

Multi-State Alternate Assessment (MSAA)

Maine Test Administrator Training

March 2, 2021



Welcome

This training will provide Test Administrators (TAs) an overview of the administration of the MSAA. The primary focus will be on

- how to prepare and organize yourself, your student, and your environment before administration.
- how to ensure a valid, comfortable, and secure testing experience.
- how to complete all requirements after administration.

Introductions



- Kelly Ickes, Director Content Development
- Megan Bairstow, Manager Special Education Test Development
- Gail Gagnon, Accessibility Assessment Specialist
- Betsy Rogers, Accessibility Assessment Specialist
- Haley Gardner, Accessibility Assessment Specialist



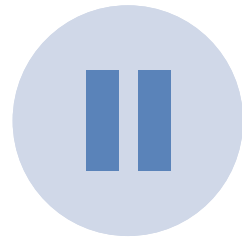
- Erin Frazier, State Director of Special Services Birth to 22
- Jodi Bossio-Smith, Alternate & WIDA Assessment Coordinator
- Leora Byras, Special Services Monitoring Team



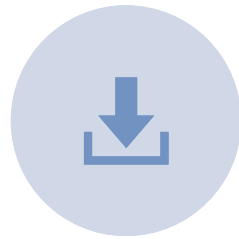
Housekeeping



ZOOM



BREAKS



DOWNLOADS



POLL



QUESTIONS

Agenda

- MSAA Overview
- **Before test administration**
- **During test administration**
- **After test administration**
- Q&A

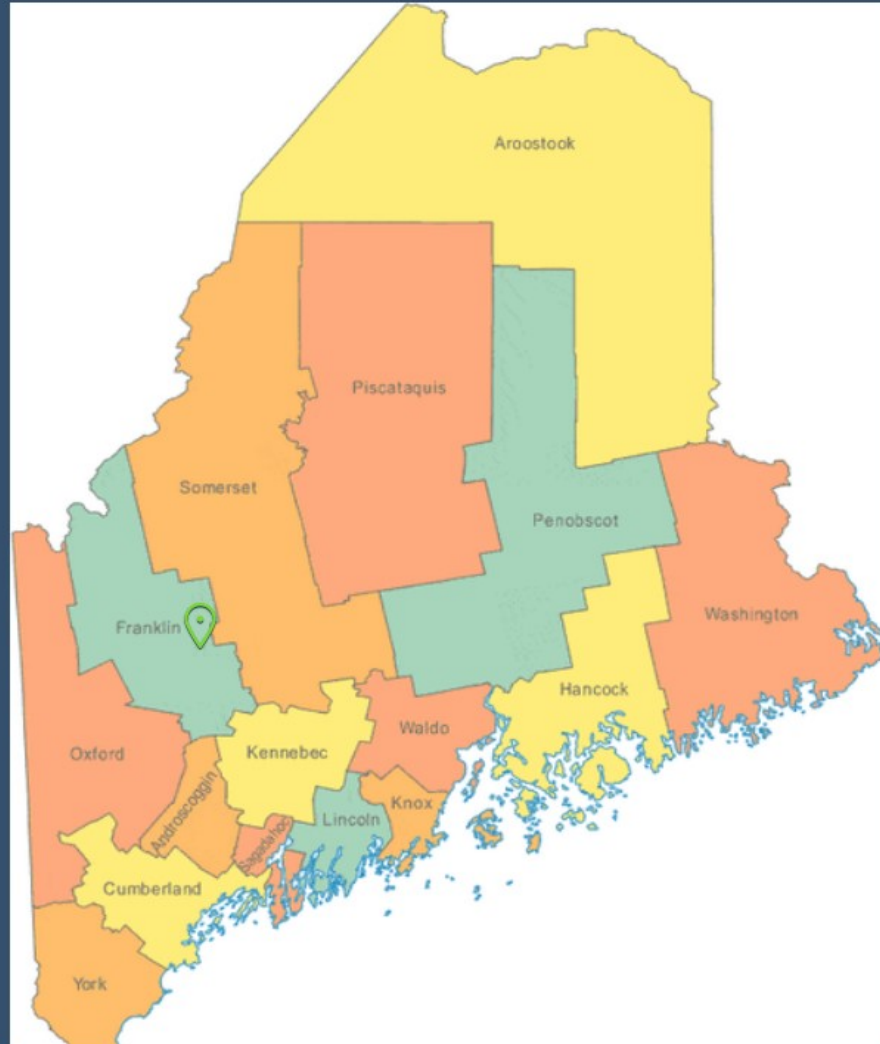


Test Administrator Checklist

Before Test Administration		TAM Pg.	✓ Done
1.	Ensure that 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. <i>Refer to State-Specific Policy Information and/or State MSAA Coordinator.</i>	1	
3.	Activate TA account. <i>TAs receive an auto-generated login user name and password from MSAAServiceCenter@cognia.org. Open a web browser and enter TA's email address, enter the password provided, and click "Log In." Refer to the section titled, "How to Access the MSAA Online Assessment System" in the MSAA Online Assessment System User Guide for Test Administrators for directions on how to activate your TA account.</i>	N/A	
4.	Consult district/school technology personnel (and the MSAA Service Center as needed) to: <ul style="list-style-type: none"> • Ensure that the online MSAA Online Assessment System is accessible and functioning on the computer or device that assigned students are using for testing • Troubleshoot technology issues <i>Refer to Appendix B, titled "Technology Requirements" in the MSAA Online Assessment System User Guide for Test Administrators for specific information on supported browsers and operating systems.</i>	3	
5.	Complete MSAA test administration training: <input type="checkbox"/> Module 1 <input type="checkbox"/> Module 2 <input type="checkbox"/> Module 3 <input type="checkbox"/> Module 4 <input type="checkbox"/> Module 5 <input type="checkbox"/> Module 6 <input type="checkbox"/> Science module (AZ and ME only)	9	
6.	Review State-Specific Policy Links and Contact Information.	1	
7.	Download the DTA and any other documents needed for administration.	6	
8.	Review and prepare test materials. <i>Check IEP for accommodations. Create tactile graphics/object replacements. Upload vocab into AAC/AT devices. Ensure accessibility features function properly.</i>	22, 24–29, 38–42	
9.	Confirm the student demographic information and complete the following forms: <ul style="list-style-type: none"> • <i>Learner Characteristics Inventory (LCI)*</i> • <i>Accommodations: Before Test*</i> • <i>Student Response Check (SRC)*</i> <i>*These tabs are located in the student's profile area in the MSAA Online Assessment System. Refer to the section titled "Before Testing" in the MSAA Online Assessment System User Guide for Test Administrators for more information.</i>	6, 8, 29, 43–45	
10.	Create a comfortable and secure testing environment. <i>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.</i>	23	

	TAM Pg.	✓ Done
ripped exactly as Remember Administration. Reference sheets	19–21	
	22–29	
	30	
ie assessment appropriate to test work are 1. Refer to the strators for	22–23, 30	
a student's to emphasize	25	
tion.	1, 30	
	TAM Pg.	✓ Done
g to	1, 30	
Refer to the section titled, "Administer and Navigate the Test" in the MSAA Online Assessment System User Guide for Test Administrators for specific directions.	2, 10	
19. Complete the Accommodations: After Test Tab <i>Following the administration of the Test, the TA records in "Accommodations: After Test" the accommodations the student actually used during the Test. Refer to the section titled, "After Testing" in the MSAA Online Assessment System User Guide for Test Administrators for specific directions.</i>	N/A	
20. Complete the End of Test Survey <i>The End of Test Survey 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 End of Test Survey per the My Student list. Refer to the section titled, "After Testing" in the MSAA Online Assessment System User Guide for Test Administrators for specific directions.</i>	2	
21. Permanently delete all secure testing materials from electronics and AAC devices.	30	
22. Turn in paper test materials to TC.	30	

Where in Maine do you teach?



Start the presentation to see live content. For screen share software, share the entire screen. Get help at pollev.com/app

How many times have you administered the MSAA assessment?

0

1

2

3+

MSAA Overview



Purpose of the MSAA

- The Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Act (IDEA) require all students in grades 3 – 8 and one year in high school to participate in assessments designed to measure student knowledge and ability on grade-level content standards.

Purpose of the MSAA (cont.)

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

Overview of the Test

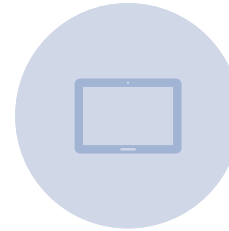
- Assesses three content areas
 - English Language Arts (ELA)
 - Reading
 - Writing
 - Mathematics
 - Science
- ELA & Math: Aligned to the Maine Learning Results (MLR), MSAA Core Content Connectors (CCCs)
- Science: Aligned to the Extended Performance Expectations (EPEs)
- ELA & Math: Grades 3-8 and 3rd year of high school
- Science: Grades 5, 8, and 3rd year of high

Overview of the MSAA (cont.)

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

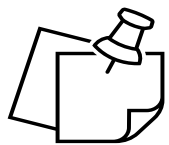
Types of Administration: Computer and Paper

1. Computer, laptop, or tablet administration



2. Paper Version administration

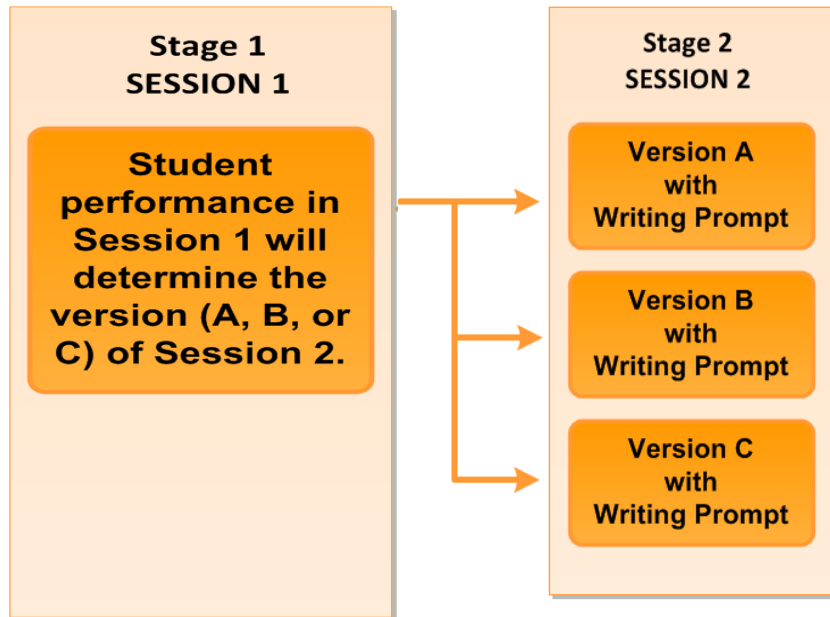
3. Administration using both computer and paper



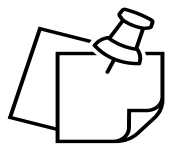
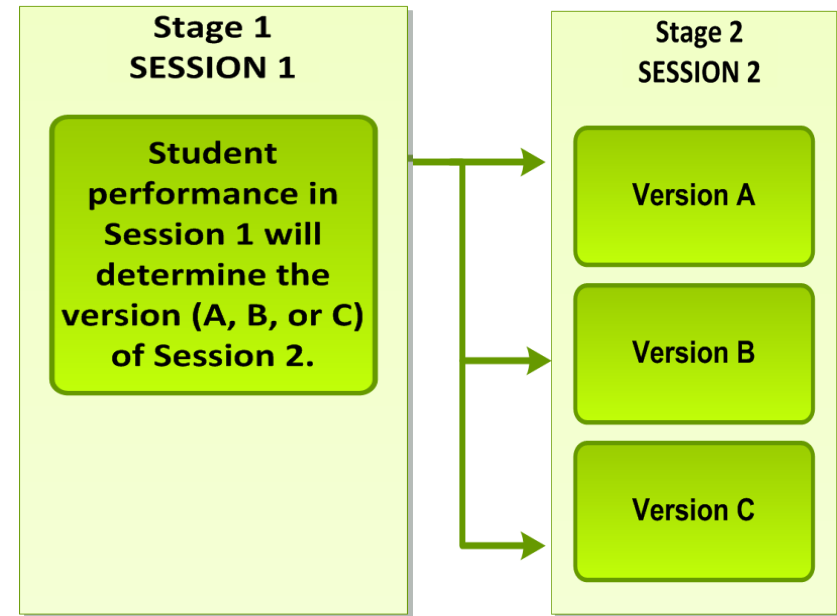
NOTE: Students benefiting from the Paper or use of both Computer and Paper administration would also need the Paper Version and Scribe Accommodation documented in their IEP.

MSAA Test Design

English Language Arts



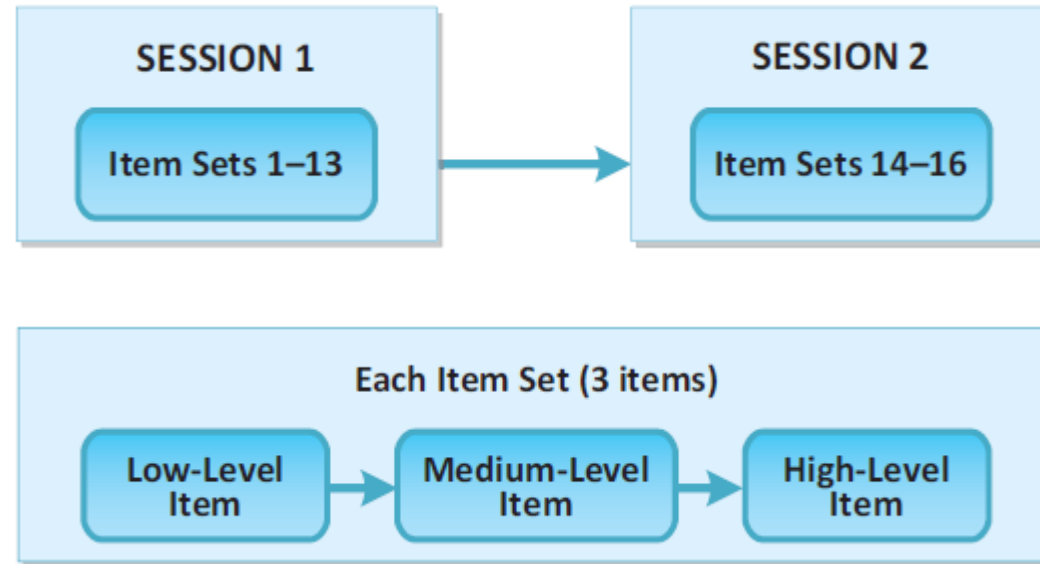
Mathematics



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

MSAA Test Design (cont.)

Science



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

MSAA Item Types

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



Test Administrator Checklist

	Before Test Administration	TAM Pg.	✓ Done
	1. Ensure that 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. <i>Refer to State-Specific Policy Information and/or State MSAA Coordinator.</i>	1	
	3. Activate TA account. <i>TAs receive an auto-generated login user name and password from MSAAServiceCenter@cognia.org. Open a web browser and enter TA's email address, enter the password provided, and click "Log In." Refer to the section titled, "How to Access the MSAA Online Assessment System" in the MSAA Online Assessment System User Guide for Test Administrators for directions on how to activate your TA account.</i>	N/A	
11. Read the DTA for the Test as it is written. The DTA will also include Session 1 must be completed. Organize all test materials and manipulatives are located.	4. Consult district/school technology personnel (and the MSAA Service Center as needed) to: <ul style="list-style-type: none"> Ensure that the online MSAA Online Assessment System is accessible and functioning on the computer or device that assigned students are using for testing Troubleshoot technology issues <i>Refer to Appendix B, titled "Technology Requirements" in the MSAA Online Assessment System User Guide for Test Administrators for specific information on supported browsers and operating systems.</i>	3	
12. Provide accommodations as needed.			
13. Maintain test security.			
14. Continue to provide a comfortable testing environment. TAs may pause and resume the Test when the student is most engaged. TAs may pause the Test and resume when the student is most engaged. The Test may be administered in a secure testing environment. Refer to the section titled, "Administer and Monitor the Test" for specific directions on how to provide a comfortable testing environment.	5. Complete MSAA test administration training: <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <input type="checkbox"/> Module 1 <input type="checkbox"/> Module 2 <input type="checkbox"/> Module 3 <input type="checkbox"/> Module 4 <input type="checkbox"/> Module 5 <input type="checkbox"/> Module 6 <input type="checkbox"/> Science module (AZ and ME only) </div>	9	
	6. Review State-Specific Policy Links and Contact Information.	1	
	7. Download the DTA and any other documents needed for administration.	6	
15. Repeat items as necessary during the Test. The TA may repeat items by re-responding to an item. All text responses should be typed in ways that provide high contrast.	8. Review and prepare test materials. <i>Check IEP for accommodations. Create tactile graphics/object replacements. Upload vocab into AAC/AT devices. Ensure accessibility features function properly.</i>	22, 24–29, 38–42	
16. Report security violations and suspicious activity. All security violations and suspicious activity should be reported to the State MSAA Coordinator.	9. Confirm the student demographic information and complete the following forms: <ul style="list-style-type: none"> Learner Characteristics Inventory (LCI)* Accommodations: Before Test* Student Response Check (SRC)* <i>*These tabs are located in the student's profile area in the MSAA Online Assessment System. Refer to the section titled "Before Testing" in the MSAA Online Assessment System User Guide for Test Administrators for more information.</i>	6, 8, 29, 43–45	
17. Report all inappropriate test practice. All inappropriate test practice should be reported to the State MSAA Coordinator.			
18. Ensure that all tests have been administered in a secure testing environment. Refer to the section titled, "Administer and Monitor the Test" for specific directions.	10. Create a comfortable and secure testing environment. <i>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.</i>	23	
19. Complete the Accommodations: After Test Tab <i>Following the administration of the Test, the TA records in "Accommodations: After Test" the accommodations the student actually used during the Test. Refer to the section titled, "After Testing" in the MSAA Online Assessment System User Guide for Test Administrators for specific directions.</i>	N/A		
20. Complete the End of Test Survey <i>The End of Test Survey 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 End of Test Survey per the My Student list. Refer to the section titled, "After Testing" in the MSAA Online Assessment System User Guide for Test Administrators for specific directions.</i>	2		
21. Permanently delete all secure testing materials from electronics and AAC devices.	30		
22. Turn in paper test materials to TC.	30		

Student Participation Criteria

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

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

Maine's Participation Guidelines

- Maine follows the same participation criteria.



MAINE'S ALTERNATE ASSESSMENT PARTICIPATION GUIDELINES

All students in grades 3-8 and 3rd year high school must participate in either a general or alternate mathematics and English Language Arts/Literacy assessment. Students in grades 5, 8, and third-year high school must also be assessed in a general or alternate science assessment. Students who participate in the Alternate ACCESS for ELLs grades K-12 must meet the criteria outlined below.

These criteria indicate that a student's significant cognitive disability is pervasive across all content areas and that this student may participate in the alternate assessments.

Eligibility Criteria	Eligibility Criteria Descriptors	Does the student meet the criteria? For each "Yes" response, please provide documentation	
1. The student has a significant cognitive disability	Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior*.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. The student is learning content standards linked to (derived from) the Updated Maine Learning Results	The student is learning content based on grade level alternate achievement standards that are linked to Maine's Learning Results.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
3. The student requires extensive specially designed instruction and substantial supports to achieve measurable gains in the grade-and age-appropriate	The student: 1) requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature. 2) uses substantially adapted and modified materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.	<input type="checkbox"/> Yes	<input type="checkbox"/> No

*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.

The student is eligible to participate in Maine's Alternate Assessment if all responses above are marked Yes



In addition, evidence for the decision for participating in Maine's Alternate Assessment is Not Based on:

- A disability category or label
 - Poor attendance or extended absences
 - Native language/social/cultural or economic difference
 - Expected poor performance on the general education assessment
 - Academic and other services student receives
 - Educational environment or instructional setting
 - Percent of time receiving special education
 - English Language Learner (ELL) status
 - Low reading level/achievement level
 - Impact of student scores on accountability system
 - Administrator decision
 - Anticipated emotional duress
 - Need for accommodations (e.g., assistive technology/AAC) to participate in assessment process
- Students that do not meet the criteria above will be required to participate in the general MEA Mathematics and ELA/Literacy.

Test Security Agreement

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



 **2020-2021 MEA** 
Assessment Security and Data Privacy Agreement

Please check all that apply:
 School Assessment Coordinator (SAC) Assessment Administrator (AA) Proctor
 Math & ELA/Literacy (General + MSAA) Science (General + SAA)

As a School Assessment Coordinator/Assessment Administrator/Proctor for Maine Educational Assessments, I agree that:

1. I have provided training for my school's Assessment Administrators/Proctors including related administration manuals and training webinars (SAC) **OR** I am familiar with all related administration manuals and participated in required training webinars (AA/Proctor).
2. I will accordingly provide a secure assessment environment and securely handle printed materials.
3. I will report any potential assessment security incidents to the DOE/District Assessment Coordinator/SAC as appropriate.
4. I am aware that assessment data will be analyzed to identify any patterns indicative of any security concern.
5. I will comply with the Maine DOE Assessment Security Handbook and/or Security webinar directives and understand technical assistance may occur to ensure that assessments are administered in accordance with established policies, to ensure there is no indication of assessment fraud or inappropriate exposure of secure materials.
6. I understand that failure to comply with the above requirements may result in one or more of the following:
 - delay in reporting of student, school, or SAU results,
 - invalidation of student, school, or SAU results, and/or
 - additional review by the Department of Education for possible certification action.

Student Data Privacy Agreement

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. No information may be disclosed during or following the assessment administration about individual students, including student demographics, student assessment settings and responses, and incidents that occur during administration, except to the District Assessment Coordinator as needed. I agree to protect the confidentiality of student information in compliance with the Family Educational Rights and Privacy Act (FERPA) and to only access student information that is related to the scope of my work. Failure to comply could result in a DOE investigation and possible certification action.

I understand and voluntarily accept and agree to the conditions outlined above in the Security Agreement and the Student Data Privacy Agreement.

Name (print or type): _____

Signature _____ Date _____



Activating TA Account

- Activate TA account
 - Enter www.MSAAassessment.org into your browser.



Technology Requirements

- Ensure MSAA Online Assessment System is accessible and functioning on the specific device that your student(s) will be using for testing.
- Troubleshoot technology issues
- Consult district/school technology personnel.
- Reach out to the MSAA Service Center as needed.

Device	Version
Windows Computer	Windows 8.1 or newer
Mac (Apple OS X) Computer	Mac OS X 10.7 or newer
Chromebook	OS 60 or newer
Linux	Ubuntu 16.04.1, Fedora 22 or newer
iPad Mini & iPad 2 or newer	iOS 9 or newer
Android Tablet	Android 5.1 or newer
Windows Tablet	Windows 8 or newer

Browser	Version	To Install
Chrome	48-75+	http://www.google.com/chrome
Firefox	35-67+	http://www.mozilla.com
Internet Explorer & Edge	IE11+ Edge 42-44+	Already installed on all Windows computers
Safari	8-12+	Already installed on all Mac computers

Test Administrator Training

Module #	Module Titles
Module 1	MSAA Overview
Module 2	Navigating the MSAA Online Assessment System
Module 3	Test Administrator and Test Coordinator Responsibilities
Module 4	The Writing Prompt
Module 5	Accessibility Features and Accommodations
Module 6	Student Response Check and Early Stopping Rule

New! MSAA Science Training Module

Review Maine Policy Links and Contacts

- **State MSAA Coordinators** page contains state contact information and links.
- **Maine's State Specific Policy Documents** can be located via the state link under *Test Administration*.

[www.maine.gov/doe/Testing
Accountability/MECAS](http://www.maine.gov/doe/TestingAccountability/MECAS)

Jodi Bossio-Smith

207-530-1462

Jodi.Bossio-Smith@maine.gov

Preparing Materials



Download and Become Familiar With...

Test Administration Manual (TAM)

- Provides policies and procedures for TAs and TCs to prepare for the administration of the Test.
- Explains the purpose of each required document for Test Administration in detail as well as the intended user(s) of each document.
- Non-secure material
- They can be obtained electronically on the MSAA System or on the Department's MSAA website.



Test Administration Manual March 15–May 14, 2021

MSAA Service Center
Phone: (866) 834-8879
Email: MSAAServiceCenter@cognia.org
MSAA Online Assessment System: <https://www.msaaassessment.org>

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Multi-State Alternate Assessment (MSAA). (2021) Test Administration Manual.

Download and Become Familiar With...

MSAA Online Assessment System User Guide For Test Administrators

- Describes the MSAA System Features and provides TAs step-by-step directions to perform required functions before, during, and after MSAA administration.
- Provides technical information and troubleshooting tips, plus step-by-step instructions to navigate the MSAA Online Assessment System.

MSAA Online Assessment System User Guide for
Test Administrators

March 15–May 14, 2021



Download and Become Familiar With...

Directions for Test Administration (DTA)

- The DTA **must** be utilized when administering the Test. It provides all directions for a successful 1:1 MSAA administration and includes the following:
 - directions and scripts for each item in the Test
 - details about manipulatives required in order to administer a test item, such as calculators and counters
 - reference sheets that contain important graphics
 - scoring rubrics for mathematics constructed-response items (CRs)
 - writing prompt script, mentor text (when applicable), graphic organizer, student response templates, and stimulus materials for all writing prompts in each grade-level ELA DTA
 - specific directions to administer the braille versions of ELA foundational reading items in grades 3 and 4

Directions for Test Administration (DTA)

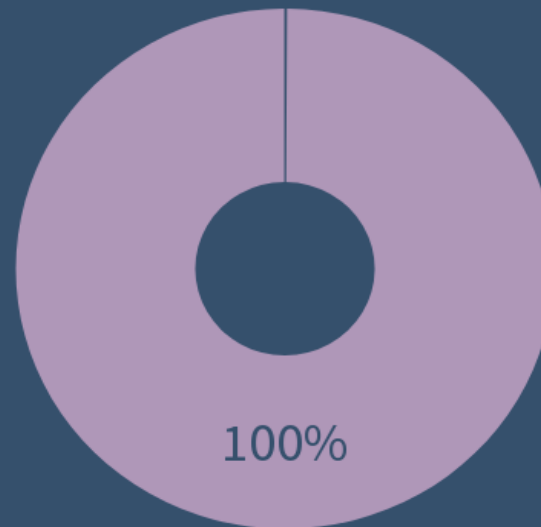
Available 3/1/2021

 <p>Multi-State Alternate Assessment</p> <p>Spring 2021</p> <p>Directions for Test Administration Mathematics Grade 3 Form 1</p>	 <p>SECURE</p>	 <p>Multi-State Alternate Assessment</p> <p>Spring 2021</p> <p>Directions for Test Administration English Language Arts (ELA) Grade 3 Form 1</p>
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REQUIRED

The DTA is optional, and doesn't need to be followed while administering the MSAA.

True A False B



Answer is FALSE.
The Directions for Test Administration (DTA) are a required document for administration.

False

Review and Prepare Test Materials

- Review your student's IEP accommodations
- Ensure that the accessibility features function properly
- Create tactile graphics and object replacements
- Upload vocabulary into AAC/AT devices

Review and Prepare Test Materials (cont.)

- Organize and prepare testing materials
 - Reference sheets (All contents)
 - Constructed response cutouts (Math)
 - Manipulatives (Math)
 - Calculator (Math)
 - Counters (Math)
 - Writing prompt stimulus materials (ELA – Session 2)

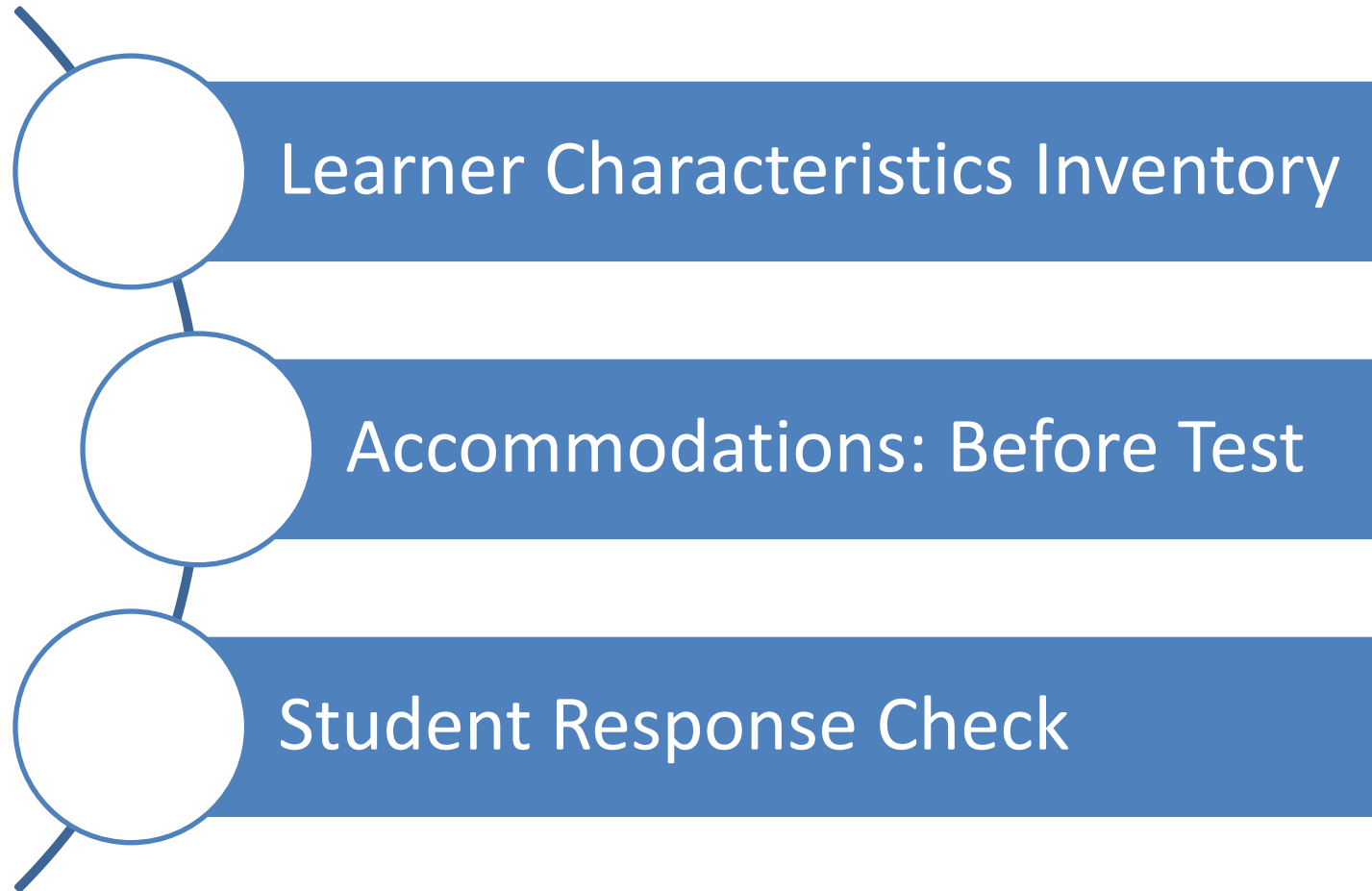
In this essay, I will compare and contrast
At school, students can
When students _____, they
When students are at home, they can
When students _____, they

*Calculator
Counters or*

Preparation and Organization Ideas

- Read the DTA!
- Use the reference sheet materials list
- Put reference sheets, cutouts, and/or writing stimulus materials in sequential order of use
- Highlight the materials needed to be provided to the student at top of items in DTA
- Cutout all cutouts beforehand
- Attach the reference sheets, cutouts, and/or stimulus materials to the corresponding item in DTA
- Write numbers of counters student should have at top of item in DTA
- Flag a certain number of items wished to administer in a session in the DTA.
- Find a system that works best for you!

Complete Student Information



Student Response Check (SRC)

- An **observable response mode** is a predictable and consistent behavior or movement that is able to be understood by a communication partner as intentional communication. Students must:
 - demonstrate an intent toward the task
 - respond or share information about the stimulus (test item)
- Assigning meaning to habitual or uncontrollable motor movement or vocalization without communicative intent are not considered response modes.

Student Response Check (SRC)



The **Student Response Check** is a 3-question, content-neutral task used to ensure that the TA can clearly identify which answer a student chooses for a selected-response (SR) item.



You **must conduct** an SRC if you are not certain that the student will communicate an observable response to test items. Unobservable student responses will not permit the TA to enter a student's response in the MSAA System.

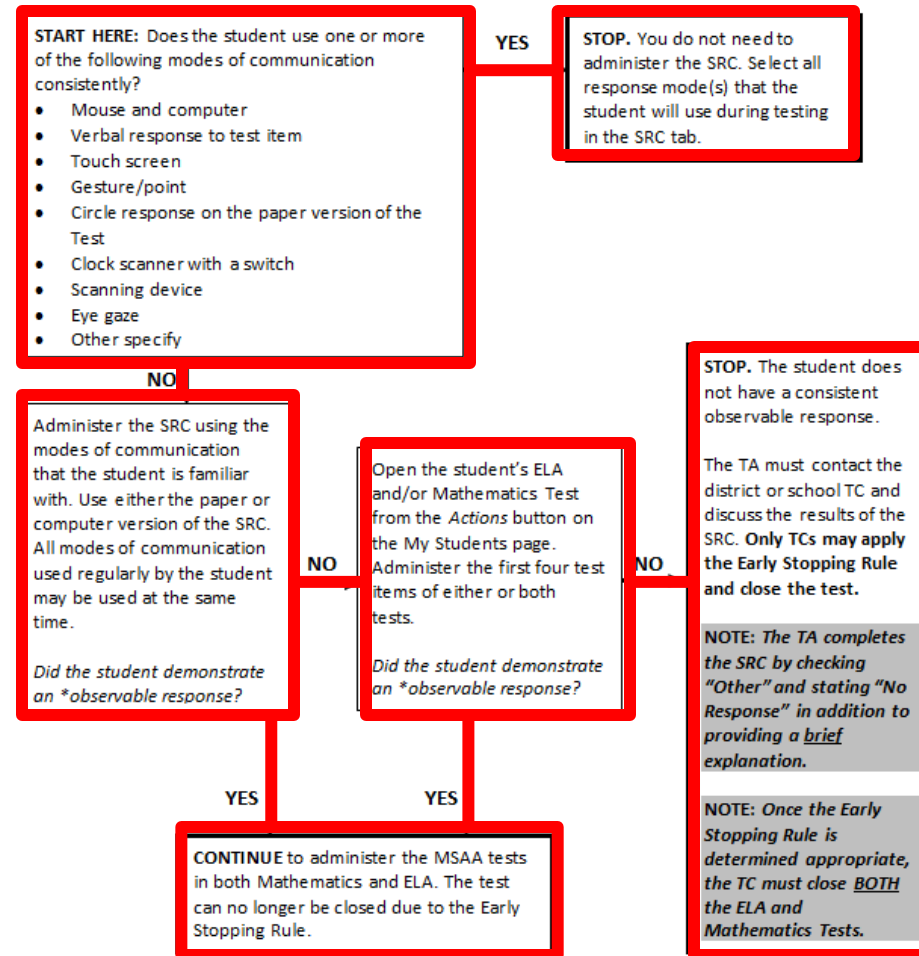


You **will not conduct** an SRC if you are certain that the student has an observable mode of communication so that you may enter a student's response in the MSAA System with confidence.

Student Response Check (SRC)

Using the SRC and Early Stopping Rule Flowchart

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



The student responded to the SRC and got 2 incorrect answers. You do not need to administer the assessment and can apply the Early Stopping Rule.

True False



Answer is FALSE -
The student showed an observable response to the items so the TA would move forward with administering the assessment.

Create a Comfortable and Secure Testing Environment

Comfortable

- Quiet environment void of distractions
- Familiar location
- Making sure the student has access to assessment features and accommodations they may need, as noted in student's IEP or daily instruction
- Making sure the same computer/device is available for testing
- Student is provided with scratch paper as needed
- Providing appropriate student position
- Providing encouragement to support student engagement and focus

Secure

- Restricting student access to resources that are explicitly identified in the DTA (i.e., calculators)
- Test items viewed only by student taking the Test and the certified TA.
- Removing devices/materials that could jeopardize test content

Break



During Test Administration



Use the DTA Assigned to the Student

- Use the DTA throughout the entire session as your guide and script exactly as it is written.
- The DTA will inform you that you have completed the administration of each Session of the Test.
 - After Session 1 is complete, all answers must be entered into the MSAA Online Assessment System and submitted.

ELA DTA

Item 9

This is the first item of a five-part item. The student may not return to this item after responding to this item.

You are going to write an essay that compares and contrasts two things. Remember, when we compare, we describe how two things are alike.

Point to each picture as you read the corresponding comparisons.

For example, a tree



is like a flower



because they are both plants that grow in the ground.

When we contrast, we describe how two things are different. For example, a tree is different from a flower because a tree



is larger than a flower.



Science DTA

Item 1

3-ESS-2.1.1: Use observations to describe weather conditions.

Teacher Script

SAY

Sofia observes a tree bending as air blows on it outside.

Indicate the picture to the student.

ASK

Which word can Sofia use to describe the weather?

Indicate and read each response option to the student.

foggy
windy
sleepy

Student Response

RECORD

Fill in the circle for the student's response.

- A. foggy
- B. **windy**
- C. sleepy
- D. No Response

Sofia observes a tree bending as air blows on it outside.



Which word can Sofia use to describe the weather?

foggy

windy

sleepy

Built-In Supports

- Entire test can be read aloud
- Repeat items as necessary
- Use of manipulatives
- Pictures and graphics support what is read
- Use of models and demonstrations
- Horizontal display

Accessibility Features

Accessibility Features: Computer, Laptop, or Tablet Administration

Allowed Reading	The TA may read the directions, answer options, or passage as often as is reasonable to obtain a student's response to an item. All text must be read to students exactly as written, with no paraphrasing or word substitution.
Alternate Color Theme Tool	The student or TA can change the onscreen background color and/or text color based on need or preference. The options are: <ul style="list-style-type: none"> White background with black text Light blue background with black text Black background with white text Cream background with black text Light magenta background with black text Dark blue background with light blue text
Alternative Text	Alternative text includes descriptive statements for graphics (e.g., tables, charts, graphs, timelines, etc.) that may need to be described verbally in order for the student to understand an item. <i>Alternative text can be read by the embedded Audio Player or the TA. If the TA will read the alternative text, it is included in the DTA and should be read as indicated.</i>
Answer Masking Tool	The embedded Answer Masking tool allows students and TAs to electronically cover and reveal individual answer options as needed.
Audio Player Tool	The embedded Audio Player reads each line automatically and can be paused, resumed, and made to repeat segments as needed.
Increase/Decrease Size of Text and Graphics	Computers, laptops, and tablets provide zoom-in and zoom-out functions. Projection systems, video magnifiers, and smart boards may be used to increase the size of text and graphics. The zoom feature found in web browsers may also be used to reduce the size of text or graphics in order to view more item information on one page.
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.

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

Line Reader Tool	The embedded Line Reader tool allows students and TAs to electronically highlight and read text on the screen.
Magnification Tool	The embedded Magnification tool allows students and TAs to electronically enlarge text on the screen.
Manipulatives for Mathematics	Directly accessible mathematical tools for students to use during the Test. <ol style="list-style-type: none"> Response Calculator
Object Replacement	An object or action that is replaced by a regular object or action that is more accessible to students. <ul style="list-style-type: none"> Object Replacement: A tactile graphic that is used to represent a regular object or action.
Tactile Graphics	Tactile graphics are raised versions of print graphics that are adapted for the sense of touch (<i>Guidelines and Standards for Tactile Graphics</i> , 2010, Braille Authority of North America). An example is the raised lines on a simplified image of the parts of a flower or on a mathematical graph.
Tactile Symbols	Tactile symbols are concrete representations of objects or concepts developed for individuals with a visual impairment/blindness 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.
Transcribe	Transcribing is the process of transferring a student's response into the MSAA system. The transcription entered into the system must be an exact replica of what is produced by the student. For more information on transcription versus the scribe accommodation, please contact your State MSAA Coordinator.

Accessibility Features: Paper Administration

Allowed Reading	The TA may read the directions, answer options, or passage as often as is reasonable to obtain a student's response to an item. All text must be read to students exactly as written, with no paraphrasing or word substitution.
Alternate Color Themes	Alternate 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., tables, charts, graphs, timelines, etc.) that may need to be described verbally in order for the student to understand. <i>Alternative text is included in the DTA and should be read aloud by the TA as needed.</i>
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.
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.
Object Replacement	An object or action that is replaced by a regular object or action that is more accessible to students. <ul style="list-style-type: none"> Object Replacement: A tactile graphic that is used to represent a regular object or action.
Tactile Graphics	Tactile graphics may be used during the Test if they are already used by the student on a regular basis. Review the vocabulary lists prior to testing to ensure that students have time to learn and become familiar with any new tactile graphics. TAs are responsible for creating any tactile graphics the student may require. Refer to the following section for guidance.
Tactile Symbols	Tactile symbols are concrete representations of objects or concepts developed for individuals with a visual impairment/blindness 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.
Transcribe	Transcribing is the process of transferring a student's response into the MSAA system. The transcription entered into the system must be an exact replica of what is produced by the student. For more information on transcription versus the scribe accommodation, please contact your State MSAA Coordinator.

Accommodations

- Accommodations are changes to the environment, presentation, or response that allow access to content but does not alter what is being measured.
 - Assistive Technology
 - Paper Version of Test
 - Scribe
 - Sign Language
 - Braille Cards
 - Grades 3 and 4 Foundational Reading Items

NOTE: Accommodations **must** be documented in the students' IEP.

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 the TAM. 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 selected response items but cannot use the keyboard to type a response to the writing prompt.** In this case, the scribe can type the student's writing response but may not need to help with any other part of the Test.
- 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 system. This must be documented in the student's IEP.*

Scribe vs Transcribe

Scribe - Documented in IEP	Transcribe - Accessibility Feature (for any student)
<p>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 system.</p>	<p>Transcribing is the process of transferring a student's response into the MSAA online system. The transcription entered into the system must be an exact replica of what is produced by the student.</p>
<p>Example: If a student needs assistance in completing the writing prompt template or uses AT or an AAC device, the TA can act as the scribe if the accommodation is documented in the student's IEP.</p>	<p>Example: Student completes the writing prompt template independently and the TA transfers the response into the online system.</p>

Maintaining the Comfortable Environment

- TAs may pause and resume the Test as needed
- Administer the Test when student is most engaged and focused
 - If student is showing signs of fatigue or is no longer engaged, it is appropriate to pause and resume another time
- Is the schedule working for your student?
- Is the workspace free of distractions?

Maintaining the Secure Environment

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

Test Security Protects Test Results

- Test security ensures
 - Uniformity of testing administration
 - Validity of test results
 - Accuracy of student achievement measures

Test Security

- What is Test Security?
 - Protecting the security of test questions
 - Ensuring that student work on the assessment represents the independent work of that student
- Test security ensures
 - Uniformity of testing administration
 - Validity of test results
 - Accuracy of student achievement measures
- Why does it matter?
 - Test results provide a snapshot of achievement used to make educational decisions through instruction at local levels and state federal levels

Potential Penalties

- Failure to comply with security requirements may result in one or more of the following:
 - Delay in reporting student, school, or SAU results
 - Invalidation of student, school, or SAU results
 - Investigation by Maine DOE for possible certification action

Who's Responsible for Test Security?

- District Assessment Coordinators (DACs)
 - School Principals
 - School Test Coordinators (TCs)
 - Test Administrators (TAs)
 - Students
- *Maine DOE has leadership responsibility to establish and communicate policies and procedures.*

No Duplication of Test Materials

- Audio-taping
- Videotaping
- Photographing
- Photocopying
- Handwritten copying

Security Measures – Online Testing

- Inform students of test security and ethical considerations.
- Make sure no phones, cameras, or other electronic devices other than the online testing device itself are used during testing.
- Collect student test scrap materials and give to your TC for shredding.

Security Measures – Paper-Pencil Testing

- Monitor use of test materials.
- Secure test materials after each testing day/period.
- Enter student's work as given on paper into the MSSA portal, or
- Ensure complete and error-free return of paper-pencil materials

What is a Test Irregularity?

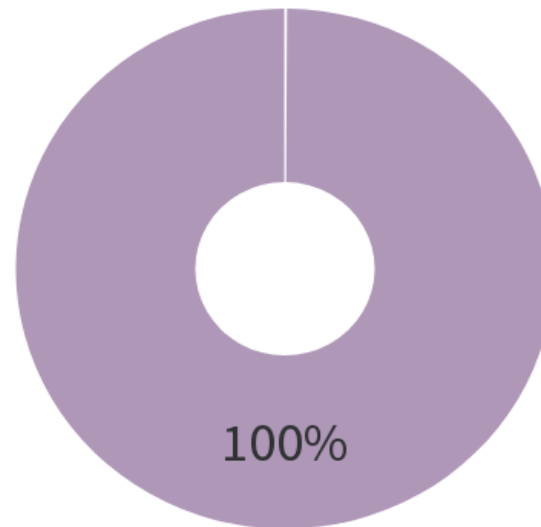
- Fire drill in the middle of a test session
- Failure to provide an accommodation
- Calculator when it was not allowed
- Student was administered the wrong test
- Technology failure during testing
- Posters with relevant content on walls



All test irregularities **MUST** be reported to the Test Coordinator, who will then escalate to DAC to determine next steps.

Items on the test may only be administered one time. Test administrators are not allowed to repeat any information.

True A False B




Answer is FALSE - The test items may be administered as many times as necessary to obtain a students response, as long as the script is followed exactly as presented in the Directions for Test Administration.

False

After Test Administration



Ensure All Tests Have Been Submitted



You have reached the end of your session

SESSION 1

25/25 Answered

What would you like to do?

[Review Current Session](#) | [Submit Session](#) | [Save & Exit](#)

Ensure All Tests Have Been Closed (if applicable)

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

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

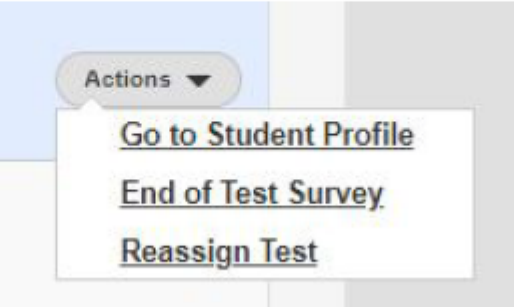
Note: If a student withdrew or is no longer eligible, the TA must contact the TC and/or the State MSAA Coordinator.

Complete Tasks in Online Assessment System

- Complete Accommodations: After Test
 - Select the accommodations that the student utilized during the Test.
- Complete End of Test Survey

End-of-Test Survey

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

<p>In Students, when the test status for all tests are submitted or closed, click on Actions and select End of Test Survey.</p>	
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The Last Step!

- Permanently delete all secure testing materials from electronics and AAC devices.
- Turn in paper test materials to TC for secure shredding.



Important Dates

Test Administration Window	
Action	Date(s)
MSAA Administration Window Opens	March 15, 2021, at 8:00 am ET
Last Day to Submit Requests <ul style="list-style-type: none"> • Grade Reassignments • Reopen Closed Tests 	May 12, 2021
End of Test Survey (EOTS) <i>Complete the EOTS <u>after</u> both Content Area Tests are submitted and/or closed for <u>all</u> Students listed under the TA's Students tab.</i>	March 15 – May 14, 2021
MSAA Administration Window Closes <i>All tests must be submitted or closed by 8:00 p.m. Eastern Time.</i>	May 14, 2021 at 8:00 p.m. ET

MSAA Service Center

MSAA Service Center Contact Information

Phone (866) 834-8879

Email MSAAServiceCenter@cognia.org



**Live
Chat**

Link at the bottom of the MSAA System Dashboard

6 a.m. – 8 p.m. ET
Monday – Friday



Q&A



Thank You!

