



## Recommendations

- ❑ We recommend calling in to the training via phone, using the audio conference number provided when logging in to the WebEx. Historically, participants have had difficulty connecting or hearing when calling in directly from the computer.
- ❑ If you continue to have issues with your audio, please **reach out to your IT department** for support. Measured Progress is unable to help with individual audio issues remotely. Please message **Tina Fregeau** using the chat box if you are having audio issues so that we can assess whether to begin the training. While a small delay in start time is acceptable, unfortunately we may not be able to wait until all individual audio issues are resolved.



## Multi-State Alternate Assessment (MSAA)

### District of Columbia Test Administration Training for Test Administrators

March 8, 2018



## Measured Progress (MP)

| MP Professionals | Title              | Department                            |
|------------------|--------------------|---------------------------------------|
| Sarah McCain     | Project Manager    | Client Services,<br>Special Education |
| Tina Fregeau     | Project Manager    |                                       |
| Kelly Ickes      | Assistant Director |                                       |
| Chris Clough     | Program Manager    |                                       |



## State MSAA Coordinators



- **State MSAA Coordinators** page contains state contact information and links.

- The **District of Columbia's State Specific Policy** can be located via the state link.

| District of Columbia  |
|---|
| <a href="http://osse.dc.gov/alternate">http://osse.dc.gov/alternate</a>   |
| <p><b>Michael Craig</b><br/>202-257-3371<br/><a href="mailto:Michael.Craig@dc.gov">Michael.Craig@dc.gov</a></p> |



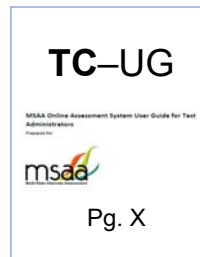
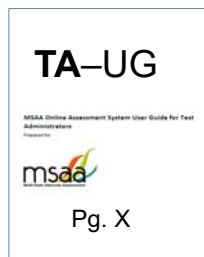
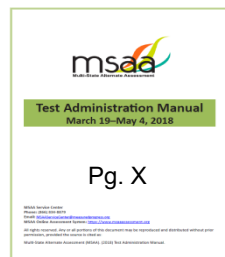
## Agenda

- Training Materials Overview
- Activity
- New for 2018
- Important Dates
- MSAA Overview
- Technology Requirements
- Supports and Features
- Testing Integrity: Appropriate and Inappropriate Test Practices
- MSAA Online Assessment System – Student Profile
- Ordering Test Materials
- MSAA Online Assessment System – Live Demo
- Next Steps



## Important Documents

- All of the information in this PowerPoint can be found in either the **MSAA Test Administration Manual (TAM)**, the **Test Administrator Online Assessment System User Guide** or the **Test Coordinator User Guide**. These three documents will be our guides today.



## New for 2018



## New for 2018

- Stage Adaptive improvements
- Considerations for Administration of the Writing Prompt based on lessons learned
- Student Response Check (SRC) Flow Chart
- NEW additions this year:
  - Foundational Reading Items
  - Early Form Assignments
  - Directions for Test Administration (DTA) & Session Printing
  - Best Practice Videos
  - Observation Checklist

**NEW**



## New for 2018

- MSAA Platform System
  - *My Students* is now *Students*
- Filter Students page
- Data Exports: Students and Test Status Summary
- Smaller Navigation Bar Improvements
- DTA and Paper Test downloads by session
- Paper Test Confirmation

NEW



## New for 2018

- Early Form Assignments (EFA)
  - Students in the January enrollment will receive forms assigned at the lowest organizational level (i.e., school).
  - Students with visual impairments needing Braille for grades 3 and 4 Foundational Reading Items will be identified early.

NEW



## New for 2018

NEW

- Key Dates:
  - **Jan. 17:** Initial Form Assignment
  - **Jan. 26:** DTA & Braille Order Generation Complete
  - **March 5:** Training Modules Go Live & Best Practice Videos Go Live
  - **March 5:** Test Materials Arrive Onsite (schools)
  - **March 5 - April 30:** Additional Ordering Window (DTAs only)



## New for 2018

NEW

- Paper Accommodation - Confirmation
  - All paper tests must be confirmed as an approved accommodation for students **prior** to being able to download the PDF.
  - Under the **Actions** menu found on the **Students** page, when the option to **Open Test in PDF** is selected, there will be a prompt: "I confirm that the paper test is an approved accommodation for this student."
  - Once this box is marked, the **Download Paper Test** box becomes available.

\*IMPORTANT: Maryland has approved the paper accommodation for all students (not required on student's IEP)

The screenshot shows a web interface for selecting a test session. It includes a dropdown menu for 'Test name' with 'OP ELA Gr06' selected. Below this is a red-bordered box containing a red circle icon and the text: 'confirm that the paper test is an approved accommodation for this student.' Underneath is a 'Select test session' section with radio buttons for 'Session1', 'Session2A', 'Session2B', 'Session2C', and 'Session3'. At the bottom, there are two buttons: 'On Back' (red) and 'Download Paper Test' (grey).



**NEW**

## New for 2018

- Session Printing
  - DTAs and paper tests are printed by test session
  - Session 1 of the DTA contains all “front matter,” cutouts, manipulatives, templates and reference sheets for both Session 1 and Session 2.
  - Cutouts and reference sheets are printed 1 per student. Specific pages can be printed individually for additional students.



**NEW**

## New for 2018

- Choosing a Session

**Confirm Student**

Please confirm the Student Name and Test Name, and select the session(s) you would like to download the DTA for. Then, click "Download DTA"

**Student name**  
test1 student1 (101011)

**Test name**  
OP Math Gr06

**Select test session**  
 Session\_1  Session\_2A  Session\_2B  Session\_2C

**Go Back** **Download DTA**



## New for 2018

**NEW**

- Best Practice Videos

| Video # | Video Titles                                    |
|---------|---|
| Video 1 | How to Administer Items                         |
| Video 2 | How to Administer the SRC and Implement the ESR |
| Video 3 | How to Administer a Level 2 Writing Prompt      |
| Video 4 | How to Administer a Level 3 Writing Prompt      |



## New for 2018

**NEW**

- Observation Checklist for TCs
  - Secure administration protocol
  - Use of DTAs
  - What may have caused barriers
  - Use of accommodations
  - Secure storage of testing materials

The form is titled "MSAA Test Coordinator Observation Checklist / Spring 2018". It includes fields for Test Coordinator, District, School, Teacher, Grade Level, Room #, and Location of Testing. It contains several sections with checkboxes and radio buttons for recording observations, such as "Type of Administration", "Assessment Features Used", and "Accommodations Specific to the ESR".





## Horizontal Display

**NEW**



- Horizontal Display
  - There is a small percentage of items that are displayed horizontally.
  - These items are identified in the DTA and at the item level in the DTA.
  - When using an iPad, the student/TA will need rotate the iPad to a horizontal/landscape presentation to view the answer options



## District of Columbia State Specific Policy

msaa  
Pg. 1  
Link

**DC Specific Multi-State Alternate Assessment (MSAA) Policies**

| State MSAA Contact Name  | Email                   | Phone number |
|--|-------------------------|--------------|
| Tonya Mead<br>Assessment Specialist, Administration & Engagement | Tonya.Mead@dc.gov       | 202-741-5991 |
| Danielle Branson<br>Director of Assessments                      | danielle.branson@dc.gov | 202-674-1328 |

| Topic                                   | State Policy   | State Link  |
|---|--|---|
| <b>Test Administrator Requirements</b>  | Follow MSAA policy; only a certified teacher or certified long-term substitute can administer MSAA unless extreme extenuating circumstances, contact MSAA State Contact.   |   |
| <b>Paper Version of Test</b>            | Allowed as an accommodation that is documented in the IEP and the online test administration system. The District/School is responsible for printing out the test for a student with this accommodation.   |   |
| <b>Training for Test Administrators</b> | Training for all test administrators must be completed annually. Passing the final quiz with 80% accuracy is required before access to the test(s) will be granted.  | <a href="http://osse.dc.gov/Service/Text_Security/DC-SubtestAdmin">http://osse.dc.gov/Service/Text_Security/DC-SubtestAdmin</a> |
| <b>Test Security</b>                    | OSSE has developed Test Security Guidelines to ensure that its local educational agencies (LEAs) and school personnel are aware of the importance of maintaining strict security procedures. In order to yield fair and accurate results, the assessments must be administered in consistent and standardized conditions. The test may be ensure that occurs is for ensure all teachers and administrators understand and recognize acceptable and unacceptable assessment practice.<br><br>TCs must work with their LEA Alternate Assessment point of contact to do the following: <ul style="list-style-type: none"> <li>• Submit to OSSE a school test security plan for each school or campus under the LEA's control at least 15 days before the administration of the first state-wide assessment.</li> <li>• Ensure all authorized personnel are trained in test integrity and security.</li> </ul> |   |

regulations, policies and guidance, the test security plan.

**School Test Coordinator or Test Coordinator** DC will use the term Test Coordinator only. The person designated as the Alternate Assessment Test Coordinator will assume all roles and responsibilities indicated in the MSAA Test Administration Manual (TAM) for Test Coordinators.

## Important Dates



### Test Administration Window

|   |                       |
|---|-----------------------|
| MSAA Administration Window Opens  | March 19 at 8 a.m. ET |
| Last Day to Submit Requests <ul style="list-style-type: none"> <li>• Grade Reassignments</li> <li>• Reopen Closed Tests</li> </ul>  | May 1                 |
| End of Test Survey (EOTS)<br><i>Complete the EOTS <u>after</u> both content area tests are submitted and/or closed for <u>all</u> Students listed under the TA's MY STUDENTS tab.</i> | March 19 - May 4      |
| MSAA Administration Window Closes<br><i>All tests must be submitted or closed by 8 p.m. Eastern Time.</i>   | May 4 at 8 p.m. ET    |



## Important Dates (Cont.)



### Ordering, Shipping and Returning Materials Window (MD Only)

Information regarding the following actions is posted in the MSAA Online Assessment System at <http://www.msaaassessment.org/> under the location listed below.

| Action   | Location            | Date(s)            |
|--|---------------------|--------------------|
| Test Materials Arrive in Schools                 | Order Materials Tab | By March 5         |
| Additional Materials Window<br><i>(DTA Only)</i> | Order Materials Tab | March 5 - April 30 |
| Return Shipments: One-Day Pickup                 | Order Materials Tab | May 11             |



# MSAA Overview



## Purpose of the MSAA



The purposes of the MSAA are to:

- Ensure that all students are able to participate in an assessment that is a measure of what they know and can do in relation to the grade-level State Content Standards.
- Ensure students with significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school prepared for post-secondary options.



## Purpose of the MSAA (cont.)



The purposes of the MSAA are to:

- Meet requirements of the Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Act (IDEA), which require the participation of all students in assessments designed to measure student knowledge and ability on grade-level content standards.



## Student Participation Criteria



Students who have been determined eligible by their IEP team for participation in their states are eligible to participate in the MSAA Test.

| Participation Criteria  | Participation Criteria Descriptors   |
|---|--|
| 1. The student has a significant cognitive disability.  | Review of student records indicates a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior.*<br><br>*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. |

# Test Administrator Responsibilities

- Before:
  - Student Profile (i.e., Demographics, LCI, Accommodations, SRC)
- During:
  - DTA
  - Accommodations
  - Test Security
- After Testing
  - Submit Test
  - Complete After Test Accommodations
  - Complete One End of Test Survey (EOTS)
  - Return Barcoded Materials to Measured Progress
  - Shred Testing Materials (e.g., system-printed DTAs and paper tests)

| Test Administrator Checklist  |                 |            |
|---|-----------------|------------|
| Before Test Administration  |                 |            |
| Test Administrator Tasks  | TAM Page        | ✓ Complete |
| 1. Activate TA account.<br>The system automatically generates login user name and password from MSAAServerCenter@measuredprogress.org. Open a web browser and enter TA's e-mail 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             |            |
| 2. Consult district technology personnel (and the MSAA Service Center as needed) to:<br>• Ensure that the online MSAA Online Assessment System is available and functioning on the computer or device that assigned students are using for testing.<br>• Troubleshoot technology issues.<br>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. | 2               |            |
| 3. Review State Specific Policy Links and Contact Information.  | 3               |            |
| 4. Download the documents needed for accommodations.<br>Sign and submit state-specific security and confidentiality forms.  | 4               |            |
| 5. Ensure that students receive state-specific policies and EOTs when decisions have been documented for Grade 3 students, non-students, and/or transfer students.  | 5, 7            |            |
| 6. Complete MSAA test administration training.<br><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   | 9               |            |
| Test Administrator Tasks  |                 |            |
| Test Administrator Tasks  | TAM Page        | ✓ Complete |
| 8. Confirm the student demographic information and complete the following forms:<br>• Learner Characteristics Inventory (LCI)<br>• Accommodations Before Test<br>• Student Response Check (SRC)<br>• Student Response Check (SRC)<br>*These tabs are located in the student's profile area in the MSAA Online Assessment System. Refer to the section titled "Before Testing" in the MSAA Online Assessment System User Guide for Test Administrators for more information.                     | 6, 8, 26, 30-37 |            |
| 9. Create a comfortable and secure testing environment.<br>The most appropriate student seat will be appropriate testing environment during every testing session. Optimal testing conditions must be provided for every student before and during the test administration.   | 20, 25          |            |

# Test Administrator Training Requirements



- TAs must complete all of the MSAA Test Administration Training Modules for Test Administrators.
- The modules are:
  - available **March 5**
  - customized for the specific responsibilities of the TA, and refer to information found in the Test Administration Manual (TAM), Directions for Test Administration (DTA) and the MSAA System User Guide for Test Administrators.
- All TAs must complete the Final Quiz with at least an 80% accuracy score.

# Test Administrator Training Modules

| Module # | Module Titles                                  |
|----------|--|
| Module 1 | MSEA Overview                                  |
| Module 2 | Test Design and Experience                     |
| Module 3 | Navigating the MSEA Online Assessment System   |
| Module 4 | Completing the Student Information             |
| Module 5 | Accessibility Features and Accommodations      |
| Module 6 | Student Response Check and Early Stopping Rule |



# Test Coordinator Responsibilities

- Before
  - Test security & confidentiality forms
  - Administration training
  - Technology requirements
- During
  - Monitor administration
  - Maintain security
  - Report inappropriate practices / irregularities
  - Submit tests
- After
  - Report inappropriate test practices / irregularities
  - Submit tests
  - Return barcoded materials to Measured Progress
  - Secure shred (system printed materials, DTAs)

| Test Coordinator Checklist  |                   |
|---|-------------------|
| <b>Before Test Administration</b>   |                   |
| Test Coordinator Tasks  |                   |
| 1. Sign and submit state-specific test security and confidentiality forms. Refer to <a href="#">State-Specific Test Security and Confidentiality Forms</a> .  | 1                 |
| 2. Complete the MSEA test administration training. It is not required to take the final training overview.  | 10                |
| 3. Verify that the test has been received and completed for the correct testing location across the entire MSEA Online Assessment system.   | 9                 |
| 4. Communicate all information received from the State MSEA Coordinator about MSEA to test sites.   | N/A               |
| 5. Ensure that technology capable is met. Work with administrator if necessary to ensure that the entire MSEA Online Assessment System is accessible and functioning on every computer that is used for testing. Refer to Appendix B, "Technology Requirements" in the <a href="#">MSEA Online Assessment System and Student Information System</a> for more information on supported browsers and operating systems. | N/A               |
| 6. Support sites in developing a testing schedule so that all tests will be administered within the administration window.  | 1                 |
| <b>During Test Administration</b>   |                   |
| 7. Monitor the administration of the test. Assign appropriate test proctors and supervisors at each participating classroom prior to the beginning of the test. Identify who must be present for the Early Stopping Rule.   | 1-9, 12-25, 34-35 |
| 8. Ensure that students and test takers have the materials and resources needed to administer the test.   | 5, 9              |
| 9. Maintain test security. Assign that all test materials are in a secure and locked location when not being used.  | 23                |
| 10. Report inappropriate test practices to appropriate staff at each testing location.  | 23                |
| 11. Report security violations and test irregularities to the State MSEA Coordinator. All security violations and assessment irregularities must be reported to the TC according to <a href="#">State-Specific Test Security and Confidentiality Forms</a> .  | 4, 25             |
| 12. Report all test materials received or stored to the State MSEA Coordinator.   | 1                 |
| <b>After Test Administration</b>  |                   |
| 13. Report all inappropriate test practices, security violations, and assessment irregularities to the State MSEA Coordinator. All inappropriate test practices, security violations, and assessment irregularities must be reported to the TC according to <a href="#">State-Specific Test Security and Confidentiality Forms</a> .  | 1, 25             |
| 14. Securely shred all printed copies of the test, STA, writing rubrics, and student work (e.g., writing materials, etc.). Remove printout of printed materials from the system and delete all files associated with the assessment. For questions or assistance, contact the MSEA Service Center or your State MSEA Coordinator (page 2).  | 18, 26-27         |



## Test Coordinator Training Requirements



- TCs must complete all of the MSAA Test Administration Training Modules for Test Coordinators.
- The modules are
  - available **March 5**
  - customized for the specific responsibilities of the TC, and refer to information found in the Test Administration Manual (TAM), Directions for Test Administration (DTA) and the MSAA System User Guides for Test Administrators / Coordinators.
- TCs do not need to complete a Final Quiz.



## Test Coordinator Training Modules



| Module # | Module Titles                                      |
|----------|--|
| Module 1 | MSAA Overview                                      |
| Module 2 | Test Design and Experience                         |
| Module 3 | Navigating the MSAA Online Assessment System       |
| Module 4 | Completing the Student Information                 |
| Module 5 | Creating Users and Orgs                            |
| Module 6 | Student Response Check and the Early Stopping Rule |



## Required Documents for Test Administration

| Document   | Purpose  | User        |
|--|--|-------------|
| Test Administration Manual (TAM)                                 | Provides policies and procedures for TAs and TCs to prepare for the administration of the Test.  | TAs and TCs |
| Directions for Test Administration (DTA)                         | <ul style="list-style-type: none"> <li>Provides directions and scripts for each item in the Test. Includes details about manipulatives required in order to administer a test item, such as calculators and counters.</li> <li>Includes reference sheets that contain important graphics.</li> <li>Includes scoring rubrics for mathematics CRs.</li> <li>Provides 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.</li> <li>Provides specific directions to administer the braille versions of ELA foundational reading items in grades 3 and 4.</li> </ul> <p><i>NOTE: The DTA is a secure document and available only when TAs complete the MSAA Online Training Modules and pass the Final Quiz.</i></p> | TAs         |
| MSAA Online Assessment System User Guide for Test Administrators | Provides technical information and troubleshooting tips, plus step-by-step instructions to navigate the MSAA Online Assessment System, such as how to complete the LCI; how to pause, resume, and submit a test for scoring; when to contact the MSAA Service Center; and how to administer the Student Response Check.  | TAs         |
| MSAA Online Assessment System User Guide for Test Coordinators   | Provides technical information and troubleshooting tips, plus step-by-step instruction to navigate the MSAA Online Assessment System, such as how to check that all TAs have completed their training; how to ensure that all students are properly registered and have the correct grade levels; how to ensure that all tests have been submitted for scoring; how and when to close a student test; and how to download reports during the reporting window.   | TCs         |



## Overview of the Test



- Assesses two content areas
  - English Language Arts (ELA)
    - Reading
    - Writing
  - Mathematics
- Aligned to State Content Standards and MSAA Core Content Connectors
- Grades 3 - 8 and 11





## Overview of the Test (cont.)



- One-to-one test administration
- Administered by a trained test administrator
- Formats (same assessment; the format is determined by what is appropriate for student)
  - Computer-based format
  - Paper-based format (downloaded from platform)
    - Test administrator enters student responses in online platform



## Types of Administration: Computer and Paper



1. Computer, laptop or tablet administration



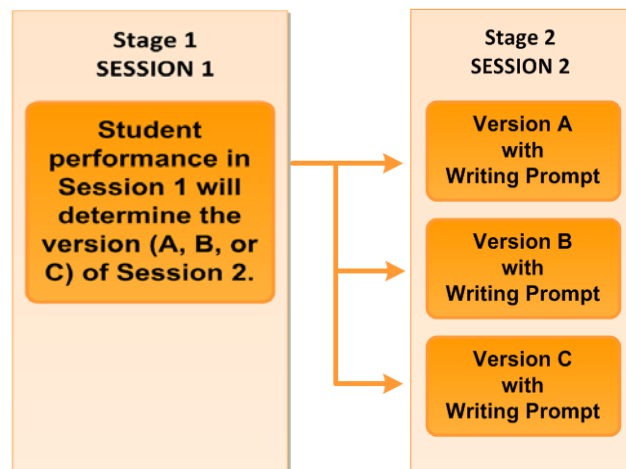
2. Paper version administration
3. Hybrid administration (some computer, some paper)

**NOTE:** : *Students benefiting from the paper or hybrid administration would also need the paper version and scribe accommodation documented in their IEP.*

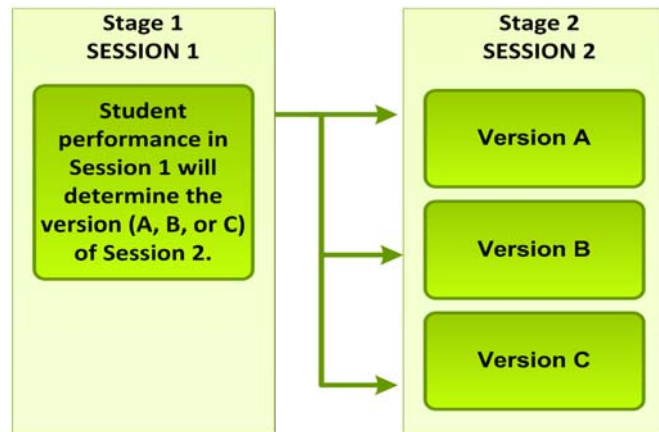
## Stage Adaptive Design – Year 2

- MSAA provides students a test experience that assigns the second session of the assessment based on how the student responds to items in the first session.
- The versions in the second session vary by difficulty/complexity level. Each student will only take the Session 2 version (A, B or C) that is assigned to him/her.

## MSAA ELA Stage Adaptive Design (All Grades)



## MSAA Mathematics Stage Adaptive Design (All Grades)



## MSAA Item Types

- Selected-Response: ELA and Mathematics
- Constructed-Response: Mathematics
- Writing Prompt: ELA
  - Operational this year

# Accessing the MSAA System



## Where to start

From: [MSAAServiceCenter@measuredprogress.org](mailto:MSAAServiceCenter@measuredprogress.org)  
Subject: Important Information from the MSAA System.

Welcome to the MSAA Online Assessment System.

You are receiving this email because you are identified as either a Test Coordinator or Test Administrator involved in supporting or administering the Multi-State Alternate Assessments in ELA and Mathematics in grades 3-8 and 11. This email contains login information for the MSAA Online Assessment System so you may access test administration documents, online training modules, student rosters, and eventually the tests themselves.

You may now log in by clicking this link or copying and pasting it to your browser:

[https://www.msaaassessment.org/user/reset/17422/1512496233/eTG\\_mf8B5uNRnnC2t3qNpXHkNaBXH7nQPkkk-k0k5M8](https://www.msaaassessment.org/user/reset/17422/1512496233/eTG_mf8B5uNRnnC2t3qNpXHkNaBXH7nQPkkk-k0k5M8)

This link can only be used once to log in and will lead you to a page where you can set your password.

After setting your password, you will be able to login at <https://www.msaaassessment.org/user>

After you log in, the Test Administration Manual (TAM) and User Guides are available on the home page, or Dashboard, in the blue banner at the bottom of the page. The Test Administration Training Modules will be available on 3/13/17 so you may complete the training requirements and begin preparing to administer the assessments.

Please contact the MSAA Service Desk at 866-834-8879 or [MSAAServiceCenter@measuredprogress.org](mailto:MSAAServiceCenter@measuredprogress.org) should you need more assistance.



**NOTE:** Add "[MSAAServiceCenter@measuredprogress.org](mailto:MSAAServiceCenter@measuredprogress.org)" to your district's filter safe list.

## Access the MSA System

- Once the TAs' user account is created and a password is created, access the MSA System by using the URL <https://www.msaaassessment.org>



**NOTE:** Bookmark this page!



## Access the MSA System - Dashboard



# Access the MSA System- Test Status Summary

# Access the MSA System- Students

| Student ID (system-generated) | Student ID (state-issued) | Organization | Student Information    | Test Name                                    | Test Status      | Test Administrator | Actions |
|-------------------------------|---------------------------|--------------|------------------------|--|------------------|--------------------|---------|
| 4                             | NV10013                   | NVSchool     | Student13 Test Grade 3 | Math POC Stage Adaptive V3 10 03 2016 Form 1 | Paused by        | Joseph Luat        | Actions |
| 4                             | NV10013                   | NVSchool     | Student13 Test Grade 3 | Math POC Stage Adaptive V3 10 03 2016 Form 1 | Paused by        | Joseph Luat        | Actions |
| 5                             | NV10014                   | NVSchool     | Student14 Test Grade 4 | Math POC Stage Adaptive V3 10 03 2016 Form 1 | In Progress with | Testing QA         | Actions |

**NOTE:** “My Students” has been revised to just “Students” and allows you the ability to search for students.



# Access the MSAA System- Sample Items

Welcome, Adriane Holt | Log out

msaa Multi-State Alternate Assessment

Dashboard | Test Status Summary | My Students | **Sample Items** | My Organizations | Test Administration Training | Order Materials

**Multi-State Alternate Assessment System**

- Access Assessment Training Resources
- Set-up and Edit Student Information
- Start and Manage Tests

Multi-State Alternate Assessment at [www.msaaassessment.org](http://www.msaaassessment.org) is the home for all MSAA administration information. For assistance, contact the MSAA Service Desk.

Phone: 955-224-9179  
Email: [MSAAServiceCenter@msaa.org](mailto:MSAAServiceCenter@msaa.org)

Sample Items  
Technology Requirements  
Get Help

## System Sample Items

| Assessment                   | Actions  |
|------------------------------|--|
| Sample Math Items - Grade 3  | <a href="#">Start Test</a><br><a href="#">Download PDF</a> |
| Sample Math Items - Grade 6  | <a href="#">Download PDF</a>                               |
| Sample Math Items - Grade 11 | <a href="#">Actions</a>                                    |

# Sample Items

This item is about fractions.

This rectangle is divided into 2 equal parts.

There is 1 part that is shaded.

Sample Items  
Sample Math Items - Gr3 / Section 1 / Item 2 of 2

Previous Next

Bookmark Items Full Screen Help Save & Exit

**TOGGLE** on the Previous or Next buttons to move forward or back

**PAUSE-** Click on the save and Exit button



## Tool Bar



- **Student Name**
- **Name of Test/Session/Current question # out of total # of questions.**
- **Previous** – moves back one screen.
- **Next** – moves forward one screen.
- **Read Again** – allows the passage/item to be read again.
- **Upload Evidence** – uploads images of student work for the writing prompt.
- **Bookmark** – marks an item to be reviewed at a later time.
- **Items** – provides a summary of the questions that have or have not been answered.
- **Full Screen** – provides full-screen mode for viewing the item.
- **Help** – provides MSAA Service Center phone number.
- **Save & Exit** – saves the test and exits out of the test. Test may be resumed later.
- **Assessment Features Menu** – access accessibility menu (e.g., line reader)



## English Language Arts Grade 4 Sample Item



He runs down the stairs. He sees his gift. It is a cute, brown dog. Ben hugs the dog. The dog wags his tail. A smile comes across Ben's face. Ben got a dog!




Would you like to read the story again before you are asked a question?

Re-read passage or passage part

Sample Item 1

Remember, the theme is the message of the story.

**What is the theme of this story?**

-   
having a lot of friends
-   
showing you can take care of a pet
-   
asking your parents for something

3 Answer Options with Visual Supports

Would you like to read the story again before you answer the question?





# ELA Grade 8

We are going to read informational text about a man named Mark Twain. He lived a long time ago and wrote books. After we read, you will be asked a question about an argument the author makes.



Mark Twain was an American writer. He was born in 1835. He wrote many books, but his best known books are "The Adventures of Tom Sawyer" and "Adventures of Huckleberry Finn". Both books are set in Missouri. This is where Twain lived.

Twain first began by writing articles and drawing sketches for his brother's local newspaper. He became well known after he wrote a short humorous story.

Twain lived his life on the go. He traveled throughout the country and overseas. He gained the attention of presidents and celebrities.



Twain was fascinated by science and technology. He actually created several inventions. His love of science was reflected in his book, "A Connecticut Yankee in King Arthur's Court". In this book, one of the characters is a time traveler. This type of story was one of the first of its kind.

Mark Twain has influenced many people. He is seen as a great American author.




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

2. Next, the passage is presented and read.

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

Remember, an author uses an argument, based on facts, to make the reader believe something.

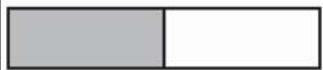
What argument did the author make about Mark Twain?

-  Mark Twain was a famous scientist.
-  Mark Twain lived in Missouri.
-  Mark Twain was a talented author.

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

# Mathematics Grade 3

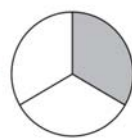

This item is about fractions.  
This rectangle is divided into 2 equal parts.



There is 1 part that is shaded.

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

Which circle shows 1 out of 3 parts is shaded?

- 
- 

2. Following the model is the question with answer options. Questions have either two or three answer options. The student may select only one answer option.

## Page Breaks

- Page breaks often split up the questions from the answers. Sometimes not all the choices are on one page.

- Solution?
  - Scroll back
  - Zoom (ctrl + or -)
  - Display the assessment on a promethean or smart board.
  - Smaller navigation bar
  - Horizontal display



## Overview of the Writing Prompt

- Standardized scripted series of steps
- Students use their primary mode of communication to construct a writing product
- Support materials are provided, such as sentence starters, response cards, vocabulary lists, and graphic organizers
- Level two prompts provide sentence starters, while level three prompts only provide templates.

## Writing Prompt




- The writing prompt DTAs provide steps to guide students through the writing processes using stimulus materials:
  - Topic selection
  - Choosing characters/supporting details
  - Drafting with a graphic organizer
  - Revising
  - Editing
  - Producing final story or essay

## Writing Prompt Administration

| Grade Span    | Text Type                |
|---------------|--------------------------|
| Elementary    | Literary                 |
| Middle School | Explanatory              |
| High School   | Argumentative/Persuasive |


## Writing Prompt Administration

| Grade Span  | Text Type             | Student Response Includes  |          |              |         |                 |                |            |       |             |            |                       |        |     |         |      |    |           |        |          |         |                    |        |      |         |           |           |          |     |           |
|---|-----------------------|--|----------|--------------|---------|-----------------|----------------|------------|-------|-------------|------------|-----------------------|--------|-----|---------|------|----|-----------|--------|----------|---------|--------------------|--------|------|---------|-----------|-----------|----------|-----|-----------|
| Elem.   | Literary              | <ul style="list-style-type: none"> <li>introducing a story/character</li> <li>sequencing events</li> <li>using temporal or concrete words and phrases</li> <li>describing actions or using dialogue</li> <li>a conclusion</li> <li>demonstrating command of the conventions of standard English</li> </ul> |          |              |         |                 |                |            |       |             |            |                       |        |     |         |      |    |           |        |          |         |                    |        |      |         |           |           |          |     |           |
| <b>Temporal Words and Phrases:</b> <table border="1"> <tbody> <tr> <td>At first</td> <td>From then on</td> </tr> <tr> <td>At last</td> <td>In the meantime</td> </tr> <tr> <td>At that moment</td> <td>In the end</td> </tr> <tr> <td>After</td> <td>In addition</td> </tr> <tr> <td>As soon as</td> <td>Not a moment too soon</td> </tr> <tr> <td>Before</td> <td>Now</td> </tr> <tr> <td>Between</td> <td>Next</td> </tr> <tr> <td>By</td> <td>Next week</td> </tr> <tr> <td>During</td> <td>Suddenly</td> </tr> <tr> <td>Earlier</td> <td>Shortly after that</td> </tr> <tr> <td>Except</td> <td>Then</td> </tr> <tr> <td>Finally</td> <td>Therefore</td> </tr> <tr> <td>Following</td> <td>Tomorrow</td> </tr> <tr> <td>For</td> <td>Yesterday</td> </tr> </tbody> </table> |                       |  | At first | From then on | At last | In the meantime | At that moment | In the end | After | In addition | As soon as | Not a moment too soon | Before | Now | Between | Next | By | Next week | During | Suddenly | Earlier | Shortly after that | Except | Then | Finally | Therefore | Following | Tomorrow | For | Yesterday |
| At first  | From then on          |  |          |              |         |                 |                |            |       |             |            |                       |        |     |         |      |    |           |        |          |         |                    |        |      |         |           |           |          |     |           |
| At last   | In the meantime       |  |          |              |         |                 |                |            |       |             |            |                       |        |     |         |      |    |           |        |          |         |                    |        |      |         |           |           |          |     |           |
| At that moment  | In the end            |  |          |              |         |                 |                |            |       |             |            |                       |        |     |         |      |    |           |        |          |         |                    |        |      |         |           |           |          |     |           |
| After   | In addition           |  |          |              |         |                 |                |            |       |             |            |                       |        |     |         |      |    |           |        |          |         |                    |        |      |         |           |           |          |     |           |
| As soon as  | Not a moment too soon |  |          |              |         |                 |                |            |       |             |            |                       |        |     |         |      |    |           |        |          |         |                    |        |      |         |           |           |          |     |           |
| Before  | Now                   |  |          |              |         |                 |                |            |       |             |            |                       |        |     |         |      |    |           |        |          |         |                    |        |      |         |           |           |          |     |           |
| Between   | Next                  |  |          |              |         |                 |                |            |       |             |            |                       |        |     |         |      |    |           |        |          |         |                    |        |      |         |           |           |          |     |           |
| By  | Next week             |  |          |              |         |                 |                |            |       |             |            |                       |        |     |         |      |    |           |        |          |         |                    |        |      |         |           |           |          |     |           |
| During  | Suddenly              |  |          |              |         |                 |                |            |       |             |            |                       |        |     |         |      |    |           |        |          |         |                    |        |      |         |           |           |          |     |           |
| Earlier   | Shortly after that    |  |          |              |         |                 |                |            |       |             |            |                       |        |     |         |      |    |           |        |          |         |                    |        |      |         |           |           |          |     |           |
| Except  | Then                  |  |          |              |         |                 |                |            |       |             |            |                       |        |     |         |      |    |           |        |          |         |                    |        |      |         |           |           |          |     |           |
| Finally   | Therefore             |  |          |              |         |                 |                |            |       |             |            |                       |        |     |         |      |    |           |        |          |         |                    |        |      |         |           |           |          |     |           |
| Following   | Tomorrow              |  |          |              |         |                 |                |            |       |             |            |                       |        |     |         |      |    |           |        |          |         |                    |        |      |         |           |           |          |     |           |
| For   | Yesterday             |  |          |              |         |                 |                |            |       |             |            |                       |        |     |         |      |    |           |        |          |         |                    |        |      |         |           |           |          |     |           |



## Writing Prompt Administration

| Grade Span   | Text Type   | Student Response Includes   |  |                   |                  |                         |   |   |  |  |
|--|---|---|--|-------------------|------------------|-------------------------|---|---|--|--|
| Middle   | Explanatory   | <ul style="list-style-type: none"> <li>introducing a topic</li> <li>organizing ideas or information</li> <li>using precise language and domain-specific vocabulary</li> <li>using transitional words/phrases</li> <li>developing the topic</li> <li>a concluding statement</li> <li>demonstrating command of the conventions of standard English</li> </ul> |  |                   |                  |                         |   |   |  |  |
| <b>Transition Words:</b> <table border="1"> <thead> <tr> <th>Time Transitions</th> <th>Place Transitions</th> <th>Idea Transitions</th> <th>Summarizing Transitions</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>The next day</li> <li>In a little while</li> <li>Before long</li> <li>The next thing I knew</li> <li>After awhile</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>In our backyard</li> <li>When we went upstairs</li> <li>Out in the garage</li> <li>At the playground</li> <li>At the lake</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Another reason</li> <li>Also</li> <li>Along with</li> <li>One other thing</li> <li>In addition</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Finally</li> <li>For all of those reasons</li> <li>In conclusion</li> <li>To sum it all up</li> <li>As you can see</li> </ul> </td> </tr> </tbody> </table> |   |   | Time Transitions   | Place Transitions | Idea Transitions | Summarizing Transitions | <ul style="list-style-type: none"> <li>The next day</li> <li>In a little while</li> <li>Before long</li> <li>The next thing I knew</li> <li>After awhile</li> </ul> | <ul style="list-style-type: none"> <li>In our backyard</li> <li>When we went upstairs</li> <li>Out in the garage</li> <li>At the playground</li> <li>At the lake</li> </ul> | <ul style="list-style-type: none"> <li>Another reason</li> <li>Also</li> <li>Along with</li> <li>One other thing</li> <li>In addition</li> </ul> | <ul style="list-style-type: none"> <li>Finally</li> <li>For all of those reasons</li> <li>In conclusion</li> <li>To sum it all up</li> <li>As you can see</li> </ul> |
| Time Transitions   | Place Transitions   | Idea Transitions  | Summarizing Transitions  |                   |                  |                         |   |   |  |  |
| <ul style="list-style-type: none"> <li>The next day</li> <li>In a little while</li> <li>Before long</li> <li>The next thing I knew</li> <li>After awhile</li> </ul>  | <ul style="list-style-type: none"> <li>In our backyard</li> <li>When we went upstairs</li> <li>Out in the garage</li> <li>At the playground</li> <li>At the lake</li> </ul> | <ul style="list-style-type: none"> <li>Another reason</li> <li>Also</li> <li>Along with</li> <li>One other thing</li> <li>In addition</li> </ul>  | <ul style="list-style-type: none"> <li>Finally</li> <li>For all of those reasons</li> <li>In conclusion</li> <li>To sum it all up</li> <li>As you can see</li> </ul> |                   |                  |                         |   |   |  |  |

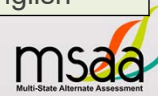


## Writing Prompt Administration

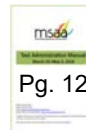
| Grade Span  | Text Type                | Student Response Includes   |
|-------------|--------------------------|---|
| High School | Argumentative/Persuasive | <ul style="list-style-type: none"> <li>introducing the claim</li> <li>creating an organizational structure</li> <li>developing claims with evidence, using context to establish the significance of the claim</li> <li>using words and phrases to clarify the relationship among claims, reasons, and evidence</li> <li>a concluding statement</li> <li>demonstrating command of the conventions of standard English</li> </ul> |

| Signal Words:  |                |              |
|--|----------------|--------------|
| 1. Continuation Signals ( <i>Warning – there are more ideas to come.</i> ) |                |              |
| and  | also           | another      |
| again  | and finally    | first of all |
| a final reason   | next           | in addition  |
| too  | with           | more         |
| 2. Change-of-Direction Signals ( <i>Watch out-we're doubling back</i> )    |                |              |
| although   | but            | instead of   |
| however  | different from | otherwise    |
| the opposite   | still          | even though  |
| rather   | though         | yet          |
| 3. Sequence Signals ( <i>There is an order to these ideas.</i> )           |                |              |
| first, second, third   | A, B, C        |              |
| before   | now            |              |
| after  | while          |              |
| then   | next           |              |



## Writing Evidence



- Students type their response into the online test administration platform or
- TAs transcribe the response from the writing template into the online platform or
- Students who use the paper response template have their evidence uploaded via webcam or scanner.
- Responses **must** be annotated by teacher so that they can be understood by reader/scorer.



## Writing Prompt Considerations



- **Annotate** the student's writing response when it includes inventive spelling, hard-to-read penmanship, or use of symbols. Refer to Appendix A of the TAM for more details on annotation.
- **What needs to be uploaded to the MSAA System?** Only the final "Response Template" needs to be uploaded. Do not include: idea cards, drafts, pictures of communication boards/devices, student selections from pictures, etc. If your student uses a communication board/device, please upload only a picture of the final writing product produced with the device. Do not upload pictures of students.
- **Where can I find more information about uploading writing evidence?** Refer to *MSAA System User Guide for Test Administrators* for specific directions regarding how and when to capture and upload writing evidence.



## Writing Evidence – Online Response

- Students may type their response into the online test administration platform

OR

- A teacher may transcribe the response from the writing template into the online platform
  - *Requires scribe accommodation*



## Writing Evidence – Uploaded Response

- Students who complete the template on paper **must** have image(s) of the student response template uploaded via webcam or scanner.
- Responses **must** be annotated by teacher so that they can be understood by reader/scorer.
- Do not upload images of student materials other than the student response template.



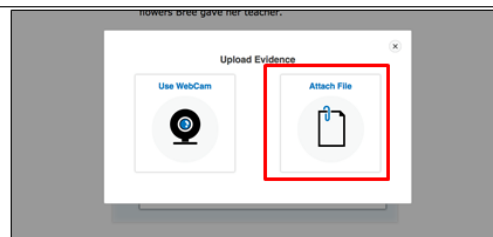
## Capture Evidence

When you are administering the writing items, the **Upload Evidence** button will become available.

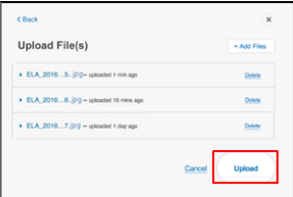
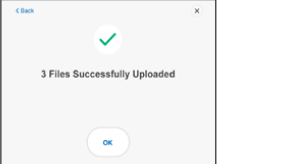
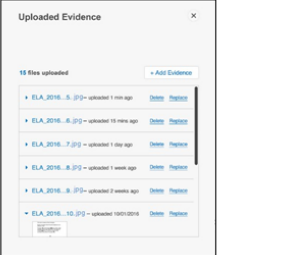
Click on this button to begin the evidence upload process.

A pop-up window provides you with two options to capture evidence.

Select the **Attach File** button for scanned documents.



# Accept

|  |  |
|--|--|
| <p>The file names will display in the upload prompt and can be viewed by clicking the file name. Click the <b>Upload</b> button when you are ready.</p>          |  |
| <p>The system will provide you with a confirmation of successful upload. Click <b>OK</b>.</p>  |  |
| <p>You will return to the <b>Uploaded Evidence</b> screen, and the files you uploaded will now be listed. These files can be reviewed, replaced, or deleted.</p> |  |



# Directions for Test Administration (DTAs)

Available March 5



Multi-State Alternate Assessment  
 Directions for Test Administration  
 Mathematics  
 Grade 3 Sample Items



Multi-State Alternate Assessment  
 Directions for Test Administration  
 English Language Arts- Reading  
 Grade 8 Sample Items





## Directions for Test Administration (DTA)



- TAs should refer to the TAM ***and*** the DTAs for all directions regarding test administration.
- Each DTA is specific to the form of the Test that is assigned to the student.
- Download the DTAs from the Action button in the MSAA Online Assessment System at <http://www.msaaassessment.org/>.



## Directions for Test Administration (DTA)



- Read the directions, passages, items, and answer option text exactly as written, using a consistent rate of reading and tone of voice, as appropriate.
- Be familiar with and utilize the Alternative Text, as appropriate. Alternative Text is written in italics and appears in brackets.



## Directions for Test Administration (DTA)

- Two types of Alternative Text are provided in the DTA:
  - Alternative Text for all students includes standardized descriptive statements for tables, charts, graphs, timelines, and math flow to be read aloud to *all* students.
  - Alternative Text for students who are blind or have visual impairments includes descriptive statements for tables, charts, graphs, and any other graphics necessary for appropriate interaction with the items (e.g., an answer option that is a graphic with no accompanying text, or a graphic that provides contextual clues for a sighted student).

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

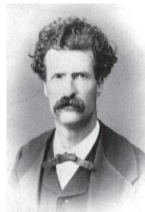
## Directions for Test Administration (DTA)

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

### Directions

We are going to read informational text about a man named Mark Twain. He lived a long time ago and wrote books. After we read, you will be asked a question about an argument the author makes.

### The Life and Works of Mark Twain



**NOTE:** *Any alternative text for students with visual impairments will be in brackets with gray italics and should be read aloud as necessary.*

Mark Twain was an American writer. He was born in 1835. He wrote many books, but his best known books are "The Adventures of Tom Sawyer" and "Adventures of Huckleberry Finn". Both books are set in Missouri. This is where Twain lived.

Twain first began by writing articles and drawing sketches for his brother's local newspaper. He became well known after he wrote a short humorous story.

Twain lived his life on the go. He traveled throughout the country and overseas. He gained the attention of presidents and celebrities.



Twain was fascinated by science and technology. He actually created several inventions. His love of science was reflected in his book, "A Connecticut Yankee in King Arthur's Court". In this book, one of the characters is a time traveler. This type of story was one of the first of its kind.

Mark Twain has influenced many people. He is seen as a great American author.

### Sample Item 1

Remember, an author uses an argument, based on facts, to make the reader believe something.

What argument did the author make about Mark Twain?

Point to and read each answer option.



A. Mark Twain was a famous scientist.




B. Mark Twain lived in Missouri.



C. Mark Twain was a talented author.

Any actions the TA must perform are in gray italics.

# Directions for Test Administration (DTA) – Mathematics


 *Calculator not permitted on this item.*

**Sample Item 2**

This item is about fractions.

This rectangle is divided into 2 equal parts.

*Point to each part.*




There is 1 part that is shaded.

*Point to the shaded part.*

Which circle shows 1 out of 3 parts is shaded?


*Point to each option.*

*[For students with visual impairment, read "A. This is a circle that is divided into three equal parts. One part is shaded."]*



A.

*[For students with visual impairment, read "B. This is a circle that is divided into three equal parts. No parts are shaded."]*



B.

**Annotations:**

- The use of calculators is identified here.
- If the TA is reading aloud to the student, the script is given in black.
- 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.

## Technology Requirements

## Tablets & Devices

- Supported tablets & devices

|   | Device          | OS Version           |
|---|-----------------|----------------------|
| 1 | Chromebook      | Chrome OS 49.2623.95 |
| 2 | iPad 2          | iOS 9.3.4            |
| 3 | iPad Mini       | iOS 8.4              |
| 4 | Windows Surface | Windows RT 8.1       |

- Compatibility with interactive whiteboards

**NO CHANGES for 2018!**



## Browser

- Supported browser versions

|   | Browser  | Version        |
|---|--|----------------|
| 1 | Chrome                    | 26 and above   |
| 2 | Firefox                   | 24 and above   |
| 3 | Internet Explorer & Edge  | IE11 and above |

- The browser must
  - support cookies.
  - have JavaScript enabled.



**IMPORTANT:** Windows no longer provides security updates below IE11, so using a lower version is a security risk.

**NOTE:** To determine the browser you are currently running or to upgrade your browser for free, visit [www.whatbrowser.org](http://www.whatbrowser.org)



## Operating System

- The following operating systems are supported:

|   | Operating System   | Version  |
|---|--|--|
| 1 | Windows           | Windows 7, Windows 8, Windows 8.1 and Windows 10 |
| 2 | Mac (Apple OS X)  | 10.7 – 10.11 (El Capitan)                        |



## Supports and Features




## Built-in Supports

- Entire test can be read aloud
- Use of manipulatives
- Pictures and graphics support what is read
- Use of models and demonstrations
- Common geometric shapes and smaller numbers in math test

## Activating Features in the MSAA System

**The Life and Works of Mark Twain**



Mark Twain was an American writer. He was born in 1835. He wrote many books, but his best known books are "The Adventures of Tom Sawyer" and "Adventures of Huckleberry Finn." Both books are set in Missouri. This is where Twain lived.

**Assessment Features**

- Alternate Color Themes
- Answer Masking
- Audio Player
- Line Reader
- Magnification

Previous Next

Items Full Screen Help Save & Exit

## Features a Test Administrator Can Enable on the Computer



### Increase/ Decrease Size of Text and Graphics

Computers, laptops and tablets provide zoom-in and zoom-out functions. Projection systems, video magnifiers and smartboards may also be used to increase the size of the text and graphics. Zoom may also be used to reduce the size of the text or graphics in order to view more item information on one page.



## Answer Masking Assessment Feature



How many dollars did Connie earn by washing 3 cars?

\$10 Hide

Show

Show

Sample Items  
Sample Math Items - G6 / Section 1 / Item 2 of 3

Previous Next

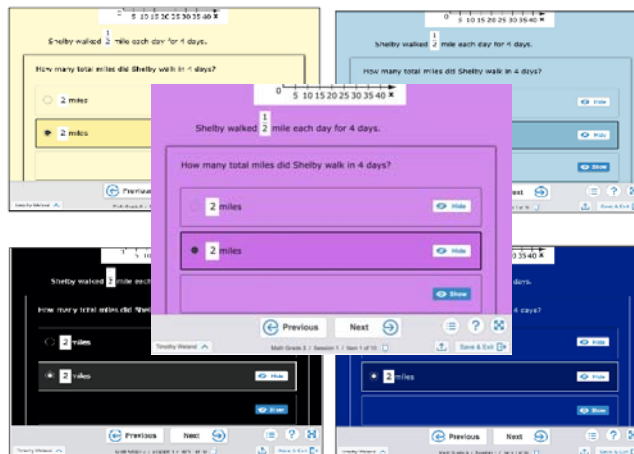
Bookmark Items Full Screen Help Save & Exit



# Background/Font Color (Color Contrast) Assessment Feature



# Options for the Background/Font Color (Color Contrast) Assessment Feature





## Line Reader Assessment Feature



This item is about solving a problem using a ratio.  
June learned 6 new vocabulary words for every chapter she read. This is a ratio of 6 to 1.  
 $6 : 1$

June learned 60 new vocabulary words.

How many chapters did June have to read to learn 60 new vocabulary words?

3 chapters

6 chapters

10 chapters

Sample Items  
Sample Math Items - G6 / Section 1 / Item 1 of 3

Next

Benchmark Items Full Screen Help Save & Exit



## Magnification Assessment Feature



[Redacted]

How many chapters did June have to read to learn 60 new vocabulary words?

[Redacted]

Sample Items  
Sample Math Items - G6 / Section 1 / Item 1 of 3

Next

Benchmark Items Full Screen Help Save & Exit



## Read Aloud Assessment Feature



### Read Aloud by TA

The TA may read the directions, answer options or passage as often as is reasonable to obtain a student's response to an item. All text must be read to students exactly as written, with no paraphrasing or word substitution.



## Accommodations



- Accommodations are adjustments to the testing situation, test format or test administration that provide equitable access during assessments for students with disabilities who are eligible under IDEA, students on Section 504 Plans.
- Accommodations do not alter what is being measured.

**NOTE:** Accommodations must be documented in the student's IEP and used routinely during daily instruction.



# Allowable Accommodations

|                                  |  |
|----------------------------------|--|
| <b>Assistive Technology (AT)</b> | Students may use assistive technology devices for viewing, responding to, or interacting with the Test. The student and TA should use the AT device with the sample items to ensure that it functions properly with the MSAA Online Assessment System. Refer to the <a href="#">MSAA Online Assessment System User Guide for Test Administrators</a> for information about compatibility of the MSAA Online Assessment System with assessment features.<br>A Paper Version of the Test may be downloaded and printed from the MSAA Online Assessment System in PDF format. After testing, all printed assessment materials must be given to the TC for secure shredding, and all downloaded files must be deleted from any computer or laptop used for testing.  |
| <b>Paper Version</b>             | A TA may record student responses for all or part of the Test, including the writing prompt. Anyone performing as a scribe for the student must read and follow the <i>MSAA Scribe Accommodation Protocol</i> in Appendix A of this document. Here are three ways a scribe can support the student's independence during testing: <ol style="list-style-type: none"><li>1. A student is able to use a mouse to select a response to the selected response items but cannot use the keyboard to type a response to the writing prompt. In this case, the scribe can type the student's writing response but may not need to help with any other part of the Test.</li><li>2. A student is able to use the mouse but becomes physically fatigued easily. The scribe can select the response the student indicates as needed. The scribe can assist with recording and typing the student's writing response.</li><li>3. A student is able to complete the Paper Version of the Test that the TA printed. The TA enters the student's responses into the MSAA Online Assessment System when the student has completed the Test, after each testing session, or after several items are completed.</li></ol> |
| <b>Scribe</b>                    | <p><b>NOTE:</b> All student responses must be entered for Session 1 before an assignment in Session 2 may be determined.</p> <p>For students who use American Sign Language (ASL), Pidgin Sign English (PSE), or Sign Exact English (SEE), the TA may translate passages, items, answer options, and directions. Review the vocabulary lists for ELA and Mathematics to determine which words the student may need practice with prior to testing.</p> <p><b>Required Documents:</b> It is important to adhere to the <i>Sign Language Protocol</i> in Appendix C of this document as it will help signers avoid cueing the student.</p>   |
| <b>Sign Language</b>             |  |



## Before Testing



## Before Test – Required Steps

- TAs must provide all information in these tabs to administer a test:
  - Demographics
  - LCI
  - Accommodations: Before Test
  - SRC



## Access Student Profile

| Student ID (system-generated) | Student ID (state-issued) | Organization | Student Information    | Test Name                                    | Test Status      | Test Administrator | Actions |
|-------------------------------|---------------------------|--------------|------------------------|--|------------------|--------------------|---------|
| 4                             | NV10013                   | NVSchool     | Student13 Test Grade 3 | Math POC Stage Adaptive V3 10 03 2016 Form 1 | Paused by        | Joseph Luat        | Actions |
| 4                             | NV10013                   | NVSchool     | Student13 Test Grade 3 | Math POC Stage Adaptive V3 10 03 2016 Form 1 | Paused by        | Joseph Luat        | Actions |
| 5                             | NV10014                   | NVSchool     | Student14 Test Grade 4 | Math POC Stage Adaptive V3 10 03 2016 Form 1 | In Progress with | Testing QA         | Actions |



## Student Demographic Information

| Demographics   | LCI | Accommodations: Before Test | SRC | Accommodations: After Test |
|--|-----|-----------------------------|-----|----------------------------|
| <input type="button" value="Save"/> <input type="button" value="Cancel"/>                    |     |                             |     |                            |
| <p>Please contact your Test Coordinator to make edits to Student Demographic information</p> |     |                             |     |                            |
| <p>Student ID *</p> <input type="text" value="101011"/>                                      |     |                             |     |                            |
| <p>First Name *</p> <input type="text" value="Ios1"/>  |     |                             |     |                            |
| <p>Last Name *</p> <input type="text" value="student1"/>                                     |     |                             |     |                            |



### NOTE:

- TAs must review
- Only TCs can make changes



## Student Learner Characteristics Inventory (LCI)

| Demographics   | LCI | Accommodations: Before Test | SRC | Accommodations: After Test |
|--|-----|-----------------------------|-----|----------------------------|
| <input type="button" value="Save"/> <input type="button" value="Cancel"/>  |     |                             |     |                            |
| <p>Student's Primary IDEA Disability<br/> <input type="text" value="Deaf-blindness"/></p>  |     |                             |     |                            |
| <p>Is your student's primary language a language other than English?<br/> <input type="radio"/> No<br/> <input checked="" type="radio"/> Yes</p>   |     |                             |     |                            |
| <p>Primary Language *<br/> <input type="text" value="English"/></p>  |     |                             |     |                            |
| <p>Classroom Setting</p> <ul style="list-style-type: none"> <li><input type="radio"/> Special school</li> <li><input checked="" type="radio"/> Regular school, self-contained special education classroom, some special inclusion (students go to art, music, PE) but return to their special education class for most of school day</li> <li><input type="radio"/> Regular school, primarily self-contained special education classrooms, some academic inclusion (students go to some general education academic classes (reading, math, science, in addition to specials) but are in general education classes less than 40% of the school day)</li> <li><input type="radio"/> Regular school, resource room/general education class, students receive resource room services, but are in general education classes 40% or more of the school day</li> <li><input type="radio"/> Regular school, general education class inclusive/collaborative (students based in general education classes, special education services are primarily delivered in the general education classes) – at least 80% of the school day is spent in general education classes</li> </ul> |     |                             |     |                            |



**NOTE:** All fields are required. A radio button or dropdown menu is available to provide your response.

## Accommodations: Before Test

**REQUIRED!!!!**

Check all  
boxes that  
apply.

No  
accommodations?

Demographics | LCI | **Accommodations: Before Test** | SRC | Accommodations: After Test

Save Cancel

**Accommodations: Before Test**

Before administering the test to a student, select the accommodations on the list below that the student must receive. If the student does not need any accommodations, please select the last box in the list below.

- Assistive Technology
- Paper Version
- Scribe
- Sign Language
- Check this box if the student does not need any accommodations

Save Cancel



## Before Test – Required Steps



### Student Response Checklist (SRC)

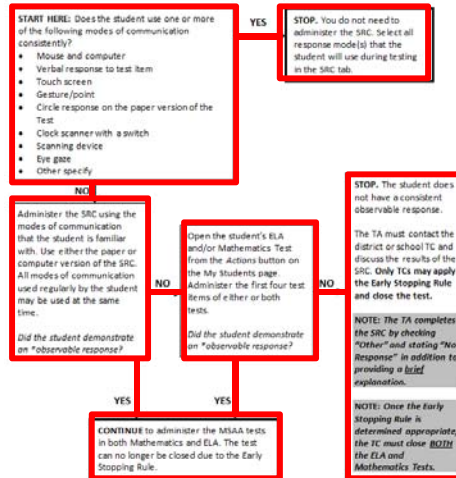
- An **observable response mode** is a predictable and consistent behavior or movement that is able to be understood by a communication partner as intentional communication. Modalities may include use of eye-gaze, reliable gestures, sign language, partner-assisted scanning, scanning on a device, direct-selection from an array of choices, activation of a voice-output device, use of a speech-generating device or use of other reliable means such as:
  - demonstrating the intent toward the task
  - responding or sharing information about the stimulus (test item)
- Meaning cannot be assigned to habitual or uncontrollable motor movement or vocalization without communicative intent, as these are not considered response modes.



## Before Test – Required Steps

### Using the SRC and Early Stopping Rule Flowchart

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



## Student Response Check (SRC)

- The **Student Response Check** is a three-question, content-neutral task used to ensure that the TA can clearly identify which answer a student chooses for a selected-response (SR) item.
- You **must conduct** an SRC if you are not certain that the student will communicate an observable response to test items. Unobservable student responses will not permit the TA to enter a student's response in the MSAA system.
- You **will not conduct** an 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.

## Student Response Check (SRC)



- Observe the student responding to the task using each mode of response, as appropriate.
  - If student uses a mode of response, check this mode on the SRC.



**NOTE:** *The use of hand-over-hand or any physical prompt is not considered an observable response because the student is not indicating his or her answer choice in an independent way.*

## Student Response Check – Computer Administration

- Click on the **SRC** tab.
- Click the **Start Computer Student Response** button if a student can indicate a response to an item by
  - using the mouse to select an answer;
  - verbalizing answers;
  - gesturing or pointing to the answer; or
  - using assistive technology to indicate answers.
- For students who communicate using gestures, eye-gaze or other modes of communication that make using the computer difficult, conduct the SRC using the paper version.





## Student Response Check – Paper Administration

- Click the **Paper & Pencil Student Response Check** button to access the copy of the SRC for printing.
- When the SRC begins on the computer, you (and the student) will see an introduction to the SRC with some general directions about how to proceed.
- Click the **Next** button at the bottom of the page to proceed to and through the SRC items.
- After the student completes the SRC you will be returned to the SRC page within the MSA system.
- Check all that apply to complete the SRC tab.
- A verification question will appear under each checked statement. Select YES or NO to proceed.



## Student Response Check – Paper/Computer Administration

[Save](#) [Cancel](#)

**Student Response Check to Observe Student Response Mode**

Please see pages 30-32 in the [Test Administrator Manual](#) for directions.

The purpose of the Student Response Check (SRC) is to ensure that the TA can clearly see and understand which answer a student chooses for a test item. For students who have a clear method of communication and who clearly select their answers to the test questions by either responding verbally or using assistive technology (AT), conducting an SRC is not necessary. Students do not need to use the same response mode for every item.

Note: The use of hand-over-hand or any physical prompt is not considered a consistent and observable response because the student is not indicating his/her answer choice in an independent way.

The TA will not conduct an SRC if the TA is certain that the student has a consistent, observable mode of communication so that the TA may enter a student's response in the MSA System with confidence. If so, skip down to the list of communication modes below and indicate how the student will respond to the test items. Then proceed to administering the Test.

The TA will conduct an SRC if the TA is uncertain that the student has a consistent mode of communication and that the student's response to a test item may not be observable by the TA so that the TA may enter a student's response in the MSA System with confidence. There are two ways that the TA can conduct the Student Response Check: (1) using the computer, or (2) using a paper version. Select Start Computer Student Response Check button to start the computer-based version, or select Paper and Pencil Student Response Check to download and print the PDF version.

Start Computer Student Response Check   
  Paper & Pencil Student Response Check

Indicate below the student's communication mode, the way in which the student will respond to the test items (1) as observed during the SRC, or (2) the TA is certain that the student has a consistent, observable mode of communication. More than 1 communication mode may be indicated.

- Student uses mouse and the computer
- Student will provide a verbal response to the test item
- Student will use a touch screen or gestures/pointing to select the item
- Student circles the correct response on the paper/print version of the test.
- Student will use a click scanner with a switch
- Student will use a scanning device
- Student uses eye-gaze
- Other, please specify

**NEW in 2018** - The TA completes the SRC by checking "Other" and stating "No Response" in addition to providing a brief explanation for any student who does not have a consistent observable response.

**NOTE:** If the *Early Stopping Rule (ESR)* is determined appropriate, the **TC** must close **BOTH** the **ELA** and **Mathematics** tests.



## Administer and Navigate the MSAA



### Ready to Begin!

- ✓ You have verified that you have all of the right technology necessary for testing.
- ✓ All students have gone through some practice items.
- ✓ You have finished the training modules.
- ✓ You have completed and passed the Final Quiz with at least an 80% accuracy score.
- ✓ You have completed the Student Profile:
  - **Student Demographics, LCI, Accommodations before Test and the Student Response Check.**
- ✓ You have received (barcoded or downloaded) all the Directions for Test Administration (DTA).



## Access Directions for Test Administration

Adobe Reader is needed to print directions.

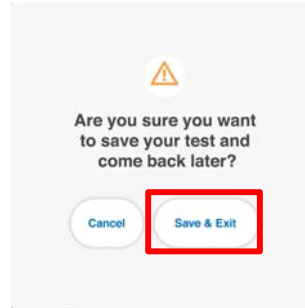


## Start and Navigate a Test

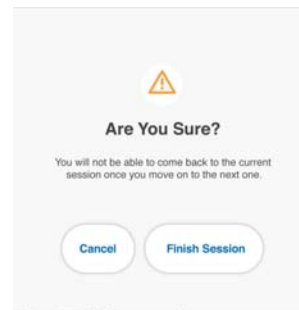
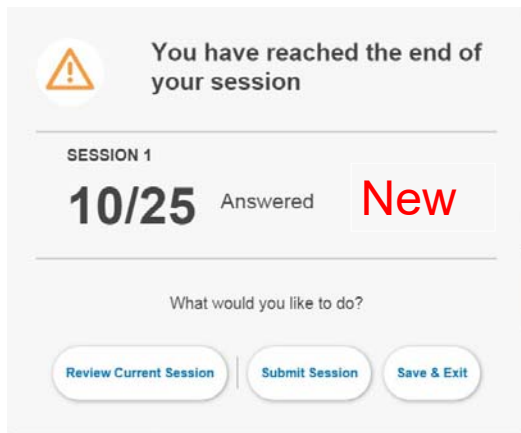
| Student ID (system-generated) | Student ID (state-issued) | Organization | Student Information    | Test Name           | Test Status  | Test Administrator |
|-------------------------------|---------------------------|--------------|------------------------|---------------------|--------------|--------------------|
| 5                             | 101011                    | BT School    | test1 student1 Grade 6 | OP ELA Gr06 Form 1  | Submitted by | NCSC Admin (17319) |
| 5                             | 101011                    | BT School    | test1 student1 Grade 6 | OP Math Gr06 Form 1 | Paused by    | Mary Smith (17322) |

**NOTE:** Only one test may be open at a time. Always pause and save a student's test when taking a break.

## Save & Exit



## End of Session



## Submit



You have reached the end of your session

SESSION 1

**10/25** Answered

What would you like to do?

Review Current Session

Submit Session

Save & Exit



## Close a Test

A student's test may be closed **ONLY** if the criteria for the Early Stopping Rule are met:

- If the student did not display an observable response during the SRC, AND the TA administered the first four test items in either Mathematics or Reading AND the student's response was not observable to any of the first four test items.
- *The TA completes the SRC by checking "Other," states "No Response," provides a brief explanation in the text box and consults with the TC.*
- *The TC must close BOTH the ELA and Mathematics tests.*

**NOTE:** *Test Closure is only available to TCs. If a student withdrew or is no longer eligible, the TA must also contact the TC.*



## After Testing



### After Testing: Required Tasks

Test Administrators must enter the After Test Accommodations information into the MSAA system for ***each student***.

Test Administrators must enter the End of Test Survey into the MSAA system after testing ***all students***.

**NOTE:** *Following the administration, the TA will record in the Accommodations: After Test tab the accommodations their student actually used during the test, not the accommodations that were made available to the student.*



## Accommodations: After Test

Demographics LCI Accommodations\_Before\_Test SRC Accommodations\_After\_Test

**Save** **Cancel**

### Accommodations: After Test

Please select the accommodation/s that the student actually used during the Test. If the student did not use any accommodations, select the last box.

- Assistive Technology
- Paper Version
- Scribe
- Sign Language
- Check this box if the student did not need any accommodations.



## End of Test Survey

- Each TA completes only ONE End of Test Survey
- The survey responses provide additional information about:
  - How the test functions for students with unique and varying needs
  - Student engagement with the test
  - The opportunity to learn the content represented by the State Content Standards



## End of Test Survey

The screenshot shows the MSAA 'Students' page. At the top, there is a navigation bar with 'Dashboard', 'Test Status Summary', 'Students', 'Test Administration Training', and 'Reports'. Below this is a breadcrumb trail 'HOME > STUDENTS >'. The main heading is 'Students', followed by 'Organization: BT School (21)'. A search bar contains 'Search all columns' and buttons for 'Go' and 'Clear Filters'. A table lists student records with columns for Student ID (system-generated), Student ID (state-issued), Organization, Student Information, Test Name, Test Status, Test Administrator, and Actions. Two rows are visible, both for 'BT School' and 'test student1 Grade 5'. The first row is for 'OP ELA Grade Form 1' (Submitted by NCSC Admin) and the second for 'OP Math Grade Form 1' (Paused by Mary Smith). An 'Actions' dropdown menu is open over the second row, showing 'Go to Student Profile' and 'Go to survey' (which is highlighted with a red box). The MSAA logo is in the bottom right corner.

| Student ID (system-generated) | Student ID (state-issued) | Organization | Student Information   | Test Name            | Test Status  | Test Administrator | Actions                               |
|-------------------------------|---------------------------|--------------|-----------------------|----------------------|--------------|--------------------|---------------------------------------|
|                               | 101011                    | BT School    | test student1 Grade 5 | OP ELA Grade Form 1  | Submitted by | NCSC Admin (17219) | Actions                               |
|                               | 101011                    | BT School    | test student1 Grade 5 | OP Math Grade Form 1 | Paused by    | Mary Smith         | Go to Student Profile<br>Go to survey |

## Testing Integrity: Appropriate and Inappropriate Test Practices





## Aspects of testing integrity: appropriate and inappropriate test practices

- Maintain testing integrity and appropriate test practices
- Handle test materials in a secure manner
- Prepare a secure testing environment
- Recognize inappropriate test practices
- Monitor and report inappropriate test practices

**NOTE:** TAs and TCs must ensure that all aspects of the MSAA Test will be maintained in a secure manner. Items are for the exclusive use of testing and are not to be used for instruction, shared, emailed, copied or distributed in any manner. To do so is a test irregularity and a violation of test security.

## Creating a Comfortable and Secure Testing Environment

- Maintaining a secure testing environment includes but is not limited to the following:
  - Restricting student access to resources that are explicitly identified in the DTA
  - Removing any devices or materials that could jeopardize test content in the test-taking environment or distract the student
  - Viewing of test items only by the student taking the test and the certified, licensed and trained TA administering the test

## Creating a Comfortable and Secure Testing Environment (cont.)



- Ensuring a quiet test-taking environment, void of distractions, and one that does not permit other students to hear the responses to the items of the student being tested.
  - A secure and comfortable space could be a corner of the classroom where the TA and the student can work uninterrupted and in privacy. Other students may remain in the classroom but cannot interfere when testing is taking place. Additional staff may be required in order for the TA to focus on the student being tested.
- Reviewing the assessment features and accommodations the student may need
- Making sure the same computer (if using a computer administration), laptop, tablet or other device is available for testing. This ensures that security of materials is maintained.



## Test Security and Test Irregularities



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

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



## Test Security and Test Irregularities (cont.)



### Test irregularities that could impact a secure test administration:

- Failing to sign and submit your state's security agreement to the district
- Applying the Early Stopping Rule (pages 34-35) for any reason other than lack of an observable response
- Changing the wording of test directions, test items, answer options, or any text as it is written in the DTA
- Using any materials not indicated in the DTA
- Providing students a preview of the test at any time
- Providing answers, clues or cueing to students in advance of or during test administration



## Test Security and Test Irregularities (cont.)



### Test irregularities that could impact a secure test administration: (cont.)

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



## How to Monitor and Report Irregularities?



TCs and TAs must:

- Monitor and report observed or suspected inappropriate test practices and test irregularities in accordance with state law and policy
- Review state laws and policies regarding test irregularities, reporting procedures and consequences
- Follow their state procedures to report inappropriate test practices
- State professional codes of ethics and state law provide the guidelines for determining the consequences for any irregularity.
- Report any incidents involving alleged or suspected violations that fall under the category of a serious irregularity to the State MSAA Coordinator in accordance with state guidelines.



## How to Monitor and Report Irregularities? (cont.)

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 Test Administration and Security Committee as appropriate



## MSAA Online Assessment System



## Important Dates and Next Steps

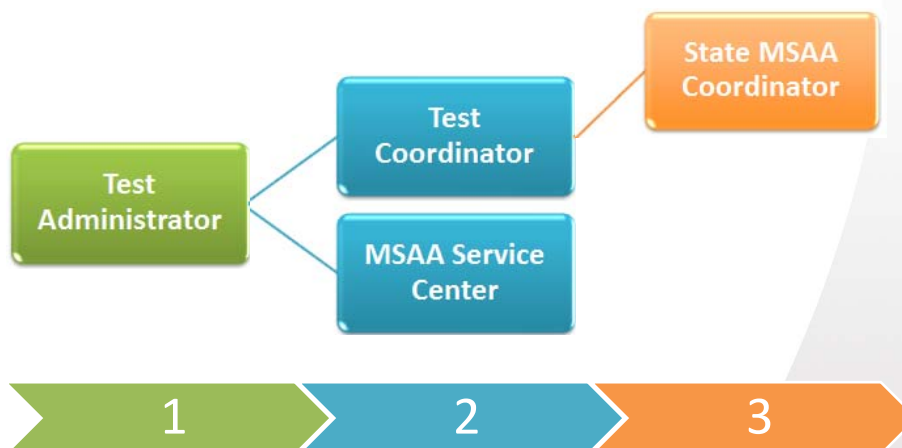


## Next Steps

- Download and read the two manuals that Test Coordinators will use
  - *Test Administration Manual (TAM)*
  - *MSAA Online Assessment System User Guide for Test Coordinators*
- Complete Test Coordinator Modules (6 of them)
- Complete Test Administrator Modules, as appropriate (6 of them)
- Complete the Best Practice Videos
- Gather and submit Test Materials orders
- Distribute Test Administration Manuals to schools
- Monitor Test Administrator completion of required “MSAA Test Administration Training for Test Administrators” Final Quiz



## MSAA Service Center TA & TC Support Approach



## MSAA Service Center



- When contacting the MSAA Service Center, please be prepared to ***provide as much detail as possible about the issue and the system on which it occurred.*** Include the following:
  - **Contact information** (name, state, district, school, phone, email)
  - **Student name**, if applicable
  - Any **error messages** that appeared
  - **Operating system** and *browser information*
  - Information about **network configuration**



## MSAA Service Center





- If you are emailing the Service Center, please do not include student-identifying information. If you have a student-specific issue, please instead call the Service Center for assistance.



## MSAA Service Center



### MSAA Service Center Contact Information

|   |  |
|---|--|
| <b>Phone</b><br> | (866) 834-8879   |
| <b>Email</b><br> | <a href="mailto:MSAAServiceCenter@measuredprogress.org">MSAAServiceCenter@measuredprogress.org</a> |
| <b>7 a.m. – 8 p.m. ET</b><br>Monday – Friday  |  |



## District of Columbia Contact

### District of Columbia

<http://osse.dc.gov/alternate>

#### Michael Craig

Assessment Specialist – Special Populations  
Data, Assessment, and Research (DAR)  
Office of the State Superintendent of Education (OSSE)

Cell: 202-257-3371

[Michael.Craig@dc.gov](mailto:Michael.Craig@dc.gov)





**Thank You!**

