



U.S. Department of the Interior
Bureau of Indian Education



Multi-State Alternate Assessment (MSAA) Training

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Introductions

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Agenda

- Overview: What is MSAA?
- Successful Administration
- Support
- Break
- Scenarios
- Score Reports
- Important Reminders
- Questions



The focus of today's presentation will be an:

- Overview: What is MSAA?
- Successful Administration
- Support
- Break
- Scenarios
- Score Reports
- Important Reminders and finally
- Questions

References

Multi-State Alternate Assessment Documents	
IEP	Individualized Education Program
ESAA	Every Student Succeeds Act
IDEA	Individuals with Disabilities Act
PEs	Performance Expectations
CCCs	Core Content Connectors (ELA/Math)
EPEs	Extended Performance Expectations (Science)
PLDs	Performance Level Descriptors

Resources	
TA	Test Administrator
TC	Test Coordinator
TA UG	Test Administrator User Guide
TC UG	Test Coordinator User Guide
TAM	Test Administration Manual
DTA	Directions for Test Administration
SITG	Sample Item Teacher Guides



Before we begin the presentation, lets take a look at some commonly used acronyms in MSAA.

References cont.

Assessment Related Terms

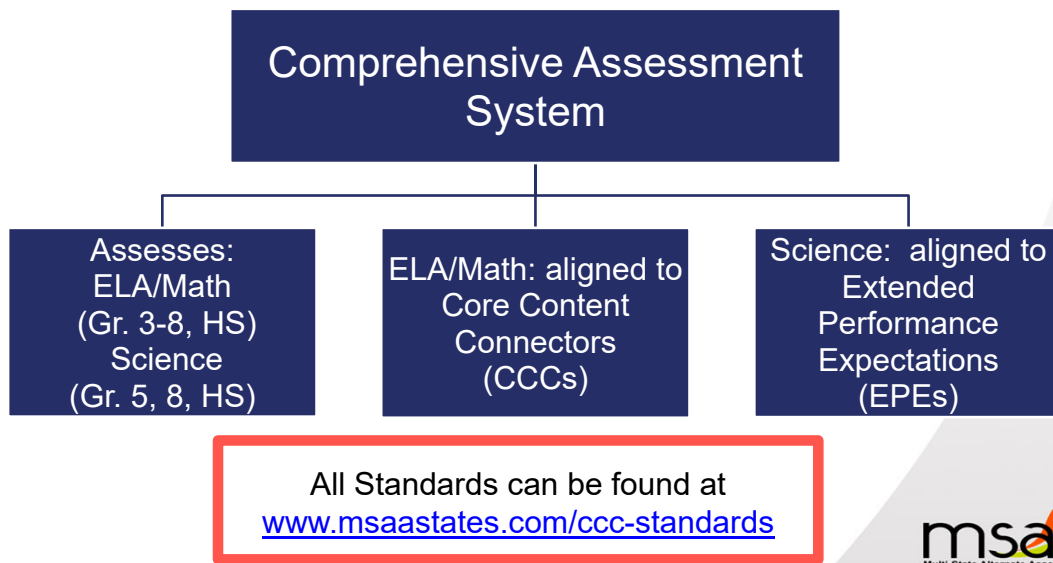
CBT	Computer-Based Test
PBT	Paper-Based Test
SR	Selected Response
CR	Constructed Response
DNU	Do Not Use
SRC	Student Response Check
ESR	Early Stopping Rule

Reporting Terms

SSR	School Summary Report
SRR	School Roster Report
ISR	Individual Student Report

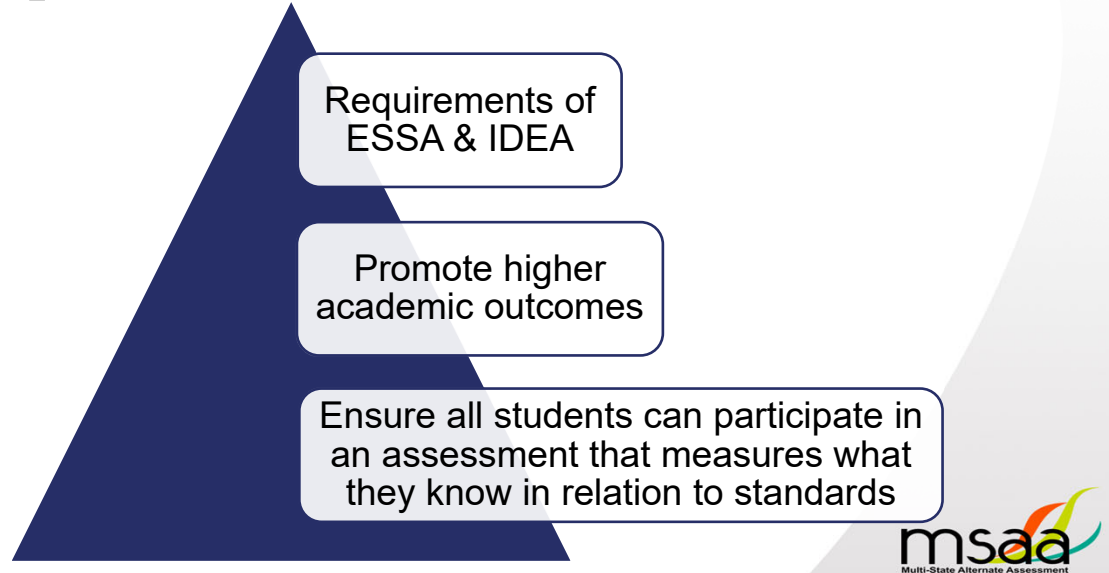


What is MSAA?



- The Multi-State Alternate Assessment (the MSAA) is a comprehensive assessment system.
- The MSAA assesses three content areas, English Language Arts (ELA) which includes both reading and writing and Mathematics in grades 3-8 and HS, and Science in grades 5, 8, and HS.
- The MSAA is aligned to and derived from each participating state/entity's content standards. The ELA and Math portions of the MSAA are aligned to the MSAA Core Content Connectors and the science portion is aligned to the Extended Performance Expectations.
- All standards can be found on the MSAA website: www.msaastates.com/ccc-standards

Purposes of MSAA



The purposes of the MSAA are to:

- Meet requirements of the Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Act (IDEA), which require the participation of all students in assessments designed to measure student knowledge and ability on grade-level content standards.
- Ensure students with the most significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school prepared for a broader array of post-secondary options.
- Ensure that all students have the opportunity to participate in an assessment that is a measure of what they know and can do in relation to state content standards.

MSAA participation criteria



Student must be determined eligible by the IEP team.

Participation Criteria	Participation Criteria Descriptors
Significant cognitive disability	Disability/multiple disabilities that significantly affect intellectual functioning/adaptive behavior.
Learning content linked to grade-level content standards	Goals/instruction in IEP linked to the enrolled grade-level content standards and address knowledge/skills that are appropriate/challenging
Requires extensive, direct individualized instruction	The student: <ul style="list-style-type: none">• Requires extensive, repeated, individualized instruction/support• Uses substantially adapted materials/individualized methods of accessing information to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings.



- To be eligible to participate in the MSAA, the student must be determined eligible by the IEP team as well as have eligibility documented in the IEP
- The criteria for student participation in the assessment reflect the pervasive nature of a significant cognitive disability.
- A student deemed eligible must participate in an alternate assessment in all content areas for the enrolled grade level.
- The three main criteria that must be met for a student to be assessed by the MSAA are
 - 1. The student has a significant cognitive disability,
 - Review of student records indicates a disability/multiple disabilities that significantly affect 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 are linked to the enrolled grade-level content standards and address knowledge and skills that are appropriate and challenging

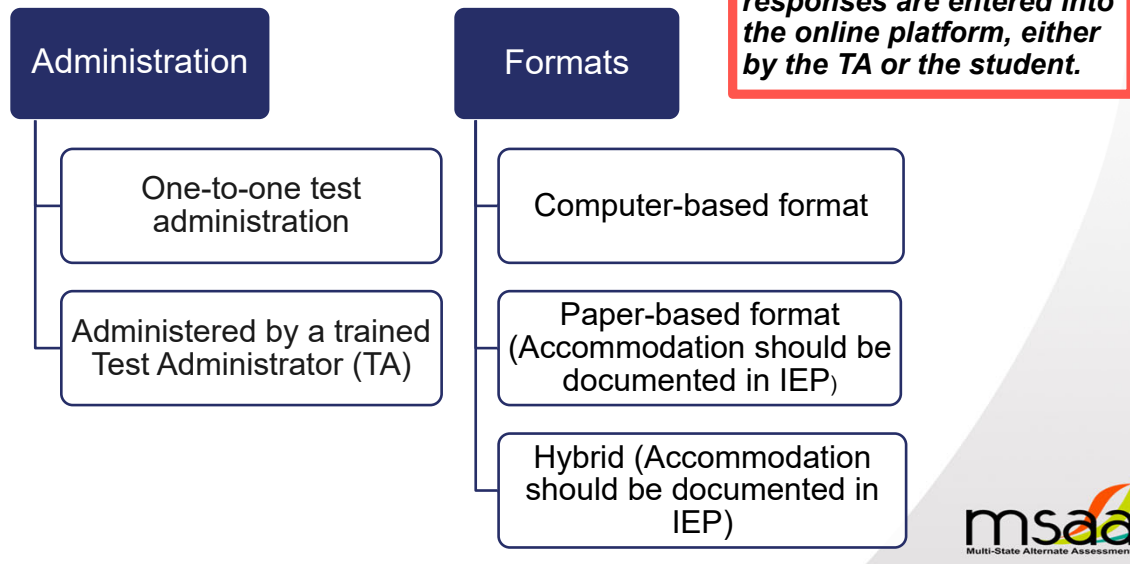
for this student.

- 3. The student requires extensive, direct individualized instruction and substantial supports to achieve measurable gains in a grade and age-appropriate curriculum.

The student:

- Requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature
- Uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings.

Overview of MSAA



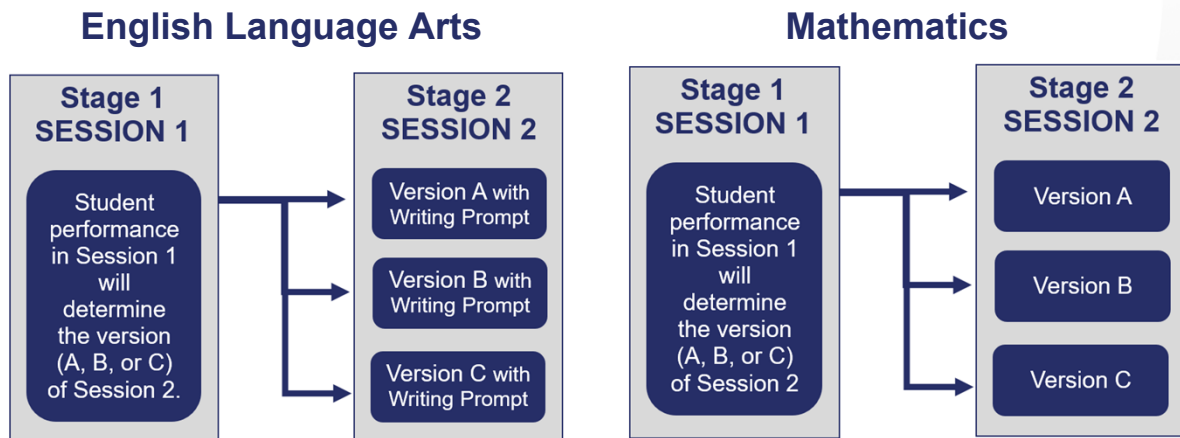
- The MSAA is administered in a one-to-one setting by a trained Test Administrator; preferably someone who is familiar with the student.
- The assessment is available in three formats, computer-based, paper-based, or a combination of using both computer and paper-based.
 - The format administration decision is determined by what is most appropriate for each individual student and should be appropriately documented in the IEP *before* test administration.
 - The first format, computer administration, is considered the standard administration for the test.
 - The second format is a paper version administration for students who cannot use a computer or tablet.
 - The paper version is downloaded from the platform and accommodations for use of the paper version, and a Scribe must be written into the student's current IEP.
 - 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.
 - TAs are permitted to cut out the response options and present them horizontally or vertically if that is how the student accesses

materials in lessons and assessments on a regular basis.

- Again, *students benefiting from this type of administration would also need the Paper Version and Scribe Accommodation written into their IEP.*
- The last format is a combination of both computer and paper administration.
 - An example of using both computer and paper for administration would be when your student does well when answering ELA reading questions on the computer but benefits from the paper version when working through math questions.
 - Again, this accommodation should be written into the IEP.

Regardless of the format, all student responses are entered into the online platform, either by you or the student. This is the process by which sessions are submitted and subsequently, scored. Reliable internet access is a necessity and a must!

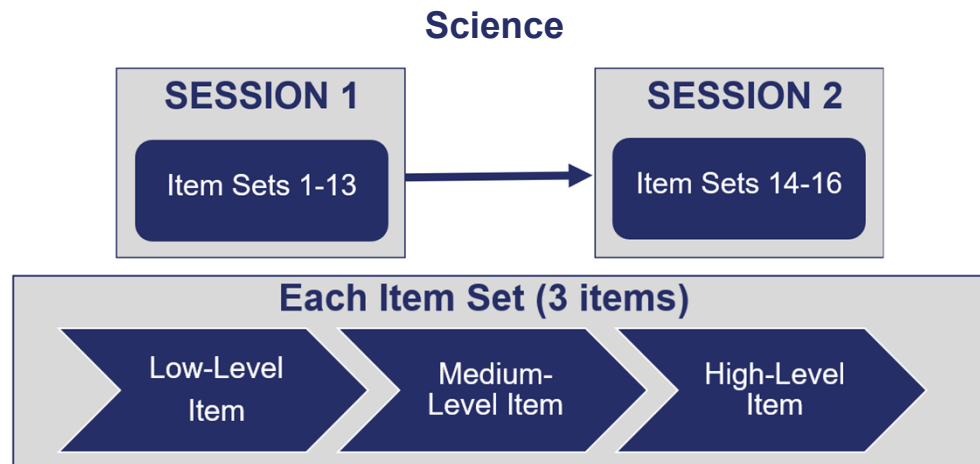
MSAA test design



- ELA and Mathematics are stage adaptive and provide students with an experience that assigns the second session of the assessment based on how the student responds to items in the first session.
- The versions in the second session vary by difficulty/complexity level. Each student will only take one version of Session 2 (A, B, or C) that is assigned to them after submitting Session 1.
- For ELA, all students are assessed in Stage 1. Session 1 contains items from a broad range of levels. Upon completion, the student is directed to Session 2 via version A, B, or C.
 - Version A contains items at a lower-level range of difficulty/complexity. The writing prompt associated with this level utilizes graphic organizers and sentences starters for student work.
 - Version B contains items at a mid-Level range of difficulty/complexity. The writing prompt associated with this level utilizes graphic organizers and a template for student work.
 - Version C contains items at a higher-level range of difficulty/complexity. The writing prompt associated with this level utilizes graphic organizers and a template for student work.
- The Mathematics assessment will be presented the same way with student

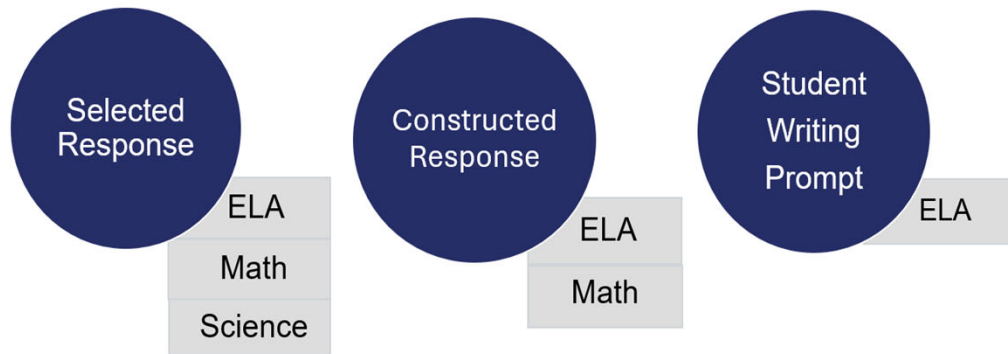
responses from Session 1 directing them to a Session 2 with varying levels of difficulty for the assigned version A, B, or C.

MSAA test design (cont.)



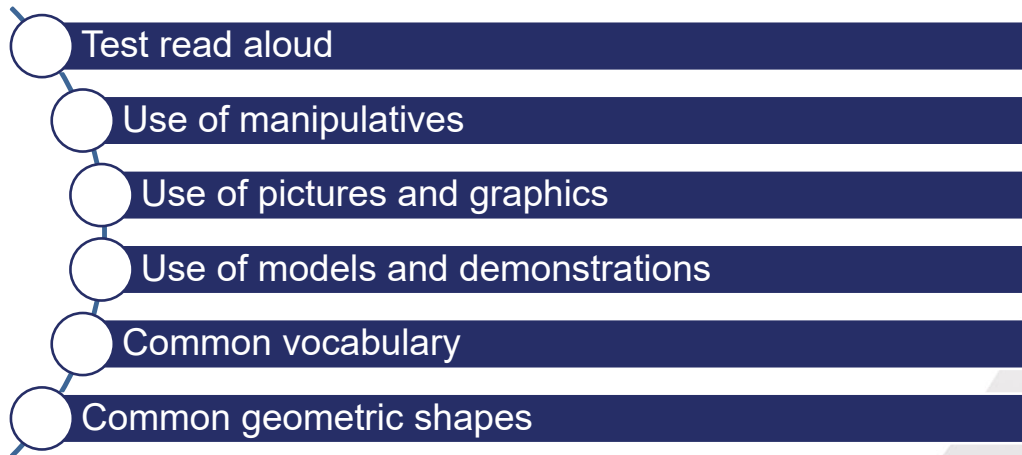
- The MSAA Science assessment is a linear administration. It is designed to support a series of sixteen item sets (forty-eight items total with a minimal amount of variance) administered over two sessions within the administration window. Session 1 is made up of 39 operational items (or 13 item sets); session 2 is made up of 9 field test items (or 3 item sets).
- Each item set has three levels of difficulty—low, medium, and high—which are aligned to the three levels of complexity of the Extended Performance Expectations.
- Each item set is presented with the lowest access point level item first, then the medium and then the highest-level complexity item administered last in a set.
- Items within a set are independent of each other and do not share a scenario. The exception to this is a specialized bundle of item sets that do share a scenario and are referred to as a “cluster.”
- Clusters are a combination of 2 item sets aligned to two different but related standards, comprised of 6 items total. The cluster begins with a shared stimulus that presents a phenomenon and any related graphics, tables, or graphs. The shared stimulus relates the 6 items together with a common theme. However, the items are still independent of one another.

MSAA item types



- There are three types of items included in the MSAA assessment.
- Selected-Response (SR) Items (commonly known as multiple choice) appear in the ELA, Mathematics, and Science portions of the test. All directions and materials needed for administering the SR items are in the Directions for Test Administration (DTA) for the specific content area.
- Constructed-Response (CR) Items are in ELA and Mathematics only. These items ask the student 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 Scoring Rubrics and entering the response into the MSAA system. Directions and materials needed for administering these items are included in the Directions for Test Administration (DTA).
- Writing Prompt: ELA requires students to produce a permanent product in response to a prompt. Each writing prompt DTA contains:
 - 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
 - And a mentor text to present to the student as an example of a finished product are provided in grades 3, 4, 5, and HS only

MSAA built-in supports



- The MSAA Test has several built-in supports for every student, which include:
 - Reading the entire test aloud to the student
 - The use of manipulatives for mathematics items
 - The use of pictures and graphics to support what is read
 - Providing models and demonstrations where appropriate
 - Providing common vocabulary for each content area
 - As well as the use of common geometric shapes for familiarity.

MSAA training requirements

Module Title
MSAA Overview
Navigating the MSAA Online Assessment System
Test Administrator and Test Coordinator Responsibilities
The Writing Prompt
Accessibility Features and Accommodations
Student Response Check and Early Stopping Rule
MSAA Science (Grades 5, 8, HS)

Approximate total training time: 2.5 hours



- How are Test Administrators trained to give the MSAA?
- TAs are required to watch the 6 training modules and pass a final quiz with 80% accuracy to get access to the secure materials in the MSAA system.
- TAs who have students in grades 5, 8 and high school are also required to watch the MSAA Science Training Module, however there are no quiz questions associated with that science module in the final quiz.

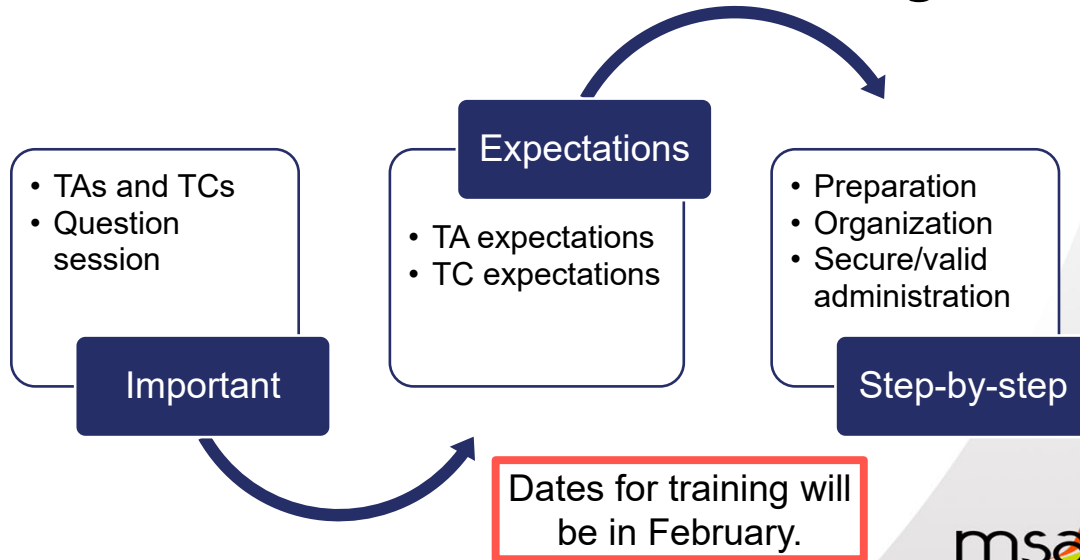
New for 2026: Refresher Training

Module Title
Navigating the MSAA Online Assessment System
Test Administrator and Test Coordinator Responsibilities
The Writing Prompt
Student Response Check and Early Stopping Rule
MSAA Science (Grades 5, 8, HS)
Approximate total training time: 1.5 hours



In response to those who have previous experience in the administration of the MSAA, a set of Refresher Training Modules have been created to decrease training time by about an hour. Some TAs may be identified by their TCs as eligible to take this refresher training instead of the full training. It's very important to get TAs identified early, and *before* the opening of the administration window if at all possible.

Virtual “Use Your Checklist” training



- In addition to the training modules, a virtual “Use Your Checklist” training will be provided before the admin window opens. Those dates will be in February.
- This training is important for TAs and TCs to attend, and time is provided at the end for questions
- It provides a thorough understanding of what is expected as TAs and TCs
- It also provides step by step directions for a successful administration
 - Which includes a focus on preparing and organizing yourself, your students, and your environment before administration, ensuring a valid, comfortable and secure testing experience, and how to complete all requirements after administration

Additional MSAA training resources

www.msaaassessment.org

- Best Practice Videos
- Writing Rubrics
- Sample Items
- Sample Item Teacher Guides

The screenshot displays the MSAA website interface. On the left is the 'Log in' section with fields for email/username and password, and a 'Log in' button. Below this is a 'RESOURCES' sidebar with a 'Sample Items' link highlighted by a red box and an arrow pointing to the main content area. The main content area is titled 'Sample Items' and includes a table of sample items for ELA and Math across various grades. To the right of the table is a 'Teacher Guides Download' section with a list of available guides for ELA and Math. Below this is a 'Best Practice Videos' section with a list of video titles. At the bottom right is the MSAA logo and the text 'Multi-State Alternate Assessment'.

- Additional MSAA Training Resources can be found year-round on the MSAA Homepage at www.msaaassessment.org.
- To access these resources, enter www.msaaassessment.org into your browser, which will bring you to the MSAA home page.
- The links to additional resources, including sample items, technology requirements, and get help, can be found in the bottom left.
- Click on the link titled Sample items to get to the available sample items in all three content areas as well as best practice videos, writing rubrics, and teacher guides.
- Once on the MSAA Sample Items page, there is a section called Teacher Guides Download at the top.
- The Teacher guides provide the educator with a template for directions on how to use the sample items as an instructional tool. They include instructional strategies as well as possible scaffolds and supports.
- Click on the content area/grade level teacher guide you would like to access.
- This will automatically download a zip file that contains the teacher guide as well as the Directions for Test Administration and PDF of the items that should be used in conjunction with the guides, for each grade.

Additional MSAA training resources (cont.)

TAM	TA/TC UG	DTA
<ul style="list-style-type: none">• Test Administration Manual• TA Checklists• TC Checklists	<ul style="list-style-type: none">• TA/TC User Guide• Technical information• Troubleshooting tips• Step by step instructions to navigate online system• TA/TC Checklists	<ul style="list-style-type: none">• Directions for Test Administration• Scripted instructions for a successful one-to-one administration

Please note: The DTA is a secure document!



- In addition to the resources on the MSAA website, additional resources specific to administration are also provided. These include:
 - Test Administration Manual (TAM) which includes the
 - Test Administrator (TA) Checklist
 - Test Coordinator (TC) Checklist
 - TA/TC User Guides which include
 - Technical information
 - Troubleshooting tips
 - Step by step instructions to navigate MSAA Online System
 - Test Administrator (TA) Checklist
 - Test Coordinator (TC) Checklist
 - Directions for Test Administration (DTA) which include
 - Scripted instructions for a successful one-to-one MSAA

administration

- Please note: the DTA is a secure document



Responsibilities

- TAs and TCs have specific responsibilities that must be completed before, during, and after testing for successful administration.
- TA and TC Checklists are available in Appendix F of the TAM and Appendix C of the TA and TC User Guides.

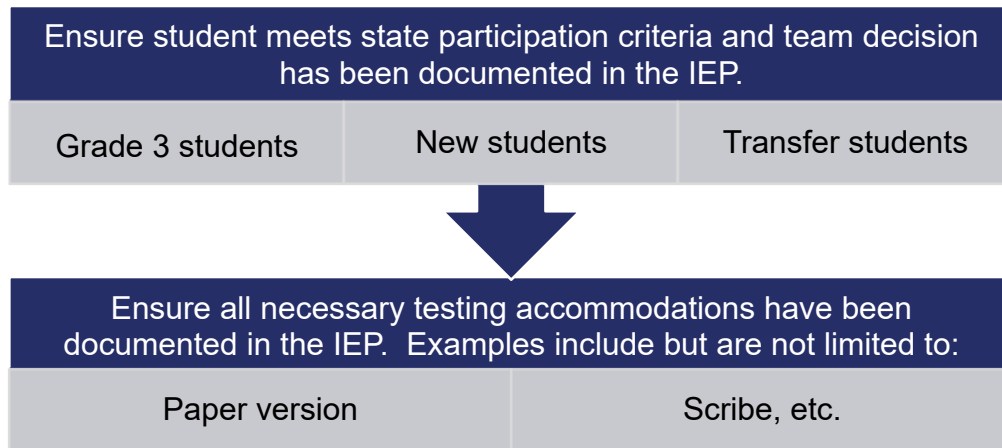
The image displays two side-by-side checklists from the Multi-State Alternate Assessment (msaa). The left checklist is the 'Test Administrator Checklist' and the right is the 'Test Coordinator Checklist'. Both are detailed forms with multiple sections for pre-testing, during testing, and post-testing responsibilities. The checklists include various tasks such as setting up the testing environment, ensuring student readiness, and recording scores. The msaa logo is visible in the top left corner of each checklist.



Successful Administration is dependent upon understanding the Test Administrator or TA and the Test Coordinator or TC roles.

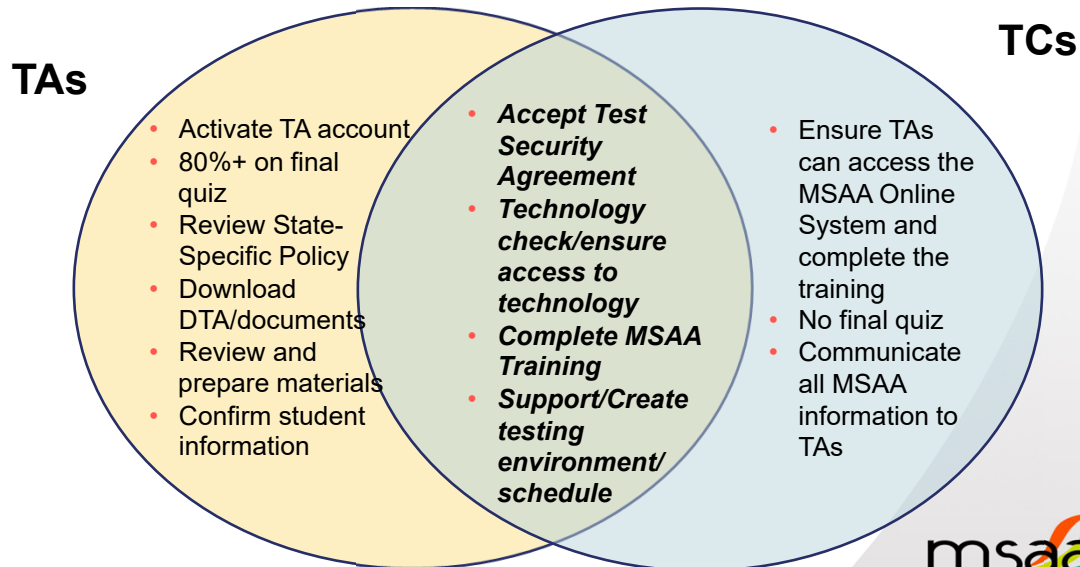
- TAs and TCs have specific responsibilities that must be completed before, during, and after testing to ensure a successful administration with the least amount of stress/anxiety for students and TAs.
- The TA and TC checklists, located in Appendix F of the TAM and Appendix C of the TA and TC User Guides, are designed to assist TAs and TCs in performing and completing all the responsibilities of their designated role. Please refer to both checklists for a complete list of TA and TC responsibilities.

Before administration



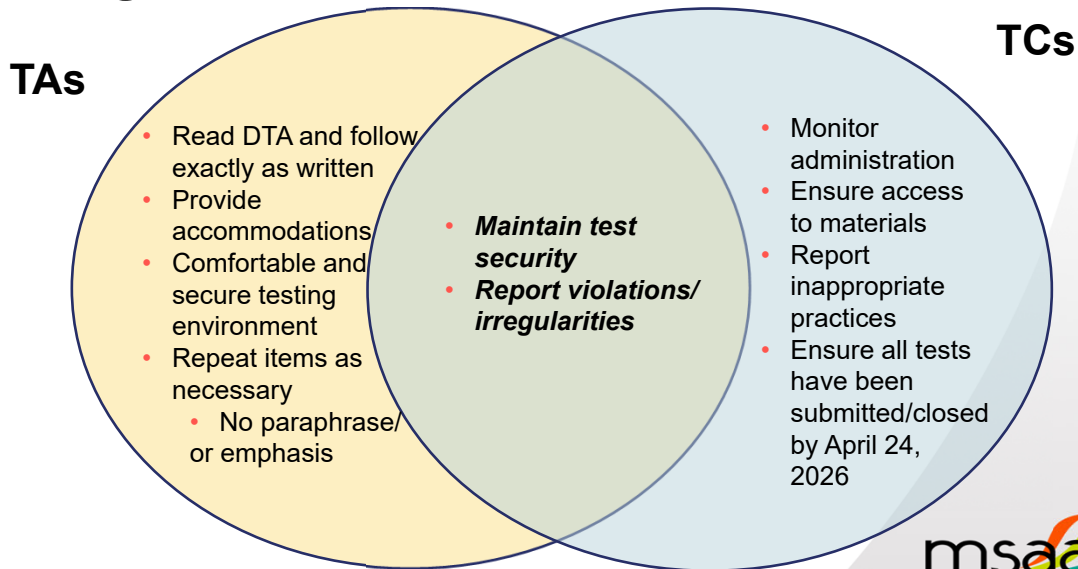
- Before administration, please ensure that all students who qualify to participate in the alternate assessment have been identified and the IEP team decision has been documented in the IEP. Pay particular attention to grade 3 students, new students, or transfer students.
- Also, ensure any necessary testing accommodations, such as paper version and scribe, have been written into the IEP.
- A common irregularity is TAs printing and using the paper version because it is accessible. However, in order to administer the paper version of the test, it must be agreed upon by the IEP team as well as written into the IEP or it is a test irregularity that should be reported as such.

Before administration



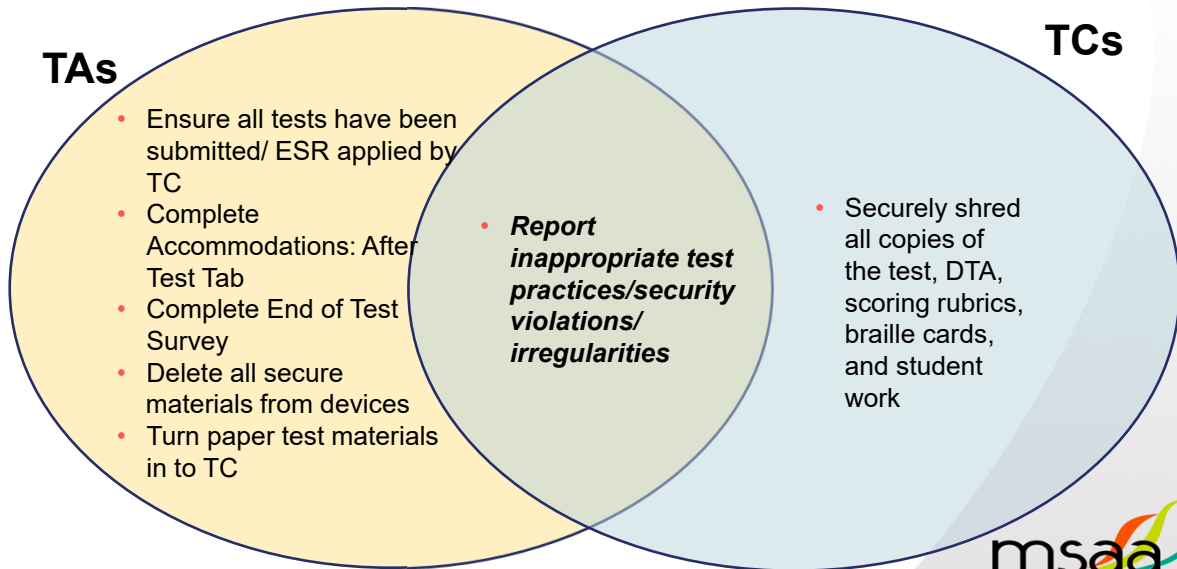
- Please take a look at the checklists that have been passed out. You should have a two-sided, TA checklist as well as a two-sided TC checklist. If you look at your TA checklist, you will see that it has the Before Administration tasks on the front and the During and After Administration tasks listed on the back. Along with the tasks, it also provides references to page numbers in the TAM where you can find coinciding information about that task. The TC Checklist is set up in the same way, Before, During, and After Administration tasks...the tasks just all fit on one page. Does anyone still need one or both of these checklists?
- OK...Before administration of the MSAA, TAs and TCs both have specific responsibilities that need to be completed, some of which are similar for both TAs and TCs. Please take three minutes to look over the TA and TC responsibilities. What responsibilities do BOTH TAs and TCs have in common?
- *Wait 3 minutes.*
- *ASK...What responsibilities did you find for which both TAs and TCs were responsible Before Administration?*
- *After answers are provided, show the Venn Diagram.*
- This Venn diagram shows where these responsibilities overlap.

During administration



- TAs and TCs also both have specific responsibilities During Administration of the MSAA as well. Again, some of these responsibilities are similar for TAs and TCs. Please take three minutes to look over the TA and TC responsibilities for During Administration. What responsibilities do BOTH TAs and TCs have in common?
- *Wait 3 minutes.*
- *ASK...What responsibilities did you find for which both TAs and TCs were responsible During Administration?*
- *After answers are provided, show the Venn Diagram.*
- This Venn diagram shows where the responsibilities overlap.

After administration



- Finally, TAs and TCs have specific responsibilities After Administration of the MSAA. Again, some of which are similar for TAs and TCs. Please take three minutes to look over the TA and TC responsibilities for After Administration. What responsibilities do BOTH TAs and TCs have in common?
- *Wait 3 minutes.*
- *ASK...What responsibilities did you find for which both TAs and TCs were responsible After Administration?*
- *After answers are provided, show the Venn Diagram.*
- This Venn diagram shows where the responsibilities overlap.

Additional takeaways

TAs	TCs
<ul style="list-style-type: none">• Administering the test to students• Not permitted to apply the ESR• Not permitted to edit student demographic information	<ul style="list-style-type: none">• Managing the administration of the test• Permitted to apply the ESR• Not permitted to edit student demographic information



- *TAs are responsible for administering the test to students.*
- *TCs are responsible for managing the administration of the test.*
- TAs are not permitted to apply the ESR or close the test. This responsibility falls under the TC.
- New this year: TAs nor TCs are permitted to edit student demographic information.
 - Any edits to student demographic information requires escalation to the State MSAA Coordinator. This is a change from last year when TCs were able to edit student demographic information.

Standardized

- Directions for Test Administration
 - Student specific
 - Scripted
 - Step by step
 - Must be read exactly as written
 - No paraphrasing or word substitution

Calculator may not be used on this item.
Counters or other manipulatives may be used to solve this problem.

Item 12

There were 19 chairs in a classroom. The teacher put 7 chairs in the hallway.
Which equation shows how many chairs were still in the classroom?

Point to each answer option.

[For all students, read "A. Nineteen minus seven equals twelve."]

A. $19 - 7 = 12$

[For all students, read "B. Nineteen minus two equals seventeen."]

B. $19 - 2 = 17$

[For all students, read "C. Nineteen plus seven equals twenty-six."]

C. $19 + 7 = 26$

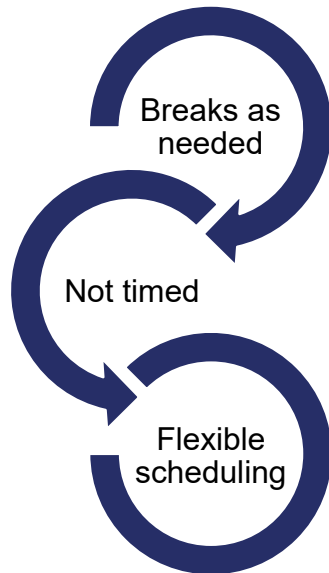
The DTA is REQUIRED for administration!



- As previously mentioned, the MSAA is a standardized assessment.
- The use of the Directions for Test Administration (DTA) is imperative and required to keep the MSAA standardized.
- The DTA is
 - Student specific
 - Scripted
 - Step by step
 - Must be read exactly as written
 - And there cannot be any paraphrasing or word substitution
 - Again, the DTA is a Required addition for test administration, whether that be a computer-based administration or paper-based or hybrid administration which have to be documented in the IEP. It's important to note that the DTA includes information that *is not* included in the printed version of the assessment...a common irregularity is TAs seeing the "style" of the printed test and thinking it is basically the same thing as the DTA...however, that is not the case. The DTA includes

additional instructions including any any necessary reference sheets/instructions *such as a calculator may not be used or other manipulatives may be used*, teacher directions such as *point to each answer option*, and alt text such as *for all students read, A. Nineteen minus seven equals twelve. It is necessary to use the DTA.*

Individualized



- Student-specific supports
 - Alternate color themes
 - Alternative text
 - Answer masking
 - Audio player
 - Line reader tool
 - Use of mathematics manipulatives
 - Object replacement
 - Tactiles
 - Transcribing



- The MSAA is also an individualized assessment that includes student specific supports.
- In addition to breaks-as many and as often as needed by the student, as much time as the student needs to take the assessment within the administration window, and flexible scheduling, the MSAA also provides student specific supports such as
 - Alternate color themes
 - Alternative text
 - Answer masking
 - Audio player
 - Line reader tool
 - Use of mathematics manipulatives
 - Object replacement
 - Tactiles

➤ Transcribing

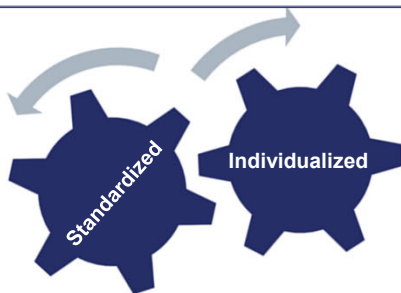
Standardized vs. individualized

Item 12

There were 19 chairs in a classroom. The teacher put 7 chairs in the hallway.

Which equation shows how many chairs were still in the classroom?

- ☐ $19 - 7 = 12$
- ☐ $19 - 2 = 17$
- ☐ $19 + 7 = 26$



Calculator may not be used on this item.

Counters or other manipulatives may be used to solve this problem.

Item 12



There were 19 chairs in a classroom. The teacher put 7 chairs in the hallway.

Which equation shows how many chairs were still in the classroom?

Point to each answer option.

[For all students, read "A. Nineteen minus seven equals twelve."]

A. $19 - 7 = 12$

[For all students, read "B. Nineteen minus two equals seventeen."]

B. $19 - 2 = 17$

[For all students, read "C. Nineteen plus seven equals twenty-six."]

C. $19 + 7 = 26$



- We have a game we would like you to play. Feel free to cheat off of your neighbor as we go along! We have provided a mathematics item for you, along with the DTA that corresponds to the item. Please read through the item, using the DTA as though you are administering the item. Then decide, based on our previous discussion of standardized and individualized, what can be changed while administering this item to make it individualized and what must remain as it is in order to meet the standardization requirement? Please take the next three minutes to do this.
- What can be changed? *Allow time for responses.*
- What must remain the same? *Allow time for responses.*



Importance of support



- Support is imperative for a successful administration.
- These four areas are often mentioned when Test Administrators discuss their struggles with administration support.
- Time...they do have a window for administration, but they need building administrators to prioritize that time.
- Coverage...TAs need adequate coverage of their classes in order to administer the assessment. Because it is a one-to-one administration, this takes planning and support and may mean additional resources will be needed during this time.
- Resources...TAs need resources to properly administer the assessment.
 - They need access to a computer or other compatible device with reliable internet access; if bandwidth issues are a problem, provide access times throughout the building to prioritize this assessment
 - They need access to a printer with ink, even though they may be taking the assessment on the computer, there are constructed response items that must be physically manipulated. It can also be helpful to print the Directions for Test Administration so TAs can highlight information, make notes, and prepare for the assessment.
 - TAs need a secure place to store testing materials. Because the test is

rarely finished in one day, those materials should be stored in a secure location. A locked filing cabinet or closet works great.

- TAs need a proper testing environment. If teachers are sharing a room, is there an office that can be used during testing times? In this scenario, it might be more helpful to move other students and leave the student who is testing in their familiar environment.
- TAs may require items to use as object replacement during administration. Is funding available for this?
- And finally, scheduling...can building administration help TAs and TCs create a schedule for testing? By helping in this way, building administrators can help support the TA by monitoring noise near the classroom, alerting nearby teachers that testing is occurring, not allowing interruptions such as intercom use and practice drills/alarms.
- Building administrators can also work with others in the building during the administration window to build a schedule that helps support the TA as they are testing.

Test administrator

Supports Students Before Administration

- Routine
- Practice
- Exposure to content

Supports Students During Administration

- Create comfortable, secure testing environment
- Flexible scheduling
- Prepare testing materials
- Provide accommodations



- How can TAs provide support?
- The Test Administrator can support students before administration of the MSAA by
 - Creating a comfortable, predictable routine for students
 - Practicing with sample items/teacher guides and
 - Providing proper exposure to the content being assessed.
- The Test Administrator can support students during administration of the MSAA by
 - Creating a comfortable, secure testing environment
 - Incorporate flexible scheduling
 - Prepare testing materials
 - Confirm student information and
 - Provide necessary accommodations

TAs support teachers

What if the TA and the student's teacher are two different people?



- What if the TA and the student's teacher are two different people?
- In order to develop the optimal testing experience, the TA and teacher should collaborate to determine:
 - Routines
 - Coverage
 - Practice
 - Exposure
 - Resources
 - Scheduling

School test coordinator

Supports

- TAs via
 - Developing schedule, coverage, time to test
 - Communicate MSAA information
 - Ensure access to online system/completion of training
 - Ensure adequate technology/resources
 - Securely shred secure materials
 - Provide oversight of test administration

Additional MSAA System Actions

- Add or edit TAs
- Apply ESR/Close Test



- How can school test coordinators provide support?
- School test coordinators can support Test Administrators in administration by:
 - Support TAs in developing a testing schedule/coverage/time to test
 - Communicate all MSAA information
 - Ensure TAs can access the MSAA Online System and complete training
 - Ensure TAs have adequate access to technology and resources
 - Securely shred secure materials
 - Provide oversight of the test administration
 - Actions the TC can complete in addition to what TAs can do in the MSAA Online System are
 - Add or edit TAs
 - Apply the ESR/Close Test
 - Just a reminder that TCs can no longer edit student demographic information. That needs to be escalated to the

State MSAA Coordinator.

BIE MSAA Coordinator

Supports

- TAs and TCs in the management of administration

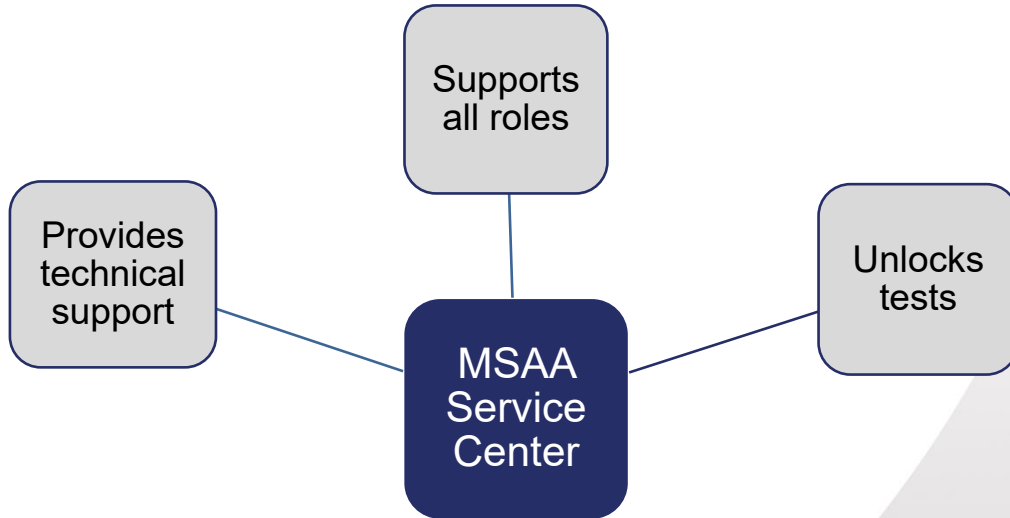
Additional MSAA System Actions

- Change test form grades
- Unlock tests
- Edit student demographic information

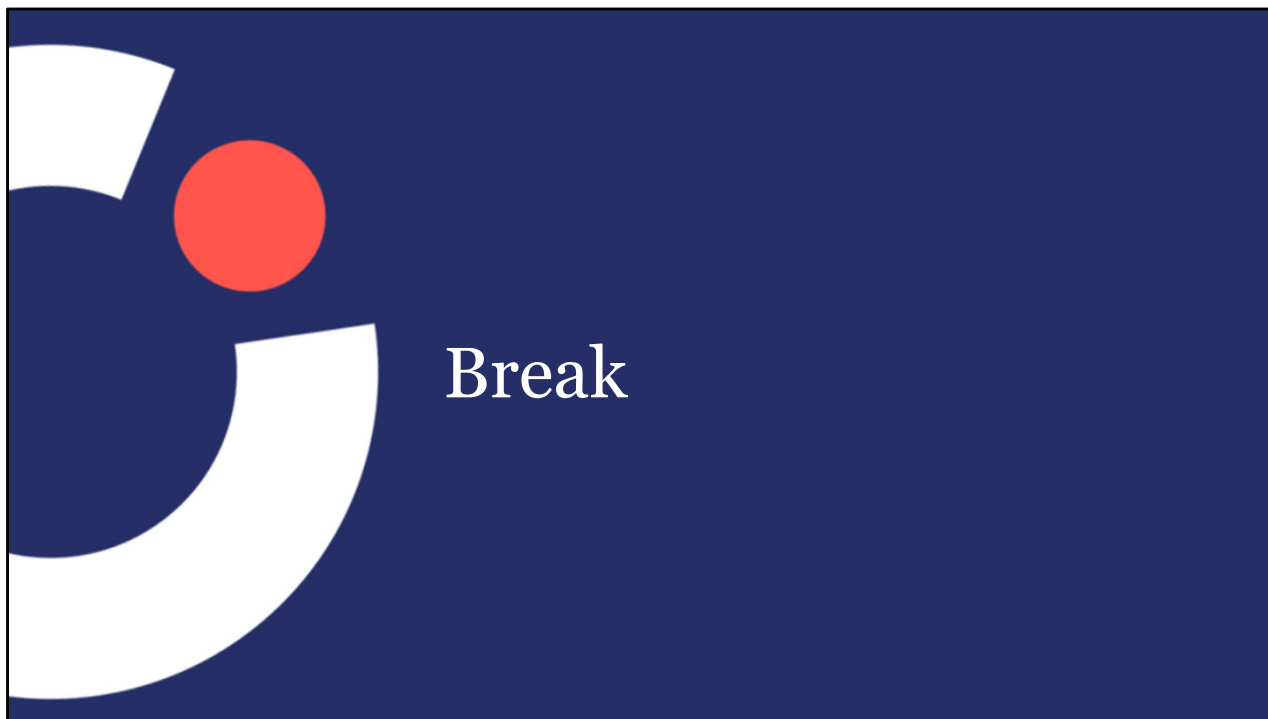


- The BIE MSAA Coordinator, Don Griffin, supports TAs and TCs in the management of the administration
- In addition to what the school and test coordinators can do, the BIE MSAA Coordinator can also:
 - Change test form grades
 - Unlocks tests
 - Edit student demographic information

MSAA service center



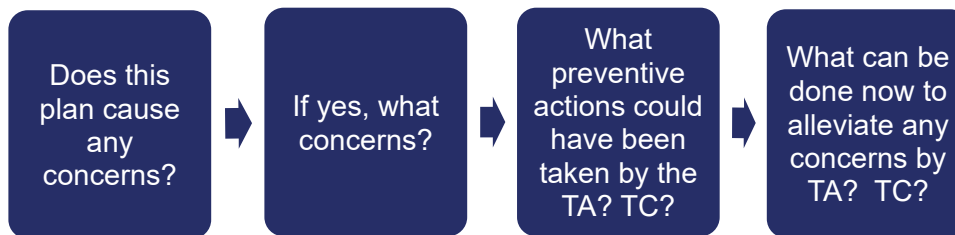
- The MSAA Service center
 - Supports all roles
 - TAs, TCs, and State MSAA Coordinators
 - They can also provide technical support as well as
 - Unlock tests





Scenario 1

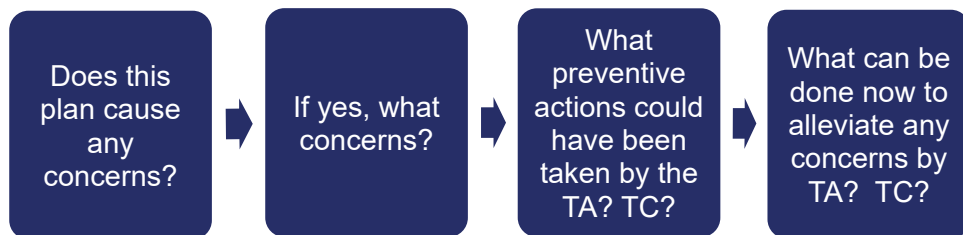
A TA has three students left to finish administration of the MSAA. The TA is concerned about the limited time available to finish administration before the deadline as well as the ability to find coverage for other students during administration. The TA has struggled to find coverage up to this point. To ensure all administration is completed before the deadline, the classroom aide has been tasked with administering to the student who exhibits some behavioral concerns while the TA will administer to the other two remaining students-at the same time- while the rest of the students are in therapy.



Let's talk about this scenario. Does this plan cause any concerns? What concerns? What preventive actions could have been taken by the TA? What about the TC? What can be done now to alleviate any concerns by the TA? What about the TC?

Scenario 2

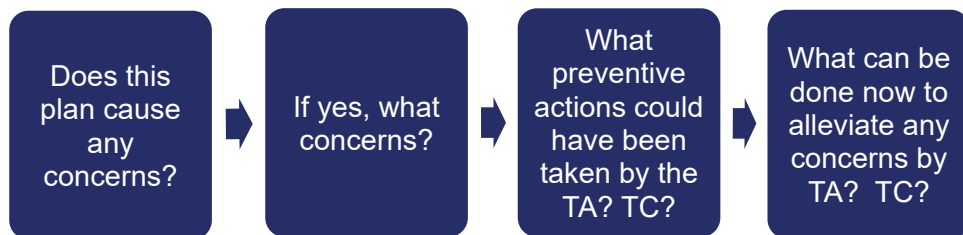
The TA is trying to get all students tested within the administration deadline. The TA feels that their student should not even be taking this test because they cannot even recite the alphabet. This TA has administered the MSAA many times and believes they know what they need to say to administer. In the spirit of saving time, the TA paraphrases the DTA while administering the test.



Let's talk about this scenario. Does this plan cause any concerns? What concerns? What preventive actions could have been taken by the TA? What about the TC? What can be done now to alleviate any concerns by the TA? What about the TC?

Scenario 3

The TA has attempted to test the student four times. The internet bandwidth keeps causing the test to lockup. The student is becoming irritable and frustrated leading to the TA becoming irritable and frustrated. To alleviate the student frustration, the TA decides to just print the test and administer in that way. The student finishes the assessment and is noticeably less frustrated.



Let's talk about this scenario. Does this plan cause any concerns? What concerns? What preventive actions could have been taken by the TA? What about the TC? What can be done now to alleviate any concerns by the TA? What about the TC?

Scenario 4

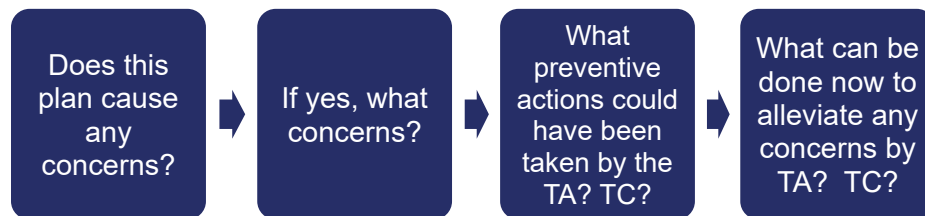
The TA administers the ELA portion of the 4th grade assessment to a student, but the test is now locked. She decides to email the MSAA Service Center. Here is her email:

Hello!

My student, Jonah Miller, (a 4th grader) has almost finished the ELA test, but the test is now locked. Can you please unlock it?

Thanks,

Test Administrator



Let's talk about this scenario. Does this plan cause any concerns? What concerns? What preventive actions could have been taken by the TA? What about the TC? What can be done now to alleviate any concerns by the TA? What about the TC?

Common irregularities

- Some common irregularities include:
 - Failing to sign/submit the security agreement
 - Failing to use the DTA as intended during administration
 - Paraphrasing test directions, items, answer options, or any text
 - Using materials not indicated in the DTA
 - Clueing students with inflection, emphasis, pointing, etc.
 - Providing students with a preview of the test
 - Using a printed test when not documented in the IEP
 - Testing more than one student at a time

NOTE: Irregularities are often unintentional mistakes.



- Some common examples of test irregularities that occur are
 - Failing to sign/submit the security agreement
 - Failing to use the DTA as intended during administration
 - Paraphrasing test directions, items, answer options, or any text
 - Using materials not indicated in the DTA
 - Clueing students with inflection, emphasis, pointing, etc.
 - Providing students with a preview of the test
 - Using a printed test when not documented in the IEP
 - Testing more than one student at a time
 - This is, of course, not an inclusive list of irregularities. It is just a list of the more common irregularities.
- It's important to note that irregularities are often unintentional mistakes. But they are still irregularities. Ensuring your TAs know the policies and procedures as well as have the necessary support needed for an optimal testing environment for students can alleviate many of these irregularities.



BIE MSAA Reporting

Platform	MSAA System https://www.msaaassessment.org	BIE Science Portal (Data Interaction or DI) https://bie.cognia.org/
Dates	7/13-9/18/26	7/13/26*
Description/ Key Features	<ul style="list-style-type: none"> • 10-week online reporting window in the MSAA testing platform • Report access granted to active Test Coordinators (TCs) • The following static reports are available for download: <ul style="list-style-type: none"> ○ Student Results Datafile CSV ○ Roster Report (PDF) ○ Summary Report (PDF) ○ ISRs (PDF) • Spring 2026 Reports only (no historical reporting) 	<ul style="list-style-type: none"> • Provides dynamic reporting functionality, as well as a download center for ISRs • Same platform used for BIE Science GenEd assessment • Historical reporting for all Cognia/BIE contracts (MSAA, Science Summative, Science Benchmark) <ul style="list-style-type: none"> ○ i.e. no time restrictions around access to released reporting data • Report access granted to School Test Coordinator (STC) and Report Access Only (RAO) user roles

*MSAA Spring 2026 Reporting Data released to the field



BIE MSAA Reporting has two different platforms to access information

- The first is the MSAA System with reporting dates from 7/13/2026 through 9/18/2026.
- The MSAA System provides a
 - 10-week online reporting window in the MSAA testing platform
 - Report access granted to active Test Coordinators (TCs)
 - The following static reports are available for download:
 - Student Results Datafile CSV)
 - Roster Report (PDF)
 - Summary Report (PDF)
 - ISRs (PDF)
 - Spring 2026 Reports only (no historical reporting)
- The second platform is the BIE Science Portal with the MSAA Spring 2026 Reporting data release date of 7/13/2026
- The BIE Science Portal provides
 - Dynamic reporting functionality, as well as a download center for ISRs
 - Same platform used for BIE Science GenEd assessment
 - Historical reporting for all Cognia/BIE contracts (MSAA, Science Summative, Science Benchmark)

- i.e. no time restrictions around access to released reporting data
- Report access granted to School Test Coordinator (STC) and Report Access Only (RAO) user roles

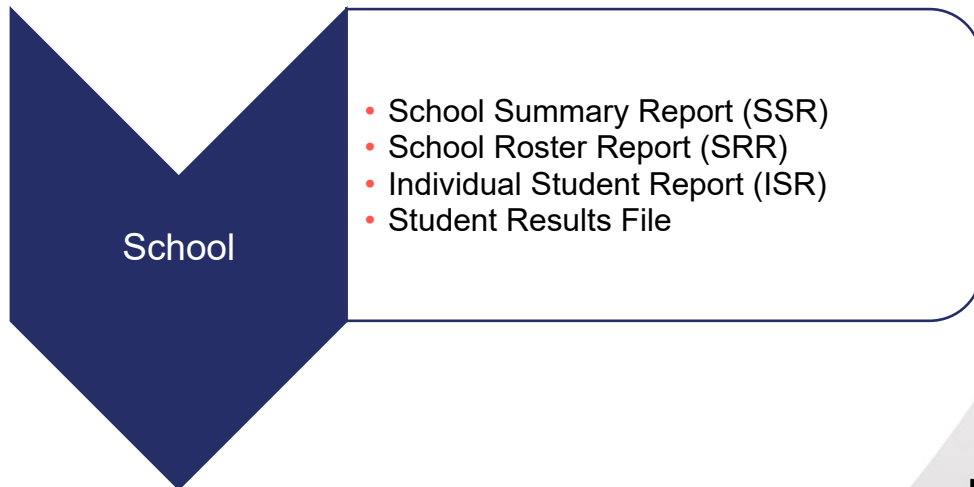
Reports

- All MSAA score reports are confidential documents
- TCs can access
 - MSAA username and password



- All MSAA score reports are confidential documents.
- Only TCs using their current MSAA username and password may access the MSAA reports here: www.msaaassessment.org under the Reporting tab.
- Reports are only available during the online reporting window.

Reports (cont.)



- Reports that can be found in the MSAA Reporting Portal.
- School reports consist of
 - School Summary Report (SSR)
 - School Roster Report (SRR)
 - Individual Student Report (ISR)
 - Student Results File

Individual Student Reports (ISR)

Page 1: Performance Summary

MSAA Multi-State Alternate Assessment

1 Name: FIRSTNAME LASTNAME
ID: DD164
School: Demonstration School
Test Date: Spring 2020
Grade: 05

What is in this report?
Page 1: Contains a summary of your child's performance on this year's test.
Page 2: Contains an introductory letter from MSAA and next steps to support your child.

English Language Arts		Mathematics	
Performance Level	Score	Performance Level	Score
Level 2	1236	Level 3	1243

Reading 73% Writing 25%

Performance Level Descriptors

The scale score and performance level for each content area above summarize FIRSTNAME's performance on the English Language Arts and Mathematics tests.

English Language Arts

- Use brief literary texts with other texts to answer questions about the text, compare characters, settings, and events, and summarize a text.
- Use brief informational texts with clear ideas to identify the main idea and supporting details, use details from the text to support an author's point, and compare and contrast information and events in different texts.
- Use context to define multiple-meaning words.
- Identify elements of a narrative text to include beginning, middle, and end.
- Identify a sentence that is supported by a text structure such as comparison/contrast.
- Write a sentence with linked command of organization, idea development, and/or conventions.

Mathematics

- Solve problems with whole numbers, fractions, or decimals using mathematical language and symbolic representations (e.g., $<$, $>$, $=$).
- Identify place values.
- Read decimals.
- Identify the effects of multiplication.
- Convert standard measurements including minutes and hours.
- Locate a given point on a coordinate plane.
- Make comparisons between data sets.

Page 2: 2020 Results for FIRSTNAME (LASTNAME) (DD164) | Grade 05 | Demonstration School

Dear Parents and Guardians,

This report summarizes your child's performance on the online 2020 Multi-State Alternate Assessment (MSAA). This report shows the scaled score and performance level in English Language Arts (ELA) and Mathematics. Also shown is the percent of possible points earned in Reading and Writing. The performance level descriptors describe the knowledge and skills that children who perform at this level generally demonstrate.

The MSAA is designed to assess students in grades 3-8 and High School with significant cognitive disabilities and requires students' content that is aligned to and derived from your state's content standards. The test contains many built-in supports that allow students to take the test using materials they are most familiar with and to communicate what they know and can do. These are some of the built-in supports found in the MSAA:

- shortened ELA-reading passages
- pictures, charts, tables, and maps to help students understand the reading passages
- models and examples that explain important ideas and concepts
- smaller numbers on the mathematics tests

To support communication independence to the greatest extent possible, the MSAA is designed to work with different communication modes and systems. Please discuss the supports your child used on the MSAA with your child's teacher.

More information and resources for helping your child are available at your state's alternate assessment web page or by talking with your child's teacher. If you require this letter or your child's report in a different format, please contact your state's department of education.

What skills can be worked on next?

English Language Arts

- Summarize a text.
- Summarize a text and use inferences.
- Use content vocabulary.
- Use transition words in writing.

Mathematics

- Use mathematical terms and symbols ($<$, $>$, $=$).
- Solve problems related to percent, rates, and ratios.
- Find the area of a parallelogram.
- Identify numbers on a number line.
- Solve word problems.
- Identify mean, median, and mode.
- Solve equations with decimals.

What now?

Bring this report to your next conference with FIRSTNAME's teachers.

You can ask FIRSTNAME's teachers:

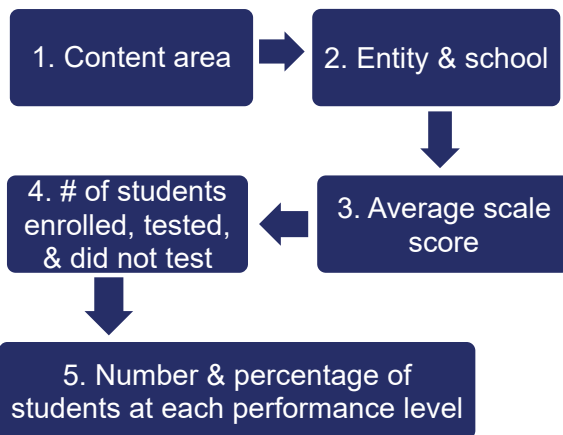
- What is FIRSTNAME learning in ELA and Mathematics this year?
- How is FIRSTNAME doing?
- How can I use this information to work with FIRSTNAME this year?
- What resources should I use to support FIRSTNAME?


- This is an example of an ELA and Mathematics Individual Student Report or ISR.
- Page 1 contains a summary of the student's performance on the test.
- This is where you can find specific features such as:
 - The student's full name, student ID, school, and grade
 - The results for each content area
 - The student's scale score and performance level for each content area
 - The student's score compared to the performance level scale
 - The Performance Level Descriptors or PLDs for the student's performance level
 - It is helpful to read the PLDs to understand the expectations for the performance level and grade level for each student.
 - This information can provide a concrete link from the test to instructional planning.
- Page 2 contains an introductory letter from MSAA and steps to support the student.
 - These steps to support the student include:
 - What skills can be worked on next which include skills related to the

- standards in the following grade and
- What now which are conversation starters for parents when talking with teachers about instruction for their child

School Summary Reports (SSR)

- Provides summarized performance information at the entity and school levels for each grade.





1

2

3

4

5

CONFIDENTIAL

English Language Arts

2

SUMMARY REPORT

Demonstration State

Demonstration District 4

Demonstration School 4

		Enrolled	Tested	Did Not Test	Average Scale Score	Performance Level							
						Level 1		Level 2		Level 3		Level 4	
		N	%	N	%	N	%	N	%	N	%	N	%
03	State	22	12	10	1225	5	42	6	50	1	8	0	0
	District	22	12	10	1225	5	42	6	50	1	8	0	0
	School	22	12	10	1225	5	42	6	50	1	8	0	0
04	State	17	9	8	1219	7	78	1	11	1	11	0	0
	District	17	9	8	1219	7	78	1	11	1	11	0	0
	School	17	9	8	1219	7	78	1	11	1	11	0	0
05	State	28	14	14	1223	8	57	3	21	2	14	1	7
	District	28	14	14	1223	8	57	3	21	2	14	1	7
	School	28	14	14	1223	8	57	3	21	2	14	1	7
06	State	17	10	7	1222	5	50	2	20	3	30	0	0
	District	17	10	7	1222	5	50	2	20	3	30	0	0
	School	17	10	7	1222	5	50	2	20	3	30	0	0
07	State	17	10	7	1223	5	50	4	40	1	10	0	0
	District	17	10	7	1223	5	50	4	40	1	10	0	0
	School	17	10	7	1223	5	50	4	40	1	10	0	0
08	State	21	12	9	1221	5	42	3	25	4	33	0	0
	District	21	12	9	1221	5	42	3	25	4	33	0	0
	School	21	12	9	1221	5	42	3	25	4	33	0	0
High School	State	26	15	11	1223	8	53	3	20	4	27	0	0
	District	26	15	11	1223	8	53	3	20	4	27	0	0
	School	26	15	11	1223	8	53	3	20	4	27	0	0

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- Here you can see an example of a School Summary Report.
- The SSR provides summarized performance information at the entity and school levels for each grade, including the number of students who were enrolled, tested, and did not test, as well as average scale score and performance level.
- The SSR contains the following features:
 - 1. The content area of the report
 - 2. The entity and school included in the report
 - 3. The number of students by grade who were enrolled* , tested, and did not test by entity and school
 - 4. The average scale score for each grade by entity and school
 - 5. The number and percentage of students at each performance level by grade in the entity and school

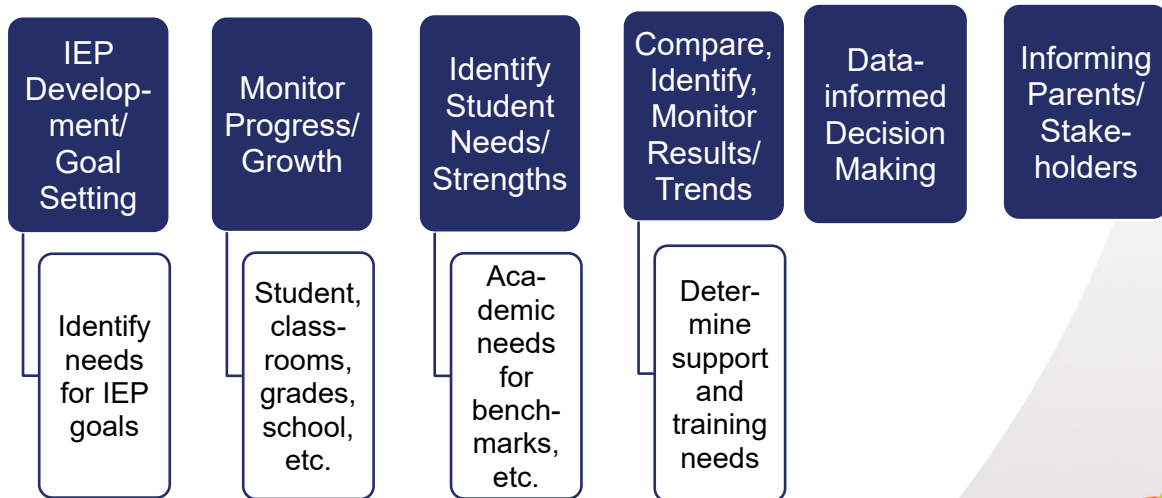
Using MSAA scores

To contextualize a student's academic performance and skills across various categories, use alongside:



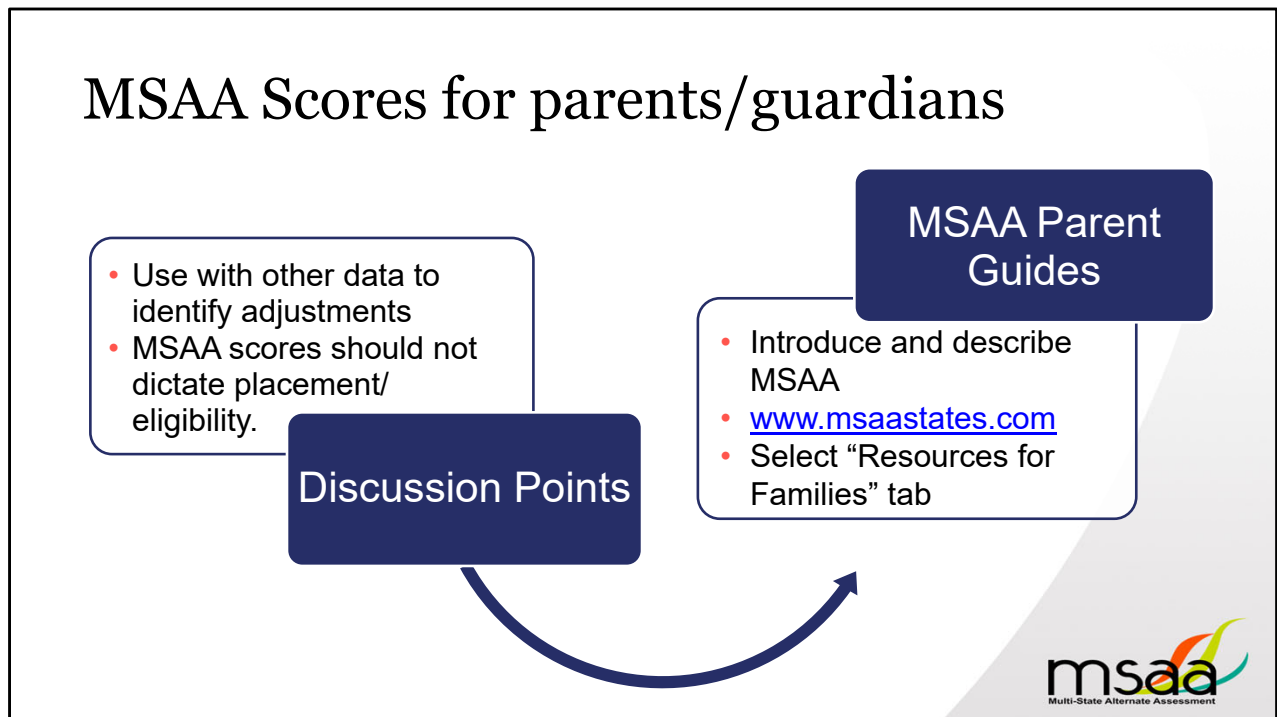
- MSAA scores can be used to contextualize a student's academic performance and skills across various categories
- MSAA scores should be used in conjunction with IEP progress reports, student work, diagnostic assessments, entity-required assessments, and report cards

Using MSAA scores (cont.)

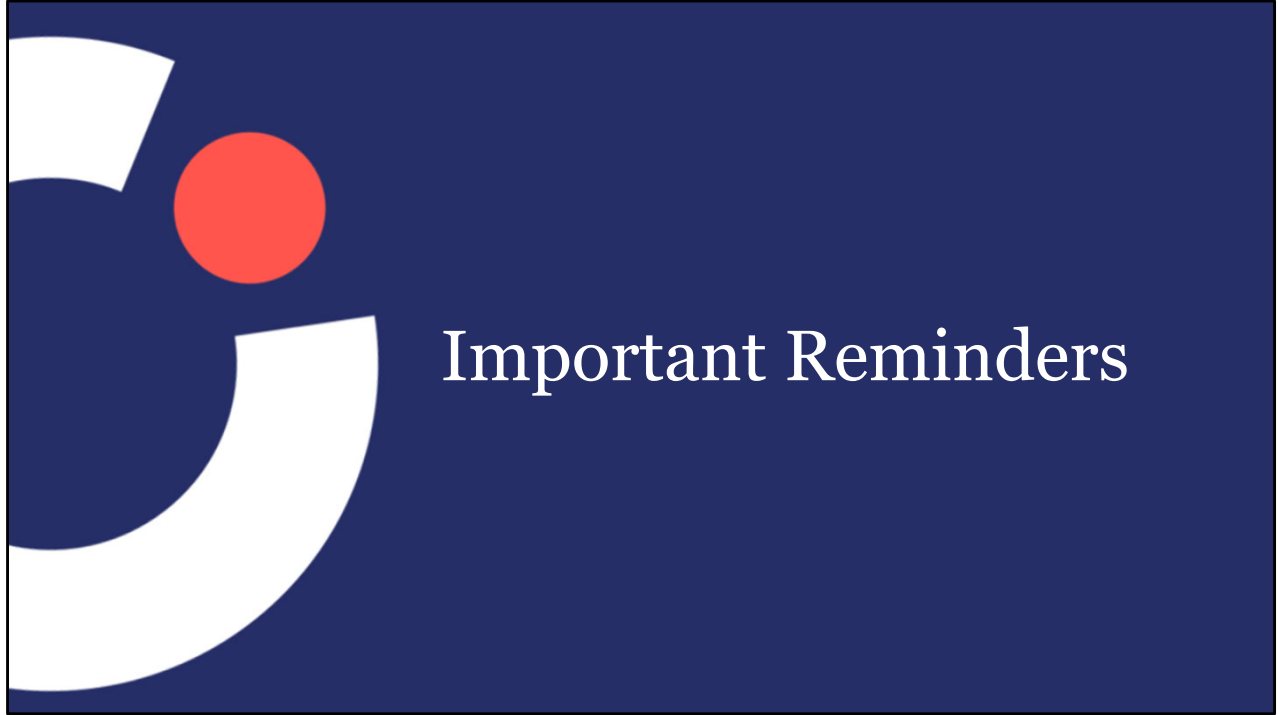


- MSAA scores can be used to assist with IEP development and goal setting
 - To help identify individual academic needs for IEP goals
- They can be used to assist in monitoring progress and growth in regard to student, classrooms, grades, school, etc.
- MSAA scores can be helpful in identifying student needs and strengths such as
 - Identifying individual academic needs for benchmarks
- They can be used in comparing results and identifying or monitoring trends in student performance
 - To identify classrooms/grade levels/schools that may need additional support or training
- MSAA scores can also be used in data-informed decision making as well as
- Informing parents and stakeholders

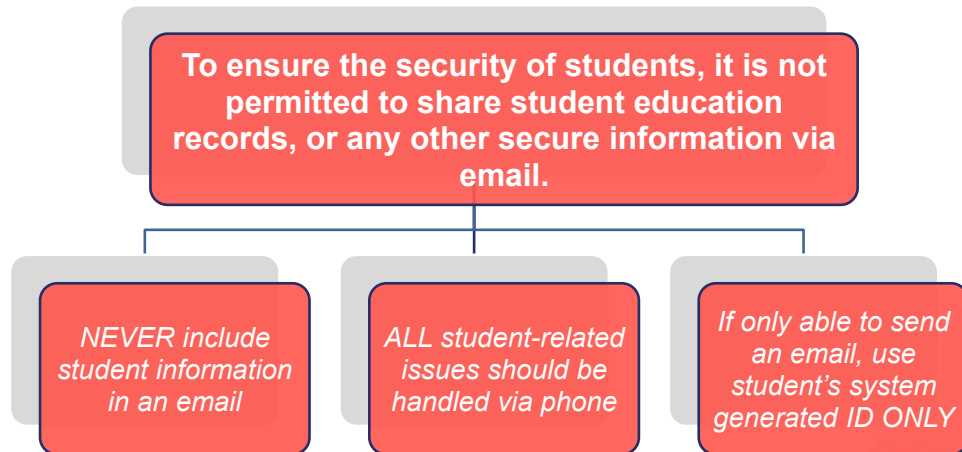
MSAA Scores for parents/guardians



- It's important to note that when discussing a child's scores with parents or guardians:
 - MSAA results should be considered alongside local assessment results and other data to identify necessary curriculum and instructional adjustments.
 - MSAA scores alone should not dictate placement or eligibility decisions.
 - In addition, MSAA parent guide overviews are available for parents to introduce and describe the assessment. To view the parent guides, visit www.msaastates.com and select the "Resources for Families" tab.

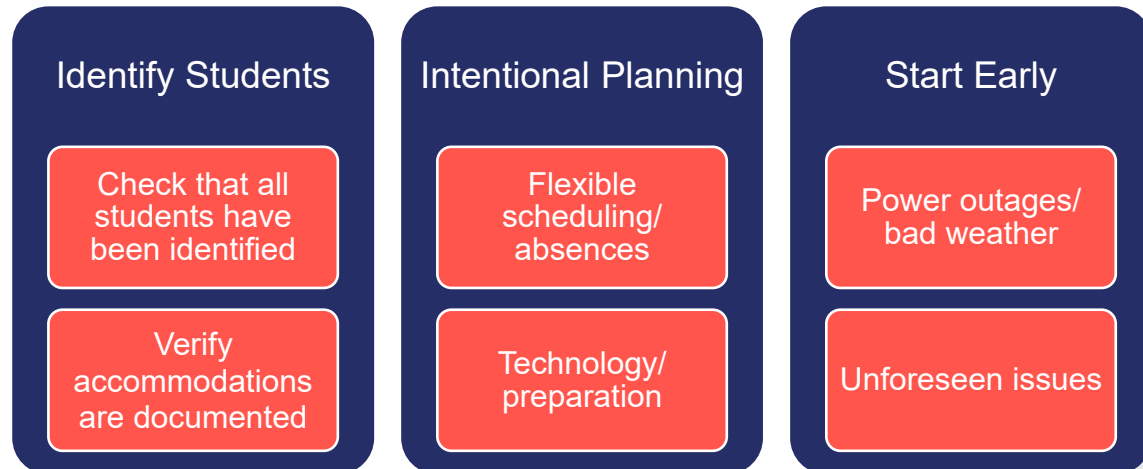


Student information: FERPA compliance



- The MSAA Service Center has fielded many calls in regard to FERPA, the Family Educational Rights and Privacy Act, a federal law that protects the privacy of student education records.
- To ensure the security of students, it is not permitted to share student education records, or any other secure information via email as those methods of communication are not secure.
- Never include student information in an email.
- ALL student-related issues should be handled by phone.
- If you are unable to call and are only able to send an email, be sure to use the MSAA System Generated ID only and DO NOT include any other student information in your request.
- Unfortunately, this continues to be a regular concern for the MSAA Service Center regardless of how many reminders that are provided.

Planning



Planning is imperative to a successful administration!



- To help ensure a positive, successful MSAA testing experience, ***planning is imperative*** as this population of students deserves the same opportunities as those students in the general education population.
- It is important to verify that all students have been identified as well as
 - All accommodations, such as the paper accommodation, are documented in the IEP if needed
- It is important to be intentional when planning for administration to allow for flexible scheduling, student absences, technology glitches, time to prepare all materials etc. Be sure to take the school calendar into consideration such as spring break etc.
 - It is also essential to ensure you begin administration early to alleviate any last-minute issues as testing this population in just a few days is often not possible. Many things can happen to hinder the assessment process such as power outages, bad weather, unplanned school closings, or a plethora of unforeseen, unpredictable issues. Unfortunately, when the testing window is over, it is over.

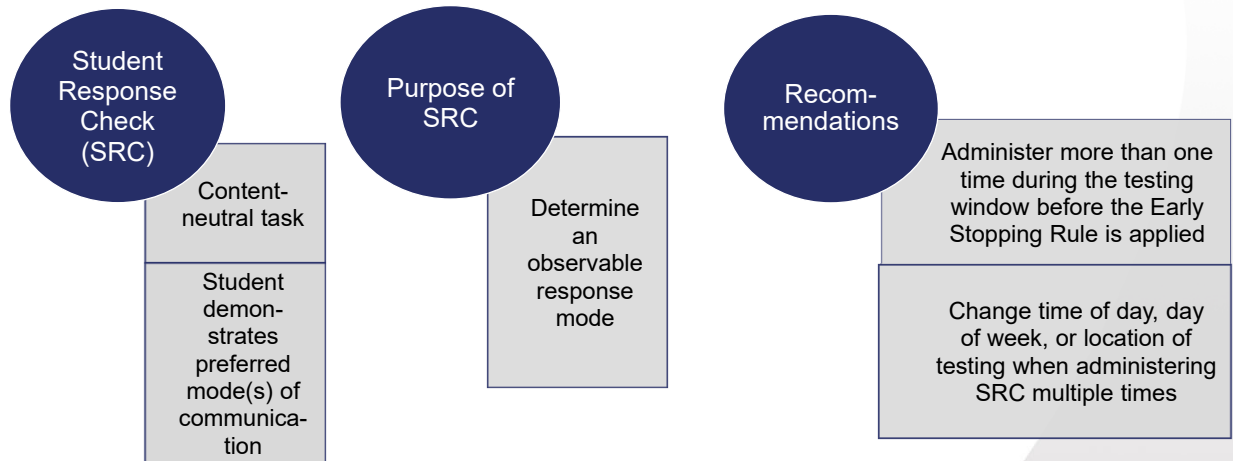
Technology check

Device	Version
Windows computer	Windows 10 (version 1709+) or newer
Mac (Apple OS X) computer	Mac OS X 13.x or newer
Chromebook	Chrome OS 135+
Linux	Ubuntu 18.04, Fedora 39 or newer
iPad 2 or newer	iPad 15.x+
Android tablet	Android OS 12+
Windows tablet	Windows 10 or newer



The supported operating systems for each technology device has been updated and are listed in this slide. It is important to use the latest versions of the supported browsers to access the test successfully.

Early Stopping Rule (ESR)



TAs do not have permission to apply the Early Stopping Rule.



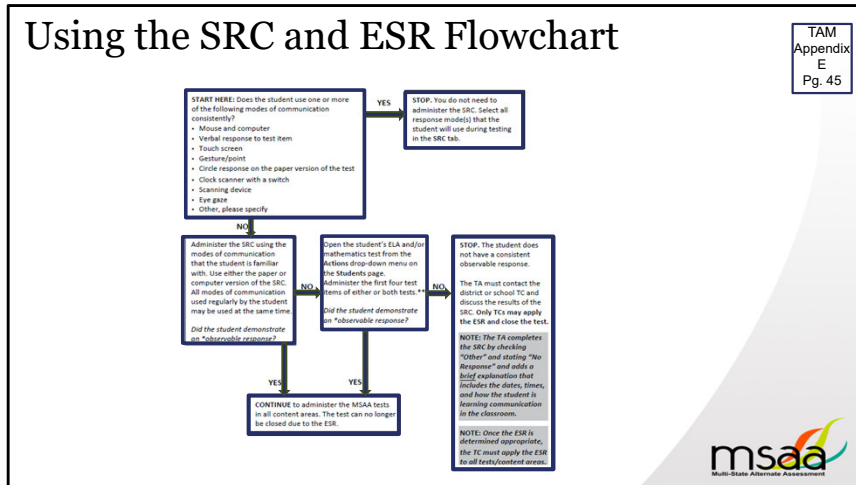
- Ending the testing experience, by applying the Early Stopping Rule after the Student Response Check, continues to be a point of confusion.
- The SRC is a content-neutral task during which a student is asked to demonstrate his or her preferred mode(s) of communication. **A student may use as many or as few communication modes as he or she is comfortable with and uses on a daily basis.**
- The purpose of the SRC is to determine whether 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. *Just a reminder that 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.*
- If a student's response to a test item is not clearly observable, or is not understood by the TA or scribe, then the TA or scribe cannot enter the student's response in the MSAA System.
- Student answers to the items on the SRC are not scored.
- The SRC items are not practice items.

- It is recommended that the SRC be administered **more than one time** during the testing window before the Early Stopping Rule 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.

It is important to note that TAs do not have permission to apply the Early Stopping Rule.

Using the SRC and ESR Flowchart

TAM
Appendix
E
Pg. 45



Let's go through this flowchart:

START HERE: Does the student use one or more of the following modes of communication consistently?

- Mouse and computer
- Verbal response to test item
- Touch screen
- Gesture/point
- Circle response on the paper version of the test
- Clock scanner with a switch
- Scanning device
- Eye gaze
- Other, please specify

If **YES** — **STOP.** You do not need to administer the SRC. Select all response mode(s) that the student will use during testing in the SRC tab.

If **NO** — Administer the SRC using the modes of communication that the student is familiar with. Use either the paper or computer version of the SRC. All modes of communication used regularly by the student may be used at the same time. Did the student demonstrate an *observable response?

If **YES** — **CONTINUE** to administer the MSAA tests in all content areas. The test can no longer be closed due to the ESR.

If **NO** — Open the student's ELA and/or mathematics test from the **Actions drop-down menu** on the **Students** page. Administer the first four test items of either or both tests.

Did the student demonstrate an *observable response?

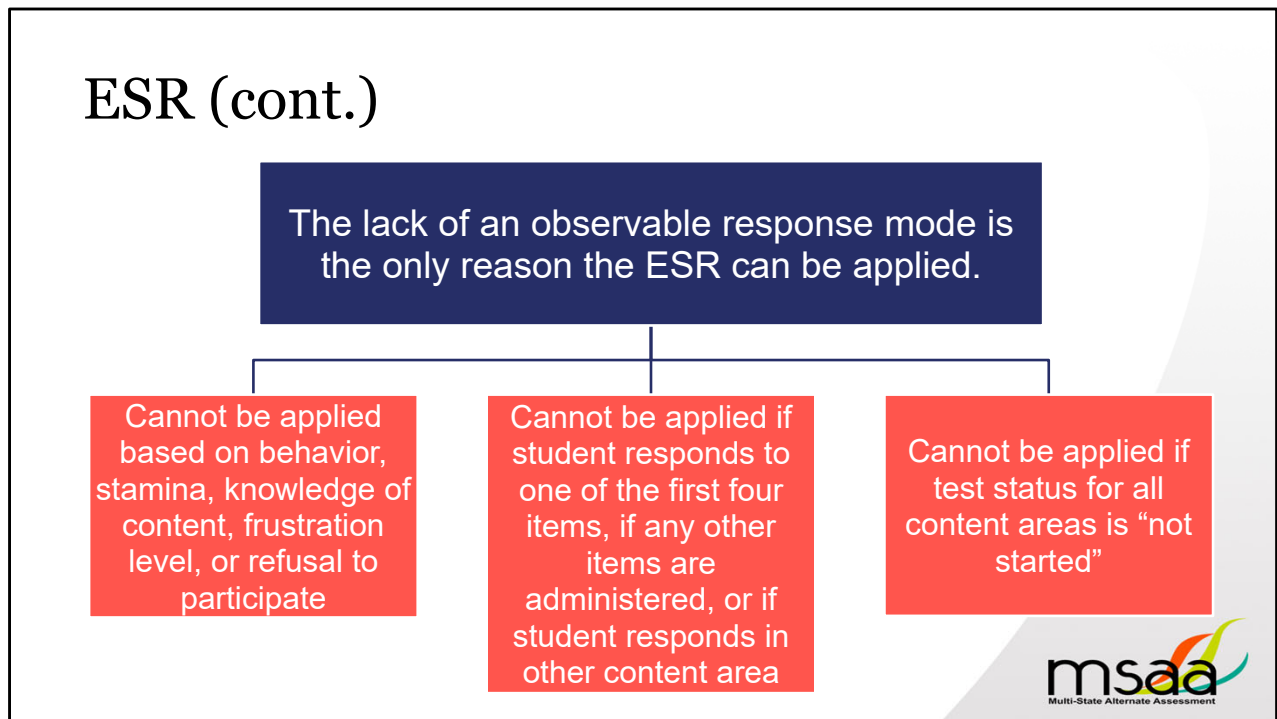
If **YES — CONTINUE** to administer the MSAA tests in all content areas. The test can no longer be closed due to the ESR.

If **NO — STOP**. The student does not have a consistent observable response. The TA must contact the district or school TC and discuss the results of the SRC. **Only TCs may apply the Early Stopping Rule and close the test.**

NOTE: The TA completes the SRC by checking “Other” and stating “No Response” and adds a brief explanation that includes the dates, times, and how the student is learning communication in the classroom.

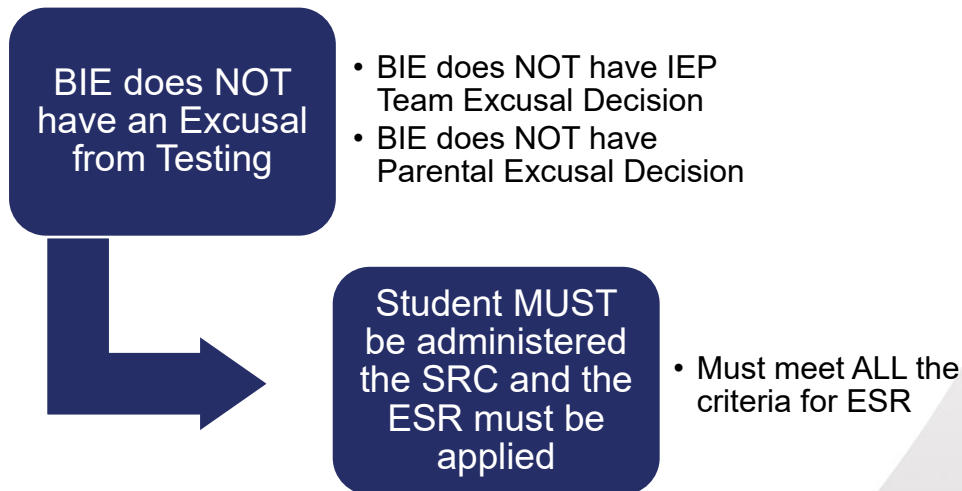
NOTE: Once the Early Stopping Rule is determined appropriate, the TC must apply the Early Stopping Rule to all tests and content areas.

ESR (cont.)



- 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
- 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 all content areas is "not started."
- To help with the SRC and the ESR, a flowchart is available in Appendix E of the TAM.

Excusal



- It is important to note that BIE policy, in their state plan, does not have an Excusal from Testing for either the IEP Team Excusal Decision or Parent Excusal Decision. The student must be administered the Student Response Check and meet the requirements to apply the Early Stopping Rule for the student to be excused from testing. The purpose of the ESR is not intended to be used as an Excusal. The Early Stopping Rule is only for students who do not demonstrate an observable response to the SRC.

Key dates

Event	Dates
BIE “Use Your Checklist” Virtual Training (two opportunities)	TBD TBD
MSAA Training Modules Live	February 17, 2026
MSAA Administration Window Opens	March 9, 2026



- Some key dates to keep in mind are:
 - The BIE Use your Checklist Virtual Training will be coming up in February...there will be two of these trainings...dates are TBD.
 - The MSAA Training Modules go live on February 17, 2026
 - The MSAA Administration Window opens on March 9, 2026

Upcoming opportunity

- MSAA Science Item Content & Bias Sensitivity Review
 - BIE encouraged to apply as panelists
- Panelist tasks include:
 - Attending the virtual orientation on 5/4/26
 - Independent review from 5/4/26-5/14/26
 - Attend the virtual group feedback session on 5/20/26



An opportunity to apply as a panelist for the upcoming Science Content & Bias Sensitivity review will be coming up in early February. This is a great way to get directly involved in the science assessment. Tasks for IRC include attending a virtual orientation, completing an independent review of the items, and attending a virtual group feedback session. Your MSAA coordinator will have additional information on how to apply.

BIE Contact information

Contact	Information
BIE	www.bie.edu
Donald Griffin	703-282-3316 Donald.Griffin@bie.edu
Aurelia Shorty	505-274-3746 Aurelia.Shorty@bie.edu



Don Griffin is your point of contact for questions/concerns regarding the MSAA.



Questions?

Jami Nelson

Jami.Nelson@Cognia.org