall investigate any allegations of violations of test security and report the results to the Department in a timely fashion.

### .06 Data Collection and Reporting Violations.

- A. It is a violation of data collection and reporting for an individual, school, or school system to:
  - (1) Fail to report test scores, numbers of students tested, and other indicators of test performance on mandatory tests administered by or through the State Board of Education, as well as all other data elements reported to the Department;
  - (2) Report incorrect or otherwise inaccurate test scores, numbers of students tested, other indicators of test performance, and participation on mandatory tests administered by or through the State Board of Education, as well as all other data elements reported to the Department; or
  - (3) Exclude a student or students from participation in mandatory tests administered by or through the State Board of Education except in accordance with Department-approved procedures.
- B. The local school system shall investigate any allegations involving data collection or reporting violations and report the results to the Department in a timely fashion.

### .07 Sanctions for Violations.

- A. Invalidation of Test Scores or Other Data.
  - (1) An individual shall adhere to all procedures specified in all operating manuals and related materials governing the Maryland School Performance Program including the mandated testing programs.
  - (2) The Department:
    - (a) Shall establish procedures to identify:
      - (i) Improbable test score gains or improbable changes in data in consecutive years.
      - (ii) Situations in which inappropriate collaboration between or among individuals occurs during the test administration or data collection and reporting; and
      - (iii) Any other situation which may result in the invalidation of test results or other data; and
    - (b) May invalidate test scores or other data that reflect improbable gains which cannot be satisfactorily explained through changes in the student population or instruction.
  - (3) The invalidation of test results or other data because of a breach of security, or action of the State Board of Education, also invalidates any graduation, programmatic, or evaluative criteria dependent upon these data or test results.
  - (4) A student who causes, allows, or is otherwise involved in the presentation of forged, counterfeit, or altered identification for the purpose of obtaining admission to a test administration site for any of the tests listed in Regulation .01 of this chapter may have the test results invalidated, and may be ineligible to retake the test until the next official testing opportunity.
  - (5) A student who engages in any activities during testing which result in invalidation of scores may be ineligible to retake the test until the next official testing opportunity.
  - (6) All central office and school-based personnel whose duties involve either test administration or data collection and reporting shall be held accountable for compliance with all of the requirements described in this chapter.
- B. Other Sanctions. A testing behavior violation as described in Regulation .05 of this chapter, a data collection and reporting violation as described in Regulation .06 of this chapter, or a violation of any other regulation in this chapter constitutes misconduct, insubordination, or neglect of duty for which:
  - (1) Personnel sanctions may be imposed by the local school system;
  - (2) The administrative credentials, teaching credentials, or both, of the violator may be suspended or revoked under COMAR 13A.12.05;
  - (3) The school or school system may be censured; and
  - (4) Costs incurred as the result of the violation may be recovered by the Department.
- C. Mitigating Circumstances.
  - (1) Any mitigating circumstances shall be considered before a sanction is imposed for a testing behavior violation as described in Regulation .05 of this chapter, a data collection and reporting violation as described in Regulation .06 of this chapter, or violation of any other regulation in this chapter.
  - (2) An individual other than a primary violator may be sanctioned only if the individual failed to take appropriate action after learning about the violation.
- D. Reasonable Person Standard. All conduct with respect to test administration and data reporting will be reviewed under a reasonable person standard, that is, what a reasonable person would do under similar circumstances.
- E. Whistleblower Protection.
  - (1) The local school system shall not take any personnel action as retaliation against an employee who reports information that the employee reasonably believes involves a test security violation under this chapter.
  - (2) The local school system may take personnel action against an employee if the local school system investigates and concludes that the employee was involved in the reported test security violation.

**NOTE:** COMAR text current as of July 30, 2019. Please consult <http://www.dsd.state.md.us/COMAR/ComarHome.html> for any changes.



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*Summer 2025*