Multi-State Alternate Assessment

Test Administration Manual

March 30–May 13, 2016

All rights reserved. Any or all portions of this document may be reproduced and distributed without prior permission, provided the source is cited as:

Multi-State Alternate Assessment (MSAA). (2016) Test Administration Manual.

(Page is intentionally blank)

This assessment was developed through the research and development done by the National Center and State Collaborative (NCSC) and will be carried forward by the MSAA State Partners. MSAA is currently being administered by nine participating states: Arizona, Arkansas, Maine, Maryland, Montana, the Pacific Assessment Consortium (PAC-6)[1], Rhode Island, South Dakota, and Tennessee.

Table of Contents

Overview of the Test Administration Manual and Acronyms Used 5
Overview of Test Administration Manual (TAM) 5
Terms and Acronyms 5
MSAA Technical Support – Who to Call for Help 6

Part 1: Overview of the MSAA 7
Background and Purpose 7
Overview of the Test 7

[1] The Pacific Assessment Consortium (including the entities of American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Republic of Palau, and Republic of the Marshall Islands) are collectively considered one state, led by the University of Guam Center for Excellence in Developmental Disabilities Education, Research, and Service (CEDDERS).

Description of MSAA Test Sessions 9
Pausing and Resuming Administration of the Test 9
Description of MSAA Item Types 10
Selected-Response: Reading, Writing, Mathematics 10
Constructed-Response: Mathematics 10
Constructed-Response: Writing 10
Open-Response: Foundational Reading 11
Special Considerations for Students Using Large-Print 11
Sample Test Items 11
Documents Needed for Test Administration 11

Part 2: Responsibilities of Test Administrators and Test Coordinators 13
Test Administrators (TAs) 13
MSAA Test Administration Training Requirements for Test Administrators 15
Test Coordinators (TCs) 16
MSAA Test Administration Training Requirements for Test Coordinators 17
Student Participation Criteria 18
Parent/Guardian Involvement 18
Optimal Testing Conditions, Assessment Features, Test Accommodations, and Procedures for Assessing Students Who Are Blind, Deaf, or Deaf-Blind: Additional Directions for Test Administration 19
Optimal Testing Conditions 19
MSAA Features 20
Accommodations 20
Procedures for Assessing Students Who Are Blind, Deaf, or Deaf-Blind: Additional Directions for Test Administration 22
Testing Integrity, Appropriate and Inappropriate Test Practices 22
Handling Test Materials in a Secure Manner 22
Preparing a Secure Testing Environment 23
Inappropriate Test Practices 24
Monitoring and Reporting Inappropriate Test Practices 25

Part 3: Administration of the Test 26
Before Testing 26
Implications for TA Conducted Student Response Check 31
After Testing 32
Submitting a Student's Test 32
Closing a Student's Test 32
Accommodations: After Test 33
End of Test Survey 34
Preparing for the End of the Administration Window 34
Appendix A. State Specific Information 34
Appendix B. MSAA Scribe Accommodation: Protocols for All Selected-Response Items and Constructed-Response Writing 36
Appendix C. MSAA Augmentative and Alternative Communication Guidelines for Constructed-Response Writing 38

Overview of the Test Administration Manual and Acronyms Used

Overview of Test Administration Manual (TAM)

The purpose of the TAM is to guide Test Administrators (TAs) and Test Coordinators (TCs) to prepare for and administer the MSAA Test to eligible students with significant cognitive disabilities in their school or district.

The TAM is organized into three parts.

Part 1: Overview of the MSAA
Part 2: Responsibilities of Test Administrators and Test Coordinators
Part 3: Administration of the MSAA

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
Common Core State Standards	CCSS
Constructed-Response	CR
Directions for Test Administration	DTA
English Language Arts	ELA
Individualized Education Program	IEP
Learner Characteristics Inventory	LCI
Multi-State Alternate Assessment	MSAA
Open-Response	OR
Selected-Response	SR
Student Response Check	SRC
Test Administration Manual	TAM
Test Administrator	TA
Test Coordinator	TC

MSAA Technical Support – Who to Call for Help

The Service Center for the MSAA is available 8 a.m.–8 p.m. ET Monday–Friday to TAs and TCs to answer questions about (1) the MSAA System and (2) test administration procedures.

Use this chart to determine the right source to support your MSAA needs.

Contact the MSAA Service Center when:	Contact your State MSAA 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 https://www.msaaassment.org For example, • You have trouble logging in (and have user account) • You have passed the training exam (≥80%) but cannot access student test materials • You are a TC with questions about making changes to TAs in your district(s)	**You do not have the necessary MSAA 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) • A new student joins your school & needs to be added to the system
You encounter an error or unusual behavior in the MSAA System: • User accounts • Accessing tests assigned to a student • Incorrect or missing student information • Access to the MSAA Test Administration Training for Test Administrators and Test Coordinators	**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 have policy questions: • Scoring procedures for constructed-response items • Recording student responses into the MSAA System • Clarifying requirements of various item types • Locating necessary documents • Describing how to access assessment features or accommodations

When contacting the 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:

1. Your contact information (name; state, district, and school; phone, e-mail)
2. Student name, if applicable
3. Any error messages that appeared
4. Operating system and browser information
5. Information about network configuration

MSAA Service Center Contact Information
Phone: (866) 834-8879
E-mail:MSAAServiceCenter@measuredprogress.org

Part 1: Overview of the MSAA

Background and Purpose

The MSAA is developed to ensure that all students with significant cognitive disabilities are able to participate in an assessment that is a measure of what they know and can do in relation to the grade-level State Content Standards. The MSAA is a 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 the State Content Standards.

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 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 Elementary and Secondary Education Act (ESEA) and Individuals with Disabilities Education Act (IDEA). These laws mandate that all students participate in assessments that measure student achievement on grade-level content standards.

For the purposes of this manual, the MSAA will be referred to as the "Test."

Overview of the Test

The Test provides eligible students in grades 3–8 and 11 the opportunity to demonstrate what they know in English Language Arts (ELA) - reading and writing, and mathematics.

Table 2.Overview of the Test

Tested Content Areas	English Language Arts • Reading • Writing Mathematics
Test Content Alignment	Aligned to State Content Standards and MSAA Core Content Connectors
Test Delivery Method	Trained test administrator provides a one-to-one test administration using the online test platform and Directions for Test Administration (DTA) for grade specific item presentation and response collection. All passages, items, and response options are designed to be read to the student by the screen reader or the test administrator.
Security	All items, passages, response options, Directions for Test Administration, Procedures for Assessing Students Who Are Blind, Deaf or Deaf-Blind: Additional Directions for Test Administration, and all associated test administration materials are secure.
Test Window	March 30–May 13, 2016

Training	Test administrators and test coordinators take online training modules starting end of February.
Testing Time per Student	Testing time will vary for each student. Testing may be paused and resumed, based on student needs.
Assessment Features	Answer Masking Audio Player Alternate Color Themes Increase/Decrease Size of Text/Graphics Increase Volume Line Reader Tool Read Aloud/Reread item directions, response options, passages
Accommodations	Assistive Technology (AT) for viewing, responding, or interacting with test items Paper version of item/s – The use of a paper-based presentation of test item/s is a state-specific policy. Scribe Sign Language

Description of MSAA Test Sessions

Table 3. MSAA ELA Sessions

MSAA ELA Test			
Session 1: Reading	**Session 2: Reading**	**Session 3: Writing**	**Session 4: Writing**
Literary and informational reading passages and associated **Selected-Response Reading** items **Open-Response Foundational Reading** items (Grades 3 and 4 only)	Literary and informational reading passages and associated **Selected-Response Reading** items **Open-Response Foundational Reading** items (Grades 3 and 4 only)	**Selected-Response Writing** items	One **Constructed-Response Writing** item

Table 4. MSAA Mathematics Sessions

MSAA Mathematics Test	
Mathematics Session 1	**Mathematics Session 2**
Selected-Response Mathematics items **Constructed-Response Mathematics Completion** items in selected grades	**Selected-Response Mathematics** items **Constructed-Response Mathematics Completion** items in selected grades

Pausing and Resuming Administration of the Test

TAs may wish to pause testing to take a break for a variety of reasons, including the creation and capture of student evidence for CR writing items or if a student exhibits frustration, lack of engagement, refusal to participate, or becomes sick during the administration of the Test. Resume administration of the Test at an appropriate time for the student. The TA may pause and resume the administration of the Test as often as necessary during the test window. A break may consist of a few minutes to a few days, depending on the student's needs.

Note: DO NOT close a test because the student shows frustration, behavior concerns, or is not engaged in the test.

Note: Step-by-step instructions are provided in the MSAA System User Guide for Test Administrators, beginning on page 47.

Description of MSAA Item Types

The item types are described below.

Selected-Response: Reading, Writing, Mathematics

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

- Item stimulus (which may include a passage, passage part, picture, graphic, or other illustration)
- Item question
- Response options presented in stacked, or vertical, formation

Students select a response from the options and may do so in a variety of ways (e.g., using the computer mouse, verbalizing, gesturing, using eye gaze or communication devices, assistive technology, etc.). Students enter responses into the MSAA System. If the student has the scribe accommodation, the scribe enters the student-selected response on behalf of the student. Refer to Appendix B: MSAA Scribe Accommodation: Protocols for Selected-Response Items and Constructed-Response (Writing) Items.

Constructed-Response: Mathematics

The Constructed-Response (CR) items, in selected grades for mathematics, require students to develop an answer instead of selecting an answer from response options. CR items are presented as novel tasks using materials and content presented in an on-demand test format. Each item is presented to the student in a standardized, scripted sequence of steps culminating in the TA scoring the student performance using the Mathematics Scoring Rubrics. The Mathematics Scoring Rubrics provide scoring standards that must be used to evaluate student responses. Directions and materials needed for administering mathematics CR items are included in the secure Directions for Test Administration (DTA) accompanying each mathematics test form. The TA enters the student CR score into the MSAA System.

Constructed-Response: Writing

The CR writing item requires students to produce a permanent product in response to a writing prompt. The student, or a scribe who meets the qualifications cited in Appendix B, will record the response to the writing prompt on either the response template that is in the online MSAA System or on the paper response template that is included in the writing DTA.

The CR writing item is presented to the student by the TA in a standardized, scripted sequence of steps and includes directions to present grade- and prompt-specific writing stimulus materials that need to be printed and prepared. All writing stimulus materials, including the response template, are identified by a card number and are included in the Writing DTA. If the student uses a paper version of this template to write a response, the TA will:

- Annotate or interpret the student’s writing directly on the student’s written product if the TA determines that a novel reader, i.e., a scorer, may not be able to interpret a component (e.g.,

inventive spelling, penmanship, or use of symbolic expressions) of the student's written product.

- Transcribe or type exactly the student's written response, including any annotations, into the MSAA System.

Note: If the TA determines that a student can enter an online response using a keyboard, a printed response template does not need to be used during the administration.

Information related to preparation and the standard administration of the CR writing item is included in the DTA. For qualifications of the scribe, preparation to scribe, and scribe protocols for SR and CR items, refer to Appendix B. MSAA Scribe Accommodation: Protocols for Selected-Response Items and Constructed-Response Writing Items.

Open-Response: Foundational Reading

Open-Response (OR) Foundational Reading items are included in the Reading Test in grades 3 and 4 only. The items are word identification tasks. Students identify three to five words as each item is presented. The TA enters the student's scores into the MSAA System.

Students with clear and consistent oral speech are administered the Open-Response Foundational Reading items. Students using Augmentative and Alternative Communication (AAC) devices, American Sign Language, braille or eye gaze are administered the SR Foundational Reading items included in the reading test.

State MSAA Coordinators will compile a list of students who are non-verbal in grades 3 and 4. This list will be entered into the provided Special Forms Request spreadsheet and submitted to Measured Progress via secure FTP.

Special Considerations for Students Using Large-Print

Large-Print is provided for Form 1. TAs and TCs will need to verify which form was assigned to the student by contacting the MSAA Service Center at 1-866-834-8879. If the student was not assigned Form 1, the MSAA Service Center will provide the form reassignment.

Measured Progress will aim to process requests received before 2:00 PM ET within 24 hours.

Sample Test Items

TAs and students will have access to sample items for both reading and mathematics prior to the beginning of the test window. The items allow the TA and student to engage with and become familiar with the online item presentation and test any assistive technology required. Sample items are located on the MSAA System homepage at https://www.msaaassessment.org.

Documents Needed for Test Administration

The documents needed by the TAs or TCs and their location are indicated in the table below.

Table 5. Documents Needed for Test Administration

Documents	Purpose	Location	User
Test Administration Manual (TAM)	Provides policies and procedures for TAs and TCs to prepare for the administration of the Test.	https://www.msaaassment.org	TAs and TCs
Directions for Test Administration (DTA) **Note: The DTAs are secure documents.**	Each test form has a specific DTA that provides directions and a script to administer each item of the Test. TAs must follow these directions and script exactly. DTAs include the allowable manipulatives and reference materials for specific items, and scoring rubrics for constructed-response mathematics completion items in certain grades and the open-response foundational reading items in grades 3 and 4.	https://www.msaaassment.org	TAs DTAs are only available to the TA upon successful completion of the MSAA Test Administration Training.
MSAA System User Guide for Test Administrators	Provides information to access and navigate the MSAA System for purposes related to assessing students.	https://www.msaaassment.org	TAs
MSAA System User Guide for Test Coordinators	Provides information to access and navigate the MSAA System for purposes related to managing system users and student rosters.	https://www.msaaassment.org	TCs
Procedures for Assessing Students Who Are Blind, Deaf, or Deaf-Blind: Additional Directions for Test Administration **Note: This is a secure document.**	Includes tasks to complete before, during, and after the assessment for all grades; strategies to enhance access to the MSAA; and Directions for Test Administration that must be used to administer Open Foundational Reading Items in grades 3 and 4.	Shipped with braille cards as appropriate along with other Test materials.	TAs assessing a student who is blind, deaf, or deaf-blind.

Part 2: Responsibilities of Test Administrators and Test Coordinators

The Test Administrators and Test Coordinators involved in the administration of the MSAA Test have assigned responsibilities.

Test Administrators (TAs)

Who can be a TA?

- A certified and licensed educator familiar with the student, typically the student's teacher, who has completed the required MSAA Test Administration Training, the end-of-module quizzes and the end-of-training final quiz with at least an 80% accuracy score can administer the Test.
- If a student's teacher has 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 attained at least an 80% accuracy score on the end-of-training final quiz, then the long-term substitute can administer the Test.
- Please refer to Appendix A. State Specific Information to determine who can be a Test Administrator in your state.

Table 6. Responsibilities for Test Administrators

(Please refer to Appendix A. State Specific Information)

BEFORE TEST ADMINISTRATION
Sign and submit state-specific test security and confidentiality forms.
Complete MSAA Test Administration Training and attain at least an 80% score on End-of-Training Final Quiz.
Complete Student Demographics and Learner Characteristics Inventory.
Complete Accommodations: Before Test, for each student being tested.
Complete the Student Response Check, as needed for each student.
Review the TAM section on Optimal Testing Conditions, Assessment Features, and Test Accommodations and make appropriate arrangements for students; provide a printed version of the test if a student needs this accommodation (refer to Appendix A. State Specific Information).
Ensure the student is taking the appropriate grade level test.
• Download a hard copy of the Directions for Test Administration (DTA), or use a separate computer to access the DTA for the test. • Read the DTA; prepare and organize materials and print the reference sheets as specified in the DTA.
Review and complete the sample items with the student.

DURING TEST ADMINISTRATION
Implement the DTA as written and complete test administration by May 13, 2016.
Provide accommodations (see Table 12).
Report technology concerns to the TC or MSAA Service Center.
Maintain test security by ensuring all test materials are in a secure and locked location when not testing.
Report inappropriate test practices to the TC.
AFTER TEST ADMINISTRATION
Report any inappropriate test practices and suspected irregularities to the TC, according to state policy.
Give all printed copies of the test, DTAs, scoring rubrics, student login information, scratch paper, student work, etc., to the TC for secure shredding as well as all materials that were ordered.
Submit the Tests and complete the Accommodations: After Test and the End of Test Survey. TAs should complete **one** End of Test Survey using the link for any one student. This feedback is important to us and will provide useful information for future planning.

Contact your State MSAA Coordinator or MSAA Service Center as needed.

MSAA Test Administration Training Requirements for Test Administrators

To ensure that the Test is administered in a standardized manner, TAs must complete the MSAA Test Administration Training modules for Test Administrators, which will be available the end of February. The training modules are customized for the specific responsibilities of the TA and provide important information from three documents that TAs use: (1) Test Administration Manual (TAM), (2) Directions for Test Administration (DTA), and (3) MSAA System User Guide for Test Administrators. All TAs must complete the end-of-training final quiz with at least an 80% accuracy score to access the DTAs and administer the Test to the assigned students. Table 7 provides an overview of the training modules that are required for TAs.

Table 7. Required MSAA Test Administration Training for Test Administrators

Below is a summary of the topics that are covered in the Online Test Administration Training for the Test Administrators. (Please refer to Appendix A. State Specific Information.)

Module 1: Training Requirements and Responsibilities of Test Administrators
Module 2: Overview of the MSAA Test and Testing Integrity
Module 3: Optimal Testing Conditions and Assessment Features
Module 4: Test Accommodations and Procedures for Assessing Students Who Are Blind, Deaf, or Deaf-Blind: Additional Directions for Test Administration
Module 5: Navigate the MSAA System
Module 6: Before Test: Complete Demographics, LCI, and Accommodations
Module 7: Student Response Check
Module 8: Student Experience in the MSAA System
Module 9: Mathematics DTA – Administer the Test
Module 10: ELA DTA: Reading – Administer the Test
Module 11: ELA DTA: Writing – Administer the Test
Module 12: Upload Evidence for ELA Constructed Response Writing Item
Module 13: Submitting or Closing a Test, Accommodations- After Test, and End of Test Survey

Test Coordinators (TCs)

In general, TCs provide oversight of the Test at the district level or at the school level. Please refer to Appendix A. State Specific Information for information about your role as a TC in your state.

Regardless of the number of individuals who perform the duties, the responsibilities of each role must be completed. There are essential tasks that are required before, during, and after administration of the Test.

Table 8. Responsibilities for Test Coordinators

(Please refer to Appendix A. State Specific Information.)

BEFORE TEST ADMINISTRATION
Sign and submit state-specific test security and confidentiality forms.
Complete MSAA Test Administration Training for TCs. (Not required to take End-of-Training final quiz)
Ensure TAs and TCs have received the required training and can access the online MSAA System.
Communicate all information to TAs about the Test received from the State MSAA Coordinator.
Ensure technology capacity is met. Work with district/school IT personnel to ensure that the online MSAA System is accessible and functioning on every computer that is used for testing.
Support TAs to develop a testing schedule so that all tests will be submitted within the administration window.
DURING TEST ADMINISTRATION
Monitor to ensure implementation of appropriate test practices and appropriate student participation so that test administration is completed by May 13, 2016.
Ensure students and TAs have the materials and resources needed to administer the Test.
Maintain test security by ensuring all test materials are in a secure and locked location when not testing.
Report inappropriate test practices in accordance with state policy.
TCs report all inappropriate test practices to the State MSAA Coordinator immediately. Refer to Appendix A. State Specific Information.

AFTER TEST ADMINISTRATION
Investigate and report any inappropriate test practices and suspected irregularities to the State MSAA Coordinator. Refer to Appendix A for State Specific information.
Securely shred all printed copies of the test, DTAs, scoring rubrics, and student work, e.g., writing materials, etc. Return only and all ordered materials using the Return Envelope with UPS label provided in the materials shipment.

Contact your State MSAA Coordinator or MSAA Service Center as needed.

MSAA Test Administration Training Requirements for Test Coordinators

TCs must complete the MSAA Test Administration Training for Test Coordinators, which will be available end of February. Table 9 lists the training modules that are required for the TCs.

TCs must complete the MSAA Test Administration Training that focuses on information in the (1) Test Administration Manual (TAM) and (2) MSAA System User Guide for Test Coordinators. This training helps ensure that the TCs are knowledgeable about their responsibilities, testing integrity, and appropriate test practices for the test. TCs are not required to take an End-of-Training final quiz.

Table 9. Required MSAA Test Administration Training for Test Coordinators

Below is a summary of the topics that are covered in the Online Test Administration Training for the Test Coordinators. (Please refer to Appendix A. State Specific Information.)

Module 1: Responsibilities of Test Coordinators
Module 2: Overview of the MSAA Test and Testing Integrity
Module 3: Navigate the MSAA System
Module 4: Create Users and Organizations

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.

The MSAA participation criteria are described in detail in the *Guidance for IEP Teams on Participation Decisions for the MSAA Alternate Assessment*, which can be found at the following link: http://www.ncscpartners.org/Media/Default/PDFs/Resources/NCSCBrief5.pdf

The criteria for student participation in the MSAA Test reflect the pervasive nature of a significant cognitive disability. All content areas should be considered when determining who should participate in this assessment. Table 10 shows the participation criteria and the descriptors used to determine eligibility for participation for each student.

Table 10. 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 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 (derived from) the Common Core State Standards (CCSS).	Goals and instruction listed in the IEP for this student are linked to the enrolled grade-level CCSS 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 the 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.

Parent/Guardian Involvement

Parents/guardians are partners in Individualized Education Program team meetings and are engaged in the assessment participation decisions. Thus, they need to receive accurate information about the MSAA. MSAA's resource library for parents is available at http://ncscpartners.org. This resource library should be made available to parents well before the assessment participation decisions are made for the current school year and subsequent school years.

Optimal Testing Conditions, Assessment Features, Test Accommodations, and Procedures for Assessing Students Who Are Blind, Deaf, or Deaf-Blind: Additional Directions for Test Administration

TAs must provide each student an appropriate testing environment during every testing session. TAs can ensure an appropriate testing environment by providing:

1. Optimal testing conditions for every student
2. Assessment features that are appropriate for individual students
3. Accommodations in the student's IEP that are consistent with MSAA accommodations policies
4. "Procedures for Assessing Students Who Are Blind, Deaf or Deaf-Blind: Additional Directions for Test Administration ."

Optimal Testing Conditions

Optimal testing conditions must be provided for every student before and during the test administration.

Before Administering the Test

Document that the student has an observable way to communicate his/her response to the items by completing the Student Response Check. Refer to Part 3: Administration of the Test, Student Response Check.
Review the assessment features and prepare for use as appropriate for individual students.
Identify the student's IEP accommodations that are consistent with MSAA accommodations policies and prepare for implementation during testing.
Make sure that the computer and any AAC and assistive technology device a student may use to interact with the test items meet the minimum requirements, located in the MSAA System User Guide for Test Administrators, are in working order, are available for testing, and are compatible with the MSAA System.
Log on to the MSAA System before testing to ensure that the computer, login information, and the assessment features are working as intended.
Review the sample items in the MSAA System with the student and practice using appropriate assessment features and accommodations in the student's IEP that are consistent with MSAA accommodations policies.
Read the DTA for the test assigned to the student, organize all the test materials according to the DTA and print a copy of any reference sheets or stimulus materials.
Arrange to administer the test in a familiar setting that is free of noise and distractions.
Develop a schedule to administer the test during the best time of day for the student; consider time needed for breaks for the student.

During Test Administration

Manage testing materials and the assistive technology required by the student in accordance with directions provided in the DTA.
Provide scratch paper for students to make notes or solve math items. All scratch paper must be submitted to the TC for secure shredding.
Pause the test administration and resume at a later time or another day as indicated by student needs. The test may be administered over multiple days but must be completed by May 13, 2016.
Provide appropriate student positioning, appropriate assessment features, and the accommodations in the student's IEP that are consistent with MSAA accommodations policies.
Provide 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: • "I like the way you are listening and following directions." • "Only one more to go!" • "Just five minutes until a break!" • "Keep working!"

MSAA Features

Assessment features support student access to the test. Assessment features are either built into the MSAA System or are typically available on a computer. Assessment features may be enabled by the student or TA at the time of testing. The test is designed to have all passages, items and response options read to the student, either by the Audio Player or the TA. Refer to the MSAA System User Guide for Test Administrators for descriptions of the assessment features and the directions to enable the assessment features. **Students and TAs should become familiar with the assessment features and may practice using them with the sample items prior to administration of the Test.**

Table 11. MSAA Features

Answer Masking
Audio Player
Alternate Color Themes
Increase/Decrease Size of Text and Graphics
Increase Volume
Line Reader Tool
Magnification
Read Aloud and Reread Item Directions, Response Options, Passage

Accommodations

Accommodations are changes in the materials or procedures of the assessment that do not alter the construct being measured. For the Test, a student may use the accommodations that are in his/her IEP that are consistent with the MSAA accommodations policies.

Note: The use of any physical prompting, including hand over hand, invalidates the results of the test for the student. The use of physical prompting is considered to be a modification or change to the Directions for Test Administration. Physical prompting is not permitted, and it is considered to be an inappropriate test practice and a test irregularity.

Table 12. MSAA Accommodations

Accommodations	Access Information
Assistive Technology (AT) *Student may use assistive technology devices for viewing, responding to, or interacting with the test items. The student and TA should use the AT device with the sample items to ensure that it functions properly with the MSAA System. The MSAA System supports various AT devices, such as alternate keyboard, switches and hub, head mouse, etc.*	Refer to MSAA System User Guide for Test Administrators for information about: • Compatibility of MSAA System with Assessment Features and • Compatibility of MSAA System with Assistive Technology Devices.
Paper Version of Item/s *The use of a paper-based presentation of test item/s is a state-specific policy. Refer to Appendix A. State Specific Information.*	PDF version of test item/s is available in the MSAA System. All printed assessment materials must be given to the TC for secure shredding upon completion of the test. (Please refer to Appendix A. State Specific Information.)
Scribe *This accommodation may be used for Selected-Response or Writing Constructed-Response Items.*	Refer to: • Appendix B • MSAA System User Guide for TAs • ELA (Reading/Writing) DTA
Sign Language (e.g., ASL, PSE, SEE) *TA may communicate passages, items and response options using sign language to student.*	

Procedures for Assessing Students Who Are Blind, Deaf, or Deaf-Blind: Additional Directions for Test Administration

Test administrators who are testing a student who is blind, deaf, or deaf-blind, will receive a copy of the document "Procedures for Assessing Students Who Are Blind, Deaf, or Deaf-Blind: Additional Directions for Test Administration". This is a secure document. The Procedures for Assessing Students Who Are Blind, Deaf, or Deaf-Blind provides the following information:

- Tasks to complete before, during, and after the assessment
- Strategies, with definitions and examples, that may be used by the Test Administrator (TA), as appropriate for individual students who are deaf, blind or deaf-blind to enhance access to the MSAA
- Directions for Test Administration that must be used to administer Open-Response Foundational Reading Items to students in grades 3 and 4 who are blind, deaf, or deaf-blind.

Testing Integrity, Appropriate and Inappropriate Test Practices

MSAA policies related to testing integrity and appropriate and inappropriate test practices are described in this section. TAs and TCs comply with their state's test security protocols and procedures and sign and submit their state-specific required test security agreements as outlined in state law and policy. Please refer to Appendix A. State Specific Information.

Testing integrity is critical to ensure accurate, valid, reliable, and timely information about student academic performance. Inappropriate test practices undermine efforts for improving student achievement. MSAA is committed to providing an assessment that accurately reflects what students know and can do in mathematics, reading, and writing.

After the TA completes the training modules and the End-of-Training final quiz with at least 80% accuracy, the DTAs, which include test items, are available to them. **TAs and TCs must ensure that all aspects of the Test are maintained in a secure manner. Items are for the exclusive use of testing and are not to be used for instruction, and are not to be shared, e-mailed, copied, or distributed in any manner. To do so is a test irregularity and a violation of test security.**

The use and interpretation of information gleaned from the test administration is compromised if students respond to items that are no longer secure. Security breaches can reduce the item pool to such a degree that an insufficient number of items remain available to represent the content required for assessment. A particular item serves several specific purposes and its loss can have a broad impact on testing content. Failure to follow the policies outlined in this section results in a breach of security and is subject to state law.

Handling Test Materials in a Secure Manner

The MSAA is an online test and all test forms and test materials are available in the MSAA System. Secure handling of test materials protects the integrity and confidentiality of test items and the validity of student results. It is essential that unauthorized persons are prevented from accessing or viewing Test content in the MSAA System or in paper form.

For printed test materials including, but not limited to, DTAs, test-specific reference pages, scoring rubrics, and test item/s, a TA must:

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.
Ensure secure transport of testing material from school building to school building.
Refrain from duplicating, reproducing, or sharing items or other secure test materials.
Give ALL printed test item/s or other printed material to the TC as prescribed in state-specific policy, after the test session is completed, for secure shredding.
Delete any test materials, items, or information from the computer and/or any assistive technology used by the student after testing is complete.

Preparing a Secure Testing Environment

Students are administered the test individually, one-to-one, most likely in their classroom or a similar environment familiar to the student. A secure testing environment includes, but is not limited to:

Administering the test only through the password-protected testing environment, the MSAA System.
Restricting student access to resources that are explicitly identified in the Directions for Test Administration (DTA).
Viewing of test items only by the student taking the Test and the certified, licensed, and trained TA administering the Test.
Removing electronic devices and photography technology that could jeopardize test content in the test-taking environment (with the exception of the webcam used <u>only</u> to capture the student writing response).
Ensuring a quiet test-taking environment, void of talking or other distractions, and one that does not permit other students hearing the responses to the test items of the student being tested.

Inappropriate Test Practices

TAs must administer all test items according to the DTA. Modifications or changes to DTAs are not permitted and are considered to be inappropriate test practices and a test irregularity. Inappropriate test practices are any actions that are contrary to those explicitly stated in the DTA and in the test security agreements signed and submitted by test administrators. Examples of **inappropriate and prohibited** modifications or changes to the DTA include, but are not limited to:

Changing the wording of test directions, items/questions, response options, or any text as it is written in the DTA.
Using non-prescribed graphic organizers, mnemonic aids, manipulatives or replacement objects (except as described in Procedures for Assessing Students Who Are Blind, Deaf or Deaf-Blind: Additional Directions for Test Administration).
Using any physical prompting, including hand-over-hand.
Providing students a preview of the Test at any time.
Providing answers to students in advance of or during test administration.
Providing students clues or supports not indicated in the DTA.
Manipulation of testing materials in a way that hints at a correct or incorrect answer, e.g., reducing the number of answer options.
Changing a student's answer.
Reminding the student of previously used materials or experiences related to concepts in an item.
Teaching test content immediately before the test or the administration of an item.
Sharing test items, test content, or test forms, either written or verbally, with colleagues, parents, other staff members, the general public, or students.
Transporting printed test materials within the school in a non-secure manner.
Leaving any test materials unattended or in a non-secure setting, including, but not limited to, DTAs, test items, materials related to test items, and scoring rubrics.
Leaving the MSAA System unattended while logged into the test or the DTA.
Administering the Test by a staff member who has not completed the online training modules and passed the final quiz.
Administering the Test by a paraprofessional, aide, or student teacher (refer to Appendix A. State-Specific Information).
Allowing the use of electronic devices or photography technology that could jeopardize test content in the test-taking environment (with the exception of the webcam used only to capture the student writing response).
Sharing of test items through photography, phone cameras, recording devices, note taking, or any other manner with colleagues, students, teachers, parents, media, or any person.

Monitoring and Reporting Inappropriate Test Practices

Monitoring testing procedures and reporting inappropriate test practices are outlined in state law and policy. Each person participating in the state assessment program is directly responsible for immediately reporting any violation or suspected violation of test security or confidentiality. TAs and other staff must notify their School Test Coordinator (TC) and/or District Test Coordinator (TC) if they witness or become aware of an inappropriate test practice or suspect one has occurred. All TCs must follow their state procedures regarding reporting (refer to Appendix A. State Specific Information). District TCs must report any incidents involving alleged or suspected violations that fall under the category of a serious irregularity to the State MSAA Coordinator. State professional codes of ethics and state law provide the guidelines for determining the consequences for any inappropriate test practices.

Part 3: Administration of the Test

Please refer to the MSAA System User Guide for Test Administrators for specific directions and screenshots of each task.

Before Testing

Prior to administering the Test, Test Administrators will:

1. **Activate Test Administrator Account**

   The TA receives an auto-generated login user name and password from MSAAServiceCenter@measuredprogress.org . The TA opens a web browser and enters his/her e-mail address (check with school/district/state policies to determine which e-mail addresses were used), enters the password provided, and clicks, "Log In."

   Lockout: Under certain conditions, a user's account will become locked and rendered unusable. This is an intentional security measured built into the platform. Here is why it happens and how to unlock your account.

   Why Account Lockout Happens

   A user's account will become locked for 1 hour after 5 failed attempts to login (for example, using the wrong password)

   How to Unlock Your Account

   To unlock your account, users have two options:

   - Wait an hour and the account will return to unlocked status (be sure to wait the full hour)
   - Unlock the account immediately by requesting a new password:
     - select **Request New Password** from the login screen
       follow the onscreen instructions to receive a password reset link
     - follow the instructions in the received email to reset your password (your account will be immediately unlocked)

2. **Complete MSAA System Test Administrator Tasks**

Table 13.

MSAA System Test Administrator Tasks	
Before Test Administration	**After Test Administration**
Complete • Student Demographic information • Learner Characteristics Inventory (LCI) • Accommodations: Before Test • Student Response Check	**Submit Student's Tests** **Complete** • Accommodations: After Test • One End of Test Survey

Description

(1) Student Demographics

The TA completes the demographic information for each student.

(2) Learner Characteristics Inventory (LCI)

Next, the TA completes the LCI, which includes 16 learner characteristics. Information from the LCI provides a description of the characteristics of the students who participated in the Test.

(3) Accommodations: Before Test

Accommodations: Before Test is completed by the TA before administering the Test. The TA records the accommodations that are documented in the student's IEP and verifies they are consistent with the MSAA accommodations policies.

(4) Student Response Check (SRC)

The purpose of the SRC is to ensure that the TA can clearly identify which answer a student indicates in response to a selected-response test item. If a student's response to a test item is not observable by the TA, the TA cannot enter the student's response in the MSAA System.

The SRC is a 3-question content-neutral task during which a student is asked to demonstrate their preferred mode(s) of communication.

The TA **must conduct** an SRC if the TA is not certain that the student's response to a test item will be observable by the TA.

The TA **will not conduct** an SRC if the TA is certain that the student has an established and clear method of communication, and will clearly indicate their answers to the test questions by responding verbally, indicating a response using a nonverbal communication mode, or using assistive technology (AT). In this case, for the SRC, the TA will only indicate how the student will indicate his/her response to test items on the SRC located in the MSAA System. Students do not need to indicate their answers to test items using the same response mode for every test item.

There are two ways that the TA can conduct the SRC: (1) using the computer or (2) using a paper version. The student is given a task and asked to respond using each response mode listed in the SRC, including:

- Using the mouse to select the answer
- Verbalizing the answer
- Gesturing or pointing to the answer
- Using assistive technology (AT) to indicate the answer
- Using eye gaze chart to select the answer
- Circling or marking the answers on a paper copy of the test

The TA observes the student when responding to the task using each listed response mode; however, if a student does not use AT as listed above, the TA does not ask the student to use AT to demonstrate this response mode. Please use professional judgment when conducting the SRC. If the TA observes the student using a response mode when responding to the task, the TA checks this response mode on the SRC in the online MSAA System.

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

System Timeout: The MSAA System will time out after 10 hours of inactivity.

Always select **Save & Exit** on the active item when planning to walk away from an open test session for a period of time.

- *If a TA fails to Save & Exit the test properly and an error message appears when they return to the test, close and reopen the browser, then log back into the system to resume the test.*
    - *Close and reopen the browser*
    - *Log back into the system*
    - *Resume the test*

Table 14. Completing the Student Response Check (SRC)

Computer Administration	**Paper Administration** (For students who communicate using gestures, eye-gaze, or other modes of communication that may make using the computer difficult, conduct the SRC using the paper version.)
After logging in to the MSAA System, click on the tab "Student Response Check."	After logging in to the MSAA System, click on the tab "Student Response Check."
Click the "Start Computer Student Response Check" button to begin the SRC.	Click the "Paper & Pencil Student Response Check" button to open the paper version of the SRC.
The TA conducts the SRC for each mode of communication separately. For example, the TA starts the SRC by having the student use the mouse and computer. The TA reads: "Select Option 1" and then points to option 1. Continue with options 2 and 3. **NOTE:** TAs may use "top option," or "first option," or "this option" (noting where you, the TA, points) if the student is more familiar with these terms. This change in script applies only to the SRC.	The TA conducts the SRC for each mode of communication separately. For example, the TA starts the SRC by having the student use the mouse and computer. The TA reads: "Select Option 1" and then points to option 1. Continue with options 2 and 3. **NOTE:** TAs may use "top option," or "first option," or "this option" (noting where you, the TA, points) if the student is more familiar with these terms. This change in script applies only to the SRC. **NOTE:** Hand-over-Hand prompting is not considered a consistent observable response because the student is not initiating their answer choice in an independent way.
After the student completes the SRC, the TA is returned to the SRC tab in the MSAA System to select all modes of communication that the student used to respond to the questions.	**For students using pointing or gesturing:** Place the first page of the paper version of the SRC in front of the student. Read the text out loud to the student. Place the second page in front of the student. Direct the student to point or gesture to the first option/top option/option 1. Next, direct the student to point or gesture to the last option/bottom option/option 3. Finally, direct the student to point or gesture to the second option/middle option/option 2. After the last direction, return to the SRC tab in the MSAA System and complete the form in the SRC section. • If the student was able to point or gesture to each response option, select Yes. • If the student was not able to point or gesture to each response option, select No.

	For students using a pencil/pen: Place the first page of the paper version of the SRC in front of the student. Read the text out loud to the student. Place the second page in front of the student. Direct the student to circle the first option/top option/option 1. Next, place the third page in front of the student. Direct the student to circle the last option/bottom option/option 3. Finally, place the last page in front of the student. Direct the student to circle the second option/middle option/option 2. After the last direction, return to the Student Response Check tab within the MSAA System and complete the form in the SRC section. • If the student was able to circle each response option, select Yes. • If the student was not able to circle each response option, select No.
	For students using eye-gaze: Print the PDF, and using the second page of the PDF, cut out each response option. Place response option 1 on the left hand side of the student's eye-gaze board. Tell the student, "Look at option 1 on the board." Place response option 3 on the right side of the student's eye-gaze board. Tell the student, "Look at option 3 on the board." Place response option 2 on the top, middle part of the eye-gaze board. Tell the student, "Look at option 2 on the board." After the last direction, return to the Student Response Check tab within the MSAA System. You must complete the form in the SRC section. • If the student was able to look at each response option location, please choose Yes. • If the student was not able to look at each response option location, please choose No.
	If a student uses another response mode to indicate the requested option: Ask the student to indicate his/her response for options 1, 3, and 2 of the content-neutral task. After the last direction, return to the Student Response Check tab within the MSAA System. You must complete the form in the SRC section. For students using another mode to indicate the options, please check the "other" box. In the comment box, state how the student indicated his/her response to the options. • If the student was able to respond for each option, please choose Yes. • If the student was not able to respond to each option, please choose No.
Click on the **Save** button.	Click on the **Save** button.

Implications for TA Conducted Student Response Check

Table 15. Implications of Student Response Check

Student Displays Observable Responses During SRC	**Student Does Not Display Observable Response During SRC**	
Administer All Test Items in ELA (Reading/Writing) and Mathematics	Administer the First 4 items in Reading Session 1 or Mathematics Session 1	
	If TA observes a student response, whether correct or incorrect, to at least one of the first 4 items, **Then** TA administers all test items in ELA (Reading/Writing) and Mathematics.	**If** TA does not observe a student response to **any** of the first 4 items, **Then** TA may close the test session in accordance with procedures described in MSAA System User Guide for Test Administrator.

After Testing

Submitting a Student's Test

The TA will **SUBMIT** each Test when the administration of each content area is complete; there will be two submissions: one each for ELA and mathematics.

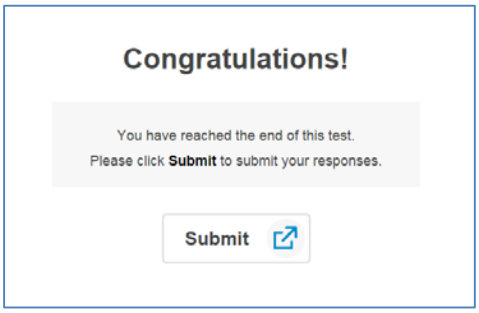
All tests must be submitted by May 13, 2016 at 7:00pm Central Time.

When testing is complete, it is critical that TAs *submit* the test. Once a test is submitted:

- The test status will change from **In Progress** to **Submitted** on the *My Students* page, indicating that student responses have been received.
- The **GoTo Survey** link in the Actions Menu will be enabled to complete ONE End of Test Survey.

To Submit A Test

Once the TA has navigated through the entire test, the following screen will appear. The TA must select the **Submit** button on this screen.



If your browser closes before you submit the results, you may navigate back to this page in order to complete this step.

- *On* My Students *go to the* ***Actions*** *Menu and select* ***Resume Test****.*
- *The screen above will appear.*
- *Click* ***Submit****.*

Closing a Student's Test

When a TA closes a student's test, one of the following reasons must be selected:

1. A student withdrew from the current school. The receiving school is expected to continue testing the student.
2. A student does not meet the eligibility criteria to participate in the MSAA.
3. A student had no observable response during the Student Response Check **AND** the TA did not observe a student response to **ANY** of the first four items of the test administered in either the reading or mathematics test.

Note: The TA **MAY NOT** close a test because the student shows frustration, behavior concerns, or is not engaged in the test. Please refer to p. 10, Pausing and Resuming Administration of Test, and the MSAA System User Guide for Test Administrators for directions to pause and resume a test.

After the TA submits or closes a student's test, the TA completes:

a. Accommodations: After Test
b. One End of Test Survey

How to request reopening a closed test

On rare occasions it may be necessary to request the reopening of a test that was closed by accident, such as when a test is accidentally closed prior to completion. In these circumstances, the request must come from the State TC. **Measured Progress cannot process requests of this nature from district or school TCs or TAs.**

When a student test is closed, the system will automatically close the student's other test (applying the same close reason) unless the other test is In Progress and contains some student responses. In this case, the second test must be closed separately.

To reopen a closed test:

The State TC should call the MSAA Service Center (**1-866-834-8879**), confirm your identity and role, and identify the student and the test or tests that need to be reopened. The Service Center agent will prompt for the necessary information.

If the student tests were closed at separate times (see above), the State TC must specifically request that both tests be reopened if that is desired. Tests that were closed simultaneously will be reopened simultaneously.

Please do not send student-identifiable information via email. State TCs must phone this information in.

Measured Progress will aim to process requests received by 2:00 PM ET within 24 hours.

Accommodations: After Test

Following the administration of the Test, the TA records in Accommodations: After Test the accommodations the student actually used during the test, not the accommodations that were made available to the student. Refer to MSAA System User Guide.

End of Test Survey

An End of Test Survey has been developed to learn from the experience of each TA administering the MSAA. After the TA submits or closes each student's content area test, the TA completes only ONE End of Test Survey. Please refer to MSAA System User Guide for Test Administrators, page 31, for specific information to complete the End of Test Survey. The survey is essential in providing additional data about how the test functions for students with unique and varying needs, student engagement with the test, and the opportunity to learn the content represented by the State Content Standards. Completed survey responses support potential revisions and refinements of the MSAA for subsequent years, and provide information that can be tracked over time.

Preparing for the End of the Administration Window

The MSAA administration window will close on

Friday, May 13 at 7:00PM Central Time

The MSAA System will be taken offline,
so all assessment activities must be completed by this time.

Guidelines

Final Status of All Tests

All tests must have a final status of Submitted, Closed, or Not Started

Important Dates

May 10, 2016 – **Final day** to submit the following requests:

- Grade reassignments
- Other test reassignments

May 10, 2016 – **Final day** to submit the following requests:

- Requests to re-open closed tests

Appendix A. State Specific Information

Listed below is the contact information for each state's MSAA Coordinator and the link to state specific policies related to MSAA.

Arizona Audra Ahumada 602-542-4061 Audra.Ahumada@azed.gov http://www.azed.gov/assessment/MSAA/	**Maine** Sue Nay, Alternate Assessment Coordinator 207-624-6774 sue.nay@maine.gov http://www.maine.gov/doe/alternate/index.html	**Rhode Island** Heather Heineke 401-222-8493 Heather.heinkeke@ride.ri.gov www.ride.ri.gov/MSAA Phyllis Lynch 401-222-4693 Phyllis.Lynch@ride.ri.gov
Arkansas Charlotte Marvel, Public School Program Advisor 501-682-5296 charlotte.marvel@arkansas.gov Jared Hogue, Public School Program Advisor 501-682-4946 jared.hogue@arkansas.gov http://www.arkansased.org/divisions/learning-services/assessment/assessments-for-students-with-disabilities	**Maryland** Douglas Strader Douglas.Strader@maryland.gov	**South Dakota** Ben Morrison 605-773-6119 Ben.morrison@state.sd.us http://www.doe.sd.gov/oess/MSAA.aspx
CNMI/Guam Fasefulu Tigilau, Assessment Program Coordinator; CNMI MSAA State Contact 670-237-3199; Fasefulu.tigilau@cnmipss.org June De Leon, PAC-6 Liaison to MSAA 671-735-2494; June.deleon@guamcedders.org	**Montana** Judy Snow, State Assessment Director 406-444-3656 jsnow@mt.gov Yvonne Field, Assessment Specialist 406-444-0748 yfield@mt.gov http://www.opi.mt.gov/curriculum/MontCAS/#gpm1_6	**Tennessee** Lori Nixon 615-742-5513 Lori.Nixon@tn.gov

Appendix B. MSAA Scribe Accommodation: Protocols for All Selected-Response Items and Constructed-Response Writing

For a student who has the scribe accommodation, a scribe will enter in the MSAA System the student-indicated answer to a selected-response item. For the constructed-response writing item, the scribe will record the student's response to the writing prompt on the response templates in the MSAA System.

A scribe must meet the qualifications listed below and will enter, write, or type exactly what the student communicates for the reading, mathematics, and writing assessments.

Qualifications for a Scribe who is the Test Administrator:

A scribe must:

- be a state-certified educator employed by the district;
- complete all training for the MSAA Test;
- be familiar to the student; and
- be familiar with all the accommodations in the student's Individualized Education Program (IEP).

Qualifications for a Scribe who is a District Employee:

A scribe must:

- sign and submit state test security agreements according to state policy;
- be familiar to the student;
- review Appendix B. MSAA Scribe Accommodation: Protocol for Reading, Mathematics, and Writing; and
- scribe under the direction of a qualified, trained Test Administrator who is administering the item.

Preparation

- Scribes are expected to familiarize themselves with the test format in advance of the scribing session.
- Scribes are expected to be knowledgeable of the assessment and accessibility features and accommodation options that are available on the test.
- Scribes are expected to know the specific embedded accessibility features and accommodations that the student must receive.
- Scribes should practice the process for scribing during instruction before testing begins.

Scribe Protocol for Selected-Response Items: ELA (Reading and Writing) and Mathematics

- 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 his/her 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 on the MSAA test system (i.e., when to turn a feature on or off, when to change size of graphic, etc.).
- A TA who is a scribe may answer procedural questions asked by the student (e.g., test directions, navigation within the test environment, etc.). However, a scribe who is a district employee working <u>under the direction of a qualified, trained Test Administrator who is administering the item, must refer such questions to the TA</u>.
- For computer-based administrations, the scribe must enter student responses directly into the MSAA System.
- The scribe may ask the student to repeat a response.
- The scribe allows the student to indicate when they want to move 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 collects scratch paper, graphic organizers, other ancillary materials, and login information and gives it to the TC for secure shredding. Neither the scribe nor the TA may keep any testing materials after testing is complete.

<u>NOTE</u>: If the scribe indicated the student responses on a paper-version of the test, the scribe will transcribe (type exactly) the student's responses into the MSAA System.

Scribe Protocol for Constructed-Response Writing

- The scribe types exactly what the student communicates directly on the response template in the MSAA System or writes exactly what the student communicates on a paper-version of the response template.
- 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 Directions for Test Administration (DTA).
- The scribe makes student-requested changes, even if incorrect.
- The scribe orally confirms meaning of homonyms and commonly confused homophones (e.g., *than* and *then*; *to*, *two*, and *too*; *there*, *their*, and *they're)*.
- After testing, the scribe collects scratch paper, graphic organizers, other ancillary materials, and login information and gives it to the school TC for secure shredding. Scribes and/or teachers may not keep any testing materials after testing is complete.

<u>NOTE</u>: If the scribe wrote the student response on a paper-version of the response template, the scribe will transcribe (type exactly) this written response into the MSAA System.

Appendix C. MSAA Augmentative and Alternative Communication Guidelines for Constructed-Response Writing

Augmentative and Alternative Communication Guidelines for Constructed-Response Writing

The Test Administrator (TA) must record the student's response(s) for constructed-response writing exactly as the student indicates using the student's existing augmentative and alternative communication (AAC) system or device. A student may complete the constructed-response writing following the methods provided in this document. When a method currently used by the student instructionally conflicts with the provided testing protocol for using AAC, the protocol should guide the method used during the assessment.

AAC Methods

- Student should use the communication mode/system with which the student is the most competent and which provides the most accessibility to producing a writing product.
- Allow the student to select the word/symbol/picture/phrase in the communication mode/system in the same manner as used in instruction (e.g., direct select, indirect such as scanning, eye gaze).
- Allow the student to access words/symbols/pictures/phrases within their communication mode/system in the same manner as in instruction (e.g., subject specific boards, multiple levels by categories). See Figures 1–4 below.

Figure 1. Sample Noun Category Board

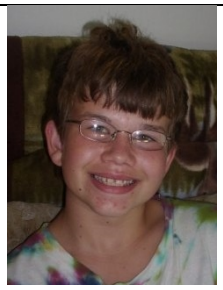
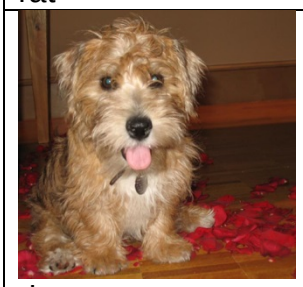
rat	ball	 boy
 dog	bird	food

Figure 2. Sample Phrase Board

having a friend is important

everyone needs a dream

living under a bridge is hard

Figure 3. Sample Subject Board: Subject-specific board about flight (mixture of single words, phrases, and sentences)

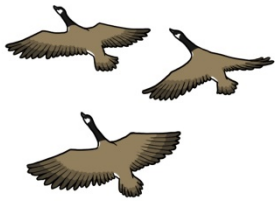
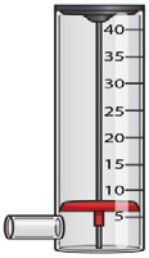
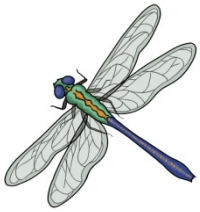
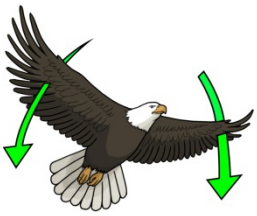
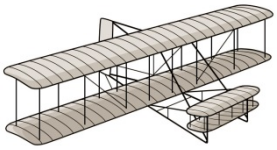
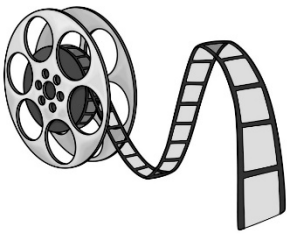
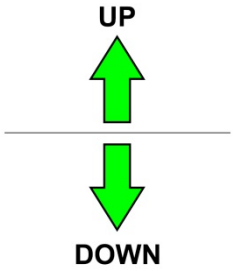
flying	 birds fly	people fly	 wind speed
 insects fly	kites fly	How does a bird fly?	 Birds fly with their wings.
 Who invented the first airplane?	Internet	books	on the beach
 video	The Wright Brothers	library	 up and down

Figure 4. Attribute Table for Images

Image	Attribute	URL to the image
	TimAbe http://en.wikipedia.org/wiki/User:Timabe	http://commons.wikimedia.org/wiki/File:LucasTerrier.jpg
	By Fionn Kidney (Flickr) [CC-BY-2.0 (http://creativecommons.org/licenses/by/2.0)], via Wikimedia Commons	http://upload.wikimedia.org/wikipedia/commons/a/a5/Thanakaboy.jpg

AAC Protocol for Completing Constructed-Response Writing

When administering the constructed-response writing, Test Administrators 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.

Words/symbols/pictures/phrases that the student typically uses during instruction to communicate can be provided and should be words/pictures/symbols/phrases that are familiar to the student (i.e., events, descriptive words).
Introduce vocabulary related to the prompt, but do not practice the prompt or teach the vocabulary in the context of the prompt. • For example, if the prompt refers to supporting a claim related to "solar energy," it is appropriate to define and describe "solar energy" and its uses in order to familiarize the student with the related symbol(s) using the AAC device. However, it is not appropriate to practice writing a persuasive essay using "solar energy" as the context.
Any content represented in the grade-specific stimulus materials can be added to the student's AAC device (e.g., list of temporal words, problem/solution cards, words from mentor text or sample essay) to support student responding. • Ensure the words/pictures/symbols/phrases used from the stimulus materials are familiar or can readily be understood.
A constructed-response **cannot** be the result of a series of dichotomous choices of words, phrases, or sentences selected by the TA. An example of a series of dichotomous choices that would **not** be allowed is: The teacher asks, "Do you want to say that the girl was tall or short?" The student chooses tall. The teacher then asks, "Do you want to say the girl ran or swam?" The student chooses swam. The teacher asks, "Do you want to say the girl swam in the lake or in the pool?" The student chooses the pool.
A constructed-response can be the result of the student completing a process directed by the TA using a series of two categories to communicate his/her word/picture/symbol/phrase preference. For example, a series of dichotomous choices that is allowable is: The teacher asks, "Do you want People-Thing words or Action words?" The student selects People-Thing words and the teacher then gives the choice of People or Thing words. The student chooses People words. The teacher then presents a series of choices of People words to allow the student to select the preferred person from those provided on the board. (As stated above, this should not result in a series of dichotomous choices of words, phrases, or sentences selected by the TA.)
Words/symbols/pictures/phrases **cannot** be arranged by the TA on a student's communication board so that any selection would be correct. *An exception to this would be if the student requests or selects a specific category level or board that has all words that could be used in a response (e.g., the student selects or requests the board filled with adjectives and all would apply to the writing piece).*
Refer to the guidance regarding the placement and presentation of words, pictures, checklists, graphic organizers, and/or templates in the Directions for Test Administrator (DTA).