Test Administration Manual

Test Administration Window
March 10–April 25, 2025

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

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The Multi-State Alternate Assessment (MSAA) is a comprehensive assessment system, designed to promote increased higher academic outcomes for students with the most significant cognitive disabilities, in preparation for a broader array of post-secondary outcomes. The MSAA is designed to assess students with the most significant cognitive disabilities and measures academic content that is aligned to and derived from each participating state's content standards. This assessment contains many built-in supports that allow students to use materials they are most familiar with, and communicate what they know and can do as independently as possible. This assessment was developed with Cognia through the research and development done by the National Center and State Collaborative, and is now carried forward by the MSAA Partners, including American Samoa (AS), Arizona (AZ), Bureau of Indian Education (BIE), Commonwealth of the Northern Mariana Islands (CNMI), Department of Defense Education Activity (DoDEA), District of Columbia, Guam (GU), Maine (ME), Montana, South Dakota, United States Virgin Islands (USVI), and Vermont (VT). The MSAA will be administered in the areas of English Language Arts (ELA) and mathematics in grades 3–8 and high school. AS, AZ, BIE, CNMI, GU, ME, USVI, and VT will also be administering science in grades 5, 8, and high school.

Table of Contents

State MSAA Coordinators

Contact Information and State Links

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

NOTE: *Throughout this document, whenever "state-specific policy information" is referenced, test administrators (TAs) and test coordinators (TCs) are directed back to this page for the state-specific link.*

American Samoa	Arizona	BIE
(refer to contact information below)	www.azed.gov/assessment/alternate-assessments-dtcs	www.bie.edu
Thor Tinitali: 684-633-1323 ext. 226 thort@doe.as Anntonelli Pola: 684-633-1323 ext. 233 nelly.pola@doe.as	AlternateAssessment@azed.gov Main line: 602-542-8239	Donald Griffin: 703-282-3316 Donald.Griffin@bie.edu Aurelia Shorty: 505-274-3746 Aurelia.Shorty@bie.edu
CNMI	**District of Columbia**	**DoDEA**
(refer to contact information below)	osse.dc.gov/service/alternate-assessments	www.dodea.edu/education/assessment/assessment-calendar/comprehensive-assessment-program-sy24-25
Fasefulu Tigilau: 670-789-8739 fasefulu.tigilau@cnmipss.org	Assessment Team OSSE.Assessment@dc.gov Stephanie Snyder: 202-765-7158 Stephanie.Snyder@dc.gov Asaad Fulton Asaad.Fulton@dc.gov	Dr. Blessing Mupanduki: 571-372-7983 blessing.mupanduki@dodea.edu Nanci Ranghelli-Bohlke nanci.ranghellibohlke@dodea.edu
Guam	**Maine**	**Montana**
(refer to contact information below)	www.maine.gov/doe/Testing_Accountability/MECAS/ela_math_materials/msaa	opi.mt.gov/Leadership/Assessment-Accountability/MontCas/Participation-Eligibility
Michelle M. Camacho: 671-300-1347 mmcamacho@gdoe.net	Mechelle Ganglfinger: 207-242-4244 mechelle.ganglfinger@maine.gov	Assessment Help Desk: 844-867-2569 OPIAssessmentHelpDesk@mt.gov
South Dakota	**USVI**	**Vermont**
doe.sd.gov/assessment/alternate.aspx	*(refer to contact information below)*	education.vermont.gov/student-learning/assessments/alternate-assessments
Sabrina Johnson: 605-773-6156 Sabrina.Johnson@state.sd.us Stacy Holzbauer: 605-295-3441 Stacy.Holzbauer@state.sd.us	Uilez Semper uilez.semper@vide.vi James Richardson: 340-998-2633 james.richardson@vide.vi	Amanda Hass: 802-828-5513 Amanda.Hass@vermont.gov AOE Assessment Team aoe.statewideassessment@vermont.gov

Important Dates

Test Administration Window

Action	Date(s)
MSAA Administration Window Opens	March 10, 2025, at 8:00 am ET
Last Day to Submit Requests • Grade Reassignments • Reopen Closed Tests	April 22, 2025
End-of-Test Survey (EOTS) *Complete one EOTS <u>after</u> tests in all content areas are submitted (or have the Early Stopping Rule applied) for <u>all</u> students listed under the TA's Students tab.*	March 10–April 25, 2025
MSAA Administration Window Closes *All tests must be submitted or have the Early Stopping Rule applied by 8:00 pm ET.*	April 25, 2025, at 8:00 pm ET

Shipping Directions for Test Administration Window

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

Action	Location	Date(s)
Print Materials Initial Orders Arrive Onsite*	Order Materials tab	February 24, 2025
Late Orders Window (will arrive onsite one day before administration window opens)	Order Materials tab	N/A for AY25
Additional Materials Window	Order Materials tab	N/A for AY25

*Printed Materials for AY25: Braille (ME) and Braille Cards (AZ)

Training and Test Administration Documents Posted

All resources are posted in the MSAA Online Assessment System at www.msaaassessment.org under the locations listed below.

Training and Test Administration Documents	Location
Test Administration Manual (TAM)	Resources
Test Coordinator User Guide	Resources
Test Administrator User Guide	Resources
Test Administration Best Practice Videos	Resources/Sample Items tab
Test Administrator and Test Coordinator Training Modules and Final Quiz *(Available February 18, 2025)*	Test Administration Training tab
Sample Items	Resources/Sample Items tab
Directions for Test Administration (DTA) (Required for each student)	Actions drop-down menu in Students tab

MSAA Technical Support

MSAA Service Center

Phone: 866-834-8879 **Email: MSAAServiceCenter@cognia.org** **Live Chat: Link at the bottom of the MSAA Online Assessment System Dashboard**

The MSAA Service Center is available from 6 am–10 pm ET, Monday–Friday beginning two weeks before the test administration window and ending one week after the administration window closes. Hours are 8 am–5pm ET throughout the rest of the year. The Service Center can answer questions about: (1) the MSAA Online Assessment System and (2) test administration procedures. Use this chart to determine the right resource to support your MSAA needs.

Test Administrators: Contact your Test Coordinator when . . .

| **You have "How do I . . .?" questions** and you can't find the answer in the TAM, user guides, or technology requirements (linked at the bottom of the MSAA Dashboard). For example, you need to:
• Change a student's demographic information
• Apply the Early Stopping Rule
• Order paper materials | **You do not have a user account.** For example, you receive the message "Sorry, unrecognized username or password" and cannot resolve the issue with the "Request New Password" button.
• The wrong name is associated with your email address | **You do not have the necessary MSAA Online Assessment System permissions to make your requested change.** For example:
• You need to be assigned to a different (or additional) school or district
• You need to make a test grade change |

Test Administrators and Test Coordinators: Contact the MSAA Service Center when . . .

| **You have "How do I . . .?" questions** and you can't find the answer in the TAM, user guides, or technology requirements (linked at the bottom of the MSAA Dashboard), such as:
• You have trouble logging in (and have a user account)
• Your TA has passed the final quiz (≥80%) but cannot access student test materials
• You are a TC with questions about making changes to TAs in your district(s)
• You need to open a locked test | **You encounter an error or unusual behavior in the MSAA Online Assessment System with:**
• User accounts
• Accessing tests assigned to a student
• Incorrect or missing student information
• Access to the MSAA Test Administration Training for TAs and TCs
• Converting a PDF file to JPEG format for the writing prompts
• Accessing assessment features or a paper accommodation | **When contacting the MSAA Service Center,** please be prepared to provide as much detail as possible about the issue and the system on which it occurred. Include the following information:
1. Your **contact information** (name, state, district, school, phone number, and email address)
2. **Student-Specific Inquiry:** If using chat or email, provide the student's SSID or system-generated ID only. **(Do not provide student name or identifiable student information.)**
3. Any **error messages** that appeared
4. **Operating system** and **browser information** |

Test Coordinators: Contact your State MSAA Coordinator when . . .

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

How to Use This Manual

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

The purpose of the TAM is to prepare TAs and TCs to administer the MSAA to students with the most significant cognitive disabilities in their school or district.

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

Terms and Acronyms

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

Table 1. MSAA Terms and Acronyms

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

Introduction

Purpose of the MSAA

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

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

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

Which Documents Are Required for Test Administration?

The documents below can be downloaded in PDF format at www.msaaassessment.org from the Resources section on the home page. The only exception is the DTA, which can be downloaded from the "Actions" drop-down menu found on the "Students" page within the MSAA platform. You will need Adobe Acrobat to view the downloaded documents. Please contact your district TC for information on what will be ordered and when it will arrive.

Document	Purpose	User
Test Administration Manual	The TAM provides policies and procedures for TAs and TCs to prepare for the administration of the test.	TAs and TCs
Directions for Test Administration	The DTA **must** be utilized when administering the test. It provides all instructions for a successful one-to-one MSAA administration and includes the following: • directions, scripts, and alternative text for each item in the test • details about manipulatives that may be used when administering a test item, such as calculators, counters, or cutouts, as appropriate for an individual student • reference sheets that contain important graphics • scoring rubrics for mathematics and ELA CR items • writing prompt script, mentor text (when applicable), graphic organizer, student response templates, and stimulus materials for all writing prompts in each grade-level ELA DTA • specific directions to administer the braille versions of ELA foundational reading items in grades 3 and 4 **NOTE:** *The DTA is a secure document and available only when TAs complete the online MSAA Test Administration Training Modules and pass the final quiz.*	TAs
MSAA Online Assessment System User Guide for Test Administrators	The user guide for TAs 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 SRC.	TAs
MSAA Online Assessment System User Guide for Test Coordinators	The user guide for TCs provides technical information and troubleshooting tips, plus step-by-step instructions to navigate the MSAA Online Assessment System, such as how to check that all TAs have completed their training, how to ensure that all students are properly registered and have the correct grade levels, how to ensure that all tests have been submitted for scoring, how and when to apply the ESR on a student test, and how to download reports during the reporting window.	TCs

Who Should Take the MSAA?

Student Participation Criteria

The test may be administered only to students who have been found eligible according to the participation criteria by their IEP team for participation in their state's alternate assessments.

The MSAA participation criteria are described in detail in the *Guidance for IEP Teams on Participation Decisions for the MSAA*. Participating partners have these guidelines posted on their state-specific websites. TAs and TCs are encouraged to visit their state-specific website and/or reach out to their State MSAA Coordinator ([page 1](#)) should they have any questions regarding policy information.

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

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

Table 2. Participation Criteria

Participation Criteria	Participation Criteria Descriptors
1. The student has a significant cognitive disability.	Review of student records indicates a disability or multiple disabilities that significantly 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.

Individualized Education Program (IEP) Team

Parents and guardians are members of the IEP team and need to remain engaged in the assessment process beyond determination of student eligibility for the MSAA. Thus, they need to receive accurate information about the MSAA. Resources should be made available to all IEP team members including parents well before assessment participation decisions are made. Alternate assessment participation is determined annually.

See *Contact Information and State Links* on page 1 for accessing resources on your state website or contacting your State MSAA Coordinator.

Who Can Administer the MSAA?

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

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

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

NOTE: *TAs are not allowed to apply the Early Stopping Rule or edit student demographic information. Use the website/email links on page 1 (State MSAA Coordinators) for state-specific policy information.*

NOTE: *The TC role varies by state. Some states do not have separate school- and district-level TCs. Use the website/email links on page 1 (State MSAA Coordinators) for state-specific policy information.*

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

Action	Test Administrator	School Test Coordinator*	District Test Coordinator	State MSAA Coordinator	MSAA Service Center
Start, Pause, Resume, and Submit Tests	X	X	X	X	
Print Directions for Test Administration (DTAs) and Paper Tests	X	X	X	X	
Complete Student Learner Characteristics Inventories (LCIs), Student Response Checks (SRCs), and Accommodations Tabs	X	X	X	X	
Add or Edit TAs		X	X	X	
Apply Early Stopping Rule (Close Test)		X	X	X	
Add Classrooms		X	X	X	
Add or Edit TCs			X	X	
Add Students		X	X*	X	
Edit Student Demographic Information		X	X*	X	
Change Test Form Grades				X	
Provide Technical Support					X
Unlock Tests				X	X

*State specific

Test Administrators (TAs)

Who Can Be a TA?

- A certified or licensed educator familiar with the student (typically the student's teacher) who has completed the required MSAA Test Administration Training and end-of-module quizzes, and has passed the final quiz with at least an 80%, can administer the test.
- A long-term substitute who is a certified and licensed educator, has completed the required MSAA Test Administration Training and end-of-module quizzes, and has passed the final quiz with at least an 80%, can administer the test.
- Some MSAA partners have additional policies regarding who can administer the test and who can assist the TA. Please use the website/email links on page 1 (State MSAA Coordinators) to learn about any additional policies in your state regarding who can be involved with administering the test.

What Are the Training Requirements for TAs?

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

1. View the online MSAA Test Administration Training Modules for Test Administrators, including the end-of-module quizzes. There are no score requirements for these quizzes.
2. Complete the final quiz with at least an 80% accuracy score.

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

Table 4. Required MSAA Test Administration Training for TAs

Module #	Module Title	Approximate Time
Module 1	MSAA Overview	33 minutes
Module 2	Navigating the MSAA Online Assessment System	24 minutes
Module 3	Test Administrator and Test Coordinator Responsibilities	21 minutes
Module 4	The Writing Prompt	13 minutes
Module 5	Accessibility Features and Accommodations	17 minutes
Module 6	Student Response Check and Early Stopping Rule	14 minutes
	Approximate Total Training Time	**2.5 hours**

For AS, AZ, BIE, CNMI, GU, ME, USVI, and VT, an additional science content module is provided and must be reviewed prior to accessing the DTA and administering the MSAA Science test. This module does **not** have an end-of-module quiz and takes approximately 11 minutes.

Who Supports the Administration Process?

Test Coordinators (TCs)

In general, TCs provide oversight of the test at the district or school level. Some State MSAA Coordinators have additional policies regarding who can fulfill the role of TC in their district or school. Please use the website/email links on page 1 (State MSAA Coordinators) for state-specific policy information to learn about any additional policies for your state that apply to the TC role.

MSAA Test Administration Training for TCs

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

Table 5. Required MSAA Test Administration Training for TCs

Module #	Module Title	Approximate Time
Module 1	MSAA Overview	34 minutes
Module 2	Navigating the MSAA Online Assessment System	28 minutes
Module 3	Test Administrator and Test Coordinator Responsibilities	21 minutes
Module 4	The Writing Prompt	17 minutes
Module 5	Creating and Managing Users and Classrooms	18 minutes
Module 6	Student Response Check and Early Stopping Rule	18 minutes
	Approximate Total Training Time	**2.5 hours**

For AS, AZ, BIE, CNMI, GU, ME, USVI, and VT, TCs will also be required to view one additional module that provides an overview of the MSAA Science test and takes approximately 11 minutes.

TA and TC Responsibilities

TAs are certified and licensed educators who are responsible for the successful administration of the test. TCs support TAs by overseeing the administration of the test. The Test Administrator and Test Coordinator Checklists (Figures 1 and 2) are intended to assist TAs and TCs with completing requirements before, during, and after test administration. For further information regarding TA or TC responsibilities, refer to the full size Test Administrator and Test Coordinator Checklists on pages 47–49.

Figure 1. Test Administrator Checklist

Figure 2. Test Coordinator Checklist

Best Practice Videos
These short videos outline administration best practices.

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

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

Table 6. Best Practice Videos

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

What Is the MSAA Test Experience?

ELA and Mathematics Test Design

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

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

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

Figure 3. The MSAA ELA Stage-Adaptive Design (All Grades)
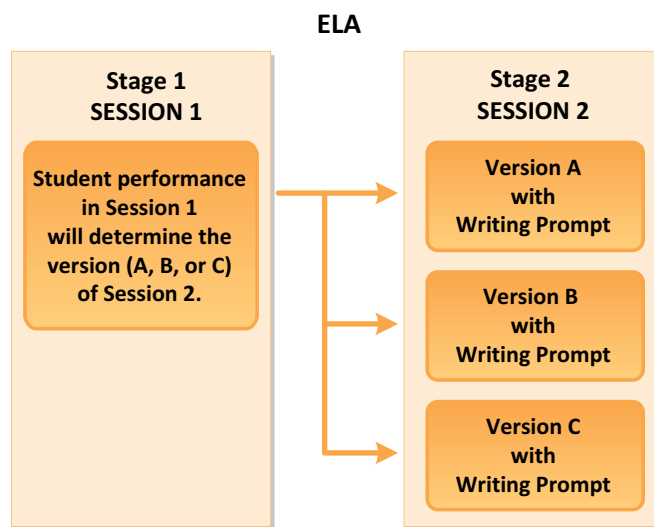
Figure 4. The MSAA Mathematics Stage-Adaptive Design (All Grades)
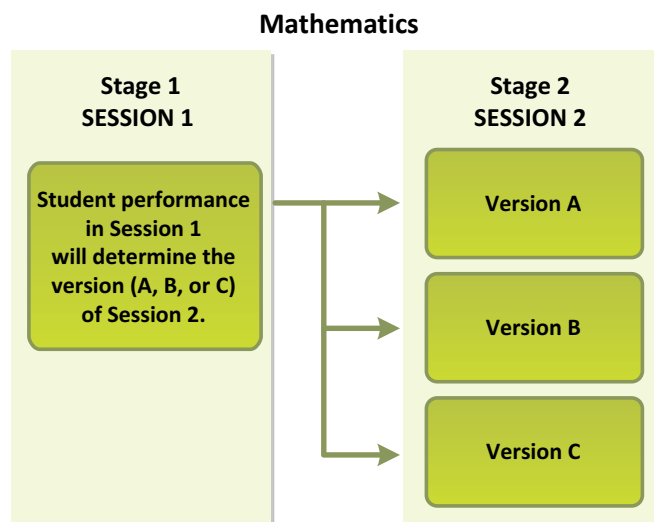
Science Test Design (AS, AZ, BIE, CNMI, GU, ME, USVI & VT)

The MSAA Science test design differs from ELA and mathematics in that there are two sessions in which all items are administered to the student in the order presented. Each assessment consists of a total of 16 item sets. Each item set consists of three items at varied complexity levels.

NOTE: *All students in the same grade, in the same classroom, will take the same version of the test.*

Figure 5. The MSAA Science Item Set Administration (Grades 5, 8 & High School in AS, AZ, BIE, CNMI, GU, ME, USVI & VT)
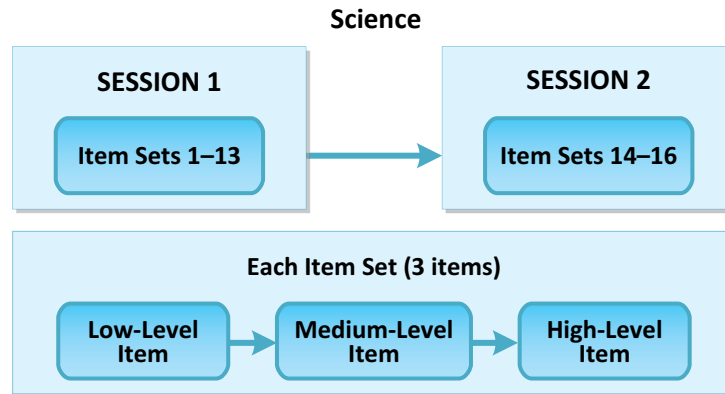
What Types of Items Make Up the MSAA?

Selected-Response (SR)

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

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

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

Constructed-Response (CR): Mathematics and ELA

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

Writing Prompt: ELA

The writing prompt requires students to produce a permanent product in response to a prompt. Directions and materials needed for administering the writing prompts are included in the DTAs. Each DTA contains the following:

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

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

Considerations for Administration of the Writing Prompt

1. **Use a graphic organizer.** Students may use a graphic organizer that is familiar and that can be used without changing the directions for the writing prompt. Please use the website/email links on page 1 (State MSAA Coordinators) for state-specific policy information.
2. **Annotate.** If a student's writing sample includes inventive spelling, hard-to-read penmanship, or use of symbols, please annotate. Refer to Appendix A for more details on annotation.
3. **Upload.** If a student response is not entered into the MSAA Online Assessment System (by the student or by the scribe), then 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 a student uses a communication board/device, please upload only a picture of the final writing product produced with the device. **Do not upload files containing name, school, age, grade, or images of a student or TA.**
4. **Where can I find more information about uploading writing evidence?** Refer to the *MSAA Online Assessment System User Guide for Test Administrators* for specific directions regarding how and when to capture and upload writing evidence.

What Does an Item Look Like?

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

Sample Item – ELA Grade 8

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

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

Next, the passage is presented and read.

The Chesapeake Bay Region

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

The History of the Chesapeake Bay Region

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

Life in the Chesapeake Bay Region

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

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

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

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

Save the Bay Day

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

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

The topic is what the text is about.

What is the topic of the text and the poster?

○ friends

○ the Chesapeake Bay

...like to read this question again, yes or no?
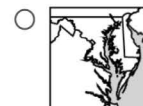
NOTE: As shown here, the introductory text, passage, and answer options may be viewed across multiple pages in the online system view. The student/TA must utilize the scroll bar and "Next" button to proceed through the item. For further step-by-step instructions, refer to the *MSAA Online Assessment System User Guide for Test Administrators*.

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

Sample Item – Mathematics Grade 3

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

Favorite After-School Activity

Activity	Number of votes
Biking	3
Drawing	1
Reading	2

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

Favorite After-School Activity

Activity	Number of votes
Biking	🚲 🚲 🚲
Drawing	
Reading	

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

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

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

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

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

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

○ The student provided the correct answer.

○ The student did not provide the correct answer.
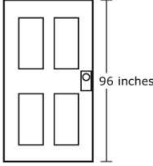
> For CR items, the TA selects the response that corresponds with the student performance.

Sample Item – Mathematics Grade 5

There are 12 inches in 1 foot.

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

This door has a height of 96 inches.

96 inches

What is the height of this door in feet?

○ 7 feet   ○ 8 feet   ○ 9 feet

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

MSAA Sample Item Teacher Guides for ELA, Mathematics, and Science

The MSAA Sample Item Teacher Guides serve as a formative assessment tool. This resource allows teachers to understand what students may be able to know and do based on a subset of the sample items, and how teachers can respond to this information through instruction. All documents needed to use the MSAA Sample Item Teacher Guides are located in zipped files on the MSAA Online Assessment System at www.msaaassessment.org/sample-items.

Sample items can be used to practice and become familiar with item types, accessibility features, accommodations, and the online platform. The full set of sample items can be accessed using the "Actions" drop-down menu for each respective grade and content area.

Sample Item – Science Grade 5 (AS, AZ, BIE, CNMI, GU, ME, USVI & VT)

This data table shows winter weather conditions in New York in 2015.

Winter Weather Conditions in New York

Weather Condition	Data
Average snowfall	43 cm
Average temperature	31°F

Items begin with information that sets the context for the question being asked.

Based on the data table, which sentence **best** describes winter in New York?

- ○ It has few windy days.
- ○ It is warm with lots of rain.
- ○ It is cold with lots of snow.

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

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

Purpose of the DTA

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

Additional Materials for Test Administration

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

- a list of manipulatives and instructional materials by form (mathematics only)
- reference sheets—required graphics that are to be printed and presented to the student during administration
- CR cutouts—required materials to be printed, cut out, and presented to the student during administration of CR items

Directions and Guidelines for Use

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

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

NOTE: *If the alternative text for students with a visual impairment is not read by the computer, the TA must read this text aloud to the student as indicated in the DTA.*

On the following pages are excerpts from the DTAs.

Directions for Test Administration (DTA)

ELA Grade 8

REQUIRED

This page shows an excerpt from the DTA for ELA Grade 8 to demonstrate the administration of the sample item presented on page 15.

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

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

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

Directions

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

The Chesapeake Bay Region

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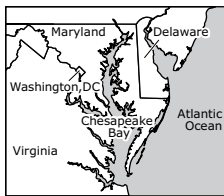
Maryland
Delaware
Washington, DC
Chesapeake Bay
Atlantic Ocean
Virginia

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

The History of the Chesapeake Bay Region

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

Life in the Chesapeake Bay Region

Aurora Photos / Alamy Stock Photo

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

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

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

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

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

Save the Bay Day

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

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

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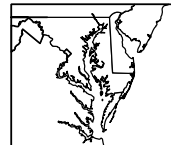
Who: People who care about the Chesapeake Bay
What: A cleanup of the Chesapeake Bay
When: June 5th, 8 A.M.—noon
Where: Rivers, streams, and beaches of the Chesapeake Bay
Why: To help clean the bay for the animals and plants that live there

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

Mathematics Grades 3 and 5

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

REQUIRED

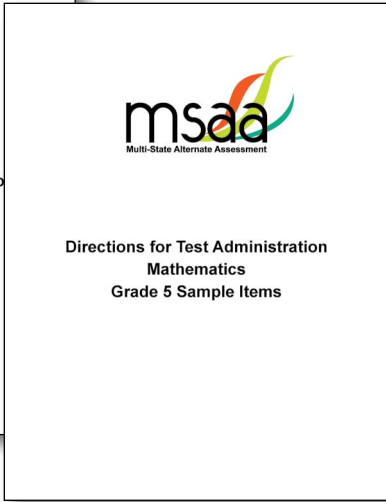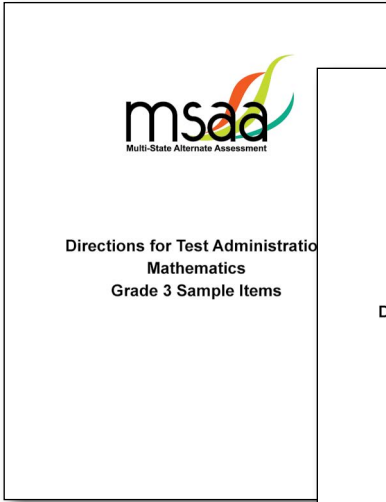**NOTE:** *For current sample items and DTAs, go to www.msaaassessment.org/sample-items.*

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Directions for Test Administration
Mathematics
Grade 3 Sample Items

msaa
Multi-State Alternate Assessment

Directions for Test Administration
Mathematics
Grade 5 Sample Items

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

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

Item 3

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

Point to the data table.

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

Favorite After-School Activity

Activity	Number of votes
Biking	3
Drawing	1
Reading	2

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

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

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

Favorite After-School Activity

Activity	Number of votes
Biking	🚲 🚲 🚲
Drawing	
Reading	

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

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

Point to the Biking row in the data table.

> Any actions the TA should perform are in gray italics.

Calculator may be used on this item.

Item 2

There are 12 inches in 1 foot.

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

Point to the equation.

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

12 inches = 1 foot

This door has a height of 96 inches.

Point to the picture of the door.

96 inches

What is the height of this door in feet?

Point to and read each answer option.

A. 7 feet

B. 8 feet

C. 9 feet

Sample Items - Constructed-Response Grade 3

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

Favorite After-School Activity

Activity	Number of votes
Biking	🚲 🚲 🚲
Drawing	
Reading	

> CR cutouts are found in the beginning of the session and are to be prepared prior to testing.

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

Science Grade 5 (AS, AZ, BIE, CNMI, GU, ME, USVI & VT)

This page shows an excerpt from the DTA for Science Grade 5 to demonstrate the administration of the sample item presented on .

REQUIRED

> **NOTE:** *For current sample items and DTAs, go to www.msaaassessment.org/sample-items.*

msaa
Multi-State Alternate Assessment

Spring 2025

Directions for Test Administration
Science
Grade 5 Sample Items

3-ESS-2.1: Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.

	Teacher Script
SAY	**This data table shows winter weather conditions in New York in 2015.** *Indicate and read the data table to the student.* **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.**
ASK	**Based on the data table, which sentence <u>best</u> describes winter in New York?** *Indicate and read each response option to the student.* **It has few windy days.** **It is warm with lots of rain.** **It is cold with lots of snow.**
	Student Response
RECORD	*Fill in the circle for the student's response.* ○ A. It has few windy days. ○ B. It is warm with lots of rain. ○ **C. It is cold with lots of snow.** ○ D. No Response

> Any script the TA should read aloud to the student is in boldface.

> Any actions the TA should perform are in italics.

Alternative text to be read to **all students** appears within the TA script as boldface text. Alternative text to be read only to **students with visual impairments** appears within the italicized text that describes actions TAs should perform. The alternative text is enclosed in brackets and called out as text to be read specifically for students who are blind or visually impaired.

Accessibility Features and Accommodations

What Are Accessibility Features?

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

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

Timing and Scheduling

Every student is different and has varying degrees of stamina and levels of ability to stay on task. TAs may pause testing to take a break at any time. A test session for a student may consist of one or two items at a time, or 10 or more items. The test is not timed and can be paused for a variety of reasons, including frustration, lack of engagement, refusal to participate, or sickness. The TA may pause and resume the administration of the test as often as necessary during the whole administration window. A break may consist of a few minutes to a few days, depending on the student's needs. The MSAA Online Assessment System does not have any restrictions regarding pausing or length of breaks. Refer to the *MSAA Online Assessment System User Guide for Test Administrators* for directions regarding pausing, resuming, and submitting a test.

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

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

Supporting Students Prior to Testing

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

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

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

Creating a Comfortable and Secure Testing Environment

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

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

Physical Prompting

The use of any physical prompting, including hand-over-hand, that leads the student to the correct answer invalidates the results of the test for the student.

The use of physical prompting that cues the answer in any way is not allowed when administering the test.

The Types of Administration

There are three options for administering the MSAA:

1. **Computer, laptop, or tablet administration** is for students who are familiar with using a computer or tablet.

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

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

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

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

Check the MSAA Online Assessment System and Assessment Features Before Testing

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

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

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

> **NOTE:** *The use of generative AI is **not** allowed on the MSAA.*

Accessibility Features: Computer, Laptop, or Tablet Administration	
Allowed Reading	The TA may read the directions, answer options, or passages as often as is reasonable to obtain a student's response to an item. All text must be read to students exactly as written, with no paraphrasing or word substitution.
Alternate Color Theme Tool	The student or TA can change the on-screen background color and/or text color based on need or preference. There are several options: • white background with black text • cream background with black text • light blue background with black text • light magenta background with black text • black background with white text • dark blue background with light blue text
Alternative Text	Alternative text includes descriptive statements for graphics (e.g., data tables, charts, graphs, and timelines) that may need to be described verbally for the student to understand an item. **NOTE:** *Alternative text can be read by the embedded Audio Player or the TA. If you select "Low vision" or "No functional use of vision . . ." in the student's LCI, the audio player embedded in the MSAA Online Assessment System will adjust to include audio files that describe the visual elements of each test item and are available to use. If the TA will read the alternative text, it is included in the DTA and should be read as indicated.*
Answer Masking Tool	The embedded Answer Masking tool allows students and TAs to electronically cover and reveal individual answer options as needed.
Audio Player Tool	The embedded Audio Player reads each line automatically and can be paused, resumed, and made to repeat segments as needed. **NOTE:** *If a student responds better to a human voice, verbally administer the items adhering to the language in the DTA rather than using the audio player feature.*
Increase Volume	To increase the volume on the computer, laptop, or tablet, use the built-in volume control options. Students may need headphones depending on testing location.
Line Reader Tool	The embedded Line Reader tool allows the entire item to be shaded, and an adjustable box allows attention to be focused on one line or a few lines at a time. The box can be adjusted by the student or the TA.
Manipulatives for Mathematics	Directions for the use of manipulatives are described in the DTAs; to the extent possible, these should be the tools the student uses during instruction. Manipulatives are not provided by MSAA because not all students use the same tools. Possible manipulatives and tools required for testing include the following: 1. Ruler, thermometer, clock, abacus, talking calculator, raised line graph/grid paper, tiles, and blocks. 2. Calculator. Each item includes information for the TA on whether a calculator is allowable. Most items do allow the use of a calculator, but it is important to note which ones do not.
Object Replacement	An object or part of an object may be used to represent a person, a place, an object, or an activity. For example, a silk flower petal, leaf, and stem may represent parts of a flower, or interlocking centimeter blocks may represent graphed numbers. Object replacement may be used during the test if it is already used regularly by the student. Please review the MSAA vocabulary lists prior to testing to ensure that students have time to learn and become familiar with any new objects. TAs are responsible for creating any objects the student may require. Refer to the following section for guidance.

Accessibility Features: Computer, Laptop, or Tablet Administration (Cont.)

Tactile Graphics	Tactile graphics are raised versions of print graphics that are adapted for the sense of touch (*Guidelines and Standards for Tactile Graphics*, 2010, Braille Authority of North America). An example is the raised lines on a simplified image of the parts of a flower or on a mathematical graph. Tactile graphics may be used during the test if they are already used regularly by the student. Review the MSAA vocabulary lists prior to testing to ensure that students have time to learn and become familiar with any new tactile graphics. TAs are responsible for creating any tactile graphics the student may require. Refer to page 28 for guidance.
Tactile Symbols	Tactile symbols are concrete representations of objects or concepts developed for individuals with a visual impairment or who have a practical need for a graphic language system. For example, a seed within a textured triangle can represent a plant, or a textured slanted line with a series of dots can represent a graph. Tactile symbols may be used during the test if they are already used regularly by the student. Review the MSAA vocabulary lists prior to testing to ensure that students have time to learn and become familiar with any new symbols. TAs are responsible for creating any tactile symbols the student may require. Refer to page 28 for guidance.
Transcribe	Transcribing is the process of transferring a student's response into the MSAA Online Assessment System. The transcription entered into the MSAA Online Assessment System must be an exact replica of what is produced by the student. For more information on transcription versus the Scribe Accommodation, please contact your State MSAA Coordinator.
Zoom	The embedded Zoom tool increases and decreases the size of the whole item. Once selected, use the + button to increase the size of text and graphics. Use the – button to reduce the size of text and graphics in order to view more item information on one page.

Accessibility Features: Paper Administration

Allowed Reading	The TA may read the directions, answer options, or passages as often as is reasonable to obtain a student's response to an item. All text must be read to students exactly as written, with no paraphrasing or word substitution.
Alternate Color Themes	Acetate overlays in the color preferred by the student should be used. Another option is to print the test on paper that is the color preferred by the student.
Alternative Text	Alternative text includes descriptive statements for graphics (e.g., data tables, charts, graphs, and timelines) that may need to be described verbally for the student to understand. **NOTE:** *Alternative text is included in the DTA and should be read aloud by the TA as needed.*
Answer Masking	For students who require answer masking on the paper version of the test, TAs should use paper or cards to cover and reveal individual answer options as needed.
Increase/Decrease Size of Text and Graphics	Paper versions of the test can be projected by document projection devices or interactive white boards as needed by the student.
Increase Volume	TAs can adjust the volume of their voice as necessary.

Accessibility Features: Paper Administration (Cont.)

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

Tactile Graphics and Object Replacements

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

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

MSAA Test Administration Manual (TAM), 2025

What Are Accommodations?

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

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

Test Security and Test Irregularities

All staff involved in the MSAA administration are required to sign the MSAA Test Security Agreement upon their first login to the MSAA Online Assessment System **in order to access all secure test materials, including the training modules. For information about your state's respective security agreements, use the website/email links on page 1 (State MSAA Coordinators) for state-specific policy information.**

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 AT used by the student after testing is complete.

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

- Failing to sign and submit your state's security agreement to the district
- Applying the ESR on pages 43–45 for any reason other than lack of an observable response
- Failing to use the DTA to administer items
- Changing the wording of test directions, test items, answer options, or any text as it is written in the DTA
- Using materials other than the DTA
- Using any materials not indicated in the DTA

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

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

How to Monitor and Report Test Irregularities

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

Appendices

Appendix A: MSAA Scribe Accommodation Protocol

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

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

Scribes are expected to do the following:

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

Scribe Accommodation Protocol

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

Scribe Accommodation Protocol for the Writing Prompt

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

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

Procedures for Annotation

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

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

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

Appendix B: Augmentative and Alternative Communication Guidelines

Use of Augmentative and Alternative Communication Devices (AAC)

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

- The TA must allow the student to access words, symbols, pictures, and phrases within the communication mode/system in the same manner and process as during instruction.
- The word banks, books, and phrase boards that the student already uses during daily instruction should be used for administration of the test. It is recommended that the vocabulary lists in *Appendix D: ELA, Mathematics, and Science Vocabulary Lists*, and any appropriate graphics from answer options, be added to the student's word banks, books, and phrase boards to be used during testing so that the student is familiar with the words that will appear on the test. The TA must delete all test-related graphics from all devices after testing.
- Refer to Figures 6–8 (page 35) for examples of how to organize a variety of subject-specific word and phrase boards. If a student already has word boards or word books that they use on a daily basis, the TA is not required to reorganize or rearrange them in a specific format.

AAC Protocol for Completing the Writing Prompt

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

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

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

Figure 6. Sample Noun Category Board

Sample Noun Category Board		
rat	ball	boy
dog	bird	food

Figure 7. Sample Phrase Board
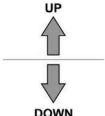
Sample Phrase Board
sleep is important
whales breathe air
flowers need water to grow

Figure 8. Sample Subject Board

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

Appendix C: Sign Language Protocol

Test Administration Protocol for Providing the Sign Language Accommodation

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

Procedures for Providing the Sign Language Accommodation

1. Signers must be trained on test administration policies as indicated on page 9 of this document. Individuals providing the sign language accommodation must sign the security agreement for their state.

2. Signers should use signs that are conceptually accurate, with or without simultaneous voicing, translating only the content that is presented, without changing, emphasizing, or adding information. Signers may not clarify (except for test directions), provide additional information, assist, or influence the student's selection of a response in any way. Signers must do their best to use the same signs if the student requests a portion repeated.

3. Signers must sign (or sign and speak when using Sim-Com [Simultaneous Communication]) in a clear and consistent manner throughout test administration, using correct pronunciation, and without inflections that may provide clues to, or mislead, a student.

4. Signers should emphasize only the words printed in boldface, italics, or capital letters and inform the student that the words are printed that way. No other emphasis or inflection is permitted.

5. Signers may repeat passages, test items, and answer options as requested, according to the needs of the student. Signers should not rush through the test and should ask the student if they are ready to move on to the next item.

6. Signers may not attempt to solve mathematics problems or determine the correct answer to a test item while signing, as this may result in pauses or changes in inflection that may mislead the student.

7. Signers must use facial expressions consistent with sign language delivery and must not use expressions that may be interpreted by the student as approval or disapproval of the student's answers.

8. TAs must be familiar with the student's IEP and should know in advance which accommodations are required by the student. TAs must be aware of whether a student requires additional tools, devices, or adaptive equipment that has been approved for use during the test, such as a magnifier, closed circuit television, abacus, brailler, slate, stylus, etc., and if use of these tools affects the translation of the test, the signer should be made aware of this.

9. Upon review of the test, if a signer is unsure how to sign and/or pronounce an unfamiliar word, the signer should collaborate with a content expert who is fluent in sign language (if available) to determine which sign is most appropriate to use. If the signer is unable to obtain this information before the test, the signer should advise the student of the uncertainty and spell the word.

10. When using a sign that can represent more than one concept or English word, the signer must adequately contextualize the word in order to reduce ambiguity. The signer may also spell the word after signing it if there is any doubt about which word is intended.

11. Signers must spell any words requested by the student during the test administration.

12. When test items refer to a particular part of a passage, the signer must re-sign the lines before signing the question and answer options. For example, the signer should sign, "Question X refers to the following lines . . .," then sign the passage part to the student, followed by question X and the answer options.

13. When signing SR items, signers must be careful to give equal emphasis to each answer option and to sign all answer options before waiting for the student's response.

14. When answer options will be scribed, the signer should inform the student at the beginning of the test that if the student designates a response choice by letter only ("B," for example), the signer will ask the student if they would like the response to be signed again before the answer is recorded.

15. If the student chooses an answer before the signer has signed all the answer options, the signer must ask if the student wants the other answer options to be signed.

16. After the signer finishes signing a test item and all answer options, the signer must allow the student to pause before responding. If the pause has been lengthy, the signer should ask: "Do you want me to sign the question or any part of it again?" When signing questions again, signers must avoid emphasis on words not boldfaced, italicized, or capitalized.

17. Signers should refer to *Appendix D: ELA, Mathematics, and Science Vocabulary Lists* for technical vocabulary in order to ensure consistency in providing the accommodation.

Sign-System-Specific Procedures

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

American Sign Language (ASL)

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

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

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

ELA, Mathematics, and Science Vocabulary Lists

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

Appendix D: ELA, Mathematics, and Science Vocabulary Lists

ELA Vocabulary

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

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

Mathematics Vocabulary

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

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

Science Grade 5 Vocabulary (AS, AZ, BIE, CNMI, GU, ME, USVI & VT)

Science vocabulary for sign language translation, object replacement, tactile graphics, word boards or banks, and AT/AAC devices

air
amount
animal
arrow
atmosphere
average
bar graph
biosphere
characteristic
claim
cloud(s)/cloudy
compare
cool/to cool (down)
data/data table
day
design
diagram
direction (including right, left, forward, backward)
distance
Earth
ecosystem
electrical energy
energy
energy of motion/motion energy
energy transfer
environment
evidence
fertilization
food chain
fossil
freeze/to freeze
graph
geosphere

goal(s)
gravity
grow
habitat
heat/to heat
heat energy
human
hydrosphere
ice
imprint
inherit/inherited
interact/interaction
land
light energy
living thing(s)
matter
measure/measurement
melt
millions of years ago
mixture
model
Moon
motion
move/movement
night
observe/observation
ocean
offspring
organism
parent(s)
pattern
plant
pollinate/pollination
pollute/pollution
precipitation

predict
present (time)
protect
rain/rainy
recycle/recycling
reproduce/reproduction
resource
rock
sample
sand
season(s): fall, winter, spring, summer
scale
shadow
similar
skeleton
soil
solar system
sound energy
star
stored energy
substance
Sun/sunlight/sunny
survive/survival
system
temperature
tool
trait
units: grams, meters, etc.
water
weigh/weight
wind
weather

Science Grade 8 Vocabulary (AS, AZ, BIE, CNMI, GU, ME, USVI & VT)

Science vocabulary for sign language translation, object replacement, tactile graphics, word boards or banks, and AT/AAC devices. Knowledge of grade 5 vocabulary is assumed at grade 8.

absorb (light, waves)
absorption (into soil)
before/after
boiling point
cause/effect
chemical
chemical reaction
compete/competition
conclude/conclusion
condensation
conservation (of energy)
consumer
cycle (such as water cycle)
decomposer
deforestation
density
deposit/deposited
distance
earthquake
eclipse (lunar and solar)
emissions
environment/environmental
equinox
erode/erosion
evaporation
experiment
fertilizer
flammable/flammability/
   nonflammable
flow
food chain/food web
force (push, pull)
fossil fuel(s)
gene/genetic
global climate change
greenhouse gas(es)
groundwater

growth
height
hot spot
impact
infiltration
investigation
kinetic energy
least/most
liquid
living, nonliving
lunar/moon phases: full
   moon, new moon,
   quarter moon, etc.
mass
material
melting point
meteor
muscular system
nutrient(s)
organ(s):* stomach, lungs,
   heart, brain, intestine,
   liver, kidney, bone,
   muscle, spine, skull,
   blood vessels, skin, eyes,
   ears, hand, fingers, nose,
   mouth, throat, tongue,
   teeth, etc.
organism
organ system(s):*
   circulatory, respiratory,
   muscular, digestive,
   nervous, excretory
overfishing
over time
part(s) (vs whole)
percolation
population
position
process

producer
property (chemical)
rate (as in breathing rate or
   another defined rate)
reflect/reflected/reflection
renewable energy
respiratory system
revolve/revolution
river
rock formation
rotation
runoff
sediment
setup (experimental)
shelter
short-/long-term
small/large scale
smog
solar (energy, panel)
solid
solstice
soluble/solubility
speed substance
support (evidence)
technology
tectonic plate
tilt (Earth's)
transmit (light, waves)
transpiration
units: centimeters, degrees
   Celsius or Fahrenheit,
   minutes, hours, etc.
uplift
variable (experimental)
volcano
wave(s)
weathering

* Items including the names of major cells, tissues, organs, organ systems, blood vessels, bones, and muscles can be used if introduced in the item stimulus or provided on a labeled diagram. Students are not responsible for memorizing the names of specific organs beyond those listed here.

Science High School Vocabulary (AS, AZ, BIE, CNMI, GU, ME, USVI & VT)

Science vocabulary for sign language translation, object replacement, tactile graphics, word boards or banks, and AT/AAC devices. Knowledge of grade 5 and grade 8 vocabulary is assumed at high school.

amino acid(s)
ancestors
ash
asteroid
atom
axis/tilt (Earth's)
battery
biodiversity
catalase
cave
chromosomes
circuit
climate
closed circuit
coil
collide/collision
community
compass
constraint
contract (muscle)
convection
crater
criteria
crust
crystal
decrease
device
disease
dissolve
DNA
Earth materials
el Niño
electric current
electromagnet
electron
element**
embryo
equation (chemical equation)
erupt/eruption

expand
explanation
extinction
factor
(fair) test
family (of elements)
fertilizer
frost
genes
gene forms
genetic family tree
geosphere
glacier
gravitational potential energy
group (of elements)
habitat
hydrosphere
hypothesis
increase/increased
inner core (Earth's)
instructions
introduce
iron filings
kinetic energy
lithosphere
lunar/moon
magnet
magnetic field
mantle
metal, metallic (element)
meteorite
molecule
mutation (genetic)
offspring
open circuit
outer core (Earth's)

outer crust (Earth's)
outer shell (electrons)
particle
pedigree
periodic table
planet
plate tectonics
potential energy
predator
prey/preys on
probability***
procedure
produce
product
pros and cons
protein
Punnett square
rainfall
reactant
related, closely related
sea level
sediment
sequence (of amino acids)
solution (design)
stable (element)
stream
structure
switch (electric circuit)
test (a hypothesis)
units: joules, kilometers, tons, etc.
volcanic cloud
waste
water quality

** Items may also include the names of the first 88 elements in the periodic table (per content limits) and when provided in a stimulus.

*** Students do not need to know how to calculate. They simply need to recognize the term when used in a graph or data table.

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

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

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

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

Observable Response Mode

In order to meaningfully participate in the test, students must be able to demonstrate communicative competence through an observable response mode. An observable response mode is a predictable and consistent behavior or movement that is able to be understood by a communication partner as intentional communication. Modalities may include eye gaze, reliable gestures, sign language, partner-assisted scanning, scanning on a device, direct selection from an array of choices, activation of a voice-output device, use of a speech-generating device, or use of another reliable means. The student's observable response mode demonstrates a response to or shared information about the stimulus (test item) and intent toward the task.

> **NOTE:** *Assigning meaning to habitual or uncontrollable motor movement or vocalization without communicative intent are not considered response modes.*

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

Using the SRC and ESR Flowchart

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

The flowchart (Figure 9 on) should be used to determine when to administer the SRC and when TAs should contact their district or school TC to apply the ESR and close the test. TAs must first discuss the results of the SRC with district or school TCs to ensure that the SRC was administered appropriately. TCs may then apply the ESR, closing the test. Remember, in many cases it will not be necessary to administer the SRC because many students have a consistent mode of communication.

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

Reminders When Administering the SRC

- The student's responses do not need to be correct; a response just needs to be observable.
- The student may use as many, or as few, communication modes as necessary. The response mode(s) should be used daily by the student. Not all response modes may be listed. If the student's preferred response mode is not listed, please enter that mode in the "Other" box in the SRC tab.
- If a student is administered the SRC but does not provide an observable response, the TA should select the "Other" box and enter a brief explanation. For example: No response, SRC given 3/25 and 4/15.
- It is best practice to conduct the SRC on more than one occasion to ensure valid application of the ESR.

Reminders for Applying the ESR

- The lack of an observable response mode is the only reason the ESR can be applied.
- The ESR cannot be applied based on a student's behavior, stamina, knowledge of the content, frustration level, or refusal to participate in the test. Refer to pages 22–23 for information regarding timing and scheduling, and creating a comfortable and secure testing environment to support a student if they refuse to participate in testing. If the student continues to refuse to participate, contact your TC and/or State MSAA Coordinator.
- The ESR cannot be applied if the student responds to one of the first four items, if any other items are administered, or if the student provides a response in another content area.
- The ESR cannot be applied if the test status for all content areas is "Not Started."

Figure 9. The Student Response Check (SRC) Flowchart: When to Apply the Early Stopping Rule (ESR)

START HERE: Does the student use one or more of the following modes of communication consistently?
- Mouse and computer
- Verbal response to test item
- Touch screen
- Gesture/point
- Circle response on the paper version of the test
- Clock scanner with a switch
- Scanning device
- Eye gaze
- Other, please specify

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?

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

Did the student demonstrate an *observable response?

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 ESR and close the test.**

NOTE: *The TA completes the SRC by checking "Other" and stating "No Response" and adds a <u>brief</u> explanation that includes the dates, times, and how the student is learning communication in the classroom.*

NOTE: *Once the ESR is determined appropriate, the TC must apply the ESR to all tests/content areas.*

YES (left box) ↓   **YES** (middle box) ↓

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

*An observable response is defined as a predictable and consistent behavior or movement that is able to be understood by a communication partner as intentional communication ([page 43](#)).

Appendix F: Checklists

The following checklists have been provided to assist in the successful administration of the test.

Print and use the checklists as applicable.

- Test Administrator Checklist
- Test Coordinator Checklist

	Before Test Administration	TAM Pg.	✓Done
1.	**Ensure that the student meets state participation criteria and IEP team decision has been documented for grade 3 students, new students, and/or transfer students.**	1, 7	
2.	**Sign and submit state-specific test security and confidentiality forms.** *Use the website/email links on page 1 (State MSAA Coordinators) for state-specific policy information.*	1	
3.	**Activate TA account.** *TAs receive an auto-generated login username and password from noreply@cognia.org. Open a web browser and enter the TA's email address, enter the password provided, and click Log in. Refer to the section "How to Access the MSAA Online Assessment System" in the MSAA Online Assessment System User Guide for Test Administrators for directions on how to activate your TA account.*	N/A	
4.	**Consult district/school technology personnel (and the MSAA Service Center as needed) to:** • *Ensure that the MSAA Online Assessment System is accessible and functioning on the computer or device that assigned students are using for testing.* • *Troubleshoot technology issues.* *Refer to Appendix B (Technology Requirements) in the MSAA Online Assessment System User Guide for Test Administrators for specific information on supported browsers and operating systems.*	3	
5.	**Complete MSAA Test Administration Training:** ☐ Module 1 ☐ Module 2 ☐ Module 3 ☐ Module 4 ☐ Module 5 ☐ Module 6 ☐ Science module (AS, AZ, BIE, CNMI, GU, ME, USVI & VT only)	9	
6.	**Review state-specific policy links and contact information.**	1	
7.	**Download the DTA and any other documents needed for administration.**	6	
8.	**Review and prepare test materials.** *Check IEP for accommodations. Create tactile graphics/object replacements. Upload vocabulary into AAC/AT devices. Ensure accessibility features function properly. Access sample items online at www.msaaassessment.org/sample-items*	22, 24–29, 38–42	
9.	**Confirm the student demographic information and complete the following forms:** • *Learner Characteristics Inventory (LCI)** • *Accommodations: Before Test** • *Student Response Check (SRC)** **These tabs are located in the student's profile area in the MSAA Online Assessment System. Refer to the section "Before Testing" in the MSAA Online Assessment System User Guide for Test Administrators for more information.*	6, 8, 29, 43–45	
10.	**Create a comfortable and secure testing environment.** *TAs must provide each student with an appropriate testing environment during every testing session. Optimal testing conditions must be provided for every student before and during the test administration.*	23	

During Test Administration	TAM Pg.	✓ Done
11. **Read the DTA for the test assigned to the student. Use the DTA throughout the entire session as your guide and script exactly as it is written. The DTA will also inform you that you have completed the administration of each session of the test. Remember Session 1 must be completed before Session 2 is assigned. Implement the DTA as written and complete test administration.** *Organize all test materials according to the DTA and print a copy of any reference sheets or stimulus materials. Reference sheets and manipulatives are located at the beginning of the DTA for each session.*	19–21	
12. **Provide accommodations as outlined in the Accessibility Features and Accommodations section.**	22–29	
13. **Maintain test security.**	30	
14. **Continue to provide a comfortable and secure testing environment.** *TAs may pause and resume the test as indicated by student needs. TAs must follow best practices by administering the assessment when the student is most engaged and focused. If the student becomes fatigued or appears no longer engaged, it is appropriate to pause the test and resume when the student is better able to focus. This ensures that the student's true ability and best work are captured. **The test may be administered over multiple days but must be completed by 8:00 pm ET on April 25, 2025.** Refer to the section "Administer and Navigate the Test" in the MSAA Online Assessment System User Guide for Test Administrators for specific directions on how to pause, resume, and submit a test.*	22–23, 30	
15. **Repeat items as necessary during administration.** *The TA may repeat items by rereading the directions, answer options, or passage as often as is reasonable to obtain a student's response to an item. All text must be read to students exactly as written, with no paraphrasing or variation of speed to emphasize words in ways that provide hints to the correct or incorrect responses.*	25	
16. **Report security violations and test irregularities to your TC.** *All inappropriate test practices, security violations, and suspected irregularities must be reported to the TC. For information about your state's respective security agreements, use the website/email links on page 1 (State MSAA Coordinators) for state-specific policy information.*	1, 30	
After Test Administration	TAM Pg.	✓ Done
17. **Report all inappropriate test practices, security violations, and suspected irregularities to your TC.** *All inappropriate test practices, security violations, and suspected irregularities must be reported to the TC. For information about your state's respective security agreements, use the website/email links on page 1 (State MSAA Coordinators) for state-specific policy information.*	1, 30	
18. **Ensure that all tests have been submitted and/or the Early Stopping Rule has been applied by your TC by 8:00 pm ET on April 25, 2025.** *Refer to the section "Administer and Navigate the Test" in the MSAA Online Assessment System User Guide for Test Administrators for specific directions.*	2	
19. **Complete the *Accommodations: After Test tab.*** *Following the administration of the test, the TA records in "Accommodations: After Test" the accommodations the student actually used during the test. Refer to the section "After Testing" on page 42 in the MSAA Online Assessment System User Guide for Test Administrators for specific directions.*	N/A	
20. **Complete the *End-of-Test Survey* (EOTS).** *The EOTS has been developed to learn from the experience of each TA administering the test. After the TA submits all of the student's content area tests, the TA completes only one EOTS. To launch the EOTS, use the **Actions** drop-down menu, next to one of the students listed on the **Students** page, and select **End of Test Survey**. Refer to the section "After Testing" on page 43 in the MSAA Online Assessment System User Guide for Test Administrators for specific directions.*	2	
21. **Permanently delete all secure testing materials from electronics and AAC devices.**	30	
22. **Turn in paper test materials to TC for secure shredding.**	30	

For questions or assistance, contact your TC (page 1) or the MSAA Service Center (page 3).

Test Coordinator Checklist

Before Test Administration	TAM Pg.	✓ Done
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.*	1	
2. Complete the MSAA Test Administration Training for TCs. *TCs are not required to take the end-of-training final quiz.* ☐ Module 1 ☐ Module 2 ☐ Module 3 ☐ Module 4 ☐ Module 5 ☐ Module 6 ☐ Science module (AS, AZ, BIE, CNMI, GU, ME, USVI & VT only)	10	
3. Ensure that TAs have received and completed the required training and can access the MSAA Online Assessment System.	9, 10	
4. Communicate all information received from the State MSAA Coordinator about MSAA to TAs.	N/A	
5. Ensure that technology requirement is met. *Work with district/school IT personnel to ensure that the MSAA Online Assessment System is accessible and functioning on every computer that is used for testing. Refer to Appendix B (Technology Requirements) in the MSAA Online Assessment System User Guide for Test Coordinators for specific information on supported browsers and operating systems.*	N/A	
6. Support TAs in developing a testing schedule so that all tests will be submitted within the administration window.	2	

During Test Administration	TAM Pg.	✓ Done
7. Monitor the administration of the test. *As part of test security and validity, TCs should monitor administration for a portion of students to ensure appropriate test practices and appropriate student participation. Consult with your TAs regarding closing any tests for students who meet the criteria for the ESR.*	6–10, 19–30, 43–45	
8. Ensure that students and TAs have the materials and resources needed to administer the test.	6, 9	
9. Maintain test security. *Ensure that all test materials are in a secure and locked location when not testing.*	30	
10. Report inappropriate test practices in accordance with state policy.	30	
11. Report security violations and test irregularities to the State MSAA Coordinator. *All inappropriate test practices, security violations, and suspected irregularities must be reported to the TC. For information about your state's respective security agreements, use the website/email links on page 1 (State MSAA Coordinators) for state-specific policy information.*	1, 30	
12. Ensure that all tests have been submitted or the Early Stopping Rule has been applied by 8:00 pm ET on April 25, 2025.	2	

After Test Administration	TAM Pg.	✓ Done
13. Report all inappropriate test practices, security violations, and suspected irregularities to the State MSAA Coordinator. *All inappropriate test practices, security violations, and suspected irregularities must be reported to the TC. For information about your state's respective security agreements, use the website/email links on page 1 (State MSAA Coordinators) for state-specific policy information.*	1, 30	
14. Securely shred all printed copies of the test, DTA, scoring rubrics, braille cards, and student work (e.g., writing materials).	30	

For questions or assistance, contact your State MSAA Coordinator (page 1) or the MSAA Service Center (page 3).

Notes