

Multi-State Alternate Assessment (MSAA)

Use Your Checklist!
Training for
Test Administrators and Test Coordinators



Agenda

- Introductions
- MSAA overview
- TA/TC checklist overview
- **Before** test administration
- Check for Understanding
- **During** test administration
- **After** test administration
- Check for Understanding
- Q&A

msaa Multi-State Alternate Assessment			Test Administrator Checklist		
Before Test Administration			TAM Pgs.	✓ Done	
1.	Ensure that the student meets state participation criteria and IEP team decision has been documented for Grade 3 students, new students, and/or transfer students. <i>Use the website/email links on page 1 (State MSAA Coordinators) for state-specific policy information.</i>		1, 2		
2.	Sign and submit state-specific test security and confidentiality forms. <i>Use the website/email links on page 1 (State MSAA Coordinators) for state-specific policy information.</i>		1		
3.	Activate TA account. <i>TA's receive an auto-generated login user name and password from MSAAServiceCenter@msaa.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.</i>		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. <i>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.</i>		1		
5.	Complete MSAA test administration training: <input type="checkbox"/> Module 1 <input type="checkbox"/> Module 2 <input type="checkbox"/> Module 3 <input type="checkbox"/> Module 4 <input type="checkbox"/> Module 5 <input type="checkbox"/> Module 6 <input type="checkbox"/> Science module (AZ, BIE, CNMI, GU, ME, USVI, and VT only)		9		
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. <i>Check IEP for accommodations. Create tactile graphics/object replacements. Upload vocabulary into AAC/AT devices. Ensure accessibility features function properly.</i>		22, 24-29, 38-42		
9.	Confirm the student demographic information and complete the following forms: • Learner Characteristics Inventory (LCI) ¹ • Accommodations Before Test ² • Student Response Check (SRC) ³ <i>¹These 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.</i>		6, 8, 29, 43-45		
10.	Create a comfortable and secure testing environment. <i>TA's 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.</i>		23		

msaa Multi-State Alternate Assessment			Test Administrator Checklist		
During Test Administration			TAM Pgs.	✓ Done	
11.	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, 13-30, 43-45		
12.	Ensure that all tests have been submitted or closed by 8:00 pm ET on April 26, 2024.		7		
After Test Administration			TAM Pgs.	✓ Done	
13.	Report all inappropriate test practices, security violations, and suspected irregularities to the State MSAA Coordinator. <i>All inappropriate test practices, security violations, and suspected irregularities must be reported to the TC according to the website/email links on page 1 (State MSAA Coordinators) for state-specific policy information.</i>		1, 30		
14.	Securely shred all printed copies of the test, DTA, scoring rubrics, bubble cards, and student work (e.g., writing materials).		30		

msaa Multi-State Alternate Assessment			Test Coordinator Checklist		
Before Test Administration			TAM Pgs.	✓ Done	
1.	Sign and submit state-specific test security and confidentiality forms. <i>Use the website/email links on page 1 (State MSAA Coordinators) for state-specific policy information.</i>		1		
2.	Complete the MSAA test administration training (for TCs). <i>TCs are not required to take the End-of-Training final quiz.</i>		10		
3.	Ensure that TAs have received and completed the required training and can access the 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. <i>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 Administrators for specific information on supported browsers and operating systems.</i>		N/A		
6.	Support TAs in developing a testing schedule so that all tests will be submitted within the administration window.		7		
During Test Administration			TAM Pgs.	✓ 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, 13-30, 43-45		
8.	Ensure that students and TAs have the materials and resources needed to administer the test.		6, 9		
9.	Maintain test security. <i>Ensure that all test materials are in a secure and locked location when not testing.</i>		30		
10.	Report inappropriate test practices in accordance with state policy.		30		
11.	Report security violations and test irregularities to the State MSAA Coordinator. <i>All security violations and suspected irregularities must be reported to the TC according to the website/email links on page 1 (State MSAA Coordinators) for state-specific policy information.</i>		1, 30		
12.	Ensure that all tests have been submitted or closed by 8:00 pm ET on April 26, 2024.		7		
After Test Administration			TAM Pgs.	✓ Done	
13.	Report all inappropriate test practices, security violations, and suspected irregularities to the State MSAA Coordinator. <i>All inappropriate test practices, security violations, and suspected irregularities must be reported to the TC according to the website/email links on page 1 (State MSAA Coordinators) for state-specific policy information.</i>		1, 30		
14.	Securely shred all printed copies of the test, DTA, scoring rubrics, bubble cards, and student work (e.g., writing materials).		30		

Introductions – Cognia

- Jason Brodeur, Senior Program Manager
- Lauren Copp, Project Manager
- Megan Bairstow, Manager of Special Education Test Development
- Anita Franklin, Accessibility Assessment Specialist
- Jami Nelson, Accessibility Assessment Specialist

Introductions – Bureau of Indian Education (BIE)

- Donald Griffin, BIE Section 504 Program Coordinator, BIE MSAA Program Manager
- Dr. Carmelia Becenti, BIE Chief Academic Officer
- Aurelia Shorty, Education Specialist, BIE Program Manager for ELA/Math/Science General Assessments

MSAA Overview



Overview of the Test

- Assesses three content areas
 - English Language Arts (ELA) – Reading and Writing
 - Mathematics
 - Science
- ELA & Math: Aligned to the MSAA Core Content Connectors (CCCs)
- Science: Aligned to the Extended Performance Expectations (EPEs)
 - ELA & Math: Grades 3-8 and 11 (HS)
 - Science: Grades 5, 8, and 11 (HS)

All standards can be found at

<https://www.msaastates.com/cccs-standards.html>

Overview of the Test (cont.)

- One-to-one test administration
- Administered by a trained Test Administrator
- Formats (determined by what is appropriate for each student)
 - Computer based format (standard administration)
 - Paper-based format (downloaded from platform)
 - Accommodation should be documented in the current IEP
 - Combination of Computer-Paper administration
 - Accommodation should be documented in the current IEP

NOTE: Regardless of format, ALL student responses must be entered into the online platform, either by you or the student.

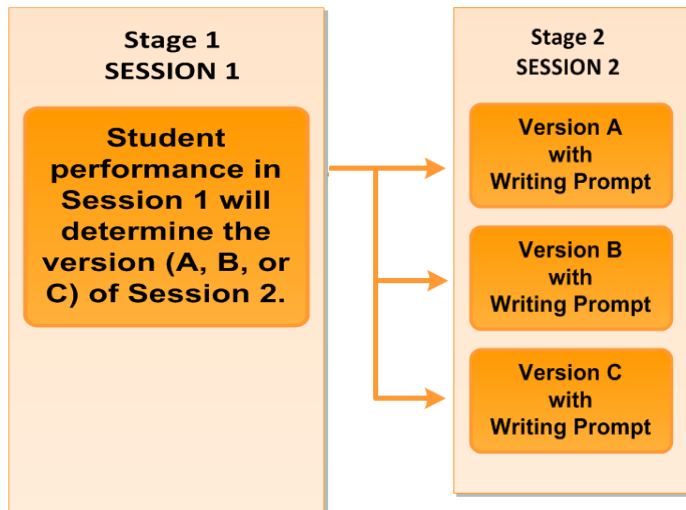
Overview of the Test (cont.)

IMPORTANT CHANGE FROM PREVIOUS YEARS:

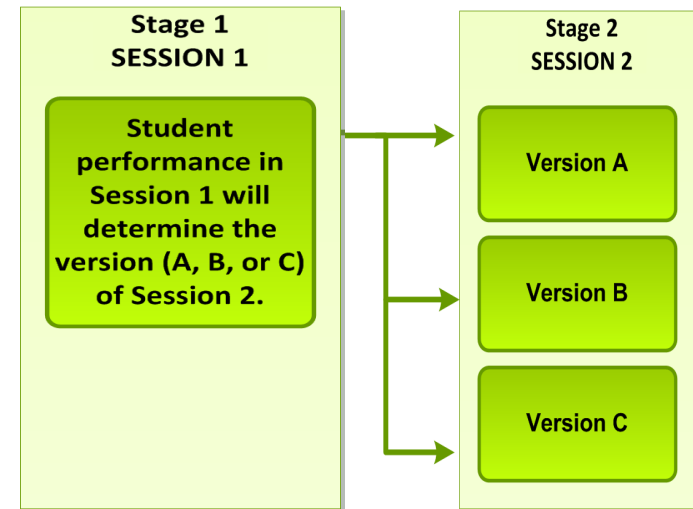
- **BIE did not order paper tests this year.**
 - If a student requires a paper test, the Test Administrator will need to download and print the test for the student.
 - If the student requires a paper test, please be sure that the paper version and scribe accommodations are included on the student's IEP.

MSAA Test Design

English Language Arts



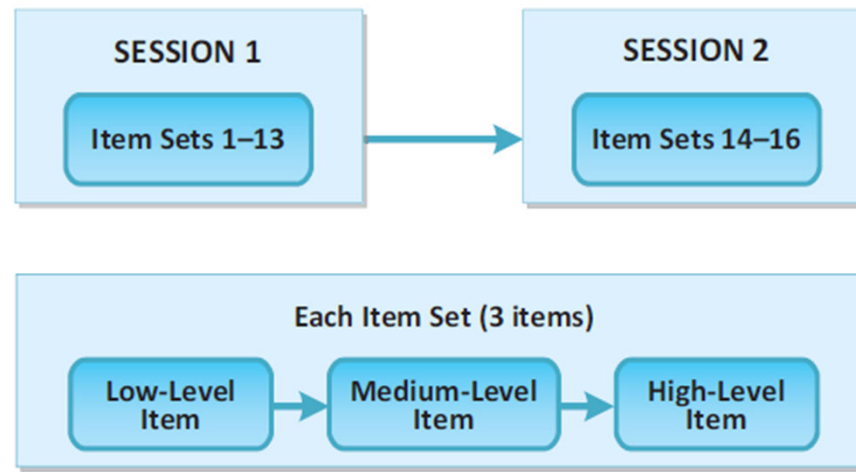
Mathematics



Session 1 must be submitted into the MSAA system before moving on to Session 2.

MCAA Test Design (cont.)

Science



MSAA Item Types

- Selected-Response: All contents
- Constructed-Response: ELA and Mathematics
- Student Writing Prompt: ELA
 - Recommended: Administer the ELA portion of the test first!

Use Your Checklist!



TA and TC Checklist Overview

- Located in Appendix F of the Test Administration Manual (TAM)
- Intended to assist in ensuring a successful administration of the MSAA Test
 - Before administration
 - During administration
 - After administration

Test Administrator (TA) Checklist

msaa Multi-State Alternate Assessment		Test Administrator Checklist	
Before Test Administration		TAM Pg.	✓ Done
1.	Ensure that the student meets state participation criteria and the admin decision has been documented for Grade 3 students, new students, and/or transfer students.	1, 2	
2.	Sign and submit state-specific test security and confidentiality forms. Use the website/email links on page 1 (State MSAA Coordinators) for state-specific policy information.	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: <ul style="list-style-type: none"> 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: <input type="checkbox"/> Module 1 <input type="checkbox"/> Module 2 <input type="checkbox"/> Module 3 <input type="checkbox"/> Module 4 <input type="checkbox"/> Module 5 <input type="checkbox"/> Module 6 <input type="checkbox"/> Science module (AZ, BIE, CNMI, GU, ME, USVI, and VT only)	9	
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 vocabulary into AAC/AT devices. Ensure accessibility features function properly.	22, 24-25, 38-42	
9.	Confirm the student demographic information and complete the following forms: <ul style="list-style-type: none"> Leamer 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, 29, 43-45	
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.	23	

msaa Multi-State Alternate Assessment		Test Administrator Checklist	
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.	19-21	
12.	Provide accommodations as outlined in the Accessibility Features and Accommodations section.	22-29	
13.	Maintain test security.	30	
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 April 26, 2024. 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.	22-23, 30	
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.	25	
16.	Report security violations and test irregularities to your TC. All security violations and suspected irregularities must be reported to the TC, according to the website/email links on page 1 (State MSAA Coordinators) for state-specific policy information.	1, 30	
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 the website/email links on page 1 (State MSAA Coordinators) for state-specific policy information.	1, 30	
18.	Ensure that all tests have been submitted and/or closed by your TC by 8:00 pm ET on April 26, 2024. 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	
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 EOTS 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 EOTS 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.	30	
22.	Turn in paper test materials to TC for secure shredding.	30	

For questions or assistance, contact your TC or the MSAA Service Center (page 3).

Test Coordinator (TC) Checklist

msaa Multi-State Alternate Assessment		Test Coordinator Checklist	
Before Test Administration		TAM Pg.	✓ Done
1. Sign and submit state-specific test security and confidentiality forms. <i>Use the website/email links on page 1 (State MSAA Coordinators) for state-specific policy information.</i>		1	
2. Complete the MSAA test administration training (for TCs). <i>TCs are <u>not</u> required to take the End-of-Training final quiz.</i>		10	
<input type="checkbox"/> Module 1 <input type="checkbox"/> Module 2 <input type="checkbox"/> Module 3 <input type="checkbox"/> Module 4 <input type="checkbox"/> Module 5 <input type="checkbox"/> Module 6 <input type="checkbox"/> Science module (AZ, BIE, CNMI, GU, ME, USVI, and VT only)			
3. Ensure that TAs have received and completed the required training and can access the 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. <i>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.</i>		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. <i>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.</i>		6-10, 19-30, 43-45	
8. Ensure that students and TAs have the materials and resources needed to administer the test.		6, 9	
9. Maintain test security. <i>Ensure that all test materials are in a secure and locked location when not testing.</i>		30	
10. Report inappropriate test practices in accordance with state policy.		30	
11. Report security violations and test irregularities to the State MSAA Coordinator. <i>All security violations and suspected irregularities must be reported to the TC according to the website/email links on page 1 (State MSAA Coordinators) for state-specific policy information.</i>		1, 30	
12. Ensure that all tests have been submitted or closed by 8:00 pm ET on April 26, 2024.		2	
After Test Administration		TAM Pg.	✓ Done
13. Report all inappropriate test practices, security violations, and suspected irregularities to the State MSAA Coordinator. <i>All inappropriate test practices, security violations, and suspected irregularities must be reported to the TC according to the website/email links on page 1 (State MSAA Coordinators) for state-specific policy information.</i>		1, 30	
14. Securely shred all printed copies of the test, DTA, scoring rubrics, braille cards, and student work (e.g., writing materials).		30	

MSAA Test Administration Manual (TAM), 2024

49

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

Before Test Administration



1. Ensure that the student meets state participation criteria and IEP team decision has been documented for Grade 3 students, new students, and/or transfer students.

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 affect intellectual functioning and adaptive behavior.* <i>*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</i>
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.

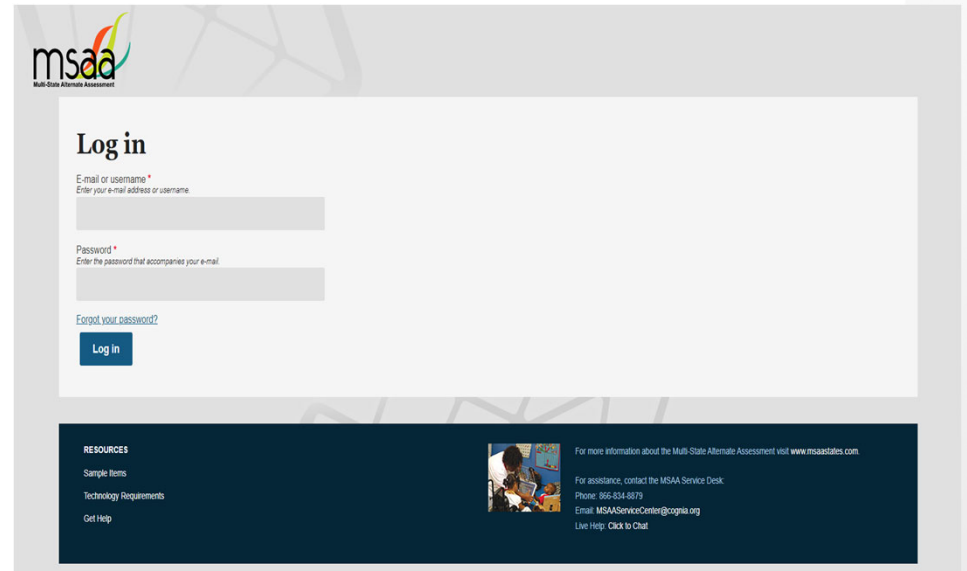
2. Sign and submit state-specific test security and confidentiality forms.

- Test Security Agreement will be in a pop-up window upon initial login into the MSAA Assessment System
- TAs will need to accept agreement to have full access to secure materials



3. Activate TA account.

1. Email will be sent from noreply@cognia.org with a link and login credentials
2. Update password as instructed in the MSAA System
3. Login to MSAA System at www.msaaassessment.org

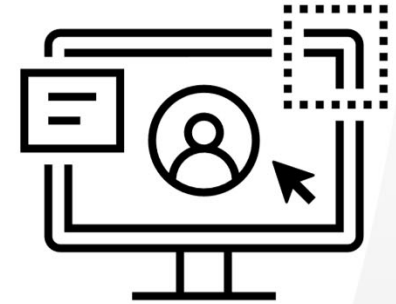


The screenshot shows the MSAA login interface. At the top left is the MSAA logo (Multi-State Alternate Assessment). The main heading is "Log in". Below it are two input fields: "E-mail or username*" with the subtext "Enter your e-mail address or username" and "Password*" with the subtext "Enter the password that accompanies your e-mail". A blue "Forgot your password?" link is positioned below the password field. A blue "Log in" button is at the bottom of the form. The footer contains a "RESOURCES" section with links for "Sample Items", "Technology Requirements", and "Get Help". To the right of the resources is a small image of a student and contact information for the MSAA Service Desk: "For assistance, contact the MSAA Service Desk. Phone: 866-834-8879, Email: MSAAServiceCenter@cognia.org, Live Help: Click to Chat". A small URL "www.msaaedits.com" is also present.

4. Consult district/school technology personnel (and the MSAA Service Center as needed).

Device	Version	
Windows computer	Windows 10 or newer	
Mac (Apple OS X) computer	Mac OS X 10.15 or newer	
Chromebook	OS 79 or newer	
Linux	Ubuntu 18.04, Fedora 22 or newer	
iPad 2 or newer	iOS 12.0 or later; iPadOS 13.1 or newer	
Android tablet	Android 8.0 or newer	
Windows tablet	Windows 10 or newer	

Browser	Version	To Install
Chrome	103+	www.google.com/chrome
Firefox	102+	www.mozilla.com
Edge	104+	Already installed on all Windows computers
Safari	12.1+	Already installed on all Mac computers



5. Complete MSAA test administration training.

Module #	Module Title	Approximate Time
Module 1	MSAA Overview	33 minutes
Module 2	Navigating the MSAA Online Assessment System	24 minutes
Module 3	Test Administrator and Test Coordinator Responsibilities	21 minutes
Module 4	The Writing Prompt	13 minutes
Module 5	Accessibility Features and Accommodations	17 minutes
Module 6	Student Response Check and Early Stopping Rule	14 minutes

*MSAA Science Training Module

6. Review State-Specific Policy Links and Contact Information.

BIE

www.bie.edu

Donald Griffin: 703-282-3316

Donald.Griffin@bie.edu

Aurelia Shorty: 505-274-3746

Aurelia.Shorty@bie.edu

Slide 22

AFO

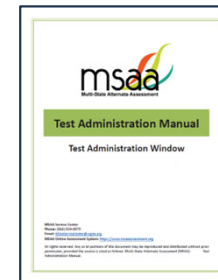
Confirm with Don that this information is still accurate going into the training.

Anita Franklin, 2024-01-18T13:36:19.412

7. Download the DTA and any other documents needed for administration.

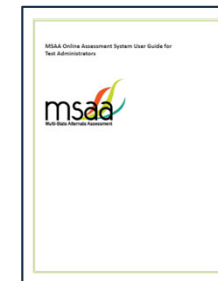
Test Administration Manual (TAM)

- Provides policies and procedures for TAs and TC to prepare and administer the MSAA Test



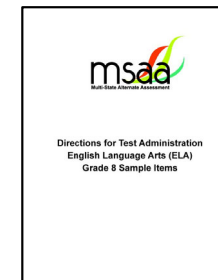
Online Assessment System User Guide

- Describes the MSAA System features and provides very detailed directions on how to perform required functions in the MSAA system before, during and after administration.



Directions for Test Administration (DTA)

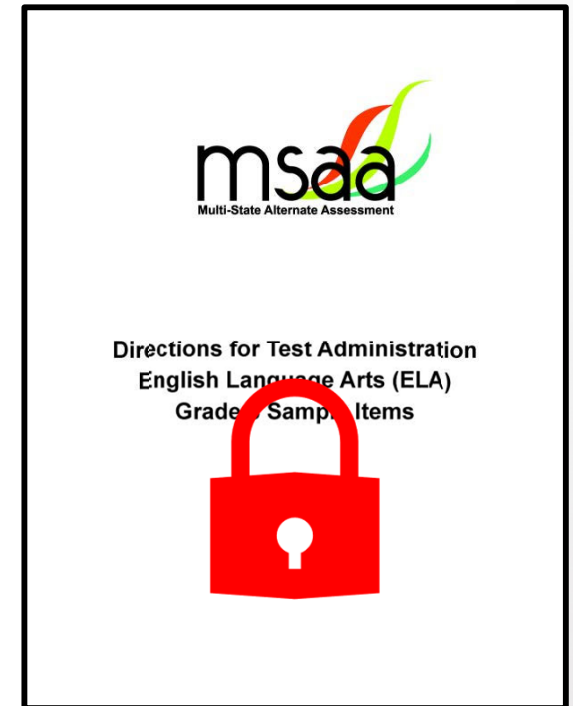
- REQUIRED
- Secure material
- Contains essential administration information specific to your student's test



7. Download the DTA and any other documents needed for administration.

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
- details about manipulatives required to administer a test item, such as calculators and counters
- reference sheets that contain important graphics
- scoring rubrics for 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



8. Review and prepare test materials.

- Review your student's IEP accommodations and compare those to the list in the TAM
- Identify the equipment that will be used for testing
- Ensure that the accessibility features function properly

Accessibility Features: Computer, Laptop, or Tablet Administration	
Allowed Reading	The TA may read the directions, answer options, or passages 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 on-screen background color and/or text color based on need or preference. There are several options: <ul style="list-style-type: none"> 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., data tables, charts, graphs, and timelines) that may need to be described verbally for the student to understand an item. <i>NOTE: 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.</i>
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. <i>NOTE: If a student responds better to a human voice, verbally administer the items following the language in the DTA rather than using the audio player feature.</i>
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.
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 MSA because not all students use the same tools. Possible manipulatives and tools required for testing include the following: <ol style="list-style-type: none"> Ruler, thermometer, clock, abacus, talking calculator, raised line graph/grid paper, tiles, and blocks. 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, a place, an object, or an 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 regularly by the student. Please review the MSAA vocabulary lists 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 (<i>Guidelines and Standards for Tactile Graphics</i> , 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 regularly by the student. Review the MSAA vocabulary lists 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.

MSAA Test Administration Manual (TAM), 2024

25

26	MSAA Test Administration Manual (TAM), 2024
----	---

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 MSA because not all students use the same tools. Possible manipulatives and tools required for testing include, but are not limited to, the following: <ol style="list-style-type: none"> Ruler, thermometer, clock, abacus, talking calculator, raised line graph/grid paper, tiles, and blocks. 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, a place, an object, or an 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 regularly by the student. Please review the MSAA vocabulary lists 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 (<i>Guidelines and Standards for Tactile Graphics</i> , 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 regularly by the student. Review the vocabulary lists 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 or who have a practical need for a graphic language system. For example, a seed with 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 regularly by the student. Review the MSAA vocabulary lists 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 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.

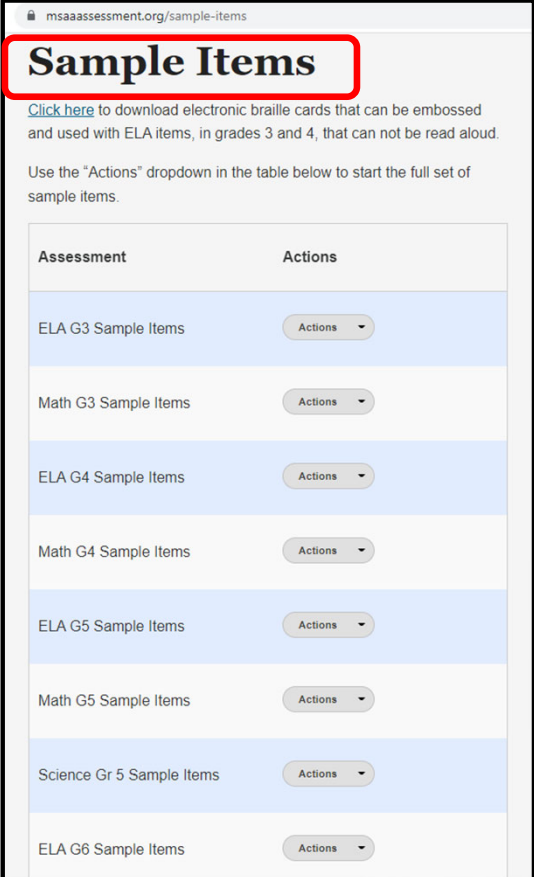
MSAA Test Administration Manual (TAM), 2024

27

8. Review and prepare test materials.

- Access the sample items (available all year) and familiarize yourself with the assessment format and features.

www.msaaassessment/sample-items



msaaassessment.org/sample-items

Sample Items

[Click here](#) to download electronic braille cards that can be embossed and used with ELA items, in grades 3 and 4, that can not be read aloud.

Use the "Actions" dropdown in the table below to start the full set of sample items.

Assessment	Actions
ELA G3 Sample Items	Actions
Math G3 Sample Items	Actions
ELA G4 Sample Items	Actions
Math G4 Sample Items	Actions
ELA G5 Sample Items	Actions
Math G5 Sample Items	Actions
Science Gr 5 Sample Items	Actions
ELA G6 Sample Items	Actions

8. Review and prepare test materials.

- **Read the DTA!**
- Create tactile graphics and object replacements
- Upload vocabulary into AAC/AT devices
- Cutout all CR cutouts beforehand
- Find a system that works best for you!

8. Review and prepare test materials.

Mathematics Session 1 List of Reference Sheets and Cutouts

The reference sheets and CR cutouts, or their adapted equivalents, must be provided as instructed in the DTA.

Note: Counters should be used as they are normally used during instruction. If an item lends itself to the use of counters, it will be listed below and also mentioned at the top of the item in the DTA.

Session 1


Up to 78 counters (Items 5, 9, 17, 20)

 *Reference Sheet Graph 21 (Item 2)*

Printed student response cutout found in Mathematics Constructed-Response Cutouts section (Item 24)

8. Review and prepare test materials.

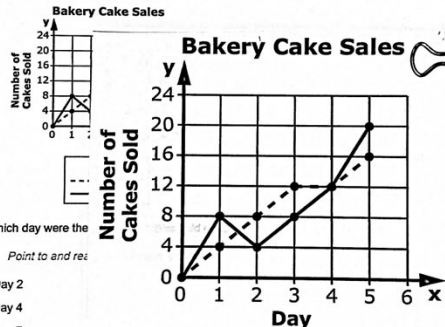
Calculator may be used on this item.
Please hand students Grade 5 Math Reference Sheet. Use Graph 21.

Item 2 

This graph shows the number of vanilla and chocolate cakes sold at a bakery over 5 days.

Point to each part of the graph as you read.

[For all students, read "This is a line graph titled Bakery Cake Sales. The x-axis starts at zero and has six equally spaced marks increasing by one moving to the right. It is labeled Day. The y-axis starts at zero and has six equally spaced marks that increase by fours moving upward. It is labeled Number of Cakes Sold. The key states that the dotted line on the graph shows the number of vanilla cakes sold and the solid line on the graph shows the number of chocolate cakes sold. There is a dotted line that starts at zero, zero and has the following points: one, four; two, eight; three, twelve; four, twelve; five, sixteen. There is a solid line that starts at zero, zero and has the following points: one, eight; two, four; three, eight; four, twelve; five, twenty."]]



Bakery Cake Sales

Day	Vanilla Cakes Sold	Chocolate Cakes Sold
0	0	0
1	4	8
2	8	4
3	12	8
4	12	12
5	16	20

On which day were the


Point to and read

A. Day 2
B. Day 4
C. Day 7

Key
- - - Vanilla
— Chocolate

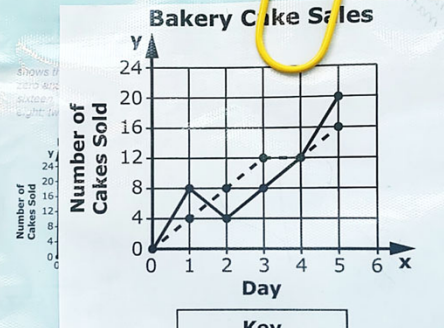
Graph 21

Calculator may be used on this item.
Please hand students Grade 5 Math Reference Sheet. Use Graph 21.

Item 2 

This graph shows the number of vanilla and chocolate cakes sold at a bakery over 5 days.

Point to each part of the graph as you read.



Bakery Cake Sales

Day	Vanilla Cakes Sold	Chocolate Cakes Sold
0	0	0
1	4	8
2	8	4
3	12	8
4	12	12
5	16	20


On which day were the

Point to and read

A. Day 2
B. Day 4
C. Day 7

Key
- - - Vanilla
— Chocolate

Mathematics Grade 5 Sample Items Page 16

- paperclips 
- binder clips
- clear bags

8. Review and prepare test materials.

Calculator may be used on this item.

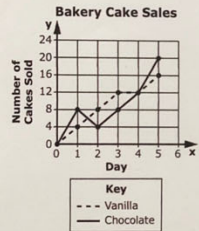
Please hand students Grade 5 Math Reference Sheet. Use Graph 21.

Item 2

This graph shows the number of vanilla and chocolate cakes sold at a bakery over 5 days.

Point to each part of the graph as you read.

[For all students, read "This is a line graph titled Bakery Cake Sales. The x-axis starts at zero and has six equally spaced marks increasing by one moving to the right. It is labeled Day. The y-axis starts at zero and has six equally spaced marks that increase by four moving upward. It is labeled Number of Cakes Sold. The key states that the dotted line on the graph shows the number of vanilla cakes sold and the solid line on the graph shows the number of chocolate cakes sold. There is a dotted line that starts at zero, zero and has the following points: one, four; two, eight; three, twelve; four, twelve; five, sixteen. There is a solid line that starts at zero, zero and has the following points: one, eight; two, four; three, eight; four, four; five, twenty.]"



On which day were the number of cakes sold equal?

Point to and read each answer option.

- A. Day 2
- B. Day 4
- C. Day 7



Calculator not permitted on this item.

Item 4

Marta had 7 squares. Each square had a height of

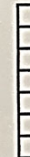
[For all students, read "three-eighths."]

$\frac{3}{8}$ of an inch.

This picture shows how Marta glued all of her squares together.

Point to the picture.

[For students with a visual impairment, read "This is a picture of seven squares glued together with no spaces in between to make one long rectangle."]



8. Review and prepare test materials.

#5

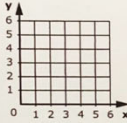
Calculator may be used on this item.
Provide student with printed grid and small object/marker.

Item 5

This is a coordinate grid and a small object.

Present the blank coordinate grid and a small object and place them onto the work surface in front of the student.

[For all students, read "This is a grid. The x-axis starts at zero and has six equally spaced marks increasing by ones moving to the right. The y-axis starts at zero and has six equally spaced marks increasing by ones moving up."]



This is an ordered pair.

Point to the ordered pair.

[For all students, read "three, four,"]

(3, 4)

Use the small object to plot the point

[For all students, read "three, four,"]

(3, 4)

on the coordinate grid.

Allow time for student to plot the point.

After student completes work: Record on the computer if the student provided the correct answer or did not provide the correct answer.

A. The student provided the correct answer.
B. The student did not provide the correct answer.

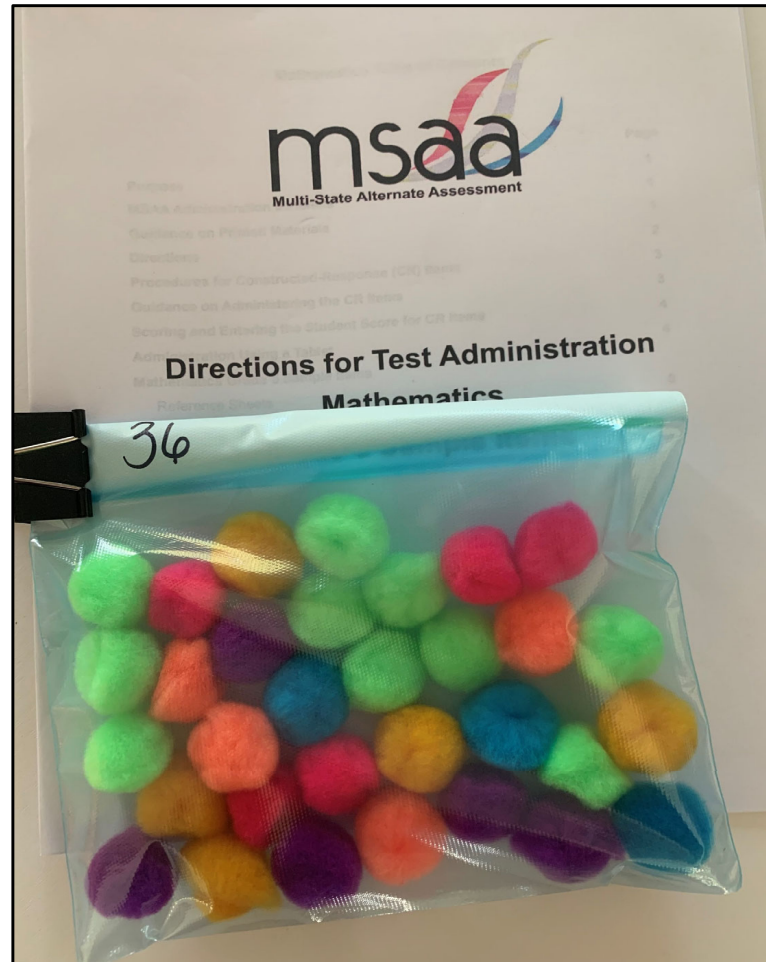
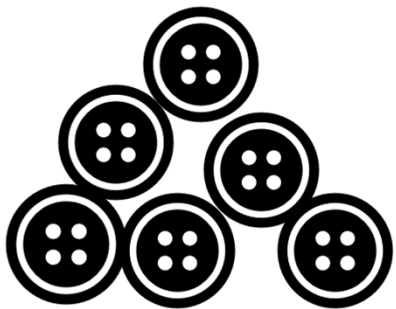
Mathematics Grade 5 Sample Items Page 19



Label items:

- requiring supplemental materials
- with alt text
- as potential stopping points

8. Review and prepare test materials.



9. Confirm the student demographic information and complete the following forms:

- *Learner Characteristics Inventory (LCI)**
- *Accommodations: Before Test**
- *Student Response Check (SRC)**

Demographics

LCI

Accommodations: Before Test

SRC

Accommodations: After Test

What is the Student Response Check (SRC)?

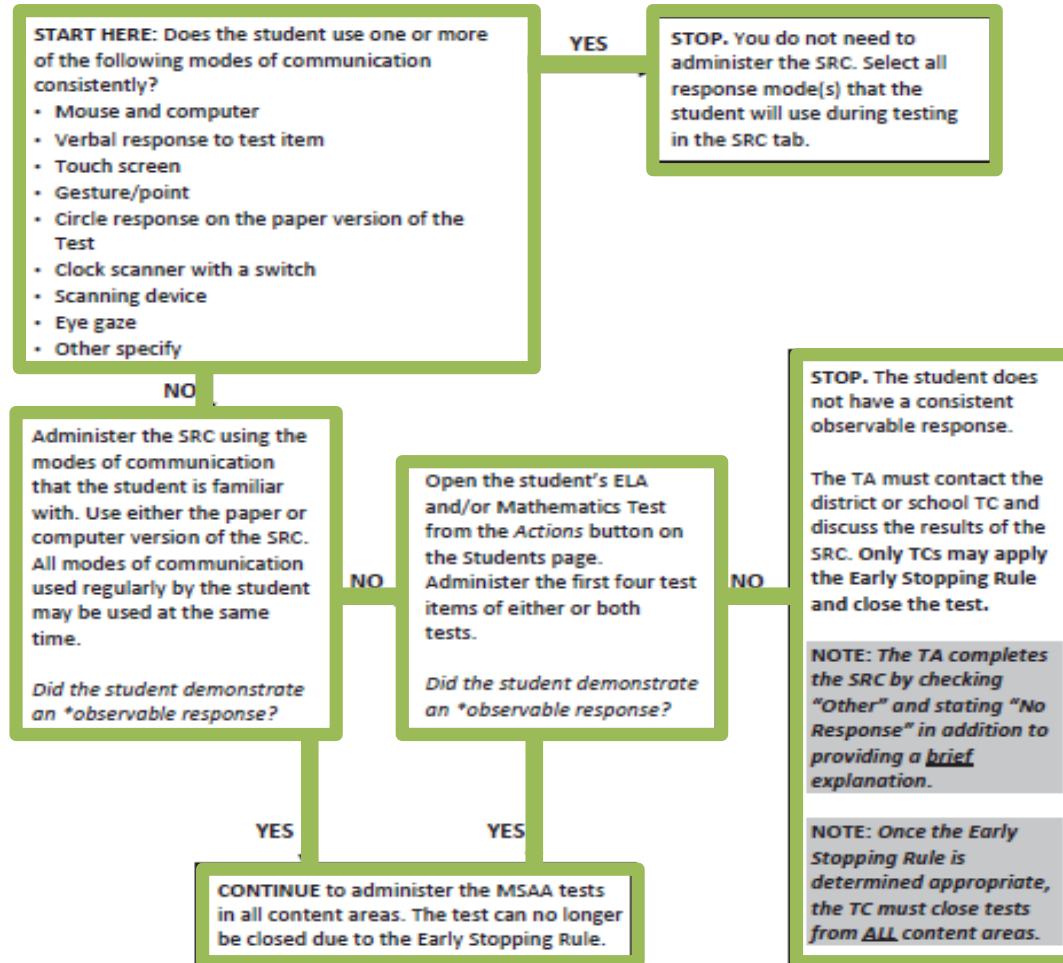
- A task during which a student is asked to demonstrate their preferred mode(s) of communication.
- Used to determine if the student demonstrates an observable response mode.
 - An observable response mode is a predictable and consistent behavior or movement that is able to be understood by a communication partner as intentional communication.
- Ensures that the student will be able to participate in the assessment and respond to test items.
- Three question, content-neutral task used to ensure the TA can clearly identify which answer a student chooses for a selected response item.

You do not need to conduct the SRC if you are certain that the student has an observable mode of communication so that you may enter a student's response in the MSAA System with confidence.

Early Stopping Rule (ESR)

- Ending the testing experience after the SRC is conducted is called the Early Stopping Rule (ESR).
- The lack of an observable response mode is the **only** reason the ESR can be applied.
- The ESR **cannot** be applied based on the students
 - behavior
 - stamina
 - knowledge of the content
 - frustration level
 - refusal to participate in the test
- TAs do not have permission to apply the Early Stopping Rule and close a test.

Using the SRC and Early Stopping Rule Flowchart



10. Create a comfortable and secure testing environment.



- Determine the optimal assessment time and setting for each individual student.
- Familiarize students with the process
- Take into consideration specific manipulatives that work for each student.
- Mirror the instruction in the classroom.
- Use the administration window.

Test Coordinator Checklist – Before Test Admin



Test Coordinator Checklist

Before Test Administration							TAM Pg.	✓ Done
1. Sign and submit state-specific test security and confidentiality forms. <i>Use the website/email links on page 1 (State MSAA Coordinators) for state-specific policy information.</i>							1	
2. Complete the MSAA test administration training (for TCs). <i>TCs are <u>not</u> required to take the End-of-Training final quiz.</i>							10	
<input type="checkbox"/> Module 1	<input type="checkbox"/> Module 2	<input type="checkbox"/> Module 3	<input type="checkbox"/> Module 4	<input type="checkbox"/> Module 5	<input type="checkbox"/> Module 6	<input type="checkbox"/> Science module (AZ, BIE, CNMI, GU, ME, USVI, and VT only)		
3. Ensure that TAs have received and completed the required training and can access the 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. <i>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.</i>							N/A	
6. Support TAs in developing a testing schedule so that all tests will be submitted within the administration window.							2	



Check for Learning

- How should the MSAA be administered?
 - A. Is best administered within a small group
 - B. Can be administered to a whole class
 - C. Must be administered individually

Check for Learning

- Use of the Directions for Test Administration (DTA) is *optional* during administration of the test to a student.

A. True

B. False

Check for Learning

- Where can the TA and TC Checklists be located?

A. Appendix F of the Test Administration Manual (TAM)

B. The most current student IEP

C. The principal's office

During Test Administration



During Test Administration

msaa Multi-State Alternate Assessment		Test Administrator Checklist	
Before Test Administration		TAM Pg.	✓ Done
1.	Ensure that the 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. Use the website/email links on page 1 (State MSAA Coordinators) for state-specific policy information.	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: <ul style="list-style-type: none"> 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: <input type="checkbox"/> Module 1 <input type="checkbox"/> Module 2 <input type="checkbox"/> Module 3 <input type="checkbox"/> Module 4 <input type="checkbox"/> Module 5 <input type="checkbox"/> Module 6 <input type="checkbox"/> Science module (AZ, BE, CNMI, GU, ME, USVI, and VT only)	9	
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 vocabulary into AAC/AT devices. Ensure accessibility features function properly.	22, 24-29, 38-42	
9.	Confirm the student demographic information and complete the following forms: <ul style="list-style-type: none"> Leamer 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, 29, 43-45	
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.	23	

msaa Multi-State Alternate Assessment		Test Administrator Checklist	
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.	19-21	
12.	Provide accommodations as outlined in the Accessibility Features and Accommodations section.	22-29	
13.	Maintain test security.	30	
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 April 26, 2024. 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.	22-23, 30	
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.	25	
16.	Report security violations and test irregularities to your TC. All security violations and suspected irregularities must be reported to the TC, according to the website/email links on page 1 (State MSAA Coordinators) for state-specific policy information.	1, 30	
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 the website/email links on page 1 (State MSAA Coordinators) for state-specific policy information.	1, 30	
18.	Ensure that all tests have been submitted and/or closed by your TC by 8:00 pm ET on April 26, 2024. 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	
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 EOTS 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 EOTS 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.	30	
22.	Turn in paper test materials to TC for secure shredding.	30	

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

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.

DTA Front Matter

ELA Table of Contents	
	Page
Purpose	1
MSAA Administration Materials	1
Guidance on Printed Materials	1
Directions	2
Procedures for Constructed-Response (CR) Items	3
Guidance on Administering the CR Items	3
Scoring and Entering the Student Score for CR Items	4
Writing Prompt Directions	4
Administration Using a Tablet	4
ELA Sample Items	5
Reference Sheets	7
Writing Stimulus Materials	15
Beginning Grade 3	31

Directions

Become familiar with the different types of directions for test administration provided in the TAM and in this DTA, and be prepared to follow them when administering the test. The gray, italicized text indicates any actions the TA should perform, such as pointing to specific parts of the item or placing materials on the work surface. If the item includes alternative text, gray italicized text inside brackets directs the TA to read the alternative text that describes the graphic to the student. All language referring to students with a visual impairment is inclusive of students who are blind or visually impaired.

Please see the example below:

Reading Item Example

Directions

Reference the passage part. [TA reads item text to the student.]

We are going to read some sentences from the passage again. Listen for clues that tell you what the word **drift** means.


"People send paper lanterns with candles into the sky. They wish for happiness. They wish for luck. They watch the lanterns **drift** in the sky."

Point to the boldfaced word. [Directions for TA to point to the boldfaced word in the question.]


What does the word **drift** mean in this sentence? [TA reads item text to the student.]

Point to and read each answer option. [Directions for TA to point to and read each answer option.]


[For students with a visual impairment, read "A. This is a picture of a girl flying down with her head on a pillow. Her eyes are closed."] [TA reads alternative text to student with a visual impairment.]

 A. fall asleep [TA reads item text to the student.]

[For students with a visual impairment, read "B. This is a picture of a girl looking at a balloon above her."] [TA reads alternative text to student with a visual impairment.]

 B. float around [TA reads item text to the student.]

[For students with a visual impairment, read "C. This is a picture of a dog jumping to catch a ball."] [TA reads alternative text to student with a visual impairment.]

 C. play outside [TA reads item text to the student.]

Would you like to read this question again, yes or no? [TA reads the question to the student. If the student answers "yes", the TA reads the entire item again from the beginning.]

ELA Grade 3 Sample Items Page 2




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.

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 "Chesepioco."

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.

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.



NOTE: Both types of alternative text will be in brackets with gray italics and should be read aloud as directed in the DTA.

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.


Please hand the student the Reference Sheet: Save the Bay Day Poster.
Reference the poster.

We are going to read the poster again.


Read the poster.

[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. 'Who: People who care about 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



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.

Use of calculators 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.]"


Activity	Number of votes
Biking	3
Drawing	1
Reading	2

Any actions the TA should perform are in gray italics.

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.]"

Activity	Number of votes
Biking	
Drawing	
Reading	

Alternative text for students with visual impairments 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 activity.

Point to the Biking row in the data table.

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.

Example Science DTA

3-ESS-2.1: Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.	
Response Booklet: page 4	
Teacher Script	
SAY	<p>This data table shows winter weather conditions in New York in 2015.</p> <p><i>Indicate and read the data table to the student.</i></p> <p>The data table is titled “Winter Weather Conditions in New York.” It lists data for weather conditions. Average snowfall is forty-three centimeters. Average temperature is thirty-one degrees Fahrenheit.</p>
ASK	<p>Based on the data table, which sentence <u>best</u> describes winter in New York?</p> <p><i>Indicate and read each response option to the student.</i></p> <p>It has few windy days.</p> <p>It is warm with lots of rain.</p> <p>It is cold with lots of snow.</p>
Student Response	
RECORD	<p><i>Fill in the circle for the student's response.</i></p> <p><input type="radio"/> A. It has few windy days.</p> <p><input type="radio"/> B. It is warm with lots of rain.</p> <p><input type="radio"/> <i>C. It is cold with lots of snow.</i></p> <p><input type="radio"/> D. No Response</p>

Text to be read aloud is in boldfaced black (if TA is reading the assessment).

Any actions the TA should perform are in italics.

12. Provide accommodations as outlined in the Accessibility Features and Accommodations section.

Accommodations

Accommodations are changes to the standard administration of an assessment that do not alter the construct being measured.

- Assistive Technology
- Paper Version
- Scribe
- Sign Language

13. Maintain test security.



Security Requirements

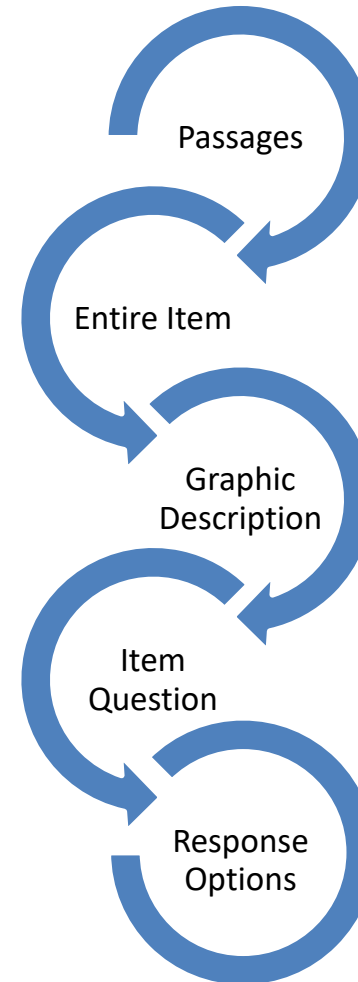
- Maintain all printed test materials in a secure, locked location.
- Protect secure materials from view by other students, teachers, parents, school staff, or other individuals.
- Do not duplicate, reproduce, or share items or other secure test materials.
- Give *all* printed test items or other printed material to the TC for secure shredding.
- Delete any test materials, items, and information from the computer and any AT used by the student after testing is complete

14. Continue to provide a comfortable and secure testing environment.



15. Repeat items as necessary during administration.

- Students may require repetition of items or parts of items
- TAs can reread as often as possible in order to obtain a student response.
- TAs are not allowed to paraphrase or emphasize words that would provide hints to correct or incorrect response options.



16. Report security violations and test irregularities to your TC.

Examples of Test Irregularities:

- Failing to sign/submit the security agreement
- Failing to use the DTA
- Changing the wording of test directions, items, answer options, or any other text
- Using materials other than the DTA
- Using materials not indicated in the DTA
- Providing students with a preview of the test

16. Report security violations and test irregularities to your TC.

Other Examples of Test Irregularities:

- Providing answers, clues or cueing
- Manipulating test materials that may hint to correct answer
- Changing a student's answer
- Using Test materials for instructional purposes
- Sharing test materials with anyone who is not a trained TA/TC or student taking the Test
- Leaving the MSAA Online Assessment System unattended while logged in
- Administration of the Test by a staff member who did not complete training modules and passed the final quiz

Test Coordinator Checklist – During Test Administration

During Test Administration

- **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.*
- **8. Ensure that students and TAs have the materials and resources needed to administer the test.**
- **9. Maintain test security.**
Ensure that all test materials are in a secure and locked location when not testing.
- **10. Report inappropriate test practices in accordance with state policy.**
- **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 the website/email links on [page 1](#) (State MSAA Coordinators) for state-specific policy information.
- **12. Ensure that all tests have been submitted or closed by 8:00 pm ET on April 26, 2024.**

After Test Administration



17. Report all inappropriate test practices, security violations, and suspected irregularities to your TC.

Reported by Test Administrators to school
Test Coordinators



Reported by school Test Coordinators to
district Test Coordinators



Reported by district Test Coordinators to the
State MSAA Coordinator

Please note: BIE does not have district Test Coordinators as the schools are the LEAs. If the school Test Coordinator requires support, please contact the MSAA BIE Program Manager.

18. Ensure that all tests have been submitted and/or closed by your TC by 8:00 pm ET on April 26, 2024.

APRIL 2024						
SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MSAA
Tests
Due!

19. Complete the *Accommodations: After Test Tab*

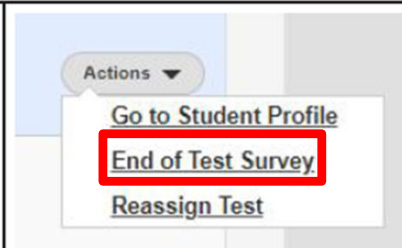
Demographics	LCI	Accommodations: Before Test	SRC	Accommodations: After Test
------------------------------	---------------------	---	---------------------	--

20. Complete the *End of Test Survey*

End-of-Test Survey

After test administration is complete for all students, complete **one** End-of-Test Survey.

In Students, when the test status for all tests are submitted or closed, click on **Actions** and select **End of Test Survey**.



21. Permanently delete all secure testing materials from electronics and AAC devices.

22. Turn in paper test materials to TC for secure shredding.

secure materials

- Computers
- Tablets
- AAC/AT Devices

Paper materials for secure shredding...

- DTAs
- Paper-Based Tests
- Cutouts
- Reference Sheets
- Scoring Rubrics
- Braille Cards
- Writing Prompt Materials

Test Coordinator Checklist – After Test Administration

After Test Administration

- 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 the website/email links on [page 1](#) (State MSAA Coordinators) for state-specific policy information.
- 14. Securely shred all printed copies of the test, DTA, scoring rubrics, braille cards, and student work (e.g., writing materials).**

Tips and Tricks

- One checklist should be used per student and per subject
- Write student name and subject on top of checklist
- Keep checklist accessible for frequent and quick reference
- If you are administering to lots of students:
 - Keep one location where all checklists stay (i.e. a binder, file cabinet, bulletin board) **OR** keep with individual student's testing materials
- Check off steps as you go!

Check for Learning

- TAs are encouraged to paraphrase the Directions for Test Administration (DTA) while administering the test to a student to make the administration quicker and easier.

A. True

B. False

Check for Learning

- Where can answers for all technology, system-based questions be located?

A. User Guides

B. Test Administration Manual (TAM)

C. Directions for Test Administration (DTA)

Check for Learning

- Where is the contact information located for questions concerning BIE specific policies?

A. Page 1 of the User Guides

B. Page 1 of the Test Administration Manual (TAM)

C. Page 1 of the Directions for Test Administration (DTA)

Who to contact...

- If you have eligibility, policy, test security/irregularity, or IEP questions:
 - Test Coordinator
 - BIE MSAA Program Manager
- Technology questions about equipment to administer the test:
 - Test Coordinator and school or district technology personnel
 - MSAA Service Center as needed
- Login or password concerns, locked tests, or online platform issues:
 - MSAA Service Center
- Administration questions:
 - Refer to the Test Administration Manual (TAM) and/or User Guides
 - Consult with your Test Coordinator
 - Consult with the BIE MSAA Program Manager

Upcoming Participation Opportunities for MSAA

Content Area	Opportunity	Dates	In-person/Virtual
Math/ELA	IRC (Content/ Bias & Sensitivity)	June 11-12, 2024	In-person
Science	IRC (Content/ Bias & Sensitivity)	June 17-21, 2024	Virtual

Questions?

