



MSAA Observation Checklist Spring 2026

Test Coordinator: _____

District: _____ School: _____

Teacher: _____ Grade Level: _____

Time of Day for Observation: _____ Subject: _____

Location of Testing (i.e. classroom, library, computer room): _____

Interruptions: _____

Type of Administration: (check all that applies)

- | | | |
|--------------------------------------|---|---|
| <input type="checkbox"/> Paper-Based | <input type="checkbox"/> Computer-Based | <input type="checkbox"/> Hybrid |
| | <input type="checkbox"/> Desktop | <input type="checkbox"/> Reading |
| | <input type="checkbox"/> Laptop | <input type="checkbox"/> Math |
| | <input type="checkbox"/> iPad | <input type="checkbox"/> Writing |
| | <input type="checkbox"/> Whiteboard | <input type="checkbox"/> Answer Options |

Assessment Features Used: (check all that applies)

- | | |
|--|--|
| <input type="checkbox"/> Answer Masking | <input type="checkbox"/> Audio Player |
| <input type="checkbox"/> Alternate Color Theme | <input type="checkbox"/> Increase Volume |
| <input type="checkbox"/> Magnification Tool | <input type="checkbox"/> Increase/Decrease Size of Text and Graphics |
| <input type="checkbox"/> Tactile Graphics | <input type="checkbox"/> Tactile Symbols |
| <input type="checkbox"/> Read Aloud by TA | <input type="checkbox"/> Manipulatives for Mathematics |
| <input type="checkbox"/> Alternative Text Read Aloud by TA | <input type="checkbox"/> Object Replacement |
| <input type="checkbox"/> Line Reader | <input type="checkbox"/> Transcribe |

Accommodations Specific to the IEP Used: (circle)

- Scribe Sign Language Paper Based Assistive Technology: _____
(indicate type)

Instructional Materials that may provide clues or answers are not visible in the room?: Yes No

Assessment signs were posted on room doors (e.g. Do Not Disturb, Electronic Devices Not Allowed, Quiet Please: Assessments are in Progress)?: Yes No

Desks/tables are clear of all materials except what is allowed in the assessment administrator manual?:

Yes No

Did the TA use DTAs?: Yes No

If yes, select one: DTAs were printed DTAs were read off a device

The Assessment Administrator read directions clearly, loudly, and exactly as printed in the Assessment Administration Manual?:

Yes No

DTA Fidelity of Implementation: High Medium Low

Did the TA exhibit secure storage of test materials? Yes No

Did the TA utilize sample items prior to testing? Yes No

Did the student appear frustrated or distracted by testing? Yes No

If yes, what situation(s) seemed to trigger frustration? _____

What strategies did the TA Use to resolve frustration? _____

Did the student utilize breaks during testing? Yes No

If so, how many? _____

What behaviors seemed to result in breaks (TA or student behaviors)? _____

Did the TA use physical prompting (such as pointing, gesturing or hand-over-hand) that may have given the student the answer? Yes No

Did you observe the student choosing the same answer option repeatedly? Yes No

If yes, this was: a computer-based test a paper based test

Did you observe behaviors that could influence the choice of the same answer option? Yes No

If yes, was it: related to test content

related to test presentation

related to the student's disability

related to a student characteristic

related to teacher behavior

related to the environment

Did the TA administer the Student Response Check (SRC)? Yes No

If yes, how many times? _____

Were four test items administered? _____

Was the test closed? _____

Approximately how many times have you had contact with this TA regarding the test? _____

Questions for Test Administrator:

1. What type of assessment(s) do you use with this student in classroom instruction?

Informal questions and observations

Portfolio

Online/Computer

Performance Task

Multiple Choice

2. What caused barriers for the students during test administration? What particular student characteristics were associated with these barriers? (E.g., did this barrier apply exclusively to students with motor difficulties or was it a more generalized barrier?) What do you use in instruction to address similar barriers?

3. How did the difficulty of items affect students' ability to access and respond to the items? Did they respond differently to easy versus hard items? If so, how?

4. Describe the response of your students to the tests in terms of the behaviors they displayed: (e.g., normal engagement, excitement, exhaustion, frustration, etc.)

Did this change as the assessment progressed? Yes No

What behaviors did you see that were barriers for them to show what they actually can do and know?

What testing situations may have caused those specific behaviors?

5. How many testing sessions did the majority of your students needed to complete testing? _____

6. Do you have any other feedback you would like to share?
