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**

### Before test administration

<table>
<thead>
<tr>
<th>Step</th>
<th>Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Ensure that the student knows the participation options for each topic included, and that the student is aware of the participation options.</td>
</tr>
<tr>
<td>2.</td>
<td>Provide the student with a set of instructions for completing the assessment.</td>
</tr>
<tr>
<td>3.</td>
<td>Ensure that the student is provided with a set of instructions for completing the assessment.</td>
</tr>
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<td>2.</td>
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</tr>
<tr>
<td>3.</td>
<td>Provide the student with a set of instructions for completing the assessment.</td>
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</tbody>
</table>
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)
  o Computer based format (standard administration)
  o Paper-based format (downloaded from platform)
    • Accommodation should be documented in the current IEP
  o 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.
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.
Session 1 must be submitted into the MSAA system before moving on to Session 2.
MSAA Test Design (cont.)

Science

SESSION 1
Item Sets 1–13

SESSION 2
Item Sets 14–16

Each Item Set (3 items)
Low-Level Item → Medium-Level Item → High-Level Item
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**

### Before Test Administration

<table>
<thead>
<tr>
<th>Task</th>
<th>TAM Pg</th>
<th>Done</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ensure that the student meets state participation eligibility requirements.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2. Sign and submit state-specific test security and confidentiality forms.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>3. Activate TA account. (Use the website link on page 2 to activate.)</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>4. Consult district/united technology personnel. (Use the website link for assistance.)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>5. Complete MSA test administration training. (Use the website link for assistance.)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>6. Review State-Specific Policy Links and Contact Information.</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>7. Download the DTA and any other documents needed for administration.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>8. Review and prepare test materials.</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>9. Confirm the student demographic information and complete the following forms:</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>- PBRG form</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>- Student Response Check (SRC)</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>These tasks are located in the student's profile area in the MSA Online Assessment System. Refer to the section titled &quot;Before Testing&quot; for the MSA Online Assessment System User Guide for Test Administrators for more information.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### During Test Administration

<table>
<thead>
<tr>
<th>Task</th>
<th>TAM Pg</th>
<th>Done</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Read the DTA for the test assigned to the student. Use the DTA throughout the entire session so that it is visible.</td>
<td>12-13</td>
<td></td>
</tr>
<tr>
<td>12. Organize all test materials according to the DTA and print a copy of any reference sheets or scannable materials.</td>
<td>14-15</td>
<td></td>
</tr>
<tr>
<td>13. Provide accommodations as outlined in the Accessibility Features and Accommodations section.</td>
<td>16-17</td>
<td></td>
</tr>
<tr>
<td>14. Continue to provide a comfortable and secure testing environment.</td>
<td>18-19</td>
<td></td>
</tr>
<tr>
<td>15. Repeat items as necessary during administration.</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>16. Review security violations and test irregularities as indicated on the test administration checklist.</td>
<td>21</td>
<td></td>
</tr>
</tbody>
</table>

### After Test Administration

<table>
<thead>
<tr>
<th>Task</th>
<th>TAM Pg</th>
<th>Done</th>
</tr>
</thead>
<tbody>
<tr>
<td>17. Report all inappropriate test practices, security violations, and suspected irregularities to the TC.</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>18. Ensure that all tests have been submitted and/or closed by your TC by 6:00 pm ET on April 20, 2024.</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>19. Complete the Assessments: After Test Tab.</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>20. Complete the Exit-End Test Survey.</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>21. Permanently delete all secure testing materials from electronics and AAC devices.</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>22. Turn in paper test materials to the TC for secure shredding.</td>
<td>27</td>
<td></td>
</tr>
</tbody>
</table>

For questions or assistance, contact your TC or the MSA Service Center (page 13).
## Test Coordinator (TC) Checklist

### Before Test Administration
1. 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.

2. Complete the MSAA test administration training for TCs. TCs are not required to take the End-of-Training final quiz.

3. Ensure that TAs have received and completed the required training and can access the MSAA Online Assessment System.

4. Communicate all information received from the State MSAA Coordinator about MSAA to TAs.

5. Ensure that technology capacity is met. Work with district/school IT personnel to ensure that the online MSAA Online Assessment System is accessible and functioning on every computer that is used for testing. Refer to Appendix B, titled “Technology Requirements,” in the MSAA Online Assessment System User Guide for Test Coordinators for specific information on supported browsers and operating systems.

6. Support TAs in developing a testing schedule so that all tests will be submitted within the administration window.

### 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 Coordinator) 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
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 Coordinator) 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).

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.

<table>
<thead>
<tr>
<th>Participation Criteria</th>
<th>Participation Criteria Descriptors</th>
</tr>
</thead>
</table>
| 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.*  
*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life. |
| 2. The student is learning content linked to grade-level content standards. | Goals and instruction listed in the IEP for this student are linked to the enrolled grade-level content standards and address knowledge and skills that are appropriate and challenging for this student. |
| 3. The student requires extensive, direct individualized instruction and substantial supports to achieve measurable gains in a grade- and age-appropriate curriculum. | The student (a) requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature, and (b) uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings. |
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.
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
4. Consult district/school technology personnel (and the MSAA Service Center as needed).

<table>
<thead>
<tr>
<th>Device</th>
<th>Version</th>
</tr>
</thead>
<tbody>
<tr>
<td>Windows computer</td>
<td>Windows 10 or newer</td>
</tr>
<tr>
<td>Mac (Apple OS X) computer</td>
<td>Mac OS X 10.15 or newer</td>
</tr>
<tr>
<td>Chromebook</td>
<td>OS 79 or newer</td>
</tr>
<tr>
<td>Linux</td>
<td>Ubuntu 18.04, Fedora 22 or newer</td>
</tr>
<tr>
<td>iPad 2 or newer</td>
<td>iOS 12.0 or later; iPadOS 13.1 or newer</td>
</tr>
<tr>
<td>Android tablet</td>
<td>Android 8.0 or newer</td>
</tr>
<tr>
<td>Windows tablet</td>
<td>Windows 10 or newer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Browser</th>
<th>Version</th>
<th>To Install</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chrome</td>
<td>103+</td>
<td><a href="http://www.google.com/chrome">www.google.com/chrome</a></td>
</tr>
<tr>
<td>Firefox</td>
<td>102+</td>
<td><a href="http://www.mozilla.com">www.mozilla.com</a></td>
</tr>
<tr>
<td>Edge</td>
<td>104+</td>
<td>Already installed on all Windows computers</td>
</tr>
<tr>
<td>Safari</td>
<td>12.1+</td>
<td>Already installed on all Mac computers</td>
</tr>
</tbody>
</table>
5. Complete MSAA test administration training.

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

*MSAA Science Training Module*
6. Review State-Specific Policy Links and Contact Information.

<table>
<thead>
<tr>
<th>BIE</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.bie.edu">www.bie.edu</a></td>
</tr>
<tr>
<td>Donald Griffin: 703-282-3316</td>
</tr>
<tr>
<td><a href="mailto:Donald.Griffin@bie.edu">Donald.Griffin@bie.edu</a></td>
</tr>
<tr>
<td>Aurelia Shorty: 505-274-3746</td>
</tr>
<tr>
<td><a href="mailto:Aurelia.Shorty@bie.edu">Aurelia.Shorty@bie.edu</a></td>
</tr>
</tbody>
</table>
Confirm with Don that this information is still accurate going into the training.

Anita Franklin, 2024-01-18 13:36:19.412
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
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](http://www.msaaassessment/sample-items)
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.
8. Review and prepare test materials.

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.”]

On which day were the number of cakes sold the same?

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

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.

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)*
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, and 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

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 specify

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.

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?

YES

CONTINUE to administer the MSAA tests in all content areas. The test can no longer be closed due to the Early Stopping Rule.

NO

Open the student’s ELA and/or Mathematics Test from the Actions button on the Students page. Administer the first four test items of either or both tests.

Did the student demonstrate an observable response?

YES

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” in addition to providing a brief explanation.

NOTE: Once the Early Stopping Rule is determined appropriate, the TC must close tests from ALL content areas.
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.
<table>
<thead>
<tr>
<th></th>
<th>Before Test Administration</th>
<th>TAM Pg.</th>
<th>✓ Done</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>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.</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Complete the MSAA test administration training (for TCs). TCs are not required to take the End-of-Training final quiz.</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>□ Module 1 □ Module 2 □ Module 3 □ Module 4 □ Module 5 □ Module 6 □ Science module (AZ, BIE, CNMI, GU, ME, USVI, and VT only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Ensure that TAs have received and completed the required training and can access the MSAA Online Assessment System.</td>
<td></td>
<td>9, 10</td>
</tr>
<tr>
<td>4</td>
<td>Communicate all information received from the State MSAA Coordinator about MSAA to TAs.</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>5</td>
<td>Ensure that technology capacity is met. Work with district/school IT personnel to ensure that the online MSAA Online Assessment System is accessible and functioning on every computer that is used for testing. Refer to Appendix B, titled “Technology Requirements,” in the <a href="#">MSAA Online Assessment System User Guide for Test Coordinators</a> for specific information on supported browsers and operating systems.</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>6</td>
<td>Support TAs in developing a testing schedule so that all tests will be submitted within the administration window.</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>
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

Test Administrator Checklist

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.  
   TAM Pg. 1-3

2. Sign and submit state-specific test security and confidentiality forms.  
   TAM Pg. 1

3. Activate TA account.  
   TAM Pg. 3

4. Consult district/school technology personnel and the MSAAS Service Center as needed to:  
   TAM Pg. 3
   - Ensure that the entire MSAAS Online Assessment System is accessible and functioning on the computer or device that assigned students are using for testing  
   - Resolve technology issues  
   - Refer to Appendix B titled “Technology Requirements,” in the MSAAS Online Assessment System User Guide for Test Administrators for specific information on supported browsers and operating systems.

5. Complete MSAAS test administrator training:  
   TAM Pg. 3
   - Module 1
   - Module 2
   - Module 3
   - Module 4
   - Module 5
   - Module 6
   - Science module (AZ, RI, CM, GIL, ME, LSV, and FYT only)

6. Review State-Specific Policy Links and Contact Information.  
   TAM Pg. 3

7. Download the DTA and any other documents needed for administration.  
   TAM Pg. 22

8. Review and prepare test materials.  
   TAM Pg. 22
   - Check IEP for accommodations. Create baseline graphics/lead replacements. Upload vocabulary into AAC/PAT devices. Ensure accessibility features function properly.

9. Confirm the student demographic information and complete the following forms:  
   TAM Pg. 22-23
   - Learner Characteristics Inventory (LCI)*
   - Accommodations: Before Test*
   - Student Response Check (SRC)*  
   *These tabs are located in the student’s profile area in the MSAAS Online Assessment System. Refer to the section titled “Before Testing” in the MSAAS Online Assessment System User Guide for Test Administrators for more information.

10. Complete a comfortable and secure testing environment.  
    TAM Pg. 22
    - Create a comfortable and secure testing environment. 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.
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**

<table>
<thead>
<tr>
<th>ELA Table of Contents</th>
<th>Page</th>
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</thead>
<tbody>
<tr>
<td>Purpose</td>
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<tr>
<td>MSA 2003 Administration Materials</td>
<td>1</td>
</tr>
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<td>Guidance on Printed Materials</td>
<td>1</td>
</tr>
<tr>
<td>Directions</td>
<td>2</td>
</tr>
<tr>
<td>Procedures for Constructed Response (CR) Items</td>
<td>3</td>
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<tr>
<td>Guidance on Administering the CR Items</td>
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<td>Scoring and Entering the Student Score for CR Items</td>
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<td>Writing Prompt Directions</td>
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<td>ELA Sample Items</td>
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<td>Reference Sheets</td>
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<tr>
<td>Writing Stimulus Materials</td>
<td>15</td>
</tr>
<tr>
<td>Beginning Grade 3</td>
<td>31</td>
</tr>
</tbody>
</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.

**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*:

*The map shows the Chesapeake Bay region. The Chesapeake Bay includes 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, D.C., 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 a Native American word. The Algonquin people are Native American people. They lived in the region before Europeans came to North America. They called the bay “Chesapeake.”

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.

**Save the Bay Day**

*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 15th, 8 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 of a crab, a fish, and a seagull.*
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.

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

Save the Bay Day

Who: People who care about the Chesapeake Bay
What: A cleanup of the Chesapeake Bay
When: June 15th, 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 15th, 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

Use of calculators and reference sheets are identified here.

Any actions the TA should perform are in gray italics.

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

<table>
<thead>
<tr>
<th>Teacher Script</th>
</tr>
</thead>
<tbody>
<tr>
<td>This data table shows winter weather conditions in New York in 2015.</td>
</tr>
<tr>
<td>Indicate and read the data table to the student.</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicate and read each response option to the student.</td>
</tr>
<tr>
<td>Based on the data table, which sentence best describes winter in New York?</td>
</tr>
<tr>
<td>It has few windy days.</td>
</tr>
<tr>
<td>It is warm with lots of rain.</td>
</tr>
<tr>
<td>It is cold with lots of snow.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fill in the circle for the student’s response.</td>
</tr>
<tr>
<td>A. It has few windy days.</td>
</tr>
<tr>
<td>B. It is warm with lots of rain.</td>
</tr>
<tr>
<td>C. It is cold with lots of snow.</td>
</tr>
<tr>
<td>D. No Response</td>
</tr>
</tbody>
</table>

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

- 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
## During Test Administration

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td><strong>Monitor the administration of the test.</strong> 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.</td>
</tr>
<tr>
<td>8.</td>
<td><strong>Ensure that students and TAs have the materials and resources needed to administer the test.</strong></td>
</tr>
</tbody>
</table>
| 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

Multi-State Alternate Assessment
17. Report all inappropriate test practices, security violations, and suspected irregularities to your TC.

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.
19. Complete the **Accommodations: After Test Tab**

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

<table>
<thead>
<tr>
<th>No.</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.</td>
<td>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.</td>
</tr>
<tr>
<td>14.</td>
<td>Securely shred all printed copies of the test, DTA, scoring rubrics, braille cards, and student work (e.g., writing materials).</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Opportunity</th>
<th>Dates</th>
<th>In-person/Virtual</th>
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</thead>
<tbody>
<tr>
<td>Math/ELA</td>
<td>IRC (Content/Bias &amp; Sensitivity)</td>
<td>June 11-12, 2024</td>
<td>In-person</td>
</tr>
<tr>
<td>Science</td>
<td>IRC (Content/Bias &amp; Sensitivity)</td>
<td>June 17-21, 2024</td>
<td>Virtual</td>
</tr>
</tbody>
</table>
Questions?