MCAP

Maryland Comprehensive Assessment Program

2026-2027 Local Accountability and School Test Coordinator Manual

English Language Arts/Literacy
Mathematics
MISA 5 & 8, Life Science (LS)
Social Studies 8, Government

Maryland
STATE DEPARTMENT OF EDUCATION

MCAP Maryland Comprehensive Assessment Program

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• State-specific policies • Test security • Test administration	LAC or MSDE State Contact	MSDE: **Telephone:** 410-767-0083 **Email: assessments.msde@maryland.gov**

MCAP

Table of Contents

REVISION HISTORY viii

Assessment Participation Requirements x

1.0 Overview 1

1.1 About this Manual 1

1.2 LEA Testing Personnel 2

2.0 Test Security and Administration Policies 3

2.1 Secure and Nonsecure Materials 4

2.1.1 STC Responsibilities 4

2.1.2 TA Responsibilities for Maintaining Security and Administering Tests 5

2.1.3 Security Forms 6

2.2 Testing Irregularities and Security Breaches 6

2.2.1 Examples of Testing Irregularities and Security Breaches 6

2.2.2 Reporting Testing Irregularities and Security Breaches 8

2.2.3 Sanctions for Security Breaches 8

2.3 Testing Environment 8

Administrative Considerations for All Students 8

Materials Prohibited in the Testing Environment 9

Exceptions for Test Accommodations 9

2.4 Scheduling and Testing Time 10

Administration Dates 10

2.4.1 Guidelines for Scheduling 11

2.4.2 Make-Up Testing 11

2.4.3 Extended Time 12

2.4.4 Breaks Between Sections 12

Break Policy 12

3.0 BEFORE Testing 14

3.1 Checklist of Tasks for Test Coordinators and Technology Coordinators to Complete BEFORE Testing 14

3.2 TIDE Setup 16

3.2.1 Importing Students and Test Settings and Tools Files 16

3.2.2 Assign and Update User Roles 16

3.2.3 Create and Manage Sessions (For Computer-Based Testing Only) 16

3.2.4 Verify Test Form Assignments (Accommodated Computer-Based Testing) 16

3.2.5 Managing Testing for Students Who Transfer 17

3.3 Develop a Test Administration Plan 17

3.3.1 Training Plan 17

3.3.2 Security Plan 18

Security Agreement (State Test & Survey Administration Compliance and Non-Disclosure Agreement) 18

3.3.3 Prepare the Testing Environment 18

3.4 Meet with Technology Coordinators (If Applicable) 19

3.5 Complete Technology Setup (For Computer-Based Testing Only) 19
3.5.1 Prepare Student Testing Devices (For Computer-Based Testing Only) 19
3.5.2 Monitor Computer-Based Testing 19
3.6 Establish a Testing Schedule 19
3.7 Schedule Training Administrations 20
3.8 Meet with Testing Personnel Accommodators 20
3.9 Organize Test Materials for Computer-Based Testing 21
3.9.1 Secure and Nonsecure Test Materials 21
Calculators 22
Mathematics Tools for Administration 23
Reminders for the Mathematics Administration 24
Wired Headphones/Earbuds 24
Human Reader Scripts 24
3.10 Organize Test Materials for Paper-Based Testing 25
3.10.1 Secure and Nonsecure Test Materials 25
3.10.2 Receive, Document, and Store Materials 25
Steps for Receiving and Inventorying Materials 26
3.10.3 Account for Damaged Test Books and Answer Documents (For Paper-Based Testing Only) 27
3.10.4 Additional Orders 27
3.11 Finalize Preparations for Computer-Based and Paper-Based Testing 27
3.12 Communication with Students, Parents, and Caregivers 28
4.0 DURING Testing 28
4.1 Computer-Based Testing 28
4.1.1 Checklist of Tasks for STCs to Complete DURING Computer-Based Testing 28
4.1.2 Managing Sessions in TIDE (Testing Day) 29
4.1.3 Technology Tasks DURING Testing 30
Troubleshooting Computer-Based Testing 30
4.1.4 Monitor Test Activity and Maintain Test Security 30
4.1.5 End-of-Section Tasks 30
Collect Materials 30
Ensure the TDS Secure Browser Sign-out 31
Administer Make-Up Testing 31
4.2 Paper-Based Testing 31
4.2.1 Checklist of Tasks for STCs to Complete DURING Paper-Based Testing 31
4.2.2 Procedures for Contaminated, Torn, or Damaged Materials 32
Contaminated Test Materials 32
Torn or Damaged Test Materials 32
4.2.3 End-of-Section Tasks 33
Collect Materials 33
Administer Make-Up Testing 33
4.3 Procedures for Testing Irregularities (Testing Day) 33
4.3.1 Dismissing Students for Misconduct 33
4.3.2 Item Irregularities During Testing 34
4.3.3 Lockdowns, Evacuations, and Weather-Related Closures 34

5.0 AFTER Completion of ALL Testing 35
5.1 Computer-Based Testing 35
5.1.1 Checklist of Tasks for Test Coordinators and Technology Coordinators AFTER Testing 35
5.1.2 Collect and Organize Materials 35
Secure Materials 35
Nonsecure Materials To Be Recycled 36
5.1.3 TIDE Cleanup Activities for Computer-Based Testing 36
Manage Student Tests 36
5.1.4 Complete the Post-Test Certification Form 36
5.1.5 Keep Records 36
5.2 Paper-Based Testing 37
5.2.1 Checklist of Tasks for Test Coordinators AFTER Testing 37
5.2.2 Collect and Organize Materials 37
Report Contaminated and Damaged Test Materials 37
Report Missing Test Materials 37
Transcription of Student Test Responses 38
"Do Not Score" Test Materials 38
5.2.3 Organize Materials 39
Hand Grid Demographic Pages 39
Materials To Be Securely Destroyed 40
Nonsecure Materials To Be Recycled 40
5.2.4 Package Materials for Return Shipping 41
Required Ancillary Materials for Return 41
Scorable Materials Return School Header and Paper Bands 41
Return Scorable Materials 42
Return Nonscorable Materials 44
Generic Return Labels 45
Contact MVP to Schedule Pickup 45
5.2.5 TIDE Cleanup Activities for Paper-Based Testing 46
Voided Tests 46
Rejected Student Tests 46
5.2.6 Complete the Post-Test Certification Form 46
5.2.7 Keep Records 47
6.0 Accessibility Features and Accommodations 48
6.1 Accessibility Features and Accommodations 48
6.2 Preparing for Accessible Test Administration 48
Identification of Accessibility Features and Accommodations in the Accommodations Registration File 49
Accommodated Materials 50
Unique Accommodations Guidance 51
Preparing the Test Environment for Accessibility Features and Accommodations 51
6.3 Test Administration Using Accessibility Features and Accommodations 51
Special Accommodations Circumstances During Testing 52
Emergency Accommodation 52
Refusal of Accommodations 52
6.4 Completing Accessible Test Administration as a Test Coordinator 53

Appendix A **54**
Glossary of Terminology **55**
Appendix B **58**
State Test & Survey Administration Compliance and Non-Disclosure Agreement **59**
Appendix C **60**
State Policy Addendum **62**
Appendix D **68**
Testing Incident Form **69**
Appendix E **72**
Form to Report Contaminated, Damaged, or Missing Materials **73**
Appendix F **74**
Post-Test Certification Form **75**

MCAP

REVISION HISTORY

Version	Description
1.0	Initial Version

Assessment Participation Requirements

In Maryland, all students in tested grades (grades 3 – 8 and high school) must participate in either the general 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 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 operates the following state testing programs:

FALL	WINTER	SUMMER	SPRING
• Kindergarten Readiness Assessment[1] • Early Literacy Assessment	• English Language Arts/ Literacy (Grade 10) • Life Science (LS) MISA (High School)[2] • American Government (High School) [1, 2] • Algebra I, Geometry, and Algebra II • WIDA ACCESS (K-12) • WIDA Alternate ACCESS (K-12)[3]	• English Language Arts/Literacy (Grades 3-8 and 10) • Mathematics (Grades 3-8, Algebra I, Geometry, Algebra II)[4] • Social Studies (Grade 8)[1] • Maryland Integrated Science Assessment (MISA) (Grades 5 and 8) • Life Sciences (LS) MISA (High School)[2] • American Government (High School)[1, 2] • Alternate ELA & Math Assessments (Grades 3-8 and 11)[3] • Alternate Maryland Integrated Science Assessment (Alt-MISA) (grades 5, 8, 11)[3]	• English Language Arts/ Literacy (Grade 10) • Life Sciences (LS) MISA (High School)[2] • American Government (High School)[1, 2] • Algebra I (High School)

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.

2. Beginning with SY 2022-2023, the Life Science MISA and American Government assessment 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)

3. Alternate (Alt) assessments are administered to Maryland students with significant cognitive disabilities for any state or federally mandated assessment.

4. Students in grades 3–8 and 10 must participate in Maryland state assessments only for the grade in which they are enrolled. For example, students enrolled in 7th grade will participate in the Grade 7 Mathematics assessment. MIDDLE SCHOOL EXCEPTION: Effective March 17, 2025, MSDE was granted a waiver allowing students in grades 6 – 8 who are enrolled in an advanced mathematics course to take the corresponding assessment instead of the statewide grade-level assessment. For example, students in grade 7 who are enrolled in an Algebra I course will be permitted to participate in the Algebra I assessment. Once in high school, these students will participate in the SAT, MCAP Geometry, or MCAP Algebra as their more advanced mathematics assessment. This waiver is in effect from SY 2024-2025 through 2027-2028.

1.0 Overview

The Maryland Comprehensive Assessment Program (MCAP) is the umbrella for annual statewide assessments in English Language Arts/Literacy (ELA/L), Mathematics, Life Science (LS) MISA, and Government. MCAP assessments may be administered in either computer-based (CBT) or paper-based (PBT) formats.

The ELA/L assessment focuses on reading and analyzing literature and informational texts, as well as writing effectively in response to texts.

The Mathematics assessment focuses on applying skills and concepts to multi-step problems through abstract reasoning, real-world modeling, and the strategic use of tools with precision and perseverance.

The LS MISA assessment focuses on understanding scientific and engineering concepts, with an emphasis on explaining phenomena and solving real-world problems.

The Government assessment focuses on applying content knowledge and skills to evaluate sources, identify credible information, and construct arguments.

1.1 About this Manual

This manual provides School Test Coordinators (STCs) with instructions for administering both computer-based and paper-based MCAP assessments, including procedures and protocols for before, during, and after testing. Definitions of terms used in this manual are in **Appendix A**.

	Throughout this manual, this icon indicates tasks or information (including sections) relevant only to computer-based tests.
	Throughout this manual, this icon indicates tasks or information (including sections) relevant only to paper-based tests.

This manual also outlines test security and administration policies that all school staff must follow.

All referenced documents are available on the MSTAR Portal: https://mstar.mdassessments.com.

Test administration instructions for TAs are included in the *Test Administrator Manuals* (*TAMs*) or provided with specific accommodated paper forms (e.g., Braille, Large Print).

1.2 LEA Testing Personnel

Role	Description	Tasks
Local Accountability Coordinator (LAC)	Individual at the LEA level who is responsible for the overall coordination of each test administration.	In Maryland LEA 24 schools, the tasks for this role are the responsibility of the STC. When testing issues arise, the LAC is the main point of contact with the Maryland State Department of Education (MSDE).
School Test Coordinator (STC)	Individual at the school level who is responsible for the overall coordination of test administration. All schools in Maryland are required by COMAR to have an STC (See COMAR 13A.03.04.04). The STC role may NOT be taken on by the principal unless a waiver is submitted and approved by MSDE.	Responsibilities include but are NOT limited to: • Coordinating test administration and resolving testing issues at their school • Completing all post-testing procedures
Test Administrator (TA)	Individual at the school level who is responsible for administering the assessment. All TAs must be employees of the LEA/LEA 24 school and trained for the specific test administration. Legislation (House Bill 617) allows a public school principal to appoint any employee to serve as the TA pending review and approval by the local Superintendent. Although principals may select any employee, keep in mind that the TA remains culpable if test security infractions occur. All personnel assigned to be TAs must be employees of the local school system, be trained for their role, and sign a State Test & Survey Administration Compliance and Non-Disclosure Agreement.	Responsibilities include but are NOT limited to: • Administer the assessment using provided scripts • Monitor students during testing • Assist students experiencing technology issues during testing • Redirect students (See 4.6.3) • Assist students in signing out of TDS (See 4.8.1).
Proctor	Individual who may be called on to help a TA monitor a testing administration under the supervision of the TA. A TA must be in the room at all times during testing if a Proctor is present. Student teachers may serve as Proctors who assist the TA. Student teachers must be trained and must sign an NDA. Refer to your STC for more information about your state's policy. A Proctor is recommended for all test sessions due to the nature of computer-based testing.	Responsibilities include but are NOT limited to: • Meeting with the STC to review test security and administration protocols • Monitoring students during and after testing to adhere to test security and administration protocols • Reviewing policies and instructions in the *Test Administrator Manual* • Assisting in the preparation of the testing environment • Assisting in the supervision of test administration during each Section

Role	Description	Tasks
Accommodator	Individual who, under the direction of the TA, provides specific accommodations that are documented in a student's Individualized Education Program (IEP), 504 plan, or Multilingual Learner (ML) Plan.	

Technology Coordinator (TC)	Individual at the school or LEA level who is responsible for setting up testing devices for computer-based testing.
	
	The **STC** must collaborate with an individual who will be on-site or readily available to serve in this role during the administration.
		Responsibilities include but are NOT limited to:
		• Configuring student testing devices
		  • Ensuring each device meets minimum technology requirements
		  • Installing/updating the TDS App on each testing device
		  • Ensuring the infrastructure (e.g., wireless access points, bandwidth) is adequate
		• Managing problems with firewalls
		• Turning off any software that would allow secure test material on testing devices to be viewed on another testing device during testing
		• Providing technical support for STCs and TAs.

2.0 Test Security and Administration Policies

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, 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 **State Test & Survey Administration Compliance 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.

2.1 Secure and Nonsecure Materials

The MCAP assessment administration is a secure testing event. Maintaining the security of test materials before, during, and after testing is essential to ensure valid and reliable results. STCs are responsible for ensuring that all personnel with authorized access to secure materials are properly trained and comply with all test security requirements.

All personnel assigned as Test Administrators (TAs), Proctors, Accommodators, or those assisting with test materials must be employees of the local school system, be trained for their role, and sign the **State Test & Survey Administration Compliance and Non-Disclosure Agreement**. Non-employees, such as student teachers or Accommodators, may assist only under the direct supervision of a certified TA.

STCs must implement and monitor chain-of-custody procedures, including distributing and collecting materials from TAs, returning secure materials to Pearson, and securely destroying designated materials (see Sections 5.1.2 and 5.2.3 for details).

STCs must maintain a tracking log to document the collection and secure destruction of all secure materials, including student-used reference sheets and scratch paper. Schools are required to keep the Chain-of-Custody Form or tracking log for at least 6 years. For computer-based testing, forms are available at https://mstar.mdassessments.com./administration-resources/. For paper-based testing, forms are included in each LEA or school's test materials shipment.

TAs must NOT have extended access to secure materials before or after testing. They must immediately return all secure materials (used and unused) to the STC and document their receipt and return.



The following test materials are secure:

- Student Test Ticket
- Session ID
- Reference sheets written on by students
- Scratch paper written on by students
- Human Reader scripts for Mathematics (if applicable)
- Braille Book (for student using Screen Reader)



The following test materials are secure:

- Test books
- Answer documents
- Large Print test book
- Braille test book and braille notes
- Reference sheets written on by students
- Scratch paper written on by students
- Human Reader scripts for Mathematics (if applicable)

2.1.1 STC Responsibilities

- Before testing, develop a security plan that aligns with school, LEA/LEA 24 schools, and state policies.
- Authorize specific personnel to serve as TAs and train them to properly administer MCAP tests. Designate other school and/or LEA personnel as necessary to maintain a secure test administration and train them in Maryland security requirements.
- With school administration approval, create a testing schedule, including make-up testing dates. Enter the schedule in the Statewide Schedule Tool at https://assessments.msde.maryland.gov/schedule/. This schedule **MUST** be updated as needed throughout the testing window to ensure accuracy.
- Store all secure test materials in a locked central location when state tests are not being administered.
- Inform staff of the schoolwide testing schedule, and train those assigned as TAs, Proctors, and Accommodators.

- Provide TAs with a list of accommodations and accessibility features for students in their test session.
- Monitor the receipt and distribution of all test materials.
- Return all secure materials to Pearson by the designated deadlines.
- Report any testing irregularities as directed by your LAC.

2.1.2 TA Responsibilities for Maintaining Security and Administering Tests

1. Receive Training and Prepare for Test Administration

- Review the *Test Administrator Manual (TAM)* and all relevant test security policies prior to administering any test.
- Attend all required training sessions led by the STC/Designee before test administration.
- Understand and follow procedures for administering accessibility features and accommodations, if applicable.
- Sign the **State Test & Survey Administration Compliance and Non-Disclosure Agreement** after training.
- Review responsibilities in TIDE, if applicable.

2. Administer Tests According to Approved Protocols

- Administer tests only on the dates specified for each content by the LAC within the MSDE testing window.
- Remove or cover any classroom displays related to test content or test-taking strategies (refer to Section 2.3).
- Provide students with all required test materials listed in the *TAM*.
- Prevent the use of prohibited materials (refer to Section 2.3) during testing. Note that test results may be invalidated if a student uses a cell phone or other prohibited electronic device during a test Section, after submitting (both online and paper-based), while still in the testing room, or during a break (See exception listed in Section 2.2.1).
- Follow the directions and read the *TAM* scripts verbatim. Spanish translations are available under the Administration Resources section on the MSTAR Portal at https://mstar.mdassessments.com./administration-resources/.
- Provide TA Session ID as directed in the computer-based test script.

3. Maintain Active Supervision During Testing

- Focus full attention on the testing environment at all times.
- Supervise students during both testing and breaks.
- Ensure no applications (Music streaming, YouTube®, etc.) are running on testing devices before launching the TDS Secure Browser.
- Monitor continuously and unobtrusively by moving around the room. For paper-based testing, TAs may look at student test books and answer documents only to confirm they are working in the correct Section. TAs may not review responses or check whether all questions are answered.
- TAs must notify the STC if a student is seen working in or reviewing the wrong section, as this constitutes a testing irregularity.

4. Prevent Cheating

- Ensure that students do not consult notes, textbooks, or other materials, share test content, or communicate with others during testing.
- Make sure students cannot view others' screens or materials.
- Students must not have access to any electronic communication devices before or during testing. Access is only allowed after all testing materials are collected and are secured.

5. **Do Not Provide Unauthorized Assistance**
    - TAs may repeat a portion of the *TAM* script if clarification is needed, but may not explain any part of it.
    - TAs must not assist students in any way that could affect their answers. Examples of unauthorized assistance include but are not limited to:
        - Giving answers
        - Indicating whether an answer is correct, incorrect, or left blank
        - Defining words or providing synonyms
        - Spelling words
        - Offering verbal or non-verbal hints or cues
        - Altering, paraphrasing, simplifying, or explaining any test content
        - Suggesting students revise or expand responses or reconsider a response to a question

6. **Follow Proper Procedures for Accessibility Features and Accommodations**
    - Provide only the accommodations or accessibility features listed specifically for use during MCAP testing in a student's approved IEP, 504 plan, ML plan, or other documented approval.
    - Follow all administration guidelines as outlined in the *MAAAM*.

7. **Follow Chain-of-Custody Procedures**
    - Return all secure test materials each day according to chain-of-custody requirements.

2.1.3 Security Forms

The following forms must be used to document secure and proper test administrations:

- Chain-of-Custody Form or LEA/LEA 24 approved form
- **State Test & Survey Administration Compliance and Non-Disclosure Agreement**
- **Testing Incident Form** (TIF) or LEA/LEA 24 form
- **Form to Report Contaminated, Damaged, or Missing Materials**
- **Post-Test Certification Form**

Copies of all security forms are included in the appendices of this manual. Templates are also available at https://mstar.mdassessments.com./administration-resources/.

2.2 Testing Irregularities and Security Breaches

Any action that compromises test security or score validity is prohibited and may be classified as a testing irregularity or security breach. Section 2.2.1 provides examples of such actions (note that these lists are not exhaustive). STCs are strongly encouraged to review these examples, and any additional concerns, with TAs during training. For reporting procedures, refer to Section 2.2.2.

2.2.1 Examples of Testing Irregularities and Security Breaches

Examples of test security breaches and irregularities include but are not limited to:

- **Electronic Devices Irregularities**
    - Use of prohibited electronic devices (e.g., cell phones, smartwatches, wireless headsets, smart glasses) while secure test materials are distributed, students are testing, after a student submits their test materials, or during a break
        - **Exception:** STCs, Technology Coordinators, and TAs may use cell phones in the testing environment only in emergencies or when urgent assistance is needed. LACs may impose additional restrictions on device use within their LEA/LEA 24 schools.

    - **Exception:** Certain devices may be permitted for medical or audiological purposes. Refer to the *MAAAM* for approved exceptions.

- **Test Supervision Irregularities**
  - Coaching students in any form, including giving verbal or nonverbal cues, hints, or suggestions, or paraphrasing or defining test content
  - Engaging in unrelated activities (e.g., grading papers, reading non-testing materials) that prevent proper student supervision while secure test materials are present or while students are testing
  - Leaving students unsupervised by a TA while secure test materials are distributed or testing is in progress (Proctors must always be supervised by a TA)
  - Allowing or enabling cheating
  - Providing unauthorized individuals access to secure materials
  - Accessing a test in TDS Secure Browser outside of approved testing times without state approval
  - Failing to provide a student with a documented accommodation or providing one that is not documented
  - Testing outside the MSDE test administration window without state approval
  - Sharing Session ID before the time specified in the *TAM*

- **Test Materials Irregularities**
  - Losing a student Test Ticket
  - Providing unauthorized access to Session ID
  - Losing a student test book or answer document
  - Losing a secure Mathematics Human Reader script
  - Leaving test materials unattended or failing to keep them secure at all times
  - Reading or viewing secure passages or questions before, during, or after testing
    - **Exception:** For approved Human Reader/Signer accessibility features or accommodations requiring access to secure content (e.g., for Mathematics, LS MISA, Government, or ELA/Literacy)
  - Copying photographing, or reproducing secure test materials in any way
  - Discussing or revealing test content with anyone, including students and school staff, through any communication method (e.g., in-person, email, social media)
  - Removing secure test materials from the school's campus or from locked storage, except for test administration
  - Accessing a student's test without the student or STC present

- **Testing Environment Irregularities**
  - Not following test administration directions exactly as outlined in the *TAM*
  - Displaying any materials (e.g., posters, models, displays, teaching aids) that define, explain, or illustrate terminology or concepts, or otherwise provide unauthorized support during testing
  - Allowing preventable disruptions such as talking, making noises, or excessive student movement
  - Failing to display the required testing sign outside the testing room as specified in the *TAM*
  - Allowing unauthorized visitors into the testing environment

- Unauthorized Visitors—Visitors, including parents/guardians/caretakers, school board members, reporters, or untrained school system staff, are prohibited from entering the testing environment.
- Authorized Visitors—MSDE monitors and state-authorized observers may enter the testing environment per policy, provided they do not disrupt testing. See **Appendix C** for observation visit details.

2.2.2 Reporting Testing Irregularities and Security Breaches

If a testing irregularity or security breach must be reported, follow the protocol outlined below:

- The STC must report the incident immediately to the LAC.
- The LAC will provide guidance or escalate the issue to MSDE, if necessary.
- If additional documentation is requested by the LAC or MSDE Test Security Officer, it must be completed promptly.
- In some cases, individuals may report alleged irregularities directly to MSDE. In such instances, the MSDE Test Security Officer may ask the STC or LAC to investigate and report the findings.
- The LAC is responsible for submitting a Testing Irregularity Form (TIF) to MSDE within five business days of the incident. The TIF, available at https://mstar.mdassessments.com./administration-resources/, must be completed and uploaded to the Maryland Test Integrity & Protection System (MTIPS) by the LAC within five business days, unless otherwise directed by the LAC or the MSDE Test Security Officer.

2.2.3 Sanctions for Security Breaches

See COMAR 13A.03.04.07 for actions that may be taken by the Maryland State Department of Education and/or the Local Education Agency for all violations listed in COMAR 13A.03.04.05.

2.3 Testing Environment

The testing environment is defined as any location where students are actively testing (e.g., classrooms, computer labs, etc.). It is essential to establish procedures that ensure a quiet, secure environment throughout testing. When preparing the testing environment, consider the following:

- Some students will finish testing before others. Expectations for what these students may do must be established before the test day. Refer to **Appendix C** in this manual for MSDE's policy. The three allowable options are also listed in the script within the *TAM*. The LAC must select one of the three options, and all schools must follow that selection.
- As stated in Section 2.2.1, unauthorized visitors are not permitted in the testing environment.
- Post the required testing sign (see **Appendix C** in the *TAM*) or an equivalent on the outside of the testing room door.
- Remove or cover any resources related to the content being assessed prior to testing.

Administrative Considerations for All Students

The STC may assign students to alternate testing locations or times, provided all MSDE test security and administration guidelines are followed. STCs may approve the following administrative considerations for any student, regardless of disability or Multilingual Learner (ML) status:

- Small-group testing
- Frequent breaks
- Specific time of day
- Separate or alternate location
- Specified seating arrangements
- Adaptive or specialized furniture/equipment

- Reduced distractions (to self or others)

Refer to the *MAAAM* for more details on administrative considerations available to all students.

Materials Prohibited in the Testing Environment
Prohibited materials can compromise test security and violate the construct being measured by the assessment, thus producing invalid results. Prohibited materials related to assessment content must be covered or removed from the testing area.

The following materials may NOT be used at any time during testing, including after a student has completed testing (e.g., submits Section) or during a break. Students, TAs, Proctors, or other authorized persons in the test environment may NOT possess these or any other materials.

- **Materials Prohibited During All Test Sections**
  - Any electronic devices not related to testing (e.g., cell phones, iPods, personal document scanners, eBooks, electronic pens, smartwatches, Bluetooth-enabled headphones or earbuds; see Section 2.2.1 for exceptions)
  - Any materials (e.g., books, dictionaries, posters, models, graphs, displays, teaching aids) that define, explain, or illustrate terminology or concepts, or otherwise provide unauthorized support during testing. Refer to the *MAAAM* for approved resources for students with disabilities or MLs.
  - Any Mathematics reference sheet not provided in the testing platform or by the STC
  - Any manipulative not approved through an IEP, 504 Plan, or pre-approved unique accommodation.*
    * Unique accommodations must be submitted with documentation at least six weeks before the state testing window opens. Check with your LAC for deadlines.

Follow the general rule that if the material could help a student answer a question, it is not allowed in the testing environment.

Prior to testing, TAs must instruct students to store **ALL** prohibited materials out of reach (e.g., in a locker or book bag). If a student arrives with prohibited materials, the TA must instruct the student to hand them in or follow local policy. As a reminder, if a student is found in possession of prohibited materials during testing (including a cell phone), the test may be invalidated.

Note: The TA or STC may keep a silenced cell phone nearby only for issues directly related to test administration. Any other use is considered a Testing Irregularity. The LAC has final authority on whether cell phones are permitted in the testing environment.

As a reminder, if a student is found to have prohibited materials (including cell phones) during live testing, the test may be invalidated.

Exceptions for Test Accommodations
Students with disabilities or those identified as MLs may use certain tools or materials that are otherwise prohibited during testing if the accommodation is documented in the student's IEP, 504 plan, or ML plan. For questions about specific tools or materials, the STC or LAC should contact MSDE.

Note: ML students may use a word-to-word bilingual dictionary if it is listed in their ML Plan.

2.4 Scheduling and Testing Time

Administration Dates

All test Sections, including make-up tests, must be completed within the MSDE-designated testing window for each content area. Contact your LAC for your LEA's specific testing window. STCs must enter their testing schedules into the Statewide Schedule Tool at itempra.org/schedule and update them as changes occur throughout the testing window.

Administration Time refers to the approximate time schools should schedule for testing. It includes the actual Section testing time plus estimated time for administrative tasks such as reading directions to students, answering questions, distributing test materials, and collecting test materials (shown in Table 2.0 below).

Example: When Testing Time is 40 minutes, schools might schedule a total of 70 minutes: 15 minutes for reading directions and distributing materials + 40 minutes of testing + 15 minutes for end-of-testing activities. Be sure to include time for a break between Sections if testing multiple Sections on the same day.

Test administration times are shown in Table 2.0. Times may vary by content area, Section, and grade or course.

Table 2.0 Administration Time

	Task	Approximate Time to be Allotted for Test Administration
Guidelines for Scheduling	1. Pre-administration tasks, including reading instructions to students and answering questions	10 minutes
	2. Distribution of test materials to students	5 minutes
	3. Administration of Section	Refer to Section Testing Times for each grade band and content area
	4. End-of-testing, including signing students out of TDS Secure Browser, and collecting test materials	5–15 minutes

Test sections are scheduled in blocks to provide a predictable testing environment while allowing students flexible pacing within each section. Test Administrators are responsible for managing timing to ensure that the cumulative duration of all sections stays within the total time allotted for the assessment.

Note: Students with documented extended time accommodations (IEP, 504, or ML plan) must be provided with additional time for each section block in accordance with their approved accommodations.

If all students finish early, the Section may end before the allotted time. However, once the Testing Block time is reached, the Testing Block must end for all students except those with extended time accommodations. Refer to LAC guidance for what students may do if they finish before the Testing Block ends.

The following tables show Section Testing Times for both Computer-Based and Paper-Based versions of the ELA/L, Mathematics, LS MISA, and Government assessments.

Table 2.1 Section Testing Times for MSTAR ELA/L & Mathematics

Subject(s)	Section	Testing Block Time (in minutes)
Mathematics Grade 3-8	Sections 1-3	Total Testing Time = 120 minutes (3) - 40 minute time blocks
ELA/Literacy Grade 3-8	Sections 1-3	Total Testing Time = 210 minutes (3) - 70 minute time blocks

Table 2.3 Section Testing Times for High School Courses

Subject(s)/Course(s)	Section	Testing Block Time (in minutes)
Algebra I, Geometry, Algebra II MISA 5 & 8, and LS MISA Social Studies 8 and Government	Sections 1-4	Total Testing Time = 160 minutes (4) - 40 minute time blocks
ELA/Literacy (ELA 10)	Sections 1-4	Total Testing Time = 280 minutes (4) - 70 minute time blocks

Students taking the computer-based test will have access to a calculator within the TDS Secure Browser for Sections that allow it. Only students with a documented accommodation may use a handheld calculator. See section 3.10.1 or the MSTAR Portal for more details.

2.4.1 Guidelines for Scheduling

Testing Blocks may be scheduled any time during normal school hours on school days within the designated testing window. Contact your LAC with scheduling questions.

Schools are encouraged to schedule testing early in the window to allow flexibility for weather or other disruptions. Testing must be scheduled so students can complete each Section on the same day it begins. A Session of four Sections may be scheduled across multiple days, with one or more Sections administered each day. It is highly recommended to schedule **no more than two Testing Blocks per sitting** for any student. When scheduling multiple Testing Blocks in one day, include breaks between each block (see Section 2.4.4).

Multiple classrooms or courses may test in the same location if the Sections are for the same content area, have the same length, and use the same administration script from the *TAM*. For Mathematics assessments, ensure students are grouped by calculator or non-calculator Sections.

2.4.2 Make-Up Testing

Students who miss their scheduled test date must take a make-up test within the MSDE testing window. Make every effort to administer make-up tests promptly.

If a student starts a Section but leaves without finishing (e.g., due to illness, family emergency), they may complete it later. **Students cannot change answers after leaving, and they must resume exactly where they stopped.**



Tests will automatically resume at the next unanswered item where the student left off. Students should NOT Submit the Section. Instead, they should exit the TDS Secure Browser by clicking the Pause button in the top right corner.



TAs must closely monitor make-up testing to ensure students do NOT alter any previously written responses.



For computer-based make-up testing step-by-step directions are available in the *Make-Up Testing Directions for Computer-Based Testing* guidance document available at https://mstar.mdassessments.com./platformresources/. Make-up days may also be used to test students affected by technology issues or interruptions.

2.4.3 Extended Time

A student may be allowed an extended time accommodation ONLY if this accommodation is documented in their IEP, 504 plan, or ML plan. Most students with this accommodation are allowed 1.5 or 2 times the standard Section testing time. In some cases, a student approved for a Unique Timing and Scheduling Accommodation (5b) may receive additional time. As a general rule, no student's testing time should extend until the end of the school day. It is strongly recommended that these students be tested in a separate setting.



When creating the testing schedule, STCs must account for students with extended time accommodations.

2.4.4 Breaks Between Sections

When administering more than one Testing Block back-to-back, scheduled breaks are strongly recommended. During breaks, students may use the restroom, stretch, or get a drink. STCs may also use this time to transition students to the next Section of the assessment. Refer to section 2.4.4 in **Appendix C** for additional guidance on break procedures.

Break Policy

STCs must establish and communicate break procedures to TAs before testing begins. During breaks, no student conversations are allowed. Electronic devices, games, or activities that could compromise test security or validity are strictly prohibited. Supervision is required at all times, including during short breaks between sections. TAs must ensure that students cannot view other students' test materials or screens. Maryland's break policy is detailed below.



During short breaks, use visual blocks (e.g., turn off monitors, cover screens with paper, or lower device lids) instead of having students exit and resume the test through computer functions. TAs must also secure students' scratch paper and locally printed Mathematics reference sheets.



The TA must ensure the security of students' test books, answer documents, scratch paper, and Mathematics reference sheets.

Restroom breaks during a Testing Block: Individual restroom breaks may be allowed during a Time Block at the TA's discretion. It is recommended that no more than one student leave at a time. Schools should follow their LEA/LEA 24 policy for restroom use and ensure proper supervision if students leave in pairs. Testing Block time should NOT be adjusted for restroom breaks, and students should be encouraged to use the restroom before testing begins.

Classroom stretch break during a Section: At the TA's discretion, the entire class may take one "stand-and-stretch" break lasting up to three minutes. The TA may extend the Testing Block time by no more than three minutes to accommodate this break.

Breaks between Sections: When administering two Testing Blocks back-to-back, a scheduled break is highly recommended between Testing Blocks. During this time, students may use the restroom, stretch, or get a drink. This break should be brief and last no more than 15 minutes. If the break exceeds 15 minutes, Student Testing Tickets should be collected, and students must either exit TDS Secure Browser or return their paper test books.

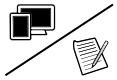
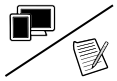
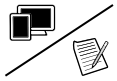
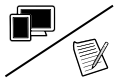
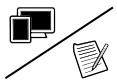
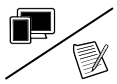
Frequent breaks: Frequent breaks may be provided to any student as an administration consideration. Refer to MSDE policy in **Appendix C**.

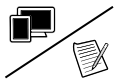
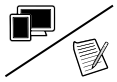
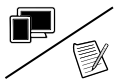
3.0 BEFORE Testing

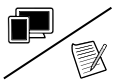
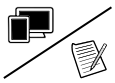
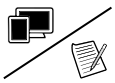
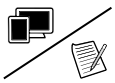
This section outlines the tasks the STC and Technology Coordinator (TC) must complete before the first day of testing. Some tasks in this section may also apply to the LAC, depending on your LEA's procedures. Section 3.1 provides a checklist of tasks; refer to Sections 3.2–3.12 for detailed instructions.

3.1 Checklist of Tasks for Test Coordinators and Technology Coordinators to Complete BEFORE Testing

It is strongly recommended that all tasks in this checklist be completed according to the suggested timeline.

CBT/PBT	LAC	STC	TC	Task	Reference
At Least One Month Before Testing					
	❑	❑		Complete TIDE Tasks: • Roster students in TIDE, but students are not required to be in a roster to test in TDS • Update and assign user accounts (CBT) • Set Test Settings and Tools • Print Student Test Tickets • Print Pre-ID materials • Order paper products as needed	Section 3.2 and https://mstar.mdassessments.com./platformresources/
	❑	❑		Develop security, training, and logistics plans for test administration.	Section 3.3
		❑		Establish the test administration schedule.	Section 3.6
		❑		Review student accommodations/accessibility features and develop a plan to share with TAs.	
		❑	❑	Meet with Technology Coordinators: • Discuss test security and administration protocols and plans. • Plan technology setup. • Review test day activities. • Sign the **State Test & Survey Administration Compliance and Non-Disclosure Agreement**	Section 3.4
		❑		Review relevant training modules.	https://mstar.mdassessments.com./training-resources/
		❑	❑	Complete Technology Setup: • Collaboratively check every device for current TDS Secure Browser App. • Verify content filter/firewalls and allow the appropriate sites. • Configure common applications (e.g., anti-virus, email notification, pop-up blockers, automatic updates) to NOT launch on test-taking devices during testing. • Run App Check on each device.	
		❑		Schedule and administer Practice Tests (highly recommended). Encourage teachers to familiarize students with the TDS Secure Browser tools and platform navigation. Be sure teachers understand the functions of the TA Interface.	https://mstar.mdassessments.com./practice-tests/ and Sections 3.8 and 3.9.1

CBT/PBT	LAC	STC	TC	Task	Reference
		❑		Review security, training, and logistics plans for test administration.	Section 3.3
		❑		Schedule and conduct training for TAs and Proctors, including accommodations training.	Section 3.3.1
	❑	❑		Update Test Settings and Tools file and create Sessions (if necessary).	https://mstar.mdassessments.com./platformresources/

CBT/PBT	LAC	STC	TC	At Least Two Weeks Before Testing	
		❑		Finalize the testing locations and assign TAs and Proctors to student testing groups.	
		❑		Meet with students to review test day procedures.	Section 3.12
		❑		Ensure all staff and other stakeholders involved with the test administration have reviewed and signed the **State Test & Survey Administration Compliance and Non-Disclosure Agreement**.	**Appendix B**
		❑		Meet with TAs, Proctors, and Accommodators: • Discuss test security and administration protocols and assignment of accommodations or accessibility features. • If changes exist, please review changes to how students will interact with the TDS Secure Browser during the assessments. • Review testing day activities.	Sections 3.3, 3.7, 2.1.1
		❑	❑	Update student devices with current Secure Browser.	

CBT/PBT	LAC	STC	TC	At Least One Week Before Testing	
		❑		Receive, document, and store materials: • Ensure each test book has a corresponding answer document with the appropriate grade/course. • Account for damaged test materials. • Review **Test Kit Checklist** found on the MSTAR Portal. • Submit Additional Orders, as needed.	Sections 3.10.2–3.10.4
		❑	❑	Review accuracy of information in TIDE. • Print student Test Ticket. • Confirm TA accounts are active in TIDE if needed.	Section 3.2.4, Section 6.2

CBT/PBT	LAC	STC	TC	Day of Testing	
		❑	❑	• Provide Session ID.	

3.2 TIDE Setup

The following sections provide guidance on setting up TIDE, the student and user test registration management system used by LACs and STCs for both online and paper testing.

3.2.1 Importing Students and Test Settings and Tools Files

Before importing student data into LaunchPad, the LAC or STC should review the Guide to Importing Students into LaunchPad and the associated template. These resources are available on the MSTAR Portal. Student imports are typically completed by the LAC or designated LEA staff.

Similarly, before importing accommodation data into TIDE, the LAC or STC should review the TIDE User Guide and the related template, available on the MSTAR Portal. Test Settings and Tools imports are also handled by the LAC or designated LEA staff.

	All paper-based accommodated testing materials and Human Reader scripts will be ordered through the uploaded Test Settings and Tools file as long as the file is uploaded within the initial order window. Please reference the TIDE Accommodation Hierarchy document posted on the MSTAR Portal.
	In order to receive Pre-ID Labels for paper testing and the correct amount of secure and non-secure test materials, LACs or STCs must ensure student registration data are uploaded to TIDE during the initial order window. **For summer/winter testing, paper-based materials are additional order only.**

3.2.2 Assign and Update User Roles

Staff who administer the test or need access to reports in TIDE must have a user account in LaunchPad. For detailed information on user roles and account creation, refer to the User Role Matrix on the MSTAR Portal under TIDE Resources at https://mstar.mdassessments.com./platformresources/. Access levels in TIDE vary based on assigned user roles. If you are unable to access the TIDE site, contact your LAC.

3.2.3 Create and Manage Sessions (For Computer-Based Testing Only)

Sessions are groupings of students scheduled to take the same test at the same time and location. STCs are encouraged to use an easily identifiable naming convention for the Session name in TIDE. STCs should use a clear and consistent naming convention for Sessions, based on guidance from their LAC. In TIDE, STCs may need to view or edit Session details (e.g., add, remove, or move students) and adjust the assigned test form. Sessions are also used to generate and print student Test Tickets and to provide Session ID.

Reminder: Pearson will not create default Sessions. Sessions are optional but will need to be created by the LAC or STC.

3.2.4 Verify Test Form Assignments (Accommodated Computer-Based Testing)

To ensure students receive the correct accessibility features and accommodations before testing begins, follow the steps in TIDE mentioned:

1. Review accommodations using either Student Information>Test Attributes OR Student Information>Export.
2. Confirm Session setup and assign students as needed.

To ensure students who do not take the English form and instead will take an accommodated form, the student test settings for an accommodated form will be selected in TIDE. The available accommodations are

- American Sign Language (ASL)
- Closed Caption

- English Paper
- Human Reader
- Human Signer
- Non Screen Reader
- Screen Reader
- Spanish Human Reader
- Spanish Online
- Spanish Paper
- Text-to-Speech (TTS)

If a student begins a test with the incorrect form, correcting the issue involves specific steps. If accommodations are not assigned correctly and the student completes the test, their score may be invalidated. For details on available accommodations, refer to the *MAAAM*.

3.2.5 Managing Testing for Students Who Transfer

During the testing window, students may transfer between schools within the same LEA or to a different LEA. In these cases, contact your LAC to initiate the transfer. Only LACs can approve or reject student transfers between LEAs. To complete the transfer in LaunchPad, the student's state ID, date of birth, original school/LEA, and new school/LEA are required.

Whenever possible, students should complete testing at their original school before transferring. Transferring a student's tests and registrations requires coordination between schools and LEAs.

The student may resume testing in TDS Secure Browser once they are placed into a new Session at the new school.

STCs must contact the LAC for guidance on testing using a new test book and answer document.

3.3 Develop a Test Administration Plan

3.3.1 Training Plan

STCs are responsible for training **ALL** staff who will handle secure materials. Document attendance and retain records for six years in accordance with MSDE policy (see **Appendix C**). The training should cover individual responsibilities and State Test Security policies (Section 2.0). The STC must:

- Explain chain-of-custody procedures.
- Provide TAs with access to the *TAM*.
  - Manuals are available at https://mstar.mdassessments.com./administration-resources/.
  - TAs will read scripts and other instructions from the *TAM* or test-specific Large Print or braille script. Script-only documents and Spanish translations are also available at https://mstar.mdassessments.com./administration-resources/.
- Ensure applicable staff receive updates from MSDE and/or the LAC.

Ensure Technology Coordinators are trained and can locate necessary resources at https://mstar.mdassessments.com./technology-setup/.

Ensure staff understand their user roles in TIDE and how to complete their tasks.

Familiarize all relevant staff with the Practice Tests.

If applicable, explain how TAs can receive technical support from Technology Coordinators during testing.

Ensure staff know how to contact Customer Support.

Enter your school's testing schedule at https://assessments.msde.maryland.gov/schedule/ and share it with staff.

3.3.2 Security Plan

STCs must develop a comprehensive security plan for their school. An effective plan should:

- Inform all personnel with access to secure materials about security protocols, prohibited activities, testing irregularities, potential security breaches, and the requirement to sign the **State Test & Survey Administration Compliance and Non-Disclosure Agreement**.
- Establish and document chain-of-custody procedures for test materials (described in Section 2.1).
    - Ensure materials are tracked and accounted for at all times before, during, and after testing.
- Designate a secure, locked location with limited access for storing test materials.
- Document that all testing staff (Technology Coordinators, TAs, Accommodators, and Proctors) have received necessary materials and training to ensure a secure and successful administration.
- Identify responsible personnel for securely destroying or recycling specified test materials after each test administration.

Failure to implement an effective security plan may result in test invalidations.

Security Agreement (State Test & Survey Administration Compliance and Non-Disclosure Agreement)

Refer to **Appendix B** for required security protocols.

Before testing, ALL staff with access to secure materials must review and sign the security agreement. Signed copies (paper or digital) must be retained for 6 years.

Visitors present in testing rooms must also sign the agreement.

3.3.3 Prepare the Testing Environment

When selecting testing locations, STCs should ensure that rooms:

- Are well-lit, well-ventilated, and maintained at a comfortable temperature.
- Are quiet and free from distractions or interruptions.
- Have comfortable seating and appropriately sized tables with adequate space for testing materials.
- Allow for sufficient spacing between students to maintain test security.
- Are equipped with all required materials and functioning equipment.

Changes to the testing environment, such as alternative locations or modified seating arrangements, can support students who are easily distracted or benefit from small group or individual settings. A small group setting is considered an Administrative Consideration and is available to all students, even without formal documentation.



To maintain security in a computer-based testing environment, MSDE recommends the following ideal seating configurations:

- Seat students in every other seat.
- Arrange monitors back-to-back.
- Seat students back-to-back.
- Use a semicircle seating arrangement.
- Seat students in widely spaced rows or in every other row.

3.4 Meet with Technology Coordinators (If Applicable)

Meet with your school's Technology Coordinator to review state testing procedures, necessary infrastructure preparations, and the level of technical support required during testing. These meetings should include, but are not limited to, the following tasks:

- Review computer-based testing resources, including the technology set-up page at https://mstar.mdassessments.com./technology-setup/.
- Review current technology specifications and assess your school's readiness. **IMPORTANT:** Always check for updated specifications before each administration, as requirements may change. Specifications and requirements can be found at https://mstar.mdassessments.com./technology-setup/.
- Discuss the technology setup tasks and timeline (see Section 3.5) to ensure completion before testing begins.
- Plan for testing logistics, including the schedule and procedures for resolving hardware or network issues.
- Request that the Technology Coordinator remain on-site during testing, or be accessible via other means. Establish a technical issue escalation protocol.
- Review your school's security plan, focusing on maintaining a secure testing environment.
- Have the Technology Coordinator review and sign the **State Test & Survey Administration Compliance and Non-Disclosure Agreement**.

3.5 Complete Technology Setup (For Computer-Based Testing Only)

3.5.1 Prepare Student Testing Devices (For Computer-Based Testing Only)

Prepare all student devices to meet security and performance requirements:

- Disable any software that allows remote viewing or control of secure test content.
- Ensure that all system applications are shut down on the testing platform as operational testing is done through a Secure Browser to protect test security.
- If using tablets, determine whether external keyboards will be used. This should align with what students use during regular instruction.
- Ensure headphones are available where required (see Section 3.9.1). Bluetooth headphones are not permitted during state testing.
- Confirm all devices are fully charged, and have a plan in place to quickly replace devices in case of technical issues.
- Maximize the number of wireless access points and minimize the number of testing devices connected to each one.

3.5.2 Monitor Computer-Based Testing

The TDS TA Interface is used to monitor student testing. This will be used to generate session IDs, approve students to enter test sessions, and monitor student test progress while students are testing.

3.6 Establish a Testing Schedule

Refer to Section 2.4 for guidance on scheduling Sessions. If applicable, check with your LAC to determine whether the LEA/LEA 24 has more specific requirements for testing dates and times. The STC must enter the testing schedule in the Statewide Schedule Tool at https://assessments.msde.maryland.gov/schedule/.

3.7 Schedule Training Administrations

Conducting a training administration in TDS Secure Browser is a key preparation step for both staff and students. STCs are strongly encouraged to develop a plan that gives students the opportunity to become familiar with the MCAP assessments using the Practice Tests available at https://mstar.mdassessments.com./practice-tests/. Practice Tests provide a similar testing experience for each grade and content area. Answer keys and scoring rubrics for each grade level are also available on the MSTAR Portal at https://mstar.mdassessments.com./practice-tests/. **Secure Practice Tests must be set up in TDS Secure Browser**.

During live testing, TAs may not assist students with the TDS Secure Browser functionality, question types, or navigation. It is essential that these questions be addressed during the Practice Tests. The Practice Tests should be administered on a separate day before the official assessment. Because the TDS Secure Browser functionality and system operating support may change each year, the current versions should be used annually.

STCs should also encourage teachers to review scoring rubrics with students prior to testing to help them understand how their responses will be evaluated. Rubrics are available at: https://mstar.mdassessments.com./practice-tests/.

3.8 Meet with Testing Personnel Accommodators

Prior to testing, the STC must schedule and conduct a meeting with anyone who will have access to secure testing materials. At a minimum, the meeting should cover the following:

- Review training requirements (see Section 3.3.1).
- Review your school's security plan, emphasizing:
  - Chain-of-custody procedures
  - Testing irregularities and security breaches
  - Timing policies
  - Active proctoring (e.g., maintaining full attention on students at all times)
  - Use of TDS TA Interface to monitor tests
- Review MSDE-specific policies (see **Appendix C**):
  - TAs must use timing boxes.
  - Post "Go On" and "Stop" signs for paper-based assessments (available in *TAMs*).
  - TAs, Proctors, and Accommodators must not comment on student work.
  - TAs, Proctors, and Accommodators cannot assist students in any way except to clarify general instructions or provide directions as outlined in the *TAM*.
  - Clarify which types of student questions can be answered during testing.
  - Students may not be prompted to revise, edit, or complete any test items.
  - All test items and student work, including scratch paper, are secure and may not be copied, kept, or shared after testing.
- Review policies for testing day, including:
  - Break procedures
  - Use of hand-held calculators and Mathematics tools
  - Procedures for early finishers (including permitted post-test materials)
  - Dismissal procedures for ill or disruptive students
  - Escalation protocol for technical issues
- Review available accessibility features and accommodations.
- Ensure TAs responsible for administering accommodations that require interaction (e.g., Human Reader/Signer) receive specific training.

- Provide TAs, Proctors, and Accommodators with their assigned student groups.
- Share the testing schedule or link to the Statewide Schedule Tool at https://assessments.msde.maryland.gov/schedule/.
- Review procedures for make-up testing.
- Have all stakeholders review and sign the **State Test & Survey Administration Compliance and Non-Disclosure Agreement**.
- Ensure TA user accounts in LaunchPad are created, passwords are updated before testing, and tasks are reviewed as needed (if applicable).
- Review common TDS Secure Browser errors and their resolutions.

3.9 Organize Test Materials for Computer-Based Testing

The LAC and STCs are responsible for ensuring that all required testing materials and tools are available and organized before testing begins. Secure materials must be stored in a centrally located, locked area with restricted access.

3.9.1 Secure and Nonsecure Test Materials

The STC must distribute and collect test materials from TAs each day of testing. To maintain their security, test materials must NOT be stored in classrooms before or after testing administration.

Test materials include:

- **Materials Printed at the School (from TIDE)**
  - Student Test Ticket
- **Materials Shipped by the Vendor:**
  - *TAMs*
- **School-supplied Materials**
  - No. 2 pencils with erasers
  - Blank scratch paper
    - TAs must provide at least one unused sheet (blank, lined, or graph) per student. Additional paper may be provided upon request.
    - If graph paper is used during instruction, it is recommended for Mathematics Sections.
    - TAs must collect and securely destroy all used scratch paper. Unused, completely blank sheets may be reused.
  - Calculators (See Calculator section below)
  - Mathematics Tools (see Mathematics Tools for Administration section below)
  - Reference sheets (may be printed locally; however, use of the online reference sheet in TDS Secure Browser is strongly encouraged)
  - Testing devices that meet Pearson's technology specifications
  - Headphones (see Wired Headphones/Earbuds section below)
  - Materials required for administering accommodations or accessibility features (see Section 6.2 for details on accommodated kits)
  - Timing device (e.g., wall clock, watch) to track time, even if students see a countdown timer online
  - "Testing — Please Do Not Disturb" sign (available in the *TAM*)
  - TA computer or device for managing Sessions in TIDE (if applicable)

Calculators

To ensure fairness across Maryland schools, students may only use calculators approved for their specific grade or course. Using calculators designated for other grade levels is prohibited, as it may create an unfair advantage or disadvantage. Only students with a calculator accommodation specified in their IEP or 504 plan may use calculators outside their grade level.

Schools must also follow these calculator guidelines:

- Calculators with Computer Algebra System (CAS) features are not allowed.
- Tablet, laptop, PDA, or phone-based calculators are prohibited.
- Students may NOT share calculators during any section.
- TAs must confirm that all hand-held calculators have cleared memory before testing and after Sessions.
- Calculators with "QWERTY" keyboards are NOT permitted.
- While discouraged, if an LEA or LEA 24 school allows students to bring personal calculators (e.g., talking or large-key calculators), STCs or TAs must verify these meet the above requirements.

For students eligible under *MAAAM* guidelines, calculation devices may be used during non-calculator sections of MCAP Mathematics and Science assessments. If a calculator accommodation is needed for a non-calculator section, the student must use a hand-held calculator, as the online calculator is unavailable. Students requiring specific calculators (e.g., large key, talking) may bring their own if specified in their approved IEP or 504 plan. For full details, refer to the *MAAAM* and Calculator Policy at https://marylandpublicschools.org/about/pages/daait/assessment/math.aspx.

Students are expected to use the TDS Secure Browser calculator for online testing unless specified otherwise in an IEP or 504 plan. Calculators are Section-based and available only on designated calculator Sections. Only students with an accommodation may use a hand-held calculator on non-calculator Sections.

Grade/Course	Description of the Provided Calculator
3-5	• Four-function calculator with square root and percentage functions labeled "Five Function Calculator" • Four-function calculator with square root and percentage functions labeled "Desmos Basic Four Function Calculator"
6–7	• Four-function calculator with square root and percentage functions labeled "Five Function Calculator" • Four-function calculator with square root and percentage functions labeled "Desmos Basic Four Function Calculator"
8	• Scientific calculator • Desmos version of scientific calculator
Algebra I, Geometry, Algebra II	• The TI-84 CE graphing calculator • Desmos version of graphing calculator

During the computer-based assessment, students can use the Back arrow, Review Menu, and Mark for Review feature to return to and respond to previously viewed items within each section.

For computer-based testing, the calculator is available on the TDS Secure Browser toolbar. During MISA in grades 5 and 8, all students may use the online calculator for the entire assessment without special accommodations.

Mathematics Tools for Administration

The following tools are optional for students who regularly use them during instruction and may benefit from them during testing. If provided, students should have ample opportunity to practice using these tools with Practice Tests or sample items.

- **Rulers and Protractors:** For computer-based assessments, required tools are provided through TDS Secure Browser. Schools may not supply their own rulers and protractors in grades where these tools are provided digitally (see Table 3.0).
- **Paper Copies of Mathematics Reference Sheets:** For computer-based testing, reference sheets are available in grades 4–8 and high school on TDS Secure Browser. Schools may print and distribute approved reference sheets locally if they follow these protocols:
  - Use only MSDE-approved sheets from https://mstar.mdassessments.com./practice-tests/.
  - Sheets must be free of writing or notes before testing.
  - If students write on the sheets during testing, those sheets become secure materials and must be securely destroyed after testing that day. A clean copy should be provided for any remaining testing.
- **Geometry Tools:** Tracing paper, reflection tools, straight edges, and compasses are optional for grade 8 Mathematics and Geometry only. These tools are not allowed for grades 3–7, Algebra I, or Algebra II.

Table 3.0 Rulers and Protractors for Computer-Based Testing (Available in TDS Secure Browser)

Grade(s)/Course(s)	Included in TDS Secure Browser	Allowable (Not Provided)
Grade 3	• Ruler (¼ inch)	–
Grades 4–7	• Ruler (⅛ inch) • Protractor	–
Grade 8	• Ruler (⅛ inch) • Protractor	–
Algebra I, Geometry, Algebra II	• Ruler (⅛ inch) • Protractor	–

Table 3.1 Rulers and Protractors for Paper-Based Testing

Grade(s)/Course(s)	Pearson (Provided)	Allowable (Not Provided)
Grade 3	• Ruler (¼ inch)	—
Grades 4–7	• Ruler (⅛ inch) • Protractor	—
Grade 8	• Ruler (⅛ inch)	• Protractor
Algebra I, Geometry, Algebra II	• Ruler (⅛ inch) • Protractor	—

If tools are used, place all materials in a designated location within the testing room. If students are permitted to bring their own tools, they must be given to the STC or TA before testing begins to ensure they are appropriate (e.g., no writing on them). For more details, refer to the Mathematics Tools Policy available on the MSTAR Portal: https://mstar.mdassessments.com./practice-tests/.

Reminders for the Mathematics Administration

	Students must begin with Section 1. They will work for the allotted Testing Block Time. When time is up, students must exit the test and may resume testing during the next Block.
	If a student returns to a previous section, the TA must immediately stop the test and notify the STC to move the student forward. This is considered a testing irregularity.

Wired Headphones/Earbuds

Headphones are required for ELA/L assessments, as well as for students using the text-to-speech or screen reader accessibility feature. A Test Audio button will appear on the sign-in page to verify sound functionality.

Stand-alone headphones (i.e., not connected to a device) are also an accessibility feature. Some students may use them as noise buffers to reduce distractions or external noise. In these cases, TAs must ensure the headphones are not plugged into any device.

Schools have several options to ensure enough headphones are available. Students may bring their own, but Bluetooth-enabled headphones are NOT permitted. Schools may purchase additional device-compatible headphones as needed.

For computer-based tests, students should set their device volume to the highest level at the TDS Secure Browser sign-in screen. Volume can be adjusted at any time within TDS Secure Browser using the control in the upper right corner of the screen. Please refer to the TIDE User Guide for additional information.

Note: All programs (e.g., music streaming, YouTube®, etc.) must be closed on testing devices before launching TDS Secure Browser.

Human Reader Scripts

Schools will receive secure paper copies of Human Reader scripts for students registered to use the Human Reader accessibility feature or accommodation for Mathematics assessments. These scripts must be used when providing this accommodation. Failure to do so is a testing irregularity. Human Reader scripts are secure materials and must be returned to Pearson after testing. They may not be copied locally.

If students were not properly registered before the deadline, LACs or STCs must submit an additional order for these materials. Refer to Section 3.10.4 for instructions. The Human Reader script must be used in conjunction with the online test version available to the TA.

TA Scripts are provided for ELA/L, Mathematics, LA MISA, and Government assessments. Scripts are available in English and Spanish on the MSTAR Portal at: https://mstar.mdassessments.com./administration-resources/.

3.10 Organize Test Materials for Paper-Based Testing

The LAC and STCs are responsible for ensuring that all required testing materials and tools are available and organized before testing begins. Materials will be automatically generated based on data from the Accommodations File, provided the submission deadline is met. Secure materials must be stored in a centrally located, locked area with restricted access.

3.10.1 Secure and Nonsecure Test Materials

The STC must distribute and collect test materials from TAs each day of testing. To maintain their security, test materials must NOT be stored in classrooms before or after testing.

Test materials include:

- **Materials Shipped by the Vendor**
  - Test books
  - Answer documents (grades 4–8 and high school
  - Grade 3 ELA/L and Mathematics, will use consumable test books and no answer documents will be available.
  - Mathematics reference sheets (grades 4–8 and high school)
  - Rulers and protractors (if applicable, see Mathematics Tools for Administration section for additional information)
  - *TAMs*

- **School-supplied Materials**
  - No. 2 pencils with erasers
  - Blank scratch paper
    - TAs must provide at least one unused sheet (blank, lined, or graph) per student. Additional paper may be provided upon request.
    - If graph paper is used during instruction, it is recommended for Mathematics Sections.
    - TAs must collect and securely destroy all used scratch paper. Unused, completely blank sheets may be reused.
  - Calculators (see Calculators section below)
  - Mathematics tools (see Mathematics Tools for Administration below)
  - Materials required for administering accommodations or accessibility features (see Section 6.2 for details on accommodated kits)
  - Timing device (e.g., wall clock, watch) to track time, even if students see a countdown timer online
  - "Testing — Please Do Not Disturb," "Go On", and "Stop" signs (available in the *TAM*)

3.10.2 Receive, Document, and Store Materials

Test books and answer documents are shrink-wrapped separately and packed in clearly labeled boxes. These are shipped either to the LAC at the LEA office or directly to the STC at the school.

Shrink-wrapped packages can be opened at the school once received.

Before and after each day of testing, both scorable and nonscorable materials must be stored in a secure location. Distribution and collection must be documented daily using a **Chain-of-Custody Form** or another approved tracking log (see Section 2.1).

Steps for Receiving and Inventorying Materials

1. Unpack Materials:
   - Remove the packing list and School Chain-of-Custody Form from Box 1.
   - Remove the resealable package labeled "Test Coordinator Kit." Review its contents and notify the LAC if additional materials are needed. Place the kit in a secure location until testing is complete.
     The Test Coordinator Kit includes:
     - Resealable plastic bag (to hold all materials)
     - Paper bands for bundling and returning **scorable** test books (grade 3) and answer documents (grades 4–8 and high school
     - Pearson Return Labels (different colors for **scorable** and **nonscorable** materials)
     - MVP Bill of Lading forms (see **Appendix C** for details)
     - Pre-printed/pre-gridded Scorable Materials Return School Header
     - Pre-ID Labels (one per student)
     - Student Session
     - Pearson Return Instructions Sheet
     - Shipping Carrier Return Instructions
     - One *TAM* (*Test Administration Manual*) for every 25 students registered in TIDE
       Note: Students taking MISA 5 & 8 and Social Studies 8 will use a consumable test book (no separate answer document)

2. Inventory Materials:
   - Verify that the quantities match those listed on the school packing list.
   - Ensure there are enough *TAMs*, test books, and answer documents for students in grades 4–8 and high school.
   - A 5% overage of materials is provided. If additional materials are needed, submit an order through TIDE. Refer to MSDE policy in **Appendix C** before placing an order.

3. Replace Missing or Damaged Items:
   - Report and replace any missing or damaged test books or answer documents according to MSDE policy in **Appendix C**.

4. Storage and Handling:
   - Store all materials in a centrally located, locked area with limited access.
   - Materials must be distributed to TAs only on the day of test administration and returned to the STC for secure storage immediately after testing (unless needed for accommodations). Use the Chain-of-Custody Form or equivalent to track transfers.
   - Retain all boxes for returning materials after testing concludes.

5. Report the Following Immediately to Pearson using the **Form to Report Contaminated, Damaged, or Missing Materials** (see **Appendix E**):
   - Missing shipments of test books or answer documents listed on the School Packing List
   - Damaged test books or answer documents
   - Missing or duplicate sequence numbers on test books or answer documents (barcodes are located on the front cover in the lower right-hand corner)

3.10.3 Account for Damaged Test Books and Answer Documents (For Paper-Based Testing Only)

Inspect your shipment for any damaged materials. Return damaged test books and answer documents along with all other nonscorable materials.

If a student discovers a damaged test book or answer document during testing, provide a replacement immediately. After the student completes all Sections, follow the transcription procedures in Section 5.2.2:

- Grid all student demographic information on the replacement test book (Grade 3 ELA/L, Mathematics, MISA 5 & 8, and Social Studies 8) or answer document (Grades 4–8 and high school.
- Follow the instructions in Section 5.2.2 for handling "Do Not Score" materials.

3.10.4 Additional Orders

Follow your LAC's guidance regarding who is authorized to submit additional orders. Do NOT submit additional orders until your initial shipment has been received and inventoried.

Ordering Process:

1. Orders are created, edited, or canceled by the STC or LAC.
2. Orders are reviewed and approved by Pearson and MSDE.

Refer to the *User Role Matrix* document posted on the MSTAR Portal (https://mstar.mdassessments.com./platformresources/) to determine who can place orders. Also consult your LAC for LEA-specific ordering policies.

Additional orders must be submitted through TIDE, which can also be used to track existing orders. The requester must understand that shipments may take up to seven business days after approval. Overnight shipping is not available.

For a full list of materials included in accommodated kits, see Section 6.2.



- Additional copies of the *Test Coordinator Manual* and/or the *TAM* can be ordered through the additional order process.
- If students require paper-based accommodated materials, braille test books with Screen Reader, or Human Reader scripts, they must be registered by the initial order deadline to receive these materials with the initial shipment. If not, you must place an additional order for the required materials.

3.11 Finalize Preparations for Computer-Based and Paper-Based Testing

Before testing begins, STCs must confirm the following:

- Testing rooms are arranged to ensure students are adequately spaced to promote independent work and prevent cheating.
- All instructional displays have been removed (see Section 2.3 for prohibited materials).
- Testing materials are prepared for distribution to TAs.



For computer-based testing, STCs must also:

- Ensure all testing devices meet the technical requirements.
- Confirm that headphones are available for every student taking computer-based ELA/L tests and those using the text-to-speech or screen reader accessibility feature for Mathematics, MISA, and Social Studies.
- Verify that students needing accessibility features or accommodations (e.g., text-to-speech) are assigned the correct test form in TIDE.
- Print student Test Tickets and provide Session ID for computer-based testing.
- Establish a chain-of-custody for TAs receiving secure Session IDs, Test Tickets, and any non-secure materials.



- For paper-based testing, STCs must also record all test materials, including security numbers, in the chain-of-custody documentation in preparation for distribution to TAs on testing day.

3.12 Communication with Students, Parents, and Caregivers

Before testing, STCs should communicate the following to students, parents, and caregivers:

- The testing schedule
- Allowed materials (e.g., non-Bluetooth headphones, and a recreational book for after testing if permitted by the LAC/LEA)
- Policies prohibiting calls, texting, photography, and Internet use during testing, which may invalidate the test
- Local school procedures during testing (e.g., break protocols)

4.0 DURING Testing

This section outlines activities for the STC and Technology Coordinator (TC) to complete on testing days. Section 4.1 covers computer-based testing procedures, and Section 4.2 covers paper-based testing procedures. Some or all tasks may be applicable to the LAC in your LEA.

4.1 Computer-Based Testing

This section describes activities for the STC and Technology Coordinator (TC) to complete on days. Section 4.1.1 provides a checklist for computer-based testing activities, and Sections 4.1.2–4.1.5 detail specific testing tasks.

4.1.1 Checklist of Tasks for STCs to Complete DURING Computer-Based Testing

It is strongly recommended that all tasks in this checklist be completed according to the suggested timeline.

LAC	STC	TC	Task	Reference
			Testing Day	
	❑	❑	Ensure that TAs have a computer or device available in testing area if needed.	Section 3.5
	❑		Distribute test materials to TAs.	Section 3.9
	❑		Monitor each testing room to ensure that test administration and security protocols are followed, and required administration information is being documented and collected. Be available during testing to answer questions from TAs.	Section 4.1.4

LAC	STC	TC	Task	Reference
	❑		Ensure that TAs provide applicable students with their approved testing accommodations and pre-identified accessibility features.	Section 4.1.4
	❑		Schedule and supervise make-up testing.	Section 4.1.5
	❑		Create make-up Sessions in TIDE (optional).	Section 4.1.5
		❑	Respond to all technology-related issues.	Section 4.1.3
	❑		Collect materials from TAs.	Section 4.1.5
❑	❑		Investigate all testing irregularities and security breaches and follow the LEA and MSDE policy for reporting these incidents.	Section 2.2

4.1.2 Managing Sessions in TIDE (Testing Day)

Before testing begins, STCs and/or designated personnel must sign into TIDE to confirm students who need accommodations have then set appropriately before testing begins. TAs will use the TDS TA Interface to monitor student test statues while testing. Table 4.0 outlines the possible test statuses for each student during a Section.

In some cases, a test may need to be voided (e.g., signed in by the wrong student, incorrect accommodations, cheating). Only the LAC can void a test and assign a new one if needed. A voided test requires a reason (Exemption) and will not be scored.

Table 4.0 Student Statuses in the TDS Secure Browser TA Interface

Status	Description
Approved	User approved the student, but the student did not yet start or resume the test.
Started	Student started the test and is actively testing.
Review	Student visited all questions and is currently reviewing answers before completing the test.
Completed	Student submitted the test. The student can take no additional action at this point.
Submitteed	Test was submitted for quality assurance review and validation.
Reported	Test passed quality assurance and is undergoing further processing.
Paused*	Student's test is paused. The time listed indicates how long the test has been paused.
Expired*	Test was not completed by the end of the testing window, and the opportunity expired. Please note that if a student starts but does not complete a test, it will expire and be forced complete by the system and submitted for scoring.
Pending*	Student is awaiting approval for a new test opportunity.
Suspended*	Student is awaiting approval to resume a test opportunity.

*Appears when the student is not actively testing. The student's row grays out in such cases.

4.1.3 Technology Tasks DURING Testing

Troubleshooting Computer-Based Testing
Technology Coordinators or their designees should be available during testing to address any technical issues. They must follow test security protocols and must have signed both the **Test Administration and Certification Training Form and Non-Disclose Agreement**. Resources are available to help troubleshoot common computer-based testing issues, including:

Incorrect Test Form Assignment:

- If a student is assigned the wrong test form for an accommodation, contact the STC to resolve the issue.

Student Exits TDS Secure Browser Before Completing the Test:

- Ensure TDS Secure Browser is closed on the student's device.
- Keep the student on the same device, if possible.
- Instruct the student to sign back in using their original Testing Ticket and provide the TA Session ID again, if needed.
    - The test will resume from the next unanswered question.
    - If using the same device, any responses entered before the interruption will be uploaded automatically.

Technology Coordinators should respond promptly to any disruptions. Only authorized personnel may use cell phones to contact the Customer Support Center at 888-639-0690. Do NOT take photos of error screens. For error codes and troubleshooting guidance, refer to the TDS Secure Browser User Guide or visit:
https://mstar.mdassessments.com./technology-setup/.

4.1.4 Monitor Test Activity and Maintain Test Security

The STC must be actively involved in test administration by monitoring testing and ensuring test security procedures outlined in this manual are followed. STCs must be available during testing to support TAs and Proctors and respond to any questions. LACs are responsible for monitoring reports of testing irregularities or security breaches and ensuring STCs follow LEA and MSDE reporting procedures (see **Appendix C** for details).

When applicable, STCs must ensure that TAs and Proctors circulate the room to confirm students are working in the Correct Section. TAs and Proctors should not sign in to TDS Secure Browser using a student Testing Ticket, but a TA may assist students with sign-in if needed.

STCs must also ensure that students receive their approved accommodations and pre-identified accessibility features. If a computer-based accommodation is missing, stop testing, update student's information, and have them start a new test. Make sure to complete a Test Irregularity Form.

4.1.5 End-of-Section Tasks

Collect Materials
The STC or designated staff member must collect the following materials from TAs immediately after the completion of Sections tested that day:

- Student Test Tickets
- Used and unused scratch paper (unused scratch paper may be reused)
- Accommodated test materials
- Printed reference sheets or calculators used during testing

At the end of each testing day, ensure all materials are either returned to the locked storage area, or destroyed as directed (e.g., used scratch paper).

Ensure the TDS Secure Browser Sign-out

TAs **MUST** follow the instructions at the end of the administration script to guide students in signing out of the TDS Secure Browser. TAs may provide navigational assistance as students complete the sign-out process. TAs should circulate the room to confirm that all students have submitted the test and/or paused the TDS Secure Browser properly.

A student's test status will show as Completed only after all Sections are completed and submitted. If any Section remains incomplete, the test status will remain "Started."

Administer Make-Up Testing

If a student is NOT tested during the regular administration, they may be approved for a new make-up Session (see the *TIDE Online User Guide* for instructions). However, if the student will rejoin the regular administration for any remaining Sections, it is recommended to keep them in the original Session. For more information, refer to the Make-Up Testing Directions for Computer-Based Testing available at: https://mstar.mdassessments.com./platformresources/.

Note: Tests must be administered in sequential order, and the TA must provide the correct Session ID for the assigned Session. Assigning students with the same test form to a new make-up Session allows the use of a single Session ID, rather than from the original group.

4.2 Paper-Based Testing

This section outlines activities for the STC to complete on testing days. Section 4.2.1 provides a checklist for paper-based testing activities, and Sections 4.2.2–4.2.3 detail specific testing tasks.

4.2.1 Checklist of Tasks for STCs to Complete DURING Paper-Based Testing

It is strongly recommended that all tasks in this checklist be completed according to the suggested timeline.

LAC	STC	TC	Task	Reference
			Testing Day	
	❑		Distribute test materials to TAs.	Section 3.10
	❑		Monitor each testing room to ensure that test administration and security protocols are followed, and required administration information is being documented and collected. Be available during testing to answer questions from TAs.	Section 4.2.2
❑	❑		Ensure that TAs provide applicable students with their approved testing accommodations and pre-identified accessibility features.	Section 4.2.2
	❑		Schedule and supervise make-up testing.	Section 4.2.3
	❑		Follow the protocol for contaminated or damaged test materials, and refer to your state policy for reporting these incidents.	Section 4.2.3
	❑		Collect materials from TAs and ensure all test books and answer documents have a student name and/or Pre-ID Label.	Section 4.2.3
❑	❑		Investigate all testing irregularities and security breaches and follow your LEA and MSDE policy for reporting these incidents.	Section 2.2

4.2.2 Procedures for Contaminated, Torn, or Damaged Materials

Contaminated Test Materials

If any test materials (e.g., test books, answer documents) become contaminated with bodily fluids (e.g., a student becomes ill on a test book or answer document), the following steps must be followed.

1. The TA must immediately:
   a. Stop testing for the student or group, as needed.
   b. Record the remaining time for the test Section.
   c. If possible, note the item number and page where the student stopped.
   d. Follow your school's medical emergency procedures.
2. Qualified school personnel must safely handle the soiled materials. Place the contaminated item(s) in a resealable, plastic bag, with the security barcode label visible from the outside.
3. After the testing area is cleaned and students return, the TA must remind students of the remaining time in the disrupted Section and resume testing.
   a. If the ill student returns and their completed responses can be transcribed into a replacement test book (Grade 3 ELA and Mathematics, or answer document (Grades 4–8 and high school), the TA must provide a new test book or answer document and record the student's name on the front for proper identification.
   b. If the ill student returns and their responses cannot be transcribed into a replacement test book or answer document, the student must be given the opportunity to retake those Sections during make-up testing using a new test book and answer document. Contact your LAC or MSDE for further guidance if needed.
4. After testing is complete, the STC must:
   a. Apply the Pre-ID Label or grid demographic information on the replacement test book or answer document before returning it.
   b. Record the security barcode number of the contaminated test book or answer document on the **Form to Report Contaminated, Damaged, or Missing Materials** (see **Appendix E**).
   c. Record the security barcode number of the replacement test book or answer document on the Chain-of-Custody Form.
   d. If applicable, transcribe the student's responses from the contaminated material into the replacement, following the guidelines in Section 5.2.2. Return the replacement test book or answer document to Pearson with the other scorable materials.
   e. Securely destroy the contaminated test book or answer document following your LEA's biohazard protocols. Do not return contaminated materials to Pearson.
   f. Maintain a list of contaminated test books and answer documents on file for 6 years.
5. The STC must notify the LAC of this irregularity following the state policy in **Appendix C**.

Torn or Damaged Test Materials

If any test materials are damaged (e.g., ripped pages, incorrectly applied labels), follow these procedures:

1. Replace the test book or answer document so the student can complete testing. After testing, but within the test window, transcribe the student's answers into the replacement materials.
   a. Transcribe answers according to the guidelines in Section 5.2.2.
   b. The STC must immediately notify the LAC.
2. The TA must ensure the student's name is recorded on the front of the replacement test book or answer document.

3. After testing the STC must:
    a. Apply the Pre-ID Label to the replacement materials or complete the data grid.
    b. Record the security barcode number of the replacement materials on the **Form to Report Contaminated, Damaged, or Missing Materials** (**Appendix E**).
    c. Return the replacement materials to Pearson with all other scorable materials.
    d. Pack the damaged materials with the nonscorable materials and return to Pearson, marking them "Do Not Score" as directed in Section 5.2.2.
    e. Maintain a list of all damaged test books and answer documents on file for 6 years.

4.2.3 End-of-Section Tasks

Collect Materials
Immediately after each Section is completed in each grade/course, collect test materials from TAs:

- All used and unused test books (ensure each has the student's name).
- All used and unused answer documents for grades 4–8 and high school (ensure each has the student's name).
- Used and unused scratch paper (unused scratch paper may be reused).
- Pearson-supplied reference sheets, rulers, and protractors.
- Any accommodated responses in alternate formats (if responses are transcribed from a computer, the computer must remain secure until transcription is complete, and then all responses must be fully removed).

Follow all chain-of-custody procedures. At the end of each testing day, ensure all state assessment materials are returned to secure storage. Inventory all secure materials and report any missing items following MSDE procedures in **Appendix C**.

Administer Make-Up Testing
Students absent during the regular administration due to temporary illness or other excused reasons must test during the make-up period. All testing must be completed within the MSDE-designated testing window.

4.3 Procedures for Testing Irregularities (Testing Day)

4.3.1 Dismissing Students for Misconduct

The TA may contact the STC and school administration to dismiss a student for misconduct according to local policy. If dismissal is warranted, collect the student's test materials and remove the student from the testing environment. The student may be allowed to continue testing in another location (e.g., school counselor's office) per local policy. The school or LEA must submit a Form to Report a Testing Irregularity or Security Breach within five business days, unless otherwise directed by the LAC or State Security Officer.

If a student is found with any prohibited items listed in Section 2.3 during testing or breaks, the TA should collect the items or follow LEA policy. The school or LAC should complete the **Testing Incident Form** (TIF) in **Appendix D** and follow MSDE/LEA procedures for submission.



If a student is dismissed, the TA or STC must verify that the student's status is Expired in TIDE. If not, they must pause the student's test in TDS Secure Browser.

4.3.2 Item Irregularities During Testing

If a student alerts a TA to a possible unanswerable or misprinted test item, use the following steps:

1. Content-Related Concern (student believes the question cannot be answered)

- Instruct the student to mark the item for review and continue testing.
  - For computer-adaptive tests, students must enter a response to move forward
- Do not provide clarification or read any part of the item.
- At the end of the Section before submitting, the TA and STC should review the concern and document it.
- Record the content area, course/grade level, item number (if available), test format (paper or online), and a brief description of the issue. Actual item wording must never be included verbally or in writing.
- Provide this information to the STC.
- The student should not submit the Section/Test until the STC provides next steps.

2. Technical Issue (item will not load, freezes, or cannot be interacted with)

- Instruct the student to press the Save button. Mark the item for review and continue, if possible.
- At the end of the Section and before submitting, the TA and STC should contact the Technology Coordinator to troubleshoot the technical problem.
- If the issue cannot be resolved, the Technology Coordinator or STC must contact the Customer Support Center.
- The student should not submit the Section/Test until the issue is resolved.

4.3.3 Lockdowns, Evacuations, and Weather-Related Closures

For all safety and severe weather threats, follow your local evacuation policy. If a building evacuation, lockdown, or school closure occurs **before** testing, follow these steps:

- Document the situation, noting the event, date and time, students affected, and any other specific details regarding the situation.
- Notify the STC immediately
- Proceed with testing only if approved by the STC and if the Section can still be completed that day
  - If the Section cannot be completed, the STC will coordinate and schedule the make-up session.

If a building evacuation, lockdown, or school closure occurs during testing, prioritize student safety above all else and follow the protocol outlined below:

- If leaving the test environment, take necessary steps to ensure the security of the test materials, if time permits.
- Note the time of the disruption so that the remaining time for the Section can be calculated.
- Notify the LAC immediately.
- Upon returning to the testing room, TAs may proceed with testing only if approved by the STC.
  - Inform students how many minutes remain in the Section.
  - Write (or display) the updated start time and stop time of the Section on the board.
  - Students may resume the test with their original Test Ticket.

5.0 AFTER Completion of ALL Testing

5.1 Computer-Based Testing

5.1.1 Checklist of Tasks for Test Coordinators and Technology Coordinators AFTER Testing

This section outlines post-testing activities for the STC and Technology Coordinator (TC). Some tasks may also apply to the LAC, depending on your LEA/LEA 24 procedures. Section 5.1.1 provides a checklist, while Sections 5.1.2–5.1.5 offer detailed guidance.

LAC	STC	TC	Task	Reference
Day of Final Test Section				
	❑		Verify that all tests are in the Completed status. If still in the Started status, contact the LAC to apply accountability code, if necessary.	

LAC	STC	TC	Within One Week of Final Test Section	
	❑		Destroy used scratch paper as well as reference sheets written on by students.	Section 5.1.2
	❑		Destroy all printed student Test Tickets and Session ID.	Section 5.1.2
	❑		Recycle *TAMs* and unused reference sheets.	Section 5.1.2
	❑		Complete the **Post-Test Certification Form**.	Section 5.1.4
	❑		Keep records according to your LEA and MSDE policy.	Section 5.1.5

5.1.2 Collect and Organize Materials

Secure Materials

The LAC/STC must ensure the secure destruction or shredding of the following materials immediately after testing is complete (by the LEA or school):

- Student Test Tickets
- Session ID
- Reports or documents containing personally identifiable student information
- All used scratch paper
- Printed reference sheets with student writing
- Other school-generated reports or documents with personally identifiable student information (e.g., TIDE reports, school Sessions)
- Do NOT destroy test books, answer documents, or human reader scripts.

Secure test materials that must be returned to Pearson:

- Accommodated paper test books, if applicable. Braille and large print test books must be transcribed (Section 5.2.2) and returned (Section 4.2.3) to be scored.
- Human Reader scripts

Ensure all state assessment materials have been collected. Take inventory of all secure materials to confirm that none are missing. If any secure materials are unaccounted for, follow the LEA and MSDE procedures outlined in **Appendix C**.

Note: All accommodated paper-based test books and Human Reader scripts for Mathematics are secure and must be shipped back to Pearson within five days after the MSDE testing window closes.

Secure destruction (e.g., shredding) of other materials may be completed at the school or by an approved outside vendor. Once destruction is complete, document it on the Chain-of-Custody Form or other tracking log (see Section 2.1). Do NOT return these materials to Pearson.

Nonsecure Materials To Be Recycled
The LAC must ensure the following materials are recycled immediately after all testing is complete (either by the LEA or school):

- *TAMs*
- Unused Mathematics reference sheets

Once recycling is complete, it must be documented on a Chain-of-Custody Form or other tracking log. Recycling and documentation may be completed at the school. Do NOT return these materials to Pearson.

5.1.3 TIDE Cleanup Activities for Computer-Based Testing

Manage Student Tests
After testing, LACs must update student test registrations in TIDE and apply Reason Not Assessed Codes as needed. For step-by-step instructions, refer to the TIDE Reason Not Assessed Codes document available at: https://mstar.mdassessments.com./platformresources/.

5.1.4 Complete the Post-Test Certification Form

This form is used to certify that test security and integrity were maintained throughout the test administration. Once materials have been securely destroyed or recycled, and all secure materials have been returned to Pearson, the STC must complete and sign the **Post-Test Certification Form**. The Principal must also sign the form. A copy of the form can be found in **Appendix F** of this manual and on the MSTAR Portal at: https://mstar.mdassessments.com./administration-resources/. This form should be kept with all other testing documentation and retained for 6 years.

5.1.5 Keep Records

In accordance with MSDE policy (see **Appendix C**), your school must maintain the following physical or electronic records for 6 years:

Required:

- Chain-of-custody documentation (see Section 2.1)
- Printed or electronic test group/classroom Sessions indicating the TA and Proctor assigned to each Session and the names of students assigned to each group.
- Signed **Test Administration and Certification of Training forms and Non-Disclosure Agreements** (see **Appendix B**)
- Copies of all **Testing Incident Forms** (TIF) or LEA/LEA 24-specific Testing Irregularity forms
- Copies of any Forms to Report Contaminated, Damaged, or Missing Materials
- Signed **Post-Test Certification Form**

5.2 Paper-Based Testing

5.2.1 Checklist of Tasks for Test Coordinators AFTER Testing

This section outlines post-testing activities for the STC. Some tasks may also apply to the LAC, depending on your LEA/LEA 24 procedures. Section 5.2.1 provides a checklist, while Sections 5.2.2–5.2.7 offer detailed guidance.

LAC	STC	TC	Task	Reference
			Day of Final Test Section	
	❑		Collect materials and verify that all distributed test materials have been returned using the Chain-of-Custody Form.	Section 5.2.2

LAC	STC	TC	Within One Week of Final Test Section	
	❑		Organize and return scorable and nonscorable test materials.	Sections 5.2.2–5.2.4
	❑		Destroy scratch paper written on by students and Pearson-supplied reference sheets written on by students.	Section 5.2.3
	❑		Recycle *TAMs* and unused Pearson-supplied reference sheets.	Section 5.2.3
	❑		Ensure that all return boxes have appropriate labels and return secure materials within five business days of the LEA testing end date.	Section 5.2.4
	❑		Complete the **Post-Test Certification Form**.	Section 5.2.6
	❑		Keep records according to your LEA and MSDE policy.	Section 5.2.7

5.2.2 Collect and Organize Materials

Immediately after the final Section is administered, collect the following test materials from TAs. Use the Chain-of-Custody Form to inventory all secure materials and organize them for shipment. If any secure materials are contaminated or missing, follow the state-specific procedures outlined in **Appendix C**.

- All used and unused test books
- All used and unused answer documents
  - **Note**: A test book or answer document is considered used if a student began testing, even if incomplete.
- Human Reader Scripts
- Any reports or documents containing personally identifiable student information
- Used and unused scratch paper
- *TAM*
- Mathematics reference sheets

Note: Rulers and protractors may be kept for instructional use after testing but must not contain any student writing. Any with markings should be securely destroyed.

Report Contaminated and Damaged Test Materials

If a test book or answer document becomes contaminated or damaged, follow your school or LEA's reporting protocol and complete the **Form to Report Contaminated, Damaged, or Missing Materials** (**Appendix E**). Refer to Section 4.2.3 for handling procedures.

Report Missing Test Materials

Schools must investigate any reports of missing test materials. If, after a thorough investigation, the materials cannot be located, the STC must follow the MSDE procedures outlined in **Appendix C** and complete the **Form to Report Contaminated, Damaged, or Missing Materials**. This situation is considered a Testing Irregularity and must be reported to the LAC, whether it occurs during or after testing.

Transcription of Student Test Responses

In certain situations, a student's responses must be transcribed into a **standard, scorable test book** (grade 3 ELA/L, grade 3 Mathematics,) or **answer document** (grades 4–8 and high school). These situations include:

- Responses were recorded in another student's test book or answer document
- A test book or answer document was damaged or contaminated (e.g., torn, soiled)
- A special test format was used (e.g., large print, braille)
- The student used assistive technology (e.g., speech-to-text converter or augmentative communication device)
- As an accommodation, the student recorded responses on separate paper instead of in the designated test book or answer document

If a student's responses must be transcribed after test administration, the following steps must be followed:

1. At least two authorized staff members must be present: one to transcribe the responses and one to observe and confirm accuracy. It is strongly recommended that one of them be an authorized STC. Refer to **Appendix C** for MSDE policy details.
2. Transcribe the student's responses verbatim into the appropriate test book or answer document. Refer to **Appendix B**: Protocol for the Use of the Scribe Accommodation in the *MAAAM* for detailed guidance and examples.
    - Clearly mark the original test book or answer document "Do Not Score" according to the instructions in the next section.
    - Exception: For students responding in American Sign Language (ASL), scribes must transcribe the signed responses into grammatically correct English (e.g., If a student signs "HOUSE WHITE LIVE THERE ME," the scribe writes, "I live in the white house.").
3. Braille transcription: Only a qualified Test Administrator who is a certified Teacher of Students with Visual Impairment, or someone under their direct supervision, may transcribe braille responses. The transcriber must be fluent in Unified English Braille (UEB). Responses must be entered into the standard, scorable test book or answer document included in the braille kit.
4. Any original responses printed from assistive technology or recorded on separate documents must be securely destroyed by the STC after transcription.

Failure to transcribe responses when required will result in the student NOT receiving a score.

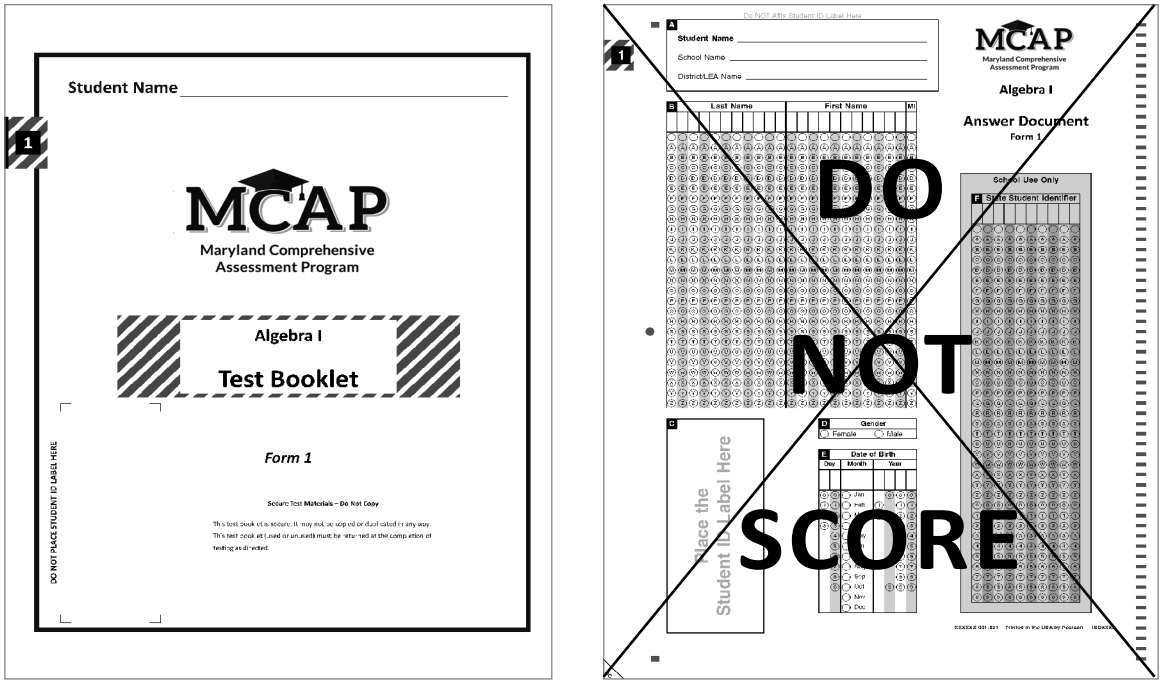
"Do Not Score" Test Materials

If a test book (grade 3 ELA/L, grade 3 Mathematics) or an answer document (grades 4–8 and high school) should not be scored, write "DO NOT SCORE" in large letters across the front cover and draw a large "X" across the front cover. Both markings are required to indicate that the material should not be scored.

Apply these markings in the following situations:

- The student's test book or answer document became damaged or unusable. (Refer to Transcription of Student Test Responses for instructions on transferring responses to a new document.)
- A student's ID label was applied to the test book or answer document, but the student did not participate in any testing (e.g., absent with or without medical documentation).

Figure 5.0 Do Not Score Test Materials



5.2.3 Organize Materials

Apply Pre-ID Labels to the lower left-hand corner of the front cover of:

- Test books for Grade 3 ELA/L or Mathematics.
- Answer documents for Grades 4–High School.

Follow these guidelines:

- Locate Pre-ID Labels in the resealable package labeled "Test Coordinator Kit."
- Only the STC or designee may apply labels. Students are not permitted to apply them.
- Before applying a label, confirm that the handwritten name at the top of the test book or answer document matches the name on the label.
- The Pre-ID label is required for the student paper booklet to scan in and report scores in CRS in a timely manner. If the Pre-ID label is not applied to the booklet, the paper booklet will be considered discrepant and will need to be resolved in the TIDE DRS section.

If the label includes incorrect information, do the following:

- Write and grid the correct student information on the test book (Grade 3) or answer document (Grades 4–High School).
- Update the student's information in LaunchPad.
- Set aside any unused labels (e.g., for students who withdrew or labels with incorrect information) for secure destruction after the testing window closes.

It is recommended that schools apply Pre-ID Labels before testing. If so, TAs must verify each label during test booklet distribution rather than distributing them randomly.

Hand Grid Demographic Pages

If no Pre-ID Label is available, all demographic information must be completed on the student data grid using a No. 2 pencil on the test book (grade 3) or answer document (grades 4–8 and high school). If a Pre-ID Label is available, only Box A needs to be completed.

Table 5.0 Instructions for Hand Gridding Demographic Pages (complete all fields if there is not a label)

Box	Description	Instructions
A	Student Name, School Name, LEA/LEA 24 Name	TAs will instruct students to write their names in this box during administration. Students will not be instructed to fill in the school or LEA/LEA 24 name and are not required to do so.
B	Student Name	Using the student's legal name, print the student's last name in the row of boxes under the section for "Last Name." Print only one letter in each box, beginning in the first box on the left (i.e., left justified). If there are not enough boxes for all of the letters in the student's last name, leave off the letters at the end. Print the student's legal first name in the row of boxes under the section for "First Name." Do not use a nickname. Print only one letter in each box, beginning in the first box on the left (i.e., left justified). If there are not enough boxes for all of the letters in the student's first name, leave off the letters at the end. Print the first letter of the student's middle name in the box under the section for "MI." Leave the box blank if the student does not have a middle name. Fill in the appropriate bubble in the column under each letter in the student's name. If there are any blank boxes at the end of their name, fill in the empty bubbles at the top of the column.
C	Pre-ID Labels	If a school does not have a pre-printed Pre-ID Label, this box should remain blank.
D	Gender	Fill in the bubble that corresponds to the student's gender.
E	Date of Birth	Fill in the bubbles for the Day, Month, and Year for the student's date of birth. For example, if the student was born March 2, 2001, fill in the bubbles for 0 and 2 in the Day column, for the month of March designated by "Mar" in the Month column, and the bubble for 2, 0, 0, and 1 in the Year column.
F	State Assigned Student Identifier	Enter the student's State Assigned Student ID Number in the boxes at the top of the columns. Fill in the appropriate bubble in the column under each number beginning in the first box on the left (i.e., left justified).

Materials To Be Securely Destroyed

The STC must ensure the following test materials are destroyed/shredded immediately after testing is complete (either by the LEA or school):

- Scratch paper with student writing
- Reference sheets with student writing
- Reports or documents containing personally identifiable student information

Once destruction is complete, it must be documented on the Chain-of-Custody Form or other tracking log. This process and documentation may be done at the school. Do NOT return these materials to Pearson.

Nonsecure Materials To Be Recycled

The STC must ensure the following test materials are recycled immediately after all testing is complete (either by the LEA or school):

- *TAMs*
- Unused reference sheets

Once recycling is complete, it must be documented on the Chain-of-Custody Form or other tracking log. Recycling and documentation may be completed at the school. Do NOT return these materials to Pearson.

5.2.4 Package Materials for Return Shipping

Before calling MVP, sort and package materials as instructed to return all secure and non-secure items in one shipment. Follow the Pearson Return Instruction Sheet and Shipping Carrier Return Instructions included in the Test Coordinator Kit. Pack materials by school level, not LEA level. **Materials must be shipped within 5 days after your LEA/LEA 24 testing window closes. Late returns risk not being scored.**

Do not wait until the state testing window closes. It is HIGHLY RECOMMEND to ship materials within 5 days after your LEA/school testing window closes.

- **Scorable materials**
  - Used test books (grade 3 ELA/L, grade 3 Mathematics)
  - Used answer documents (grades 4–8 and high school)
  - Transcribed test books (grade 3 ELA/L and Mathematics)
  - Transcribed answer documents (grades 4–8 and high school)
- **Nonscorable materials**
  - Unused test books (including for absent students)
  - Unused answer documents (grades 4–8 and high school)
  - Test books and answer documents marked “Do Not Score”
  - Human Reader scripts
  - Large Print test books
  - Braille test books

Required Ancillary Materials for Return

For all returns, schools and districts need:

- Scorable
  - Paper bands
  - Scorable Materials Return School Headers (do not photocopy)
  - Scorable return labels (See table 5.1 for color by test)
- Nonscorable
  - Nonscorable return labels (See table for color by test)

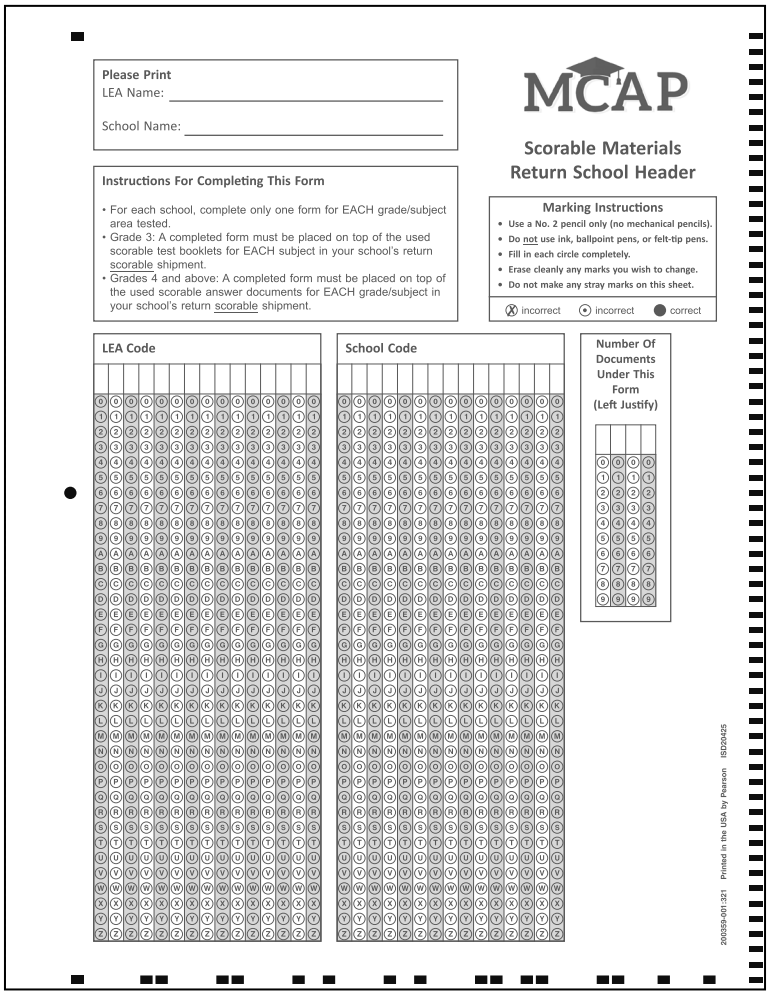
If you need more return materials, order them through TIDE (see Section 3.10.4). **Additional orders for test materials do not include return materials automatically and must be ordered separately.**

Scorable Materials Return School Header and Paper Bands

- Complete one Scorable Materials Return School Header for each content area and course (See Figure 5.1).
- Use paper bands to secure each stack of scorable test books or answer documents, with no more than 25 items per band.

- You may have multiple stacks per subject and course if needed, but only complete one Return School Header per content/course. Insert this header into the first bundle for that content. For example, Algebra 1 may include students from multiple grades, while Grade 4 Mathematics includes only Grade 4 students.

Figure 5.1 Sample Scorable Materials Return School Header



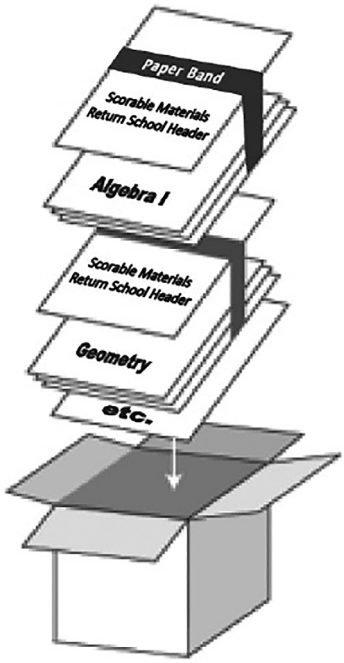
Note: Do NOT photocopy Scorable Materials Return School Header sheets. Use only the original documents provided in your school's shipment. Order additional header sheets if needed.

Return Scorable Materials

Use the original boxes delivered with the test materials for return shipping. If these boxes are damaged, use sturdy replacements or order new ones.

Place all scorable materials in the shipping boxes as shown in Figure 5.2. Do NOT mix materials from multiple schools in one box. Materials for different courses or contents within the same school may be combined. ELA and Mathematics can be shipped together, but do not include Government with them. Ensure no extraneous items (e.g., scratch paper, rulers, manuals) are included.

Figure 5.2 Packing Diagram for Scorable Test Materials



Note: Pack scorable and nonscorable materials separately, as they will be shipped to different addresses.

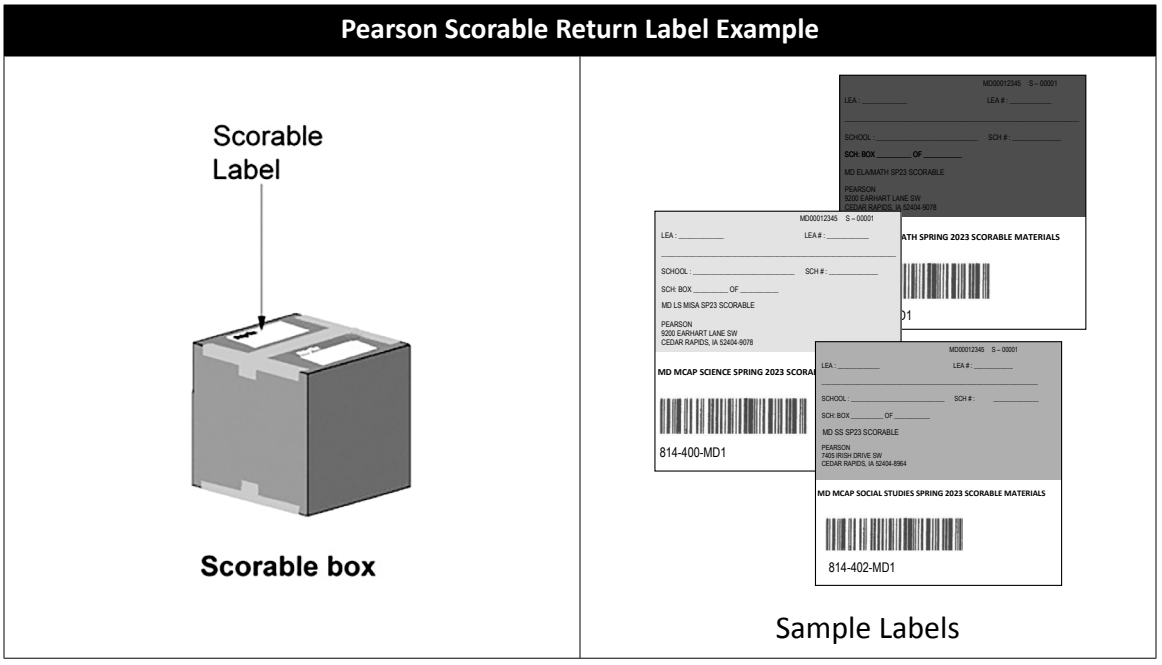
Do NOT overfill boxes. If a box is not full, add crumpled paper to prevent damage from shifting during shipment. Do NOT use packing peanuts. Seal boxes securely with packing tape. Remove or cover any old labels or markings before applying the new shipping label.

Locate the resealable package labeled "Test Coordinator Kit," which contains Pearson scorable materials return shipping labels. If you placed additional orders, you may have extra labels. See Figure 5.3 for sample labels.

- Place one scorable materials return shipping label on top of each box containing scorable ELA/L and Mathematics, LS MISA, or Government materials.
- Count the total number of scorable boxes for a specific test administration.
- On the line "SCH: BOX _ OF _," fill in the sequence of boxes for the school (e.g., box 1 of 3, box 2 of 3, box 3 of 3). Number scorable boxes separately from non-scorable boxes.
- Do NOT write anything else on the labels.
- Do NOT mix nonscorable box count with your scorable box count.

IMPORTANT: Government scorable and nonscorable materials must NOT be included with ELA/L and Mathematics materials. Since these may ship simultaneously, keep Government materials separate. Government has its own colored return labels. The box counts for Government (both scorable and nonscorable) should follow the same labeling instructions above.

Figure 5.3 Sample Pearson Scorable Materials Return Shipping Label



Return Nonscorable Materials

Use the boxes for return shipping. If these boxes were damaged, use sturdy replacements or order new ones.

Place all nonscorable materials in the boxes, keeping materials from different schools separate. Do NOT include extraneous items (e.g., scratch paper, rulers, manuals).

Seal and remove any previous labels or markings before applying the shipping label. boxes securely with packing tape and remove any previous markings or labels from the boxes before applying the shipping label.

Locate the resealable package labeled "Test Coordinator Kit," which contains Pearson nonscorable materials return shipping labels. Additional labels may have been ordered separately. See Figure 5.4 for sample labels.

- Place one nonscorable materials return shipping label on top of each box.
- Count the total number of nonscorable boxes for a specific test administration.
- On the line "SCH: BOX _ OF _," fill in the sequence of boxes for the school (e.g., box 1 of 3, box 2 of 3, box 3 of 3). Number scorable boxes separately from nonscorable boxes.
- Do NOT write anything else on the labels.
- Do NOT mix your scorable box count with your nonscorable box count.

Table 5.1 Pearson Return Label Colors

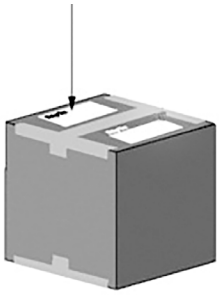
	Scorable	Nonscorable
MISA 5 & 8, LS MISA, ELA/L and Mathematics, Social Studies 8, Government	Red	Purple

Find a Bill of Lading in the resealable package labeled "Test Coordinator Kit."

Figure 5.4 Sample Pearson Nonscorable Materials Return Shipping Label

Pearson Nonscorable Return Label Example

Colored Nonscorable Label



Nonscorable box



Sample Labels

Generic Return Labels

Generic return labels are provided when an additional order for return labels is submitted through TIDE; they are not included in the Test Coordinator Kit with the standard return shipping labels. These labels have blank fields where the STC must enter the relevant state, LEA, and school information before returning materials to Pearson.

Each administration includes both scorable and nonscorable generic return labels, following the same color conventions as the regular return shipping labels:

- **Yellow Labels**–MISA 5 & 8, LS MISA Scorable Materials Return Shipping Label and Scorable Generic Return Label
- **Blue Labels**–MISA 5 & 8, LS MISA Nonscorable Materials Return Shipping Label and Nonscorable Generic Return Label
- **Red Labels**–ELA/L and Mathematics Scorable Materials Return Shipping Label and Scorable Generic Return Label
- **Purple Labels**–ELA/L and Mathematics Nonscorable Materials Return Shipping Label and Nonscorable Generic Return Label
- **Green Labels**–Social Studies 8 and Government Scorable Materials Return Shipping Label and Scorable Generic Return Label
- **Orange Labels**–Social Studies 8 and Government Nonscorable Materials Return Shipping Label and Nonscorable Generic Return Label

Contact MVP to Schedule Pickup

Refer to the Shipping Carrier Return Instructions included in the Test Coordinator Kit or on the MSTAR Portal for detailed return shipping procedures. For return shipping responsibilities specific to Maryland, see **Appendix C**.

Pick-ups must occur as soon as possible after testing is completed. All materials must be shipped within five days of your LEA completing testing. **Do not wait until the end of the testing window to return scorable materials.**

Pick-ups must be scheduled at least 48 hours in advance.

Any STC in Maryland returning scorable or nonscorable materials must call MVP at 888-886-0780 to schedule a pickup. Customer service is available 24/7. When calling, inform the MVP representative that you are requesting a pickup for Pearson. You may also email your request to pickup@mvpship.com.

When scheduling, provide the following information:

- Pickup location (i.e., where materials were delivered)
- Estimated number of scorable and/or nonscorable packages
- LEA number and school number
- LEA name and school name
- Available pickup hours
- School address
- Contact name, email, and phone number

Once the pickup is scheduled, the school or LEA will receive a confirmation number from MVP, which can be referenced for any future questions or changes. It is recommended that schools or LEAs retain a copy of the Bill of Lading in the testing archive for 6 years.

5.2.5 TIDE Cleanup Activities for Paper-Based Testing

Voided Tests
Only students who have made a test attempt should be marked as Void. If a test needs to be marked Void, follow the MSDE guidance in **Appendix C**. Only the LAC has the authority to mark a test as Void.

For step-by-step instructions, refer to the Apply Accountability Codes resource.

Rejected Student Tests
Rejected Student Test Alerts are generated for scanned paper-based tests that cannot be matched to a current student record in TIDE. These alerts appear in TIDE after Pearson scans the test books and answer documents. LACs or assigned personnel must complete the data clean-up process for these tests to be scored. Refer to the Rejected Student Tests resource for detailed instructions.

5.2.6 Complete the Post-Test Certification Form

After materials have been shipped and any required secure destruction or recycling is complete, all Maryland STCs must complete and sign the **Post-Test Certification Form**. If the Principal is not the STC, they must also sign the form. This form certifies that all materials were tracked using the Chain-of-Custody Form or another tracking log and were accounted for during packing and shipping. A copy of the form is available in **Appendix F** of this manual or on the MSTAR Portal: https://mstar.mdassessments.com./administration-resources/. Refer to **Appendix C** for MSDE policy and guidance on completing the form.

5.2.7 Keep Records

In accordance with MSDE policy (see **Appendix C**), the following physical or electronic records must be maintained by your school for 6 years:

Required:

- Chain-of-custody documentation (refer to Section 2.1)
- Security barcode numbers for testing documents assigned to each student
- Electronic or paper test group/classroom Sessions indicating the TA and Proctor for each group and the names of students assigned to each Session
- Signed Test Administration and Certification of Training forms and Non-Disclosure Agreements (see **Appendix B**)
- Any **Testing Incident Forms** (TIF) or LEA-designed testing irregularity forms
- Any **Form to Report Contaminated, Damaged, or Missing Materials**
- A signed copy of the **Post-Test Certification Form**
- A copy of the Bill of Lading from MVP for paper test pickup

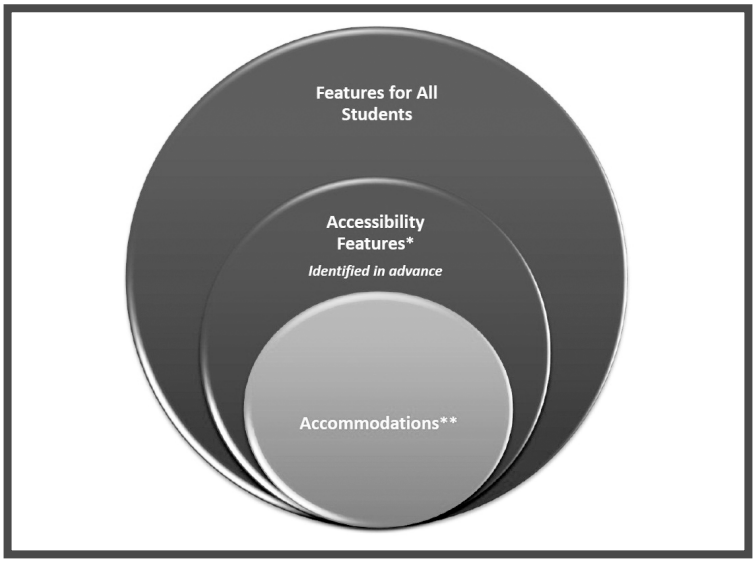
6.0 Accessibility Features and Accommodations

Schools and LEAs must refer to the *MAAAM* for comprehensive guidance on identifying and administering accessibility features and accommodations.

6.1 Accessibility Features and Accommodations

Maryland's accessibility system includes three levels of support for students as shown.

Figure 6.0 The Maryland Accessibility System



** Available to all participating students*
***For students with disabilities, Multilingual Learners, and Multilingual Learners with disabilities*

Accessibility features are tools or preferences built into the assessment system or provided by TAs. These features are available to all students taking MCAP assessments. Some features must be identified in advance, but they should not be automatically assigned to all students.

Accommodations are designed to reduce or eliminate barriers related to a student's disability or English language proficiency, ensuring equitable access. Accommodations do not lower learning expectations.

All accommodations for students with disabilities must be documented in an active Individualized Education Program (IEP) or 504 Plan and approved in advance. The school-based instructional team is responsible for confirming both the need for and the appropriateness of each accommodation. Schools and/or LEAs must maintain a master list of all students and their approved accommodations.

All accessibility features and accommodations used during MCAP assessments should align with those regularly used in classroom instruction.

Note: In TIDE, the term "Test Settings and Tools" refers to both accessibility features and formal accommodations.

6.2 Preparing for Accessible Test Administration

Refer to the *MAAAM* for guidance on providing students with the appropriate accessibility features and accommodations.

Identification of Accessibility Features and Accommodations in the Accommodations Registration File

The Test Settings and Tools file should be completed using input based on student or parent/guardian/caregiver preferences, observations of the student's needs during instruction and assessments, student interaction with the online testing platform via Practice Tests. Student needs must be reviewed at least annually and updated as necessary to reflect current educational needs or preferences.

- For *students with disabilities*, the IEP team or 504 plan coordinator collects the necessary information to populate the Accommodations File.
- For *Multilingual Learners*, educators responsible for selecting accommodations, or the ML team, if available, identify accessibility features, which must be documented in the student's ML Plan.
- For *Multilingual Learners with disabilities*, the IEP team or 504 plan coordinator (including a member familiar with the student's language needs) determines accommodations.
- For students *without* disabilities and ML status, accessibility features decisions are based on educational needs and preferences, and may be made by a team that includes:
    - The student (as appropriate)
    - Parent/guardian/caregiver
    - The student's primary educator in the assessed content area(s)

The following accessibility features and accommodations are delivered through separate test forms, and some cannot be combined:

Paper-Based Testing

(Use of a paper-based test book must be documented in a student's IEP or 504 plan.)

- Unified English Braille (UEB)
- Large Print Test Kit
- Read Aloud Test Kit
- Spanish Test Kit (Mathematics, MISA 5 & 8, LS MISA, Social Studies 8 & Government)
- Spanish Large Print Test Kit (Mathematics, MISA 5 & 8, LS MISA, Social Studies 8 & Government)
- Spanish Read Aloud Test Kit (Mathematics, MISA 5, 8, & LS, Social Studies 8 & Government)

Computer-Based Testing

- Assistive Technology - Screen Reader
- Assistive Technology - Non-Screen Reader
- American Sign Language (ASL)
- Closed Captioning (CC) - ELA/L only
- Text-to-Speech (TTS)
- Human Reader
- Spanish (Mathematics, MISA 5 & 8, LS MISA, Social Studies 8 & Government)
- Spanish Human Reader (Mathematics only)

Note: Spanish-language online tests are available for Mathematics, MISA 5 & 8, LS MISA, Social Studies 8, and Government. However, Text-to-Speech (TTS) in Spanish is not available for any MCAP assessment.

After collecting student accessibility and accommodation data at the local level, follow the instructions in the TIDE User Guide (available on the MSTAR Portal) to complete and upload the file into TIDE. These

settings can also be viewed directly in TIDE. It is important to confirm that accommodations are correct before a student begins testing. If a TA discovers an incorrect accessibility feature or accommodation during testing, testing must be paused. The TA should notify the STC, who will determine, along with the LAC, whether the test should be voided and the form assignment corrected.

For additional guidance, contact your LAC or MSDE.

Table 6.0

Accommodation	*Maryland Assessment, Accessibility, & Accommodations Manual (MAAAM)* References
Human Reader	**Appendix E**: Test Administration Protocol for the Human Reader Accommodation for English Language Arts/Literacy Assessments, and the Human Reader Accessibility Feature for Mathematics, MISA 5 & 8, LS MISA, and Social Studies 8, Government Assessments. **Human Reader scripts (for Mathematics only):** These scripts are secure documents that are NOT in the *TAM*. These must be indicated on the Test Settings and Tools file in order to be shipped in the initial order with secure test materials. An Additional Order (AO) must be placed if these scripts are not available for the assessment. Scripts are required to ensure Mathematics assessments are read consistently.
Human Scribe	**Appendix B**: Protocol for the Use of the Scribe Accommodation, used to ensure consistency of scribing and transcription
Human Signer	**Appendix J**: Human Signer Guidelines give guidance to signers to ensure consistency in administration
Extended Time	**Appendix C**: Guidance for Selecting, Training and Administering the Extended Time Accommodation
Large Print and Braille	**3d–3f**: Assessments for Students who are blind or visually impaired
Assistive Technology (Screen Reader and Non-Screen Reader)	**Assistive Technology Guidance** available in the TDS User Guide on the MSTAR Portal at:https://mstar.mdassessments.com./technology-setup/

Accommodated Materials

See the following lists of accommodated materials.

Spanish MISA 5 & 8, LS MISA, Mathematics, Social Studies 8, and Government Test Kit includes:

- Spanish test book
- Spanish Mathematics answer document (except grade 3, which has a consumable test book)
- Ruler (grades 3–8, Mathematics only)
- Protractor (grades 4–7, Mathematics only)
- Spanish Mathematics reference sheet (grades 4–high school)
- English test book

English or Spanish Large Print Test Kit includes:

- Large Print TA script
- Large Print test book
- Answer document (except grade 3 ELA/L and Mathematics, which use consumable test books that will be transcribed)
- Large Print Mathematics reference sheet (grades 4–high school)
- Ruler (grades 3–8, Mathematics only)
- Protractor (grades 4–7, Mathematics only)

English or Spanish Human Reader Test Kit includes:

- Human reader script (Mathematics only)
- Two standard test books
- Answer document (except grade 3, which uses a consumable test book)
- Ruler (grades 3–8, Mathematics only)
- Protractor (grades 4–7, Mathematics only)
- Mathematics reference sheet (grades 4–high school, Mathematics only)

Note: Ordering a Large Print Spanish Mathematics or Spanish Human Reader Test Kit includes Spanish versions of all items.

Braille and Screen Reader Test Kit includes:

- Braille TA script
- Braille notes/special instructions
- Braille test book
- Standard test book
- Standard answer document (except grade 3 which has a consumable test book)
- Braille Mathematics reference sheet (grades 4–high school)
- Braille ruler (Mathematics only)
- Braille protractor (Mathematics only)
- Additional braille paper
- Duplicate pages (when appropriate)

Unique Accommodations Guidance
Some students may require accommodations not listed in the *MAAAM*. MSDE reviews these unique accommodation requests on a case-by-case basis. Approval is granted only if the requested accommodation maintains the validity of the test score (i.e., does not alter the construct being measured) and complies with all test security requirements. Requests must be submitted to MSDE at least six weeks before the start of the testing window.

Refer to **Appendix C** for guidance on how to submit a request.

Preparing the Test Environment for Accessibility Features and Accommodations
Based on the Test Settings and Tools file, some students may require externally provided accessibility features and/or accommodations. The TA must review each student's assigned supports and ensure the testing environment is equipped with the necessary materials. Examples include: headphones, word prediction external device, and a hard copy braille edition.

6.3 Test Administration Using Accessibility Features and Accommodations

The following accessibility features and accommodations require active support by the TA during testing.

TAs may provide the following accessibility features to a student during testing:

- General administration directions read aloud, repeated, or clarified
- Redirecting the student to the test
- Human Reader for the Mathematics Assessment *(must be identified in advance in TIDE)*
- Human Signer for the Mathematics Assessment *(must be identified in advance in TIDE)*

TAs may need to provide the following accommodations to a student with an IEP/504 plan during testing:

- Human Reader for ELA/Literacy
- Human Signer for ELA/Literacy
- Human Signer for test directions
- Human Scribe for dictated responses
- Human Scribe for signed responses
- Extended time
- Monitoring test responses

TAs may need to provide the following accommodations to a Multilingual Learner during testing:

- Extended time
- Human Scribe for Mathematics
- General administration directions read aloud, repeated, or clarified in Spanish
- Human Reader for the Mathematics assessment in Spanish (must be identified in advance and use the Human Reader script)

Special Accommodations Circumstances During Testing
For special circumstances related to the administration of accommodations, refer to the following appendices in the *MAAAM*:

- **Appendix H**: Emergency Accommodation Form for State Assessments
- **Appendix I**: Student Accommodation Refusal Form

Emergency Accommodation
If the STC determines, before or during testing, that a student requires an emergency accommodation, the Emergency Accommodation Form must be completed. An emergency accommodation may be appropriate when a student has a temporary disabling condition that interferes with test performance shortly before or during the MCAP testing window (e.g., a broken arm requiring a scribe). Emergency accommodations may only be provided if they result in a valid test score (i.e., do not alter the construct being measured) and do not violate test security requirements.

The completed form must be kept in the testing archive, and the parent/guardian/caregiver must be notified that an emergency accommodation was provided. For submission instructions, refer to **Appendix C**.

Refusal of Accommodations
If a student refuses an accommodation listed in their IEP, 504 Plan, or ML Plan, the school must document the refusal in writing. The accommodation must still be offered and available during testing.

The Student Accommodation Refusal Form must be:

- Completed and placed in the student's file
- Sent home to the parent/guardian/caregiver on the day of the refusal

The STC should work with Test Administrators (TAs) to determine who else should be notified of the refusal. The student's IEP, 504, or ML team may also choose to address the issue at the next team meeting.

6.4 Completing Accessible Test Administration as a Test Coordinator

The STC and TAs have no post-testing responsibilities for embedded accessibility features and accommodations, unless student responses require scribing/transcription or involve secure testing materials.

Test Coordinators (or their designee) are responsible for post-testing activities for the following accommodations provided to students with IEPs or 504 Plans:

- Assistive Technology
- Hard Copy Braille Edition
- Large Print Edition
- Braille Note-taker
- Braille Writer
- Speech-to-Text Device
- Human Scribe/Signer

STCs (or their designee) are also responsible for post-testing activities for the following accommodations provided to Multilingual Learners:

- Speech-to-Text Device
- Human Scribe
- Large Print Edition of the Mathematics Assessment in Spanish

Appendix A

Glossary of Terminology

Glossary of Terminology

This glossary contains specific terms used within this manual. For questions regarding policies not addressed in this manual or **Appendix C** in the *TCM*, contact your Maryland State Contact at assessments.msde@maryland.gov.

Term	Definition
CRS	Access and download state assessment results and view reports on student performance.
Family Portal	The Family Portal provides parents and caregivers with access to their students' assessment results, including overall performance by test and a downloadable PDF of the Individual Student Report (ISR)
Accessibility Features	Accessibility features are tools or preferences that are either built into the assessment system or provided externally by TAs. Accessibility features can be used by any student taking MCAP assessments. A small selection of accessibility features available to all students need to be identified in advance.
Accommodations	An accommodation is an assessment practice or procedure that changes the presentation, response, setting, and/or timing and scheduling of assessments. Accommodations are intended to remove barriers that may exist due to a student's disability or level of English proficiency. Accommodations must be listed in the student's approved IEP, 504 plan, or ML plan.
Accommodator	Accommodator is an individual who, under the direction of the TA, provides specific accommodations that are documented in a student's IEP, 504 plan, or ML plan.
TIDE	A centralized website for managing student accessibility features, accommodations, and assignment tags, monitoring test progress, managing orders and rosters, and processing test resets and invalidations.
Administration Time	Administration time is the total time schools should schedule for each Section, including the Testing Block time and the approximate times shown in Table 2.0 for reading directions, answering questions, distributing materials, closing Sections, and collecting test materials.
Test Settings and Tools File	This is the data file for enrolling students as well as including the accessibility features and accommodations that are needed to take an assessment.
Guide to Importing Students into LaunchPad	This refers to the Student Registration File. This is the data for enrolling students that are needed to take an assessment.
IEP, 504 Plan, or ML Plan	IEP refers to Individualized Education Program plan. It is a program developed to ensure that a student who has a disability and is attending an elementary or secondary educational institution receives specialized instruction and related services. The 504 plan refers to a plan developed to ensure that a student who has a disability and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment. A Multilingual Learner (ML) plan, formerly referred to as an English Learner (EL) plan, refers to a plan developed to ensure that a student who is learning English has equal rights and access to a high-quality education.

Term	Definition
LaunchPad	The website serves as a single sign on entry point to TIDE, TDS Secure Browser, CRS, and the Family Portal used by schools and LEAs participating in MCAP assessments. It is also used for importing users and uploading student demographics.
Local Accountability Coordinator (LAC)	The LAC is the individual at the LEA/district level responsible for the overall coordination of test administration. For the purpose of this manual, the term LAC is used. In LEA 24 schools, the tasks for this role would be the responsibility of the STC.
Local Educational Agency (LEA 24)	Commonly referred to as the "non-public" schools or LEA 24 schools.
Local Educational Agency (LEA)	Commonly referred to as a school district.
Maryland Comprehensive Assessment Program (MCAP)	The overarching program name for all state assessments created by Maryland educators. The MCAP will include tests in English Language Arts/Literacy, Mathematics, Life Science (LS) MISAA, and Government.
Mathematics Tools for Administration	Mathematics tools for administration include rulers and protractors, Mathematics reference sheets, and Geometry tools. Mathematics tools for accommodations may include large print ruler, braille ruler, tactile compass, or braille protractor. See the *MAAAM* for more information on Mathematics tools for accommodations.
Multilingual Learner (ML)	Effective March 2024, the Maryland State Department of Education (MSDE) transitioned terminology from "English learner" (EL) to "multilingual learner" (ML).
Non-secure	Test materials that have been made available to the public include Practice Tests, manuals and user guides. The availability of non-secure materials does not compromise test security or score validity.
Roster	A roster is a grouping of students that can be used within TIDE system to assist with test preparation or access test results in the Centralized Reporting System (CRS). TAs must have students rostered to them to see their test results in CRS.
Session ID	A secure code provided by the Test Administrator that a student needs to enter the test.
Section	Each content area of the state assessments is comprised of Sections. A test section is a distinct part of an assessment that contains a specific set of items and instructions. Students complete the items within that section and may resume the same section on a subsequent day if needed.
Testing Block Time/Time Block	A testing block is a designated period of time during which students are scheduled to complete a specific portion or section of an assessment. It defines the structured window for administration and ensures consistency across testing sessions.
Secure	A test item, reading passage, or test that has not been made available to the public. It also includes test items and student responses. For the paper-based administration, secure materials refer to test books and answer documents. For both the paper-based and computer-based administrations, secure materials also refer to Mathematics reference sheets written on by students and scratch paper written on by students.
Testing Environment	All aspects of the test surroundings during testing, this includes what a student can see, hear, or access.

Term	Definition
Testing Incident Form (TIF)	The LAC should use this form as a model for essential elements to collect when Testing Irregularities are reported within their LEA. The LAC is to submit this form whenever a test security violation or test administration procedural deviation (Category 2 violation) from MSDE testing policy takes place.
TDS Secure Browser	The application used to administer the computer-based MSTAR assessment is available at https://md.cambiumtds.com/student.
Test Delivery System (TDS)	The Test Delivery System (TDS) has two components; the Test Administrator (TA) Interface and the Student Interface. Test administrators use the TA Interface to create and manage test sessions. Students use the Student Interface in the TDS Secure Browser to access the testing site.

Appendix B

State Test & Survey Administration Compliance and Non-Disclosure Agreement

Maryland
STATE DEPARTMENT OF EDUCATION

State Test & Survey Administration Compliance and Non-Disclosure Agreement

This form must be signed by all individuals who will have access to any Maryland State Department of Education (MSDE)–sponsored testing and survey materials, including the Maryland School Survey. This includes:

- School Test Coordinators (STCs) or Survey Administrators (SAs);
- 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 MSDE-sponsored test and/or survey administration or who have access to secure materials.

Only individuals 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 or survey. 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 have been trained for my role in the upcoming testing or survey administration by a trainer authorized by my school district. I am familiar with, and agree to abide by, all regulations governing test administration and data reporting policies and procedures set forth in both COMAR 13A.03.04 and my local school system.
- I understand and agree that:
  - **Secure Materials:** Copies of MSDE testing and survey materials, including items and other documents that are identified as secure, are confidential and must always be kept secure. Unauthorized access, use, transportation, duplication, or reproduction of any portion of these materials is prohibited.
  - **Discussion or Documentation of Content:** Making notes about test or survey content, creating answer keys, writing about items, or discussing items with individuals not involved in administration (including reading passages) is prohibited. I will not disseminate any part of the test or survey materials for examination or use by any other party.
  - **Assistance or Influence**: I will not 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, or influence student and staff answers to the Maryland School Survey, as doing any of these constitutes a breach of professional ethics.
  - **Student Materials**: Students may use only the materials authorized in the manuals for the specific tests.
  - **Accommodations**: 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 test or survey manuals.
  - **Reading of Materials**: I may not read any test material to a student unless it is part of the directions for administration or identified as an allowable accommodation in the test or survey manual. Students who are unsure of the question or an answer may only be told to reread the question and respond with their best answer. I ***may*** encourage students, and in the case of the survey, staff, to respond to each question, but ***may not*** suggest or tell students or staff to change their responses.
  - **Review of Work**: Students who finish a portion of the test early may review their work only as permitted in the test administration manual.
  - **State Test Window**: The test or survey must be administered on the dates specified within the allowed testing window.
  - **Return of Materials**: Test materials will be returned by the deadlines specified by the vendor, or administration procedures.

By signing below, I certify that I have read the above and have been prepared for my role in the MSDE-sponsored test or survey administration(s). I agree to abide by the policies and procedures outlined above. I understand that violations of test or survey administration and security provisions may include: invalidation of test or survey 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, revocation, or denial.

_____
Name (Please print)

_____
Title, LEA & School Name

_____
School Year

☐ MCAP / MSTAR ☐ SAT
☐ KRA ☐ WIDA
☐ DLM ☐ Survey

_____
Signature ***Date***

Appendix C

State Policy Addendum

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State Policy Addendum

MSDE State Contact For questions about state policies, contact the MSDE assessment office.	
Telephone	**Email**
410-767-0083	assessments.msde@maryland.gov

Section	Issue	Maryland State Policy
	Testing Windows for ELA/L and Mathematics, MISA 5, 8, & LS, and Social Studies 8 & Government	General Information • If inclement weather, safety threats, or technology problems affect the LEA or a specific school's testing schedule, the LAC should contact MSDE to discuss possible modifications to the testing window. • MSDE state testing windows are posted at https://marylandpublicschools.org/about/Pages/DAAIT/Assessment/index.aspx. STCs should consult their local calendar for specific dates for their LEA. • All primary and make-up online testing must take place during the designated MSDE state testing window. • All STCs are expected to enter their testing schedule on the Statewide Schedule Tool at itempra.org/schedule. Contact your LAC for directions on entering schedules.
	Load Organizations in TIDE	Loaded by State
	Load LAC Users in TIDE	Loaded by State
	Load Organization Participation Data File in TIDE	Loaded by State
	LAC or STC Load Student Registration Data	Data File loaded by LACs, STCs in LEA 24 schools, or designated Data Manager. STCs can complete individual student registrations as needed per the policy of the local school system.
	Receive Materials	Each Local School System or LEA 24 school should receive initial deliveries of manuals and paper test materials at least 10 school days prior to the start of their testing window.

Section	Issue	Maryland State Policy
	Additional Orders Window—All Materials	The additional order window begins for each LEA or LEA 24 school when their initial orders arrive in schools and are inventoried. All additional orders of secure materials must be submitted and approved in order to receive the materials and complete testing by the end of the paper testing window. LACs should approve all additional orders placed by schools in their LEA or LEA 24 schools. MSDE and Pearson will monitor additional orders for orders above a specific threshold. MSDE may require LACs to confirm unusually large additional orders before approval. ALL additional orders will take up to 7 business days from approval to arrive in schools.
	Return Materials	Paper Test Return Materials should be shipped out of schools within 5 days of the conclusion of their testing window(s). The LEA or school will be responsible for any cost to return any materials shipped beyond this final date.
1.2 **3.3.2**	**Qualifications and Responsibilities for STCs, TAs, and Proctors (13A.03.04.04)**	STCs must be certified education professionals including: • State-certified academic classroom teachers • Other state-certified teachers who teach in Special Education, Gifted and Talented, and ML programs • State-certified teachers in physical education, health, dance, art, family and consumer sciences, industrial arts, and technology education • State-certified guidance counselors, library media specialists, school psychologists, pupil personnel workers, and school administrators* *Principals cannot serve as STCs unless a "Request for a Waiver to the Eligibility Requirements for STC" has been submitted to and approved by MSDE. Principals may serve as TAs. TAs, proctors, and Accommodators are not required to be certified education professionals. Any personnel involved in the administration of a test must be trained by the STC.
2.1.3	**Maryland State Test & Survey Administration Compliance and Non-Disclosure Agreement**	Anyone administering or assisting with the MCAP test in Maryland must sign the Maryland **State Test & Survey Administration Compliance and Non-Disclosure Agreement**. Anyone who has access to MCAP secure materials, including technology with an active test, but does not administer the test must also sign this document. The signed forms (electronic or paper) must be maintained by the LEA or school for six years. The LAC may require a copy (either paper or electronic) of each form be submitted to the LEA office. Individuals may also maintain a copy of these forms for their records. The STC completes forms including copies of sign-in sheets, training dates, and make-up training that indicate all staff involved in the testing have been trained.

Section	Issue	Maryland State Policy
2.2.1	**Observation Policies**	MSDE will send representatives to schools throughout the state to monitor and observe testing to ensure that standardized testing procedures are being followed. Schools will not be notified in advance of a monitor's visit. All monitors will follow local procedures for reporting to the school's main office and signing the school's visitor log. Monitors will also sign a **Maryland State Test & Survey Administration Compliance and Non-Disclosure Agreement** form as requested by the school and provide a copy of a memorandum from the Assistant State Superintendent for Assessment, Accountability, and Performance Reporting giving authorization to monitor testing. LEAs that permit central office personnel to make observations during MCAP testing must train personnel involved on proper test security procedures and have all personnel sign a **Maryland State Test & Survey Administration Compliance and Non-Disclosure Agreement**. Under no circumstances may an observer, technology coordinator, or anyone assisting with the administration of the assessment photograph or make any recordings before, during, or after the assessment.
2.2.2 **4.1.4** **4.2.3** **4.3.2** **4.3.3**	**Requirements for Reporting a Testing Irregularity or Security Breach**	The STC must call the LAC immediately upon discovering a testing irregularity/security breach. The LAC determines whether the incident must be reported to MSDE immediately by contacting the State Test Security Officer or whether the incident can be reported using the Maryland Test Integrity & Protection System. The STC submits all Forms to Report a Testing Irregularity or Security Breach to the LAC within two school days. The LAC submits the documents to the state within five days of the incident. **The LAC should contact MSDE immediately** if a testing disruption occurs that may require a modification to the testing window or threatens a school's ability to complete testing for any students. The STC should contact the LAC for any tests that have been started with incorrect accommodations or that need to be voided for any reason.
2.3	**Materials Allowed ONLY AFTER a Student's Test Has Been Submitted and the Student's Secure Materials Have Been Collected**	• Recreational books • Pamphlets, magazines, or periodicals • Students may not access any electronic devices
	Instructions for Students AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected	LACs can set the policy for all schools in their LEA or leave the decision to individual schools. The options are listed below. • After the student has checked their work, the student must sit quietly until the Section has ended. • After the student has checked their work, the TA dismisses the student. • After the student has checked their work, the student may sit quietly and use allowable materials.

Section	Issue	Maryland State Policy
2.4.4	**Break Policies**	**Individual Bathroom Breaks:** Student requests a bathroom break within their overall allotted testing time. Student's testing time does not stop. **In-Chair Stretch Break:** Student pauses and stretches. Student's testing time does not stop. **Medical Breaks:** Student takes a break due to existence or sudden onset of a temporary or long-term medical condition. Student's testing time stops during a medical break. **Other Frequent Breaks:** If a student with an IEP, 504, or ML plan (or other ML documentation) documents the need for frequent breaks not listed in the three categories above. A student's testing time stops.
3.2.1	**Requirements for Completing the Test Settings and Tools file**	The task of importing accommodations is completed by the LAC or appointed staff in the LEA, with the exception of LEA 24 schools where the STC completes these tasks. The initial submission of students on the Testing Settings and Tools file ensures students are assigned their testing accommodations in their IEP/504/ML plan(s).
2.4.2 **4.1.5**	**Additional Requirements for Make-Up Testing**	**Computer-Based Testing** Students needing any make-up test may take the assessment out of order (excluding CAT and MST). **Paper-Based Testing** Students taking any Spring assessments may take a Section out of order during make-up testing. The TA must carefully monitor that students do not work in any Section previously taken. *For students who have to leave the testing environment early (e.g., illness, etc.), STCs must note the time remaining so the student can pick up seamlessly during their make-up session.
3.9.1 **3.10.1**	**Additional Requirements for Paper-Based Test Materials**	The LAC may require additional procedures for maintaining and processing testing materials. The LEA and all schools should open and inventory their secure materials deliveries immediately. Any discrepancy should be reported to the LAC immediately.
5.2.4	**Shipping Procedures for Paper-Based Materials**	Test materials are shipped directly to the STC. The STC must contact MVP directly to schedule "Return Service" pickup by the designated date unless directed otherwise by the LAC. Returning materials beyond the designated date will require that the school or LEA pay for traceable shipping. Maryland Pickup Instructions should include: • The STC must contact MVP at 888-886-0780 before 4:00 PM EST 48 hours in advance of requested pickup day. • Provide LEA & School # • Provide box count for Scorable & Nonscorable • Provide pickup hours

Section	Issue	Maryland State Policy
3.10.4	**Approving Additional Orders**	Pearson and MSDE will be approving additional orders placed by schools or the LEA. Additional orders will not be processed until they are approved. Paper tests will be limited to students whose IEP or 504 plan specifies this mode of testing or in unique situations approved by MSDE.
4.2.3 **5.2.2**	**Steps for Missing, Damaged and/or Contaminated Materials**	Schools call the LAC immediately upon discovering missing, damaged and/or contaminated materials. The LAC contacts the MSDE. The school submits the **Form to Report Contaminated, Damaged, or Missing Materials**, available in **Appendix E** of the *Test Coordinator Manual*, to the LAC. The STC should transcribe any responses that have not been contaminated and then allow the student to continue in the new book. If a test cannot be transcribed, the STC should provide a new test book and allow the student to retake the test. All unusable damaged or contaminated materials must be securely destroyed by the STC. The STC must document the barcode number of the book.
4.3.1	**Procedures for Dismissing Students for Misconduct**	TAs, STCs and school administrators may collaborate and use their discretion when removing students from testing for behavior that is disruptive to the testing environment for other students. The LAC should be contacted and in conjunction with the school, decide how to proceed with testing for those students. The students may be given a chance to complete the unfinished testing time or it may be decided to end testing for those students. Under no circumstances can a TA make a unilateral decision to invalidate a test.
5.2.2	**Transcription Policy for Computer-Based Testing**	No additional instructions. Follow procedures outlined in the *MAAAM*.
5.2.3	**Applying Pre-ID Labels for Paper-Based Testing**	Labels may be applied any time prior to the start of paper testing.
5.1.5 **5.2.7**	**Requirements for Archiving Security Forms**	Security forms must be maintained in the school for a minimum of six (6) years as per COMAR regulations.
6.1 **6.2** **6.3** **6.4**	**Procedures for Accessibility and Accommodations**	The maximum administration size for test groups receiving the Human Reader accommodation for English Language Arts/Literacy or accessibility feature for Mathematics must not exceed five students. Students must receive a Human Reader in the same manner during instruction in order to be tested with a Human Reader during assessment. If any student responses were printed from an assistive technology device or recorded separately on blank paper (or on other external devices) and were used for transcription then these responses must be securely destroyed by the STC.

Section	Issue	Maryland State Policy
6.3	**Steps for Unique and Emergency Accommodations**	Unique Accommodations Forms must be submitted to MSDE six weeks before the MCAP assessment begins. Please check the state testing calendar for due dates. (For LEA 24 schools, the form is completed and forwarded to the student's home LEA at least 3 weeks prior to the MSDE due date for submission.) Emergency Accommodations are approved by the LAC at the LEA or LEA 24 level based upon the examples included in the form. All other emergency accommodations that are not reflected in the Maryland emergency accommodation form will require state approval.
	Translation Policy	The Spanish form will be available for use in MD for students who have attended school in the U.S. for less than three years and had prior instruction in the assessed content in Spanish either in their home country or in a U.S. school.
	Braille Transition Plan	Maryland has transitioned to UEB for braille for ELA. For Mathematics, Maryland will continue to use Nemeth Code.
	Home Schooled and Home and Hospital Testing	Maryland Schools will follow the same procedures testing Home Schooled and Home and Hospital students as they do for the other Maryland state testing programs.
	Scorable/Nonscorable Paper Test Books and Online Test Submissions	**PAPER** SCORABLE— If a student sits for any part of any Section in a test administration, that student's Test Book must be submitted as scorable unless it is to be voided, which will result in no score or participation being reported. NONSCORABLE—All Test Books that have not been used for testing or have been transcribed (i.e., large print) onto other Test Books, must be submitted as nonscorable. **ONLINE** Marked Complete is no longer a status. Student should be in Completed status or Submitted.

Appendix D

Testing Incident Form

The LAC is responsible for submitting a Testing Irregularity Form (TIF) to MSDE within five business days of the incident. The TIF must be completed and uploaded to the Maryland Test Integrity & Protection System (MTIPS) by the LAC within five business days, unless otherwise directed by the LAC or the MSDE Test Security Officer.

MCAP
Maryland Comprehensive Assessment Program

TESTING INCIDENT FORM (TIF)

The **Local Accountability Coordinator (LAC)** must submit a Testing Incident Form (TIF) whenever a test security breach or a procedural deviation from MSDE testing policy occurs. *The local school system shall investigate any allegations of test security and report the results to the Department in a timely fashion* (COMAR 13A.03.04.05C). This form must be submitted to MSDE within **five (5)** days of the incident. Timely reporting ensures prompt follow-up and resolution. Once complete, the LAC should upload the TIF to MOVEit for MSDE processing. Be sure to include any relevant supporting documents, such as written statements from those involved.

Contact MSDE's Test Security Officer, Jeremy Marcus-Wenger (**jeremy.marcus-wenger@maryland.gov**), with any questions or concerns.

*******Please do not handwrite or alter this document. Only use this version as provided.*******

DATE OF INCIDENT	DATE OF REPORT	TEST	LEA	SCHOOL (4-DIGIT NUMBER & NAME)	NAME & TITLE OF INDIVIDUAL SUBMITTING THE TIF
		--Choose--	--Choose--		

# OF STUDENTS INVOLVED	# OF STAFF INVOLVED	BRIEF DESCRIPTION OF INCIDENT If using "Other/Not specified here," please explain in the Detailed Description below.
		--Choose--

DETAILED DESCRIPTION OF INCIDENT

Provide as much detail as possible in your investigation. The State Test Administration and Security Committee (STASC) depends on your thoroughness, assessment, and credibility determinations to respond efficiently and close cases promptly.

INVESTIGATION STEPS TAKEN

Describe what actions you have taken (or plan to take) to determine the validity of the offense.

STUDENT & PERSONNEL IDENTIFYING INFORMATION

For score invalidation by MSDE, include: Student Name, Pupil ID, Grade, Date of Birth, Student Pre-ID or Generic Barcode Number, Test Book Lithicode. For personnel, provide the name of the STC, TA, and other personnel involved.

RESOLUTION

Describe what steps were taken to rectify the situation and to prevent future occurrences.

PERSONNEL ACTION/SANCTION (To be completed by LAC)

The LAC should confer with legal counsel before imposing any sanction(s) consistent with local policy.

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Appendix E

Form to Report Contaminated, Damaged, or Missing Materials

MCAP Maryland Comprehensive Assessment Program

2026-2027 MCAP Assessment
Form to Report Contaminated, Damaged, or Missing Materials

Instructions:

1. Follow the instructions in the *Test Coordinator Manual* if test materials become contaminated, damaged, or missing (Section 5.2.2).
2. Then report the incident using this form to describe the circumstances. For special instructions on reporting instances of damaged or missing materials, Test Coordinators should refer to **Appendix C** and follow MSDE procedures.
3. Submit the form to Pearson and according to MSDE policy in **Appendix C** to either your LAC or your MCAP State Contact.

State _____ ❒ Winter ❒ Spring ❒ Summer

Contact Name _____ **Contact Phone and Ext** _____

Contact Person's Role _____

Contact Email _____

School Name _____ **School Organization Code** _____

LEA Name _____

LEA/LEA 24 Organization Code _____

Complete this form and submit the completed form via email:

AQMDMSTARDistro@grp.pearson.com

Document Type/Subject/Grade	Quantity	Security Barcode or Range of Barcode Numbers	Description of Circumstances
Example Grade 10 ELA Test Book	1	123456789-0	Student had a nosebleed on the book and it has now been destroyed according to LEA protocol.

Appendix F

Post-Test Certification Form

MCAP Maryland Comprehensive Assessment Program

2026–2027 MCAP Assessment
Post-Test Certification Form

This form is to be completed by the School Test Coordinator after test administration.

By submitting this form, I certify that administration of the MCAP Assessments has been completed at the following school according to MSDE security policies. All known security breaches and testing irregularities have been properly reported.

❒ Winter ❒ Spring ❒ Summer

First Name	Last Name
School Name	School Organization Code
LEA Name	LEA Organization Code
Content/Administration Dates	Phone Number and Ext
Were any Forms to Report a Testing Irregularity or Security Breach submitted for the school? ☐ Yes ☐ No	
All secure test materials have been returned to Pearson. Any secure test materials not returned to Pearson have been tracked, destroyed and/or reported using the Form to Report Contaminated, Damaged, or Missing Materials.	
Ship back date	Number of scorable boxes shipped _____
	Number of nonscorable boxes shipped _____
Were any Forms to Report Contaminated, Damaged or Missing Materials submitted for the school? ☐ Yes ☐ No	
Full Name (printed)	Date
School Test Coordinator Signature	
Principal (if different from above) Full Name (printed)	Date
Principal's Signature	



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