

eMPower**ME**

Grades 3–8  
Spring 2017

# Test Administration Manual

MEA English Language Arts/Literacy  
Essay

eMPower<sup>™</sup>  
Assessments



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# Test Administration

This section of the manual provides instruction for preparing to administer the eMPowerME Essay Assessment. Specific information about administering the online assessment is given first. Specific information about administering the paper-pencil assessment follows. Read all instructions carefully. It is important to follow these instructions to provide a standardized testing environment and to ensure accurate, reliable, and valid results for all students.

The quality and usefulness of assessment results depends, in large part, on the consistency of test administration and the security of test materials. Valuable information about student learning of content standards can be seriously compromised if test security is not strictly implemented and maintained. For this reason, all guidelines included in this manual must be followed.

## Responsibilities of the Test Administrator

The responsibilities of test administrators are intended to ensure that the eMPowerME Essay Assessment is administered consistently across students and that students understand their responsibilities as test takers. Test administrators are responsible for all of the following requirements:

- Check the *School Test Coordinator Manual* to see if there are any forms you need to sign. Print and sign required forms.
- Follow the instructions provided in this manual, including reading the scripts as they are written and following time allowances as they are stated.
- Do not use the contents of the assessment to prepare students for the assessment. Doing so will invalidate students' scores.
- Do not duplicate any writing prompts or any of the materials in the test and answer booklet. Duplication includes but is not limited to audio-taping, videotaping, photographing, photocopying, and handwritten copying. No test and answer booklets or any record of student work or computer-generated responses may be retained, discarded, recycled, removed, or destroyed.
- If you are using print materials, count the materials received from the school test coordinator and return the same number to the school test coordinator each day or secure the test materials as instructed by the school test coordinator.
- Inform students of the procedures they must follow before and during the test.
- Provide a standardized test environment in which no coaching or prompting occurs.
- Ensure that students have been told about the importance of the assessment before testing begins: Their test results will be included in their school records; a score report will be provided to parent(s) or guardian(s); and test results will be used by teachers to help improve student learning and performance.
- Monitor students to prevent any cheating. Students should only provide responses that are strictly their own. They should not have access to notes, textbooks, or other instructional materials. Students may not access calculators, cell phones, computers, or other digital or electronic devices during the test except the online testing device itself. Students should not share their answers with other students and should not copy any writing prompts to show other students. Students should not consult other students, staff, or anyone else accessible to them during test administration except to clarify any directions or report any irregularities with the assessment.

- Do not read or view the contents of a student’s online test or printed test and answer booklet at any time. Only the students should be reading and responding to writing prompts at the time of testing. Exceptions to this rule are associated with providing valid accommodations for students with IEPs or Section 504 Plans, or for students who are English language learners (ELLs). Specific accommodations may require a test administrator to have access to the content on the assessment. For example:
  - If a student is completing a paper-pencil test, a qualified administrator may read allowable passages and writing prompts to a student as part of a valid accommodation for a student with an IEP or a Section 504 Plan, or if the student is an ELL student. The reader should read while looking over the student’s shoulder.
  - If a qualified administrator is “signing” to a deaf student, the signer may look at a test and answer booklet other than the student’s.
  - If a student has an IEP or Section 504 Plan that allows for a scribe, the qualified test administrator may read the assessment writing prompt while assisting the student in completing her/his response.
- Check with the school test coordinator to determine if a student is pre-approved for a read-aloud and/or scribe. This accommodation is documented in an IEP or Section 504 plan.

### Before, During, and After Testing

Before administering the test, become thoroughly familiar with the testing schedule and the directions for administering. Study the information and share it with proctors or others who will be helping to administer the test. During testing, be sure that students are comfortable and are completing the assessment. After testing, follow all district requirements for ending the test, verifying and returning print materials, and checking to be sure that all students have submitted their online test responses.

The following guidelines will be useful in planning and conducting the test.

- Read all directions for administration and become familiar with the proctor tools for the online test administration platform. Rehearse any oral directions prior to testing.
- Prepare comfortable physical conditions for testing. Pay attention to lighting and ventilation. Seat students with enough space between them so that they cannot see each other’s responses. Minimize distractions from noise and interruptions.
- Create a relaxed environment. This test should be treated as any other assessment used in students’ daily experiences.
- Make sure that students will have sufficient time to complete the entire test in one sitting.
- Make sure that students who require additional time are able to complete the test in a single day and that they are adequately supervised from the time they start the test to the time they complete it.
- Make sure that all testing materials are organized and ready to use before testing.
- Make sure that there are sufficient No. 2 pencils and scratch paper for all students.
- Make sure that students receive their own Student Test and Answer Booklets and/or computer login information.
- If students are responding on paper, make sure that the Pre-ID label is affixed to the test and answer booklet. For students who do not have a student label, fill in the student cover page of the test and answer booklet completely using a No. 2 lead pencil. This will include Student Name, State Student ID Number, and Date of Birth.

- Monitor students to ensure each student is responding to the writing prompt properly.
- Make sure that students taking the online test work through the test, responding to the writing prompt and navigating the test using the appropriate buttons on the screen.
- Make sure that students responding on paper are writing their responses in the correct space in the test and answer booklet.
- Collect all assessment materials at the end of the test.
- Use the following checklists to guide your tasks before, during, and after testing.

### **Before Testing—Test Administrator Checklist**

- Participate in any training provided by your school test coordinator, including the Test Administration webinar and the Test Security webinar.
- Preview this *Test Administration Manual* several days prior to testing.
- Read and sign the Test Security and Student Data Privacy Agreement.
- Inventory test materials received from the assessment coordinator.
- Ensure all desks and computer stations are cleared and that each student has scratch paper and two sharpened No. 2 pencils with erasers.
- Double-check which students require special accommodations.
- For online testing, ensure all proper policies are followed for students who require special accommodations. These policies are outlined in the *School Test Coordinator Manual*. (Go to <https://maine.onlinehelp.measuredprogress.org> to download the *School Test Coordinator Manual*.)
- If students are taking the test in small groups, include no more than five students in a group.
- Remove or cover bulletin boards or posters in the classroom that contain visual aids.
- Secure additional materials needed for testing (e.g., No. 2 pencils for paper-pencil testing, scratch paper).
- Place a “Testing: Do Not Disturb” sign on the door to the classroom or computer lab and work to minimize interruptions and distractions.
- Arrange any printed testing materials so that you will be able to access them quickly and distribute them to students efficiently.

### ***During Testing—Test Administrator Checklist***

- Administer test; ensure one test administrator and at least one proctor is present in every test setting prior to administering the test. For large groups, one proctor is recommended for every 20 students. Test administrators and proctors must remain in the test setting at all times.
- Ensure that students are able to log in to their scheduled test.
- Maintain and oversee security throughout the test administration of online and paper-pencil tests.
- Contact the school test coordinator with any test-related issues or questions.
- Follow the specific directions for administering each test. Be precise.
- Make sure that no electronic communication devices are present during test administration (e.g., cell phones, cameras, wearable smart technology, etc.) even if the student has completed his/her test.
- Continually monitor students to ensure that students are working productively and that they understand how to navigate through the test.
- Watch for changes to the green/gray dot that indicates connectivity in the upper right corner of the students' screens.
- Notify the school test coordinator of any technical issues as soon as they occur.

### ***After Testing—Test Administrator Checklist***

- Collect all test materials from students after the test.
- Move students who need additional time to a predetermined location.
- Make sure that students who require additional time are able to complete the test in a single day and that they are adequately supervised from the time they start the test to the time they complete it.
- For paper-pencil tests, inspect each test and answer booklet to confirm:
  - There is a student Pre-ID label or the demographic information is bubbled properly.
  - The document is in good condition, free of eraser bits, rough drafts, scratch paper, or additional writing pages.
- Complete any forms required by the testing program. If you are unsure about required forms, go to <https://maine.onlinehelp.measuredprogress.org> to download the *School Test Coordinator Manual*.
- Follow any rules for transcribing students' responses for Braille, large-print, and scribe accommodations. Any transcriptions must be done in the presence of a proctor. Place the original student response in the inside front cover of the test and answer booklet.
- If test and answer booklets are damaged, the student responses may be transcribed into a new test and answer booklet. Any transcriptions must be done in the presence of a proctor. Place the original student response in the inside front cover of the test and answer booklet.
- Collect all student test login tickets for online testing.
- Notify the school test coordinator of any potential test irregularities or violations.
- Return all test materials to the school test coordinator.
- Administer makeup tests to students absent on the designated testing day(s) within the testing window.

### Return of All Test Materials

For paper-pencil testing, each printed test and answer booklet (standard and large-print) has a unique number printed on it. Return ALL test and answer booklets after testing is completed.

### Proctors

The proctor is an adult other than the test administrator who assists with and monitors the test administration. This adult must be approved by the building principal or assessment coordinator and can be a teacher, teaching assistant, or special service provider. It is recommended that you have one proctor for every 20 students. While it is not a requirement to have an additional adult in the room with the test administrator, it is strongly recommended.

- Proctors should be assigned to a certain group of students for whom they will be responsible during the entire test.
- Proctors can help distribute and collect any print materials.
- Proctors can help students sign on to the computer and access the test.
- During testing, proctors should monitor students to make sure that they are proceeding through the test at a reasonable pace and responding to the writing prompt.
- Proctors may leave the room to find a school test coordinator, if needed, or assist a student who must leave the classroom.
- For the online test, proctors should notify the test administrator if a student is having difficulty navigating the online testing system.
- For the paper-pencil test, proctors should notify the test administrator if a student is having difficulty moving through the test, responding to the prompt, or turning pages.
- Proctors should notify the test administrator immediately if a student's behavior is distracting to other students or if a student becomes ill during the test.
- Proctors should discourage students from talking with each other during the test.
- If a student asks about a response (e.g., "Is this right?"), the proctor should give a neutral response such as "Is that your answer?"
- Proctors should notify the test administrator when any students have completed the test.

The following checklists are for proctors to use before, during, and after testing.

#### ***Before Testing—Proctor Checklist***

- View the eMPowerME Test Security webinar and any other training provided by the school test coordinator.
- Sign the Test Security and Student Data Privacy Agreement.
- Read all requirements for proctors.



### ***During Testing—Proctor Checklist***

- Arrive 15 minutes before the test is administered.
- Help distribute and retrieve test materials.
- Observe that the directions have been read exactly as printed in the *Test Administration Manual*.
- Monitor the test administration.
- Remain in the test setting at all times unless asked by the test administrator to get help or to accompany a student who must leave the room.
- Assist in maintaining the security of all test materials.
- Check to be sure there are no electronic communication devices during test administration (e.g., cell phones, cameras, wearable smart technology, etc.) even if the student has completed his/her test.
- Be sure students are progressing through the online or paper-pencil test.
- Report any testing irregularities to the test administrator as quietly as possible. Examples of irregularities:
  - Randomly responding
  - Responding without reading the writing prompt
  - Talking to another student (or other disturbing behaviors)
  - Becoming ill and having to leave the room
  - Looking at another student’s computer screen or test and answer booklet
- Inform the test administrator if any students are having difficulty taking the test.
- Sit quietly and observe as unobtrusively as possible.
- Refrain from talking to the test administrator and/or students while students are reading and responding to the writing prompt.
- Refrain from using any communication devices during test administration (e.g., cell phones, cameras, wearable smart technology, etc.).
- If test irregularities occur, inform the test administrator immediately.

### ***After Testing—Proctor Checklist***

- Report any unusual circumstances or breaches of test security regulations to the test administrator.
- Help the test administrator collect testing materials, including scratch paper, computer login tickets, No. 2 pencils, and any paper-pencil test and answer booklets.
- Help the test administrator check test and answer booklets for random marks.
- Help organize test materials for return to the school test coordinator.
- Check with the test administrator to see if any forms need to be signed, and complete the forms.

### Testing Cautions

**Coaching.** Make sure that all students understand what they are to do before beginning the test. The test administrator and proctors may assist students with a mechanical task; however, they should not provide any assistance that may inadvertently indicate a correct response.

**Random Responses.** Students should not respond randomly. Some students might mark randomly if they do not understand what they are to do or if they cannot read the writing prompt. It may be difficult to detect random responses during online testing; however, if it appears that students are responding to the prompt without reading the passages or the prompt, it is likely that their responses are random. In these cases, the test administrator should determine what is happening and, if necessary, contact the school test coordinator.

**Incomplete Tests.** If a student does not complete the test due to certain unforeseen interruptions, she or he may reactivate the test where the testing was interrupted on the same day. Use the proctor information for the online testing platform to help students reactivate a test. The test must be completed within a single testing day, and a student must be adequately supervised until the test is completed. Any test that spans more than one school day will be investigated as a testing irregularity.

**Irregularities during Testing.** A test may be disturbed by unforeseen irregularities that can, in some cases, result in non-valid individual or group performance. Make note of any testing irregularities and report them to the school test coordinator. Irregularities may include random marking, student illness, a student having to leave the room, a student becoming disturbed by the testing situation, or a sudden disruption such as a fire drill or major weather event. The school test coordinator is responsible for determining the appropriate reporting and reconciliation of the situation.

### Preparing Students for Testing

It is important that students see the assessment as an interesting exercise rather than a source of anxiety. Students should be encouraged to do their best.

- Point out that some material may be new to them.
- Assure students that they will be given ample time to do their best.
- Tell students that they must use their own knowledge, as well as the material provided, to respond to the writing prompt.
- Tell students that they will have access to reading passages, maps, charts, time lines, and other information for writing prompts related to them.
- Make sure that each student is given materials for the appropriate grade during test administration.
- Make sure that students handle the assessment materials—including computers and tablets—properly during test administration.
- Explain to students how long they have to complete the test. Be sure that students know they can request an extra 10 minutes if needed.
- Inform students that they will make up the test if it is missed due to absence from school, and encourage them to avoid absences during the testing period.
- Inform students that any responses suggesting that a student's physical/emotional health or personal safety may be in jeopardy will be referred to appropriate local school district personnel. All referrals are confidential and any decisions connected with these referrals are guided by local administrative procedures.

### Who Should Complete the Test?

The primary purpose of the eMPowerME Essay Assessment is to support students' development of college and career readiness skills. The assessment is intended to serve the widest range of students possible. All public school students in grades 3–8 are required to be assessed annually in mathematics and ELA/literacy, either on the general assessment (eMPowerME) or its alternate (MSAA). Specific guidance about the participation of various student populations can be found in the *Operational Procedures Manual* on the Maine DOE assessment web page.

### Accommodations

**Students with IEPs and Section 504 Plans.** Accommodations should be provided for students with IEPs related to setting, timing, presentation, and/or responses. Use the *MEA Accessibility Guide* and your own local testing policies to guide the selection of accommodations. For eMPowerME online testing, Measured Progress offers the same presentation and response accommodations to all students. To access an accommodation, students should click on the accommodation icon in the online testing environment. Local administrators may prefer that accommodations be provided based on the student's IEP or Section 504 Plan. The online platform allows for either option. If accommodations are to be provided based on IEPs or Section 504 Plans, the accommodation information must be loaded into the testing system prior to testing.

For visually impaired students, Measured Progress provides alternative text for all graphic displays so that students can hear a description of the graphic.

**English Language Learners (ELLs).** ELLs can also access appropriate embedded and non-embedded supports/accommodations with appropriate documentation. For eMPowerME online testing, Measured Progress offers the same presentation and response supports/accommodations to all students. If ELL students have approved supports/accommodations, they should be appropriately entered into the online testing system by a school test coordinator prior to testing.

**Note:** All test directions are to be given at the BEGINNING of the test. Students are allowed to ask questions AFTER directions are given and BEFORE the signal is given for students to begin the test. Such questions are allowed to ensure that the test directions are clear.

## Directions for Administering the Online Essay

### Before Online Testing

#### ► Step 1: Testing Schedule

Under no circumstances should you begin the online test unless there is enough time to complete it. The test must be administered in its entirety in one sitting.

The table below provides the time schedule for the test. Students should be given 10 additional minutes if needed.

**Note: Extended time must be given as an immediate extension of the test, not at a different time.** Students who finish early may read, sit quietly until the end of the test, or be dismissed. Times are approximate for scheduling purposes only.

Essay	Additional Time if Needed
Directions: 10 minutes	
Grades 3–5: 70 minutes	10
Grades 6–8: 60 minutes	10

**Make sure that all test materials, including test tickets, are stored in a secure location prior to test administration.**

#### ► Step 2: Prepare Testing Location

- Provide a testing location that has comfortable seating, sufficient workspace, and good lighting. Make sure the room is adequately ventilated and free from distracting noises.
- Post a “Testing: Do Not Disturb” sign on the door to prevent interruptions.
- Separate students so they cannot see other students’ answers. The use of dividers/testing carrels is recommended.
- **Visual aids and clues must be removed or covered and remain hidden throughout the test administration.**
- At least one test proctor is recommended in addition to the test administrator.
- For large groups, you should have one proctor, in addition to the test administrator, for every 20 students tested.
- **Students, administrators, and proctors are not permitted to have cell phones or other recording or transmitting devices during the assessment.** Writing prompts and responses may not be recorded, reproduced, or transmitted in any way, within or outside of the testing environment. Cell phones and any other devices that have the capability of recording, reproducing, or transmitting writing prompts within or outside of the testing location are prohibited. The presence of student cell phones or other communication devices may result in test invalidations. It is important that school administrators and staff establish and communicate this policy to parents and students.

### ► Step 3: Administer Test

In order to ensure accurate achievement results, it is essential that all test administrators follow the same procedures and give the same directions when administering the test. This section of the *Test Administration Manual* provides specific directions for the test. Follow the script provided in this manual for administering the test. Read aloud, word for word, the material that is printed in bold type and preceded by the word “Say.”

The material that is *italicized* is information for you and should not be read to students.

Read the directions to students EXACTLY as they are written, using a natural tone and manner. If you make a mistake in reading a direction, stop and say, “No, that is wrong. Listen again.” Then read the direction again. **Never deviate from the directions as written. Deviating in any way from the printed directions is a testing violation.**

Be sure students understand the directions, how to write a response, and how to use the tools. Assist them with test-taking mechanics, but be careful not to inadvertently give hints or clues that help students respond to the writing prompt.

If there is an emergency and a student must leave the room for a short period during the test, the student should click on the *Pause Test* button that appears at the bottom of each screen. The student will have 30 minutes to resume his or her test. If the paused time exceeds 30 minutes, or no student activity is detected for 60 minutes during the test, the student will be unable to get back into the test without the proctor’s assistance.

**Note: During testing, only one student at a time should be allowed to leave the room. While a test is in “Pause” mode, students should not visit with other students, go to their lockers unaccompanied, or take a lunch break.**

In the event of any testing irregularity or violation, the test administrator should notify the school test coordinator and provide documentation about the potential irregularity or violation.

### Oral Directions for Online Administration

#### ► Directions for Administering the Online Essay

THE TEST HAS TWO PASSAGES AND A WRITING PROMPT. STUDENTS IN GRADES 3–5 WILL HAVE 70 MINUTES TO RESPOND TO THE PROMPT. STUDENTS IN GRADES 6–8 WILL HAVE 60 MINUTES TO RESPOND TO THE PROMPT.

STUDENTS WILL USE WHAT THEY READ TO SUPPORT THEIR WRITING. IT IS IMPORTANT THAT THEY DO NOT PAUSE THE TEST WHILE WRITING. PAUSING THE TEST WILL ERASE ALL OF THEIR NOTES AND HIGHLIGHTS. THEREFORE, IT IS BEST IF THEY WRITE THEIR NOTES ON SCRATCH PAPER.

THE TOTAL TIME NEEDED FOR THE TEST, INCLUDING DIRECTIONS, IS 70 MINUTES FOR GRADES 3–5 AND 60 MINUTES FOR GRADES 6–8. DO NOT BEGIN THE ASSESSMENT UNLESS STUDENTS WILL HAVE ENOUGH TIME TO COMPLETE IT.

*Pass out the Student Test Login information, scratch/unmarked paper, and a No. 2 pencil to each student. Be sure that students have the correct Login ticket. All scratch paper and Student Test Logins should be collected before students leave the test setting, but not before the test has concluded.*

*If students have an approved accommodation for text-to-speech, ensure that these students have headphones/earbuds.*

Say: **Today, you will be writing an online essay. The test has reading passages and a writing prompt.**

**The use of reference materials, such as dictionaries, cell phones, wearable smart technology, or additional material or equipment, is not allowed during this test. Students are not allowed to use cell phones or other electronic communication devices during this test. If you use an electronic device other than your computer or laptop during test administration, your test response may be invalidated.**

**You have been given a Student Test Login, scratch paper, and a pencil. Use only the scratch paper that has been provided. Your scratch paper and Student Test Login will be collected at the end of this test. You will receive no credit for work on scratch paper or the online notepad.**

**You should type your answer in the answer box. You will not receive credit for answers created with the digital highlighter or pencils.**

*Hold up a Student Test Login ticket and point to the “student name.”*

#### **Five Hundred, Demo**

DOB: 9/4/1990

Essay

Username: 924925322

Password: 8653BECA

Say: **Look at your Test Login ticket. Your name should appear on the top line. If you have a ticket for someone other than yourself, please raise your hand now.**

*Pause. Make sure students check the name on their tickets.*

## Directions for Administering the Online Essay

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Say: **Double-click the test icon on your desktop. Once the program opens, you will see a student login page. Raise your hand if you do not see the login page.**

*Wait for everyone to have the student login page displaying on their screens. Work with students who need extra help opening the program. Remember, no other programs should be running with the eMPowerME testing program.*

Say: **Carefully type the username and password in the login screen exactly as they appear on the ticket. Then click the “Sign In” button. Keep your login ticket on your desk. It will be collected at the end of this test.**

*Passwords are not case sensitive. Passwords will appear as all capital letters on the login screen.*

*Pause to allow students to sign in.*

Say: **If you have successfully logged in, you will see the word “Hello” followed by your name. Be sure that your name, student testing ID number, and date of birth are correct. If the information on the screen is not correct, raise your hand.**

*Work with any students who may need extra help logging in to the program.*

Say: **Click the “Essay” button and enter the session access code provided by the proctor. Please raise your hand if you are not viewing the test.**

*Pause; wait for students to raise their hands. If a student has accessed a session other than Essay, close that session of the test and have the student click the “Essay” button.*

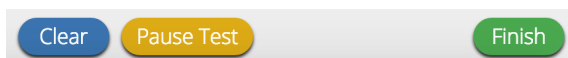
Say: **For the test, you will write an essay using information in the passages to support your writing. You are encouraged to use scratch paper to write all of your notes about the passages and notes about your response to the question so you can use them later when you write your essay.**

**If you have any questions, raise your hand.**

*Pause to answer questions.*

Say: **If there are no other questions, click the “Continue” button. A reading passage should be on the left side of your screen. A writing prompt should be on the right side of your screen.**

**The navigation buttons are on the bottom right side of your screen.**



**Remember to use the tools when you need them. Clicking the “Clear” button will clear your answer for the question. If you click this button, you will be asked if you are sure you want to reset the question. “Pause Test” will log you out and require you to log back in before continuing the test. If you click this button, you will be asked if you are sure you want to pause the test.**

**Remember that the numbers in the tabs directly above the passages allow you to switch between the passages. Click “1” to read the first passage. Click “2” to read the second passage. You must read both passages in a set.**

**Click the star if you wish to bookmark a question and return to it later.**

## Directions for Administering the Online Essay

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### Do you have any questions?

*Pause to answer questions. When there are no more questions, continue.*

Say: **Now, you will complete the test.**

**Click the down arrow next to the question number you see.**



**This will take you to the writing prompt.**

**Make sure you read all the directions carefully. The writing prompt will ask you to use information from two passages to support your ideas. A Writer's Checklist is provided after the prompt to help you check your work and make any needed revisions before you submit it. Please be aware that the online version of the essay has an 800-word count limit. You may write a first draft on scratch paper before you enter it into the computer. It is important that you do your best. If you are not sure how to respond to the writing prompt, you should still attempt to respond to it.**

**In the lower left corner of your screen is your toolbox. You will see several tools available to use on this test.**



**If you have any questions, raise your hand.**

*Pause to answer questions. When there are no more questions, continue.*

Say: **Remember that "Clear" will clear your written response. If you click this button, you will be asked if you are sure you want to reset the question.**

**If you are not finished with the test when time is called, you will be given additional time as an immediate extension of this testing time.**

**Keep in mind that the online test will log you out after 60 minutes of inactivity. You need to be typing an essay response in order to be considered "active" in the system. Just moving the mouse or using the tools is not considered activity. If you are logged out due to inactivity, your answer will be saved, but the test proctor will need to log you back in to the test.**

**If there are no other questions, you may now click "Continue" to begin the essay. When you are finished, click the "Finish" button to be taken to the Test Review Page. Check to make sure that you have answered the writing prompt completely. You can click "Return to test" to go back to review your response.**

**When you are satisfied with your response, click "Turn In."**



## Directions for Administering the Online Essay

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*After 60–70 minutes or when the majority of the students are finished,*

Say: **This completes the test. Read over your written work. When you are satisfied with your response, click “Turn In.”**

*Collect scratch paper and Student Test Login tickets. Dismiss students from the test.*

### After Online Testing

#### ► Step 1: Report Test Violations

The following test violations could result in test invalidations:

- Cheating;
- Security violation;
- Presence of a cell phone in the testing environment;
- Improper test administration;
- Technical problems; or
- Testing before or after the test window.

Notify the school test coordinator of any potential testing irregularities or violations. Be prepared to present written documentation when reporting a testing irregularity or violation. **A student who becomes ill after beginning the test and is unable to complete the test must have the test invalidated by the Maine Department of Education.**

#### ► Step 2: Conduct Makeup Testing

Students who are absent during the districtwide test administration should take the test upon their return to school. Please try to give every student an opportunity to test within the state's testing window. Test administrators will be required for each makeup test. Make sure there is no talking between the proctor and the test administrator, or among the students and the proctor during the test. Be sure to inform your proctor of this policy before testing begins.

#### ► Step 3: Complete and Sign All Forms Required by the Assessment Program

Return signed Test Security and Student Data Privacy Agreements to your school test coordinator. Ask the proctor(s) to sign the form as well.

Complete and sign any nondisclosure agreements.

#### ► Step 4: Dispose of Test Materials

Test administration manuals do not need to be returned and may be destroyed. All scratch paper used by students must be destroyed.

## Directions for Administering the Paper-Pencil Essay

### Before Testing

#### ► Step 1: Testing Schedule

Under no circumstances should you begin the test unless there is enough time to complete it. The test must be administered in its entirety in one sitting.

The table below provides the time schedule for the test. Students should be given 10 additional minutes if needed.

**Note: Extended time must be given as an immediate extension of the test, not at a different time.** Students who finish early may read, sit quietly until the end of the test, or be dismissed. Times are approximate for scheduling purposes only.

Essay	Additional Time if Needed
Directions: 10 minutes	
Grades 3–5: 70 minutes	10
Grades 6–8: 60 minutes	10

**Make sure that all test materials, including test and answer booklets, are stored in a secure location prior to test administration.**

#### ► Step 2: Prepare Testing Location

- Provide a testing location that has comfortable seating, sufficient workspace, and good lighting. Make sure the room is adequately ventilated and free from distracting noises.
- Post a “Testing: Do Not Disturb” sign on the door to prevent interruptions.
- Separate students so they cannot see other students’ answers. The use of dividers/testing carrels is recommended.
- **Visual aids and clues must be removed or covered and remain hidden throughout the test administration.**
- At least one test proctor is recommended in addition to the test administrator.
- For large groups, you should have one proctor, in addition to the test administrator, for every 20 students tested.
- **Students, administrators, and proctors are not permitted to have cell phones or other recording or transmitting devices during the assessment.** Writing prompts and responses may not be recorded, reproduced, or transmitted in any way, within or outside of the testing environment. Cell phones and any other devices that have the capability of recording, reproducing, or transmitting writing prompts within or outside of the testing location are prohibited. The presence of student cell phones or other communication devices may result in test invalidations. It is important that school administrators and staff establish and communicate this policy to parents and students.

### ► Step 3: Administer Test

In order to ensure accurate achievement results, it is essential that all test administrators follow the same procedures and give the same directions when administering the test. This section of the *Test Administration Manual* provides specific directions for the test. Follow the script provided in this manual for administering the test. Read aloud, word for word, the material that is printed in **bold type** and preceded by the word “Say.”

The material that is *italicized* is information for you and should not be read to students.

Read the directions to students EXACTLY as they are written, using a natural tone and manner. If you make a mistake in reading a direction, stop and say, “No, that is wrong. Listen again.” Then read the direction again. **Never deviate from the directions as written. Deviating in any way from the printed directions is a testing violation.**

Be sure students understand the directions and how to write a response. Assist them with test-taking mechanics, but be careful not to inadvertently give hints or clues that help students respond to the writing prompt.

**Note: During testing, only one student at a time should be allowed to leave the room. Students should not visit with other students, go to their lockers unaccompanied, or take a lunch break.**

In the event of a testing irregularity or violation, the test administrator should notify the school test coordinator and provide documentation about the potential irregularity or violation.

## Oral Directions for Paper-Pencil Administration

### ► Directions for Administering the Paper-Pencil Essay

THE TEST INCLUDES TWO PASSAGES AND A WRITING PROMPT. STUDENTS IN GRADES 3–5 WILL HAVE 70 MINUTES TO RESPOND TO THE PROMPT. STUDENTS IN GRADES 6–8 WILL HAVE 60 MINUTES TO RESPOND TO THE PROMPT.

STUDENTS WILL USE WHAT THEY READ TO SUPPORT THEIR ESSAY. IT IS BEST IF THEY WRITE THEIR NOTES ON SCRATCH PAPER.

THE TOTAL TIME NEEDED FOR THE TEST, INCLUDING DIRECTIONS, IS 70 MINUTES FOR GRADES 3–5 AND 60 MINUTES FOR GRADES 6–8.

DO NOT BEGIN THE TEST UNLESS STUDENTS WILL HAVE ENOUGH TIME TO COMPLETE IT.

*Pass out No. 2 pencils and scratch paper before testing for all students to use. All scratch paper should be collected before students leave the test setting, but not before the test has concluded.*

**IMPORTANT:** Mechanical pencils are not allowed. A No. 2 pencil **MUST** be used. Tests will not scan properly if completed with anything other than a No. 2 pencil.

*If students have an approved accommodation for read aloud (human reader), ensure that these students are in a separate setting.*

Say: **Today, you will be writing an essay. The test has reading passages and a writing prompt.**

**The use of reference materials, such as dictionaries, cell phones, wearable smart technology, or additional material or equipment is not allowed during this test. Students are not allowed to use cell phones or other electronic communication devices during this test. If you use an electronic device during test administration, your test response may be invalidated.**

### Grades 3–8

Say: **Look through your test and answer booklet and check for missing, blank, or unreadable pages.**

*Replace the test and answer booklet if any test and answer booklets are defective.*

Say: **Look at the cover of your test and answer booklet. Be sure your name is on the label on the front cover. Raise your hand if you do not have a label with your name on it.**

*If students do not have a name label, give them directions for completing the front cover of their test and answer booklets.*

Say: **Neatly print your name and the name of our school in the box near the bottom of the booklet cover as I have written it on the board.**

*Pause.*

Say: **You do not need to fill in any more information on the cover of this test and answer booklet.**

The image shows the front cover of a student test and answer booklet. At the top, it reads "eMPowerME" and "STUDENT TEST AND ANSWER BOOKLET" with "Essay" and "2017" in the top right corner. A "GRADE 3" label is also present. Below this is a form for student information with sections A, B, and C. Section A is for "STUDENT NAME" with "LAST NAME" and "FIRST NAME" columns. Section B is for "STATE ASSIGNED" with a grid of state abbreviations. Section C is for "BIRTH DATE" with columns for "MONTH", "DAY", and "YEAR". Below the form are fields for "STUDENT NAME" and "SCHOOL NAME". At the bottom, there is a barcode, a "AFFIX STUDENT ID LABEL HERE" instruction, and the number "1" and "1234567890".

## Directions for Administering the Paper-Pencil Essay

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Say: **Now turn to question number 1 and read the writing prompt. Make sure you read all the directions carefully. The writing prompt will ask you to use information from two passages to support your ideas.**

**A Writer’s Checklist appears after the answer space to help you complete your response.**

**It is important that you do your best. If you are not sure how to respond to the writing prompt, you should still attempt to respond to it.**

**If you are not finished when the testing period ends, you will be given additional time immediately after this testing time.**

**If you have any questions, raise your hand.**

*Pause to answer questions. When there are no other questions, continue.*

Say: **If there are no other questions, begin your work. Remember you can use the scratch paper to write a first draft. Be sure to write your final draft in the test and answer booklet.**

*After 60–70 minutes or when the majority of the students are finished,*

Say: **This completes the test. Read over your written work. When you are satisfied with your response, close your test and answer booklet.**

*Be prepared to give additional time to the students who need it. Collect the scratch paper and test and answer booklets. Dismiss students from the test.*

### After Paper Testing

#### ► Step 1: Verify Scorable Documents Do Not Contain Conditions That Interfere with Scoring

There are some conditions that interfere with the electronic scoring process. Please check scorable test and answer booklets for the following:

IF YOU FIND THIS	DO THIS
Rubber bands, scratch paper, tape of any kind, Post-It® notes, staples, pins, or paper clips	Remove them.
Light marks, incomplete erasures, or stray marks	Ensure that each Student Test and Answer Booklet is in good condition, free of stray marks and eraser bits; that erasures have been made completely.
Responses completed with ink, colored pencil, or highlighter	Student responses must be transcribed into a new test and answer booklet using a No. 2 pencil. A proctor or school administrator must observe while responses are transcribed into a new booklet.

#### ► Step 2: Prepare Testing Materials for Return to the School Test Coordinator

##### 1. Completing Grids on Scorable Test and Answer Booklets

If students did not have a pre-printed ID label on their booklets, complete the grids as follows:

###### Section A:

- Write the student's name in the spaces provided. Print the last name, first name, and middle initial. Place one letter in each box.
- Below the student's name, completely fill in the bubble corresponding to each letter.

###### Section B:

- Enter the student's STATE ASSIGNED STUDENT ID.
- Below the student ID, completely fill in the bubble corresponding to each number.

###### Section C:

- Enter the student's date of birth. If you do not know a student's birth date, you will need to get the information from the student's permanent record.
- Below the date of birth, completely fill in the bubble corresponding to each number.

##### 2. Students with Special Accommodations: Scribe, Large Print, Braille

- For students who orally presented their responses, be sure that their responses are accurately transcribed into a scorable test and answer booklet. All Braille responses must be given orally and transcribed into a paper-pencil test and answer booklet.
- For students who used large print or Braille, be sure their responses are accurately transcribed into a scorable test and answer booklet.
- Prepare all materials for return to the assessment coordinator. Follow all directions for completion of packaging and shipping of materials.

Make sure that a proctor observes any transcription of students' responses.

### ► Step 3: Report Test Violations

The following test violations could result in test invalidations:

- Cheating;
- Security violation;
- Presence of a cell phone in the testing environment;
- Improper test administration;
- Technical problems; or
- Testing before or after the test window.

Notify the school test coordinator of any potential testing irregularities or violations. Be prepared to present written documentation when reporting a testing irregularity or violation. **A student who becomes ill after beginning the test and is unable to complete the test must have the test invalidated by the Maine Department of Education.**

### ► Step 4: Conduct Makeup Testing

Students who are absent during the districtwide test administration should take the test upon their return to school. Please try to give every student an opportunity to test within the state's testing window. Test administrators will be required for each makeup test. Make sure there is no talking between the proctor and the test administrator, or among the students and the proctor, during the test. Be sure to inform your proctor of this policy before testing begins.

### ► Step 5: Return All Test Materials

Return the following test materials to your school test coordinator per the assessment coordinator's instructions.

- Used test and answer booklets
- Transcribed scorable test and answer booklets with students' original documents
- Signed Test Security and Student Data Privacy Agreement
- Unused materials

Test administration manuals do not need to be returned and may be destroyed. All scratch paper used by students must be destroyed.



# Testing Resources

Refer to the Help & Support site at <https://maine.onlinehelp.measuredprogress.org> for additional resources for online and paper-pencil test administrations.



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