Test Administration Manual
March 16–May 1, 2020

MSAA Service Center
Phone: (866) 834-8879
Email: MSAAServiceCenter@cognia.org
MSAA Online Assessment System: https://www.msaaassessment.org

All rights reserved. Any or all portions of this document may be reproduced and distributed without prior permission, provided the source is cited as:

Multi-State Alternate Assessment (MSAA). (2020) Test Administration Manual.

[Page is intentionally blank]

The Multi-State Alternate Assessment (MSAA) is a comprehensive assessment system, designed to promote increasing higher academic outcomes for students with the most significant cognitive disabilities, in preparation for a broader array of post-secondary outcomes. The MSAA is designed to assess students with the most significant cognitive disabilities and measures academic content that is aligned to and derived from each participating state's content standards. This assessment contains many built-in supports that allow students to use materials they are most familiar with, and communicate what they know and can do as independently as possible. The MSAA will be administered in the areas of English Language Arts (ELA) and Mathematics in grades 3–8 and 11.

This assessment was developed with Cognia through the research and development done by the National Center and State Collaborative (NCSC), and is now carried forward by the MSAA State Partners, including American Samoa, Arizona, CNMI, District of Columbia, Guam, Maine, Maryland, Montana, South Dakota, Tennessee, and United States Virgin Islands.

[Page is intentionally blank]

Table of Contents

State MSAA Coordinators **1**
Contact Information and State Links 1
Important Dates **2**
MSAA Technical Support **3**
How to Use This Manual **4**
What Is the Purpose of the Test Administration Manual (TAM)? 4
Terms and Acronyms 4
Introduction **5**
Purpose of the MSAA 5
Administration Procedures Overview **6**
Which Documents Are Required for Test Administration? 6
Who Should Take the MSAA? 7
Student Participation Criteria 7
Individualized Education Program (IEP) Team 7
Who Can Administer the MSAA? **8**
Test Administrators (TAs) 9
Who Can Be a TA? 9
What Are the Training Requirements for Test Administrators? 9
Who Supports the Administration Process? 10
Test Coordinators (TCs) 10
MSAA Test Administration Training for Test Coordinators 10
Test Administrator and Test Coordinator Responsibilities 10
Test Administration Best Practice Videos **11**
The MSAA Test Design **12**
What Is the MSAA Test Experience? 12
Stage Adaptive Design 12
What Types of Items Make Up the MSAA? 13
Selected-Response: ELA and Mathematics 13
Constructed-Response (CR): Mathematics 13
Writing Prompt: ELA 13
Considerations for Administration of the Writing Prompt 13
What Does an Item Look Like? 14
Sample Item – ELA Grade 8 14
Sample Item – Mathematics Grade 3 15
Sample Item – Mathematics Grade 5 15

What Are the Directions for Test Administration (DTA) and How Are They Used? ... 16
Purpose of the DTA ... 16
Additional Materials for Test Administration ... 16
Directions and Guidelines for Use ... 16
Directions for Test Administration (DTA) ... 17
ELA Grade 8 ... **17**
Mathematics Grades 3 and 5 ... 18
Accessibility Features and Accommodations ... 19
What Are Accessibility Features? ... 19
Timing and Scheduling ... 19
Supporting Students Prior to Testing ... 19
Creating a Comfortable and Secure Testing Environment ... 20
Physical Prompting ... 20
The Types of Administration ... 21
Check the MSAA Online Assessment System and Assessment Features ***Before*** Testing ... 21
Accessibility Features: Computer, Laptop, or Tablet Administration ... 22
Accessibility Features: Paper Administration ... 23
Tactile Graphics and Object Replacements ... 25
What Are Accommodations? ... 26
Assistive Technology (AT) ... 26
Paper Version ... 26
Scribe ... 26
Sign Language ... 26
Test Security and Test Irregularities ... 27
How to Monitor and Report Test Irregularities ... 27
Appendix A: MSAA Scribe Accommodation Protocol ... 30
Scribe Accommodation Protocol for ELA and Mathematics ... 30
Scribe Accommodation Protocol for the Writing Prompt ... 30
Procedures for Annotation ... 31
Appendix B: Augmentative and Alternative Communication Guidelines ... 32
Use of Augmentative and Alternative Communication Devices (AAC) ... 32
AAC Protocol for Completing the Writing Prompt ... 32
Appendix C: Sign Language Protocol ... 34
Test Administration Protocol for Providing the Sign Language Accommodation ... 34
Procedures for Providing the Sign Language Accommodation ... 34
Sign-System-Specific Procedures ... 35
American Sign Language (ASL) ... 35
English-Based Sign Systems (PSE, Sim-Com, etc.) ... 35
English Language Arts and Mathematics Vocabulary Lists ... 35

Appendix D: English Language Arts and Mathematics Vocabulary Lists 36
ELA Vocabulary 36
Mathematics Vocabulary 37
Appendix E: The Student Response Check (SRC) and the Early Stopping Rule (ESR) 38
Using the SRC and ESR Flowchart 38
Appendix F: Checklists 41
Test Administrator Checklist 42
Test Coordinator Checklist 44

[Page is intentionally blank]

State MSAA Coordinators

Contact Information and State Links

State MSAA Coordinator contact information is located in the table below. Please also refer to the appropriate state link for additional detailed information on state-specific policies.

NOTE: Throughout this document, whenever "*State-Specific Policy Information*" *is referenced, Test Administrators (TAs) and Test Coordinators (TCs) are directed back to this page for the state-specific link.*

American Samoa	Arizona	CNMI
(refer to contact information below)	www.azed.gov/assessment//msaa/	*(refer to contact information below)*
Thor Tinitali 684-633-1323 ext. 226 thort@doe.as Kim Pilitati 684-633-4789 ext. 238 kim.pilitati@doe.as	Bethany Spangenberg 602-542-4061 Bethany.Spangenberg@azed.gov Courtney Pearce 602-542-3059 Courtney.Pearce@azed.gov	Fasefulu Tigilau 670-789-8739 fasefulu.tigilau@cnmipss.org June De Leon 671-735-2494 june.deleon@guamcedders.org
District of Columbia	**Guam**	**Maine**
osse.dc.gov/service/alternate-assessments	*(refer to contact information below)*	www.maine.gov/doe/TestingAccountability/MECAS
Michael Craig 202-257-3371 Michael.Craig@dc.gov	Terese Crisostomo 671-300-1323 tdcrisostomo@gdoe.net June De Leon 671-735-2494 june.deleon@guamcedders.org	Alternate Assessment Coordinator 207-624-6774 Janette Kirk 207-624-6707 janette.kirk@maine.gov
Maryland	**Montana**	**South Dakota**
www.marylandpublicschools.org/about/Pages/DAAIT/Assessment/MSAA/index.aspx	opi.mt.gov/Leadership/Assessment-Accountability/MontCAS/Required-Assessments/MSAA-Alternate-FAQ	doe.sd.gov/assessment/alternate.aspx
Michael Plummer 410-767-2498 Michael.Plummer@maryland.gov Ann Herrmann 410-767-0086 Ann.Herrmann@maryland.gov	Duane Schlabach 406-444-0748 Duane.Schlabach@mt.gov Assessment Help Desk 844-867-2569 OPIAssessmentHelpDesk@mt.gov	Chris Booth 605-773-6156 Christina.Booth@state.sd.us
Tennessee	**United States Virgin Islands**	
www.tn.gov/education/assessment/alternate-assessment/msaa-alternate-assessment.html	*(refer to contact information below)*	
Denette Kolbe 615-330-3741 Dennette.Kolbe@tn.gov	Alexandria Baltimore-Hookfin 340-773-1095 ext. 7084 Alexandria.Baltimore@vide.vi	

Important Dates

Test Administration Window	
Action	**Date(s)**
MSAA Administration Window Opens	March 16, 2020 at 8:00 am ET
Last Day to Submit Requests • Grade Reassignments • Reopen Closed Tests	April 29, 2020
End of Test Survey (EOTS) *Complete one EOTS after both Content Area Tests are submitted and/or closed for all Students listed under the TA's Students tab.*	March 16–May 1, 2020
MSAA Administration Window Closes *All tests must be submitted or closed by 8:00 pm ET.*	May 1, 2020 at 8:00 pm ET

Shipping Directions for Test Administration Window (MD and TN Only)		
Information regarding the following actions is posted in the MSAA Online Assessment System at http://www.msaaassessment.org/ under the location listed below.		
Action	**Location**	**Date(s)**
Print Materials Initial Orders Arrive Onsite	Order Materials Tab	March 2, 2020
Late Orders Window* (will arrive onsite one day before administration window opens)	Order Materials Tab	March 3–March 10, 2020 (closes at 12:00 pm ET)
Additional Materials Window*	Order Materials Tab	March 11–April 27, 2020 (closes at 12:00 pm ET)

* For MD, only DTAs and TAMs will be available for late or additional orders; for TN, only TAMs will be available.

Training and Test Administration Documents Posted	
All resources are posted in the MSAA Online Assessment System at http://www.msaaassessment.org/ under the locations listed below.	
Training and Test Administration Documents	**Location**
State-Specific Policy Documents	Resources
Test Administration Manual (TAM)	Resources
Test Coordinator User Guide	Resources
Test Administrator User Guide	Resources
Test Administration Best Practice Videos	Resources/Sample Items Tab
Test Administrator and Test Coordinator Training Modules and Final Quiz *(Available March 2, 2020)*	Test Administration Training Tab
Sample Items	Sample Items Tab
Directions for Test Administration (DTA) for ELA and Mathematics (Required for each student)	Action Button in Students

MSAA Technical Support

MSAA Service Center **Phone: (866) 834-8879** **Email: MSAAServiceCenter@cognia.org** ***New!*** **Live Chat: Link at the bottom of the MSAA System Dashboard**

The Service Center for the MSAA is available to Test Administrators (TAs) and Test Coordinators (TCs) from 6 am – 8 pm ET, Monday – Friday, to answer questions about: (1) the MSAA Online Assessment System and (2) test administration procedures. Use this chart to determine the right resource to support your MSAA needs.

Test Administrators: Contact your Test Coordinator when…		
You have "How do I…?" questions and you can't find the answer in the Test Administration Manual (TAM), User Guides, or Technology Requirements (linked at the bottom of the MSAA Dashboard). For example, you need to: • Change a student's demographic information • Close a test • Order paper materials	**You do not have a user account.** For example, you receive the message, "Sorry, unrecognized username or password" and cannot resolve the issue with the "Request New Password" button. • The wrong name is associated with your email address	**You do not have the necessary MSAA System permissions to make your requested change.** For example: • You need to be assigned to a different (or additional) school or district • You need to make a Test Grade Change
Test Administrators and Test Coordinators: Contact the MSAA Service Center when…		
You have "How do I…?" questions and you can't find the answer in the TAM, User Guides, or Technology Requirements (linked at the bottom of the MSAA Dashboard), such as: • You have trouble logging in (and have a user account) • Your TA has passed the final quiz (≥80%) but cannot access student test materials • You are a TC with questions about making changes to TAs in your district(s) • You need to open a locked test	**You encounter an error or unusual behavior in the MSAA Online Assessment System with**: • User accounts • Accessing tests assigned to a student • Incorrect or missing student information • Access to the MSAA Test Administration Training for TAs and TCs • Converting a PDF file to JPEG format for the writing prompts • Accessing assessment features or a paper accommodation	**When contacting the MSAA Service Center**, please be prepared to provide as much detail as possible about the issue and the system on which it occurred. Include the following: 1. Your **contact information** (name, state, district, school, phone number, and email address) 2. **Student name**, if applicable, and state ID number when calling or using live chat (Do not provide student name when emailing an inquiry) 3. Any **error messages** that appeared 4. **Operating system** and **browser information**

Test Coordinators: Contact your State MSAA Coordinator when…	
You do not have the necessary MSAA System permissions to make your requested change. For example, • You need to be assigned to a different (or additional) school or district • You do not have visibility to the appropriate Orgs (Districts/Schools) • A new student joins your school and needs to be added to the system • The wrong name is associated with your email address • A test grade change occurs and a student needs a new test assignment	**You have test administration or policy questions regarding:** • Scoring procedures for constructed-response items • Recording student responses into the MSAA Online Assessment System • Clarifying requirements of various item types • Clarifying administration requirements • Describing how to access assessment features or accommodations

How to Use This Manual

What Is the Purpose of the Test Administration Manual (TAM)?

The purpose of the Test Administration Manual (TAM) is to guide Test Administrators (TAs) and Test Coordinators (TCs) to prepare for and administer the MSAA to eligible students with the most significant cognitive disabilities in their school or district.

Throughout the TAM, select the hyperlinks for more information, resources, state coordinator contact details, or to contact the MSAA Service Center.

Terms and Acronyms

Table 1 provides a summary of terms with the associated acronyms used frequently in the TAM and other documents needed for test administration.

Table 1. MSAA Terms and Acronyms

Term	Acronym
Assistive Technology	AT
Augmentative and Alternative Communication	AAC
Constructed-Response	CR
Directions for Test Administration	DTA
English Language Arts	ELA
Individualized Education Program	IEP
Learner Characteristics Inventory	LCI
Multi-State Alternate Assessment	MSAA
Selected-Response	SR
Student Response Check	SRC
Test Administration Manual	TAM
Test Administrator	TA
Test Coordinator	TC

Introduction

Purpose of the MSAA

The MSAA was developed to ensure that all students with the most significant cognitive disabilities are able to participate in an assessment that measures what they know and can do in relation to grade-level State Content Standards. The MSAA is one component of a system of curriculum, instruction, and professional development that allows students with the most significant cognitive disabilities to access grade-level content aligned to State Content Standards. For more information, visit https://wiki.ncscpartners.org.

MSAA's long-term goal is to ensure that students with the most significant cognitive disabilities achieve increasingly higher academic outcomes, and leave high school capable of pursuing a variety of post-secondary options. A well-designed summative assessment alone is insufficient to achieve this goal.

The MSAA is designed to meet the requirements of the Every Student Succeeds Act (ESSA) and Individuals with Disabilities Education Act (IDEA). These laws mandate that all students participate in assessments that measure student achievement on grade-level content standards.

For the purposes of this manual, the MSAA will be referred to as "the Test."

Administration Procedures Overview

Which Documents Are Required for Test Administration?

The documents below can be downloaded in PDF format at http://www.msaaassessment.org from the Resource section on the homepage. The only exception is the Directions for Test Administration (DTA), which can be downloaded from the "Actions" menu in "Students." You will need Adobe Acrobat to view the downloaded documents. In some states, printed copies of some of the documents may also be ordered by your district TC. Please contact your district TC for information on what will be ordered and when it will arrive.

Document	Purpose	User
Test Administration Manual (TAM)	Provides policies and procedures for TAs and TCs to prepare for the administration of the Test	TAs and TCs
Directions for Test Administration (DTA)	The DTA **must** be utilized when administering the Test. It provides all directions for a successful 1:1 MSAA administration and includes the following: • directions and scripts for each item in the Test • details about manipulatives required in order to administer a test item, such as calculators and counters • reference sheets that contain important graphics • scoring rubrics for mathematics constructed-response items (CRs) • writing prompt script, mentor text (when applicable), graphic organizer, student response templates, and stimulus materials for all writing prompts in each grade-level ELA DTA • specific directions to administer the braille versions of ELA foundational reading items in grades 3 and 4 **NOTE:** *The DTA is a secure document and available only when TAs complete the MSAA Online Training Modules and pass the Final Quiz.*	TAs
MSAA Online Assessment System User Guide for Test Administrators	Provides technical information and troubleshooting tips, plus step-by-step instructions to navigate the MSAA Online Assessment System, such as how to complete the Learner Characteristics Inventory (LCI); how to pause, resume, and submit a test for scoring; when to contact the MSAA Service Center; and how to administer the Student Response Check	TAs
MSAA Online Assessment System User Guide for Test Coordinators	Provides technical information and troubleshooting tips, plus step-by-step instructions to navigate the MSAA Online Assessment System, such as how to check that all TAs have completed their training, how to ensure that all students are properly registered and have the correct grade levels, how to ensure that all tests have been submitted for scoring, how and when to close a student test, and how to download reports during the reporting window	TCs

Who Should Take the MSAA?

Student Participation Criteria

The Test may be administered only to students who have been found eligible according to the Participation Criteria by their Individualized Education Program (IEP) team for participation in their state's alternate assessments.

The MSAA participation criteria are described in detail in the *Guidance for IEP Teams on Participation Decisions for the MSAA Alternate Assessment*. Participating states have these guidelines posted on their state-specific websites. Links to these websites can be found here: *State-Specific Policy Information* (page 1).

The criteria for student participation in the Test reflect the pervasive nature of a significant cognitive disability. A student deemed eligible must participate in an alternate assessment in all content areas.

Table 2 shows the participation criteria and the descriptors used to determine eligibility for participation for each student.

Table 2. Participation Criteria

Participation Criteria	Participation Criteria Descriptors
1. The student has a significant cognitive disability.	Review of student records indicates a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior.* **Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.*
2. The student is learning content linked to grade-level content standards.	Goals and instruction listed in the IEP for this student are linked to the enrolled grade-level content standards and address knowledge and skills that are appropriate and challenging for this student.
3. The student requires extensive, direct individualized instruction and substantial supports to achieve measurable gains in a grade- and age-appropriate curriculum.	The student (a) requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature, and (b) uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings.

Individualized Education Program (IEP) Team

Parents and guardians are members of the IEP team and need to remain engaged in the assessment process beyond determination of student eligibility for the MSAA. Thus, they need to receive accurate information about the MSAA. The resource library below should be made available to parents (and all IEP team members) well before the assessment participation decisions are made for the current school year and subsequent school years. This link provides parents with Tips and Tools: https://wiki.ncscpartners.org/index.php/Parent_Tips_and_Tools.

Refer to *Unpacking the Alternate Assessment Instructional Framework* for additional support around curriculum, instruction and assessment. See *Contact Information and State Links* on page 1 for accessing the document on your state website.

Who Can Administer the MSAA?

Users in the MSAA Online Assessment System are assigned the role of TA or TC or both TA and TC.

- TAs are responsible for administering the Test to students.
- TCs are responsible for managing the administration of the MSAA.

In addition to the two roles mentioned above, the State MSAA Coordinator supports both TAs and TCs in the management of the administration to ensure that the administration of the Test is successful. The MSAA Service Center supports all roles—TAs, TCs, and State MSAA Coordinators with the primary functions listed in Table 3.

NOTE: *TAs are not allowed to close a student's test, or edit student demographic information. Refer to the State-Specific Policy Information on page 1.*

NOTE: *The TC role varies by state. Some states do not have separate school- and district-level TCs. Refer to the State-Specific Policy Information on page 1.*

Table 3: Who Can Perform Actions in the MSAA Online Assessment System?

Action	Test Administrator	School Test Coordinator	District Test Coordinator	State Test Coordinator for MSAA	MSAA Service Center
Start, Pause, Resume, and Submit Tests	X	X	X	X	
Print DTA and Paper Test	X	X	X	X	
Complete Student LCI, SRC, and Accommodations Tabs	X	X	X	X	
Add or Edit TA		X	X	X	
Close a Test		X	X	X	
Add Classroom		X	X	X	
Add or Edit TC			X	X	
Add Student or Edit Student Demographic Information				X	
Change Test Form Grade				X	
Technical Support					X
Unlock Test				X	X

Test Administrators (TAs)

Who Can Be a TA?

- A certified and licensed educator familiar with the student, typically the student's teacher, who has completed the required MSAA Test Administration Training and the end-of-module quizzes, and has passed the Final Quiz with at least an 80%, can administer the Test.
- A long-term substitute who is a certified and licensed educator, has completed the required MSAA Test Administration Training and end-of-module quizzes, and has passed the Final Quiz with at least an 80%, can administer the Test.
- Some MSAA states have additional policies regarding who can administer the Test and who can assist the TA. Please refer to *State-Specific Policy Information* (page 1) to learn about any additional policies in your state regarding who can be involved with administering the Test.

What Are the Training Requirements for Test Administrators?

All TAs must complete the following two tasks before they can access the DTA and administer the MSAA ELA and Mathematics tests:

1. View the Online MSAA Test Administration Training Modules for Test Administrators, including the end-of-module quizzes. There is no required score that must be achieved to pass the end-of-module quizzes.
2. Complete the Final Quiz with at least an 80% accuracy score.

Table 4 contains a summary of the topics that are covered in the Online Test Administration Training Modules for TAs. The training modules will highlight information from the TAM, DTA, and the *MSAA Online Assessment System User Guide for Test Administrators*.

Table 4. Required MSAA Test Administration Training for Test Administrators

Module #	Module Titles
Module 1	MSAA Overview
Module 2	Navigating the MSAA Online Assessment System
Module 3	Test Administrator and Test Coordinator Responsibilities
Module 4	The Writing Prompt
Module 5	Accessibility Features and Accommodations
Module 6	Student Response Check and Early Stopping Rule

Who Supports the Administration Process?

Test Coordinators (TCs)

In general, TCs provide oversight of the Test at the district or school level. Some MSAA states have additional policies regarding who can fulfill the role of TC in their district or school. Please refer to *State-Specific Policy Information* (page 1) to learn about any additional policies in your state that apply to the Test Coordinator role.

MSAA Test Administration Training for Test Coordinators

All district staff fulfilling the role of TC at the district or school level must complete the MSAA Test Administration Training for Test Coordinators. This training focuses on information in the TAM and the *MSAA Online Assessment System User Guide for Test Coordinators* and helps safeguard testing integrity by ensuring that TCs are knowledgeable about their responsibilities, appropriate test practices, and the responsibilities of the TAs. TCs are not required to take the Final Quiz. Table 5 lists the training modules that are required for the TCs.

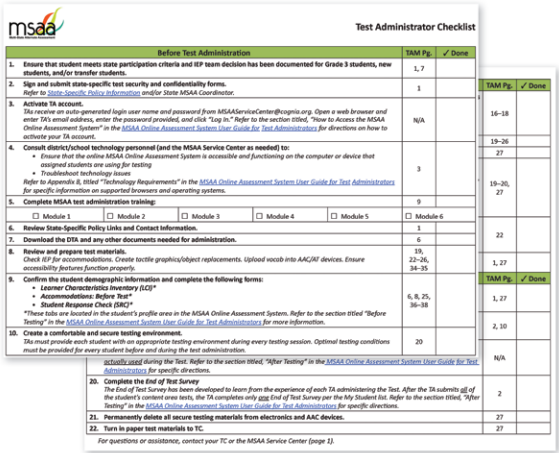
Table 5. Required MSAA Test Administration Training for Test Coordinators

Module #	Module Titles
Module 1	MSAA Overview
Module 2	Navigating the MSAA Online Assessment System
Module 3	Test Administrator and Test Coordinator Responsibilities
Module 4	The Writing Prompt
Module 5	Creating and Managing Users and Classrooms
Module 6	Student Response Check and Early Stopping Rule

Test Administrator and Test Coordinator Responsibilities

TAs are certified and licensed educators who are responsible for the successful administration of the Test. TCs support TAs by overseeing the administration of the Test. The Test Administrator and Test Coordinator Checklists (Figures 1 and 2) are intended to assist TAs and TCs with completing requirements before, during, and after test administration. For further information regarding TA or TC responsibilities, refer to the full size Test Administrator and Test Coordinator Checklists on pages 42–44.

Figure 1: Test Administrator Checklist



msaa

Test Administrator Checklist

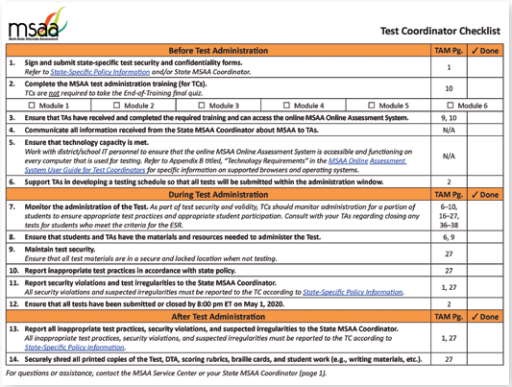
Before Test Administration	TAM Pg.	✓ Done
1. **Ensure that student meets state participation criteria and IEP team decision has been documented for Grade 3 students, new students, and/or transfer students.**	1, 7	
2. **Sign and submit state-specific test security and confidentiality forms.** *Refer to State-Specific Policy Information and/or State MSAA Coordinator.*	1	
3. **Activate TA account.** *TAs receive an auto-generated login user name and password from MSAAServiceCenter@cognia.org. Open a web browser and enter TA's email address, enter the password provided, and click "Log In." Refer to the section titled, "How to Access the MSAA Online Assessment System" in the MSAA Online Assessment System User Guide for Test Administrators for directions on how to activate your TA account.*	N/A	
4. **Consult district/school technology personnel (and the MSAA Service Center as needed) to:** • *Ensure that the online MSAA Online Assessment System is accessible and functioning on the computer or device that assigned students are using for testing* • *Troubleshoot technology issues* *Refer to Appendix B, titled "Technology Requirements" in the MSAA Online Assessment System User Guide for Test Administrators for specific information on supported browsers and operating systems.*	3	
5. **Complete MSAA test administration training:**	9	
☐ Module 1 ☐ Module 2 ☐ Module 3 ☐ Module 4 ☐ Module 5 ☐ Module 6		
6. **Review State-Specific Policy Links and Contact Information.**	1	
7. **Download the DTA and any other documents needed for administration.**	6	
8. **Review and prepare test materials.** *Check IEP for accommodations. Create tactile graphics/object replacements. Upload vocab into AAC/AT devices. Ensure accessibility features function properly.*	19, 22–26, 34–35	
9. **Confirm the student demographic information and complete the following forms:** • ***Learner Characteristics Inventory (LCI)**** • ***Accommodations: Before Test**** • ***Student Response Check (SRC)**** **These tabs are located in the student's profile area in the MSAA Online Assessment System. Refer to the section titled "Before Testing" in the MSAA Online Assessment System User Guide for Test Administrators for more information.*	6, 8, 25, 36–38	
10. **Create a comfortable and secure testing environment.** *TAs must provide each student with an appropriate testing environment during every testing session. Optimal testing conditions must be provided for every student before and during the test administration.*	20	

During Test Administration	TAM Pg.	✓ Done
16–18		
19–26		
27		
19–20, 27		
22		
1, 27		

After Test Administration	TAM Pg.	✓ Done
1, 27		
2, 10		
N/A		
20. **Complete the End of Test Survey** *The End of Test Survey has been developed to learn from the experience of each TA administering the Test. After the TA submits all of the student's content area tests, the TA completes only one End of Test Survey per the My Student list. Refer to the section titled, "After Testing" in the MSAA Online Assessment System User Guide for Test Administrators for specific directions.*	2	
21. **Permanently delete all secure testing materials from electronics and AAC devices.**	27	
22. **Turn in paper test materials to TC.**	27	

For questions or assistance, contact your TC or the MSAA Service Center (page 1).

Figure 2: Test Coordinator Checklist



msaa

Test Coordinator Checklist

Before Test Administration	TAM Pg.	✓ Done
1. **Sign and submit state-specific test security and confidentiality forms.** *Refer to State-Specific Policy Information and/or State MSAA Coordinator.*	1	
2. **Complete the MSAA test administration training (for TCs).** *TCs are not required to take the End-of-Training final quiz.*	10	
☐ Module 1 ☐ Module 2 ☐ Module 3 ☐ Module 4 ☐ Module 5 ☐ Module 6		
3. **Ensure that TAs have received and completed the required training and can access the online MSAA Online Assessment System.**	9, 10	
4. **Communicate all information received from the State MSAA Coordinator about MSAA to TAs.**	N/A	
5. **Ensure that technology capacity is met.** *Work with district/school IT personnel to ensure that the online MSAA Online Assessment System is accessible and functioning on every computer that is used for testing. Refer to Appendix B titled, "Technology Requirements" in the MSAA Online Assessment System User Guide for Test Coordinators for specific information on supported browsers and operating systems.*	N/A	
6. **Support TAs in developing a testing schedule so that all tests will be submitted within the administration window.**	2	

During Test Administration	TAM Pg.	✓ Done
7. **Monitor the administration of the Test.** *As part of test security and validity, TCs should monitor administration for a portion of students to ensure appropriate test practices and appropriate student participation. Consult with your TAs regarding closing any tests for students who meet the criteria for the ESR.*	6–10, 16–27, 36–38	
8. **Ensure that students and TAs have the materials and resources needed to administer the Test.**	6, 9	
9. **Maintain test security.** *Ensure that all test materials are in a secure and locked location when not testing.*	27	
10. **Report inappropriate test practices in accordance with state policy.**	27	
11. **Report security violations and test irregularities to the State MSAA Coordinator.** *All security violations and suspected irregularities must be reported to the TC according to State-Specific Policy Information.*	1, 27	
12. **Ensure that all tests have been submitted or closed by 8:00 pm ET on May 1, 2020.**	2	

After Test Administration	TAM Pg.	✓ Done
13. **Report all inappropriate test practices, security violations, and suspected irregularities to the State MSAA Coordinator.** *All inappropriate test practices, security violations, and suspected irregularities must be reported to the TC according to State-Specific Policy Information.*	1, 27	
14. **Securely shred all printed copies of the Test, DTA, scoring rubrics, braille cards, and student work (e.g., writing materials, etc.).**	27	

For questions or assistance, contact the MSAA Service Center or your State MSAA Coordinator (page 1).

Test Administration Best Practice Videos

Best Practice Videos

These short videos outline administration best practices.

- Video 1 demonstrates the online administration of an item, including how to use the scroll, zoom, and full screen capabilities, as well as the utilization of a hybrid (some computer/some paper) administration for the horizontal presentation of answer options.
- Video 2 demonstrates how to administer the Student Response Check (SRC) and the Early Stopping Rule (ESR) while focusing on communication vs. selecting the correct answer, and using devices such as Cheap Talk and Single Switch.
- Videos 3 and 4 demonstrate how to administer the Writing prompt using the DTA, typing responses directly into the platform, inserting annotations, and how to upload, view, and submit the evidence for a Level 2 or Level 3 Writing prompt.

Videos are highly recommended for TAs and TCs and can be viewed multiple times. To access the videos, go to www.msaaassessment.org/tap/training. The videos are listed below in Table 6.

Table 6. Best Practice Videos

Video #	Video Titles	Running Time
Video 1	How to Administer Items	10 minutes
Video 2	How to Administer the SRC and Implement the ESR	12 minutes
Video 3	How to Administer a Level 2 Writing Prompt	17 minutes
Video 4	How to Administer a Level 3 Writing Prompt	16 minutes

What Is the MSAA Test Experience?

Stage Adaptive Design

The Test's stage adaptive design allows students to interact with items that will more accurately reflect the student's abilities. The stage adaptive design has two sessions. In the first session, students will answer items at an array of complexity levels. Based on performance in Session 1, students will be assigned to one of three versions (A, B, or C) of Session 2. The second session will consist of items at complexity levels that are more closely aligned to the student's current abilities.

NOTE: *It is possible that students in the same grade, in the same classroom, will take different versions of Session 2. It is also possible that the same student will, for example, take Version A for ELA and Version C for Mathematics.*

Figures 3 and 4 outline the MSAA stage adaptive design for ELA and Mathematics.

Figure 3. The MSAA ELA Stage Adaptive Design (All Grades)

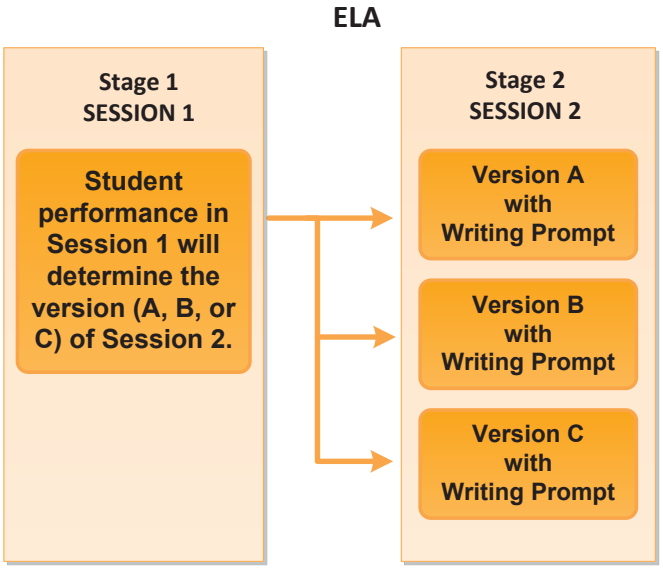
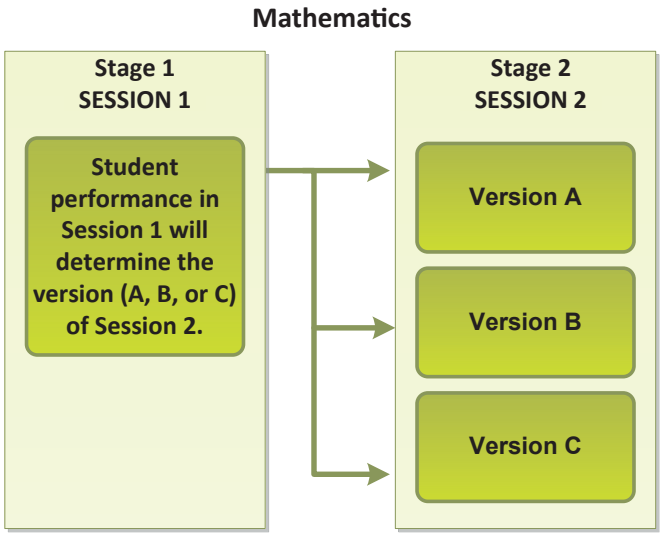


Figure 4. The MSAA Mathematics Stage Adaptive Design (All Grades)



What Types of Items Make Up the MSAA?

Selected-Response: ELA and Mathematics

Selected-Response (multiple-choice) items are presented to students in a standard format. All directions and materials needed for administering selected-response items are in the DTA that accompanies each test form. Every item is presented in the following order:

1. Item stimulus (which may include a passage, passage part, picture, graphic, or other illustration)
2. Item question
3. Answer options

Students may select an answer from the options in a variety of ways, such as using the computer mouse, verbalizing, gesturing, using eye gaze or communication devices, using assistive technology, etc. Students enter responses into the MSAA Online Assessment System. If the student has the Scribe Accommodation, the scribe enters the response on behalf of the student. For instructions on how to administer the Test using a scribe, refer to Appendix A: *MSAA Scribe Accommodation Protocol*.

Constructed-Response (CR): Mathematics

The CR items require students to develop an answer instead of selecting an answer from answer options. Each item is presented to the student in a standardized, scripted sequence of steps culminating in the TA scoring the student's performance using the Mathematics Scoring Rubrics and entering the response. Directions and materials needed for administering these items are included in the DTA for Mathematics.

Writing Prompt: ELA

The writing prompt requires students to produce a permanent product in response to a prompt. Each writing prompt in the DTAs contains the following:

- A standardized, scripted sequence of steps for the TA to follow
- A graphic organizer for students to make notes and plan their essay
- A template to write their essay before it is typed on the computer or uploaded into the system
- A mentor text to present to the student as an example of a finished product (grades 3, 4, 5, & 11 only)

NOTE: *Students who can enter an online response using a keyboard do not need to use a printed response template. However, for students who cannot use a computer or mouse, or who have limited communication skills, refer to Appendix A: MSAA Scribe Accommodation Protocol for further suggestions on how to adapt the writing prompt in order to make it more accessible.*

Considerations for Administration of the Writing Prompt

1. **Use a graphic organizer.** Students may use a graphic organizer that is familiar and that can be used without changing the directions for the writing prompt. Please refer to State-Specific policy for more information.
2. **Annotate.** If the student's writing sample includes inventive spelling, hard-to-read penmanship, or use of symbols, please annotate. Refer to Appendix A for more details on annotation.
3. **What needs to be uploaded to the MSAA System?** Only the final "Response Template" needs to be uploaded. Do not include idea cards, drafts, pictures of communication boards/devices, student selections from pictures, etc. If your student uses a communication board/device, please upload only a picture of the final writing product produced with the device. Do not upload pictures of students.
4. **Where can I find more information about uploading writing evidence?** Refer to the *MSAA System User Guide for Test Administrators* for specific directions regarding how and when to capture and upload writing evidence.

What Does an Item Look Like?

TAs and students can access multiple sample items for both ELA and Mathematics prior to the beginning of the test window. The sample items are located in the MSAA Online Assessment System at http://www.msaaassessment.org/ under Resources. It is highly recommended that students have the opportunity to practice and become familiar with the testing platform including the writing prompt. In addition, students should access the sample items to ensure familiarity with the item types and accessibility tools. Below and on the following page are three sample items, one for ELA and two for Mathematics, in the online presentation view.

Sample Item – ELA Grade 8

We are going to read an informational text and a poster about the Chesapeake Bay region.

Items may begin with introductory text telling the student what the item is about and how the student will proceed through the item.

Next, the passage is presented and read.

The Chesapeake Bay Region

The Chesapeake Bay region is a special place. It is a body of water that touches many different areas: Maryland; Virginia; Delaware; Washington, DC; and the Atlantic Ocean. It has an important history, and it is an interesting place to visit.

The History of the Chesapeake Bay Region

The name Chesapeake is from a Native American word. The Algonquian people are Native American people. They lived in the region before Europeans came to North America. They called the bay "Chesepiooc."

People get together to help keep the bay clean and safe for everyone. Fishermen work there. Catching crabs is their specialty. A lot of goods from all over the world are shipped in and out of the bay.

The Chesapeake Bay region is also a fun tourist **destination**. Many people come to visit it.

Now we are going to read a poster about saving the Chesapeake Bay.

Save the Bay Day

Who: People who care about the Chesapeake Bay
What: A cleanup of the Chesapeake Bay
When: June 5th, 8 A.M.—noon
Where: Rivers, streams, and beaches of the Chesapeake Bay
Why: To help clean the bay for the animals and plants that live there

Items may have a "remember" statement to remind the student of key definitions or information about the item prior to asking the question.

Life in the Chesapeake Bay Region

The bay includes both fresh water and salt water. Water from rivers and an ocean flow into it. Many plants, animals, and people live in and around the bay.

The topic is what the text is about.

What is the topic of the text and the poster?

friends

the Chesapeake Bay

ike to read this question again, yes or no?

NOTE: As shown here, the introductory text, passage, and answer options may be viewed across multiple pages in the online system view. The student/TA must utilize the scroll bar and "Next" button to proceed through the item. For further step-by-step instructions, refer to the *MSAA Online Assessment System User Guide for Test Administrators*.

Test questions follow the passage with either two or three answer options. The student may select only one answer option.

Sample Item – Mathematics Grade 3

This data table shows how six students voted for their favorite after-school activity.

Favorite After-School Activity

Activity	Number of votes
Biking	3
Drawing	1
Reading	2

This incomplete picture graph can be used to show the same information as the data table.

Favorite After-School Activity

Activity	Number of votes
Biking	
Drawing	
Reading	

The data table shows that 3 students voted for biking as their favorite after-school activity.

The picture graph also shows that 3 students voted for biking as their favorite after-school activity.

The data table shows that 1 student voted for drawing as his favorite after-school activity.

The row labeled "Drawing" in the picture graph needs 1 crayon tile.

Items may begin with a model telling the student what the item is about.

Use the book tiles to show how many students voted for reading as their favorite after-school activity. You may not need all of the tiles.

- ○ The student provided the correct answer.
- ○ The student did not provide the correct answer.

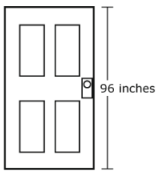
For constructed-response items, the test administrator selects the response that corresponds with the student performance.

Sample Item – Mathematics Grade 5

There are 12 inches in 1 foot.

$$12 \text{ inches} = 1 \text{ foot}$$

This door has a height of 96 inches.



What is the height of this door in feet?

- ○ 7 feet
- ○ 8 feet
- ○ 9 feet

Questions have either two or three answer options. The student may select only one answer option.

What Are the Directions for Test Administration (DTA) and How Are They Used?

Purpose of the DTA

REQUIRED **The DTA is a required document for administering the Test.** It provides the TA with a script of specific instructions for administration of all items on the Test.

Additional Materials for Test Administration

Additional materials for Test administration are listed (as applicable) in each DTA. Refer to the DTA for:

- List of Manipulatives and instructional materials by Form (Mathematics only)
- Reference Sheets – required graphics that are to be printed and presented to the student during administration
- Constructed-Response Cutouts – required materials to be printed, cutout, and presented to the student during administration of constructed-response items (Mathematics only)

Directions and Guidelines for Use

The following directions for administration should be used along with the instructions and directions provided in the DTA for the Test assigned to the student.

1. The DTA must be accessed and downloaded from the Action button in the MSAA Online Assessment System at http://www.msaaassessment.org/. Each DTA is specific to the form, or version, of the Test that is assigned to the student. The DTA is **required** for use throughout test administration.
2. Gray, italicized text in the directions provides instructions for the TA on what to point to in the items and should *not* be read aloud to the student.
3. Read the directions, passages, items, and answer option text exactly as written, reading with a consistent rate of speed and tone of voice, as appropriate.
4. Be familiar with and utilize the Alternative Text, as appropriate. Alternative Text is written in gray italics and appears in brackets. Two types of Alternative Text are provided in the DTA:
   a. Alternative Text for all students includes standardized descriptive statements for tables, charts, graphs, timelines, and equations to be read aloud to *all* students.
   b. Alternative Text for students who are blind or visually impaired includes descriptive statements for tables, charts, graphs, and any other graphics necessary for appropriate interaction with the items (e.g., an answer option that is a graphic with no accompanying text, or a graphic that provides contextual clues for a sighted student). All language referring to students with a visual impairment is inclusive of students who are blind or visually impaired.

NOTE: *If the Alternative Text for students who are blind or visually impaired is not read by the computer, the TA must read this text aloud to the student as indicated in the DTA.*

On the following pages are two excerpts from the DTA, one for ELA and one for Mathematics.

NOTE: *For further sample items and their corresponding DTAs, go to http://www.msaaassessment.org/tap/sample-items*

Directions for Test Administration (DTA)

ELA Grade 8

This page shows an excerpt from the DTA for ELA Grade 8 to demonstrate the administration of the sample item presented on page 14.

NOTE: *For current Sample Items and DTAs, go to http://www.msaaassessment.org/tap/sample-items*

REQUIRED

msaa
Multi-State Alternate Assessment

Spring 2020

Directions for Test Administration
English Language Arts (ELA)
Grade 8 Sample Items

Any script the TA must read aloud to the student is in black.

Directions

We are going to read an informational text and a poster about the Chesapeake Bay region.

The Chesapeake Bay Region

[For all students read, "This map shows the Chesapeake Bay region. The Chesapeake Bay borders Delaware, Maryland, Washington, D.C., and Virginia and flows into the Atlantic Ocean."]

The Chesapeake Bay region is a special place. It is a body of water that touches many different areas: Maryland; Virginia; Delaware; Washington, DC; and the Atlantic Ocean. It has an important history, and it is an interesting place to visit.

The History of the Chesapeake Bay Region

The name Chesapeake is from a Native American word. The Algonquian people are Native American people. They lived in the region before Europeans came to North America. They called the bay "Chesepiooc."

Life in the Chesapeake Bay Region

Aurora Photos / Alamy Stock Photo

The bay includes both fresh water and salt water. Water from rivers and an ocean it. Many plants, animals, and people live in and around the bay.

People get together to help keep the bay clean and safe for everyone. Fishermen work there. Catching crabs is their specialty. A lot of goods from all over the world are shipped in and out of the bay.

The Chesapeake Bay region is also a fun tourist **destination**. Many people come to visit it.

Now we are going to read a poster about saving the Chesapeake Bay.

[For all students, read "The title of this poster is 'Save the Bay Day.' It has a map, a list, and pictures of animals. The map shows the Chesapeake Bay region.The list reads 'Who: People who care about the Chesapeake Bay,' 'What: A cleanup of the Chesapeake Bay,' 'When: June fifth, eight A.M. to noon,' 'Where: Rivers, streams, and beaches of the Chesapeake Bay,' 'Why: To help clean the bay for the animals and plants that live there.' The pictures are a crab, a tree, and a seagull."]

Save the Bay Day

Who: People who care about the Chesapeake Bay
What: A cleanup of the Chesapeake Bay
When: June 5th, 8 A.M.—noon
Where: Rivers, streams, and beaches of the Chesapeake Bay
Why: To help clean the bay for the animals and plants that live there

Any actions the TA must perform are in gray italics.

Save the Bay Day

Who: People who care about the Chesapeake Bay
What: A cleanup of the Chesapeake Bay
When: June 5th, 8 A.M.—noon
Where: Rivers, streams, and beaches of the Chesapeake Bay
Why: To help clean the bay for the animals and plants that live there

Reference sheets can be found in the beginning of the session and must be provided during testing as instructed in the DTA.

Mathematics Grades 3 and 5

This page shows an excerpt from the DTA for Mathematics Grade 3 and another from the DTA for Mathematics Grade 5 to demonstrate the administration of the sample items presented on page 15.

NOTE: *For current Sample Items and DTAs, go to http://www.msaaassessment.org/tap/sample-items*

REQUIRED

msaa
Multi-State Alternate Assessment

Spring 2020

Directions for Test Administration
Mathematics
Grades 3–5 Sample Items

Use of calculators, cutouts, and reference sheets are identified here.

Calculator may be used on this item.
Provide student with printed picture graph and tile cutouts.

Item 3

This data table shows how six students voted for their favorite after-school activity.

Point to the data table.

[For all students, read "The title of the data table is Favorite After-School Activity. There are two columns and three rows. The first column is labeled Activity. The second column is labeled Number of votes. First row, Biking, three. Second row, Drawing, one. Third row, Reading, two."]

Any actions the TA should perform are in gray italics.

Favorite After-School Activity

Activity	Number of votes
Biking	3
Drawing	1
Reading	2

This incomplete picture graph can be used to show the same information as the data table.

Place the picture graph and tiles onto the work surface in front of the student. Point to the title and labels of the picture graph.

[For all students, read "The title of the incomplete picture graph is Favorite After-School Activity. The picture graph has two columns and three rows. The first column is labeled Activity. The second column is labeled Number of votes. Row one, Biking, three bikes. The second and third rows have not yet been completed."]

Favorite After-School Activity

Activity	Number of votes
Biking	
Drawing	
Reading	

Alternative text for students is in brackets with gray italics and should be read aloud as necessary.

The data table shows that 3 students voted for biking as their favorite after-school activit

Point to the Biking row in the data table.

Calculator may be used on this item.

Item 2

There are 12 inches in 1 foot.

If the TA is reading aloud to the student, the script is given in black.

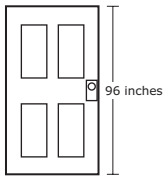
Point to the equation.

[For all students, read "Twelve inches equals one foot."]

12 inches = 1 foot

This door has a height of 96 inches.

Point to the picture of the door.



What is the height of this door in feet?

Point to and read each answer option.

A. 7 feet
B. 8 feet
C. 9 feet

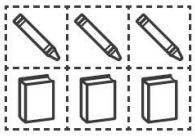
Sample Items - Constructed-Response Grade 3

Please print this page prior to test administration for student completion of constructed-response item.

Favorite After-School Activity

Activity	Number of votes
Biking	
Drawing	
Reading	

Constructed-response cutouts are found in the beginning of the session and are to be prepared prior to testing.



Accessibility Features and Accommodations

What Are Accessibility Features?

There are many ways to provide support and increase accessibility for students. MSAA has two designations of test support. First are accessibility features that are available to any student who benefits from the support. The second are accommodations that must be included in the student's IEP prior to test administration. When selecting which accessibility features and accommodations are most effective, keep the following in mind:

- Accessibility features and accommodations may not restrict a student's independence or communication.
- Accessibility features and accommodations must be based on what the student uses during daily instruction.
- Students and TAs should become familiar with the assessment features selected and should practice using them with the sample items prior to administration of the Test.
- If using any assistive technology (AT) or augmentative and alternative communication (AAC) device, practice with the sample items prior to the administration of the Test to ensure that the technology is functioning appropriately. For more information on technology, refer to the *MSAA Online Assessment System User Guide for Test Administrators* found at http://www.msaaassessment.org/.

Timing and Scheduling

Every student is different and has varying degrees of stamina and levels of ability to stay on task. TAs may pause testing to take a break at any time. A test session for a student may consist of one or two items at a time, or ten or more items. The Test is not timed and can be paused for a variety of reasons, including frustration, lack of engagement, refusal to participate, or sickness. The TA may pause and resume the administration of the Test as often as necessary during the whole administration window. A break may consist of a few minutes to a few days, depending on the student's needs. The MSAA system does not have any restrictions regarding pausing or length of breaks. Refer to the *MSAA Online Assessment System User Guide for Test Administrators* for directions regarding pausing, resuming, and submitting a test.

For some students, a break in their daily routine is very disruptive. For students who respond best to consistent routines, TAs may consider building MSAA time into their daily schedule beginning several weeks prior to testing. For example, dedicating 5 to 10 minutes during ELA instruction and 5 to 10 minutes during mathematics may improve the testing experience for the student.

NOTE: *It is important to remember that breaks in testing can be given at any time. There is no limit to the number of breaks a student can receive during testing.*

Supporting Students Prior to Testing

To ensure that students have equitable opportunity to access the items, the TA should read the test items and DTA prior to the Test. The following are acceptable ways to prepare students prior to testing:

- Plan for appropriate presentation mode.
  - The presentation mode needed should be determined prior to administration. Student access needs should be considered when planning presentation accommodations (i.e., auditory/ASL, visual, tactile, placement of items, response options, or manipulatives).
- Plan for appropriate response mode.
  - The mode for responding should also be determined prior to administration. A student may respond utilizing the mode most accessible to the student. This may include

selecting, pointing to, gesturing towards, gazing at, or touching a response option or cutout. A student may give a verbal or signed response, produce a written response, hand the TA a manipulative, or use assistive technology or a communication device.
    - Answer choices may be cut out.
- Gather supplemental materials before administering the Test.
    - Manipulatives, paper, writing utensils, tactile or object replacements, cutouts, etc.
- Administer the MSAA Sample Items with the student prior to testing to confirm presentation mode, response mode, supplemental materials, and accessibility features/accommodations are appropriate for the student.
- Review the MSAA vocabulary lists for ELA and Mathematics to identify any words that may need to be introduced or reviewed with the student.
- Add and/or review any vocabulary words, phrases, and alternative text with students using sign language, creating new tactile graphics or objects, or adding pictures or symbols to a word bank, word book, or other communication device.
- Use the writing rubrics when planning instruction.

Creating a Comfortable and Secure Testing Environment

A secure testing environment includes but is not limited to the following:

- Restricting student access to resources that are explicitly identified in the DTA (such as calculators)
- Viewing of test items only by the student taking the Test and the certified, licensed, and trained TA administering the Test
- Removing any devices or materials that could jeopardize test content in the test-taking environment or distract the student
- Ensuring a quiet test-taking environment, void of distractions, and one that does not permit other students to hear the responses to the items of the student being tested. This does not need to be a separate room or location in the school building if the student is unfamiliar with that space. Students are often comfortable in a routine, and disrupting this routine could have consequences on their ability to focus on the Test. A secure and comfortable space could be a corner of the classroom where the TA and the student can work uninterrupted and in privacy. Other students may remain in the classroom but cannot interfere when testing is taking place. Additional staff may be required in order for the TA to focus on the student being tested.
- Reviewing the assessment features and accommodations the student may need
- Making sure the same computer (if using a computer administration), laptop, tablet, or other device is available for testing. This ensures that security of materials is maintained.
- Providing scratch paper for students to make notes or solve math items. All scratch paper must be submitted to the TC for secure shredding.
- Providing appropriate student positioning, appropriate assessment features, and the accommodations in the student's IEP that are consistent with MSAA accommodations policies.
- Providing encouragement to support student engagement and focus. TAs may use phrases that do not indicate either the correct or incorrect response. Examples of acceptable encouraging phrases include:
    - "I like the way you are listening and following directions."
    - "Only one more to go!"
    - "Just five minutes until a break!"
    - "Keep working!"

Physical Prompting

The use of any physical prompting, including hand over hand, **invalidates** the results of the Test for the student. The use of physical prompting is considered a modification to the standard administration procedures outlined in this document.

The Types of Administration

There are three options for administering the MSAA:

1. **Computer, laptop, or tablet administration** is for students who are fairly independent at using a computer or tablet. These students can manipulate a mouse and use a keyboard with some independence.

   NOTE: *A computer administration is considered the standard administration for the Test.*

2. **Paper Version administration** is for students who cannot use a computer or tablet. This includes students who use eye gaze boards and/or who have significant motor challenges that prevent them from being able to use a mouse, keyboard, or writing implement. This accommodation may also be helpful for students who are easily distracted by technology. For example, they focus more on clicking the answer options rather than paying attention to the items. TAs are allowed to cut out the response options and present horizontally or vertically if that is how the student accesses materials in lessons and assessments on a regular basis. *Students benefiting from this type of administration would also need the Paper Version and Scribe Accommodation documented in their IEP.*

3. **Hybrid administration** (some computer, some paper) is for students who have some ability to use a mouse and/or have very limited keyboarding skills. A hybrid administration is appropriate for students who may be able to use a mouse to select their answers but cannot type or need significant assistance. For students receiving this type of administration, accessibility features and test support from both the computer administration and Paper Version administration lists may be used as necessary in order to preserve student independence and promote access to the Test. *Students benefiting from this type of administration would also need the Paper Version and Scribe Accommodation documented in their IEP.*

NOTE: *Remember, regardless of the mode of participation (i.e., computer, paper or hybrid), all student responses* ***must*** *be entered and submitted via the online system for Session 1, before an assignment in Session 2 may be determined.*

Check the MSAA Online Assessment System and Assessment Features *Before* Testing

Log in to the MSAA Online Assessment System before testing to ensure that the computer, laptop, or tablet, login information, and any necessary assessment features are working as intended.

- Make sure that the computer, any AAC and assistive technology device a student may use meets the minimum requirements, are in working order, are available for testing, and are compatible with the MSAA Online Assessment System. Refer to the *MSAA Online Assessment System User Guide for Test Administrators* for information on compatibility and requirements of the MSAA Online Assessment System.
- Review the sample items in the MSAA Online Assessment System with the student and practice using any necessary assessment features and accommodations.
- Develop a schedule to administer the Test.

On the following pages are lists of accessibility features that may be helpful for students taking the computer, laptop, or tablet administration or for those students for whom a paper or hybrid administration is appropriate. Use of accessibility features should be based on individual needs. Some features are embedded in the online system while others are provided by the TA. Refer to the *MSAA Online Assessment System User Guide for Test Administrators* for information about how to turn on or turn off embedded assessment features.

Accessibility Features: Computer, Laptop, or Tablet Administration	
Allowed Reading	The TA may read the directions, answer options, or passage as often as is reasonable to obtain a student's response to an item. All text must be read to students exactly as written, with no paraphrasing or word substitution.
Alternate Color Theme Tool	The student or TA can change the onscreen background color and/or text color based on need or preference. The options are: • White background with black text • Light blue background with black text • Black background with white text • Cream background with black text • Light magenta background with black text • Dark blue background with light blue text
Alternative Text	Alternative text includes descriptive statements for graphics (e.g., tables, charts, graphs, timelines, etc.) that may need to be described verbally in order for the student to understand an item. *Alternative text can be read by the embedded Audio Player or the TA. If the TA will read the alternative text, it is included in the DTA and should be read as indicated.*
Answer Masking Tool	The embedded Answer Masking tool allows students and TAs to electronically cover and reveal individual answer options as needed.
Audio Player Tool	The embedded Audio Player reads each line automatically and can be paused, resumed, and made to repeat segments as needed.
Increase/ Decrease Size of Text and Graphics	Computers, laptops, and tablets provide zoom-in and zoom-out functions. Projection systems, video magnifiers, and smart boards may be used to increase the size of text and graphics. The zoom feature found in web browsers may also be used to reduce the size of text or graphics in order to view more item information on one page.
Increase Volume	To increase the volume on the computer, laptop, or tablet, use the built-in volume control options. Students may need headphones depending on testing location.
Line Reader Tool	The embedded Line Reader tool allows the entire item to be shaded, and an adjustable box allows attention to be focused on one line or a few lines at a time. The box can be adjusted by the student or the TA.
Magnification Tool	The embedded Magnification tool increases the size of the text and graphics only in the selected area. The magnification tool is attached to the cursor so it will highlight any section the mouse hovers over.
Manipulatives for Mathematics	Directions for the use of manipulatives are described in the DTAs; to the extent possible, these should be the tools the student uses during instruction. Manipulatives are not provided by MSAA because not all students use the same tools. Possible manipulatives and tools required for testing include: 1. Ruler, thermometer, clock, abacus, talking calculator, raised line graph/grid paper, tiles, blocks, etc. 2. Calculator. Each item includes information for the TA on whether a calculator is allowable. Most items do allow the use of a calculator, but it is important to note which ones do not.
Object Replacement	An object or part of an object may be used to represent a person, place, object, or activity. For example, a silk flower petal, leaf, and stem may represent parts of a flower or interlocking centimeter blocks may represent graphed numbers. Object replacement may be used during the Test if it is already used by the student on a regular basis. Please review the MSAA vocabulary lists for ELA and Mathematics prior to testing to ensure that students have time to learn and become familiar with any new objects. TAs are responsible for creating any objects the student may require. Refer to the following section for guidance.

Accessibility Features: Computer, Laptop, or Tablet Administration (Cont.)	
Tactile Graphics	Tactile graphics are raised versions of print graphics that are adapted for the sense of touch (*Guidelines and Standards for Tactile Graphics*, 2010, Braille Authority of North America). An example is the raised lines on a simplified image of the parts of a flower or on a mathematical graph. Tactile graphics may be used during the Test if they are already used by the student on a regular basis. Review the MSAA vocabulary lists for ELA and Mathematics prior to testing to ensure that students have time to learn and become familiar with any new tactile graphics. TAs are responsible for creating any tactile graphics the student may require. Refer to page 25 for guidance.
Tactile Symbols	Tactile symbols are concrete representations of objects or concepts developed for individuals with a visual impairment/blindness or who have a practical need for a graphic language system. For example, a seed within a textured triangle can represent a plant or a textured slanted line with a series of dots can represent a graph. Tactile symbols may be used during the Test if they are already used by the student on a regular basis. Review the MSAA vocabulary lists for ELA and Mathematics prior to testing to ensure that students have time to learn and become familiar with any new symbols. TAs are responsible for creating any tactile symbols the student may require. Refer to page 25 for guidance.
Transcribe	Transcribing is the process of transferring a student's response into the MSAA system. The transcription entered into the system must be an exact replica of what is produced by the student. For more information on transcription versus the scribe accommodation, please contact your State MSAA Coordinator.

Accessibility Features: Paper Administration	
Allowed Reading	The TA may read the directions, answer options, or passage as often as is reasonable to obtain a student's response to an item. All text must be read to students exactly as written, with no paraphrasing or word substitution.
Alternate Color Themes	Acetate overlays in the color preferred by the student should be used. Another option is to print the Test on paper that is the color preferred by the student.
Alternative Text	Alternative text includes descriptive statements for graphics (e.g., tables, charts, graphs, timelines, etc.) that may need to be described verbally in order for the student to understand. *Alternative text is included in the DTA and should be read aloud by the TA as needed.*
Answer Masking	For students who require answer masking on the paper version of the Test, TAs should use paper or cards to cover and reveal individual answer options as needed.
Increase/Decrease Size of Text and Graphics	Paper versions of the Test can be projected by document projection devices or interactive white boards as needed by the student.
Increase Volume	TAs can adjust the volume of their voice as necessary.
Line Reader	The TA or student can use two pieces of paper to limit attention to one or a few illuminated lines at a time, while blocking out the rest of the test item.
Magnification	Any handheld magnification device normally used by the student is acceptable.

Accessibility Features: Paper Administration (Cont.)	
Manipulatives for Mathematics	Directions for the use of manipulatives are described in the DTAs; to the extent possible, these should be the tools the student uses during instruction. Manipulatives are not provided by MSAA because not all students use the same tools. Possible manipulatives and tools required for testing include: 1. Ruler, thermometer, clock, abacus, talking calculator, raised line graph/grid paper, tiles, blocks, etc. 2. Calculator. Each item includes information for the TA on whether a calculator is allowable. Most items do allow the use of a calculator, but it is important to note which ones do not.
Object Replacement	An object or part of an object may be used to represent a person, place, object, or activity. For example, a silk flower petal, leaf, and stem may represent parts of a flower or interlocking centimeter blocks may represent graphed numbers. Object replacement may be used during the Test if it is used routinely during instruction. Please review the MSAA vocabulary lists for ELA and Mathematics prior to testing to ensure that students have time to learn and become familiar with any new objects. TAs are responsible for creating any objects the student may require. Refer to the following section for guidance.
Tactile Graphics	Tactile graphics are raised versions of print graphics that are adapted for the sense of touch (*Guidelines and Standards for Tactile Graphics,* 2010, Braille Authority of North America). An example is the raised lines on a simplified image of the parts of a flower or on a mathematical graph. Tactile graphics may be used during the Test if they are already used by the student on a regular basis. Review the vocabulary lists for ELA and Mathematics prior to testing to ensure that students have time to learn and become familiar with any new tactile graphics. TAs are responsible for creating any tactile graphics the student may require. Refer to the following section for guidance.
Tactile Symbols	Tactile symbols are concrete representations of objects or concepts developed for individuals with a visual impairment/blindness or who have a practical need for a graphic language system. For example, a seed within a textured triangle can represent a plant or a textured slanted line with a series of dots can represent a graph. Tactile symbols may be used during the Test if they are used routinely during instruction. Review the MSAA vocabulary lists for ELA and Mathematics prior to testing to ensure that students have time to learn and become familiar with any new symbols. TAs are responsible for creating any tactile symbols the student may require. Refer to the following section for guidance.
Transcribe	Transcribing is the process of transferring a student's response into the MSAA system. The transcription entered into the system must be an exact replica of what is produced by the student. For more information on transcription versus the scribe accommodation, please contact your State MSAA Coordinator.

Tactile Graphics and Object Replacements

The TA must review the DTA and the Test items for both ELA and Mathematics to determine which items may benefit from the use of tactile graphics, tactile symbols, or object replacements. Tactile graphics and symbols may be used when the student is not able to see graphics that are essential to understanding the item. Object replacements may be used when the visual and/or tactile graphics do not provide optimal accessibility to the student. Follow these guidelines when creating tactile representations and using object replacements:

- When tactilely enhancing graphics or using replacement objects, ensure that the critical features needed to understand the item or passage are included. Also remember that the *purpose* of the image is not necessarily the same as the *appearance* of the image. For example, if an item showing a diagram of the water cycle includes a lake with a boat, mountain with a hiker, rain, clouds, and evaporation, it is important to tactilely enhance or provide replacement objects for the lake, mountain, rain, clouds, and evaporation. The boat and hiker are not essential to the item and do not need to be tactilely enhanced or represented with objects.
- Do not enhance a graphic to cue an answer. For example, if the graphic illustrates parts of a butterfly and the item asks: "What part of the butterfly helps the butterfly locate flowers?" the TA should tactilely enhance, or represent with objects, all main parts of the butterfly, not just the antennae.
- When utilizing object replacement, use the actual object(s) specified in the item when feasible. It is usually preferable to use whole objects or parts of familiar objects rather than miniatures (e.g., a piece of bark rather than a plastic toy tree).
- While the student should be familiar with the tactile enhancement presented, options for adding tactile qualities to graphics include:
    - Tooling: Use a tool such as a tracing wheel to make raised areas on paper or diagramming foil.
    - Collage: Use textured materials (e.g., corrugated paper, crocheted cotton, string, punched-out dots) glued onto paper to form a raised image.
    - Other techniques: Use pliable waxed yarn sticks, hot glue, acrylic or puff paint, raised line graph paper, or compressed sponge that can be drawn on and expands when wet, then used when dried, etc.

What Are Accommodations?

Accommodations are changes to the standard administration of an assessment that do not alter the construct being measured. Any accommodation required by a student must be included in the student's IEP prior to testing. Listed below are accommodations used in the MSAA.

Assistive Technology (AT)	Students may use assistive technology devices for viewing, responding to, or interacting with the Test. The student and TA should use the AT device with the sample items to ensure that it functions properly with the MSAA Online Assessment System. Refer to the *MSAA Online Assessment System User Guide for Test Administrators* for information about compatibility of the MSAA Online Assessment System with assessment features.
Paper Version	A paper version of the Test may be downloaded and printed from the MSAA Online Assessment System in PDF format. After testing, all printed assessment materials must be given to the TC for secure shredding, and all downloaded files must be deleted from any computer or laptop used for testing.
Scribe	A TA may record student responses for all or part of the Test, including the writing prompt. Anyone performing as a scribe for a student must read and follow the *MSAA Scribe Accommodation Protocol* in Appendix A of this document. Here are three ways a scribe can support a student's independence during testing: 1. **A student is able to use a mouse to select a response to the selected response items, but cannot use the keyboard to type a response to the writing prompt.** In this case, the scribe can type the student's writing response but may not need to help with any other part of the Test. 2. **A student is able to use the mouse, but becomes physically fatigued easily.** The scribe can select the response the student indicates as needed. The scribe can assist with recording and typing the student's writing response. 3. **A student is able to complete the paper version of the Test using AT, AAC, eye gaze, etc.** The TA transfers the student's responses into the MSAA Online Assessment System when the student has completed each testing session, or after several items are completed. **NOTE:** *The scribe accommodation is used to capture the student's response and the scribe is then required to transfer the response into the MSAA online system.*
Sign Language	For students who use American Sign Language (ASL), Pidgin Sign English (PSE), or Sign Exact English, the TA may translate passages, items, answer options, and directions. Review the MSAA vocabulary lists for ELA and Mathematics to determine which words the student may need practice with prior to testing. **Required Documents:** It is important to adhere to the *Sign Language Protocol* in Appendix C of this document as it will help signers avoid cueing the student.

Test Security and Test Irregularities

All staff involved in the MSAA administration must sign their state's respective security agreements. Refer to the *State-Specific Policy Information* (page 1).

The following is a list of security requirements for administering the MSAA:

- Maintain all printed test materials in a secure, locked location.
- Protect secure materials from view by other students, teachers, parents, school staff, or other individuals. This includes logging out of the MSAA Online Assessment System and closing the browser after each testing session.
- Do not duplicate, reproduce, or share items or other secure test materials.
- Give *all* printed test items or other printed material to the TC for secure shredding.
- Delete any test materials, items, and information from the computer and any assistive technology used by the student after testing is complete.

The following are examples of test irregularities that could impact a secure test administration:

- Failing to sign and submit your state's security agreement to the district
- Applying the Early Stopping Rule (ESR) on pages 38–40 for any reason other than lack of an observable response
- Failing to use the DTA to administer items
- Changing the wording of test directions, test items, answer options, or any text as it is written in the DTA
- Using materials other than the DTA
- Using any materials not indicated in the DTA

> **NOTE:** *Students with visual impairments may use tactile graphics and object replacement as needed.*

- Providing students a preview of the Test at any time
- Providing answers, clues, or cueing to students in advance of or during Test administration
- Manipulating testing materials in a way that hints at a correct or incorrect answer or reduces answer options
- Changing a student's answer
- Using any of the MSAA test materials (including items and/or DTA) for instructional purposes
- Sharing test items, test content, or test forms, either written or verbally, or through photography, phone cameras, recording devices, note taking, or any other manner, with colleagues, other staff members, students, parents, media, or the general public
- Leaving the MSAA Online Assessment System unattended while logged in to the Test or the DTA
- Administering the Test by a staff member who has not completed the online training modules and passed the Final Quiz

How to Monitor and Report Test Irregularities

Each person participating in the MSAA is responsible for immediately reporting any violation or suspected violation of test security or confidentiality. As part of test security and validity, TCs should monitor administration for a portion of students. Observation documentation should be retained by the Local Education Agency. Report any incidents involving alleged or suspected violations that fall under the category of a serious irregularity to the State MSAA Coordinator in accordance with state guidelines.

[Page is intentionally blank]

Appendices

Appendix A: MSAA Scribe Accommodation Protocol

For a student who has the Scribe Accommodation, a scribe will enter the student's answers into the MSAA Online Assessment System. For the writing prompt, the scribe will record the student's response on the response templates in the MSAA Online Assessment System. A scribe must have the following qualifications:

- Be a state-certified educator or an employee of the district
- Complete all training for the Test
- Sign and submit state test security agreements according to state policy
- Be familiar to the student
- Be familiar with all the accommodations in the student's IEP
- Scribe under the direction of a qualified, trained TA who is administering the Test

Scribes are expected to:

- Familiarize themselves with the Test prior to testing
- Familiarize themselves with the accessibility features and accommodations that are available on the Test
- Know and understand how to properly administer the accessibility features and accommodations that the student must receive
- Practice the scribing protocol before testing

Scribe Accommodation Protocol for ELA and Mathematics

- The scribe may not question or correct student choices, alert students to errors or mistakes, guide the student to a correct answer, or otherwise influence a student's answer or answer choice in any way.
- The student must be tested in a setting that does not permit their responses to test items to be heard by other students.
- The scribe will comply with student requests for use of all available and allowable Assessment Features on the MSAA Online Assessment system (e.g., when asked to turn a feature on or off, when asked to change the size of a graphic, etc.).
- A TA may provide answers to procedural questions (e.g., test directions, navigation within the test environment, etc.).
- For paper-based administration, the scribe must enter student responses directly into the MSAA Online Assessment System.
- The scribe may ask the student to repeat a response.
- The scribe must allow the student to indicate when they want to move to the next test item.
- The scribe must provide an opportunity for the student to review and modify what the scribe has recorded.
- After testing, the scribe must collect any scratch paper, graphic organizers, and other ancillary materials and give them to the TC for secure shredding. Neither the scribe nor the TA may keep any testing materials after testing is complete.

Scribe Accommodation Protocol for the Writing Prompt

- For computer-based administration, the scribe types exactly what the student communicates directly on the response template in the MSAA Online Assessment System, including annotations.
- For paper-based administration, the scribe writes exactly what the student communicates on a paper version of the response template, and then the scribe transcribes exactly what was written into the MSAA Online Assessment System, including annotations (refer to the section regarding *Procedures for Annotation*).
- The scribe correctly spells all words (spelling is not scored).

- The scribe does not capitalize words or punctuate text unless indicated by the student.
- The scribe allows the student to edit for punctuation, capitalization, or other edits as described in the DTA.
- The scribe makes student-requested changes, even if incorrect.
- In the case of commonly confused homophones (e.g., *than* and *then*; *to*, *two*, and *too*; *there*, *their*, and *they're*), the scribe orally confirms the meaning of the word.
- After testing, the scribe must collect any scratch paper, graphic organizers, and other ancillary materials and give them to the school TC for secure shredding. Scribes and/or teachers may not keep any testing materials after testing is complete.

Procedures for Annotation

In cases in which a student's written product may not be easily interpreted by a novel reader (e.g., because of inventive spelling, hard-to-read penmanship, or use of symbols), the TA **must** write annotations directly on the student's written work or in the MSAA Online Testing System to ensure an accurate interpretation of a student's response. Annotations must not alter the intent of the student's original response or make any comments or explanations about what the student wrote.

After the student has finished composing their written responses, the TA reads the student's response and does the following:

- Makes annotations that clarify the student's response.
- For annotations made directly on the student's work, uses a different color pen or pencil to distinguish from the student's original response.
- Writes in parentheses any uninterpretable words or full annotations directly following the student response (e.g., The cat were jpzing rl ht [jumping really high]) in the MSAA System.
- Provides an opportunity for the student to review and modify what has been annotated.

Appendix B: Augmentative and Alternative Communication Guidelines

Use of Augmentative and Alternative Communication Devices (AAC)

The TA must record the student's response(s) for all constructed or open-ended responses either on the paper version of the Test or directly into the MSAA Online Assessment System.

- The TA must allow the student to access words, symbols, pictures, and phrases within the communication mode/system in the same manner and process as during instruction.
- The word banks, books, and phrase boards that the student already uses during daily instruction should be used for administration of the Test. It is recommended that the ELA and Mathematics vocabulary lists in Appendix D: *English Language Arts and Mathematics Vocabulary Lists*, and any appropriate graphics from answer options, be added to the student's word banks, books, and phrase boards, to be used during testing so that they are familiar with the words that will appear on the Test. The TA must delete all Test-related graphics from all devices after testing.
- Refer to Figures 5–7 for examples of how to organize a variety of subject-specific word and phrase boards. If a student already has word boards or word books they use on a daily basis, there is no requirement that the TA reorganizes or rearranges them in a specific format.

AAC Protocol for Completing the Writing Prompt

When administering the writing prompt, the TA must adhere to the AAC Protocol to ensure that the student's response is generated in a manner that allows for accurate measurement of the student's writing ability. Refer to Appendix A: *Scribe Accommodation Protocol* for further scribe and annotation protocols.

Allowed	Not Allowed
The student completed a process directed by the TA that uses words, symbols, pictures, or phrases that the student typically uses during instruction.	A response to the writing prompt may *not* be the result of a series of words, phrases, or sentences selected by the TA. • For example, the TA may not ask, "Do you want to say that the girl was tall or short?" or "Do you want to say the girl ran or swam?"
The TA may add any content represented in the grade-specific stimulus materials to the student's AAC device (e.g., list of temporal words, problem/solution cards, words from mentor text or sample essay). The TA should ensure that the words, symbols, pictures, or phrases used from the stimulus materials are familiar or can readily be understood.	The TA may *not* arrange words, symbols, pictures, or phrases on the student's communication board so that any selection would be correct.
The TA may introduce vocabulary related to the prompt. • For example, if the prompt refers to supporting a claim related to "means of travel," the TA may define and describe "means of travel" and its uses in order to familiarize the student with the related symbol(s).	The TA may *not* practice the prompt or teach vocabulary in the context of the prompt. • For example, if the prompt refers to supporting a claim related to "means of travel," the TA may not practice having the student write a persuasive essay using "means of travel" as the context.

Refer to the DTA for guidance regarding the placement and presentation of words, pictures, checklists, graphic organizers, and/or templates (e.g., *"Point to Grade X ELA Reference Sheet 1. Unmask the second sentence of text and say the following statement: X" or "Move Cards 7b and 8b out of view of the student."*).

Figure 5. Sample Noun Category Board

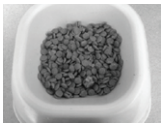
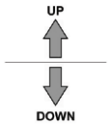
Sample Noun Category Board		
rat	ball	boy
dog	bird	 food

Figure 6. Sample Phrase Board

Sample Phrase Board
sleep is important
whales breathe air
flowers need water to grow

Figure 7. Sample Subject Board

Sample Subject Board: Subject-specific board about flight (mixture of single words, phrases, and sentences)			
flying	birds fly	people fly	wind speed
insects fly	kites fly	How does a bird fly?	Birds fly with their wings.
Who invented the first airplane?	Internet	books	on the beach
video	the Wright brothers	library	 up and down

Appendix C: Sign Language Protocol

Test Administration Protocol for Providing the Sign Language Accommodation

Although it is understood that the nature of this assessment requires individualized delivery in the communication method familiar to the student, individuals providing the sign language accommodation for the MSAA assessment must follow these procedures during testing to ensure standardization of delivery.

Procedures for Providing the Sign Language Accommodation

1. Signers must be trained on test administration policies as indicated on page 9 of this document. Individuals providing the sign language accommodation must sign the security agreement for their state.
2. Signers should use signs that are conceptually accurate, with or without simultaneous voicing, translating only the content that is presented, without changing, emphasizing, or adding information. Signers may not clarify (except for test directions), provide additional information, assist, or influence the student's selection of a response in any way. Signers must do their best to use the same signs if the student requests a portion repeated.
3. Signers must sign (or sign and speak when using Sim-Com [Simultaneous Communication]) in a clear and consistent manner throughout the test administration, using correct pronunciation, and without inflections that may provide clues to, or mislead, a student.
4. Signers should emphasize only the words printed in boldface, italics, or capital letters and inform the student that the words are printed that way. No other emphasis or inflection is permitted.
5. Signers may repeat passages, test items, and answer options as requested, according to the needs of the student. Signers should not rush through the Test and should ask the student if they are ready to move on to the next item.
6. Signers may not attempt to solve mathematics problems, or determine the correct answer to a test item while signing, as this may result in pauses or changes in inflection that may mislead the student.
7. Signers must use facial expressions consistent with sign language delivery and must not use expressions that may be interpreted by the student as approval or disapproval of the student's answers.
8. TAs must be familiar with the student's IEP and should know in advance which accommodations are required by the student. TAs must be aware of whether a student requires additional tools, devices, or adaptive equipment that has been approved for use during the Test, such as a magnifier, closed circuit television, abacus, brailler, slate, stylus, etc., and if use of these tools impacts the translation of the Test, the signer should be made aware of this.
9. Upon review of the Test, if a signer is unsure how to sign and/or pronounce an unfamiliar word, the signer should collaborate with a content expert who is fluent in sign language (if available) to determine which sign is most appropriate to use. If the signer is unable to obtain this information before the Test, the signer should advise the student of the uncertainty and spell the word.
10. When using a sign that can represent more than one concept or English word, the signer must adequately contextualize the word in order to reduce ambiguity. The signer may also spell the word after signing it if there is any doubt about which word is intended.
11. Signers must spell any words requested by the student during the test administration.

12. When test items refer to a particular part of a passage, the signer must re-sign the lines before signing the question and answer options. For example, the signer should sign, "Question X refers to the following lines…," then sign the passage part to the student, followed by question X and the answer options.
13. When signing selected-response items, signers must be careful to give equal emphasis to each answer option and to sign all answer options before waiting for the student's response.
14. When answers options will be scribed, the signer should inform the student at the beginning of the Test that if the student designates a response choice by letter only ("B," for example), the signer will ask the student if they would like the response to be signed again before the answer is recorded.
15. If the student chooses an answer before the signer has signed all the answer options, the signer must ask if the student wants the other answer options to be signed.
16. After the signer finishes signing a test item and all answer options, the signer must allow the student to pause before responding. If the pause has been lengthy, the signer should ask: "Do you want me to sign the question or any part of it again?" When signing questions again, signers must avoid emphasis on words not bolded, italicized, or capitalized.
17. Signers should refer to Appendix D: *English Language Arts and Mathematics Vocabulary Lists* for technical vocabulary in order to ensure consistency in providing the accommodation.

Sign-System-Specific Procedures

Signers must deliver the accommodation in the language or communication mode used by the student according to the student's IEP.

American Sign Language (ASL)

Signers delivering the accommodation via ASL must use appropriate ASL features (including signs, sentence structure, non-manual markers, classifiers, etc.) while protecting the construct being measured by the assessment. The signer must be careful not to cue the student.

English-Based Sign Systems (PSE, Sim-Com, etc.)

Signers delivering the accommodation via an English-based signing system (PSE, Sim-Com, etc.) must use the features of the communication mode used by the student. Signers delivering the Test in English-based signing systems should use the rules of those signing systems (conceptually accurate signs, English word order, etc.), with or without simultaneous voicing.

English Language Arts and Mathematics Vocabulary Lists

Signers should refer to Appendix D: *English Language Arts and Mathematics Vocabulary Lists* for guidance on how to deliver terms found in the ELA test and symbols and terms found in the Mathematics test. The guidance provided in the vocabulary lists provides a standardized approach for students who use sign language accommodations. The vocabulary lists provide words that can be used for both ASL and English-Based sign systems.

Appendix D: English Language Arts and Mathematics Vocabulary Lists

ELA Vocabulary

ELA Vocabulary for sign language translation, object replacement, tactile graphics, word boards or word banks, and AT/AAC devices.

accuracy
accurate
adage
adjectives
adverbs
alliteration
analyze
antonym
arguments
author's claims
author's purpose
capitalize
captions
cause and effect
central idea
character
character traits
citations
cite
claim
clause
comma
compare
compound sentence
concepts
conclusion
conjunction
context
contrast
decode
describes
details
diagram
dictionary
distinguish
edit
effect
elements
essay
events
evidence
exclamation point
expression
fiction
figurative
firsthand
fluency
fluent
form
format
formatting
glossary
grammar
heading
hyphenation
identify
idiom
inference
interpret
introduction
key details
literal
main idea
message
metaphor
most important idea
nonfiction
nonliteral
nouns
objective summary
opinion
organize
outline
paragraph
parallel structure
paraphrase
parentheses
passage
patterns
period
persuasive
phrase
point of view
possessive
precise
predict
prediction
problem and solution
punctuation
purpose
question mark
quotation
quotation mark
recognition
recognize
recount
revise/revision
secondhand
semicolon
setting
sequence
simile
simple sentence
structure
summary
syntax
text
text features
theme
thesaurus
timeline
topic
transitional
verb tense
verbs

Mathematics Vocabulary

Mathematics Vocabulary for sign language translation, object replacement, tactile graphics, word boards or word banks, and AT/AAC devices.

addition
angle
area
array
average
bar graph
Celsius
centimeters
circumference
comparison
congruent
convert
corresponding
cost
cube
cylinder
data
data table
decimal
decrease
dimensions
divided
division
equal
equation
exponent
expression
extension
Fahrenheit
farthest
figure
formula
fraction
graph
greatest
grid
height
histogram
hypotenuse
identify
increase
least
length
less than
line plot
linear
mean
measurement
model
multiplication
negative
non-linear
number
origin
parallel
pattern
perimeter
place value
positive
problem
proportion
proportional relationship
quantities
quantity
ranges of data
rate
relationship
round
scatter plots
shaded width
shape
similar
slope
solve
square
subtraction
summarize
surface area
symbol
tally chart
temperature
thermometer
triangle
unit
value
variables
volume
weight
x-axis
y-axis

Appendix E: The Student Response Check (SRC) and the Early Stopping Rule (ESR)

The SRC is a task during which a student is asked to demonstrate their preferred mode(s) of communication. A student may use as many, or as few, communication modes as they are comfortable with and used on a daily basis in instruction. Student answers to the items on the Student Response Check (SRC) are not scored. The SRC items are NOT practice items.

The purpose of the SRC is to determine if the student demonstrates an observable response mode. This ensures that the student will be able to participate in the assessment and respond to test items.

Not all students will need to have the SRC administered, as they already have a consistent mode of communication that is readily understood by the TA.

Observable Response Mode:

In order to meaningfully participate in the MSAA, students must be able to demonstrate communicative competence through an observable response mode. An observable response mode is a predictable and consistent behavior or movement that is able to be understood by a communication partner as intentional communication. Modalities may include eye-gaze, reliable gestures, sign language, partner-assisted scanning, scanning on a device, direct selection from an array of choices, activation of a voice-output device, use of a speech-generating device, or use of another reliable means. The student's observable response mode demonstrates a response to or shared information about the stimulus (test item) and intent toward the task. Assigning meaning to habitual or uncontrollable motor movement or vocalization without communicative intent are not considered response modes.

There are students whose communication mode(s) are inconsistent and not always understood by others. In these cases the SRC aids in gathering information that is needed to determine if there are communication barriers to meaningful participation in the MSAA assessment. If a student's responses to test items are not clearly observable, or understood by the TA or scribe; the testing experience may need to be ended early. This process is called the Early Stopping Rule (ESR). In order to end the test for a student the ESR procedures must be followed.

Using the SRC and ESR Flowchart

It is recommended that the SRC be administered more than one time during the testing window before the ESR is applied. The TA may want to consider changing the time of day, day of week, or location of testing when administering the SRC multiple times.

The flowchart on page 40 (Figure 8) should be used to determine when to administer the SRC and when TAs should contact their district or school test coordinator to close the test and apply the ESR. TAs must first discuss the results of the SRC with district or school TCs to ensure that the SRC was administered appropriately. TCs may then close the test and apply the ESR. Remember, in many cases it will not be necessary to administer the SRC because many students have a consistent mode of communicating.

TAs can administer the SRC using a paper version downloaded from the MSAA Online Assessment System or using a computer and a mouse.

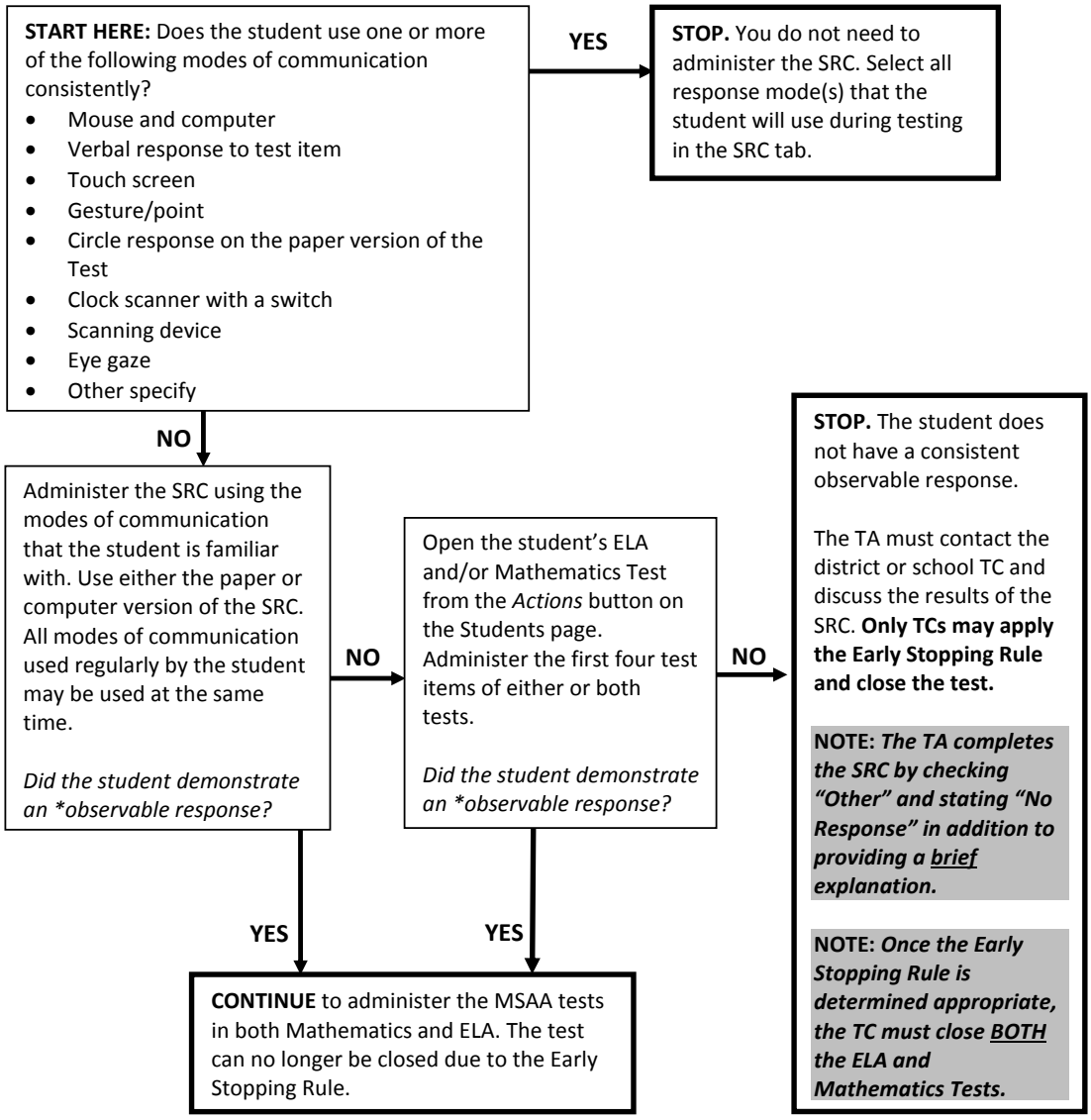
Reminders when administering the SRC:

- The student's responses do not need to be correct; a response just needs to be observable.
- The student may use as many, or as few, communication modes as necessary. The response mode(s) should be used on a daily basis by the student. Not all response modes may be listed. If the student's preferred response mode is not listed, please enter that mode in the Other box in the SRC tab.
- You may conduct the SRC on more than one occasion to ensure valid application of the ESR.

Reminders for applying the ESR:

- The lack of an observable response mode is the only reason the ESR can be applied.
- The ESR cannot be applied based on a student's behavior, stamina, knowledge of the content, frustration level, or refusal to participate in the test. Refer to page 19 of the Test Administration Manual for information regarding Timing and Scheduling and Creating a Comfortable and Secure Testing Environment to support a student if they refuse to participate in testing. If the student continues to refuse to participate, contact your TC and/or MSAA State Coordinator.
- The ESR cannot be applied if the student responds to one of the first four items, if any other items are administered, or if the student provides a response in the other content area.
- The ESR cannot be applied if the test status for both ELA and Mathematics is "not started."

Figure 8: The Student Response Check (SRC) Flowchart: When to Apply the ESR



**An observable response is defined as a predictable and consistent behavior or movement that is able to be understood by a communication partner as intentional communication (page 38).*

Appendix F: Checklists

The following checklists have been provided to assist in the successful administration of the Test. Print and use the checklists as applicable.

- Test Administrator Checklist
- Test Coordinator Checklist

Test Administrator Checklist

Before Test Administration	TAM Pg.	✓ Done
1. Ensure that student meets state participation criteria and IEP team decision has been documented for Grade 3 students, new students, and/or transfer students.	1, 7	
2. Sign and submit state-specific test security and confidentiality forms. *Refer to State-Specific Policy Information and/or State MSAA Coordinator.*	1	
3. Activate TA account. *TAs receive an auto-generated login user name and password from MSAAServiceCenter@cognia.org. Open a web browser and enter TA's email address, enter the password provided, and click "Log In." Refer to the section titled, "How to Access the MSAA Online Assessment System" in the MSAA Online Assessment System User Guide for Test Administrators for directions on how to activate your TA account.*	N/A	
4. Consult district/school technology personnel (and the MSAA Service Center as needed) to: • *Ensure that the online MSAA Online Assessment System is accessible and functioning on the computer or device that assigned students are using for testing* • *Troubleshoot technology issues* *Refer to Appendix B, titled "Technology Requirements" in the MSAA Online Assessment System User Guide for Test Administrators for specific information on supported browsers and operating systems.*	3	
5. Complete MSAA test administration training:	9	
☐ Module 1 ☐ Module 2 ☐ Module 3 ☐ Module 4 ☐ Module 5	☐ Module 6	
6. Review State-Specific Policy Links and Contact Information.	1	
7. Download the DTA and any other documents needed for administration.	6	
8. Review and prepare test materials. *Check IEP for accommodations. Create tactile graphics/object replacements. Upload vocab into AAC/AT devices. Ensure accessibility features function properly.*	19, 22–27, 36–37	
9. Confirm the student demographic information and complete the following forms: • ***Learner Characteristics Inventory (LCI)**** • ***Accommodations: Before Test**** • ***Student Response Check (SRC)**** **These tabs are located in the student's profile area in the MSAA Online Assessment System. Refer to the section titled "Before Testing" in the MSAA Online Assessment System User Guide for Test Administrators for more information.*	6, 8, 26, 38–40	
10. Create a comfortable and secure testing environment. *TAs must provide each student with an appropriate testing environment during every testing session. Optimal testing conditions must be provided for every student before and during the test administration.*	20	

During Test Administration	TAM Pg.	✓ Done
11. Read the DTA for the Test assigned to the student. Use the DTA throughout the entire session as your guide and script exactly as it is written. The DTA will also inform you that you have completed the administration of each Session of the Test. Remember Session 1 must be completed before Session 2 is assigned. Implement the DTA as written and complete test administration. *Organize all test materials according to the DTA and print a copy of any reference sheets or stimulus materials. Reference sheets and manipulatives are located at the beginning of the DTA for each session.*	16–18	
12. Provide accommodations as outlined in the Accessibility Features and Accommodations section.	19–27	
13. Maintain test security.	27	
14. Continue to provide a comfortable and secure testing environment. *TAs may pause and resume the Test as indicated by student needs. TAs must follow best practices by administering the assessment when the student is most engaged and focused. If the student becomes fatigued or appears no longer engaged, it is appropriate to pause the Test and resume when the student is better able to focus. This ensures that the student's true ability and best work are captured.* ***The Test may be administered over multiple days but must be completed by 8:00 pm ET on May 1, 2020.*** *Refer to the section titled, "Administer and Navigate the Test" in the MSAA Online Assessment System User Guide for Test Administrators for specific directions on how to pause, resume, and submit a test.*	19–20, 27	
15. Repeat items as necessary during administration. *The TA may repeat items by rereading the directions, answer options, or passage as often as is reasonable to obtain a student's response to an item. All text must be read to students exactly as written, with no paraphrasing or variation of speed to emphasize words in ways that provide hints as to the correct or incorrect responses.*	22	
16. Report security violations and test irregularities to your TC. *All security violations and suspected irregularities must be reported to the TC, according to State-Specific Policy Information.*	1, 27	
After Test Administration	**TAM Pg.**	**✓ Done**
17. Report all inappropriate test practices, security violations, and suspected irregularities to your TC. *All inappropriate test practices, security violations, and suspected irregularities must be reported to the TC, according to State-Specific Policy Information.*	1, 27	
18. Ensure that all tests have been submitted and/or closed by your TC by 8:00 pm ET on May 1, 2020. *Refer to the section titled, "Administer and Navigate the Test" in the MSAA Online Assessment System User Guide for Test Administrators for specific directions.*	2, 10	
19. Complete the *Accommodations: After Test Tab* *Following the administration of the Test, the TA records in "Accommodations: After Test" the accommodations the student actually used during the Test. Refer to the section titled, "After Testing" in the MSAA Online Assessment System User Guide for Test Administrators for specific directions.*	N/A	
20. Complete the *End of Test Survey* *The End of Test Survey has been developed to learn from the experience of each TA administering the Test. After the TA submits all of the student's content area tests, the TA completes only one End of Test Survey per the My Student list. Refer to the section titled, "After Testing" in the MSAA Online Assessment System User Guide for Test Administrators for specific directions.*	2	
21. Permanently delete all secure testing materials from electronics and AAC devices.	27	
22. Turn in paper test materials to TC.	27	

For questions or assistance, contact your TC or the MSAA Service Center (page 1).

Test Coordinator Checklist

Before Test Administration	TAM Pg.	✓ Done
1. Sign and submit state-specific test security and confidentiality forms. *Refer to State-Specific Policy Information and/or State MSAA Coordinator.*	1	
2. Complete the MSAA test administration training (for TCs). *TCs are not required to take the End-of-Training final quiz.*	10	
☐ Module 1 ☐ Module 2 ☐ Module 3 ☐ Module 4 ☐ Module 5	☐ Module 6	
3. Ensure that TAs have received and completed the required training and can access the online MSAA Online Assessment System.	9, 10	
4. Communicate all information received from the State MSAA Coordinator about MSAA to TAs.	N/A	
5. Ensure that technology capacity is met. *Work with district/school IT personnel to ensure that the online MSAA Online Assessment System is accessible and functioning on every computer that is used for testing. Refer to Appendix B titled, "Technology Requirements" in the MSAA Online Assessment System User Guide for Test Coordinators for specific information on supported browsers and operating systems.*	N/A	
6. Support TAs in developing a testing schedule so that all tests will be submitted within the administration window.	2	
During Test Administration	**TAM Pg.**	**✓ Done**
7. Monitor the administration of the Test. *As part of test security and validity, TCs should monitor administration for a portion of students to ensure appropriate test practices and appropriate student participation. Consult with your TAs regarding closing any tests for students who meet the criteria for the ESR.*	6–10, 16–27, 38–40	
8. Ensure that students and TAs have the materials and resources needed to administer the Test.	6, 9	
9. Maintain test security. *Ensure that all test materials are in a secure and locked location when not testing.*	27	
10. Report inappropriate test practices in accordance with state policy.	27	
11. Report security violations and test irregularities to the State MSAA Coordinator. *All security violations and suspected irregularities must be reported to the TC according to State-Specific Policy Information.*	1, 27	
12. Ensure that all tests have been submitted or closed by 8:00 pm ET on May 1, 2020.	2	
After Test Administration	**TAM Pg.**	**✓ Done**
13. Report all inappropriate test practices, security violations, and suspected irregularities to the State MSAA Coordinator. *All inappropriate test practices, security violations, and suspected irregularities must be reported to the TC according to State-Specific Policy Information.*	1, 27	
14. Securely shred all printed copies of the Test, DTA, scoring rubrics, braille cards, and student work (e.g., writing materials, etc.).	27	

For questions or assistance, contact the MSAA Service Center or your State MSAA Coordinator (page 1).

Notes

msaa

Multi-State Alternate Assessment