
Section 3



The Multi-State Alternate Assessment (MSAA) and AIMS A Science Optimal Testing Conditions, Assessment Features, and Accommodations

Guidance for spring 2020 Assessments

Audience: Test Coordinators, Test Administrators, Service Providers, and IEP and ILLP Team Members

The Multi-State Alternate Assessment (MSAA) is a comprehensive assessment system designed to promote increasingly higher academic outcomes for students with significant cognitive disabilities in preparation for a broader array of post-secondary outcomes. The MSAA is designed to assess students with significant cognitive disabilities and measures academic content that is aligned to and derived from Arizona’s academic content standards. This test contains many built-in supports that allow students to take the test using materials they are most familiar with and to communicate what they know and can do as independently as possible. The MSAA is administered in the areas of ELA and Mathematics in grades 3-8 and 11.

This assessment was developed through the research and development done by the National Center and State Collaborative (NCSC) and is being carried forward by the MSAA State Partners. MSAA is currently being administered by ten participating members: Arizona, American Samoa, the District of Columbia, Maine, Maryland, Montana, the Marianas (Guam and the Commonwealth of Mariana Islands), the U.S. Virgin Islands, South Dakota, and Tennessee.

The MSAA is an online assessment, administered individually by a trained test administrator. The *Test Administration Manual* (TAM) contains detailed directions which include embedded accommodations tied to each item throughout the assessment. In addition to embedded accommodations, examples of the types of instructional accommodations which may be documented in the IEP for presentation, response, conditions, and timing are listed below. For important details on test preparation and administration, please consult the *MSAA Test Administration Manual* (TAM). If you have questions about using a routine instructional accommodation during testing, please contact AssessingSWDs@azed.gov

MSAA and AIMS A Science: Creating a Comfortable and Secure Testing Environment

TAs must provide each student with a comfortable and secure testing environment during every testing session. TAs can ensure an appropriate testing environment by providing:

Optimal testing conditions, appropriate assessment features, the accommodations in a student's IEP that are consistent with MSAA and AIMS A Science accommodations policies and those found in the *Procedures for Assessing Students Who Are Blind, Deaf, or Deaf-Blind: Additional Directions for Test Administration*.

These procedures support student access to the test so that students can demonstrate their skills and knowledge. Each of these is discussed in detail in the individual *Test Administration Manuals* (TAMs). Implementation of these practices **must be planned for prior to testing the student**.

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

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

MSAA Accessibility Features – Computer, Laptop, or Tablet Administration	
Answer Masking Tool	The embedded Answer Masking tool allows students and TAs to electronically cover and reveal individual answer options as needed.
Line Reader Tool	The embedded Line Reader tool allows the entire item to be shaded, and an adjustable box allows attention to be focused on one line or a few lines at a time. The box can be adjusted by the student or the TA.
Alternate Color Theme Tool	The student or the TA can change the onscreen background color and/or text color based on need or preference. Choice for assessment should be based on combinations successfully used in instruction. The options are: 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
Audio Player Tool	The embedded Audio Player reads each line automatically and can be paused, resumed, and made to repeat segments as needed. The pace of reading can be controlled by the student or TA so that reading of the text may be slowed or sped up depending on student needs.
Read Aloud by TA	The TA may read the directions, answer options, or passage as often as is reasonable to obtain a student’s response to an item. All text must be read to students exactly as written, with no paraphrasing or word substitution.
Alternative Text Read Aloud by TA	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 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>
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.
Magnification Tool	The embedded magnification tool increases the size of the text and graphics only in the selected area. The magnification tool is attached to the cursor so it will highlight any section the mouse hovers over.
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 also be used to increase the size of the text and graphics in order to view more item information on one page.

MSAA Accessibility Features – Computer, Laptop, or Tablet Administration

Tactile Graphics	<p>Tactile graphics are raised versions of print graphics that are adapted for the sense of touch (<i>Guidelines and Standards for Tactile Graphics, 2010, Braille Authority of North America</i>). An example is the raised lines on a simplified image of the parts of a flower or on a mathematical graph.</p> <p>Tactile graphics may be used during the test if they are already used by the student on a regular basis. Review the vocabulary lists for ELA and mathematics prior to testing to ensure that students have time to learn and become familiar with any new tactile graphics. TAs are responsible for creating any tactile graphics the student may require. Refer to page 23 of the TAM for guidance.</p>
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MSAA Accessibility Features – Paper Administration

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.
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.
Alternate Color Themes	Acetate overlays in the color preferred by the student should be used. Another option is to print the test on paper that is the color preferred by the student.
Increase/Decrease Size of Text and Graphics	Paper versions of the test can be projected by document projection devices or interactive whiteboards as needed by the student.
Increase Volume	TAs can adjust the volume of their voice as necessary.
Magnification	Any hand-held magnification device normally used by the student is acceptable.
Read Aloud by TA	The TA may read the directions, answer options, or passage as often as is reasonable to obtain a student’s response to an item. All text must be read to students exactly as written, with no paraphrasing or word substitution.
Read Aloud by TA – 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>
Manipulatives for Mathematics	<p>Directions for the use of manipulatives are described in the DTA; to the extent possible, these should be the tools the student uses during instruction. Manipulatives are not provided by MSAA because not all students use the same tools. Possible manipulatives and tools required for testing include:</p> <ul style="list-style-type: none"> • Ruler, thermometer, clock, abacus, talking calculator, raised line graph/grid paper, tiles, blocks, etc. • Calculator. Each item includes information for the TA on whether a calculator is allowable. Most items do allow the use of a calculator, but it is important to note which ones do not.
Tactile Graphics	<p>Tactile graphics are raised versions of print graphics that are adapted for the sense of touch (<i>Guidelines and Standards for Tactile Graphics, 2010, Braille Authority of North America</i>). An example is the raised lines on a simplified image of the parts of a flower or on a mathematical graph.</p> <p>Tactile graphics may be used during the test if they are already used by the student on a regular basis. Review the vocabulary lists for ELA and Mathematics prior to testing to ensure that students have time to learn and become familiar with any new tactile graphics. TAs are responsible for creating any tactile graphics the student may require. Refer to page 23 of the TAM for guidance.</p>
Tactile Symbols	Tactile Symbols may be used during the test if they are already used by the student on a regular basis. Review the vocabulary lists for ELA and Mathematics prior to testing to ensure that students have time to learn and become familiar with any

MSAA Accessibility Features – Paper Administration	
	new symbols. TAs are responsible for creating any tactile symbols the student may require. Refer to page 23 of the TAM for guidance.
Object Replacement	<p>An object or part of an object may be used to represent a person, place, object, or activity. For example, a silk flower petal, leaf, and stem may represent parts of a flower or interlocking centimeter blocks may represent graphed numbers.</p> <p>Object replacement may be used during the test if it is already used by the student on a regular basis. Please review the vocabulary lists for ELA and Mathematics prior to testing to ensure that students have time to learn and become familiar with any new objects. TAs are responsible for creating any objects the student may require. Refer to page 23 of the TAM for guidance on Tactile Graphics and Object Replacement.</p>

MSAA Accommodations

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

MSAA Testing Accommodations	
Assistive Technology	Students may use assistive technology devices for viewing, responding to, or interacting with the test. The student and the TA should use the AT device with the sample items to ensure that it functions properly with the MSAA Online Assessment System. Refer to the MSAA Online Assessment System User Guide for Test Administrators for information about compatibility of the MSAA Online Assessment System with assessment features.
Paper Version	<p>A paper version of the test may be downloaded and printed from the MSAA Online Assessment System in PDF format. After testing, all printed assessment materials must be given to the TC for secure shredding, and all downloaded files must be deleted from any computer or laptop used for testing.</p> <p>A TA may record student responses for all or part of the test, including the writing prompt. Anyone performing as a scribe for the student must read and follow the MSAA Scribe Accommodation Protocol in Appendix A of the TAM. Here are three ways a scribe can support the student’s independence during testing:</p> <ul style="list-style-type: none"> • 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. • 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. • A student is able to complete the Paper Version of the test that the TA printed. The TA enters the student’s responses into the MSAA Online Assessment System when the student has completed the test, after each testing session, or after several items are completed.

MSAA Testing Accommodations	
	Note: All student responses must be entered for Session 1 before an assignment in Session 2 may be determined.
Sign Language	<p>For students who use American Sign Language (ASL), Pidgin Sign English (PSE), or Sign Exact English (SEE), the TA may translate passages, items, answer options, and directions. Review the vocabulary lists for ELA and Mathematics to determine which words the student may need practice with prior to testing.</p> <p>Required Documents: It is important to adhere to the Sign Language Protocol in Appendix C of the TAM as it will help signers avoid cueing the student.</p>

AIMS A Science

Arizona’s Instrument to Measure Standards Alternate (AIMS A) is a standards-based assessment, aligned with Arizona’s Alternate Academic Standards, that measures what students know and are able to do in the content area of science. Students are assessed in Grades 4, 8, and high school and a report detailing the student’s progress toward meeting the grade level science standards is generated for teachers and parents.

Features, tools, and accommodations for AIMS A Science are listed in the table below. If a student requires an additional accommodation that is not listed below, please contact ADE Alternate Assessment (AssessingSWDs@azed.gov)

AIMS A Science Testing Features, Tools, and Accommodations		
Time/Setting	Presentation	Response
Testing over multiple days	Oral reading by Test Administrator	Augmentative devices or other Assistive Technology
Extended time	Large print or magnification device	Adaptive calculators
Multiple or frequent breaks	Sign language	Number or alphabet lines
Change in schedule	Tactile graphics	Manipulatives
One-on-one	Manipulatives	Visual/verbal/physical cues
Noise buffers	Audio amplification devices	
Adjusted lighting	Visual/verbal/physical cues	