



**Massachusetts Comprehensive
Assessment System**

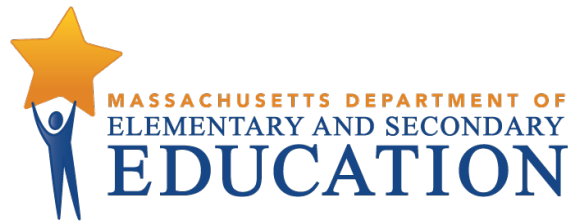
**PRINCIPAL'S
ADMINISTRATION
INSTRUCTIONS**

High School

**Grade 10 English Language Arts and Mathematics Field Tests
High School Biology and Introductory Physics Question Tryouts
Computer-Based Administrations**



SPRING 2018



This document was prepared by the
Massachusetts Department of Elementary and Secondary Education
Jeff Wulfson
Acting Commissioner

The Massachusetts Department of Elementary and Secondary Education, an affirmative action employer, is committed to ensuring that all of its programs and facilities are accessible to all members of the public. We do not discriminate on the basis of age, color, disability, national origin, race, religion, sex, gender identity, or sexual orientation.

Inquiries regarding the Department's compliance with Title IX and other civil rights laws may be directed to the Human Resources Director, 75 Pleasant St., Malden, MA 02148-4906. Phone: 781-338-6105.

© 2018 Massachusetts Department of Elementary and Secondary Education

Permission is hereby granted to copy any or all parts of this document for non-commercial educational purposes. Please credit the "Massachusetts Department of Elementary and Secondary Education."

Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street, Malden, MA 02148-4906
Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370
<http://www.doe.mass.edu>



Important Contact Information and Resources

Contact:	MCAS Service Center
----------	----------------------------

- For questions on:
- general test administration support
 - PearsonAccess^{next} and TestNav such as
 - user accounts
 - technology support and readiness
 - Infrastructure Trials and ProctorCache
 - viewing student records and organizations
 - the SR/PNP process and loading files
 - logistical support
 - locating resources

Hours:	7:00 a.m.–5:00 p.m., Monday–Friday
--------	------------------------------------

Web:	mcas.pearsonsupport.com
------	--

Email:	mcas@measuredprogress.org
--------	--

Telephone:	800-737-5103
------------	--------------

Fax:	877-325-4421
------	--------------

Contact:	ESE Office of Student Assessment Services
----------	--

- For questions on:
- policy, such as assigning accessibility features and accommodations
 - student participation
 - testing irregularities, including test security incidents and technology irregularities/failures
 - voiding a test
 - student data and SIMS (See note below regarding SIMS.)

Questions regarding SIMS data should be directed to the district's SIMS contact (go to profiles.doe.mass.edu/search/search.aspx?leftNavID=11239, select **SIMS Contact** from the Function menu, and click **Get Results**).

Hours:	8:00 a.m.–5:00 p.m., Monday–Friday during test administration windows
--------	---

Between 7:00 a.m. and 8:00 a.m. during the test administration windows, MCAS Service Center representatives will receive calls to 781-338-3625, answer questions regarding logistics, and take messages for Department staff, which will be returned during our regular business hours.

Web:	www.doe.mass.edu/mcas/testadmin/?section=gHS
------	--

Email:	mcas@doe.mass.edu
--------	--

Telephone:	781-338-3625
------------	--------------

Fax:	781-338-3630
------	--------------

Important Information about Online Accounts and Passwords

Type of Account	Purpose	How Login Information Is Provided
PearsonAccess^{next} (PAN; mcas.pearsonaccessnext.com)	<p>Schools will use PAN to do the following:</p> <ul style="list-style-type: none"> • Register students for the field tests and question tryouts • Upload selected accessibility features and accommodations for each student • Create and manage PAN Sessions • Monitor online testing activities 	<p>The Department created initial accounts for superintendents, principals, school and district test coordinators, and technology coordinators, based on information in ESE School and District Profiles in the fall. Additional accounts for staff, including test administrators, should be managed at the district or school level.</p>
PAN training site (trng-mcas.pearsonaccessnext.com)	<p>Schools will use the training site to run their Infrastructure Trial and to give access to users for practice prior to testing.</p>	<p>Existing PAN user accounts will be given access to the training site in late January. Users will receive an email notifying them when the permissions have been granted.</p> <p>Users should note that the log-in and password for the live and training sites will always match.</p>

Spring 2018 MCAS High School Field Tests and Question Tryouts Schedule and Administration Deadlines

		Date/Time ¹
April–May 2018 Grade 10 MCAS ELA and Mathematics Field Tests		
computer-based administration		
Each high school will administer a field test in ELA or Mathematics to a minimum of 25 percent of its grade 10 students.		
Before Testing	Complete the SR/PNP process	March 12–23
	Download test administration manuals from ESE website	March 26 or earlier
	Conduct Infrastructure Trials on the PAN training site, including downloading ProctorCache software (strongly recommended)	Available beginning March 26; schools are recommended to complete their Infrastructure Trials in mid-April.
	Precache field test content	Field test content will be available for precaching on or around April 9, but schools should not precache until two weeks prior to the start of their administration window.
Test Administration ¹	ELA field test Mathematics field test	April 23–May 11
After Testing	Deadline for updating SR/PNP information, if necessary	May 14
	Deadline to complete the PCPA	
	Mark students’ tests complete, if necessary	
May–June 2018 High School MCAS Biology and Introductory Physics Question Tryouts		
computer-based administration		
Participation is voluntary.		
Before Testing	Complete the SR/PNP process	April 23–May 4
	Download test administration manuals from ESE website	March 26 or earlier
	Conduct Infrastructure Trials on the PAN training site, including downloading ProctorCache software (strongly recommended)	Available beginning March 26; the Department recommends that schools complete their Infrastructure Trials in mid-May. Schools should conduct an Infrastructure Trial for the question tryouts if there are different student devices being used or different teams of staff involved from the grade 10 ELA and Mathematics field tests.
	Precache question tryout content	Question tryout content will be available for precaching on or around May 22, but schools should not precache until at least one week prior to the start of their administration window.
Test Administration ¹	Biology question tryout Introductory Physics question tryout	May 29–June 15 ²
After Testing	Deadline for updating SR/PNP information, if necessary	June 18
	Deadline to complete the PCPA	
	Mark students’ tests complete, if necessary	

¹ See page 8 for recommended testing times.

² Schools may not administer the question tryouts on the prescribed test dates for operational high school STE testing of June 6 and 7.

Purpose of This Document

This document is a supplement to the *MCAS Principal's Administration Manual, High School Spring 2018 (PAM)*, which is available on the Department's website at www.doe.mass.edu/mcas/testadmin/manual/PAM-gHS.pdf. It is also meant to serve as a companion to the *Test Administrator's Instructions: Grade 10 ELA and Mathematics Field Tests, Spring 2018 (TAI)*. Some procedures are different from the usual MCAS procedures because of the nature of the field test and question tryout administrations.

Table of Contents

Important Contact Information and Resources	i
Important Information about Online Accounts and Passwords	ii
Spring 2018 MCAS High School Field Tests and Question Tryouts Schedule and Administration Deadlines	iii
Purpose of This Document	iv
Part I – Overview of the Field Test and Question Tryout Administrations	1
Part II – Test Security Requirements	1
Part III – Student Participation Guidelines.....	2
A. Participation Requirements for the Grade 10 ELA and Mathematics Field Tests	2
B. Participation Guidelines for the High School Biology and Introductory Physics Question Tryouts.....	2
C. Exceptions.....	2
D. Accessibility Features	3
1. Universal Accessibility Features (UFs).....	3
2. Designated Accessibility Features (DFs).....	4
E. Accommodations for Students with Disabilities.....	4
F. Special Access Accommodations for Students with Disabilities	6
G. Accommodations for English Learners	7
Part IV – Administration Protocols	8
A. Scheduling Test Sessions.....	8
1. Availability of TestNav	8
2. Scheduling Guidance	8
3. Make-up Testing	9
4. Test Administration Interruptions	9
B. Preparing the Test Administration Team	9
C. Testing Spaces for Computer-Based Testing.....	10
D. Additional Preparations for Computer-Based Testing.....	10
E. Materials Required/Permitted during Each Session.....	13
1. Materials Required for Student Use.....	13
2. Tools Embedded in the Computer-Based Test for Students	13
3. Additional Materials	14
4. Materials Permitted for Student Use	15
F. Materials Prohibited during Each Session	16

1. Materials Not Permitted at Any Time during a Session	16
2. Materials That May Be Permitted Only after a Student Has Completed Testing	17
G. Principal’s Certification of Proper Test Administration	17
H. Training Test Administrators, Technology Staff, and Other School Personnel	18
Part V – Tasks to Complete for the Administrations.....	18
A. Prepare for Test Administration	18
B. Additional Steps before Testing	20
C. Coordinate Test Administration	22
D. Next Steps after Testing	23
Appendix A	25
CBT Student Roster	25
CBT Student Testing Ticket.....	26
CBT Proctor Testing Ticket.....	27
CBT Accommodations Report	28
Sample Internal Tracking Form.....	29
Principal’s Certification of Proper Test Administration (PCPA) Statements for the Field Test.....	30
MCAS Nondisclosure Acknowledgement	31
Appendix B	32

Part I – Overview of the Field Test and Question Tryout Administrations

The purpose of the field tests and question tryouts is three-fold:

1. to try out test questions, including new technology-enhanced questions, that will be used on the next-generation assessments;
2. to help high schools prepare for next-generation computer-based assessments prior to an operational administration; and
3. to develop next-generation practice tests and resources that schools and districts can use during the 2018–19 school year.

Accordingly, no student, school, or district results will be generated from the field tests or the question tryouts.

Part II – Test Security Requirements

As always, MCAS test questions are secure, including those on the field tests and question tryouts, and including test questions that appear on a student’s testing device.

Principals must follow all applicable test security requirements described in Part I of the PAM. Information about establishing a tracking system for secure materials can be found beginning on page 36 of the PAM.

Below are the essential test security requirements related to computer-based testing (CBT) that were not included in the PAM.

Please note that for the purposes of this section and this manual, “**secure**” materials and items include the following (except for certain materials listed below after they are securely destroyed as directed in this manual):

- test questions not publicly released by the Department
- student responses to test questions
- computer-based test content on-screen
- student testing tickets (to be securely destroyed after testing)
- proctor testing tickets used for certain accommodations (to be securely destroyed after testing)
- used scratch paper (to be securely destroyed after testing)

Technology staff may enter testing rooms to troubleshoot problems with computer-based testing, but like other school personnel, are not permitted to photograph or otherwise duplicate secure test content on-screen.

For computer-based testing, a test administrator may view students’ tests on-screen only for the purpose of reading aloud selected words during the Mathematics field tests or the Biology or Introductory Physics question tryouts (see UF10 on page 3), or in order to assist a student who is having difficulty with the computer interface. Test administrators must ensure that students do not access the Internet outside of the TestNav application (the online student testing

platform). See the *Test Administrator's Instructions* for more information about assisting students with the computer interface.

Technology issues during testing that cannot be resolved quickly by the troubleshooting steps in Appendix B should be immediately reported to the MCAS Service Center at 800-737-5103. These issues, as well as any large-scale technology failures (i.e., ones that affect one or more classrooms or in which the testing schedule is interrupted) should also be reported to the Department at 781-338-3625. It is not necessary to report to the Department a loss in connectivity that can be quickly restored with minimal interruption to student testing.

Part III – Student Participation Guidelines

A. Participation Requirements for the Grade 10 ELA and Mathematics Field Tests

Each high school is expected to have a **minimum of 25 percent of its grade 10 students** participate in the computer-based MCAS field tests in either ELA or mathematics. A random selection of students is expected to participate, as described in the field test assignment email notification sent in early January 2018. Note the exceptions to participation in section C below.

B. Participation Guidelines for the High School Biology and Introductory Physics Question Tryouts

Participating schools should plan for one or more classrooms to participate in the computer-based MCAS Biology and Introductory Physics question tryouts. Only grade 9 and 10 students currently enrolled in either a Biology or Physics course may participate. Note the exceptions in section C below.

C. Exceptions

The following groups of students are not expected to participate in the field tests or question tryouts:

- first-year English learners (ELs)
- students with disabilities who take the MCAS Alternate Assessment
- repeating grade 10 students

The accommodations listed below are not available on the field tests or question tryouts. Students with disabilities and ELs who usually receive one of the unavailable accommodations listed below may participate using another accommodation, or schools may remove the student from participating in the field tests and/or question tryouts.

The following numbered accommodations and accessibility features correspond with those found in the *Accessibility and Accommodations Manual for the Spring 2018 MCAS Grades 3–8 Tests*. It is not necessary to update IEPs or 504 plans for students taking the field tests or question tryouts, since these are not considered statewide tests.

- **A1 and EL1** – Paper-based edition
- **A2** – Large-print edition (Note that onscreen text can be magnified.)
- **A3.1 and A3.2** – Screen reader and Braille edition

- **A4** – Text-to-speech edition for the Biology and Introductory Physics question tryouts (**Note:** Text-to-speech is available for the ELA and Mathematics field tests, but is not available for the Biology and Introductory Physics question tryouts.)
- **A11** – Responses recorded by student in test booklet or on special paper, rather than in the answer booklet
- **A12** – Typed responses
- **A13** – Student records responses on an external recording device
- **A16** – Refreshable Braille display/Braille note-taker
- **A17** – Braille writer

The following accommodations that have been available on the grade 10 MCAS tests will not be available for the field tests or question tryouts; schools may remove students who require these special accommodated test editions from participating in the field tests and/or question tryouts.

- American Sign Language DVD
- Kurzweil 3000 edition (See note above regarding the availability of text-to-speech.)
- English/Spanish side-by-side edition

Students who are absent are not required to participate in the field test when they return to school. Similarly, students diagnosed with a concussion who are on a post-concussion graduated reentry plan and are not well enough to participate are not required to do so.

D. Accessibility Features

1. Universal Accessibility Features (UFs)

The following universal accessibility features are available to **all** students and are either built into the MCAS computer-based test platform or provided by a test administrator. Although the majority of universal accessibility features will be available on the day of the test to **any** student who wishes to use them, a small number must be requested **prior** to testing in the Personal Needs Profile (PNP), as noted in the list below.

- **UF1** – Highlight tool
- **UF2** – Alternative background and font color; adjust contrast (**must be requested in the PNP**)
- **UF3** – Magnifier or Zoom tool
- **UF4** – Line reader tool
- **UF5** – Answer masking (**must be requested in the PNP**)
- **UF6** – Answer eliminator
- **UF7** – Item flag/bookmark
- **UF8** – Audio aids, e.g., volume control, amplification device, noise canceling headphones, or white noise machine provided by the school (smartphones may not be used)
- **UF9** – Notepad for notes during the ELA field test

Test administrators may also provide the following UFs as needed or requested by any student:

- **UF10** – Test administrator reads aloud (or signs, in the case of a student who is Deaf or Hard-of-Hearing) **selected words** on the Mathematics field test and/or

Biology/Introductory Physics question tryouts, as requested by the student. The student will point to the word or phrase that he or she needs read aloud or signed. The test administrator quietly reads aloud or signs the selected word to the student. Students using this feature may be tested alongside other students in groups of any size.

- **UF11** – Test administrator redirects student’s attention to the test without coaching or assisting the student to answer any questions (e.g., test administrator reminds student to stay focused; it is not permissible to say, “Add more to your response” or “Make sure to answer all questions”).
- **UF12** – Read aloud, repeat, or clarify general test administration directions to student, as needed.

2. Designated Accessibility Features (DFs)

Principals have the flexibility to test any student, including non-disabled and non-EL students, using the designated accessibility features described in the list below, as long as all requirements for testing conditions, test security, and staffing are met.

- **DF1** – Small group test administration (May include up to a total of 10 students.)
- **DF2** – Individual (one-to-one) test administration (Student must be tested in a separate setting.)
- **DF3** – Frequent brief supervised breaks
- **DF4** – Separate or alternate test location
- **DF5** – Seating in a specific area of the testing room, including the use of a study carrel
- **DF6** – Adaptive or specialized furniture (seating, desk, or lighting)
- **DF7** – Noise buffer or noise-cancelling earmuffs/headphones (May be used only after the test administration instructions have been read to student. Music or other recordings may not be played on headphones worn during testing.)
- **DF8** – Familiar test administrator
- **DF9** – Student reads test aloud to self (Student must be tested in a separate setting.)
- **DF10** – Specific time of day
- **DF11** – “Stop Testing” policy (If student does not appear to be responding to test questions after a period of 15–20 minutes, the test administrator may ask if the student is finished. If so, the test administrator may collect the student’s test materials and the student can either sit quietly or be excused from the test setting.)

E. Accommodations for Students with Disabilities

To the extent possible, and at the discretion of the principal, students with disabilities should participate in the tryout using the accommodations listed in their IEPs or 504 plans, or a similar accommodation. Amending the IEP is not necessary to give the student a similar accommodation since these are not considered statewide tests. The following accommodations are available for students with disabilities who are participating in the field tests and/or question tryouts. Where indicated below, certain accommodations must be requested in the PNP prior to testing.

- **A4** – Text-to-speech (TTS) (i.e., computer-based read-aloud) for Mathematics field test **(must be requested in the PNP)**
 - If student uses headphones, then may be tested in a typical-size group. If not using headphones, then must be tested individually in a separate setting.
- **A5** – Human read-aloud for the Mathematics field test or the Biology or Physics question tryouts **(must be requested in the PNP)**
 - The test must be administered individually in a **separate setting**
 - Students must be placed in a separate PAN Session so that they are assigned the same test form and so that the test administrator receives a proctor testing ticket.
- **A6** – Human signer for the Mathematics field test or the Biology or Physics question tryouts **(must be requested in the PNP)**
 - The test must be administered in a **separate setting**, either **individually** or to a **small group of 2–5 students**, all of whom are receiving the human signer accommodation.
 - Students must be placed in a separate PAN Session so that they are assigned the same test form and so that the test administrator receives a proctor testing ticket.
 - Notes:
 - Under secure conditions supervised by the principal, interpreters may review the test materials up to four days before the test is administered for the purpose of preparing to sign the test. Test administrators and interpreters who review the test prior to testing will be asked to sign nondisclosure acknowledgments.
 - If preferred, selected words, phrases, or sections may be signed to the student, as requested, rather than signing the complete test.
- **A7** – Human signer for test directions only
- **A8** – Track test items (i.e., helping the student move from one test question to the next)
- **A9** – Use a supplemental reference sheet
 - Students may only use the following available materials:
 - For the grade 10 field tests: the approved ELA graphic organizer and/or supplemental Mathematics reference sheet, available at www.doe.mass.edu/mcas/accessibility
 - For the Biology and Introductory Physics question tryouts: an STE reference sheet that has already been submitted to and approved by the Department
- **A10.1 or A10.2** – Scribe responses for the Mathematics field test or the Biology or Physics question tryouts using either:
 - A human scribe who will record the student’s responses in the appropriate area on-screen, as dictated by the student *at the time of testing*. The student must be tested in a separate setting.

OR

 - **speech-to-text** (A10.2) or other external augmentative communications device (other than a smartphone) to dictate or generate responses, under the direct supervision of a test administrator. The test administrator must transcribe the

student's responses verbatim onscreen *anytime prior to the end of the testing window*. The student must be tested in a separate setting.

- If the student is unable to use his or her writing hand or arm at the time of testing due to a recent fracture, injury, or recovery from surgery, the scribe accommodation may be given for the field test and/or question tryout without amending the IEP or developing a 504 plan.
- **A15** – Monitor placement of responses in the appropriate area onscreen by the test administrator.

F. Special Access Accommodations for Students with Disabilities

The following accommodations may be used on a limited basis with a small number of students who have documented disabilities that severely limit or prevent them from performing the skill on the specific tests listed below. Students must be virtually unable to perform the skill in question (e.g., reading, calculating, writing, or spelling) to receive the accommodation on MCAS, as documented in locally administered diagnostic evaluations.

- **SA1.1** – Text-to-speech; or **SA1.2** – Human read-aloud for the ELA field test, including oral presentation of test questions, response options, and passages, using either:
 - the text-to-speech test edition, with or without headphones;
 - OR
 - a human reader, in which the test administrator reads aloud the computer-based test to the student (**must be requested in the PNP**)
- **SA2** – Human Signer for the ELA field test, including reading passages, questions, and answer options, for a student who is Deaf or Hard-of-Hearing (**must be requested in the PNP**)
- **SA3.1 and SA3.2** – Scribe responses on the ELA field test, using either:
 - **a human scribe** (SA3.1) who records the student's responses verbatim during testing;
 - OR
 - **speech-to-text** (SA3.2) or other external augmentative communications device (other than a smartphone) used by the student to dictate or generate responses, under the supervision of a test administrator. The test administrator must transcribe the student's responses verbatim onscreen at any time *prior to the end of the testing window*.
 - Tests using a scribe must be administered individually in a separate setting.
 - The scribe must write exactly what the student dictates. The scribe may not edit or alter the student's dictation. The scribe may assume that each sentence begins with an upper-case letter and ends with a period. All other capitalization, punctuation, and paragraph breaks are the responsibility of the student.
 - After the student has finished dictating his or her response(s), the scribe must ask the student to review the draft and make any necessary edits, including capitalization, punctuation, spelling, and paragraph breaks. The student may make edits independently or may direct the scribe to

make the edits. The scribe may not assist the student in making decisions during the editing process.

- **SA4** – Calculation device or other mathematics tool (including addition/subtraction or multiplication/division tables; or manipulatives) if a student was not assigned a calculator-enabled session for the Mathematics field test (**must be requested in the PNP**)
- **SA5** – Spell-checker for the ELA field test, either embedded in the computer-based test or using an external spell-checking device (**must be requested in the PNP**)
- **SA6** – Word prediction for the ELA field test, using an external device, application, or software that provides the student with a bank of frequently or recently used words after the student keyboards the first few letters of a word. During testing, internet access must be turned off/restricted; and the “predict-ahead” and “predict online” functions must be turned off, since these functions automatically select words for the student.

G. Accommodations for English Learners

To the extent possible, EL students should participate in the field tests and/or question tryouts and may use the accommodations below. (As described on page 2, EL students in their first year of enrollment are not required to participate.)

- **EL2** – Approved bilingual word-to-word dictionary and glossary (English/native language)
 - **Note:** This accommodation is also available to **former ELs**.
- **EL3.1** – Text-to-speech (TTS) (i.e., computer-based read-aloud) for Mathematics field test (**must be requested in the PNP**)
 - If student uses headphones, then may be tested in a typical-size group. If not using headphones, then must be tested individually in a separate setting.
- **EL3.2** – Human read-aloud (**must be requested in the PNP**)
 - The test must be read word for word in English, exactly as written. The test administrator may not provide assistance to the student regarding the translation or meaning of words. The test administrator should read with emphasis only when indicated by bold or italicized text.
 - The test must be administered in a **separate setting**, either **individually** or to a **small group of 2–5 students**, all of whom receive the human reader accommodation.
 - Students must be placed in a separate PAN Session so that they are assigned the same test form and so that the test administrator receives a proctor testing ticket.
- **EL4.1** – Scribe responses
 - A human scribe will record the student’s responses in the appropriate area onscreen, as dictated by the student *at the time of testing*. The student must be tested in a separate setting.
- **EL5** – Read aloud/repeat/clarify general administration directions in English
- **EL6** – Read aloud/repeat/clarify general administration directions in student’s native language (if native language speaker is available)

Part IV – Administration Protocols

Principals must follow all applicable test administration protocols described in Part III of the PAM. Below are areas that differ from the PAM.

A. Scheduling Test Sessions

1. Availability of TestNav

In order to maintain the security of the computer-based testing systems, TestNav will be available only during regular school hours, between 7:30 a.m. and 3:30 p.m., Monday–Friday. In addition, TestNav will not be available on June 6 or 7, the prescribed test dates for operational high school STE testing. If a school wishes to conduct testing outside of regular school hours, the principal must email mcas@doe.mass.edu to request an exception. The email should include the following information:

- School and district name
- School and district code
- Subject area to be administered
- Specific exception days/time
- Reason for request

2. Scheduling Guidance

The field tests and question tryouts are untimed, but note the recommended testing times in the table below.

Recommended testing time for the Grade 10 ELA and Mathematics Field Tests	Recommended testing time for the High School Biology and Introductory Physics Question Tryouts
ELA: 120–150 minutes	Biology: 45 minutes
Mathematics: 90–120 minutes	Introductory Physics: 45 minutes

Schools may plan for one short, supervised break per session (3–5 minutes) to be given at each test administrator’s discretion midway through the ELA and Mathematics field test sessions (but no break is permitted during the high school Biology or Introductory Physics question tryout sessions). Test administrators must maintain security during the break (e.g., students may not discuss the test).

Test administrators will read a script in the *Test Administrator’s Instructions* approximately midway through the ELA or Mathematics field test session instructing students that they may have a short break or they may continue working. To maintain the security of the test, test administrators should follow the instructions in the *Test Administrator’s Instructions*.

If all students taking the same test cannot be tested simultaneously, then test sessions should be scheduled as close together as possible.

The Department recommends that students complete each test session on the same device and not switch to a new device. If a student must be moved to a test completion location to finish a test session, the student should sign out of TestNav before the testing device is moved. The device must be transported by an adult; then, the test administrator will need to resume the student's test in PearsonAccess^{next} in the test completion location, and the student will need his or her testing ticket to log back in.

3. Make-up Testing

Students who are absent are not required to participate in the field test or question tryout when they return to school; scheduling make-up testing is at the discretion of the principal.

4. Test Administration Interruptions

Technology issues during testing that cannot be resolved quickly by troubleshooting, including any large technology failure that affects a classroom or more, should be immediately reported to the MCAS Service Center.

If possible during an interruption from computer-based testing, the test administrator should instruct the students to exit the test by signing out of TestNav. When normal conditions are restored, the test administrator will need to resume the students' tests from PearsonAccess^{next}.

B. Preparing the Test Administration Team

In addition to preparing the test administration team according to the guidance in the PAM, the principal should authorize technology staff to assist with CBT set-up and troubleshooting.

Technology staff should complete the following tasks:

- Set up Proctor Cache (strongly recommended). Precaching reduces test delays from network congestion and provides students with a more seamless testing experience in the event of disruptions to Internet connectivity.
 - Precache the operational tests by following the steps outlined in the *PearsonAccess^{next} User Guide* (<https://support.assessment.pearson.com/display/PAsup/Understand+Proctor+Caching>). Schools should not precache secure operational test content until two weeks prior to the start of their testing window.
 - Confirm that the tests are precached by entering the following URL into a browser: `http://[Caching Computer's IP Address]:4480`.
- Prepare student testing devices as well as computers for test administrators by confirming the System Requirements found at <https://support.assessment.pearson.com/display/TN/TestNav+System+Requirements> and installing TestNav from download.testnav.com.
- Conduct an Infrastructure Trial (strongly recommended).
 - See the *Infrastructure Trial Guide* at mcas.pearsonsupport.com/technology-setup (click on the "User Guides" dropdown menu), and the *MCAS Pre-Administration Manual* for details.
 - Review lessons learned from the Infrastructure Trial with the test administration team (e.g., error codes, connectivity issues, issues with logging into TestNav).

After resolving issues discussed with the team, the technology set-up should not be changed prior to testing.

C. Testing Spaces for Computer-Based Testing

Computer-based testing brings additional considerations for creating a secure testing environment. Because the screens on most testing devices are vertical, it is much easier for students to see each other's tests than in a paper-based testing environment where testing materials are generally kept flat on desks. Thus, a separation between desks that is appropriate for PBT may not be adequate for CBT. The following are strategies to create a secure environment in CBT testing rooms. However the room is arranged, students must not have a view of any screen but their own.

- Seat students at least two seats away from each other.
- Arrange monitors back-to-back.
- Seat students back-to-back.
- Seat students in a wide semi-circle with all the students facing into the center of the circle.
- Seat students in every other row.

Physical barriers can also be used:

- tri-fold display boards around testing devices
- cardboard or heavy cardstock placed on desks or taped to the sides of monitors to create a barrier
- partitions between students sitting at the same table

D. Additional Preparations for Computer-Based Testing

Ensure all devices to be used for testing are charged prior to each test session. Make sure sufficient power cords and power strips are available as well as extra testing devices if needed.

Confirm that accessories, such as external keyboards for tablets and headphones for students using the text-to-speech edition for the ELA and Mathematics field tests only, are available and in working order prior to testing.

Be sure that all students' testing devices have TestNav installed. For details, visit download.testnav.com.

Be sure also to assign computers to test administrators to complete tasks in PearsonAccess^{next}.

It is important for schools to schedule ample time for the practice tests as well as the student tutorial (CBT) to familiarize students and educators with the different types of test questions, and to gain experience with the computer-based testing platform, including the tools and accessibility features that will be available to students during testing. The Department encourages schools to have all students participating in the field test view the tutorial and take practice tests.

As shown in the table below, there are two different ways to access practice tests. Whether the resources are accessed via the web or the TestNav app, the practice tests are the same for each

grade and subject area. Upon completion of practice testing, a score for multiple-choice test questions is provided for diagnostic purposes. Rubrics are provided for constructed response questions. (Note that there is a third way to access practice tests through PearsonAccess^{next} for schools to use when conducting an Infrastructure Trial; more information is provided in the *Infrastructure Trial Guide*.)

For the field tests and question tryouts, schools should use the **grade 8 practice tests**. (Grade 10 practice tests will be provided in fall 2018.)

Item	Web Location	Description
Student tutorial	mcas.pearsonsupport.com/student/	<p>The Department strongly recommends that CBT schools have all their students view the student tutorial, even those who previously participated in computer-based testing, and especially students who did not previously participate in computer-based testing.</p> <p>During the tutorial, students will click through different screens and review brief descriptions on how to navigate through the student testing platform. The tutorial shows students how to use different onscreen tools and accessibility features, and how to review responses before submitting a test.</p> <p>All of the accommodations are demonstrated in the student tutorial.</p> <p>The tutorial is intended to supplement the practice tests in familiarizing students with the online test-taking experience.</p> <p>The tutorial contains no audio component, so educators should view the</p>

		tutorial to become familiar with the tools and features before viewing it with students.
Web-based practice tests	mcas.pearsonsupport.com/student/	<p>These can easily be shared with parents/guardians and the school community. Web-based practice tests mimic the environment of the TestNav student testing platform without downloading the application.</p> <p>A text-to-speech version of the practice tests is available for schools to prepare students who will be using this accommodation.</p>
Practice tests accessed via the TestNav app	mcas.pearsonsupport.com/technology-setup/ Download the TestNav8 application, choose Massachusetts , and select the Practice Tests link on the sign-in screen.	<p>This version of the practice tests more closely reflects the actual student testing experience because students will access the test via the TestNav application during live testing.</p> <p>A text-to-speech version of the practice tests is available for schools to prepare students who will be using this accommodation.</p>

Additional Resources to Prepare Students

The following resources are available online in the MCAS Resource Center at mcas.pearsonsupport.com/student for schools to print and provide to students to familiarize them with different aspects of taking the MCAS tests:

- equation editor guide and symbol key
 - Students taking the CBT Mathematics tests on desktop computers will be able to hover their pointer over the symbols in the equation editor for a brief explanation of the symbol. Students not using a desktop computer may not be able to do this, so the equation editor symbol key is particularly useful for them.
- Text-to-speech (TTS) guide

E. Materials Required/Permitted during Each Session

1. Materials Required for Student Use

The following materials must be provided for student use during testing:

- a device for testing that meets technical specifications
(www.doe.mass.edu/mcas/testadmin/TechSpecs.docx)

Note: There are known presentation issues with test content while using iPads (i.e., screen jumping when the internal keyboard appears and less room to view the writing prompt). The Department strongly recommends using wired external keyboards for tablets, **whenever possible**, to ensure equitable access to test content on the screen, particularly if they are used during instruction and essay response.

- scratch paper

Test administrators must supply at least one sheet of unused scratch paper (blank, lined, or graph) for each student for each test session. Students can request more scratch paper, if needed. Test administrators may provide up to three pages at one time. (If a student needs additional pages, he or she will need to turn in used scratch paper.)

Test administrators are responsible for collecting all used scratch paper to be securely destroyed (e.g., shredded) after test administration by the principal or designee. Schools may reuse paper if the scratch paper is completely blank.

- a writing instrument for use on the scratch paper

2. Tools Embedded in the Computer-Based Test for Students

Reference Sheets and Rulers

Students taking the Mathematics field test have rulers and reference sheets embedded in the student testing platform that will be available during testing. Students have access to two separate rulers: a centimeter ruler and a 1/8-inch ruler. Students are not permitted to use handheld rulers on the computer-based test.

Calculators

For the Mathematics field test, a scientific calculator is embedded in a sample of test forms. A calculator is allowed **only** for students who have a calculator-embedded form. To check if students have a calculator or a non-calculator form, check the Form Name on the Students in Sessions screen:

The screenshot shows the 'Students in Sessions' interface. At the top, there's a 'Tasks' section with a 'Start' button. Below it, a 'Session List' shows 'MATH 10 FT' with a 'Start Session' button. The main area displays a table of 5 results. The table has columns: SASID, Last Name, First Name, Middle Name, Username, Session, Student Test Status, Form Group Type, and Form. Two rows are highlighted with red boxes, indicating calculator-embedded forms.

SASID	Last Name	First Name	Middle Name	Username	Session	Student Test Status	Form Group Type	Form
0216594612	HALLIWELL	PHOEBE		0077672606	MATH 10 FT (Grade 10 Mathematics Field Test)	Ready	Main	Grade 10 Mathematics Field Test - Non-Calculator (18MA10FTONEN0401)
1654321364	HALLIWELL	PIPER		0724773592	MATH 10 FT (Grade 10 Mathematics Field Test)	Ready	Main	Grade 10 Mathematics Field Test - Non-Calculator (18MA10FTONEN0301)
5454684321	HALLIWELL	PATRICIA		0989661699	MATH 10 FT (Grade 10 Mathematics Field Test)	Ready	Main	Grade 10 Mathematics Field Test - Non-Calculator (18MA10FTONEN0201)
4684321234	HALLIWELL	PRUDENCE		9627503112	MATH 10 FT (Grade 10 Mathematics Field Test)	Ready	Main	Grade 10 Mathematics Field Test - Calculator (18MA10FTONEN0501)

For the Biology and Introductory Physics question tryouts, a scientific calculator is embedded in all of the test forms.

Students who prefer to use a handheld calculator when taking the computer-based test may do so (only for students taking the Mathematics field test who have a calculator-embedded form, and for students taking the Biology and Introductory Physics question tryouts). Further information on handheld calculators can be found in the “Materials Permitted for Student Use” section on the following page.

Additional Tools

- notepad during the ELA field test
- highlighter
- bookmark feature
- test review screen
- answer eliminator
- magnifier
- line reader
- spell check for Biology and Introductory Physics

3. Additional Materials

- Computers for test administrators

Test administrators will need computers to complete tasks in PearsonAccess^{next} during test sessions (separate from the student testing devices). Test administrators administering the Human Read-Aloud or Human Signer accommodation will also need to use their own computer in order to access a proctor testing ticket which provides access to a test administrator edition of the test. Proctor testing tickets can be found on Students in Session screen under the Resources dropdown menu

(<https://support.assessment.pearson.com/display/PAsup/Retrieve+Resources+for+an+On+line+Test>)

- Student testing tickets

Student testing tickets contain the login information that students need to begin each test session. There is one separate student testing ticket for each subject area field test or question tryout. A sample student testing ticket is shown in Appendix A.

Prior to the day of testing, principals/designees must print out student testing tickets, cut the pages to separate the tickets, and then prepare them for distribution using internal tracking forms following the instructions in section Q of the grades 3–8 PAM.

Because student testing tickets provide access to secure test content, they must be tracked and accounted for like secure test booklets for PBT.

At the start of each test session, as directed by the TAI, test administrators will distribute student testing tickets to students. Because it is recommended that schools use an identifier for student testing devices in case of technology issues, there is a line on the student testing ticket for students to write in the testing device ID at the start of each test session. (There is one line; if students change testing devices after each session, each device can be written next to the first.)

4. Materials Permitted for Student Use

- pens, pencils, highlighters, and colored pencils
- printed Mathematics reference sheets for students taking the Mathematics field test
Schools may provide printed reference sheets to students who prefer to use them instead of the online version. Reference sheets for computer-based schools may be printed from the Department’s website at www.doe.mass.edu/tdd/resources/2019-g10-math-refsheet-cbt.pdf. (Printed copies are not available for ordering.)
- printed Introductory Physics reference sheets (the Department strongly recommends that schools give every student a printed copy of the Introductory Physics reference sheet)
- handheld calculators for students (only for students taking the Mathematics field test who have a calculator-embedded form, and for students taking the Biology and Introductory Physics question tryouts)

Schools should make handheld calculators available to students who have a calculator-embedded form for the Mathematics field test and the Introductory Physics tryout, and who prefer them to an online calculator.

Although the Biology tryout was designed to be taken without the aid of a calculator, a calculator is embedded online, and students may bring their own handheld calculators with them (schools are not required to provide calculators for the Biology tryout).

The Department recommends that students use a scientific calculator when using a handheld calculator so that it is equivalent to the one embedded online; however, a

five-function calculator may be used instead if a handheld scientific calculator is not available.

Students using handheld calculators must have sole access to a calculator.

Test administrators must ensure that students do not have access to calculator instructions or formula sheets that accompany calculators.

- equation editor guides for the Mathematics field test and the Introductory Physics question tryout (to be printed out from mcas.pearsonsupport.com/student)
- printed copies of authorized bilingual word-to-word dictionaries and glossaries for current and former ELs (See Appendix A of the PAM for more information.)
- headphones for students with disabilities using the text-to-speech or line reader accommodations for the ELA and Mathematics field tests (See Appendix B of the grades 3–8 PAM for more information.)
- printed copies of the Equation Editor Symbol Key found at <http://mcas.pearsonsupport.com/student/> > Equation Editor Guide > Equation Editor Symbol Key

F. Materials Prohibited during Each Session

Prohibited materials include, but are not limited to, materials that must be covered or removed from the testing space (see page 25 of the PAM) as well as the materials listed below. Materials listed in section 1 below are not permitted at any time during test sessions, and materials listed in section 2 may only be provided after a student has turned in his or her test materials. None of the materials in section 1 or 2 are permitted while a student has his or her test materials.

1. Materials Not Permitted at Any Time during a Session

Materials listed in this section **are NOT permitted at any time during test sessions**, including after a student turns in his or her test materials, during a break, or during the transition to a test completion area.

- cell phones (See the following page for more information.)
- other electronic devices (See the following page for more information.)
 - smart watches
 - e-book readers or electronic dictionaries
 - music players for one student’s personal use or that of the whole class, earphones, ear buds, or headphones (other than noise blocking headphones; see DF7 on page 4)
 - any device capable of taking photographs
 - game consoles
 - pocket translators
 - calculators for students taking the Mathematics field test who do not have a calculator-embedded form (as well as students taking the ELA field test)
 - computers or electronic tablets other than the one being used for testing

- any device that provides access to the Internet other than the one being used for testing (such as certain calculators and fitness trackers)
- editing devices (e.g., spelling or grammar checkers)
- English-language dictionaries or thesauruses
- encyclopedias
- school-provided rulers and unapproved reference sheets, including MCAS rulers from previous years
- accommodation materials unless specified by a student's approved IEP or 504 plan (e.g., graphic organizers, whisper phones)
- handheld rulers (The only rulers that students may use are included in the student testing platform.)

2. Materials That May Be Permitted Only after a Student Has Completed Testing

Materials listed in this section **may be provided only AFTER** a student has completed testing (i.e., marked the test complete), and at the principal's discretion.

- flags or sticky notes
- books
- textbooks for subjects other than the one being tested
- notebooks or other notes

Cell Phones and Other Electronic Devices

It is the responsibility of the principal and test administrators to ensure that students do not have access to cell phones or other electronic devices during testing. Results will be invalidated for students who use cell phones or other electronic devices at any time during a test session, including after a student turns in his or her test materials, during a break, or during the transition to a test completion area.

During the Test Administrators' Training, the principal will inform test administrators either to read the script in the TAI instructing students before each test session to turn off their cell phones and other electronic devices and place them in their backpacks, or to follow another procedure to ensure that students do not have access to cell phones or other electronic devices. See section H on the following page for more information about the Test Administrators' Training.

Note: Students with disabilities may be allowed, under certain circumstances, to use as test accommodations certain tools and materials that are otherwise prohibited. However, under no circumstances may students with disabilities access the Internet (except on the testing device for CBT) or a cell phone.

G. Principal's Certification of Proper Test Administration

The purpose of the PCPA is for the principal to certify that test administration protocols described in this manual were followed, including those related to test security. After testing is complete, the principal must go online to complete the PCPA (there is no "before testing" portion of the PCPA as there was for operational spring 2018 MCAS testing). More information

about completing the online PCPA can be found in Part V, section D on page 23, and the certification statements on the PCPA are in Appendix A of this manual.

H. Training Test Administrators, Technology Staff, and Other School Personnel

It is important for the principal or test coordinator to meet with test administrators, technology staff, and other personnel who will assist with the field tests and question tryouts in order to explain the security protocols and testing procedures that will be used at the school. Principals should refer to Part III, section M of the *Principal's Administration Manual* for grades 3–8 for a comprehensive list of topics.

The following topics are specifically relevant for computer-based testing.

Describe school policies and procedures regarding the following topics:

- the school's testing schedule – including the student tutorial, practice tests, and the student questionnaire, as applicable – as well as testing time for each test session.
- the school's communication plan: how test administrators may contact the principal or designee during testing, as well as how to contact technology staff during testing, if necessary
- information about secure materials for CBT, including testing tickets and scratch paper
- procedures related to school preparations (e.g., where to find additional power strips and resources)
- whether students will be provided with printed reference sheets
- whether students taking calculator forms of the Mathematics field test will use handheld calculators
- that students can ask questions during testing if they have trouble using the computer interface (see Part II, Section I, of the grades 3–8 CBT TAM for details)
- test administrators must also ensure that students do not access the Internet outside of the TestNav application
- test administrators must complete tasks in PearsonAccess^{next} during testing, including confirming before testing if students using accommodations have the correct test form assigned to them (e.g., text-to-speech). Prior to testing, test administrators should be familiar with CBT tasks including starting testing, as well as stopping, pausing, and resuming testing. They should also be familiar with how students close down their testing devices.

Part V – Tasks to Complete for the Administrations

A. Prepare for Test Administration

Use the following list of tasks to help you keep track of your responsibilities during the MCAS field tests and question tryouts.

1. Download and print administration manuals.

- Manuals will be posted on the Department's website at www.doe.mass.edu/mcas/testadmin/?section=gHS by March 26.

2. Develop a plan for maintaining test security at your school.

- Review MCAS Test Security Requirements. (See Part I of the PAM and Part I above.)
- Establish a document tracking system. (See Appendix A for a sample internal tracking form.)
- Designate a central locked area for testing tickets that will be printed.

3. Plan logistics for test administration at your school.

- Identify all students who will be participating in the field tests/question tryouts. See Part III for information about student participation and information on assigning accessibility features and accommodations.
- Authorize individuals to serve as test administrators and other school personnel to have access to secure materials. Designate appropriate testing spaces.
- Assign students and testing locations to test administrators.
- For school files, prepare a record of test administrators and their students.
- Schedule test administration sessions and locations.
- Train test administrators in differences between the operational administrations and the field test/question tryout administrations (e.g., scratch paper is provided for students for the field tests/question tryouts, test administrators will need to be trained in using PearsonAccess^{next}). You may want to use some of the modules or recordings of sessions previously offered that are posted in the MCAS Resource Center (<http://mcas.pearsonsupport.com/training>). In addition, test administrators may be invited to participate in or view the “office hours” training sessions; the March 1 session may be the most relevant (see the list of training sessions posted at www.doe.mass.edu/mcas/training.html). Before the school’s training session, distribute TAIs to test administrators.

4. Identify and prepare to provide accessibility features and accommodations for testing.

In the Student Registration/Personal Needs Profile (SR/PNP) in PAN, select accommodations for each student if they will be used by the student during the field test or question tryout (see the list on pages 2–3 of accommodations that are not available). Only selected accommodations will be documented, although students are entitled to use accommodations listed on pages 4–7 if they are EL students or students with disabilities whose IEPs or 504 plans indicate their use.

After accommodations have been added to the PNP, a report can be generated in PAN that shows the accommodations selected for each student, which may be shared with relevant staff. The report displays a separate row for each student for each subject, the accommodations assigned, and the name of the PAN Session the student is assigned to. To find the report, go to **Reports > Operational Reports**, check the “Students & Registrations” checkbox on the left-hand side of the screen, and then click the “PNP Report – Accessibility Features and Accommodations for Student Tests.” Filter by Accommodation, Organization, or Test; or, generate the entire report for all accommodations and tests. See a sample report in Appendix A.

For a student with a disability such as a broken bone or fracture in his or her writing hand or arm, the development of a 504 plan must be initiated in order for the student to receive

accommodations, even if the disability is expected to be temporary. Alternatively, the student may be excused from participation in the field test or the question tryout at the principal's discretion.

Test administrators for students with disabilities using certain accommodations must sign an MCAS Nondisclosure Acknowledgment prior to reviewing secure test materials. Principals must keep signed forms in the school files until the beginning of the next school year. See Appendix A for the MCAS Nondisclosure Acknowledgment. For these administrations, the form is applicable for the following accommodations: A5, A6, A8, A10.1, A15, SA1.2, SA2, SA3.1, SA3.2, EL3.2, and EL4.1.

5. **Verify that prohibited materials have been covered or removed from the walls of each testing space and that additional preparations for CBT in Part IV, section C, have been completed.**
6. **Administer practice tests and the student tutorial (available online at <http://mcas.pearsonsupport.com/student/>). (See Part IV, section D)**

B. Additional Steps before Testing

1. **Meet with the technology coordinator and ensure that the steps listed in Part IV, section B, have been completed.**
2. **Assign and update user roles for test administrators and other school personnel as necessary.**

The Department created initial accounts for principals and test coordinators for PAN. Schools should be assigning user accounts for test administrators and other school personnel as necessary. Refer to the *Guide to Importing Users into PearsonAccess^{next}*, and the *User Role Matrix for PearsonAccess^{next}*, which are posted at <http://mcas.pearsonsupport.com/pearsonaccessnext/> (click on the "User Information" dropdown menu), for more information about user roles and creating user accounts.

3. Manage PAN Sessions.

The principal or technology coordinator will need to create PAN Sessions containing separate groupings of the students who will take a test at the same time and in the same testing location (see Appendix A for an example of a student roster).

When creating PAN Sessions, the Department recommends that schools use a naming convention that will help test administrators quickly and easily find the test they are administering. It is suggested that PAN Session names include the following: test administrator name, testing location, grade, and subject area test. A PAN Session name can be up to 50 characters long. School Test Coordinators may need to view or edit PAN Session details (e.g., add, remove, or move students) and add or change the test form assigned to students. PAN Sessions will also be used to print student testing tickets.

Note: Read-Aloud and Human Signer PAN Sessions must be set up separately from other PAN Sessions. For more information on managing PAN sessions, see the *PearsonAccess^{next}*

User Guide: <https://support.assessment.pearson.com/display/PAsup/Manage+an+Online+Test+Session>.

Troubleshooting Steps

Technology coordinators and their staff should be on hand to address any technology issues. Provide them with the information in Appendix B so that they can assist if needed.

4. Verify test form assignments for accommodations, and assign all students to PAN Sessions.

To assign students to a Read Aloud or Human Signer PAN Session (each of which may have a maximum of five students), go to **Testing > Sessions**, check the box next to the Read Aloud Session, and then go to **Select Tasks > Create/Edit Sessions > Start**. Check the “Proctor Reads Aloud” checkbox, and then select the correct **Form Group Type** (Human Read- Aloud or Human Signer). This step is critical so that the test administrator will receive a proctor testing ticket, and so that all the students in this group will be assigned the same form. See the *Test Administrator’s Instructions* for more details.

Precache the operational tests by following the steps outlined in the *PearsonAccess^{next} User Guide* (<https://support.assessment.pearson.com/display/PAsup/Understand+Proctor+Caching>).

Verify form assignments for Text-to-Speech (TTS) for the ELA and Mathematics field tests only.

- In PearsonAccess^{next}, select **Testing > Students in Sessions**.
- On the **Students in Sessions** screen, add PAN Sessions to the **Sessions List** by typing the PAN Session name in the **Add** text field.
- Check for an accommodation indicator next to each student’s SASID as applicable, as shown below.

<input type="checkbox"/>	SASID	Last Name	First Name	Middle Name	Username	Session	Student Test Status	Form Group Type	Form
<input type="checkbox"/>	8795173226	HALLIWELL	PHOEBE	D	7532011734	GRADE 10 MATFT (Grade 10 Mathematics Field Test)	Ready	Main	Grade 10 Math Field Test - 18MA10FTONEN0801 (18MA10FTONEN0801)
<input type="checkbox"/>	8795173238	HALLIWELL	PIPER		8687860961	GRADE 10 MATFT (Grade 10 Mathematics Field Test)	Ready	Main	Grade 10 Math Field Test - 18MA10FTONEN0101 (18MA10FTONEN0101)
<input type="checkbox"/>	8795577238	HALLIWELL	PRUDENCE		1377702092	GRADE 10 MATFT (Grade 10 Mathematics Field Test)	Ready	Main	Grade 10 Math Field Test - 18MA10FTONEN0801 (18MA10FTONEN0801)
<input type="checkbox"/>	8795573238	MATTHEWS	PAIGE		6133124096	GRADE 10 MATFT (Grade 10 Mathematics Field Test)	Ready	Main	Grade 10 Math Field Test - 18MA10FTONEN0701 (18MA10FTONEN0701)

Because it is critical that students start a test with the correct accommodated test form, test administrators should also generate the PAN Session Student Roster found on the Students in Sessions screen under Resources to do a last check before testing.

5. Prepare school-supplied materials for testing.

Print, cut, and sort student testing tickets. Once student testing tickets are printed, they must be accounted for and tracked using internal tracking forms (see the sample in Appendix A).

Steps to prepare student testing tickets can be found at:

<https://support.assessment.pearson.com/display/PAsup/Retrieve+Resources+for+an+Online+Test>.

Print equation editor guides (optional).

6. Prepare PAN Sessions when SR/PNP information is correct.

Steps to prepare PAN Sessions can be found at <https://support.assessment.pearson.com/display/PAsup/Manage+an+Online+Test+Session>.

C. Coordinate Test Administration

1. Using your document tracking system, distribute materials.

Immediately before test administration, distribute the necessary materials for that day to each test administrator, including student testing tickets. Be sure that test administrators and the test coordinator independently count materials before signing the internal tracking form. See the *Test Administrator's Instructions* for the specific list of materials necessary for each test session.

2. Monitor your school's test administration.

- Enforce test security requirements.
- Monitor PAN Sessions.
- Have pencils or pens available for students who do not bring them for writing on scratch paper.
- Have printed copies of authorized bilingual word-to-word dictionaries and glossaries available for current and former ELs.
- Optional: Have equation editor guides, symbol keys, and printed reference sheets available for the Mathematics field test and the question tryouts.
- Have scratch paper available to distribute.
- Ensure that your school's document tracking system is used each time test materials are moved.

3. Securely store test materials between test sessions and after each day of testing.

Use your document tracking system to verify that **all** materials are secure between test sessions and are returned to you each day after testing is complete. At the end of each test session, test administrators should check that students have submitted their responses and logged out of TestNav.

Test administrators should collect student testing tickets.

The Department recommends locking each PAN Session for additional security, following the instructions in the *PearsonAccess^{next} User Guide*

(<https://support.assessment.pearson.com/display/PAsup/Unlock+or+Lock+a+Test>).

4. After testing is completed, verify that ALL test materials have been returned to you.

The Department recommends two independent counts of secure materials to verify that all materials have been returned to you. Be sure to account for student testing tickets, proctor testing tickets if used, and for used scratch paper.

Use your document tracking system to verify that test administrators have returned all secure materials to you.

If necessary, investigate any discrepancies in the number of materials that were distributed to test administrators and the number returned to you.

(Optional) Lock all PAN Sessions after testing by going to **Testing > Sessions**, selecting all sessions (or only the session(s) that you would like to lock) and go to **Select Tasks > Lock Units**. On this page you can check the box next to all sessions and click the blue “Lock” button. Then click Exit Tasks.

- 5. Maintain and, if necessary, update the record of test administrators and their students for each test session, including make-up and test completion sessions.**

D. Next Steps after Testing

- 1. Go online to complete the PCPA.**

The principal must follow the instructions in the email message to be sent by mcas@doe.mass.edu. The PCPA may **not** be completed by a designee.

The deadlines for completing the PCPA are as follows:

- May 14 for the field tests
- June 18 for the question tryouts

- 2. Retain the following materials in your school files until the beginning of the next school year:**

- confirmation that test administrators, technology coordinators, and other school personnel (as necessary) have been trained and received test administration manuals
- printout(s) of PCPA confirmation(s)
- Test Materials Internal Tracking Forms
- record of test administrators and their students for each test session
- completed MCAS Nondisclosure Acknowledgements from test administrators for EL students or students with disabilities using certain accommodations
- accommodations lists/spreadsheets, if applicable

- 3. Recycle or discard the following materials:**

- *Test Administrator’s Manuals* after testing has been completed (Remember that test administrators will need them during operational STE testing.)
- *Principal’s Administration Manual, High School Spring 2018*
- Copies of the *Test Administrator’s Instructions*
- this *Principal’s Administration Instructions*
- Mathematics reference sheets, if printed

- 4. Securely destroy (e.g., by shredding) scratch paper used by students, student testing tickets, and proctor testing tickets if used. Indicate on the internal tracking form that this step has been completed.**

Complete cleanup tasks in PearsonAccess^{next}.

- a. If students were removed from your enrollment before testing, remove them from the PAN Sessions.

Follow instructions posted at <https://support.assessment.pearson.com/display/PAsup/Remove+Students+from+Online+Test+Sessions/>.

- b. Make sure each student's test session is either in Complete or Marked Complete status (e.g., if students did not complete testing and have at least one test session with a status of Exited, Resumed, or Resumed Upload; or the student has started one test session but has not finished or started the remainder of the test sessions).

Follow the guidance at <https://support.assessment.pearson.com/display/PAsup/Mark+Student+Tests+Complete>.

- c. Stop PAN Sessions.

All PAN Sessions must be stopped after testing. First, check the box next to each PAN Session that is still listed as “In Progress” on the PAN Session screen. Go to **Testing > Students in Sessions** (this will pull all PAN Sessions that have been created). Then, click on the “Session Status” column to sort alphabetically to find “In Progress” (alternatively, you may use the filter on the left-hand side of the “Sessions” screen to filter by student status), as shown below:

The screenshot shows the 'Sessions' screen with a table of sessions. The table has the following columns: Session, Session Status, Scheduled Start Date, Test, # Students, Actual Start Date, and Organization. Two sessions are listed, both with a status of 'In Progress'. The 'Session Status' column is highlighted, and a filter is applied to show only 'In Progress' sessions.

Session	Session Status	Scheduled Start Date	Test	# Students	Actual Start Date	Organization
GRADE 10 HR	In Progress	2018-02-13	Grade 10 ELA Field Test	1	2018-03-22 10:47 AM	KENNY SCHOOL (86974135)
GRADE 10 MATFT	In Progress	2018-03-22	Grade 10 Mathematics Field Test	4	2018-03-22 10:47 AM	KENNY SCHOOL (86974135)

PAN Sessions can be stopped by clicking "Stop All Sessions" as shown below.

The screenshot shows the 'Students in Sessions' screen. On the left, there is a 'Session List' with two sessions: 'GRADE 10 HR' and 'GRADE 10 MATFT'. On the right, there is a 'Combined View' showing 'In Progress (2)' sessions. A 'Stop All Sessions' button is highlighted.

Appendix A

Sample Administration Forms and Test Materials

CBT Student Roster

Session Student Roster

Test Administration	MCAS Grade 10 Field Test	Precaching Computer	
Session Status	In Progress	Scheduled Start Date	2018-03-22
Session Name	GRADE 10 MATFT	Scheduled Start Time	01:00 AM
Organization	KENNY SCHOOL (86974135)	Actual Start Date	2018-03-22
Test	Grade 10 Mathematics Field Test	Actual Start Time	10:47 AM
Proctor Reads Aloud	No	Lab Location	
Form Group Type	Main		
Password	DF539F		

4 Results

Student Name	Student Code	Date of Birth	Status	Form/Form Group	Username	Signature
HALLIWELL, PHOEBE D	8795173226	2018-02-12	Ready	Grade 10 Math Field Test - 18MA10FTONEN0801	7532011734	
HALLIWELL, PIPER (TTS)	8795173238	2008-02-02	Ready	Grade 10 Math Field Test - 18MA10FTONEN0101	8687860961	
HALLIWELL, PRUDENCE (TTS)	8795577238	2008-02-02	Ready	Grade 10 Math Field Test - 18MA10FTONEN0801	1377702092	
MATTHEWS, PAIGE	8795573238	2008-02-02	Ready	Grade 10 Math Field Test - 18MA10FTONEN0701	6133124096	

CBT Student Testing Ticket

STUDENT TESTING TICKET

Student: HALLIWELL, PHOEBE D
Student ID: 8795173226
Session: GRADE 10 MATFT
Date of Birth: 2018-02-12
Test: Grade 10 Mathematics Field Test

Please raise your hand if any of the information above is incorrect. Your test administrator will give you instructions before beginning the test. You will need to enter in the username and password below.

Username: 7532011734 **Password:** df539f

(Optional) School testing device ID: Session 1 _____ Session 2 _____

CBT Proctor Testing Ticket

Proctor Testing Ticket

Session Name MATFT
Test Grade 10 Mathematics Field Test

IMPORTANT NOTE FOR TEST ADMINISTRATORS: This testing ticket should ONLY be used by the test administrator to log into TestNav when administering the Human Reader or Human Signer accommodation. No responses should be entered into the test using this Proctor Testing Ticket, as they will not be saved; students must log in using their own Student Testing Ticket. When you are ready to access the test, log into the TestNav app on your device or use the following URL to access the test:

Select **Massachusetts** in the application or go to <https://uat-ma.testnav.com/>

Username proctor482777
Password 44DD88

CBT Accommodations Report

Operational Reports

PNP Report - Accessibility Features and Accommodations for Student Tests

List of students and tests with identified Accessibility Features and Accommodations

Report Parameters

Test Administration
Massachusetts > 2017 - 2018 > MCAS Grade 10 Field Test

Organization
KENNY SCHOOL (86974135)

Accessibility Features and/or Accommodations*

ALL

Filtered Organization

Test

Display Report

Download CSV

4 Results

Row	SA ID	Student Name	Organization Name	Organization Code	Test Name	Test Format	Form Code	Session Name	Answer Masking	Color Contrast	ASL Video	Screen Reader	Large Print	Braille	Human Scribe as a Standard Accommodation	Human Scribe as a Non-Standard Accommodation	Speech-to-Text as a Standard Accommodation	Speech-to-Text as a Non-Standard Accommodation	Human Read Aloud	Human Read Aloud as a Non-Standard Accommodation	Human Signer as a Non-Standard Accommodation	Any Other Accommodation
1	8795173238	HALLIWELL PIPER	KENNY SCHOOL	86974135	Grade 10 ELA Field Test (ELAFT)	Online	18EL10FTONEN0101	GRADE 10 10 HR	Y													
2	8795173238	HALLIWELL PIPER	KENNY SCHOOL	86974135	Grade 10 ELA Field Test (ELAFT)	Online	18EL10FTONEN0101	GRADE 10 10 HR	Y													
3	8795173238	HALLIWELL PIPER	KENNY SCHOOL	86974135	Grade 10 Mathematics Field Test (MATFT)	Online	18MAT10FTONEN0101	GRADE 10 10 MATFT														
4	8795577238	HALLIWELL PRUDENCE	KENNY SCHOOL	86974135	Grade 10 Mathematics Field Test (MATFT)	Online	18MAT10FTONEN0101	GRADE 10 10 MATFT														

Sample Internal Tracking Form

Spring 2018 MCAS Administration Test Materials Internal Tracking Form

Principals must account for all secure materials at all times.
Use this form to track the distribution and return of all secure materials.

Test Administrator's Name: _____ Room Number: _____

Grade: _____ Subject/Sessions: _____

Materials Moved from Locked Storage Area to Room # _____			
Date: _____		Time: _____	
	# of Student Testing Tickets	# of Proctor Testing Tickets	Materials for Accommodations**
Principal's or Designee's Count			<input type="checkbox"/> distributed
Test Administrator's Count			<input type="checkbox"/> received
Principal's or Designee's Signature: _____		Test Administrator's Signature: _____	

Materials Moved from Room # _____ to Locked Storage Area				
Date: _____		Time: _____		
	# of Student Testing Tickets	# of Proctor Testing Tickets	Materials for Accommodations**	Scratch Paper Used? (no count needed)
Principal's or Designee's Count			<input type="checkbox"/> received	<input type="checkbox"/> receiving blank scratch paper <input type="checkbox"/> returning blank scratch paper
Test Administrator's Count			<input type="checkbox"/> returned	<input type="checkbox"/> receiving blank scratch paper <input type="checkbox"/> returning blank scratch paper
Principal's or Designee's Signature: _____		Test Administrator's Signature: _____		

Date: _____

☐ Check this box to confirm that scratch paper and testing tickets have been securely destroyed at the school.

* Proctor testing tickets are used for accommodations A5 and A6.

** Includes pre-approved reference sheets, graphic organizers, checklists

Retain this document in your school files until the beginning of the next school year.

Principal's Certification of Proper Test Administration (PCPA) Statements for the Field Test

Note: Only the principal may complete this section of the PCPA. It may NOT be completed by a designee.

I certify that each of the following statements is true.

- I downloaded and read the MCAS *Principal's Administration Instructions: High School Computer-Based Administrations, Spring 2018* (PAI). I complied with and enforced all MCAS security requirements prescribed in the PAI, including keeping test materials in a central locked storage area at all times when the materials were not in use. In addition, I coordinated my school's MCAS test administration and ensured compliance with all MCAS test administration protocols prescribed in the PAI.
- I coordinated my school's test administration schedule and ensured the spring field test was administered within the prescribed testing window listed in the PAI.
- I authorized specific individuals in my school to have access to secure materials, following the criteria set forth in the PAM.
 - Before testing, I ensured that each individual authorized to have access to secure materials was provided a copy of the MCAS test security requirements.
 - Only these individuals accessed secure test materials.
 - I provided training in test security and test administration protocols to these individuals.
 - Each individual who had access to secure test materials followed the test security requirements prescribed in Part I of the PAI.
- I authorized specific individuals in my school to serve as test administrators, following the criteria set forth in the PAM.
 - Before testing, I ensured that each test administrator received the *Test Administrator's Instructions* (TAI).
 - Only these individuals served as test administrators.
 - I provided training in test security and test administration protocols to these individuals.
 - Each test administrator in my school followed the instructions set forth in the TAI.
- Students in my school were made aware of their responsibilities during testing.
- I am ensuring that all computer-based student tests are marked complete on or before the scheduled deadline.
- I am securely destroying scratch paper used by students during testing as prescribed in the PAI, and I am securely destroying student testing tickets, proctor testing tickets, and any printed materials that provided access to computer-based tests.
- I properly and promptly reported any testing irregularities to the Department by calling the Student Assessment Services Unit at 781-338-3625.



MCAS Nondisclosure Acknowledgement

Background

In order to ensure the security and validity of Massachusetts Comprehensive Assessment System (MCAS) tests, the Massachusetts Department of Elementary and Secondary Education (the Department) requires that all individuals authorized by their principals to administer MCAS tests to students with disabilities who require any of the test administration accommodations listed below review and understand the terms of this nondisclosure acknowledgment. Principals are required to keep the signed forms on file at the school.

This form must be signed by test administrators who are administering MCAS tests to students with disabilities using accommodations A2, A3, A5, A6, A8, A10.1, A11, A12, A13, A14, and A15, special access accommodations SA1.2, SA2, SA3.1, and SA6, and English learner accommodations EL3.2, EL4.1, and EL4.2. These accommodations require the test administrator to view secure material in the form of either test content or student responses. This form should be distributed to and signed by test administrators before they view secure test material. Since no other individuals in schools are authorized to review secure MCAS test content, signing this form is not required for any other staff.

Acknowledgment

- With the exception of test questions publicly released by the Department, all MCAS test questions are secure and confidential. The materials are specifically excluded from the Massachusetts Public Records Law. (G. L. c. 4, § 7(26) (l)) Therefore, I agree not to reproduce, discuss, or in any way release or distribute test questions and associated materials.
- I further agree to refrain from using any advance knowledge of MCAS test questions to prepare students for testing or provide them with any information that might give them an advantage in answering questions.

By signing below as a test administrator for students with disabilities who require one of the accommodations listed above, I acknowledge and accept that I am bound by the terms of this acknowledgment prohibiting the disclosure of information regarding secure test content.

Name: _____

Test To Be Administered: _____

District and School: _____

Signature: _____ Date: _____

Return the form to your principal, who will keep this signed form in the school files until the beginning of the next school year. Do not submit this form to the Department or the testing contractor.

Appendix B

Computer-Based Testing Administration FAQs

Q: Some items in TestNav do not appear to be working properly. What should we do?

- A:** There are a number of items in TestNav that may appear to be functioning different than anticipated to users, but are actually working as designed. For example:
- The Notepad cannot be resized.
 - Exhibits (e.g., reference sheets) cannot be resized.
 - Students cannot copy/paste text from secure test content (reading passages or test questions). They can only copy/paste text they write themselves.
 - A test question appears as “Not Answered” in the “Review” menu until all parts of that question have been answered.
 - Students cannot copy/paste text from secure test content (reading passages or test questions). They can only copy/paste text they write themselves.

Students should practice with TestNav tools and items in the TestNav Tutorial and on the MCAS practice tests (posted at <http://mcas.pearsonsupport.com/student/>) so that students are familiar with the functionality described above by the time of testing.

If students at your school encounter an issue that is not listed above, contact the MCAS Service Center for next steps.

Q: What should we do if an error code appears on a student’s screen during testing?

- A:** The table below describes common error codes and steps to take to resolve the issue (a full list can be found online at <https://support.assessment.pearson.com/display/TN/Error+Codes>). Many times, the student will be able to reenter the test and continue testing without further issues.

Error Code Number	Error Code Description	Instructions to Resolve the Issue
9059	The username or password you entered is incorrect.	Confirm that the student sees the correct TestNav login page (“Massachusetts” should appear above the sign-in box). If the correct page does not appear, click the User icon in the top right corner, and select “Choose a different customer.” Then, select “Massachusetts” from the list. Ensure the student is on the correct login page in TestNav (“Massachusetts” should appear above the sign-in box).

Error Code Number	Error Code Description	Instructions to Resolve the Issue
1001	Your test has been saved. Please notify your test administrator.	<p>This is an initial message from the TestNav Early Warning System (EWS). When the EWS detects a potential problem with the designated save location, the student sees on-screen instructions. This message does not indicate the full issue; it indicates that another error code will follow.</p> <p>More information on the EWS can be found at https://support.assessment.pearson.com/display/TN/Early+Warning+System+Triggers/</p>
1009	Unable to download test content	<p>There is a network connection issue between the testing device and the testing subcontractor 's (Pearson's) servers.</p> <p>Contact your technology staff to verify the local Internet connection and/or connection to proctor cache server is functioning as expected. The technology staff person should contact the MCAS Service Center if the issue cannot be quickly identified or resolved. He or she should be prepared to provide the following information:</p> <ul style="list-style-type: none"> • the error code • the number of students testing at the time
3005	TestNav has detected that another application attempted to become the active window.	<p>This could be caused by pop-ups in the background, power saving features, or system key combinations such as ctrl+alt+del. It could also be caused by a student attempting to switch to a browser or other application to look up information for a question. The test administrator should check whether any other applications have been accessed before resuming the student's test.</p>
8026	Unable to connect to the proctor caching computer. Please contact your administrator.	<p>There is a network connection issue between the testing device and the local Proctor Caching device. Contact your technology staff to verify the local Internet connection and/or connection to proctor cache server is functioning as expected. The technology staff person should contact the MCAS Service Center if the issue cannot be quickly identified or resolved. He or she should be prepared to provide the following information:</p> <ul style="list-style-type: none"> • the error code • the number of students testing at the time

Q: We need to move some students to new devices, because we move students from the main testing rooms to a test completion room with different testing devices. What should we do?

A: The Department strongly recommends that students use only one computer per test session wherever possible. However, if a student needs to change devices during the same test session, he or she needs to log out of TestNav on the first device (click on the User icon in the top right corner, select “Log out of TestNav,” and then follow the prompts). Once the student is fully logged out, he or she can be resumed on the new device.

Note for Chromebook users: Do not power the first device off until the student has been successfully resumed on the second device.

Q: A student informed his test administrator that he does not see his accommodation in his test. What should we do?

A: There are different instructions for different accommodations.

- The following accommodations require a special edition: Text-to-Speech (available for the ELA or Mathematics field test only), Screen Reader, and Assistive Technology. If the student does not have the accommodation selected in PearsonAccess^{next}, the test administrator will need to mark the student’s test complete, void the original test, and assign a new test with the correct accommodation.
- Other accommodations can be turned on once a student has started testing: Alternative Background and Font Color, Answer Masking and Spell Checker. Exit the student from the test, update the student’s Personal Needs Profile in PearsonAccess^{next}, and then log the student in to TestNav.

Q: A student has completed testing, but the student’s record is in “Active” status in PearsonAccess^{next}. What should we do?

A: If the student exits the test incorrectly by simply turning off the device, the student’s record may remain in “Active” status. The student’s responses have not been lost, but the test administrator should verify that the student has responded to all the test questions by following these steps in PearsonAccess^{next}. Navigate to the “Students in Session” page, and locate the student record. The test administrator should click on the student’s “Active” status to view the “Student Test & Item Progress” screen. He or she can then verify that the student has responded to all the test questions.

If the test administrator sees on this screen that all the test questions were answered, he or she can mark the PAN Session complete.

If any responses are missing, the test administrator may need to locate and upload the student’s responses that were saved locally. Follow the instructions in the TestNav User Guide (<https://support.assessment.pearson.com/x/DAACAQ>).

