

# District Test Coordinator Handbook

2021-2022



**ARIZONA DEPARTMENT  
OF EDUCATION**



# ARIZONA DEPARTMENT OF EDUCATION

## Alternate Assessment Test Coordinator Checklist

This form is for your use only; DO NOT return to ADE.

District/Charter Name: \_\_\_\_\_

TC Name: \_\_\_\_\_

Dates*	Details
September 2021	Verify teachers in ADEConnect (only one account per teacher, must have TA role at their school) <b>Page 2</b>
September 2021	Generate list of all students participating in alternate assessments; include data for students in Grade 3 and 4 learning Braille and for students with communication needs. <b>Page 4</b>
October – November 2021	Student selector app (all students must have correct data records in AzEDS) <b>Page 5</b>
October 2021	Submit student information if notified that the LEA exceeded 1% participation in 2019. <b>Page 8</b>
November 2021	Submit Action Plan if the LEA exceeded 1% participation in 2021. <b>Page 12</b>
February 28, 2022	MSAA training starts <b>Page 14</b>
March 14 – April 29, 2022	Monitor MSAA Administration (there is no final verification process for this assessment) refer to <b>Page 15</b> for instructions
July 2022	Update data in Corrections Application, if notified <b>Page 16</b>
TBD (August 2022)	Download MSAA Reports <b>Page 18</b>

\*Dates are subject to change. Refer to the Alternate Assessment and District Test Coordinator websites for updates.

**LINKS to various TC resources:** [The Examiner](#) - [District Test Coordinators](#) - [MSAA System Questions?](#)

Please contact the Alternate Assessment: [AssessingSWDs@azed.gov](mailto:AssessingSWDs@azed.gov) or at 602-542-8239

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August 2021

## ADEConnect Information

The **Alternate Assessment** application is accessed through ADEConnect:

- The designated District Test Coordinator (DTC) must have an active account in ADEConnect, and the role of “**Alternate Assessments: Test Coordinator**” assigned.
- Teachers that will be administering the Alternate Assessments must have an active account in ADEConnect, with the role of “**Alternate Assessments: Test Administrator**” assigned. (*this role is only found at the school level in ADEConnect.*)

### ***Procedure to request the corresponding ADEConnect alternate assessment role(s):***

1. Contact the designated ADEConnect **Entity Administrator** for your district/charter. Ask your entity administrator to assign the role of Alternate Assessment Test Coordinator or Test Administrator to your user account.
2. ADEConnect users are notified via email when the ADEConnect role has been activated. If you have any questions or need assistance, please contact our office at [AssessingSWDs@azed.gov](mailto:AssessingSWDs@azed.gov) or 602-542-8239.

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### **ADEConnect information for *Entity Administrator(s)***

The designated ADEConnect Entity administrators are ultimately responsible for ensuring that their ADEConnect users will be able to take advantage of the convenience and security ADEConnect offers.

*An Entity Administrator will find information to create/delete user accounts, assign roles, etc. by visiting the ADE website under the tab labeled “**Programs & Supports**”; select [Information Technology](#)*

1. Select [AELAS](#) (Arizona Education Learning and Accountability System)
2. Select [ADEConnect](#)
3. [Entity Admin Training](#)

## District of Residence and District of Attendance

For students who are enrolled in an LEA (the District of Residence or DOR) and attend school at another LEA or a private placement (the District of Attendance or DOA), there are different procedures for each process. The table provides an overview of the responsibilities of each entity.

District of Residence	District of Attendance
Ensure the student records are accurately reflected in AzEDS (verify current enrollment, sped program, sped need, and passes integrity using SPED10 and SPED72 reports).	Notify the DOR if student records are missing or incomplete.
Notify the Alternate Assessment Unit if there are issues with a student’s records that will not be resolved before the close of the Student Selector Application.	Identify students in the Student Selector Application (see instructions on page 5)
Monitor the testing progress for MSAA by contacting the DOA.	Administer MSAA to all participating students and communicate progress with the DOR.
Work with the DOA to obtain the MSAA results.	Download the student reports and share results with the DOR.

## Selecting Eligible Students

Eligibility determination is an annual IEP team decision. Eligibility for students and must be made early in the school year to ensure the opportunity for an adequate period of standards-aligned instruction guided by the Core Content Connectors prior to test administration. To participate in Arizona's alternate assessments, students must meet specific eligibility criteria. When making this decision, IEP teams must consider and document how the student meets each of the criteria, using the Alternate Assessment [Participation Decision Documents](#) as guidance. The [eligibility form](#) is located on the ADE, Alternate Assessment MSAA webpage under the eligibility tab. Test Coordinators will generate a list of students who will be participating in alternate assessments that will be used when the Student Selector Application opens in October. Be sure to verify student records in AzEDS by checking your SPED72 report. Students must have a current need and program and pass integrity.

## Student Selector Application

The Student Selector Application in ADEConnect will open in October. Only the Alternate Assessment Test Coordinators (TCs) can identify the eligible students for MSAA ELA and Math (Grades 3-8 and 11) and MSAA Science (Grades 5, 8, and 11); and assign their respective teachers/Test Administrators (TAs).

TCs will follow district policy to generate a list of eligible students. TCs will then confirm that list with their teachers before identifying the eligible students into the Student Selector Application. ADE will then extract and import student and teacher information into the testing platform. *Please notify your teachers early so that they are prepared to assist you in developing complete lists of students this fall.*

### Additional Information:

- Students are identified by the District of Attendance (DOA). The District of Residence must ensure records are updated to reflect attendance and sped program at the DOA for the DOA to be able to identify students in the application.
- Braille is available for assessing ELA Foundational reading standards (grades 3 and 4) only. TCs must identify any students in Grades 3 and 4 who are learning foundational Braille.
- The No Response Option is **not** applied to MSAA. Please review the MSAA training modules in March for the procedure to administer the test to students who are still working on observable communication.

### Tuited-Out and Privately Placed Students

Although the District of Attendance (DOA) registers the student in the Student Selector Application, the TC at the District of Residence (DOR) must communicate with the DOA to ensure that the student lists are correct.

### Instructions – Student Selector Application

1. Log into ADEConnect



[Students & Families](#) [Educators](#) [Administrators](#) [Programs & Supports](#) [About ADE](#) [ADEConnect](#) 



2. Click “View Applications”

Welcome Bethany Spangenberg

No announcements available

**Applications**

Access and use ADE applications.

[View Applications](#)

3. Click “Exceptional Student Services Portal” under the **district** level entity.

## Applications

[Hide All]

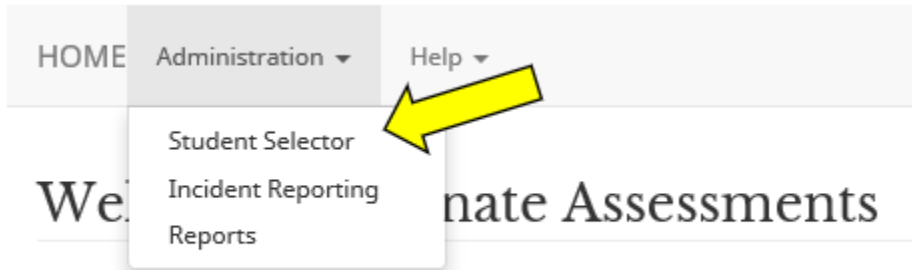
Arizona Department of Education (79275)	[-]
ADE Motor Pool Reservation System	☆ ↗
Assessment Asset Tracker	☆ ↗
Assessments	☆ ↗
Assessments Portal	☆ ↗
AZDash	☆ ↗
AzEDS Identity	☆ ↗
AzEDS Identity UAT	☆ ↗
AzEDS Portal	☆ ↗
AzEDS Portal UAT	☆ ↗
Education Organization System	☆ ↗
Entity Administration	☆ ↗
Event Management System (EMS)	☆ ↗
Exceptional Student Services Portal	☆ ↗
File Metrics	☆ ↗
IT Change Management	☆ ↗

4. Click “Alternate Assessments” under the “Data Collection and Reporting” heading.

**Data Collection & Reporting**  
Applications that facilitate large scale data collection efforts to determine Federal IDEA Indicators and Student Alternate Assessments.

- **Alternate Assessments**
- ESS Annual Data
- ESS Discipline Data
- ESS October 1 Data Collection

5. Click on “Student Selector” under the “Administration tab.

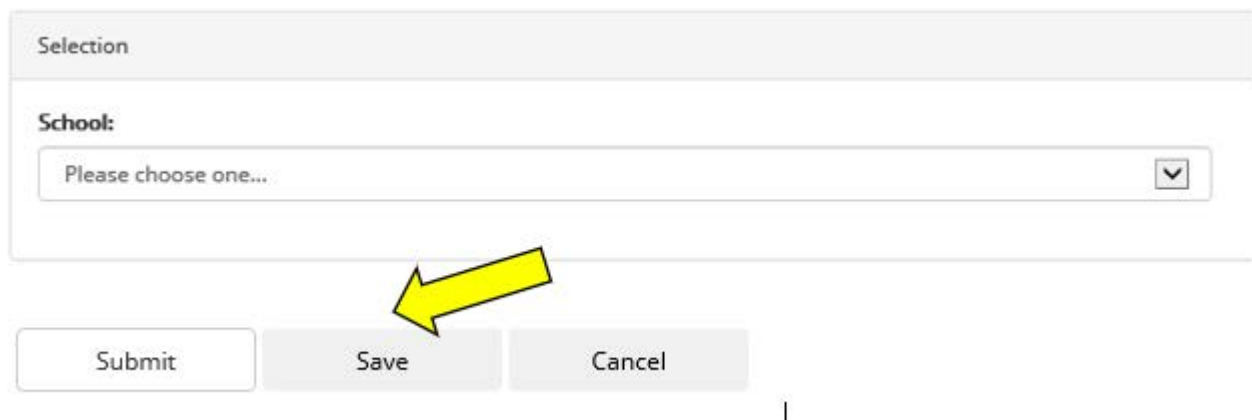


If you do not have the Administration tab on top, you are logged in under a school, not under the district. Go back to your list of applications in ADEConnect and ensure the district heading is on top.

6. Choose a school. Then, select students by clicking the check box on the left. Assign a test administrator.

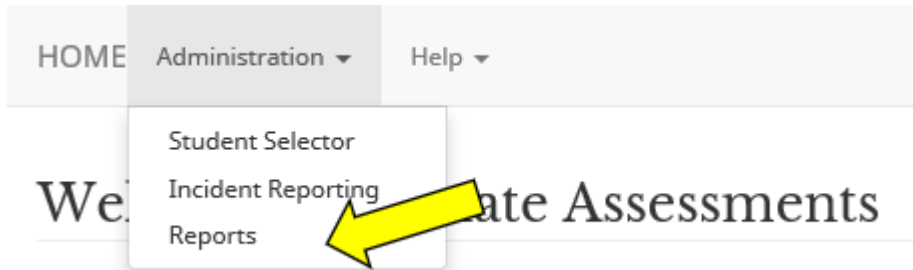
- If a student is not on your list, the student records must be updated in AzEDS. ADE cannot manually add students to the Student Selector Application. Student records can be verified by reviewing the SPED72 report.
- If a teacher is missing from your list, you need to add a test administrator to ADEConnect. See instructions on page 2. If you are unsure who will be administering the test to the student, you may select any available test administrator who will need an account in the MSAA system, or you may select yourself as the test administrator. To avoid delays in access to the MSAA training, we recommend that your list of test administrators be as accurate as possible in the Student Selector Application. However, test administrator accounts can be created directly in the MSAA system when it opens.
- Select the box on the right only for students in Grades 3 and 4 who are blind or visually impaired and are learning foundational Braille. Braille cards for the foundational reading items will be sent to test coordinators based on this information.

7. Click “save”. There is no need to return to the application to click “Submit”.





8. Download a copy of the Student Selector Report. Go back to the “Administration” tab and click “Reports”.



The reports page will only have the option to run the Student Selector Report. Click “Run Report” and download the report. Verify all eligible students are on this report.

There are reasons a student may be selected in the Student Selector and not on your downloaded report.

- Student records have changed. Records are matched to AzEDS every 24 hours. If there is a change in name, grade, or school, you will need to re-select the student.
- The test administrator account is no longer active. The report is set up to only allow students with a test administrator. You will need to re-select the student with an active test administrator.

## Submit Student Information – 1% Threshold

When an LEA exceeds 1% of students participating in alternate assessment, the State is required to provide oversight. An initial notification will be sent from the ADE Alternate Assessment Unit to the LEA’s Alternate Assessment Test Coordinator. The first step of the oversight process is to gather student information to determine if eligibility criteria was followed.

1. Log into ADEConnect



2. Click “View Applications”

Welcome Bethany Spangenberg

No announcements available

## Applications

Access and use ADE applications.

[View Applications](#)

3. Click “Exceptional Student Services Portal” under the **district** level entity.

## Applications


[Hide All]

Arizona Department of Education (79275)	[-]
<a href="#">ADE Motor Pool Reservation System</a>	☆ <a href="#">↗</a>
<a href="#">Assessment Asset Tracker</a>	☆ <a href="#">↗</a>
<a href="#">Assessments</a>	☆ <a href="#">↗</a>
<a href="#">Assessments Portal</a>	☆ <a href="#">↗</a>
<a href="#">AZDash</a>	☆ <a href="#">↗</a>
<a href="#">AzEDS Identity</a>	☆ <a href="#">↗</a>
<a href="#">AzEDS Identity UAT</a>	☆ <a href="#">↗</a>
<a href="#">AzEDS Portal</a>	☆ <a href="#">↗</a>
<a href="#">AzEDS Portal UAT</a>	☆ <a href="#">↗</a>
<a href="#">Education Organization System</a>	☆ <a href="#">↗</a>
<a href="#">Entity Administration</a>	☆ <a href="#">↗</a>
<a href="#">Event Management System (EMS)</a>	☆ <a href="#">↗</a>
<a href="#">Exceptional Student Services Portal</a>	☆ <a href="#">↗</a>
<a href="#">File Metrics</a>	☆ <a href="#">↗</a>
<a href="#">IT Change Management</a>	☆ <a href="#">↗</a>

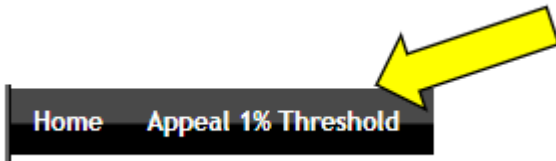
4. Click “1% Threshold” under administrative applications.

### Administrative Applications

Systems that facilitate administrative business processes such as Private Day School, RTC, Vouchers and Surrogate applications.

- **1% Threshold** 
- Dispute Resolution
- ESS Compensatory Services
- ESS High Cost
- ESS Special Education Program Approvals
- ESS Surrogate
- ESS Vouchers

5. Click “Appeal 1% Threshold” in the top menubar.



6. You will see the entire list of students who participated in alternate assessment for the year we are monitoring, which is usually the previous school year. The student records in this application are records associated with that student last year and cannot be changed. The column on the right shows the status. “N/A” means additional information is not required, “Requested” means that additional information is required and incomplete, “Submitted” means that all additional student information has been submitted and no further action is needed for that student. To add student information, click the name of any students that are hyperlinked.
7. Add all required information. The eligibility determination form has been updated to make this process easier for test coordinators.
  - a. Response box: copy IEP goals and objectives that support that the student is being instructed in grade level academic standards as well as statements from the IEP that the student requires extensive direct instruction to make meaningful academic gains. DO NOT copy and paste an entire IEP or MET. If the IEP team has used the updated eligibility form, you can take this information directly from that document.
  - b. Current MET date: date of the MET used when determining eligibility.
  - c. IQ Scores: click “Add IQ Score”. Enter a test name and the composite score. To add more than one score, click the “Add IQ Score” again. If the student does not have an IQ/cognitive score available, click “Add IQ Score”, enter “Not available” for the test name, and “0” for the score. Include in the response box the reason the student does not have a score available. Scores may be taken from the updated eligibility form.
  - d. Achievement Test Scores: these are academic test scores. Follow the same instructions for IQ scores.
  - e. Adaptive Behavior Ratings: Follow the same instructions as IQ scores. Remember that adaptive scores are required for eligibility determination according to eligibility criteria. A student may not participate in alternate assessments without adaptive scores.
8. Repeat for all hyperlinked students. Once information is submitted for all students, you will be able to click the “continue” button at the bottom of your student list, which will take you to the next step in the monitoring process.

At this point, you have completed the first step. WAIT for further instructions. Any uploaded Action Plans submitted before the LEA is notified of tier and disproportionality will be rejected.

## Submit Action Plan

After reviewing student information, the ADE Alternate Assessment Unit will send a second notification that includes the LEA tier and if any disproportionality was identified.

1. As a team the Alternate Assessment Test Coordinator, SPED Director, and any other stakeholders should meet to discuss the contents of the Action Plan. Action Plan components must include
  - Current Percentage: found on the initial notification
  - Goal Percentage: what is reasonable for the LEA. This would ideally be 1%, but for LEAs with special circumstances (small LEA where one student participating is well over 1%, specialized schools where most of the students have an IEP, etc.). Regardless of the special circumstances, the goal percentage should be less than the current percentage. The goal may not be higher than the current percentage.
  - Justification: this is an explanation of why the LEA exceeded 1% of students participating in alternate assessments. The team will talk about the various factors specific to the LEA that directly or indirectly impact percentages. This section should not be a summary of the students who participate in alternate assessments and should not include student counts less than 10. Justification sections for all LEAs from the previous monitoring is posted on the alternate assessment website.
  - Action Plan: List the steps the LEA will take as measurable actions that address your unique issues related to your percentages. Training IEP teams on eligibility is required for all LEAs.
  - Disproportionality: ADE calculates this. Refer to the second notification. In many cases, no disproportionality is identified, and this section should have "N/A". If disproportionality is identified, the LEA must review eligibility for all students the given categories and ensure that those students meet eligibility criteria. This section is federally required.
  - ADE Alternate Assessment Requests: LEAs may ask for support as identified by the team creating the Action Plan. Trainings, webinars, and other resources are common requests, and this section has helped the Alternate Assessment team focus efforts on effective supports. Keep in mind that not all requests are feasible. The Alternate Assessment Unit does retain these requests and follows up with the Alternate Assessment Test Coordinator.

Action Plans may be rejected if they do not meet these requirements. Common reasons for rejection last year include describing individual students or using counts less than 10 in the justification section and not addressing disproportionality.

An Action Plan Template will be available in both PDF and Word versions.

2. Upload the Action Plan in the 1% Threshold application. To log into the application, follow steps 1-4 for “Submitting Student Information”. At the bottom of your student list, click “continue”.



You will go to the “Upload Documents” page. Your Action Plan status says “Started”.

Click “Choose File” and select your document. Click “Upload”. You will see your document listed. Then click “Submit”. The only confirmation that your plan was submitted was the change in the status from “started” to “submitted”.

3. The ADE Alternate Assessment Unit will approve or reject the Action Plan and send notification to the Alternate Assessment Test Coordinator. The notification for plans that were rejected will include specific feedback. Rejected plans will need to be adjusted and resubmitted.

4. To resubmit an Action Plan, follow the steps to get to the “Upload Document” page. Select the submitted document and click “Delete”. Follow step 2 to submit the new document.

5. Follow through on your action items. You may upload progress in the space below the uploaded Action Plan, but that is not required at this time.

## Complete MSAA Training

1. Log into the MSAA system at [www.msaaassessment.org](http://www.msaaassessment.org).
2. Click on the “Test Administration Training” tab on the top menu bar.
3. View each training module for test coordinators while taking notes in your Test Administration Manual. After viewing, return to the training page to view the next module.

Congratulations! Your test coordinator training is complete. However, if you are also a test administrator, you will need to complete these steps for the test administration training. In addition, you are required to pass the final quiz.

You should also view the additional resources. There are four best practice videos that address standard administration, administering the Student Response Check, administering a level 2 writing prompt, and administering a level 3 writing prompt. The User Guide for Test Coordinators is another valuable resource you may need during the administration window. The ADE Alternate Assessment Unit posts a document with [State-Specific Policy](#). It is the responsibility of the Alternate Assessment Test Coordinator to be familiar with and comply with this policy. Information in the State-Specific Policy document is not included in trainings or the Test Administration Manual.

Test coordinators are also responsible for ensuring test administrators complete training. Best practice is to hold a group training (group trainings may be held with an online meeting platform). Each test administrator will need to view each module and take the final quiz individually; however, overwhelming feedback from previous test administrators indicate that teachers are best prepared when training in a group setting with the opportunity to talk with each other and answer each other’s questions. Furthermore, new test administrators will have a better understanding of the test administration process after training with others. Any remaining questions can be directed to the Alternate Assessment Unit.

Regardless of the method of training, test coordinators can view test administrator training status in the MSAA system. Instructions are in the User Guide for Test Coordinators.

## Monitoring Test Administration for MSAA

TCs are required to monitor the progress of all administrations of MSAA and to observe at least one test administration during the testing window. Prior to the opening of the test window, TCs are advised to collect testing calendars from all TAs and note that plans to address the needs of individual students appear early in the window. These may include:

- Students with frequent absences
- Students with behavioral needs that may impact test administration
- Students whose attention is limited or who tire easily, needing multiple test sessions scheduled
- Students with communication difficulties

When calendars do not reflect such considerations, TCs may suggest modifications to the TA planning calendar in anticipation of circumstances that may impact successful test participation. Frontloading these students in the TA's testing calendar provides opportunities for the recommended multiple attempts prior to closing a test. TCs should plan to observe these test administrations whenever possible to gather evidence to support any subsequent decisions to close the tests.

Use the following link to download the observation form:

[MSAA Observation Form Spring 2022](#)

Monitoring Testing for Tuitioned-Out Students:

The District of Residence will need to contact the TC at the District of Attendance to ensure that testing for any tuitioned-out and private placement students is scheduled and follow up to verify that it has been completed.

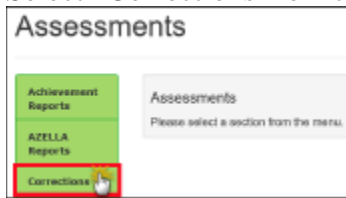


# Corrections Application

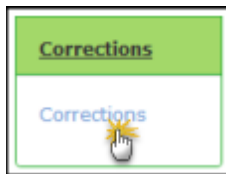
At times, the student data in the MSAA results file no longer matches with the student data in AzEDS. Accountability is not able to use student records without an exact match. If there are any students in your district/charter that need corrections, you will be contacted by the ADE Alternate Assessment Unit.

## Accessing the Corrections Application

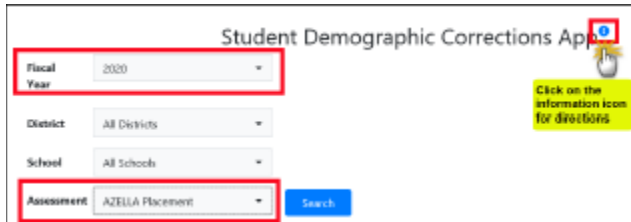
1. From your ADEConnect list of applications (see pages 5-6 for instructions), select “Assessments”.
2. Select “Corrections from the green menu list on the left side.



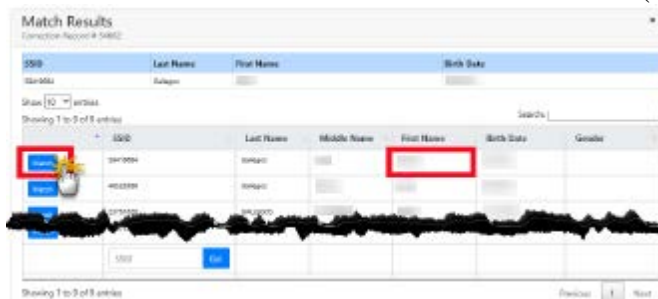
3. Click on the blue “Corrections” link.



4. Select Fiscal Year.
5. Select a school name (optional)
6. Select MSAA
7. Click on the blue “Search” button



8. Click the “Edit” button under the “Actions” column to select a student row.
9. The best match(es) based on the current demographics on the test record will display.
10. Click the “Match” button for the result row that shows the student’s correct demographics.
11. Click the “Confirm” button to save the correction(s).



If the student's demographics you are seeking does not display in the initial match results list, you can search by SSID to retrieve the demographics.

Student records are automatically checked against the State student data system. Once the MSAA test record demographics matches the State student data system, the student's MSAA test record will be removed from the Corrections application. A transaction record will display on the Corrections Audit Report for District Test Coordinators to review.

## MSAA Score Reports

The MSAA Score Reports from the Spring administration will be available for Alternate Assessment Test Coordinators (TCs) late summer. Reports will be accessed through the MSAA Reporting Portal Tab in the MSAA System.

1. Go to [www.msaaassessment.org](http://www.msaaassessment.org)
2. **Returning** TCs will log in with the same credentials used during administration. Use the reset password option if needed.  
New TCs will have an account generated the week prior to the reporting portal. Use the link in the auto-generated e-mail to log in.
3. Go to the “Reports” tab on the top menu bar.
4. Download your reports and save per district policy.

The following reports will be available to download through the MSAA Reporting Portal:

**Reports for the District** - *District Summary Reports and Student Results File CSV;*  
**Reports for the School** - *School Summary Reports, School Roster Reports, Individual Student Reports, and Student Results File CSV.*

The MSAA User Guide for Test Coordinators is available from the website. This guide has detailed instructions for downloading your reports. Look for the link on the bottom left corner of the MSAA system home page.

The [MSAA Guide for Score Report Interpretation](#) is available as well. This guide has more information on reading and using your reports.

The ADE Alternate Assessment Unit will ship two hard copies of each student report to the District of Attendance the week after the reporting portal opens. One copy is sent home to parents/guardians and the other is placed in the student’s secure file. MSAA Parent Guides accompany the student reports and should be sent home with the student. Teachers may download additional Parent Guides from the ADE Assessment website.

