

Massachusetts Comprehensive Assessment System

PRINCIPAL'S ADMINISTRATION MANUAL

GRADES 3–8

| | |
|-----------------------------|-----------------|
| ELA | March 30–May 1 |
| Mathematics | April 27–May 22 |
| STE (Grades 5 and 8) | April 28–May 22 |

HIGH SCHOOL

| | |
|---|-------------|
| Grade 10 ELA | March 24–25 |
| Grade 10 Mathematics | May 19–20 |
| STE | June 2–3 |
| Next-generation Biology and Introductory Physics for students in grade 9 | |
| Legacy Biology and Introductory Physics for students in grades 10–12 | |
| Legacy Chemistry and Technology/Engineering for students in grades 9–12 | |



SPRING 2020



This document was prepared by the Massachusetts Department of Elementary and Secondary Education

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Commissioner

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Purpose of This Manual

This manual provides the information necessary for principals and school leaders to conduct a smooth and successful MCAS administration. It is meant to be used in conjunction with training modules and other resources posted at the MCAS Resource Center (mcas.pearsonsupport.com), as well as the *Test Administrator's Manuals*, which provide instructions for test administrators as well as scripts to read to students during the test administration sessions.

The Department has high expectations for proper MCAS administration and requests that principals and test administrators take sufficient time to read and understand their respective manuals. In order to have confidence that MCAS tests are eliciting students' independent work and assessing their comprehension of the tested subjects, we must all work to ensure that test administration protocols are followed across the Commonwealth.

If any information seems unclear, or if you have any special situations, specialists in the Department's Student Assessment Services Unit are available to answer questions. You may also search for a keyword or select hyperlinks in the PDF version of this manual, which is available on the Department's website at www.doe.mass.edu/mcas/testadmin.

Since this manual is intended for use by principals, but a number of staff are involved in a successful test administration, the following icons are included in the margins of the manual to designate key areas where a principal may need to consult with others.



technology coordinators



accessibility and accommodations, and information related to students with disabilities and ELs

Additionally, the following two icons are used—one to identify training opportunities, and one to designate areas that are only relevant to high school testing.



training



high schools

The Department counts on your leadership to maintain Massachusetts's reputation for high standards, high-quality assessments based on those standards, and educational excellence, and thanks you and your test administration teams for your support.

Important Contact Information and Resources

| Contact | MCAS Service Center |
|--------------------------|--|
| For questions on: | <ul style="list-style-type: none"> • general test administration support • PearsonAccess^{next} and TestNav such as <ul style="list-style-type: none"> > user accounts > technology support and readiness > Infrastructure Trials and ProctorCache > viewing student records and organizations > the SR/PNP process and loading files • logistical support, including filling out the Materials Summary and the PCPA • locating resources • shipments of materials |
| Hours | 7:00 a.m.–5:00 p.m., Monday–Friday |
| Web | <p>mcas.pearsonsupport.com</p> <p>Use this website to access training modules and other materials to support test administration, including a link to the MCAS Service Center website (mcasservicecenter.com) where schools will access the PCPA and order additional materials.</p> |
| Email | mcas@cognia.org |
| Telephone | 800-737-5103 |
| Fax | 603-516-1121 |

| Contact | DESE Office of Student Assessment Services |
|--------------------------|--|
| For questions on: | <ul style="list-style-type: none"> • 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, call your district SIMS contact (Go to profiles.doe.mass.edu/search/search.aspx?leftNavID=11239, select SIMS Contact from the Function menu, and click Get Results.) • unsubmitting a test, call your district MCAS test coordinator (Go to profiles.doe.mass.edu/search/search.aspx?leftNavID=11239, select MCAS Test Coordinator from the Function menu, and click Get Results.) |
| Hours | <p>8:00 a.m.–5:00 p.m., Monday–Friday</p> <p>Between 7:00 a.m. and 8:00 a.m. during the test administration window, 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.</p> |
| Web | www.doe.mass.edu/mcas/testadmin |
| 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) | Schools will use PAN to do the following: <ul style="list-style-type: none"> • Register students for tests • Upload selected accessibility features and accommodations for each student • Create and manage PAN Sessions • Monitor online testing | Accounts from 2019 will remain active (users must change their passwords for 2020 and be prepared to update their passwords periodically according to requests from the system). Additional accounts should be managed at the district or school level. Accounts that were deactivated due to inactivity must be reactivated by an active user. Contact the MCAS Service Center for support. |
| PAN training site (trng-mcas.pearsonaccessnext.com) | Schools will use the training site to run their Infrastructure Trial and to give access to users for practice prior to testing. | Users will receive passwords for the training site around the same time as logins for the live site (see above). If a user has an account in the PAN live site as well as the PAN training site, the password for both sites will always match. |
| MCAS Service Center (mcasservicecenter.com) | Schools will use the MCAS Service Center website to do the following: <ul style="list-style-type: none"> • Order additional materials (manuals for CBT, and test materials for PBT) • Complete the Principal's Certification of Proper Test Administration (PCPA) form | Use the secure password mailed by the Service Center in early January 2020 to access the PCPA. Use the MP Ship Code printed on the Materials Summary form to order additional materials. |

Spring 2020 MCAS Testing Schedule and Administration Deadlines

| Spring 2020 MCAS Tests for Elementary and Middle Schools | | |
|---|---|--|
| Grades 3–8 ELA and Mathematics, and grades 5 and 8 Science and Technology/Engineering Tests | | |
| Schools are expected to administer all the next-generation grades 3–8 tests online. (Exceptions are made for students who require a PBT edition as an accommodation.) Note that the prescribed administration sequence for the grades 3–8 tests is as follows: ELA followed by Mathematics, followed by STE (for grades 5 and 8). | | |
| Task | | Date/Time |
| Before Testing | Complete the pre-administration SR/PNP process ¹ | January 27–February 7 |
| | Extended SR/PNP window for CBT | February 10–March 13 |
| | Conduct an Infrastructure Trial (recommended) and download ProctorCache software (recommended for certain circumstances) | February 3–March 13 |
| | Receive manuals for all grades 3–8 administrations | March 16 |
| | Receive PBT materials for accommodations | ELA: March 16 Math/STE: April 13 |
| | Precache operational test content for spring 2020 testing (optional; see the recommendation on precaching for 2020 at mcas.pearsonsupport.com/resources/manuals/ProctorCacheRecommendationforSpring2020MCASCBT11-20-19.pdf) | Operational test content will be available for precaching on March 16, but schools should not precache until two weeks prior to the start of their testing window. |
| | Order additional manuals and PBT materials for accommodations, if necessary Report packing discrepancies for PBT shipments, if necessary | ELA: March 16–26 Math/STE: April 13–23 |
| Test Administration (Note: ELA testing ends earlier than Mathematics/STE.) | ELA test sessions | March 30–May 1 Make-up testing for students with extraordinary circumstances: May 4 |
| | Mathematics test sessions | April 27–May 22 Make-up testing for students with extraordinary circumstances: May 26 |
| | STE test sessions (grades 5 and 8) | April 28–May 22 Make-up testing for students with extraordinary circumstances: May 26 |
| After Testing | Deadline for updating SR/PNP information, if necessary | ELA: May 4 |
| | Mark students' tests complete, if necessary | Math/STE: May 26 |
| | Deadline to complete the combined PCPA (one PCPA for all the subjects and grades tested in the school) | May 26, 3:00 p.m. |
| | For PBT accommodations: Pre-scheduled UPS pickup/pickup deadline | ELA: May 5, 5:00 p.m. ² Math/STE: May 27, 5:00 p.m. ² |

¹ Schools must complete the SR/PNP by February 7 in order to receive an initial shipment of manuals as well as PBT materials for students who require them. For students doing PBT, Student ID Labels cannot be generated for any students not registered in PAN by the initial SR/PNP deadlines. Any updates to the SR/PNP for PBT materials after the initial SR/PNP deadline will need to be made in PAN, and PBT materials must be ordered during the additional materials window online at www.mcasservicecenter.com.

² A UPS driver will automatically come to each school to pick up materials on the date listed in the calendar. However, schools are encouraged to return materials as soon as testing is completed. **New for 2020**, PBT results will be included during the early reporting period for ELA for grades 3–8 and 10. For grades 3–8 Mathematics and STE, schools will need to return PBT materials by **May 15** in order for students' results to be included during the early reporting period (version 1).

Spring 2020 MCAS Testing Schedule and Administration Deadlines *continued*

| 2020 MCAS Alternate Assessment (MCAS-Alt) (Grades 3–8 and high school) | | |
|---|---|---------------------|
| Task | | Date/Time |
| Before Submission | Order MCAS-Alt submission materials | January 6–17 |
| | Receive submission materials (binders, etc.) and complete PCPA (part 1) | Week of February 24 |
| | Order additional materials, if necessary | March 4–27 |
| Submission | Deadline to complete the PCPA (part 2) | April 2, 3:00 p.m. |
| | Deadline to schedule UPS pickup | April 2, 3:00 p.m. |
| | Deadline for UPS pickup | April 3, 5:00 p.m. |

Spring 2020 MCAS Testing Schedule and Administration Deadlines *continued*

| Spring 2020 Grade 10 MCAS ELA Test | | |
|---|---|---|
| The grade 10 ELA test will be a next-generation, computer-based test, and schools are expected to administer it online. (Exceptions are made for students who require a PBT edition as an accommodation.) | | |
| Task | Date/Time | |
| Before Testing | Complete the pre-administration SR/PNP process ^{3,4} | February 3–14 |
| | Extended pre-administration SR/PNP window for CBT | February 17–March 20 |
| | Conduct an Infrastructure Trial (recommended) and download ProctorCache software (recommended for certain circumstances) | February 3–March 13 |
| | Receive test administration manuals for grade 10 ELA and Math, and PBT materials for accommodations for grade 10 ELA | March 10 |
| | Precache operational test content for spring 2020 testing (optional; see the recommendation on precaching for 2020 at mcas.pearsonsupport.com/resources/manuals/ProctorCacheRecommendationforSpring2020MCASCBT_11-20-19.pdf) | March 10–23 |
| | Order additional manuals and PBT materials for accommodations, if necessary | March 10–20 |
| | Report packing discrepancies for PBT shipments, if necessary | |
| Test Administration | Prescribed administration dates ⁵ <i>Test the maximum number of students who can participate concurrently.</i> | ELA Session 1 March 24 |
| | | ELA Session 2 March 25 |
| | Administration dates if needed <i>Test remaining students who did not participate in the first set of dates due to technology/device limitations.</i> | ELA Session 1 March 26 |
| | | ELA Session 2 March 27 |
| | Make-up testing | Last day for regular make-up testing: April 2 Make-up testing for students with extraordinary circumstances: April 3 |
| After Testing | Deadline for updating SR/PNP information, if necessary | April 3 |
| | Mark students' tests complete, if necessary | |
| | For PBT accommodations: Pre-scheduled UPS pickup/pickup deadline | April 6, 5:00 p.m. ⁶ |

³ Adult/external diploma programs, test sites, DYS/SEIS, and other high schools with a special situation should contact the MCAS Service Center at 800-737-5103 to place an order for a total number of materials instead of using the SR/PNP process.

⁴ Schools must complete the SR/PNP by February 14 in order to receive an initial shipment of manuals as well as PBT materials for students who require them. For students doing PBT, Student ID Labels cannot be generated for any students not registered in PAN by the initial SR/PNP deadlines. Any updates to the SR/PNP for PBT materials after the initial SR/PNP deadline will need to be made in PAN, and PBT materials must be ordered during the additional materials window online at www.mcasservicecenter.com.

⁵ Schools are expected to administer the MCAS grade 10 ELA test to the maximum number of students who can be tested concurrently on March 24 and 25. Schools with technology constraints may use March 26 and 27 to test the remainder of their students. Students taking paper-based tests as an accommodation should be tested on March 24 and 25. Schools with special circumstances must email mcas@doe.mass.edu to discuss options.

Schools that are able to test all their students on the initial prescribed administration dates and do not need to use the additional dates may begin make-up testing on the listed additional dates (beginning on March 26).

⁶ A UPS driver will automatically come to each school to pick up materials on the date listed in the calendar. However, schools are encouraged to return materials once testing has been completed in the school.

Spring 2020 MCAS Testing Schedule and Administration Deadlines *continued*

| Spring 2020 Grade 10 MCAS Mathematics Test | | |
|---|--|---|
| The grade 10 Mathematics test will be a next-generation, computer-based test, and schools are expected to administer it online. (Exceptions are made for students who require a PBT edition as an accommodation.) | | |
| Task | Date/Time | |
| Before Testing | Complete the pre-administration SR/PNP process ^{7,8} | February 3–14 |
| | Extended pre-administration SR/PNP window for CBT | February 17–May 1 |
| | Receive PBT materials for accommodations | May 5 |
| | Precache operational test content for spring 2020 testing (optional; see the recommendation on precaching for 2020 at mcas.pearsonsupport.com/resources/manuals/ProctorCacheRecommendationforSpring2020MCASCBT11-20-19.pdf) | May 5–18 |
| | Order additional manuals and PBT materials for accommodations, if necessary | May 5–15 |
| | Report packing discrepancies for PBT shipments, if necessary | |
| Test Administration | Prescribed administration dates ⁹ <i>Test the maximum number of students who can participate concurrently.</i> | Mathematics Session 1 May 19 |
| | | Mathematics Session 2 May 20 |
| | Administration dates if needed <i>Test remaining students who did not participate in the first set of dates due to technology/device limitations.</i> | Mathematics Session 1 May 21 |
| | | Mathematics Session 2 May 22 ¹⁰ |
| | Make-up testing | Last day for regular make-up testing: May 28 Make-up testing for students with extraordinary circumstances: May 29 |
| After Testing | Deadline for updating SR/PNP information, if necessary | May 29 |
| | Mark students' tests complete, if necessary | |
| | Deadline to complete the combined PCPA (one PCPA for grade 10 ELA and Mathematics) | May 29, 3:00 p.m. |
| | For PBT accommodations: Pre-scheduled UPS pickup/pickup deadline | June 1, 5:00 p.m. ¹¹ |

⁷ Adult/external diploma programs, test sites, DYS/SEIS, and other high schools with a special situation should contact the MCAS Service Center at 800-737-5103 to place an order for a total number of materials instead of using the SR/PNP process.

⁸ Schools must complete the SR/PNP by February 14 in order to receive an initial shipment of manuals as well as PBT materials for students who require them. For students doing PBT, Student ID Labels cannot be generated for any students not registered in PAN by the initial SR/PNP deadlines. Any updates to the SR/PNP for PBT materials after the initial SR/PNP deadline will need to be made in PAN, and PBT materials must be ordered during the additional materials window online at www.mcasservicecenter.com.

⁹ Schools are expected to administer the MCAS grade 10 Mathematics test to the maximum number of students who can be tested concurrently on May 19 and 20. Schools with technology constraints may use May 21 and 22 to test the remainder of their students. Students taking paper-based tests as an accommodation should be tested on May 19 and 20. Schools with special circumstances must email mcas@doe.mass.edu to discuss options.

Schools that are able to test all their students on the initial prescribed administration dates that do not need to use the additional dates may begin make-up testing on the listed additional dates (beginning on May 21).

¹⁰ Note that the Islamic holiday Eid-ul-Fitr may be celebrated between May 22 and 24 (exact dates may vary). Principals should be aware that state and federal laws require schools to make reasonable accommodations for the religious needs of students and employees in observance of holy days. Students who are absent from school may participate in a make-up session as soon after the regularly administered session as possible.

¹¹ A UPS driver will automatically come to each school to pick up materials on the date listed in the calendar. However, schools are encouraged to return materials once testing has been completed in the school.

Spring 2020 MCAS Testing Schedule and Administration Deadlines *continued*

| June 2020 High School MCAS Next-Generation Biology and Introductory Physics Tests (for Students in Grade 9) | | |
|--|---|---|
| For students in grade 9, Biology and Introductory Physics will be next-generation, computer-based tests, and schools are expected to administer them online. (Exceptions are made for students who require a PBT edition as an accommodation.) | | |
| Task | Date/Time | |
| Before Testing | Complete the pre-administration SR/PNP process | March 30–April 10 |
| | Extended pre-administration SR/PNP window | April 13–May 15 |
| | Receive test administration manuals and PBT materials for accommodations | May 19 |
| | Precache test content | May 19–29 |
| | (optional; see the recommendation on precaching for 2020 at mcas.pearsonsupport.com/resources/manuals/ProctorCacheRecommendationforSpring2020MCASCBT_11-20-19.pdf) | |
| | Order additional manuals and PBT materials for accommodations, if necessary | May 19–29 |
| Report packing discrepancies for PBT shipments, if necessary | | |
| Test Administration | Prescribed administration dates <i>Test the maximum number of students who can participate concurrently.</i> | STE Session 1 June 2 |
| | | STE Session 2 June 3 |
| | Administration dates if needed <i>Test remaining students who did not participate in the first set of dates due to technology/device limitations.</i> | STE Session 1 June 4 |
| | | STE Session 2 June 5 |
| | Make-up testing | Last day for regular make-up testing: June 8 Make-up testing for students with extraordinary circumstances: June 9 |
| After Testing | Deadline for updating SR/PNP information, if necessary | |
| | Mark students' tests complete, if necessary | June 9, 3:00 p.m. |
| | Deadline to complete the PCPA (one PCPA for all STE administrations) | |
| | For PBT accommodations: Pre-scheduled UPS pickup/pickup deadline | June 10, 5:00 p.m. ¹² |

¹² A UPS driver will automatically come to each school to pick up materials on the date listed in the calendar. However, schools are encouraged to return materials once testing has been completed in the school.

Spring 2020 MCAS Testing Schedule and Administration Deadlines *continued*

| June 2020 High School MCAS STE Tests (Biology, Chemistry, Introductory Physics, Technology/Engineering) | | |
|--|--|---|
| The Chemistry and Technology/Engineering tests will be legacy, paper-based administrations, as will the Biology and Introductory Physics tests for students in grades 10–12. | | |
| Task | | Date/Time |
| Before Testing | Complete the pre-administration SR/PNP process | March 30–April 10 |
| | Receive test materials | May 19 |
| | Order additional materials, if necessary | May 19–29 |
| | Report packing discrepancies, if necessary | |
| Test Administration | STE Session 1 | June 2 |
| | STE Session 2 | June 3 |
| | Make-up testing | Last day for regular make-up testing: June 8 Make-up testing for students with extraordinary circumstances: June 9 |
| After Testing | Deadline for updating SR/PNP information, if necessary | |
| | Deadline to complete the PCPA (one PCPA for all STE administrations) | June 9, 3:00 p.m. |
| | Pre-scheduled UPS pickup/pickup deadline | June 10, 5:00 p.m. ¹³ |

¹³ A UPS driver will automatically come to each school to pick up materials on the date listed in the calendar. However, schools are encouraged to return materials once testing has been completed in the school.

Updates for the Spring 2020 MCAS Test Administrations

Updates listed below are of particular importance, but note that this list is not exhaustive.

| Topic | General Information |
|--|--|
| Test Designs | <p>Test designs have been updated for 2020 as follows. See www.doe.mass.edu/mcas/tdd for all of the test designs.</p> <ul style="list-style-type: none"> • ELA <p>Changes to the grades 3–8 and 10 ELA test designs include:</p> <ul style="list-style-type: none"> > the elimination of one operational essay in each grade > the addition of machine-scored items > a small reduction in the total number of points on the grades 6–8 and 10 tests <p>In addition to helping reduce testing time, these changes are intended to make the student testing experience on the grades 3–8 tests and the grade 10 test more similar.</p> • STE <p>New test designs were developed for the next-generation high school Biology and Introductory Physics tests.</p> |
| Test Administration Policies and Procedures | <ul style="list-style-type: none"> • For grades 3–8, ELA testing will begin on March 30. New for 2020, the Mathematics and STE testing window will begin in late April. See pages iv–ix for the 2020 testing schedule. • Recommended testing times have been updated for grades 3–8 and 10 ELA and grades 5 and 8 STE (and recommendations are provided for the new next-generation tests). See Part III, section C for the recommended testing times. • The manuals provide procedures for how students and test administrators may report a concern about a test question. See Part III, section F for details (introduced beginning with the November retests). • Students in grades 7 through high school will have access to multiple calculators in TestNav (previously, they had access to either a standard five-function or a scientific calculator, depending on the test). Students will be able to choose the calculator they would like to use, and it is recommended that students use the calculator that functions most similarly to the one used in regular instruction. See Part III, section B for details. |
| High School STE | <ul style="list-style-type: none"> • Schools will administer next-generation, computer-based (CBT) MCAS high school tests in Biology and Introductory Physics to grade 9 students only (note that a paper-based version will be available for students who require this accommodation). • The Department will also offer legacy, paper-based tests in Biology, Introductory Physics, Chemistry, and Technology/Engineering. • Participation guidelines for high school STE are provided in this manual in Part II, section D. • A new task has been added to the TAMs for test administrators who are administering high school STE tests to confirm that their students are taking the appropriate tests (next-generation or legacy). See Part III, section D of the TAMs. |

Updates for the Spring 2020 MCAS Test Administrations *continued*

| Topic | General Information |
|---|--|
| PearsonAccess^{next} and TestNav | <ul style="list-style-type: none"> • There is an updated recommendation based on school bandwidth on whether to use Pearson’s ProctorCache software. See the guidance on the MCAS Resource Center at mcas.pearsonsupport.com/technology-setup. • TestNav, the student testing platform, has been updated for the spring 2020 MCAS computer-based test administration. Highlights include “expandable panels,” a new zoom feature, and the ability to click highlighting for text-to-speech. Details are provided in the late January edition of the Student Assessment Update (www.doe.mass.edu/mcas/updates.html). • There is a new icon on testing tickets for the text-to-speech (TTS), Human read-aloud, and Human Signer accommodations • Prior to test administration, technology coordinators will be able to schedule one-on-one support from Pearson’s support specialists to receive support with technology set-up, TestNav, and related topics. See Part IV, section B for details. |
| Test Administration Procedures for PBT | <ul style="list-style-type: none"> • Students taking the PBT Spanish/English edition of the grade 10 Mathematics test will use separate test booklets and answer booklets, and there will be one test booklet for each session. High schools will receive two Student ID Labels for each subject for students in grade 10; schools should return the unused labels as described in Appendix B, part IV, section B. • Students taking the PBT edition of the next-generation Biology and Introductory Physics tests for grade 9 will use combined test & answer booklets, with one booklet per session. (All of the legacy high school STE tests will continue to have separate test booklets and answer booklets.) • A smaller overage of paper-based materials is being shipped for the next-generation PBT tests: PBT shipments for the next-generation tests will contain a 6 percent overage rounded up to the nearest booklet (for example, if a school has only one student doing PBT, only one extra set of materials will be shipped). Shipments for the legacy high school STE tests will continue to contain a 6 percent overage and will be rounded up to the nearest five pack of booklets. • PBT results will be included during the early reporting period for ELA for grades 3–8 and 10. For grades 3–8 Mathematics and STE, schools will need to return PBT materials by May 15 in order for students’ results to be included during the early reporting period (version 1). • Schools will return test materials in a combined scorable/nonscorable shipment (instead of two separate types of return shipments). In addition, schools will return materials using the original shipping cartons. Additional cartons are not automatically included in the shipment. Appendix B contains specific return instructions. (Introduced beginning with the November retests.) |
| Accessibility and Accommodations | <ul style="list-style-type: none"> • In addition to an American Sign Language (ASL) video edition of the grade 10 Mathematics test, the Department has produced an ASL video edition for the next-generation Biology and Introductory Physics tests for students in grade 9. • Appendix C now includes procedures for students with diabetes who use a cell phone to control a continuous glucose monitor (CGM) or an insulin pump. • Students with disabilities who have special access accommodation SA4 (Calculation devices on the noncalculator session of the Mathematics tests) listed in the SR/PNP will only have access to the standard TestNav calculator for the noncalculator session of the Mathematics tests (although students may use a handheld calculator if they want). |

Updates for the Spring 2020 MCAS Test Administrations *continued*

| Topic | General Information |
|--|--|
| Test Administrator's Manuals (TAMs) | <ul style="list-style-type: none">• The following appendices from the 2019 CBT TAM have been combined for 2020:<ul style="list-style-type: none">› Appendix B (<i>How to Use the “Students in Sessions” Screen and How to Resume Student Tests</i>) and Appendix C (<i>Additional Instructions for Computer-Based Testing and Troubleshooting Steps</i>) have been combined into a new Appendix B.› Appendix D (<i>Procedures for Reading the Test Aloud to Students</i>) and Appendix E (<i>Procedures for Signing the Test for Students Who Are Deaf or Hard of Hearing</i>) have been combined into a new Appendix C.• Additional guidelines for setting up make-up testing appear in Appendix B of the CBT TAM.• A new appendix in the TAMs (Appendix D in the CBT TAM, and Appendix F in the PBT TAM) covers procedures for scribing and transcribing student responses. |

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Part I



MCAS Test Security Requirements

MCAS Test Security Requirements

The purpose of the Massachusetts Comprehensive Assessment System (MCAS) is to elicit valid results showing what students know and can do in the tested subjects. The purpose of the MCAS Test Security Requirements is to protect the validity of those results.

Principals and school personnel must follow the requirements listed below and may not participate in, direct, assist in, encourage, or fail to report any testing irregularity or act of misconduct.

Principals are responsible for ensuring that all test administrators and school personnel authorized to have access to secure materials and test content are trained in and comply with the requirements and instructions contained in this part of the *Principal's Administration Manual (PAM)* and in the *Test Administrator's Manuals (TAMs)*.

Principals in schools that are conducting the MCAS Alternate Assessment (MCAS-Alt) are also responsible for ensuring that MCAS-Alt portfolios comply with the requirements and instructions contained in the *2020 Educator's Manual for MCAS-Alt* and the *Principal's Manual for MCAS-Alt*. Principals must monitor the alternate assessment process to ensure that students' work is not duplicated, altered, or fabricated in any way that is false or portrays the students' performance inaccurately.

Please note the following definitions for the purposes of this section and this manual:

- **"Secure"** content and materials include the following:
 - › test questions not publicly released by the Department
 - › any onscreen test content (e.g., ELA passages)
 - › student responses to test questions
 - › student testing tickets
 - › proctor testing tickets (for certain accommodations)
 - › used scratch paper

The following secure testing materials must be tracked using internal tracking forms:

- › student testing tickets
- › proctor testing tickets
- › used scratch paper (Scratch paper must be accounted for on tracking forms but individual sheets do not need to be counted.)
- **"Access"** refers to handling secure testing materials, but does not include viewing test content, which is prohibited (except when administering certain accommodations listed in Appendix C). Students may never transport secure testing materials, including from their initial testing room to a test completion room.

Note: Student testing devices are not considered secure unless they are actively signed into TestNav. Students may transport testing devices as long as they are not signed into TestNav.
- **"Locked storage area"** refers to the central locked area that must be used to store all secure materials when they are not in use. Principals must restrict access to the locked storage area to only those school personnel authorized by the principal to handle secure materials. For example, custodial or cleaning staff may not enter or access the locked area where the principal stores secure materials.

Each principal must complete the Principal's Certification of Proper Test Administration (PCPA) to certify that the school has followed proper MCAS test security requirements and test administration protocols. See www.doe.mass.edu/mcas/testadmin/forms for the certification statements to which the principal must attest.

A Responsibilities of the Principal and Designee

- 1. Before testing, review your plans for maintaining test security with your superintendent so that he or she is comfortable with the procedures in the school building.**
 - As part of your review, your superintendent may ask you to use the optional Superintendent’s Assurance of Proper Test Administration form at www.doe.mass.edu/mcas/testadmin/forms to document your preparations. (A form is not required but the review is.)
- 2. Authorize specific personnel to serve as test administrators, and train them to properly administer MCAS tests. Designate other school personnel as necessary to maintain a secure test administration (e.g., personnel permitted to access secure test materials, personnel to serve as hallway or restroom monitors, technology coordinators) and train them in MCAS security requirements.**
 - Before the training session, distribute
 - a copy of the appropriate TAM to every test administrator, and
 - a copy of the test security requirements to all school personnel who have access to secure materials (available at www.doe.mass.edu/mcas/testadmin).
 - Document that all test administrators have received TAMs and that school personnel who have access to secure materials have received the test security requirements (see the sample form at www.doe.mass.edu/mcas/testadmin/forms).
 - Train test administrators prior to test administration. The PAM and TAMs describe the protocols necessary to conduct a proper MCAS test administration.
 - For test administrators who provide accommodations to students with disabilities or English learners (EL students), provide training in the implementation of accommodations in accordance with Appendix C and the *Accessibility and Accommodations Manual for the 2019–2020 MCAS Tests/Retests* (available at www.doe.mass.edu/mcas/accessibility).
- 3. Instruct students in MCAS test security requirements.**
 - Students’ test results may be invalidated if they engage in any of the following activities during a test session (including after turning in their test materials, during a break, or during the transition to a test completion area):
 - duplicating any portion of secure test content
 - accessing prohibited materials such as cell phones or other electronic devices (see lists in Part III, section B) for any purpose, including accessing the Internet
 - communicating with other students (e.g., talking, whispering, writing notes)
 - looking at any other student’s test booklet, answer booklet, or computer screen
 - asking for or receiving help from anyone
 - providing help to another student
 - consulting notes, books, or instructional materials during testing
 - Their test results may also be invalidated if they discuss secure test content or their responses to questions with anyone, including teachers, with the exception of reporting a concern about a test question to their test administrator.

MCAS Test Security Requirements

- 4. Develop local policies and procedures to ensure proper test security at all times.**
 - Schedule tests to avoid conflicts with recess or lunch (see Part III, section C, for more information about scheduling test sessions).
 - Ensure that tests are administered within the prescribed window and in the prescribed order (for grades 3–8) and on the prescribed days (for high school).
 - Ensure that hallways are properly monitored during testing so that students are supervised at all times when they leave testing rooms (e.g., to use the restroom or transition to a test completion room).
- 5. Keep secure MCAS materials in locked central storage when MCAS tests are not being administered.**
 - Account for all secure materials at the end of each test session and keep them in the locked storage area when not in use.
 - Restrict access to the locked storage area to a small number of school personnel who need access.
- 6. Monitor printing, distribution, and collection of materials for testing.**
 - Student testing tickets and proctor testing tickets must be printed, distributed, and collected after testing.
 - Used scratch paper must be accounted for and tracked during testing.
- 7. Securely destroy the following materials after testing.**
 - Student testing tickets, proctor testing tickets, and used scratch paper (i.e., written on by students) must be securely destroyed (e.g., shredded) following testing.

B Shared Responsibilities of Principals, Test Administrators, Technology Staff, and Other School Personnel Authorized to Have Access to Secure Materials

- 1. Receive training in test security requirements and test administration protocols.**
 - Department staff will host two training sessions on test security and administration protocols: a session designed for new principals on January 30, 2020, and a session designed for returning principals on January 28. Recordings of the sessions will be available at the MCAS Resource Center (mcas.pearsonsupport.com) approximately one week after each training date.
 - New principals are required to participate in the training session for new principals (or view the recording). Returning principals are encouraged to participate in a training session every year, and should plan to participate in the session for returning principals at least every other year.
 - Test administrators, test coordinators, and other school personnel authorized to have access to secure materials must attend the school training session. See www.doe.mass.edu/mcas/testadmin/forms for a sample form that principals may use to document participation, and see www.doe.mass.edu/mcas/testadmin for training slides that can be used to train test administrators. More information about training can be found in Part III, section F.

2. Document the location of secure materials at all times.

- Track secure materials using the sample Secure Materials Internal Tracking Form at www.doe.mass.edu/mcas/testadmin/forms or a similar document (principals keep these forms on file for three years). See Part III, section A.2, for more information about requirements for internal tracking forms.
- The principal/designee and each test administrator must independently count testing tickets before signing the tracking forms and transferring custody of the tickets.
- Do not leave testing tickets or other secure MCAS materials unattended at any time unless they are locked in the secure storage area.

3. Ensure the security of testing rooms.

- Do not allow unauthorized persons to enter the testing room. This includes parents, researchers, reporters, students not scheduled to be testing at the time, and any school personnel (including teachers) not assigned to the room as test administrators.
- School administrators, district personnel, and Department observers may enter testing rooms to monitor and observe testing procedures.
- 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 onscreen.
- See Part III, section D, for more information about setting up appropriate and secure testing spaces.

4. Ensure the security of test content.

- Do not discuss or in any way reveal the contents of test questions or student responses to test questions before, during, or after test administration. Because MCAS test questions are secure and confidential until the Department releases them publicly, school personnel should not discuss or review test questions with students or adults even after testing has been completed, with the exception of reporting a student's concern about a test question to the Department.
- Do not duplicate any secure test content, including but not limited to audiotaping, videotaping, photographing, photocopying, typing, or copying by hand.
- Do not remove testing materials from the school.¹
- Do not allow scratch paper to be retained, discarded, or otherwise removed by students.
- Be sure that testing tickets and used scratch paper have been securely destroyed after testing (this step is done by the principal/test coordinator).
- Do not allow students access to secure test questions prior to testing.
- Do not read or view any secure test content or student responses (except when administering certain accommodations listed in Appendix C).
- Do not change any student responses.

¹ The only exception is for principals who receive prior written permission from the Department to test a student in an alternate setting. Alternate setting requests must be resubmitted to the Department for approval for each test administration, even if approved for a previous administration.

MCAS Test Security Requirements

C Responsibilities of Test Administrators

1. Receive training from the principal/designee in administering test sessions properly and securely.

- Review the TAMs and all relevant test security requirements before administering test sessions.
- Attend the training session led by the principal/designee before test administration. See www.doe.mass.edu/mcas/testadmin/forms for a sample form that principals may use to document participation in training and receipt of TAMs.
- Understand and follow the protocols related to administering tests to students with disabilities and EL students (if applicable), and protocols related to administering accessibility features.

2. Administer all tests according to appropriate protocols.

- Administer tests during the prescribed testing window, and in the prescribed order (for grades 3–8) and on the prescribed days (for high school).
- Follow the directions and read the scripts in the TAMs (and in any subsequent updates provided to principals by the Department) verbatim to students.
- Remove or cover any classroom displays that provide information related to the content being assessed or to test-taking strategies (see page 35).
- Provide students with all required test materials as listed in the TAMs.
- Prevent the use of prohibited materials (see Part III, section B, for lists of required/permitted and prohibited materials). Note that results will be invalidated for students who use cell phones or other prohibited electronic devices during a test session, including after a student turns in his or her test materials, during a break, and during the transition to a test completion area.

3. Focus full attention on the testing environment at all times.

- Monitor the testing process by circulating around the room frequently. When not circulating around the room, test administrators should maintain a clear view of the students and keep their attention focused on them.
- Ensure that students are not left unsupervised during testing, including during breaks and during transitions to test completion locations.
- A test administrator may view students' tests onscreen only for the purpose of reading aloud selected words during the Mathematics or Science and Technology/Engineering (STE) tests as part of Universal Accessibility Feature 10 (UF10), or in order to assist a student who is having difficulty with the computer interface. See Part II, section D, of the CBT TAM for more information about assisting students with the computer interface.
- Students must work only on the test session being administered, and test administrators may not unlock a test session in PearsonAccess^{next} other than the one being administered. (A student cannot review a prior test session or go ahead to the next test session without the test session being unlocked by a test administrator.)

4. Ensure that students provide answers that are strictly their own and do not participate in any form of cheating.

- Students must not
 - › copy answers from anyone else
 - › use notes, books, extra reference sheets, or any kind of class materials
 - › write notes or talk to other students
 - › provide help or answers to any other student
 - › ask for or receive help from anyone else in answering the questions
 - › access cell phones or other electronic devices during testing (other than their testing device)
 - › access any applications other than TestNav during testing

5. Do not give students any assistance or make suggestions for responding to any test question.

- Test administrators must not coach students during testing or alter or interfere with students' responses in any way. Examples of coaching include, but are not limited to,
 - › providing answers to a student
 - › indicating that a student has answered a question incorrectly or left a question blank
 - › defining words or providing synonyms
 - › spelling words
 - › influencing a student's responses by offering hints, clues, cues, gestures, facial expressions, nods, or changes in voice inflection or body language
 - › altering, explaining, simplifying, or paraphrasing any test question, reading passage, writing prompt, or multiple-choice answer option
 - › providing any manner of assistance that could impact a student's answers, including testing strategies
 - › suggesting that a student write more on a question, check his or her work, or review or reconsider a question
- At any time during a test session, a test administrator may repeat a portion of the TAM script if necessary for clarification.

6. Follow proper procedures for administering accommodations to students with disabilities and EL students.



- Ensure that students are only provided accommodations that are listed specifically for use during MCAS testing in an approved IEP or a 504 plan, or that were documented as accommodations for EL students.
- Follow guidelines on proper provision of MCAS accommodations as prescribed in Appendix C and in the *Accessibility and Accommodations Manual for the 2019–2020 MCAS Tests/Retest*s.
- Test administrators for students who will be provided certain accommodations must sign an MCAS Nondisclosure Acknowledgment prior to their receipt of secure test materials. Principals must keep signed Nondisclosure Acknowledgments in the school files for three years. See Appendix C for more information about which test administrators this requirement applies to, and see www.doe.mass.edu/mcas/testadmin/forms for the MCAS Nondisclosure Acknowledgment.

MCAS Test Security Requirements

D Testing Irregularities

Testing irregularities are incidents that represent a deviation from prescribed testing procedures. Testing irregularities may include student impropriety, errors in providing accommodations, educator misconduct, or the mishandling of secure test materials.

1. School Observations

In order to ensure the security and proper administration of the MCAS program, the Department conducts announced and unannounced monitoring visits to schools to observe the procedures followed during test administration. This may include entering testing rooms to observe students and test administrators directly. Principals and designees should be prepared to meet observers upon their arrival and also be available during the observation to answer questions. School staff may contact the Department's Student Assessment Services Unit at 781-338-3625 to verify the identity of Department observers.

Department observers will confirm that all test security requirements in Part I of this manual are being met, including the following:

- Materials are stored properly.
- Staff have been trained.
- Test administrators are administering tests appropriately.
- The testing environment is secure.

2. Mandatory Reporting of Irregularities by All Personnel

Principals must contact their superintendent and the Department at 781-338-3625 immediately after an irregularity occurs. Test administrators and other school personnel must contact their principal or superintendent and the Department. If any school or district employee with knowledge of a test irregularity has questions about his or her reporting obligations, the Department can be consulted at 781-338-3625. Failure to report irregularities may result in sanctions.

It is recommended that parents/guardians be informed when a student-specific irregularity is reported to the Department.

Before reporting an irregularity to the Department, gather the following information:

- a description of the alleged incident and the date it occurred
 - › Be sure to interview the students and test administrators involved.
- the name(s) of the individual(s) involved in the incident
- the specific test(s) and specific session(s) affected
- any accommodations used by the students
- in student-specific reports: the student's name, date of birth, grade, and State-Assigned Student Identifier (SASID)

3. Anonymous Reporting of Testing Irregularities

On occasion, individuals contact the Department anonymously to allege that testing irregularities have taken place. These allegations are investigated if sufficient information is provided. Testing irregularities can be reported anonymously in the following ways:

- calling the Student Assessment Services office at 781-338-3625
- emailing information about the irregularity to mcas@doe.mass.edu

4. Investigations into Irregularities

In response to a report of a serious irregularity, the Department may contact the school principal or district superintendent and ask that he or she conduct a local fact-finding investigation into the alleged irregularity and report back to the Department in writing. The Department may also perform its own independent investigation. Once the Department determines whether an irregularity has taken place, the Department will notify the school and district about any potential consequences which may follow from this determination.

5. Investigations Based on Statewide Data Analysis

In order to ensure the validity of MCAS data and the integrity of the assessment system, the Department performs statewide data analysis on all schools' and districts' MCAS test results. Anomalous results are examined more closely and may be investigated. A school's MCAS test results may be placed temporarily under review until the investigation is concluded.

6. Consequences

Testing irregularities or misconduct may result in any or all of the following:

- delay in reporting of district, school, or student results
- invalidation of district, school, or student results
- prohibition of school personnel from participating in a future MCAS test administration, with required training from Department staff in Malden prior to administering MCAS tests again
- formal letter of reprimand for licensed educators
- licensure sanctions for licensed educators
- criminal sanctions

Consequences imposed by the Department or law enforcement do not limit a local district's authority to impose its own sanctions up to and including termination.

Part II



Student Participation

Student Participation

A General Participation Requirements

Students educated with Massachusetts public funds are required by federal laws and the 1993 Massachusetts Education Reform Law, state law M. G. L. Chapter 69, section 1I, to participate in statewide testing.

The statewide testing requirement includes the following groups of students:

- students enrolled in public schools
- students enrolled in charter schools
- students enrolled in innovation schools
- students enrolled in a Commonwealth of Massachusetts Virtual School (CMVS)
- students enrolled in educational collaboratives
- students enrolled in private schools who receive special education that is publicly funded by the Commonwealth, including approved and unapproved private special education schools within and outside Massachusetts
- students enrolled in institutional settings who receive educational services from the district
- students in military families (See information related to the grade 10 tests in section D that follows.)
- students in the custody of either the Department of Children and Families (DCF) or the Department of Youth Services (DYS) (See page 18.)
- EL students (See the exception in section B that follows.)
- students with disabilities, including students with temporary disabilities such as a broken hand or arm (See the exception for students with significant disabilities in section C that follows.)
- students who have been expelled but receive educational services from the district
- foreign exchange students who are coded as #11 under “Reason for Enrollment” in the Student Information Management System (SIMS) in grades 3–8 and 10

Students must participate in MCAS tests only for the grade in which they are enrolled and reported in SIMS (for grades 3–8 and 10); students beyond grade 10 may participate according to the guidelines in section D.²

Additional participation requirements for EL students, students with significant disabilities, high school students, and students educated in alternate settings are provided in the sections that follow.

All students who are present in school on testing days must participate in the tests for which they are scheduled, with the exception of students who have been diagnosed with a concussion (see detailed participation requirements for students participating in post-concussion “graduated reentry plans” on page 19). See Part III, section C, for information about scheduling test administration, including scheduling make-up sessions for students who are absent on the day of testing.

² Students must participate in the same grade’s tests in all subject areas. If a student’s grade changes after the March SIMS submission, update it as soon as possible in the School Interoperability Framework (SIF) or June SIMS for non-SIF districts. Otherwise, results may be invalidated. Also note that students must respond to at least one question in each test session to be counted as a participant for accountability purposes.

B Participation Requirements for EL Students

For grades 3–8, EL students must participate in all MCAS testing scheduled for their grade, regardless of the program and services they are receiving, with two exceptions. The participation of the following groups of first-year EL students in **ELA** testing is optional.



- EL students who are in their first year of enrollment in U.S. schools (i.e., students first enrolled after the March 2019 SIMS submission)
- EL students from Puerto Rico in their first year of enrollment in a Massachusetts school

If a first-year EL student participates in ELA testing, results are reported for diagnostic purposes only.

Grade 10 EL students must participate in the grade 10 Mathematics test and in one of the four legacy high school STE tests if they did not participate in STE in grade 9. Grade 10 EL students must also participate in ELA testing, with the same exceptions for first-year ELs as noted above.

In addition, **all** EL students are required to participate in the ACCESS for ELLs tests to comply with federal and state laws.

See Appendix C for more information about EL students and spring 2020 MCAS testing.

C Participation Requirements for Students with Significant Disabilities

The MCAS-Alt is available for students with significant disabilities who, due to the nature and severity of their disabilities, are unable to participate in the standard MCAS tests, even with accommodations. The IEP or Section 504 plan must indicate whether a student requires an alternate assessment.



A student may take the standard test in one subject and the alternate assessment in another. The student's IEP or 504 plan must include a separate decision for each subject scheduled for testing. These decisions may be revised each time the team convenes.

High school students with disabilities who are unable to participate in standard MCAS tests, even with accommodations, can satisfy the CD requirement if they can demonstrate an MCAS-Alt "competency" portfolio level of achievement comparable to that of a student who has met the CD requirement by taking the standard test. See the *Principal's Manual for MCAS-Alt* and the *Educator's Manual for MCAS-Alt*, which are posted at www.doe.mass.edu/mcas/alt/resources.html, for more information.

See page v for the MCAS-Alt deadlines, and see page 119 for information about the MCAS-Alt Student Identification Booklet (SIB). For more information about the MCAS-Alt, refer to www.doe.mass.edu/mcas/alt.

Student Participation



D Participation Requirements and Guidelines for High School Students

1. Competency Determination

All Massachusetts students who are seeking to earn a high school diploma must meet the Competency Determination (CD) standard, in addition to meeting all local graduation requirements. More information about CD requirements is posted at www.doe.mass.edu/mcas/graduation.html.

2. High School Students in Military Families

If a high school student in a military family moves from another state and enrolls in a Massachusetts public high school in grade 11 or later, the district may, in lieu of having the student participate in MCAS retests, submit to the Department alternative evidence or information that demonstrates that the student has met the CD graduation standard in each required content area.

Students in grade 11 may want to participate in the spring 2020 grade 10 ELA and Mathematics tests and the legacy high school STE tests for scholarship purposes. Parents/guardians and students should be provided with information about the available options.

For more information about the CD requirement for students in military families, refer to www.doe.mass.edu/mcas/Military-GradPolicyForm.docx.

3. Guidelines for Participating in High School Tests and Retests

Students who are eligible according to the guidelines below have the right to participate in high school MCAS tests and retests as follows.

Individuals may continue to participate in ELA and Mathematics retests and STE tests after leaving high school. Adults who want to earn a high school diploma and have not yet met the testing requirements of the CD may participate in testing at the high school they most recently attended, another high school, or an adult/external diploma program. High school principals that have adults contacting them requesting to take the MCAS tests may contact the Department for guidance. See Appendix C for information about testing adults with accommodations.

Also described below is the eligibility criteria for the John and Abigail Adams Scholarship and the Stanley Z. Koplik Certificate of Mastery with Distinction Award. Refer to www.doe.mass.edu/scholarships/adams.html and www.doe.mass.edu/scholarships/mastery for more information about the scholarships.

Please note that results will **not** be reported for students who are not eligible to participate.

4. Spring 2020 MCAS Grade 10 ELA and Mathematics Tests

Required to participate:

- all first-time grade 10 students who were not previously counted³ in a school's state and federal Accountability Participation results for either grade 10 ELA or Mathematics
- students in grade 11 or 12 who were reported as grade 9 students the previous school year in SIMS and were not counted³ in a school's state and federal Accountability Participation results for either grade 10 ELA or Mathematics

Eligible to participate:

- repeating grade 10 students who have not yet earned a scaled score of at least 455 on the ELA test or 469 on the Mathematics test⁴
- grade 11 students who meet **any** of the following requirements:
 - › want to attempt to qualify for the Koplik Certificate of Mastery with Distinction Award
 - › are new to Massachusetts public schools in grade 11 (These students are eligible to qualify for the Adams Scholarship.)
 - › were reported as having a medically documented absence for grade 10 ELA or Mathematics in spring 2019 (These students are eligible to qualify for the Adams Scholarship.)
- grade 12 students who are new to Massachusetts public schools and enroll after the March retest⁵

Not eligible to participate:

- grade 9 students⁶
- grade 12 students who were previously counted³ in a school's state and federal Accountability Participation results for either grade 10 ELA or Mathematics
- adults who have exited high school and are attempting to meet the MCAS ELA or Mathematics testing portion of the CD requirement

Note that the preceding guidelines do not include information about participation in high school tests for EPP purposes, since students may not participate in the spring grade 10 ELA or Mathematics test for EPP purposes. For more information about EPP requirements, refer to www.doe.mass.edu/ccte/.

³ For the purpose of these guidelines, a student is defined as having counted in a school's participation results for accountability purposes if he or she was reported on an MCAS Student Roster (All Subjects) (report "PE617" in Edwin Analytics) for the previous spring's grade 10 ELA or Mathematics test with any of the following Test Status Codes: T (Tested), NTA (Not Tested Absent), NTL (Not Tested First-Year EL), NTM (Not Tested Medically Documented Absent), or the achievement level INV (test results were invalidated).

⁴ Repeating grade 10 students who participate will not be included in MCAS reporting of participation and performance results along with all grade 10 students (participation in retests is generally a better option for these students and their schools).

⁵ Results for grade 12 students will be reported according to the regular grade 10 reporting schedule. Principals may want to file MCAS performance appeals for eligible grade 12 students in addition to, or instead of, having them participate in grade 10 MCAS tests. Information about the performance appeals process is posted at www.doe.mass.edu/mcasappeals.

⁶ For repeating grade 9 students to be eligible to participate, their status must be changed from grade 9 to grade 10 by the June 2020 SIMS submission.

Student Participation

5. Spring 2020 MCAS High School STE Tests

This spring, the Department is offering next-generation, computer-based tests in Biology and Introductory Physics for students in grade 9. The Department is also offering legacy, paper-based tests for these subjects for students in grades 10–12. Chemistry and Technology/Engineering tests are being offered to all high school students (these tests are legacy, paper-based versions; there is no next-generation version). For more information about the high school STE tests, including the standards being assessed, refer to www.doe.mass.edu/mcas/tdd/sci.html.

In general, all students must take a high school STE by the end of grade 10; students are eligible to fulfill this requirement in grade 9, and students who did not take a test in grade 9 (or did not pass a test) must participate in grade 10. Specific participation guidelines are described in the table below. Note that students who earned a scaled score of at least 220 on an STE test may not participate again unless attempting to qualify for the Koplik award as described below.

| Grade | STE Test | Eligibility | Administration Mode |
|---------------------|--|---|--|
| Grade 9 | Next-Generation Biology and Introductory Physics for <u>Students in Grade 9</u> | <ul style="list-style-type: none"> • first-time or repeating grade 9 students⁷ who are enrolled in a biology or introductory physics course and have not yet earned a scaled score of 220 on one of the STE tests | computer-based (paper-based accommodation available) |
| Grades 10–12 | Legacy Biology and Introductory Physics for <u>Students in Grades 10–12</u> | <ul style="list-style-type: none"> • grades 10–12 students and adult learners who have not yet earned a scaled score of at least 220 on an STE test⁸ • grade 11 students who want to attempt to qualify for the Koplik Certificate of Mastery with Distinction Award | paper-based |
| Grades 9–12 | Legacy Chemistry and Technology/Engineering for <u>Students in Grades 9–12</u> | <ul style="list-style-type: none"> • first-time or repeating grade 9 students who are enrolled in a chemistry or technology/engineering course and have not yet earned a scaled score of 220 on one of the STE tests • grades 10–12 students and adult learners who have not yet earned a scaled score of at least 220 on an STE test⁸ • grade 11 students who want to attempt to qualify for the Koplik Certificate of Mastery with Distinction Award | paper-based |

⁷ Repeating grade 9 students may take a legacy science test instead of a next-generation test if they are being taught content and skills that align with the 2006 STE standards, instead of the 2016 STE standards.

⁸ Students taking the MCAS-Alt must participate in grade 9 or 10; subsequent resubmission of a portfolio is at the discretion of the student's IEP team or based on the 504 plan.

Additional Guidelines for Participation in the MCAS High School STE Tests

The Department encourages grade 9 students to participate in an STE test if they are enrolled in a course that corresponds to one of the tests. Parents/guardians, in consultation with principals and other school personnel, have the option to request that their child participate in testing at grade 10 instead.

Since STE is part of the Adams Scholarship eligibility criteria, and eligibility is based on students' first-time scores, the Department recommends that schools notify grade 9 students and their parents about this criterion if grade 9 students at the school will be participating in the high school STE tests.

Students in grades 10–12 and adults who have exited high school and are attempting to meet the MCAS testing portion of the CD in STE may participate in one of the STE tests, including the same subject area test in which they first tested. (For example, grade 10 students who failed the Biology test they took in grade 9 may participate in the Biology test the following year, regardless of the STE course in which they are currently enrolled.) Alternatively, students who previously failed an STE test may take one of the other STE tests that corresponds to the course in which they are enrolled.

A student who participated in the February Biology test but did not earn a scaled score of at least 220 may participate in any of the STE tests in June.

A student may **not** participate in an STE test in more than one subject area during the June administration.

6. Accountability Information Regarding Participation in the Spring High School Tests

The two policies below may affect schools' spring 2020 school and district accountability determinations.

- **ELA and Mathematics:** Students in grade 11 or 12 who were in grade 9 the previous school year are required to participate in the spring 2020 grade 10 tests regardless of whether they participate in the retests, and their grade 10 test results will be used for school and district accountability determinations in spring 2020.
- **High School STE:** School and district accountability determinations are made when students who participated in grade 9 complete grade 10 (note that determinations also include students in grade 11 or 12 who were in grade 9 the previous school year). In addition, determinations are made in June for students who participate in the February Biology test.

7. Outreach to Eligible Test-Takers for the High School STE Tests

Districts are required to provide annual written notice to former students from the previous two years who have not yet earned their CD to inform them of academic support options and retesting opportunities (ELA and Mathematics retests in November and March, Biology testing in February, and STE testing in June).

In addition, the Department recommends that schools prepare for the high school STE test administration in the following ways.

Former Students

- Provide the name of a contact person at the school who can answer questions about testing requirements and local requirements for earning a diploma.
- Continue communications with former students in the months leading up to testing to support their participation.

Student Participation

- Notify former students from beyond the two previous years of testing opportunities.
- For working adults who participate in testing, offer to provide a letter to verify that they were absent from work because they participated in MCAS testing. A sample letter for employers is posted at www.doe.mass.edu/mcas/testadmin/forms.

Former and Current Students

- Contact all eligible students and former students to provide them with information regarding upcoming testing opportunities (see pages 14–19 for participation guidelines).
- Notify parents/guardians of eligible students in writing of their children’s right to participate. For students who choose not to participate, it is also recommended that parents/guardians sign an acknowledgment of their child’s nonparticipation. (See sample letter and form posted at www.doe.mass.edu/mcas/testadmin/forms.)

E Participation Requirements for Students Educated in Alternate Settings

1. Home/Hospital Instruction and Other Settings

For the small number of students who are enrolled in a school but are unable to physically attend school, and therefore receive tutoring services from their district, or have been expelled but receive educational services from the district, every effort must be made to administer the MCAS tests to these students in school.

If a student is unable to participate in school but could participate in an alternate setting, school principals may submit a request to test the student in an alternate setting off-site. The request form is available online at massgov.service-now.com/mcasaltsetting.

If the student is not able to be tested at the school or in an alternate setting, the principal must contact the Department to determine other options for the student’s participation in MCAS testing (options may include the use of test accommodations or having the student participate in the MCAS-Alt).

Principals are encouraged to submit requests at least two weeks prior to testing. Requests must be submitted for approval for each test administration, even if approved for a previous test administration.

2. DYS and Placements Conducting an Extended Evaluation for Students with Disabilities

For the small number of students who are enrolled in a school and are in the temporary custody of the Department of Youth Services (DYS) or are in a placement conducting an extended evaluation for a student with a disability, every effort must be made to administer the MCAS tests at the student’s placement.

The principal of the sending school is responsible for the following:

- contacting the placement to notify the director of MCAS participation requirements
- confirming that the placement has been established as a site for testing and has a Department district and school code for MCAS testing purposes (If not, refer the facility’s director to the Student Assessment Services Unit at 781-338-3625.)
- informing the placement of which test sessions, if any, the student completed at school (**Note:** If a student participates in a session twice, the results may be invalidated.)

If it is determined that the student is not well enough to participate in one or more test sessions, the student should be considered as having a medically documented absence. (See instructions in Appendix D for marking students as having a medically documented absence in PearsonAccess^{next}.)

If a student is removed from school during test administration after he or she participated in a test session, keep records of the student's transfer as part of your school files.

F Participation Guidelines for Students Currently Participating in Post-Concussion “Graduated Reentry Plans”



Massachusetts Department of Public Health regulation 105 CMR 201.010 requires that schools place a student diagnosed with a concussion on a post-concussion graduated reentry plan for academic and extracurricular activities. The graduated reentry plan must also document how the student will participate in MCAS testing.

If it is determined that a student is well enough, he or she may participate in the standard MCAS test using test accommodations or he or she may participate in the MCAS-Alt.

A student may be **excused** from testing only if it is determined that participation would impede the student's recovery or endanger the student's health. If it is determined that the student is not well enough to participate in one or more test sessions, the student should be considered as having a medically documented absence.

For more information about the participation of students diagnosed with concussions, refer to the Guidelines for Participation in MCAS of Students Diagnosed with Concussions at www.doe.mass.edu/mcas/accessibility/concussions.html.

G Participation Guidelines for Students with an Injury to their Hand or Arm at the Time of Testing



For a student with a disability such as a broken bone or fracture in his or her hand or arm, the school must initiate the development of a 504 plan if the student will require the use of a scribe or another accommodation in order to participate in MCAS testing; or a scribe may be added as an IEP amendment.

Do not contact the Department for permission to initiate the development of the 504 plan unless there is a need for specific guidance on accommodations. Many schools give a scribe accommodation (accommodation A10.1 or special access accommodation SA3.1), speech-to-text (accommodation A10.2) for students with a recent injury to their hand or arm, and other accommodations may be appropriate as well. See Appendix C for information on assigning accommodations.

Be sure to ask the district SIMS contact to include the student's 504 designation in the next SIMS submission.

Part III



MCAS Test Administration Protocols

MCAS Test Administration Protocols

A Accounting for and Distributing Secure Materials

It is the responsibility of the principal to account for secure testing materials throughout test administration.

This requirement includes accounting for secure testing tickets once they are generated and printed, tracking their location throughout test administration, and ensuring that they are securely destroyed after test administration.

Principals must account for secure materials on internal tracking forms, and ensure that used scratch paper is securely destroyed.

1. Printing Student Testing Tickets (and Proctor Testing Tickets, if Used)

Up to two days before testing, principals/designees must print out student testing tickets from PearsonAccess^{next} (refer to the online *PearsonAccess^{next} User Guide* for instructions: support.assessment.pearson.com/x/HxpgAQ). There are options to print one per page, multiple per page (by choosing the “List” option), or multiple per page in two columns (by choosing either the “Grid” or “Multiple Per Page” option).

When printing out testing tickets, note that there is an icon of a person speaking on the student testing tickets for the Human Read-Aloud and Human Signer accommodations. There is an icon of a person with a headset for student testing tickets for the text-to-speech accommodation. See page 71 for instructions on updating students’ accommodations in PAN if necessary.

After printing, principals/designees should cut the pages to separate the tickets, and secure them until it is time to prepare them for distribution. Student testing tickets should be treated with the same level of test security as paper-based test booklets.

2. Establishing a Chain of Custody for Testing Materials

The principal must use the forms listed below to account for and maintain the security of testing materials.

a. Internal Tracking Forms

Principals must establish and follow document tracking procedures so that they can determine at all times the location of materials not in the central secure storage area. Document tracking procedures must also make it possible for principals to trace the movement of materials from the time they are removed from secure storage until they are returned to the central secure storage area.

The Department recommends that principals use one of the Secure Materials Internal Tracking Forms at www.doe.mass.edu/mcas/testadmin/forms. If principals choose to create their own internal tracking form, the following items must be included:

- the specific count of materials at the time of distribution
- the specific count of materials at the time of return
- a place to indicate that used scratch paper has been returned
- a place to indicate that student testing tickets and used scratch paper have been securely destroyed
- signature areas for the test administrator and the test coordinator to sign the form

Test administrators and the test coordinator should independently count materials before signing the internal tracking form. Signature stamps may not be used to sign internal tracking forms.

Immediately investigate any irregularity in the use of tracking documents or in the information recorded on them. Call the Department immediately at 781-338-3625 if any situation occurs that could compromise test security.

b. Principal's Certification of Proper Test Administration

The purpose of the PCPA is for the principal to certify that all students participated in testing as required and that test administration and security protocols described in this manual were followed.

For grades 3–8, there is one PCPA to complete at the end of all MCAS testing, i.e., at the end of Mathematics testing (or STE testing for schools with grades 5 or 8). For high schools, there is one PCPA to complete at the end of all grade 10 testing (i.e., a combined PCPA for ELA and Mathematics at the end of the Mathematics administration), and a second one to complete at the end of STE testing.

In prior years, the PCPA contained a section to be completed before testing for schools to confirm that materials have been received and that all appropriate preparations have been made. That section has been removed, and schools will complete the PCPA only after testing.

Instructions for completing the PCPA can be found in Part IV, section H, and the certification statements on the PCPA can be found at www.doe.mass.edu/mcas/testadmin/forms.

While the principal may designate an individual to assist with many other test administration tasks, the PCPA may not be completed by a designee. **The principal must complete the PCPA and is responsible for all information submitted on the form.**

B Materials Required, Permitted, and Prohibited during Testing

1. Materials for Test Administrator Use

- Computers for test administrators (required)
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 accommodations will also need to use their own computer to read from. They will use a proctor testing ticket to access a test administrator edition of the test (more information is available in Appendix C in the CBT TAM).
- Proctor testing tickets (required when administering certain accommodations)
Proctor testing tickets contain the login information to access a test administrator version of the test when administering the Human Read Aloud or Human Signer accommodation. There is one proctor testing ticket assigned to each Human Read-Aloud or Human Signer PAN Session—they are not unique to individual test administrators. **No responses should be entered into the test using a Proctor Testing Ticket, as the responses will not be saved.** (Students will log in and respond using their student testing tickets.) A sample proctor testing ticket is shown below:



| Proctor Testing Ticket | |
|---|---------------|
| Session Name | TEST SESSION |
| Test | Grade 8 ELA |
| <p>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.</p> | |
| Username | proctor111111 |
| Password | 111aaa |

MCAS Test Administration Protocols

Up to two days before testing, principals/designees must print out proctor testing tickets and distribute to test administrators.

- Cell phones (permitted)
Cell phones may be used by test administrators for test administration-related purposes such as communicating with the test coordinator or school administration. At no time should test administrators be using cell phones for any purpose unrelated to testing, or in any way that distracts them from focusing their full attention on the testing room.

2. Materials REQUIRED for Student Use

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

- a device for testing that meets technical specifications (support.assessment.pearson.com/x/HwYcAQ)
Note: Older versions of iPads (iPad 4 and earlier) are not supported by TestNav. Newer versions may be used, but 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 keyboards are used during instruction and when writing essays.
- 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 beyond three, he or she will need to turn in used scratch paper. Students may view the pages they already turned in, upon request, as long as they only have three pages at one time.
 - › 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 scratch paper if the paper is completely blank.
 - › Scratch paper that has been written on during Session 1 of a test may not be used in Session 2; students will need new paper.
- a writing instrument for use on the scratch paper
- Student testing tickets
Student testing tickets contain the login information that students need to type in to begin each test session. There is one separate student testing ticket for each grade and subject area test (e.g., one student testing ticket for Jonathan Ward for grade 8 ELA and a separate student testing ticket for Jonathan Ward for grade 8 Mathematics). The same student testing ticket is used for all sessions of a test. A sample student testing ticket is shown below:

| STUDENT TESTING TICKET | |
|---|------------------|
| Student: | WARD, JONATHAN A |
| Student ID: | 999999999 |
| Session: | TEST SESSION |
| Date of Birth: | 2006-01-01 |
| Test: | Grade 8 ELA |
| 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: | 111111111 |
| Password: | 111aaa |
| (Optional) School testing device ID: Session 1 _____ Session 2 _____ | |






Up to two days before testing, principals/designees must print out student testing tickets, cut the pages to separate the tickets, and then prepare them for distribution. Because student testing tickets provide access to secure test content, they must be tracked and accounted for using internal tracking forms. See the instructions in Part IV, section F, step 4.

At the start of each test session, as directed by the TAM, 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.

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























Tools for Mathematics and STE tests are available in the student testing platform as described below. **New for 2020**, students have access to multiple calculators as described below. Students will be able to choose the calculator they would like to use (it is recommended that students use the calculator that functions most similarly to the one used in regular instruction).

New






| Icon in the Following Tables | Description |
|--|--|
|  <p>five-function/scientific</p> <p>scientific/ TI-84/Desmos</p> | <p>Students will have access to a grade-appropriate calculator as follows:</p> <ul style="list-style-type: none"> • Mathematics Session 2 <ul style="list-style-type: none"> > grade 7: a five-function calculator and a scientific calculator > grades 8 and 10: a scientific calculator, a TI-84 graphing calculator, and a Desmos graphing calculator • STE tests <ul style="list-style-type: none"> > grade 5: a five-function calculator > grade 8: a scientific calculator > next-generation Biology for grade 9: a scientific calculator > next-generation Introductory Physics for grade 9: a scientific calculator, a TI-84 scientific calculator, and a Desmos scientific calculator |
|  | <p>Students can access the reference sheet by clicking on the “Exhibits” tab on the right side of the screen (shown at right). Note that for Mathematics, the reference sheet is grade-specific. Students may also use printed reference sheets (see page 27 for more information).</p>  |
|  | <p>Students will have access to two rulers (a centimeter ruler and an inch ruler) for the following tests:</p> <ul style="list-style-type: none"> • Mathematics <ul style="list-style-type: none"> > grades 3–8 tests • STE <ul style="list-style-type: none"> > grades 5 and 8 tests |
|  | <p>Calculators are not permitted for grades 3–6 Mathematics (both sessions) or for Session 1 of grades 7–8 and 10 Mathematics.</p> |

MCAS Test Administration Protocols

a. Tools Available for Mathematics

| Grade | Tools Available for Session 1 | Tools Available for Session 2 |
|-------|---|--|
| 3 |  centimeter ruler and inch ruler |  centimeter ruler and inch ruler |
| 4 |  centimeter ruler and inch ruler |  centimeter ruler and inch ruler |
| 5 |  reference sheet  |  reference sheet  |
| 6 |  reference sheet  |  reference sheet  |
| 7 |  reference sheet  |  reference sheet  |
| 8 |  reference sheet  |  reference sheet  |
| 10 |  reference sheet |  reference sheet |

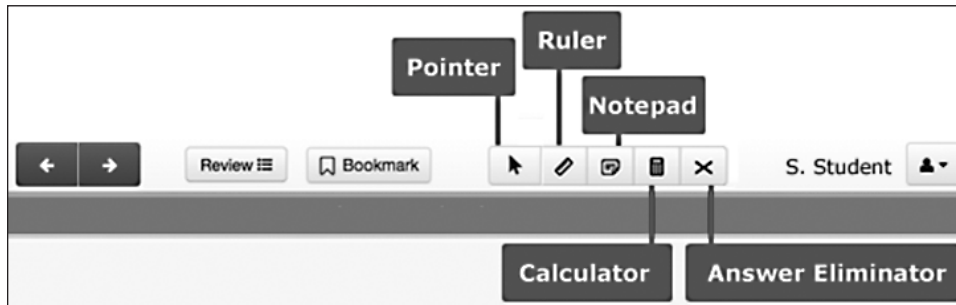
b. Tools Available for STE

| Grade/Subject | Tools Available (Both Sessions) |
|--------------------------------------|--|
| 5 |  centimeter ruler and inch ruler |
| 8 |  centimeter ruler and inch ruler |
| Next-Generation Biology |  |
| Next-Generation Introductory Physics |   |

c. Additional Tools

The following tools are embedded in TestNav:

- Pop-up glossary (Certain words during the ELA test will have a dotted line below them that students may select to display a definition.)
- Highlighter (Students can select and drag over the words they want to highlight and unhighlight. After dragging over the words they will see two options for the highlight color: blue and pink.)
- Other tools are shown in the toolbar below:



Note: Any notes that students type in the notepad tool and any highlighted text will not carry over from screen to screen. However, notes and highlighting are preserved and will be available if students return to the question.

4. Materials PERMITTED for Student Use

- pens, pencils, highlighters, and colored pencils for use on scratch paper
- handheld calculators for the specific tests/sessions listed in the previous section for students who prefer them to the online calculator
 - > When using a handheld calculator, each student must have sole access to the calculator, and test administrators must ensure that students do not have access to calculator instructions or formula sheets that accompany calculators. The memory should be cleared from any calculator with the ability to store information (other than basic numbers).
 - > The Department recommends that handheld calculators be equivalent to the ones embedded online (see the previous section). At a minimum, schools should provide a five-function calculator for students taking the grades 7, 8, and 10 Mathematics tests and the Introductory Physics test. Students may also use their own handheld calculator, including a graphing calculator. Calculators that access the Internet are not allowed.
- printed reference sheets for the grades 5–8 and 10 Mathematics tests, and the next-generation Introductory Physics test
 - > The Department strongly recommends providing printed reference sheets for students to use in addition to the one that appears in the student testing platform.
 - > Reference sheets are available at mcas.pearsonsupport.com/student/ for schools to print (printed copies cannot be ordered).

MCAS Test Administration Protocols

- equation editor symbol keys for Mathematics and STE tests for students using tablets
 - > Equation editor symbol keys are needed only for tablets.
 - > These sheets are available at mcas.pearsonsupport.com/student/ for schools to print (printed copies cannot be ordered).
- equation editor guides for Mathematics and STE
 - > These sheets are available at mcas.pearsonsupport.com/student/ for schools to print (Printed copies cannot be ordered.)
- computer mice
- styluses for touch-screen devices, if used in regular instruction
- headphones for students with disabilities using the text-to-speech accommodation (See Appendix C for more information.)
- printed copies of authorized bilingual word-to-word dictionaries and glossaries for current and former EL students (See Appendix C for more information.)

5. Materials PROHIBITED during Testing

Prohibited materials include, but are not limited to, materials that must be covered or removed from the testing space (see page 35) as well as the materials listed below. Materials listed in section a below are not permitted at any time during test sessions, and materials listed in section b may only be provided after a student has turned in his or her test materials. None of the materials in section a or b are permitted while a student has his or her test materials.

a. Materials PROHIBITED at Any Time during a Test 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. See www.doe.mass.edu/mcas/testadmin/forms for a poster that can be displayed during testing showing examples of prohibited materials.

- cell phones (See the following page for more information.)
- other electronic devices (See below 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 101)
 - > any device capable of taking photographs
 - > game consoles
 - > pocket translators
 - > calculators (except for the tests and sessions listed previously in section 3)
 - > computers or electronic tablets other than the ones being used for testing
 - > any device that provides access to the Internet (such as certain calculators and fitness trackers) other than the ones being used for testing
 - > editing devices (e.g., spelling or grammar checkers)

- unauthorized reference sheets (e.g., formula sheets, multiplication grids, conversion charts)
- English-language dictionaries or thesauruses
- accommodation materials unless specified by a student’s approved IEP or 504 plan (e.g., graphic organizers)

b. Materials Prohibited until 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. They are prohibited during testing.

- books
- textbooks for subjects other than the one being tested
- notebooks or other notes, as well as flags or sticky notes
- handheld rulers

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 TAMs 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 F on page 38 for more information about the Test Administrators’ Training.

MCAS Test Administration Protocols

C Scheduling Test Sessions

Refer to pages iv–viii for the testing windows, as well as dates for tests with prescribed test dates.

1. Requirements and Recommendations for Scheduling Testing

Guidance on Test Dates and Holiday Observances

Principals should be aware that state and federal laws require schools to make reasonable accommodations for the religious needs of students and employees in observance of holy days. Students who are absent from school may participate in a make-up session as soon after the regularly administered session as possible. The observance of Ramadan will be April 23–May 23, 2020 (exact dates may vary), and the Islamic holiday Eid-ul-Fitr may be celebrated between May 22 and 24 (exact dates may vary). Schools may contact the Office of Student Assessment Services with questions.

a. Grades 3–8

For grades 3–8, the Department recommends that principals schedule tests in the early part of the testing window to allow ample time for regular test sessions and make-up sessions.

New for 2020, the Math and STE testing windows begin in late April, four weeks after the ELA window begins.

The sequence for administering the spring MCAS tests for grades 3–8 must be as follows:

- first ELA*
- followed by Mathematics*
- followed by STE (for grades 5 and 8)*

In addition, test sessions must be sequential: e.g., Session 1 must be administered before Session 2 (except for students participating in make-up testing).

b. High School

Grade 10 ELA and Mathematics, and Next-Generation Biology and Introductory Physics

These tests have two sets of dates:

- **Prescribed administration dates:** the initial administration of Sessions 1 and 2, during which schools are expected to test the maximum number of students who can participate concurrently
- **Administration dates if needed:** the second administration of Sessions 1 and 2, during which schools test any remaining students who did not participate in the first set of dates due to technology/device limitations

Schools with special circumstances that cannot test all their students on these dates must email mcas@doe.mass.edu to discuss options.

Legacy High School STE

Legacy high school STE tests are paper-based tests and must be administered on their prescribed dates, with the exception of make-up testing for students who are absent on the prescribed testing dates.

New



c. Recommended Testing Times and Information on Test Sessions

| MCAS Subject Area Test | Number of Sessions | Recommended Testing Times |
|--|--------------------|---|
| GRADES 3–8 | | |
| ELA | 2 sessions | <i>Session 1: 2 to 2½ hours Session 2: 1½ to 2 hours (updated for 2020)</i> |
| Mathematics | 2 sessions | 1½ hours per session |
| STE for Students in <u>Grade 5</u> | 2 sessions | 1¼ to 1½ hours per session <i>(updated for 2020)</i> |
| STE for Students in <u>Grade 8</u> | 2 sessions | 1 to 1¼ hours per session <i>(updated for 2020)</i> |
| GRADE 10/HIGH SCHOOL | | |
| Grade 10 ELA | 2 sessions | <i>Session 1: 2½ hours Session 2: 1½ to 2 hours (updated for 2020)</i> |
| Grade 10 Mathematics | 2 sessions | 1½ to 2 hours per session |
| Next-Generation Biology and Introductory Physics for Students in <u>Grade 9</u> | 2 sessions | 1¼ to 1½ hours per session <i>(new tests for 2020)</i> |
| Legacy Biology and Introductory Physics for Students in <u>Grades 10–12</u> | 2 sessions | 1 hour per session |
| Legacy Chemistry and Technology/Engineering for Students in <u>Grades 9–12</u> | 2 sessions | 1 hour per session |

MCAS test sessions will remain untimed in spring 2020. The recommended times for scheduling test sessions are based on an analysis of student testing time from the MCAS next-generation computer-based testing in 2019. The Department will continue to review testing time used by students during computer-based testing and may make additional adjustments in the future.

It is important for all testing to occur during regular school days and to begin at the start of the regular school day, to ensure equivalent testing conditions in schools across the state and to ensure that all students, including students with disabilities and EL students, are afforded an equal opportunity to benefit from untimed tests.

See page 33 for information on breaks.

d. Availability of TestNav and Requesting to Test Outside of Regular Hours

In order to maintain the security of the testing system, TestNav will be available only during the test administration windows listed on pages iv–viii, and during regular school hours, between 7:00 a.m. and 4:00 p.m., Monday–Friday. In addition, TestNav will not be available during the week of April 20, since it is anticipated that schools will not be in session.

MCAS Test Administration Protocols

If a school would like to request permission to conduct testing outside of these hours (e.g., an evening high school that will begin testing after 4:00 p.m.), the principal must email mcas@doe.mass.edu. Requests should be submitted **two weeks prior to testing**. The email should include the following information:

- school and district name
- school and district code
- grade(s)
- specific days/times that the school would be testing
- reason for request
- PAN Session Name(s), or indicate whether the entire school would need the alternate schedule

It is important that requests be submitted in a timely manner, since schools need to complete follow-up steps upon receiving approval of their request.

e. Test Completion

Students who require time beyond the regularly scheduled test session may take it, as long as they are working productively. To that end, test administrators read scripts in the TAMs to guide students through the test session and inform them of the time available. Students may be moved to another location to finish testing but must be supervised at all times during the transition.

It is recommended that students complete each test session on the same device. Therefore, whenever possible, the student should bring his or her testing device to a test completion location (the device must be logged out of TestNav before being transported).

For schools that choose to administer more than one test session on the same day, if a student has not completed the first test session by the time that his or her class begins the next test session, he or she must finish working in the first test session before beginning the next one. The next test session can be administered to the student in a separate setting from the regularly administered one (as always, the test administrator must follow all protocols in the TAM).

f. Same-Day Requirement

No test session may extend beyond the end of the regular school day, and any individual test session must be completed on the same day on which it begins.

See section 4 on page 33 for the two exceptions to this policy.

The scripts in the TAMs that are read aloud throughout the session will help remind students how much time they have, so extra time should not generally be needed beyond the end of a regular school day. However, a principal may provide a student with a **maximum** of 15 additional minutes to review and complete his or her work, provided that

- the student requests the additional time him- or herself;
- transportation is arranged if necessary (e.g., the school bus is held for the student, the student's parent/guardian is contacted); and
- a test administrator stays with the student until the end of the allotted time.

Alternatively, if testing must occur on an "early release" day, arrangements must be made for test administrators to stay with students who have not finished their work until the time at which school would end on a regular school day.

g. Breaks and Lunch

Extended breaks, including recess for younger students, may not be scheduled in the middle of a test session. The Department recommends that students be provided snacks, drinks, and the opportunity to use the restroom before the beginning of the test session. However, students are permitted to use the restroom one student per room at a time during the test session. **Students must be supervised at all times between the testing room and the restroom, as well as any other time they are out of the testing room.**

Principals are responsible for ensuring that tests are scheduled to avoid conflicts with lunch; however, if a lunch break is required during testing, lunch shall be brought to the students in the testing area. If this is not feasible, test materials must be secured, and students must be escorted to the lunchroom, instructed that they may not discuss the test and that they still may not access any prohibited materials, **sufficiently monitored to prevent discussion of test questions during the entire lunch period**, and escorted back to the testing location. The Department recommends signing students out of TestNav during a lunch break.

For all the tests except the legacy high school STE tests, schools may plan for one short, supervised break per test session (3–5 minutes) to be given at each test administrator’s discretion. Test administrators must maintain security during the break (e.g., students may not have conversations). Also, schools may consider providing designated accessibility features (DFs), which are available to all students, such as DF3 (“Frequent brief supervised breaks”), particularly for younger students.

Test administrators should instruct students approximately midway through a session 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 TAMs.

2. Concurrent Administration Expectation

For grades 3–8, test sessions must be scheduled in such a way that all students taking that test in the same school are tested as close together as possible (with the exception of make-up sessions). Schools are expected to schedule most students for the first administration of a test session; if space or device constraints require additional test sessions, they should be scheduled as close together as possible in order to maintain the security of the tests.

3. Test Session Limitations

It is recommended that students take no more than two test sessions on a single day, including those administered as make-up sessions.

4. Procedures for Students Who Become Ill During a Test Session or Experience a Technology Failure

If a student becomes ill during testing or a student experiences a technology failure and cannot complete the session that day, the school may allow the student to complete the session on another day. The student should be instructed not to discuss the test, and the school should provide a closely-monitored make-up session, during which the student may complete the test, but may not return to any questions he or she previously answered.

5. Procedures for Make-Up Testing

Students who are absent on the scheduled testing date for their grade for any reason (including illness or other medical condition) must be scheduled for make-up testing as soon as they return to school. Make-up tests may be administered at any time after the scheduled testing date and before the end of the test administration window (see pages iv–viii for dates). Please call the Department at 781-338-3625 regarding exceptional circumstances related to make-up testing.

MCAS Test Administration Protocols

If a student is absent for a session of a test, he or she should take the remaining session(s) of the test according to the school's administration schedule and take the missed session during the make-up period. For grade 10 ELA and Mathematics, and the next-generation Biology and Introductory Physics tests, a student who is absent for one of the prescribed days of testing should make up the session on the alternate date for that session if possible.

In addition, principals should be aware that state and federal laws require schools to make reasonable accommodations for the religious needs of students and employees in observance of holy days. For more information, refer to www.doe.mass.edu/news/news.aspx?id=24709.

Make-up testing for students with "extraordinary circumstances" may be scheduled according to the dates listed on pages iv–viii. See page 33 for more information about make-up sessions.

6. Test Administration Interruptions

Circumstances over which you have no control (e.g., power failures) may interrupt testing. The TAMs include specific instructions for test administrators to follow if an interruption occurs. When normal conditions are restored, test administrators should resume testing. No interruption should reduce the total amount of time that students are given to complete the interrupted test session. Principals must report any major disruptions to the Department by calling 781-338-3625.

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

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

Principals must also provide guidance to test administrators on handling regular interruptions, such as students requesting to use the restroom or to go to the nurse's office. Students may not remove secure materials from the room. Test administrators must maintain test security according to the requirements in Part I of this manual while any student is out of the room.

7. Severe Weather

If severe weather forces the closure of a school for one day during the test administration window, on the day it reopens the school should administer the test session scheduled for that day and make up the missed session(s) later. In this case, the principal must obtain prior written approval from the Department if he or she would like to delay the return of materials (for paper-based testing) by one day to make up for the missed day of testing.

When severe weather forces a delayed opening on a scheduled test administration date, the principal should proceed with the test administration after students arrive, if this is possible.

See page 61 for the steps to take if a school is closed or has a delayed opening due to severe weather.

8. Scheduling the Student Tutorial and Practice Tests

In order to prepare students and educators for MCAS question types, as well as to gain experience with the student testing platform, schools should schedule ample time for the student tutorial and practice tests in late winter/early spring.

The tutorial should take approximately 20–30 minutes to complete. The practice tests should take approximately 30–45 minutes to complete.

9. Student Questionnaire (Grades 4, 5, 8, and 10)

The student questionnaire is administered to students in grades 4, 5, 8, and 10. The questionnaire should be administered at a convenient time after STE testing is complete for grades 5 and 8, and after Mathematics testing is complete for grades 4 and 10.

The questionnaire should not be administered before the final test session (i.e., before Mathematics Session 2 for grades 4 and 10 or before STE Session 2 for grades 5 and 8). However, since students may progress through the test at different paces, schools may use the following sequence. Before administering Session 2, test administrators can introduce the topic of the questionnaire (e.g., tell students they will answer the questionnaire after they finish Session 2) and read the script for the questionnaire, answer questions that students have, and then read the script for Session 2. As students finish Session 2, the test administrators can lock that session and open the questionnaire (i.e., Session 3) for students.

The student questionnaire is available for Text-to-Speech, Screen Reader, and Non-Screen Reader accommodated test forms. There is no paper-based questionnaire, and Braille, large-print, Spanish/English, and ASL editions are not available.

Instructions for administering the student questionnaire appear in the CBT TAM.

It will take approximately 15 minutes to administer the student questionnaire.

D Ensuring Appropriate Testing Spaces

It is the responsibility of the principal to ensure that testing spaces are free from noise and distractions and are adequately lit, ventilated, and furnished so that students can work comfortably and without disruption. Principals must ensure that each student assigned to the testing space will have adequate work space and be sufficiently separated from other students to support a secure testing environment.

Designated Accessibility Features (DFs) give principals the flexibility to test students in appropriate groups and testing spaces other than regular classrooms. Principals must identify appropriate testing spaces for students using DFs that require changes in the test setting, presentation, or mode of response. See Appendix C of this manual for details on the DFs available to all students.

To achieve efficiencies for make-up testing, schools may group students taking different tests together if the following conditions are met: the script in the TAM is the same for these different tests and the materials needed for the students are the same (e.g., students will use a reference sheet for both tests). Schools should not group together students doing computer-based testing and any students doing paper-based testing, including for make-up testing.

Each testing room should have a working clock so that students can plan their work. There is no clock or timer in TestNav.

Materials That Must Be Covered/Removed

Prior to testing, principals must verify that test administrators have covered or removed from the testing spaces all materials containing content in the subject areas being tested, including any materials that might help students answer test questions.

Examples of materials that must be covered or removed include, but are not limited to, posters, maps, charts, graphic organizers, word lists, number lines, multiplication tables, definitions, writing formulas, and mathematical formulas/theorems. It is not necessary to cover or remove calendars, posters displaying the alphabet or consonant blends, or posters displaying the Pledge of Allegiance.

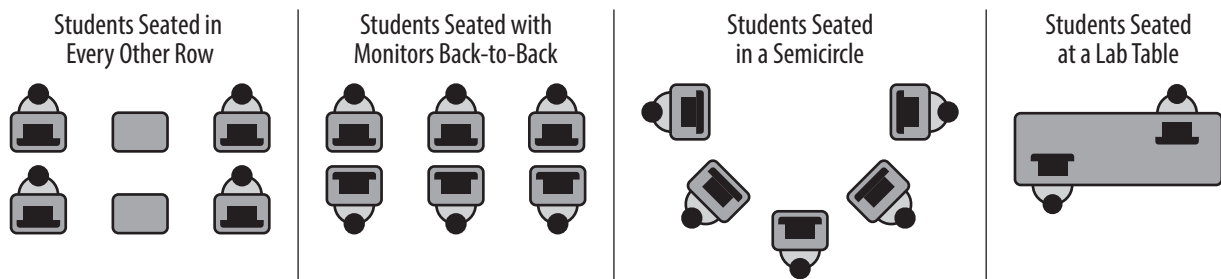
MCAS Test Administration Protocols

Other Security Considerations

The Department suggests that schools use the following seating arrangements as strategies to create a secure environment:

- 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.
- Avoid the use of large, open areas (e.g., cafeterias).
- Seat students at opposite ends of a long lab table.

Examples of Seating Arrangements



Physical barriers can also be used:

- privacy screens on computer monitors
- 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, particularly when sitting at the same long lab table

Regardless of how testing rooms are arranged, students must not be able to view any screen but their own.

Note that using physical barriers to shield students from each other can also shield them from test administrators, making it more difficult to see what students are doing (e.g., using notes or a cell phone). Thus, it is especially important that test administrators circulate frequently throughout the room and monitor what students are doing when physical barriers are used.

E Preparing the Test Administration Team

1. Qualified Test Administrators

It is the responsibility of the principal to authorize individuals to serve as test administrators. Test administrators' responsibilities are described in the TAMs.

To the extent possible, test administrators should be licensed classroom teachers working in the school. When necessary, other education professionals (such as administrators) employed by the school or district may be authorized to serve as test administrators.

To assist in maintaining security, the Department recommends that whenever possible, principals assign two test administrators per testing space, particularly for the high school tests. It can be especially useful for two test administrators to be present, so that one test administrator has the primary responsibility of actively monitoring the room, and the other has the primary responsibility of completing tasks in PearsonAccess^{next} as well as assisting with monitoring. Another recommendation is to assign test administrators to students other than their own.

The principal must authorize individuals to serve as test administrators for students being tested with accommodations, including students with an injury to their hand at the time of testing (e.g., broken bone or fracture in the hand or arm). Test administrators will need to follow instructions in the TAMs, including the appendices, for administering specific accommodations.



2. Technology Staff

The principal should authorize technology staff to assist with set-up and troubleshooting. Technology staff should complete the following tasks:



- Prepare student testing devices as well as computers for test administrators by ensuring they meet the System Requirements (support.assessment.pearson.com/x/HwYcAQ) and installing TestNav from download.testnav.com.
- Conduct an Infrastructure Trial (recommended). See Task D.1 on page 55.
- **New for 2020**, Set up or disable ProctorCache based on your school's bandwidth. Precaching can reduce test delays from network congestion and provide students with a more seamless testing experience in the event of disruptions to Internet connectivity. Refer to the ProctorCache guidance for 2020 posted on the Technology Setup page at the MCAS Resource Center at mcas.pearsonsupport.com/technology-setup for specific ProctorCache recommendations based on school bandwidth. Also see Task E.5 on page 58.

New

Part III—MCAS Test Administration Protocols

3. Other School Personnel

The principal may want to authorize other school personnel, such as a test coordinator, to assist him or her with the distribution and return of secure materials.

Also, the Department suggests that principals assign monitors for hallways, restrooms, and other areas to ensure a secure testing environment.

Anyone authorized to have access to secure test materials must be employed by the school or district and fulfill the requirements in Part I of this manual. Once test administrators and other school personnel are authorized, principals must train them in test security requirements as well as the logistics that will be followed at the school, including how to contact the principal or designee during testing if necessary.

MCAS Test Administration Protocols

F Training Test Administrators, Technology Staff, and Other School Personnel

1. Training in Test Security Protocols

Before test administration, the principal or designee must meet with test administrators, technology staff, and other personnel authorized to have access to secure materials to explain the test security protocols and procedures that will be followed at the school. Principals also need to meet with the technology coordinator to discuss topics listed in this section and in section E.2.

During the training session, the principal will need to do the following:

- describe the test security requirements contained in Part I of this manual as well as the TAMs
- confirm that all involved school personnel understand those requirements
- describe local procedures for meeting test security and administration protocols
- provide an orientation to the major tasks that will be completed during test administration
- emphasize that all test administrators must read and familiarize themselves with the TAMs before administering MCAS tests

The TAMs contain optional scripts as described below. Inform test administrators at the training session if they will read the scripts or if the school will develop an alternative version.

- whether test administrators will read the recommended script instructing students to put away cell phones and other electronic devices in their backpacks at the side of the room or if a locally developed script will be used instead
- whether test administrators will read the scripts for students going to a supervised lunch, students moving to a test completion room, and students going to the restroom

Inform test administrators about the decisions you have made regarding other procedures such as

- whether PAN Sessions will be started by the test coordinator, or whether test administrators will do it themselves
- whether students who arrive late for testing will be read the scripts quietly in the room, read the scripts outside the room, or scheduled for make-up testing
- whether students will be provided with printed reference sheets as well as handheld calculators during Mathematics testing, in addition to the versions available in the student testing platform (Calculators are only allowed as described on page 26.)
- how students will be supervised when they are out of the testing room, e.g., for a restroom break (hallway monitors, restroom monitors, escorts, etc.)
- whether testing tickets will be collected from students after they sign in to TestNav, or students will retain their testing tickets until the end of the session
- whether students will write down the ID numbers of their testing devices on their testing tickets
- how to contact the school administration if there are any problems during testing
- whether test administrators are expected to come to the central storage area to pick up testing materials or testing materials will be delivered to them
- whether students who finish early may be dismissed or must wait until the end of the scheduled session

New for 2020, also inform test administrators of the procedures if a student reports a concern about a test question. Test administrators should follow instructions in their TAM to report the concern to the principal or designee, who will then call the Department for guidance. Students and school staff should continue to refrain from discussing secure test content except as needed to report the issue. School staff may not write down the question or answer choices but may write down the form number and question number to report it to the Department.

The Department has outlined major topics for the test administrator training session in a PowerPoint presentation posted at www.doe.mass.edu/mcas/testadmin. Principals are expected to cover the topics in the slides.

2. Training for Test Administrators Who Will Administer Accommodations

Test administrators who will administer accommodations to students with disabilities or EL students should receive additional training at another time to ensure that accommodations are correctly provided. In addition, these test administrators should be familiarized with the roles and responsibilities of scribes and human readers as described in Appendix C. They must also understand the differences between instructional accommodations and testing accommodations especially in regard to the prohibition on coaching and assisting students during testing.

Additional training may include one or more of the following:

- Reviewing the online Accessibility and Accommodations module at mcas.pearsonsupport.com/training/
- Participating in or reviewing the Accessibility and Accommodations webinars:
 - › Registration is available at the MCAS Training Opportunities website: www.doe.mass.edu/mcas/training.html
 - › Previously recorded webinars are available at mcas.pearsonsupport.com/training/
- Reviewing the Department's *Accessibility and Accommodations Manual for the 2019–2020 MCAS Tests/Retests*

3. Required Documentation

Test administrators must sign in to demonstrate that they attended a training session and to acknowledge that they received TAMs for the test(s) they will administer. Similarly, other school personnel who have access to secure materials must sign an acknowledgment that they received a copy of the test security requirements. A sample combined form for both of these activities is provided at www.doe.mass.edu/mcas/testadmin/forms, but schools could develop two separate forms instead.

Principals must retain the following in their school files for three years: agendas, sign-in sheets, and any other relevant documentation to demonstrate they trained test administrators and other school personnel who have access to secure materials.


Test administrators who have been assigned to administer certain accommodations (listed in Appendix C) are required to sign an MCAS Nondisclosure Acknowledgment form before administering the test. The training session may be a convenient time to have these test administrators sign the form, but it can be done any time before testing.

MCAS Test Administration Protocols



4. Training in Using PearsonAccess^{next} and Basic Technology

Review Appendix A, and view the online training modules posted at mcas.pearsonsupport.com/training. It is recommended that principals designate individuals to assist with tasks and share the modules as appropriate.

| | |
|--|--|
| <p>In addition to understanding all test administrator tasks below, principals and technology coordinators will need to understand the following tasks in PearsonAccess^{next}:</p> | <ul style="list-style-type: none"> • Import and export student registration files. (support.assessment.pearson.com/x/IIDy) • Create, edit, and delete student records. (support.assessment.pearson.com/x/F4Dy) • Create, edit, and delete testing groups. (support.assessment.pearson.com/x/P4NQAQ) • Create, edit, and delete TestNav configurations (technology coordinator only). (support.assessment.pearson.com/x/L4Dy) (support.assessment.pearson.com/x/ood8AQ) (support.assessment.pearson.com/x/LoDy) • Create, edit, and delete PAN Sessions. (support.assessment.pearson.com/x/J4Dy) • Pre-cache test content. (support.assessment.pearson.com/x/LYDy) • Print student test tickets. (support.assessment.pearson.com/x/HxpgAQ) Note: Principals and test administrators can download student test tickets; however, this task is primarily completed by principals. • Void student tests. (support.assessment.pearson.com/x/PANgAQ) • Mark tests complete. (support.assessment.pearson.com/x/igQHAQ) • View operational and published reports. (support.assessment.pearson.com/x/Q4Dy) |
| <p>Test administrators may need to conduct the following tasks:</p> | <ul style="list-style-type: none"> • Assign and un-assign student tests and edit existing student tests. (support.assessment.pearson.com/x/G4Dy) • Confirm that their students have the correct test form assigned to them (e.g., text-to-speech) by using the Session Student Roster in the Resources dropdown menu. (support.assessment.pearson.com/x/HxpgAQ) • Start, stop, and resume testing in PAN. (support.assessment.pearson.com/x/JoDy) (support.assessment.pearson.com/x/coJ8AQ) (support.assessment.pearson.com/x/JIDy) • Lock and unlock sessions. (support.assessment.pearson.com/x/JoDy) • Monitor student progress in the online sessions. (support.assessment.pearson.com/x/JYDy) • Close down testing devices. |
| <p>Therefore, it is recommended that test administrators view the following modules:</p>  | <ul style="list-style-type: none"> • Accessibility and Accommodations • Infrastructure Trial for Test Coordinators and Test Administrators • Sessions Management |

G Preparing Students for Testing

1. Students' Responsibilities during Testing

To inform students about their responsibilities during testing and the reasons that results may be invalidated, principals may choose to ask students in grades 6 and above to read and sign a form to acknowledge that they understand their responsibilities. See www.doe.mass.edu/mcas/testadmin/forms for an optional sample form for students to sign, as well as an optional sample letter that can be used to notify parents/guardians. If these materials are used, principals should retain them in the school's test administration files.

2. Meetings

a. General Meeting with Students

Feedback from principals and teachers indicates that a serious, yet supportive, testing environment has a positive impact on student performance. The Department recommends that the principal or test administrators meet with students before each test administration window to give them information about testing procedures at the school, including the following topics.

The Testing Schedule and Recommended Testing Times

- Students will need to come to school on the scheduled test days.
- Most students should be able to finish within the suggested time limits, but they will be allowed additional time to finish their work if they are working productively. **However, no test session may extend past the end of the regular school day.**

Preparing for the Tests

- Students should read questions carefully, be thorough in their responses, and answer all parts of multi-part questions. They should also try their best, and answer all the questions on the test.
- Their test administrator will be able to answer questions about the computer interface, and can read aloud a word during Mathematics and STE testing at their request (UF10), but the test administrator cannot give them any help or answer any question related to test content.
- Students may let their test administrator know if they have a concern about a test question during a test session. Their test administrator will then inform the principal or designee, who will contact the Department for guidance.

CBT Tools and Navigation

- Students will become familiar with the tools available to them and with how to navigate through the test by taking practice tests and a student tutorial.
- Students should be aware that they have limited space for their constructed responses and essays for ELA, just as they would in a paper-based test.
 - › 1,200 characters for short responses (equivalent to one hand-written paragraph)
 - › 2,500 characters for essays in grades 3–5 (equivalent to one hand-written page)
 - › 5,000 characters for essays in grades 6–8 and 10 (equivalent to two hand-written pages)

MCAS Test Administration Protocols

- For each response, there is a counter at the top right of the response box. As students type, the number will count down to show how many more characters they can type (the only exception is that the AT/Screen Reader forms do not have a character counter). A character is counted as any key that is typed (e.g., letters, numbers, spaces, punctuation).
- During the ELA test, students may use a notepad in the computer test to take notes in addition to their scratch paper. The notepad cannot be resized, but if a student's writing fills the box, a scroll bar will appear to allow the student to keep on typing. Students cannot paste text from a reading passage into the notepad.
Any notes written in the notepad on one screen will only remain on that same screen. When a student clicks on the arrow to go to the next question, there will be a new notepad, although students can go back to the previous screen to access the previous notepad.
- Students may want to highlight text in a passage, test question, or answer choice. Just as notes they take in the notepad will not carry over from one screen to the next, highlighted text will not carry over from one screen to the next. To highlight, students must drag their cursor over text and then select one of two colors: blue or pink.

Resources Available during Testing

- Students will have scratch paper available to them.
- Students may use calculators and reference sheets as described earlier in this manual, but they may not bring in additional reference sheets, notes, or study guides, with the exception of approved materials for students with disabilities using certain accommodations.

Testing Irregularities and Invalidations

- Students' test results may be invalidated if they engage in any of the following activities during a test session (including after turning in their test materials, during a break, or during the transition to a test completion area):
 - > duplicating any portion of secure test content
 - > accessing prohibited materials such as cell phones or other electronic devices (see lists in Part III, section B) for any purpose, including accessing the Internet for any purpose other than accessing TestNav
 - > communicating with other students (e.g., talking, whispering, writing notes)
 - > looking at any other student's test booklet, answer booklet, or computer screen
 - > consulting notes, books, or instructional materials during testing
- To avoid testing irregularities, students may bring a book to read if they finish a test session early. Students should be informed of the options they have for appropriate activities after testing.

Additional Topics for High School Students

- Students are required to meet CD requirements described at www.doe.mass.edu/mcas/graduation.html as well as must meet local graduation requirements in order to receive their diploma.
- Students will be given multiple opportunities before the end of their senior year (and after high school) to retake test(s) in the subject(s) in which they have not met CD requirements.



- Student test scores may be used to determine eligibility for the John and Abigail Adams Scholarship and the Stanley Z. Koplik Certificate of Mastery with Distinction Award.

b. Meeting with EL Students

If there are significant numbers of EL students in the school, it is also important to meet with the students, in small groups if possible, to explain the participation guidelines. During the meeting with EL students, communicate the following to them:



- They will be participating in tests that they may find difficult because they are still learning English. Particularly for grades 3–8, students should answer as many questions as they can, and should let their test administrator know when they can no longer complete the test.
- The purpose of having them participate is to establish a starting point from which their progress over time can be measured, and because they are required to participate.
- Since participation in the ELA test is optional for first-year ELs, inform first-year ELs if they will not participate in that test.
- Current and former EL students may use printed copies of authorized bilingual word-to-word dictionaries and glossaries or other EL accommodations (see Appendix C for more information).
- For high schools: Students taking the Spanish/English edition of the grade 10 Mathematics test may respond to constructed response questions in either English or Spanish.



c. Meeting with Parents/Guardians

In addition to student meetings, principals are encouraged to share information with parents/guardians before testing about the following topics:

- resources from DESE on the next-generation tests that are available at www.doe.mass.edu/mcas/parents
- the ways that the school will prepare their child for testing
- how parents/guardians can support their child
- the days that their child will be testing
- participation requirements and guidelines
- test security requirements and materials their child will not be permitted to have during testing (e.g., students will not be permitted to contact parents/guardians via cell phone during test sessions, even after turning in their materials)
- for grades 4, 5, 8, and 10: information about the student questionnaire

The Department suggests sharing information at an open house or in regular parent newsletters.

3. Student Tutorial and Practice Tests

The Department strongly encourages schools to have all students view the tutorial and take practice tests, including students who participated in computer-based testing last year.

It is important for schools to schedule ample time 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.

MCAS Test Administration Protocols

The table below shows two different ways to access practice tests. Note that the practice tests accessed via the web are the same as the practice tests in TestNav. Upon completion of practice testing, a score for machine-scored test questions is provided for diagnostic purposes. Rubrics are provided for constructed response questions and essays. (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 will be provided in the *Infrastructure Trial Readiness Guide*.)

| Item | Web location | Description |
|--|--|---|
| Student tutorial | mcas.pearsonsupport.com/student/ | <p>The Department strongly recommends that 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 tutorial to become familiar with the tools and features before viewing it with students.</p> |
| 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 will be available later this winter for schools to prepare students who will be using this accommodation, although these forms will become available some time after the standard forms are posted.</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 will be available later this winter for schools to prepare students who will be using this accommodation.</p> |

4. Additional Resources to Prepare Students for Testing

In addition to the practice tests, the Department recommends that schools familiarize students with the following resources, which are available in the MCAS Resource Center at mcas.pearsonsupport.com/student/:

- blank CBT response boxes for ELA and STE, which allow students to practice answering constructed response and essay questions (Click on “Practice Tests,” and then click on the subject area, and then the grade. The blank CBT response boxes are in the resources section on the right-hand side.)
- equation editor practice tool for grades 3–6 Mathematics, which allows students to practice with the equation editor
- equation editor and calculator practice tool for grades 7, 8, and 10 Mathematics, which allows students to practice with the equation editor and the calculator
- reference sheets for Mathematics grades 5–8 and 10, and the next-generation Introductory Physics test (for students in grade 9)
- equation editor guide and symbol key
 - › Students taking the Mathematics and STE 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 for students using that accommodation

Part IV






Tasks to Complete for Test Administration







Tasks to Complete for Test Administration

Checklist of Tasks

Use the following checklist of tasks to keep track of responsibilities during MCAS testing during suggested timeframes. Some of the tasks in the checklist are described in other documents, but most are described in the Tasks section that follows. You may use the “Completed?” column to check off when each task has been completed; you may also want to use the column to write in the names of staff who will be helping with each of the tasks.

| Task Reference | Task Overview | Completed? |
|--|---|--------------------------|
| A. Ongoing/Tasks to Complete Beginning in Fall 2019 | | |
| 1 | Familiarize yourself with resources: Student Assessment Updates, the 2020 test designs, and CBT components. | <input type="checkbox"/> |
| 2 | Provide the Department with contact information. | <input type="checkbox"/> |
| 3 | Update student information in SIMS and PAN. | <input type="checkbox"/> |
| B. Tasks to Complete BEFORE Test Administration – Winter 2020 | | |
| 1 |  Meet with technology coordinator to prepare for online testing, view online training modules, review the Technology Specifications, configure student testing devices, and set up (or disable) ProctorCache. | <input type="checkbox"/> |
| 2 | Participate in DESE training on test security and administration protocols. | <input type="checkbox"/> |
| 3 | Complete the SR/PNP process. | <input type="checkbox"/> |
| C. Tasks to Complete BEFORE Test Administration – Late Winter/Early Spring 2020 | | |
| 1, 2 | Develop a test security plan, and review it with your superintendent. | <input type="checkbox"/> |
| 3, 5 | Identify students who will be participating in each grade’s tests. Also, assign accessibility features and accommodations. | <input type="checkbox"/> |
| 4 |  High schools: Determine whether any students in grades 11 and 12 should participate in spring testing and provide written notice to adults from the previous two years who have not yet earned their CD in STE. | <input type="checkbox"/> |
| 6 | Identify test administrators and other school personnel who will have access to secure materials. | <input type="checkbox"/> |
| 7 | Assign and update user roles in PAN. | <input type="checkbox"/> |
| 8 | Establish the school’s testing schedule. | <input type="checkbox"/> |
| 9 | Communicate the test schedule to the school community, including parents/guardians. | <input type="checkbox"/> |
| 10 | Identify testing spaces and plan how to set up a secure testing environment, and prepare room assignments. | <input type="checkbox"/> |
| 11 | Meet with students to provide information about testing. | <input type="checkbox"/> |
| 12 | Administer the student tutorial and practice tests. | <input type="checkbox"/> |
| D. Tasks to Complete At Least Two Weeks BEFORE Test Administration | | |
| 1 |  Collaborate with your technology coordinator to conduct an Infrastructure Trial. | <input type="checkbox"/> |
| 2 | Ensure that the SR/PNP is updated according to the instructions in the <i>Guide to the SR/PNP Process</i> (available at mcas.pearsonsupport.com/manuals ; click on the “PearsonAccess ^{next} Guidance” dropdown). | <input type="checkbox"/> |

Tasks to Complete for Test Administration

| Task Reference | Task Overview | Completed? |
|--|--|--------------------------|
| 3 | Create PAN Sessions and assign students to them. | <input type="checkbox"/> |
| 4 |  Verify form assignment in PAN Sessions for form-supported accommodations. | <input type="checkbox"/> |
| E. Tasks to Complete Two Weeks BEFORE Test Administration | | |
| 1, 2 | Verify receipt of manuals, and inventory and store them. | <input type="checkbox"/> |
| 3, 4 | Order additional manuals if necessary, and download materials. | <input type="checkbox"/> |
| 5 |  Precache operational test content in PAN if your school will be using ProctorCache. (support.assessment.pearson.com/x/dRFgAQ) | <input type="checkbox"/> |
| 6 |  Prepare to provide accessibility features and accommodations for testing. | <input type="checkbox"/> |
| 7 | If necessary, submit requests to test students in alternate settings, and submit forms for approval for adults using accommodations. | <input type="checkbox"/> |
| 8 | Distribute manuals/security requirements, and train staff in test security requirements and test administration protocols. | <input type="checkbox"/> |
| 9 |  Provide additional training to test administrators who will be administering accommodations. | <input type="checkbox"/> |
| F. Tasks to Complete Approximately One or Two Days BEFORE Test Administration | | |
| 1 | Verify that test administrators have covered or removed prohibited materials from the walls of testing rooms. | <input type="checkbox"/> |
| 2 |  Confirm that the technology coordinator has completed necessary preparations for testing. | <input type="checkbox"/> |
| 3 |  Remove first-year EL students from PAN Sessions for ELA if they will not be participating in this subject area test. | <input type="checkbox"/> |
| 4 | Prepare materials (student testing tickets, equation editor symbol keys, reference sheets, proctor testing tickets). | <input type="checkbox"/> |
| 5 | Prepare and start PAN Sessions. | <input type="checkbox"/> |
| G. Tasks to Complete DURING Test Administration | | |
| 1 | Using your document tracking system, distribute materials for testing. | <input type="checkbox"/> |
| 2 | Monitor test administration. | <input type="checkbox"/> |
| 3 | Manage situations that may occur during testing. | <input type="checkbox"/> |
| 4 | Securely store materials for testing. | <input type="checkbox"/> |
| 5 | Maintain/update the record of test administrators and their students for each test session. | <input type="checkbox"/> |
| 6 | Collect lists of students who were absent for testing and schedule make-up testing for them. Confirm that all students participated. | <input type="checkbox"/> |
| 7 | When test sessions are completed, verify that all secure materials have been returned. | <input type="checkbox"/> |

Tasks to Complete for Test Administration

| Task Reference | Task Overview | Completed? |
|---|---|--------------------------|
| H. Tasks to Complete AFTER Test Administration | | |
| 1 | Update student information in PAN and SIMS as needed. | <input type="checkbox"/> |
| 2 | Ask your district SIMS contact to make any necessary updates to SIMS. | <input type="checkbox"/> |
| 3 | Complete the PCPA. | <input type="checkbox"/> |
| 4 | Plan to retain materials listed in the PAM for three years. | <input type="checkbox"/> |
| 5 | Recycle or discard materials listed in the PAM. | <input type="checkbox"/> |
| 6 | Securely destroy materials listed in the PAM. | <input type="checkbox"/> |
| 7 | Remove students from PAN Sessions if they were removed from your enrollment. | <input type="checkbox"/> |
| 8 | Make sure each student's test session is in "Complete" or "Marked Complete" status. | <input type="checkbox"/> |
| 9 | Stop PAN Sessions. | <input type="checkbox"/> |

A Ongoing/Tasks to Complete Beginning in Fall 2019

1. Familiarize yourself with resources:

- Read the biweekly Student Assessment Update emails throughout the school year for important MCAS program updates.
Principals, MCAS test coordinators, special education directors, and EL program directors automatically receive the Student Assessment Update based on contact information submitted to the Department. Others may subscribe by following the instructions at the bottom of each edition (www.doe.mass.edu/mcas/updates.html).
- Become familiar with the 2020 test designs, which are available at www.doe.mass.edu/mcas/tdd/ (click on the subject area, and then click on "Test Design").
- If you are new to computer-based testing, review the components for CBT in Appendix A.

2. Provide the Department with the school's correct contact information to receive important notices via email during test administration.

The steps for updating contact information are included at the bottom of each Student Assessment Update (see link in step 1 above).

3. Update student information in SIMS and PearsonAccess^{next}.

Since data from SIMS and PearsonAccess^{next} are used for MCAS reporting, it is critical that student information in SIMS be accurate. District-level SIMS contacts submit data for the entire district; call your district's contact to confirm the accuracy of your school's data being submitted to SIMS (see page ii for instructions on finding your district's contact).

a. SASIDs

SASIDs are required as part of the Student Registration/Personal Needs Profile (SR/PNP) process. If you do not have a student's SASID (e.g., a student new to Massachusetts), create and assign to the student a 10-digit number starting with "88" (instead of "10"). For adults participating in the high school STE tests, also note that SASIDs cannot newly be assigned for students 22 years of age or older). Call your district SIMS contact with questions on assigning SASIDs.

Tasks to Complete for Test Administration

b. SIMS

For districts that are using the School Interoperability Framework (SIF), enrollment data provided by January 17 will be used for the SR/PNP for the spring 2020 MCAS tests.

Enrollments for districts not using SIF will be based on the October 1, 2019 SIMS submission. For non-SIF districts, SIMS is updated in October, March, and June. If a student's information changes (e.g., a student will no longer have an IEP), provide the information to the district's contact to include in the next SIMS update.

c. PearsonAccess^{next}

Student registration information in PearsonAccess^{next} is updated according to the timelines and instructions in Appendix D.

For support with updating the SR/PNP, view the following resources available at mcas.pearsonsupport.com/training:



- SR/PNP module (in the “Modules to Assist with Pre-Administration Tasks” section)
- Accessibility and Accommodations module (same section as above)
- SR/PNP overview webinar recording (in the “Training Sessions Previously Offered This School Year” section)

Also, Department staff will offer an SR/PNP training session in late January (register at www.doe.mass.edu/mcas/training.html).

B Tasks to Complete BEFORE Test Administration—Winter 2020

1. Meet with the technology coordinator and establish a plan to ensure that the steps below are completed.



- View online training modules, and attend additional training sessions. The sessions below will be particularly helpful for technology coordinators.
 - › Module: **Infrastructure Trial for Technology Coordinators**
 - › Training sessions: **Pre-Administration Tasks for Technology Staff** (February 11) and **Overview of Infrastructure Trials** (January 29 and 31)
- Review the technology specifications, and prepare the school's infrastructure.
 - › The CBT technology specifications (support.assessment.pearson.com/x/HwYcAQ) provide minimum and recommended specifications for computer hardware, and devices; security requirements; and suggest recommended levels of bandwidth that will support schools' instructional and assessment needs.
 - › Identify any gaps in technology capacity, including test-taking devices that do not meet technology specifications and potentially insufficient bandwidth, and address those gaps.
 - › If the school will use Chromebooks, review these special instructions: (support.assessment.pearson.com/x/NgccAQ).

Tasks to Complete for Test Administration

- Prepare devices and materials.
 - › Plan a sufficient number of devices for test administrators and students, including back-up devices that can be used if needed.
 - Schools may want to use this device planner to determine the number of devices needed at a time (www.doe.mass.edu/mcas/testadmin/DeviceCalculator.xlsx)
 - › Ensure that devices will be charged prior to each test session.
 - › Have the following materials available, and confirm if they are in working order:
 - Power cords, power strips, extra batteries, extra computers
 - If using tablets: external keyboards
 - If students are using text-to-speech: headphones
- **New for 2020**, Set up or disable ProctorCache based on your school’s bandwidth.
 - › The ProctorCache system requirements (support.assessment.pearson.com/x/PQACAQ) provide minimum and recommended specifications for computer hardware. Precaching reduces test delays from network congestion and provides students with a more seamless testing experience in the event of disruptions to Internet connectivity. Refer to the ProctorCache guidance for 2020 posted on the Technology Setup page at the MCAS Resource Center at mcas.pearsonsupport.com/technology-setup for specific ProctorCache recommendations based on school bandwidth.
 - › If your school will use ProctorCache, precache the operational tests by following the steps outlined in the *PearsonAccess^{next} User Guide* (support.assessment.pearson.com/x/LYDy). Schools should not precache secure operational test content until two weeks prior to the start of their testing window.
 - › If your school will use ProctorCache, confirm that the tests are precached by entering the following URL into a browser: [http://\[Caching Computer's IP Address\]:4480](http://[Caching Computer's IP Address]:4480).
- Plan for an Infrastructure Trial (opens February 3; encouraged for all schools, and strongly recommended for schools new to CBT). See steps in section D, step 1 on page 55.
- **New for 2020**, Schedule one-on-one support as needed from the testing subcontractor’s (Pearson’s) support specialists (i.e., Field Services Engineering) through March 20, using the link at mcas.pearsonsupport.com/technology-setup/. This is an opportunity for technology coordinators to receive support with the following:
 - › technology set-up and site readiness
 - › questions about TestNav
 - › ProctorCache set-up
 - › TestNav configurations in PearsonAccess^{next}
 - › Infrastructure Trials (set-up as well as debriefing)

New

New



2. **At the end of January, participate in one of the Department’s training sessions on MCAS test security and test administration protocols.** Register for this and other trainings at www.doe.mass.edu/mcas/training.html. See page 4 for more information on the training sessions.

3. **Complete the SR/PNP process.**

See the *Guide to the Student Registration/Personal Needs Profile (SR/PNP) Process for the 2019–2020 MCAS Tests* at mcas.pearsonsupport.com/resources/manuals under the “PearsonAccess^{next} Guidance” dropdown menu for the steps to complete.

C Tasks to Complete BEFORE Test Administration—Late Winter/Early Spring 2020

1. Develop a test security plan for your school that will assist you in preventing issues, and if necessary, detecting incidents and determining actions.

- Review MCAS Test Security Requirements (see Part I).
- Establish a tracking system (see sample internal tracking forms posted at www.doe.mass.edu/mcas/testadmin/forms), and develop local procedures to ensure that the chain of custody of secure materials is maintained and that students are provided with required materials for testing.
- Designate a central locked area for storage of secure materials: student testing tickets, proctor testing tickets, and used scratch paper.
- Develop procedures so that students may not access prohibited materials such as cell phones (see list on page 28), including during the transition to a test completion room, and review the TAMs to determine whether test administrators will read the recommended script instructing students to move their cell phones and other prohibited devices to the other side of the room, or whether other school procedures will be used.
- Begin planning for the number of staff who will need to be involved in test administration, so that there will be appropriate coverage (e.g., monitors for hallways and restrooms, test administrators, substitute test administrators, test administrators for accommodated groups).
- Develop a training plan for staff who will be involved in test administration, including test administrators, technology staff, and hallway monitors. Make sure that staff who will be administering accommodations receive additional training so that all accommodations are correctly given.
- Develop a communication plan for students and parents/guardians to inform them about prohibited items during testing as well as the consequences for bringing them (see the sample, optional form for students and the letter for parents/guardians).

2. Review your school’s test security plan with your superintendent.

- Review your school’s plans for maintaining test security with your superintendent. He or she may ask you to use the sample Superintendent’s Assurance of Proper Test Administration form (www.doe.mass.edu/mcas/testadmin/forms), use a locally developed form, or document the conversation in another way.

3. Identify all students who will be participating in each grade’s tests.

See Part II for information about participation requirements.

4. High schools: Determine if students beyond grade 10 should participate in the grade 10 ELA or Mathematics tests.

- In mid-January, generate a report of students who do not have their CD (“Student CD Roster” [PE618]) in Edwin Analytics.
- For new grade 11 students, follow these steps:
 1. Be sure your district reports them in the March SIMS submission.
 2. Obtain the student history via the claiming process in Edwin Analytics.
 3. Review the student participation requirements (Part II) to determine which tests the students are required to take, and if the students may be eligible for the Adams and Koplik scholarships.



Tasks to Complete for Test Administration

- Check for any grade 11 students who were reported in grade 9 the previous school year, since these students are required to participate in the spring administration.
- Review the participation guidelines for the March retests and determine if students beyond grade 10 should participate in that administration instead.
(www.doe.mass.edu/mcas/testadmin/retest/pam.pdf#page=22)

5. Assign accessibility features and accommodations to students, including students with an injury to their hand or arm.



See Part II for information about student participation requirements. See Appendix C for information on assigning accessibility features and accommodations.



For additional support, staff should view the “Accessibility and Accommodations” module (mcas.pearsonsupport.com/training/). Also, Department staff will cover this topic in the training session in mid-January (register at www.doe.mass.edu/mcas/training.html).

6. Identify the individuals who will serve as test administrators and other school personnel who will have access to secure materials.

See Part III, section E for more information about authorizing test administrators and other staff members to maintain security during testing (e.g., hallway monitors), as well as technology staff.

7. Assign and update user roles for test administrators and other school personnel as necessary in PearsonAccess^{next}.

Schools should assign 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 mcas.pearsonsupport.com/pearsonaccessnext/ (click on the “User Information” dropdown menu), for more information about user roles and creating user accounts.

Continue to update roles throughout the testing window as needed.

8. Establish the school’s test administration schedule, and ensure that tests are scheduled during the prescribed testing window (and on prescribed days, for high schools) and in the prescribed order. See Part III, section C for more information about scheduling test sessions.

9. Communicate the school’s testing schedule and general policies to the school community, (e.g., educators, parents/guardians, students), including the following:

- school procedures during testing, as well as the policy that students are not permitted to use cell phones during MCAS testing, and whether the school is using the optional Student Responsibilities form (www.doe.mass.edu/mcas/testadmin/forms) for students to sign
- participation requirements
- the student questionnaire in grades 4, 5, 8, and 10
- the resources posted at www.doe.mass.edu/mcas/parents

10. Prepare the room assignments for students and test administrators.

Identify adequate testing spaces, and plan strategies to maintain security in each testing space. See Part III, section D for more information about setting up testing spaces.

Document the rooms to which students and test administrators are assigned, and maintain the record in your school files.

Tasks to Complete for Test Administration

- 11. (Recommended) Meet with students to instruct them on test security requirements and to provide information about the testing experience.**

See Part III, section G, for more information about meeting with students.

- 12. (Strongly recommended) Administer the student tutorial and practice tests, and familiarize students with additional resources.**

See Part III, section G for more information about the student tutorial and practice tests.

D Tasks to Complete At Least Two Weeks BEFORE the Testing Window Begins

- 1. Collaborate with your technology coordinator to conduct an Infrastructure Trial (encouraged for all schools, and strongly recommended for schools new to CBT).**

See Appendix A for a description of the Infrastructure Trial, and refer to the *Infrastructure Trial Readiness Guide* (mcas.pearsonsupport.com/technology-setup), for the steps involved in the trial. **New for 2020**, depending on your school's bandwidth, use the Infrastructure Trial to determine if ProctorCache is needed.



New

Review the steps below and the suggested assignments for tasks.

- Access the PearsonAccess^{next} (PAN) training site (all participating staff).
- Set up technology (technology coordinator).
- Create sample students in PAN (test coordinator).
- Create a session in PAN (test coordinator).
- Conduct a test session (test coordinators and test administrators).
- Review lessons learned from the Infrastructure Trial with the test administration team (e.g., error codes, connectivity issues, issues with logging into TestNav).

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

For additional support, staff should view the “Infrastructure Trial for Technology Coordinators” module and “Infrastructure Trial for Test Coordinators and Test Administrators” module as appropriate based on their roles. Also, Department staff will host two live webinar sessions in late January on infrastructure trials (register at www.doe.mass.edu/mcas/training.html).



- 2. Ensure that the SR/PNP is updated with any changes since it was first imported.**

It is important to make sure that your SR/PNP is up to date and reflects your current enrollment. Changes can be made through the PAN interface or by exporting, updating, and then re-importing the file.

- 3. Create PAN Sessions and assign students to them.**

“PAN Sessions” are separate groupings in PearsonAccess^{next} of the students who will take a test at the same time and in the same testing location. PAN Sessions are used when printing student testing tickets. The principal/school test coordinator and the technology coordinator have the permissions in PAN to create Sessions.

Tasks to Complete for Test Administration

A PAN Session name may contain up to 50 characters. The Department recommends that schools use a naming convention for PAN Sessions that will help test administrators quickly and easily find the test they are administering including the following items:

- test administrator name
- testing location
- grade
- subject area test



Create separate PAN Sessions for each group of students receiving a human read-aloud or human signer (five students maximum per group), since the students **must** be in a separate PAN Session from other students who do not receive these accommodations in order for PAN to generate a proctor testing ticket. Proctor testing tickets allow the proctor/test administrator to sign into his or her own test, but **responses are not saved** in this version of the test.

For more information on creating PAN Sessions, see the *PearsonAccess^{next} User Guide* at support.assessment.pearson.com/x/KoDy.



For additional support, staff should view the “Creating Sessions” module (mcas.pearsonsupport.com/training/). Also, Department staff will cover this topic in the “Tasks in PearsonAccess^{next} Before and During Testing” session to be held at the end of February. (register at www.doe.mass.edu/mcas/training.html).

4. Verify that students using the following accommodations have the correct form assigned to them in PearsonAccess^{next}: Text-to-Speech (TTS), Screen Reader Edition (SR), and Compatible Assistive Technology (AT), by following one of the sets of steps below.



This step is critical, since starting a test without the correct form assigned would require several additional steps.

- View a report in “Students in Sessions” in PAN.
 - > Go to **Testing > Students in Sessions**.
 - > Select **Add a Session**.
 - > Type in the PAN Session name to review in **Session Name**, and click **Add Selected**.
 - > Confirm the form-supported accommodation indicator is correctly assigned (it will appear next to a student’s SASID).
 - > **Note for Human Reader:** Students requiring a Human Reader for a computer-based test should be placed into specific Human Reader PAN Sessions. To do this, change Form Group Type to “Human Reader.” If a session is created via the SR/PNP import the Form Group Type will need to be changed from “Standard” to “Human Reader” within Create/Edit Sessions page in PAN.
- View the PNP Report.
 - > Go to **Reports > Operational Reports**.
 - > Check the box for **Students & Registrations**, and select **PNP Report – Accessibility Features and Accommodations for Student Tests**.
 - > This report can be filtered by either choosing all **Accessibility Features and Accommodations** or by choosing a specific one. The PNP Report can also be filtered by a specific organization within the district and/or by a specific test. (See the sample report at www.doe.mass.edu/mcas/testadmin/forms/.)

- View the Session Student Roster in PAN.
Note: This step is included in the CBT TAM for test administrators to complete on the day before testing. Alternatively, you may want to print this report for test administrators to review the day prior to testing.
 - › Go to **Testing > Students in Sessions**.
 - › Go to **Resources > Session Student Roster**.(See the sample report at www.doe.mass.edu/mcas/testadmin/forms/.)

E Tasks to Complete Two Weeks BEFORE the Testing Window Begins

1. Verify receipt of test administration manuals.

Verify receipt of manuals immediately upon their delivery to your school (see pages iv–viii for the dates that manuals will arrive). Each grade’s manuals are shipped separately. Call the MCAS Service Center if you do not receive materials by this date.

For spring 2020, TAMs are being produced as follows:

- **A CBT TAM**, which covers grades 3–8 and 10 ELA and Mathematics, grades 5 and 8 STE, and the next-generation Biology and Introductory Physics tests (for students in grade 9)
- **A PBT TAM**, which includes grades 3–8 and 10 ELA and Mathematics, grades 5 and 8 STE, and the high school STE tests

2. Inventory your school’s shipment of manuals, and store them.

- Using your Materials Summary form, inventory your shipment of manuals upon receipt. After the inventory, the form can be stored in school files (there is nothing to complete on the form after testing). There is no need to retain shipping cartons, unless your school is also doing PBT (see Appendix B).
- To inventory the manuals, complete the “Qty Received” column of the Materials Summary for each grade according to the “Before Testing” directions on the form.
- Designate an area to store the manuals. You may want to use the secure, locked storage area that you will be using to store testing tickets when printed.

3. Order additional manuals if necessary.

Schools are shipped one copy of the PAM and one copy of each TAM per 15 students (as well as small groups identified in SR/PNP).

If your shipment of manuals is not sufficient for your testing needs, complete one of these steps:

- Download copies of the manuals from the Department’s website at www.doe.mass.edu/mcas/testadmin.
- Order additional manuals online at www.mcasservicecenter.com no later than the deadline dates listed on pages iv–viii. You will need the MP Ship Code from your Materials Summary when placing your order.
 - › **Note:** Orders will be shipped for receipt on the following business day if the order is received before 12:00 p.m.; orders received after 12:00 p.m. will be shipped for receipt on the second business day.

Tasks to Complete for Test Administration

- 4. Download administration materials from www.doe.mass.edu/mcas/testadmin and www.doe.mass.edu/mcas/testadmin/forms.**

Sample forms and materials that previously were included in an appendix in this manual are now available online at the same web address instead, since many of the sample forms are meant to be adapted for use by schools.

- 5. New for 2020: (Recommended based on school bandwidth) Precache operational test content in PAN if your school will be using ProctorCache.**

New



ProctorCache software allows your school to preload the MCAS test content into a local caching computer to reduce issues with Internet connectivity during testing. The technology coordinator should follow the steps outlined at support.assessment.pearson.com/x/dRFgAQ to prepare for testing at the school.

- 6. Prepare to provide accessibility features and accommodations for testing, including students with a recent injury to their arm or hand, and confirm that test administrators understand the specific accommodations they will be providing.**



The Department recommends that schools prepare a list or spreadsheet that relevant staff can refer to, including students' names, grades, subject area, test administrator name, testing location, and accessibility features and accommodations (accommodation number and a brief description).

See Appendix C for more information about available accommodations.

Test administrators for students with disabilities using certain accommodations must sign an MCAS Nondisclosure Acknowledgment prior to reviewing secure materials. Principals must keep signed Nondisclosure Acknowledgments in the school files for three years. See Appendix C for more information about which test administrators this requirement applies to, and access the MCAS Nondisclosure Acknowledgment online at www.doe.mass.edu/mcas/testadmin/forms.

See Part II, section G for the steps to take for a student with a recent injury to their arm or hand.

- 7. Submit requests to test students in an alternate setting, or to test adults using accommodations.**

If you have students who cannot be tested at school, you may submit the form to request an alternate setting by going to massgov.service-now.com/mcasaltsetting.

To request permission to test an adult with accommodations, submit the form posted at www.doe.mass.edu/mcas/testadmin/forms.

- 8. Distribute manuals/security requirements, and train all school personnel authorized to have access to secure materials in test security requirements. Train test administrators, hall monitors, and technology staff, in test security requirements and the school's testing procedures (see topics in Part III, section F).**

- In advance of the training session, so that they can familiarize themselves with the requirements and procedures and come to the session prepared with questions, distribute TAMs to test administrators, and a copy of the test security requirements to all school personnel who have access to secure materials. (www.doe.mass.edu/mcas/testadmin)
- Document that test administrators and school personnel have received the documents listed above. Principals may use the sample form or create their own. (www.doe.mass.edu/mcas/testadmin/forms)

Tasks to Complete for Test Administration

- › At the training session, the principal must describe the test security requirements (see Part I) and confirm that all school personnel understand these requirements. In addition, principals must describe school procedures for implementing the test security requirements, and familiarize test administrators with the tasks they will be completing. Principals should cover the topics included in the slides available at www.doe.mass.edu/mcas/testadmin.
- › School personnel must sign in to demonstrate that they attended the school training session (see the sample form at www.doe.mass.edu/mcas/testadmin/forms; this sample is the same one used to acknowledge that staff received TAMs/test security requirements; schools may use this form or create another or two separate forms).

9. Provide additional training to test administrators administering accommodations.

Test administrators for accommodations should receive training in the correct administration of their specific accommodations (also see training topics listed in Part III, section F). Since student test results can be invalidated due to an error of a test administrator (e.g., giving the Human Read Aloud accommodation when a student does not receive this accommodation), it is critical that test administrators understand the protocols for administering their students' accommodations.



F Tasks to Complete One or Two Days BEFORE Testing at Your School

1. **Verify that test administrators have covered or removed from the walls of each testing space the following prohibited materials:** all materials containing content in the subject areas being tested, including any materials that might help students answer test questions, such as posters, maps, charts, graphic organizers, word lists, number lines, multiplication tables, definitions, writing formulas, and mathematical formulas/theorems. It is not necessary to cover or remove calendars, posters displaying the alphabet or consonant blends, or posters displaying the Pledge of Allegiance.

2. **Confirm that the technology coordinator has completed the steps in task B1 and Part III, section E.2, and that he or she has prepared all devices for testing.**

Ensure that 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 (only used for students using the text-to-speech edition and screen reader), are available and in working order prior to testing.



Ensure that all students' testing devices have TestNav installed. For details, visit download.testnav.com. Assign computers to test administrators to complete tasks in PearsonAccess^{next}.

3. **First-year EL students who are not participating in ELA testing (because their participation is optional) may not appear in PearsonAccess^{next} if they were removed during the SR/PNP process.** If the students were removed, no additional steps are necessary.

First-year EL students who appear in PearsonAccess^{next} but will not participate in the ELA test should be removed prior to test administration, as follows:



If students were assigned to a PAN ELA test Session, remove them from the session and unassign the ELA test that was assigned to the students. In **Testing > Students in Sessions**, select the **Remove Students from Sessions** and **Manage Student Tests** tasks.

Tasks to Complete for Test Administration

4. Prepare materials for testing.

- Up to two days before testing, print, cut, and sort student testing tickets. Steps to prepare student testing tickets can be found at support.assessment.pearson.com/x/HxpgAQ.
- Student testing tickets may be printed up to two days in advance, however they may not be distributed to test administrators before the day of testing, and once they are printed they must be kept in the school's secure storage area.
- Strongly recommended: Print copies of Mathematics reference sheets for students in grades 5–8 and 10, and for grade 9 students taking the next-generation Introductory Physics test.
- Optional: Print copies of the equation editor symbol key (available in the “Equation Editor Guide” dropdowns at mcas.pearsonsupport.com/student) for Mathematics, for grade 8 STE, and for grade 9 students taking the next-generation Introductory Physics test.
- Ensure that a sufficient supply of scratch paper will be available for all students, and #2 pencils for students who need them.

Prepare materials for accommodations:

- If your school is administering the human reader or human signer accommodation, print proctor testing tickets, following the same steps as those for preparing student testing tickets.
- Download graphic organizers and reference sheets for students who receive this accommodation for ELA and Mathematics (www.doe.mass.edu/mcas/accessibility/organizers).
- Have printed copies of authorized bilingual word-to-word dictionaries and glossaries available for current and former EL students.

5. Prepare and Start Sessions in PearsonAccess^{next} once SR/PNP information is correct.

Steps to prepare PAN Sessions can be found at support.assessment.pearson.com/x/24F8AQ.

PAN Sessions may be prepared up to two days prior to testing. Test form assignments can be verified after a session has been prepared. PAN Sessions should not be started earlier than one day prior to testing. They can also be started by test administrators on the day of testing. The CBT TAM contains instructions for test administrators to verify test forms on the day of testing, and explains the steps to start a session. Schools may determine whether they want to have the test coordinator start PAN Sessions or have test administrators do so.

Department staff will cover this topic in the “Tasks in PearsonAccess^{next} Before and During Testing” session to be held at the end of February (register at www.doe.mass.edu/mcas/training.html). Refer to mcas.pearsonsupport.com/training for the Sessions Management module, support.assessment.pearson.com/x/F4h8AQ for more information on Preparing and Starting Sessions in PAN.



G Tasks to Complete DURING Test Administration

1. Using your document tracking system, distribute materials needed for testing.

Immediately before test administration, distribute testing tickets and other materials to each test administrator. Be sure that test administrators and the test coordinator independently count materials (student testing tickets and proctor testing tickets) before signing the internal tracking form. See the appropriate TAM for the specific list of materials necessary for each test session.

Tasks to Complete for Test Administration

2. Monitor your school’s test administration by conducting the following tasks.

- Enforce test security requirements.
- Ensure that your school’s document tracking system is used each time that secure materials are moved.
- Report any testing irregularities or security incidents to the Department by calling 781-338-3625. If instructed to do so, create and submit an irregularity report.
- Continue to update user roles for test administrators throughout the testing window as needed.

Refer to mcas.pearsonsupport.com/training for the Sessions Management module or support.assessment.pearson.com/x/F4h8AQ for more information on Managing an Online Test Session.

3. Manage situations that may occur during testing. Refer to Appendix A for technology-related situations and resolutions, including steps to take if a student starts testing with an incorrect accommodation (or without the correct accommodation).

a. Steps if a school is closed or has a delayed opening due to severe weather:

On the day the school reopens, administer the test session scheduled for that day and make up the missed session(s) later. The principal must obtain prior written approval from the Department if he or she would like to request an extension of the testing window by one day to make up for the missed day of testing. When severe weather forces a delayed opening on a scheduled test administration date, the principal should proceed with the test administration after students arrive, if this is possible. The Department will provide instructions to school principals via email if there is a major situation affecting multiple communities.

b. Steps for test administration interruptions (e.g., power failures):

The TAMs include specific instructions for test administrators to follow if an interruption occurs. When normal conditions are restored, test administrators should resume testing. No interruption should reduce the total amount of time that students are given to complete the interrupted test session. Principals must report any major disruptions to the Department by calling 781-338-3625.

c. Steps if a student has a concern about a test question:

The principal or designee should contact the Department’s Office of Student Assessment Services at 781-338-3625 for guidance if a student reports a concern about a test question to his or her test administrator. Students and school staff should continue to refrain from discussing secure test content except as needed to report the issue. School staff may not write down the question or answer choices but may write down the form number and question number to report it to the Department.

New

Tasks to Complete for Test Administration

d. Situations Related to Student Participation

Steps for students with an injury to their hand or arm at the time of testing:

1. Initiate a 504 plan or amend the IEP of any student with a recent injury to his or her writing hand who needs test accommodations.
2. Update the student's PNP with any new accommodations that have been assigned.

For more information, refer to Part II, section G.

Steps if a student refuses to participate:

State law requires all students to participate in statewide standardized testing. However, if students refuse, they may remain in the testing room as long as they are sitting quietly and are not interfering with other students. If a student becomes disruptive, they should be removed from the testing room and placed in a safe location until testing is completed and regular classroom instruction resumes.

Follow the instructions in section H.8 on page 65 to mark students' tests complete.

Steps if a student is in a placement conducting an extended evaluation of a student with a disability:

Contact the setting, and determine whether student will be tested at the placement.

If the student was not tested at the original school, unassign the student's test(s) to allow the new setting to register the student. (If not, the student will appear as Absent, if he or she returns to the school and continues to be enrolled through June SIMS.)

Documented requests to change temporarily transferred students from "Absent" to "Transferred" can be made during the August Discrepancy Resolution window.

Steps for make-up testing for students who are absent:

When the student is ready to make up the missed session, the test administrator will unlock the student's PAN Session and have him or her log into TestNav. Schools with a large number of students making up test sessions may want to create a separate PAN Session and move students into that new PAN Session. Note that moving students into a new PAN Session will require new student testing tickets, since passwords are linked to PAN Sessions.

Steps for a student who transfers:

Refer to the steps in Appendix D as well as the module posted at mcas.pearsonsupport.com/training/.

4. Appropriately store secure materials between sessions and after each day of testing.

Use your document tracking system to document that all materials are kept secure between sessions and are returned to you each day after testing is completed.

At the end of each test session, test administrators should confirm that students have submitted their responses and have logged out of TestNav. At the end of each test session, test administrators should collect student testing tickets and used scratch paper.

The Department recommends locking each test session for additional security. Lock test sessions after testing by going to **Testing > Students in Sessions**, select a **Session** from the **Session List**, and select the slider lock for the session(s) you would like to lock.

Tasks to Complete for Test Administration

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.

To confirm that all students have participated in testing, use the following Operational Reports:

- **Students Registered but not Assigned to a Test:** A list of all students who are registered in a test administration but do not have any student tests assigned to them
- **Students with Online Test but not Assigned to Session:** A list of all students who are assigned to take a computer-based test but have not yet been added to a PAN Session
- **Students Tests that have been Assigned but have not yet Completed:** A list of all students who are registered in a test administration and have a student test assigned to them, but the test has not yet been completed
- **Online Student Tests Marked Test Complete:** A list of all students' tests that have been marked "Test Complete" (and Marked Test Complete reasons if applicable). This report allows administrators to view tests that did not complete normally (including due to technology failures) and to investigate prior to the end of the testing window.

Follow the steps below to access these reports:

- In PAN, go to **Reports > Operational Reports**.
- Select the "Report Category" (**Organization, Students & Registrations, Online Testing, or Users**).
- Select **Operational Report Type**.
- Select a filter for the report, and refresh the report.

6. Collect lists of students who were not tested from test administrators, and schedule the students for make-up testing.

7. After test sessions are completed, verify that ALL secure materials have been returned to you.

- Use your document tracking system to verify that test administrators have returned all secure materials to you. The Department recommends two independent counts to verify that student testing tickets, proctor testing tickets (if used), and used scratch paper has been returned.
- If necessary, investigate any discrepancies between the materials distributed to test administrators and those returned to you.

H Tasks to Complete AFTER Test Administration

1. Update student information after testing according to the instructions in Appendix D.
2. Ask the district SIMS contact to include in the June SIMS submission whether students were added to or removed from your school's enrollment (you will need to provide them with students' names and SASIDs), or whether any students had a new IEP or 504 plan developed (e.g., students with a recent injury to their writing hand). See Appendix D for more information on enrollment transfers.

Tasks to Complete for Test Administration

3. Complete the PCPA (one for each administration listed below) by the following deadlines:

| Grade/Administration | Deadline Date |
|--|---------------|
| Grades 3–8 | May 26 |
| Grade 10 | May 29 |
| High school STE (one for all next-generation and legacy high school STE administrations) | June 9 |

- Go online to www.mcasservicecenter.com, select **MCAS** from the menu, and then select **Principal's Certification** from the list of options. Follow the onscreen instructions to read the certification statements and submit the form.
- Type in your name **exactly** as it appears in the Department's School/District Profiles (profiles.doe.mass.edu); the Department will follow up with schools when the name does not match.
- The principal (**not** a designee) must complete a PCPA form; however, if you are an interim principal or a co-principal, type "interim" or "co-principal" after your name in the signature box.
- Print the confirmation and save it for your school files.

4. RETAIN the following materials in your school files for three years:

| | |
|--|--|
| Tracking and related materials | <ul style="list-style-type: none"> • Materials Summary forms • printout(s) of PCPA confirmation(s) • Secure Materials Internal Tracking Forms |
| Materials related to accommodations | <ul style="list-style-type: none"> • approved Request for Permission to Test a Student in an Alternate Setting forms, if applicable • completed MCAS Nondisclosure Acknowledgments from test administrators for ELs and students with disabilities using certain accommodations • completed Student Accommodation Refusal forms, if applicable • accommodations lists/spreadsheets, if applicable |
| Other local records | <ul style="list-style-type: none"> • agendas, sign-in sheets, and any other relevant documentation from the Test Administrators' Training and the training session for other authorized school personnel to demonstrate that they have been trained and received TAMs and test security requirements • records of test administrators and their students for each session, including make-up and test completion sessions • completed Student Responsibilities during MCAS Testing forms, if applicable, for students in grades 6 through high school • seating charts, if used • Superintendent's Assurance of Proper Test Administration forms, if used • documentation for absences due to medical reasons, if applicable • documentation for students who were removed from or added to the school's enrollment during the testing window • approval for a Request for Permission to Test a Student in an Alternate Setting, if applicable |

Tasks to Complete for Test Administration

5. RECYCLE OR DISCARD the following materials:

| | |
|---------------------------|---|
| Recycle or discard | <ul style="list-style-type: none"> • <i>Test Administrator's Manuals</i> • this manual, after the completion of the Mathematics/STE testing window • Mathematics reference sheets, if printed • Physics reference sheets • equation editor guides and symbol keys, if printed • Do Not Disturb signs • cartons that were used to ship manuals to your school |
|---------------------------|---|

6. SECURELY DESTROY (e.g., by shredding) the materials listed below, and indicate on the internal tracking form that this has been done.

| | |
|--------------|--|
| Shred | <ul style="list-style-type: none"> • scratch paper used by students • student testing tickets • proctor testing tickets • accommodation materials such as graphic organizers and pre-approved reference sheets • any session student rosters or operational PearsonAccess^{next} reports with student information |
|--------------|--|

7. If a student needs to be removed from enrollment after a PAN Session has been prepared or started, you must first remove the student from the PAN Session.

- Run the Operational Report **Students Tests that have been Assigned but have not yet Completed**
- In order to remove a student from a Session, the student must be in "Ready" status:
 1. Go to **Testing > Sessions**.
 2. Search for the PAN Session Name(s), and place a checkbox to select the Session(s).
 3. Click **Go to Students in Sessions**.
 4. Click on the PAN Session under the Session List.
 5. Place a check box next to a student's SASID.
 6. In **Select Tasks**, choose **Remove Students from Sessions**.
 7. Place a checkmark next to the student, and click **Remove**.

8. Make sure each student's test session is either in "Complete" or "Marked Complete" status.

Mark tests complete for the following groups of students:

- students who did not complete testing and have at least one test session with a status of Exited, Resumed, or Resume-Upload
- students who started a test session but did not finish it
- students who only took one session of a test

Tasks to Complete for Test Administration

Identify students whose tests need to be marked complete by using the Operational Report>Session Roster:

- Go to **Reports > Operational Reports**.
- Select **Online Testing** under Report Categories, and then select **Session Roster**.
- Click **Request Refresh Report** to retrieve most up-to-date information. Select organization and test type.
- Click **Download Report**. Identify students that are not in a complete, marked complete, or ready status.

After test administration, mark the tests “Complete” in PAN by following these steps:

- Go to **Testing > Students in Sessions**.
- Select the student(s) by placing a checkmark next to the SASID(s).
- In **Select Tasks**, choose **Mark Student Tests Complete**.
- Select the PAN Session by placing a checkmark in the box.
- Type in a reason (e.g., “student refusal”), and then click **Mark Complete**.
- Repeat this process for each subject area test assigned to the student for which he or she did not participate.

Further instructions can be found here: support.assessment.pearson.com/x/igQHAQ.

9. Stopping Test Sessions in PAN. All PAN Sessions must be stopped after testing.

- Use **Filters Session Status** on the left and select “In Progress” and “Ready.”
- Select these sessions.
- Click **Go to Students in Sessions** next to Sessions in the blue portion of the screen.
- Confirm all students in the sessions are in “Complete” or “Marked Complete” status.



For support, staff should view the “Sessions Management” module (mcas.pearsonsupport.com/training/). Also, Department staff will cover this topic in the “Tasks in PearsonAccess^{next} During and After Testing” session to be held in mid-March (register at www.doe.mass.edu/mcas/training.html).

Appendix A



Additional Instructions for Computer-Based Testing and Troubleshooting Steps

Appendix A—Troubleshooting Steps

A Background and Overview

Principals, test coordinators, and technology coordinators should become familiar with the terminology describing the components of computer-based testing:

- **PearsonAccess^{next} (PAN)** is the online management system. Note that users will be logged out of PAN after 15 minutes of inactivity.
- **TestNav** is the online testing platform for students. Note that students will be logged out of TestNav after 1 hour of inactivity.
- **Infrastructure Trials:** An Infrastructure Trial is an opportunity for schools to prepare for computer-based testing by simulating test-day network use. The purpose is to identify any school or district logistical issues, and to confirm all testing devices are properly configured and ready for computer-based testing.
- **ProctorCache:** This software will be available to all schools as part of the TestNav student testing platform. Precaching is the process of loading (i.e., “caching”) test content locally to a designated proctor caching computer at a school. Precaching reduces test delays from network congestion and provides students with a more seamless testing experience in the event of disruptions to Internet connectivity.
(See mcas.pearsonsupport.com/technology-setup for specific ProctorCache recommendations based on school bandwidth.)

Steps that apply to any technology problems that may occur during testing:

- Do not move a student to a new device.
- Do not turn off the device.
- Make note of which testing device the student was using.
- If there is a situation in which a student is waiting for more than 15 minutes, then schedule the student to complete the session at a later time.

In the rare occurrence that TestNav or PearsonAccess^{next} experiences an outage, the MCAS Service Center will email a notification to principals, district and school test coordinators, and technology coordinators. The MCAS System Status page at ma-testnav.statshub.io will be updated until the issue has been resolved. A second email will be sent to schools and districts when service is restored.

B Troubleshooting Situations that Can Occur in Test Sessions

1. **SITUATION: TestNav stops responding or exits a student from the test (e.g., a student device loses connectivity).**

RESOLUTION:

Steps for the Test Administrator:

1. Attempt to identify if there was a loss of connectivity.
2. Resume the student’s test.
3. If there are repeated technical interruptions, contact your technology staff.

Steps for the Technology Staff:

Escalate the issue to the principal for a student who is waiting for 15 minutes.

Steps for the Principal:

1. Call the MCAS Service Center at 800-737-5103 if there are issues that cannot be resolved in 15 minutes or less.
2. Call the Department at 781-338-3625 after calling the MCAS Service Center if there is a large-scale technology failure that affects one or more classrooms. (It is not necessary to call the Department if there is a loss in connectivity that can be quickly restored with minimal interruption to student testing.)

2. SITUATION: A student turned off his or her device instead of exiting TestNav correctly, and the status in PAN remains “Active” (even though the student is not currently testing).

RESOLUTION: The student’s responses have not been lost, but the test administrator should verify that the student responded to all the test questions by following these steps in PearsonAccess^{next}:

1. Navigate to the “Students in Session” page, and locate the affected test session in the student’s test.
2. Click on the student’s “Active” status to view the “Student Test & Item Progress” screen.
3. Verify whether the student responded to all the test questions.
4. If all the test questions were answered, mark the PAN Session complete.
5. If any responses are missing, locate and upload the student’s responses that were saved locally. For further instructions, follow the instructions in the *TestNav User Guide* (support.assessment.pearson.com/x/DAACAQ). Test administrators may want to contact their technology staff person for support.

3. SITUATION: TestNav does not appear to be working properly but the student is actually experiencing an expected behavior.

RESOLUTION:

Steps for the Test Administrator:

The following are expected behaviors in TestNav:

- 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.

Note: This is not true for iPads.

- A test question appears as “Not Answered” in the “Review” menu until all parts of that question have been answered.

If students encounter a situation not listed above, consult with your technology staff, who may then call the MCAS Service Center.

Steps for the Technology Staff:

Escalate the issue to the principal for a student who is waiting for 15 minutes.

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4. **SITUATION: A student’s test status is “Resume-Upload”; error codes 1005, 1006 or 1007.**

Resume-Upload status forces TestNav to check for a saved response file (SRF) on the testing machine when the student logs back in to continue. There are times when a student needs to be resumed, but may not be properly logged out of a test, such as if the computer froze or the browser crashed. When this happens, the student may still be listed in **Active** status, but the only option you can choose is **Resume-Upload**.

RESOLUTION: In most cases, resuming a student test in PAN will allow a student to log back in to TestNav successfully. By default, TestNav will look for any saved responses and upload them. If a student is inadvertently logged out of TestNav and resumes testing on a device that does not have an SRF, Resume-Upload can be used to allow a test administrator to search for the SRF on the student’s original testing device. Refer to support.assessment.pearson.com/x/DAACAQ for directions on locating the SRF.

When a student is ready to log back into the session with a Resume-Upload status, a staff member must be present. TestNav will prompt the student/staff member to locate the saved responses from the designated save location and upload them to TestNav before resuming the test. This ensures no student responses are lost if the testing device is unable to connect to Pearson servers. Do NOT have a student ignore this message or his or her responses could be lost. If a test administrator does not know how to locate or upload the responses, please call the MCAS Service Center. Be prepared to provide the student name, PAN Session, and device type, and request to speak with Technical Support.

5. **SITUATION: A student needs to change devices (e.g., a student has to move to a test completion room but is using a desktop computer).**

RESOLUTION: The Department strongly recommends that students use only one computer per test session whenever 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.

6. **SITUATION: A student exits TestNav before completing a test session or before submitting final answers.**

RESOLUTION:

1. Verify that TestNav is shut down for the student.
2. Resume the student’s test in PAN.
 - If the student exited due to an issue with network connectivity, the student’s test will need to be put in Resume-Upload status. When the student logs in, locate the Saved Response File (SRF) and the system will upload any test responses that the student entered after the interruption if resuming on the same testing device. For instructions on locating SRFs, refer to the *TestNav User Guide* (support.assessment.pearson.com/x/DAACAQ).
 - Have the student log back into TestNav using the login information on the student testing ticket. If possible, have the student log in on the same device the student was using when he or she exited TestNav.
 - The student’s test will resume from the point at which the test was interrupted.

Technology coordinators should contact the MCAS Service Center immediately if there is an issue that cannot be resolved. It is acceptable to contact the Service Center using a cell phone, but it is not permissible to photograph students' testing devices (e.g., to show an error message). Be prepared to provide logs from the testing devices if the Service Center requests them.

7. **SITUATION: A student accidentally clicked “submit” but did not actually finish a test session.**

RESOLUTION:

1. In PAN, from **Testing**, select **Students in Sessions**.
2. Click on **Add a Session**.
3. Type a session name into the search field and click on the checkbox next to the session.
4. Click on **Add Selected**.
5. Type a student name into the search field and click on the checkbox next to the student test.
6. Click on **Select Tasks**, select **Undo Student Tests Submissions**, and click on **Start**.
7. Select the checkbox next to the student test or unit of a test to confirm your selection.
8. Click on **Undo Submissions**.
9. Resume the student's test in PAN.

C Resolving Situations that Involve Accommodations

1. **SITUATION: A student has the wrong accommodation assigned and the student has not logged into TestNav yet (is still in “Ready” status).**

RESOLUTION: If the student is in a session that has not yet been prepared, the accommodation can be updated by following these steps:

1. In PAN, go to **Setup > Students**.
2. Search for the student and place a checkmark next to the student name.
3. Select **Tasks > Manage Student Tests > Start**.
4. Select the test on the left.
5. Update the Accommodation and click **Save** (repeat if more than one test needs to be updated).

If the student is in a PAN Session that has been prepared, the student first needs to be removed from the Session. This can be done by following these steps:

1. In PAN, go to **Testing > Sessions**.
2. Search for the appropriate PAN Session and place a checkmark next to it.
3. Click on **Go to Students in Sessions**.
4. Click on the PAN Session name under Session List on the left side of the screen.
5. Place a checkmark next to the student whose accommodation needs to be updated.
6. Select **Tasks > Remove Students from Sessions > Start**.
7. Place a checkmark next to the student and click **Remove**.

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Once the student has been removed, follow the first five steps in this section (section C.1). When the student's accommodation has been updated, place the student back into the appropriate PAN Session by going to **Students in Sessions > Add Students to Sessions**.

2. **SITUATION: A student has the wrong accommodation assigned, and the student has already logged into TestNav (is still in a status other than "Ready").**

RESOLUTION: If a student has logged into TestNav and discovers he or she does not have the accommodation needed to test, please follow these steps:

- Have the student log out of TestNav.
- Contact the test coordinator or principal.
- The test coordinator will need to void the test (**all test sessions**).
 1. In PAN, go to **Testing > Sessions**.
 2. Search for the appropriate session and place a checkmark next to the session.
 3. Click on **Go to Students in Sessions**.
 4. Click on the PAN Session name under Session List on the left side of the screen.
 5. Place a checkmark next to the student whose accommodation needs to be updated.
 6. Select **Tasks > Mark Student Tests Complete & Manage Student Tests**, and click **Start**.
 7. On the **Mark Student Tests Complete** tab, place a checkmark above each of the sessions, enter a reason (Incorrect Accommodation), and click **Mark Complete**.
 8. On the **Manage Student Tests** tab, check the box "Void Test Score Code," select "Wrong Accommodation" from the Void Test Score Reason dropdown, and click **Save**.
 9. Assign a new test to the student.
 - > Go to **Setup > Students**.
 - > Search for your student and select the checkbox next to the student name.
 - > Select **Tasks > Manage Student Tests > Start**.
 - > Select **Create Student Tests**, enter in the test student information, including the correct accommodations, and click **Create**.
 10. Place the student in a new PAN Session.
 - > Go to **Test > Sessions**.
 - > Select **Tasks > Create / Edit Test Sessions** and click **Start**.
 - > Ensure Create Session is selected, enter in the session details, add the student whose accommodation was updated, and click **Create**.

Note: If the student should have a Human Reader or Human Signer session, select the **Proctor Reads Aloud** checkbox, and then select Human Read Aloud or Human Signer from the Form Group Type dropdown.

3. **SITUATION: A student’s form-based accommodations (TTS) are not appearing correctly.**

RESOLUTION: Instructions for correcting a large number of errors (SR/PNP Import):

1. In PAN, select the appropriate administration from the administration dropdown.
2. Select **Import / Export Data** from the **Setup** dropdown.
3. Select **Import / Export Data** from the **Select Tasks** dropdown. Click **Start**.
4. Select **Student Registration Export** from the **Type** dropdown. Unless you want to specify results by registration grade and/or subject, leave those fields blank, and leave the values in the Test Status Filter field. Also, leave the “Include tests with Void Test Score Code” box unchecked. Then click **Process**.
5. Once the file is complete, select **Download File**.
6. In the .csv file, identify all students who have both Text-to-Speech (column Z) and Human Reader or Human Signer (Column Y) selected. Delete all other students from the file.
7. Remove either the Text-to-Speech flag, or the Human Reader or Human Signer flag for those students.
8. Save the file as a .csv file.
9. In PAN, select **Import / Export Data** from the **Setup** dropdown.
10. Select **Import / Export Data** from the **Select Tasks** dropdown. Click **Start**.
11. Select **Student Registration Import** from the **Type** dropdown.
12. Select **Choose File** and browse for the saved .csv file. Click **Process**.

Instructions for correcting a small number of errors (PAN interface):

1. In PAN, select the appropriate administration from the administration dropdown.
2. Select **Operational Reports** from the **Reports** dropdown.
3. Check **Students & Registrations** from the **Report Category**.
4. Select the **PNP Report – Accessibility Features and Accommodations for Student Tests** report from the list.
5. Select **Text-to-Speech** from the **Accessibility Features and Accommodations** dropdown. Click **Download CSV**.
6. Identify students on this report that have the Text-to-Speech flag (column T) and Human Reader or Human Signer (column U) flag selected.
7. In PAN, select **Students** from the **Setup** dropdown.
8. Search for the student that has both flags selected. Select the checkbox to the left of the student and select **Manage Student Tests** from the **Select Tasks** dropdown. Click **Start**.
9. Here, remove either the checkmark next to **Text-to-Speech**, or the checkmark next to **Human Read-Aloud** or **Human Signer**. Click **Save**.

Appendix A—Troubleshooting Steps

D Error Codes and TestNav Issues

The table below describes common error codes and TestNav issues and the steps to take to resolve the issues. For many of these situations, a test administrator can resolve a situation, and the student can continue testing without further issues. Others are described below in which test administrators will need to escalate the issue to technology staff if needed. A full list of error codes can be found online at support.assessment.pearson.com/x/DwACAQ. Instruct students to raise their hand if an error code appears during testing.

| Error Code Number | Error Code Description | Instructions to Resolve the Issue |
|-------------------|--|---|
| 9059 | The username or password you entered is incorrect. | <p>Confirm that the student sees the correct TestNav login page (“Massachusetts” should appear above the sign-in box).</p> <p>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.</p> <p>Ensure the student is on the correct login page in TestNav (“Massachusetts” should appear above the sign-in box).</p> |
| 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 onscreen instructions. This message does not indicate the full issue; another error code will follow.</p> <p>More information on resolving EWS issues can be found at support.assessment.pearson.com/x/DgACAQ.</p> |
| 1008 | Unable to send final responses. | <p>The connection with the testing server was interrupted while the student was attempting to exit or submit the test, and TestNav was unable to upload responses to the testing server. The student’s responses have been saved in the designated response file location, but not all responses could be saved to the testing server.</p> <p>Do NOT turn off the computer. The technology staff person should contact the MCAS Service Center. The technology staff should be prepared to provide the following information:</p> <ul style="list-style-type: none"> • the error code • the number of students testing • the device type • the PAN Session name |
| 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 person to verify the local Internet connection and/or connection to the ProctorCache server is functioning as expected.</p> <p>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 • the device type • the PAN Session name |

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| Error Code Number | Error Code Description | Instructions to Resolve the Issue |
|-------------------|--|---|
| 1017, 1018 | Primary/Alternate SRF location is not writable. Your responses will be saved in primary/alternate save location only. You may choose to continue with the test or exit the test and make the save location writable. | <p>TestNav displays this error when it tries to write to the SRF secondary location but fails. Check the path and verify it is valid, accessible, and that write access is granted. To update the path, sign in to PearsonAccess^{next} and edit the TestNav configuration. A valid SRF path is required for testing.</p> <p>Technology staff should contact the MCAS Service Center. The technology staff should be prepared to provide the following information:</p> <ul style="list-style-type: none"> • the error code • the number of students testing • the device type • the PAN Session name |
| 3005 | TestNav has detected that another application attempted to become the active window. | <p>This could be caused by one of the following issues:</p> <ul style="list-style-type: none"> • pop-ups in the background • power saving features • system key combinations such as ctrl+alt+del • the student is attempting to switch to a browser or other application (e.g., to look up information for a question) <p>The test administrator should check whether any other applications have been accessed before resuming the student's test. If it appears the student was attempting to access information online, contact the principal to report this to the Department.</p> |
| 3016 | Your login information is no longer valid. This may have occurred if you are returning to a test in the same session, or if your login has been used to access this test from another computer. Your test assignment must be resumed before you can log back in. | A student is logged in to the test on a different computer, and cannot log back in until logged out of current session. The test administrator must resume the student's test. |
| 3020 | TestNav has detected that Command+Option+Esc has been typed. TestNav has been shut down. You may need assistance from your test monitor to restart the test. | TestNav exits the test and displays this error when a student types Command+Option+Esc while testing. The proctor must resume the test before the student can sign in to TestNav again. |
| 3055 | The TestNav app needs to be restarted. Please close and relaunch to continue testing. | TestNav has automatically downloaded and installed a TestNav patch update. Restart TestNav to continue testing. |

Appendix A—Troubleshooting Steps

| Error Code Number | Error Code Description | Instructions to Resolve the Issue |
|-------------------|--|---|
| 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 ProctorCache device.</p> <p>Contact your technology staff to verify whether the local Internet connection and/or connection to the ProctorCache server is functioning as expected.</p> <p>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 |
| 8029 | The installed app is out of date and needs to be updated in order to use TestNav on this device. | Download and install the latest version of the app. |

| TestNav Issue | TestNav Message Description | Instructions to Resolve the Issue |
|-------------------------------------|--|--|
| No Available Tests | A student logs into TestNav and sees a message that reads, "No Available Tests." | <p>If a student sees "No available tests" after logging into TestNav, then he or she has used a login/password for a test which has already been completed.</p> <p>Confirm on the student's testing ticket the test he or she is taking is correct. The login for the student will be the same for each test, but the password will be different.</p> <p>Reprint the correct test ticket for the test the student is trying to access.</p> |
| Start Button Gray (not blue) | A student logs into TestNav and sees a gray start bar instead of a blue one. | <p>Ensure the student is using a device with a supported OS version.</p> <p>Verify the test has been started in PAN, and the test is unlocked.</p> <p>For Chromebooks, close TestNav and re-launch the app in Kiosk Mode. (Kiosk Mode Apps are accessed from the Apps link in the lower left of the Chromebook sign-in screen.)</p> |

Appendix B



Procedures for Paper-Based Testing:

Legacy High School STE

**PBT Accommodation for Grades 3–8 and 10 and
Next-Generation High School STE**

Appendix B—Procedures for Paper-Based Testing

This appendix contains additional instructions for schools with students who will be taking paper-based tests. These instructions supplement those in the rest of the manual with information relevant to PBT. In some cases, the information here will supersede instructions in the body of the PAM.

Part I: MCAS Test Security Requirements

Additional definitions

- **“Secure”** materials include the following:
 - › Test booklets and answer booklets for legacy high school STE testing and the Spanish/English edition of the grade 10 Mathematics test
 - › Test & answer booklets for grades 3–8 ELA, Mathematics, and STE, grade 10 ELA and Mathematics testing, and the next-generation high school Biology and Introductory Physics tests for students in grade 9
- **“Access”** refers to handling test materials such as booklets, but does not include viewing test content or student responses in booklets. Students may never transport secure booklets, including from their initial testing room to a test completion room.

A Additional Responsibilities of the Principal and Designee

Oversee the receipt from and return to the testing contractor of all paper-based test materials.

- Inventory paper-based materials immediately upon receipt and investigate any discrepancies in counts of materials.
- Return all paper-based materials to the testing contractor according to the prescribed packing instructions and the deadlines in this manual.

B Additional Shared Responsibilities of Principals, Test Administrators, Technology Staff, and Other School Personnel Authorized to Have Access to Secure Materials

Ensure the security of test questions, test & answer booklets, test booklets, and other secure materials.

- Do not remove test materials from the school. For example, do not share booklets with another school or program housed in your building.
- Do not view the contents of booklets before, during, or after a test administration (see TAMs for exceptions).
- Do not discuss or in any way reveal the contents of booklets before, during, or after test administration. Because MCAS test questions are secure and confidential until the Department releases them publicly, school personnel should not discuss or review test questions with students or adults even after testing has been completed, with the exception of reporting a student’s concern about a test question to the Department.
- Do not duplicate any portion of booklets, including but not limited to audiotaping, videotaping, photographing, photocopying, typing, or copying by hand.⁹
- Do not allow any portion of booklets to be retained, discarded, recycled, removed, or destroyed.¹⁰

⁹ The only exceptions are for test administrators who must transcribe student responses into booklets for students with disabilities receiving certain accommodations or for students who did some or all of their work in damaged, defective, or void booklets.

¹⁰ The only exception is for test materials that have become contaminated; see page 80 for procedures.

C Additional Responsibilities of Test Administrators

Focus full attention on the testing environment at all times.

- A test administrator may view students' booklets only for the purposes of confirming that students are working in the correct test session, or in order to read aloud selected words during the Mathematics or STE tests as part of universal accessibility feature UF10.
- Students must work only on the test session being administered. If a test administrator observes a student working in the incorrect test session of a booklet or reviewing the incorrect test session, this is a testing irregularity that must be reported immediately to the principal. The principal must then report the irregularity to the Department.

Part II: Spring 2020 MCAS Test Administration Protocols

A Accounting for and Distributing Secure Materials

Section A here supersedes information in the body of the PAM in Part III, section A.1.

It is the responsibility of the principal to account for secure test materials through test administration. This means inventorying materials immediately upon receipt, tracking the location of materials throughout test administration, and ensuring that all materials are returned to the testing contractor. The Department recommends that principals account for secure materials using the identification numbers listed on the packing slips and document the identification numbers on internal tracking forms. The Department also recommends having more than one person present to count materials upon receipt and when preparing for their return. The school and district will be held responsible for any secure materials that were received at the school but not returned.

Note that in spring 2020, paper-based tests are being produced as follows:

- Combined test & answer booklets, which contain both test questions and answer spaces, for grades 3–8 as well as grade 10 ELA and Mathematics, and the next-generation Biology and Introductory Physics tests
 - › Note: Booklets are produced one per subject for grades 3–8 (i.e. one booklet that contains Session 1 and Session 2), and one per session per subject for grade 10 ELA and Mathematics, and the next-generation Biology and Introductory Physics tests (i.e., one booklet for Session 1, and another for Session 2).
- Separate test booklets and answer booklets for the Spanish/English edition of the grade 10 Mathematics test, and for legacy high school STE

1. Establishing a Chain of Custody for Test Materials

The principal must use the forms listed below to account for and maintain the security of test materials.

a. Materials Summary

The Materials Summary is used to inventory materials immediately upon receipt and to reconcile secure materials being returned at the end of testing. The school receives one combined Materials Summary for all the subjects being tested for each grade in the shipment of materials.

Appendix B—Procedures for Paper-Based Testing

The Materials Summary is used when ordering additional materials, including manuals for schools doing computer-based testing. Schools need to use the MP Ship Code printed on the form when placing an additional materials order. The Materials Summary lists only the materials shipped to each school, and schools should check the complete lists of test materials at www.doe.mass.edu/mcas/testadmin to confirm that all materials needed for testing were included in the shipment, and to determine if other materials need to be ordered.

After testing is completed, principals must maintain the Materials Summary in school files (it is not to be returned to the testing contractor).

A sample form is provided at www.doe.mass.edu/mcas/testadmin/forms.

b. Packing Slips

A packing slip is included in each carton of test materials. Each packing slip provides the identification number of any secure materials shipped in the carton. If the principal discovers a discrepancy between the number of secure materials listed as shipped and the number received at the school, he or she can use the identification numbers to determine the specific material(s) missing.

c. Reporting discrepancies in shipments

Contact the MCAS Service Center if there are any discrepancies in your materials shipment.

2. Accounting for Contaminated Test Materials

If a booklet becomes contaminated with bodily fluids, the principal or designee must contact the MCAS Service Center immediately for instructions. Procedures for these materials should follow district and school guidelines based on appropriate protocol for universal precautions issued by the Massachusetts Department of Public Health.

B Materials Required/Permitted during Testing for PBT

Section B here supersedes the information in the body of the PAM in Part III, section B.

Cell phones may be used by test administrators for test administration–related purposes such as communicating with the test coordinator or school administration. At no time should test administrators be using cell phones for any purpose unrelated to testing, or in any way that distracts them from focusing their full attention on the testing room.

1. Materials REQUIRED for Student Use

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

- #2 pencils (wooden)
- 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 may 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. Students may view the pages they already turned in, upon request, as long as they only have three pages at one time.)

Appendix B—Procedures for Paper-Based Testing

- › 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 scratch paper if the paper is completely blank.
- › Scratch paper that has been written on during Session 1 of a test may not be used in Session 2; students will need new paper.
- calculators **for designated test sessions only** (See tables on pages 82–84.) **New for 2020**, the calculator guidelines have been updated as described in the following tables.
- reference sheets and MCAS rulers that are included in shipments of Mathematics and STE materials **for designated test sessions only** (See tables on pages 82–84.)

New

2. Materials PERMITTED for Student Use

The following materials **may be used** by students:

- grades 3–8, grade 10 ELA and Mathematics, and next-generation high school Biology and Introductory Physics:
 - › colored pencils and yellow highlighters


Note: Students may use a colored pencil (e.g., for marking or underlining passages) or a yellow highlighter, but must use a #2 pencil only to answer all test questions.
- legacy high school STE and the Spanish/English edition of the grade 10 Mathematics test:
 - › pens, highlighters, and colored pencils

Note: Pens, colored pencils, and highlighters in colors other than yellow may be used in test booklets only. Yellow highlighters may be used in answer booklets. Students must use a #2 pencil only to answer all test questions.




 - › Test administrators need to notify their principal or test coordinator if a student used a highlighter in a color other than yellow or a pen in a test & answer booklet (or answer booklet for legacy high school STE and the Spanish/English Mathematics test). The principal or test coordinator will then need to contact the MCAS Service Center for instructions.
- for the grades 3–8 and 10 Mathematics tests, printed copies of the Guidelines for Completing Answer Grids (available in the “Mathematics Gridded Response Guidelines” dropdown at mcas.pearsonsupport.com/student)
- printed copies of authorized bilingual word-to-word dictionaries and glossaries for current and former EL students (See Appendix G of the PBT TAM for more information.)
- Calculators on the legacy high school Biology test
 - › The legacy high school Biology test was designed to be taken without the aid of a calculator. Students may have calculators with them for the Biology test, but schools are not required to provide calculators.

Appendix B—Procedures for Paper-Based Testing


























a. Calculators, Reference Sheets, and Rulers Required for Student Use

| Icon in the Following Tables | Description |
|--|---|
|  | <p>Students must have access to an appropriate calculator on the following tests. Test administrators must ensure that students do not have access to calculator instructions or formula sheets that accompany calculators. The memory should be cleared from any calculator with the ability to store information (other than basic numbers). Calculators that can access the Internet are not allowed.</p> <ul style="list-style-type: none"> • Mathematics Session 2 only <p>Each student must have sole access to a calculator for grades 7, 8, and 10 Mathematics Session 2. Students may use their own calculators, including graphing calculators. Schools must provide a calculator for each student who does not provide his or her own, as follows:</p> <ul style="list-style-type: none"> › grade 7 Mathematics Session 2 only <ul style="list-style-type: none"> – recommended: a five-function calculator or scientific calculator – minimum: a five-function calculator › grade 8 Mathematics Session 2 only <ul style="list-style-type: none"> – recommended: a scientific calculator or graphing calculator – minimum: a five-function calculator › grade 10 Mathematics Session 2 only <ul style="list-style-type: none"> – recommended: a scientific calculator or graphing calculator – minimum: a five-function calculator • STE tests <p>Each student must have sole access to a calculator for the following STE tests. Students may use their own calculators, including graphing calculators. Schools must provide a calculator for each student who does not provide his or her own, as follows:</p> <ul style="list-style-type: none"> › grade 5 STE: five-function calculator › grade 8 STE: scientific calculator › next-generation Biology and Introductory Physics tests for grade 9: scientific calculator › legacy Biology test for grades 10–12: five-function calculator <ul style="list-style-type: none"> – The legacy Biology test was designed to be taken without the aid of a calculator. Students may have calculators with them, but schools are not required to provide calculators for this test. › legacy Introductory Physics test for grades 10–12: five-function calculator › legacy Chemistry and Technology/Engineering tests for grades 9–12: five-function calculator |

Appendix B—Procedures for Paper-Based Testing
















| Icon in the Following Tables | Description |
|---|--|
|  | <p>Students must be provided with the reference or formula sheets included in shipments of test materials for the following tests:</p> <ul style="list-style-type: none"> • Mathematics tests <ul style="list-style-type: none"> > grades 5–8 and 10 • STE tests <ul style="list-style-type: none"> > Chemistry > Introductory Physics (next-generation and legacy) > Technology/Engineering |
|  | <p>Students must be provided an MCAS ruler (included in shipments of test materials) for the following tests:</p> <ul style="list-style-type: none"> • Mathematics grades 3–8 tests • STE grades 5 and 8 tests • Technology/Engineering |
|  | <p>Calculators are not permitted for grades 3–6 Mathematics (both sessions) and for grades 7–8 and 10 Mathematics Session 1.</p> |

b. Tools Available for Mathematics

| Grade | Tools Available for Session 1 | Tools Available for Session 2 |
|-------|---|---|
| 3 |   MCAS ruler |   MCAS ruler |
| 4 |   MCAS ruler |   MCAS ruler |
| 5 |   reference sheet |   reference sheet |
| 6 |   reference sheet |   reference sheet |
| 7 |   reference sheet |  five-function or scientific |
| 8 |   reference sheet |  scientific or graphing |
| 10 |   reference sheet |  scientific or graphing |

Appendix B—Procedures for Paper-Based Testing

c. Tools Available for STE

| Grade(s) | Subject | Tools Available (Both Sessions) | | |
|----------|--------------------------------------|---|---|---|
| 5 | STE |  five-function | |  MCAS ruler |
| 8 | STE |  scientific | |  MCAS ruler |
| 9 | Next-Generation Biology |  scientific | | |
| 9 | Next-Generation Introductory Physics |  scientific |  reference sheet | |
| 10–12 | Legacy Biology |  five-function (optional) | | |
| 10–12 | Legacy Introductory Physics |  five-function |  reference sheet | |
| 9–12 | Legacy Chemistry |  five-function |  Chemistry formula and constants sheet/Periodic Table of the Elements | |
| 9–12 | Legacy Technology/Engineering |  five-function |  Technology/Engineering formula sheet |  MCAS ruler |

3. Materials PROHIBITED during Testing

Prohibited materials include, but are not limited to, materials that must be covered or removed from the testing space (see page 35) as well as the materials listed below. Materials listed in section a below are not permitted at any time during test sessions, and materials listed in section b may only be provided after a student has turned in his or her test materials. None of the materials in section a or b are permitted while a student has his or her test materials.

a. Materials PROHIBITED at Any Time during a Test 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. See www.doe.mass.edu/mcas/testadmin/forms for a poster that can be displayed during testing showing examples of prohibited materials.

- 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

Appendix B—Procedures for Paper-Based Testing

- › 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 101)
- › any device capable of taking photographs
- › game consoles
- › pocket translators
- › calculators, except for the tests and sessions listed in the previous section
- › computers or electronic tablets
- › any device that provides access to the Internet (such as certain calculators and fitness trackers)
- › editing devices (e.g., spelling or grammar checkers)
- English-language dictionaries or thesauruses
- encyclopedias
- accommodation materials unless specified by a student’s approved IEP or 504 plan (e.g., graphic organizers)

b. **Materials PROHIBITED until after a Student Has Completed Testing**

Materials listed in this section **may be provided only AFTER** a student has turned in his or her test materials, and at the principal’s discretion. They are prohibited during testing.

- books
- textbooks for subjects other than the one being tested
- notebooks or other notes, as well as flags or sticky notes
- extra paper (excluding scratch paper)
- unapproved reference sheets and school-provided rulers, including MCAS rulers from previous years
- pens for grades 3–8, grade 10 ELA and Mathematics, and next-generation high school Biology and Introductory Physics
- highlighters in colors other than yellow

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 this manual 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 Part III, section B of the PBT TAM for more information about the Test Administrators’ Training.

Appendix B—Procedures for Paper-Based Testing

C Scheduling Test Sessions

Section C here supersedes information in the body of the PAM in Part III, sections C.2, C.8, and C.9.

Concurrent Administration Requirement

Each test session must be administered simultaneously to all students taking that test in your school. This requirement includes students in another school or program housed in your building. The only exceptions to this concurrent testing requirement are the administration of make-up sessions and the administration of tests to students receiving designated accessibility feature DF3 (frequent brief supervised breaks) or DF10 (specific time of day).

For scheduling purposes, note there is no tutorial or questionnaire for the paper-based MCAS tests; however, practice tests are available.

D Additional Topics for Training Test Administrators, Technology Staff, and Other School Personnel

Describe school policies and procedures regarding the following topics:

- whether Student ID Labels will be applied before test sessions or applied by students after booklets are distributed
- who to contact in the event that secure test materials become contaminated

Test administrators are required to do the following:

- Closely monitor students during testing to ensure that they do not view one another's booklets or turn back to previously completed test sessions.
- Write their name as well as the school and district name on the board (students will write this information down on the front covers of their booklets).
- For paper-based high school STE tests, follow instructions in the TAM to confirm that they have lists of students for the appropriate high school STE test, and that they have marked up their TAM to read the appropriate sections (next-generation or legacy).

E Additional Information on Preparing Students for Testing

Meetings

During the meeting, provide students with the following information:

Their test results may be invalidated if they engage in any of the following activities during a test session (including after turning in their test materials, during a break, or during the transition to a test completion area):

- duplicating any portion of the booklets
- looking at any other student's booklet
- working in a test session other than the one being administered, looking at questions or test pages beyond the stop sign, or going back to a previous test session
- damaging their test materials or removing any part of them from the testing room

Appendix B—Procedures for Paper-Based Testing

Practice Tests

Practice tests for paper-based testing are available at the MCAS Resource Center and can be downloaded at mcas.pearsonsupport.com/student.

Resources to Prepare Students for Testing

To assist students in becoming familiar with answering gridded response questions on paper-based Mathematics tests, schools can download the Gridded Response Guidelines from the MCAS Resource Center at mcas.pearsonsupport.com/student.

Part III: Tasks to Complete for the Spring Test Administration

A Additional Steps before Paper-Based Testing

1. **Verify receipt of test materials immediately upon their delivery to your school. Materials will arrive by the date for each administration listed on pages iv–viii. Call the MCAS Service Center if you do not receive materials by this date.**

New for 2020, schools will receive a shipment of manuals for ELA and later administrations containing the combined amount that will be needed. Schools will receive separate deliveries as follows:

- Grades 3–8 schools will receive two shipments:
 - › All manuals will be included in the ELA delivery in March. Schools will need to retain TAMs for the later Mathematics/STE administration.
 - › Schools will receive secure test materials for PBT two weeks prior to the start of each administration window.
- High schools will receive shipments as follows:
 - › Manuals for grade 10 ELA and Mathematics will be included in the grade 10 ELA delivery in March. Schools will need to retain TAMs for the grade 10 Mathematics administration in May.
 - › Manuals will also be shipped for high school STE two weeks prior to that administration.
 - › Schools will receive secure test materials for PBT two weeks prior to the start of each administration window.

2. **Using your Materials Summary, inventory test materials immediately upon receipt.**

To inventory test materials, complete the “Qty Received” column of the Materials Summary for each grade according to the “Before Testing” directions on the form.

Shrink-wrapped materials must remain unopened until the time specified either in this manual or in the TAMs. Therefore, to inventory your materials, count the spines of the booklets in each shrink-wrapped package.

The Department recommends two independent counts of test materials to verify that all materials have been received by your school.

Retain the Materials Summary to assist in accounting for materials after testing.

New

Appendix B—PBT Procedures

Appendix B—Procedures for Paper-Based Testing

3. Store materials in the secure, locked storage area that you previously designated. Retain all original shipping cartons for the return of materials following testing.

New

New for 2020, all materials are returned in the original cartons (there is no longer a separate scorable and nonscorable shipment).

4. Order additional test materials or manuals if necessary.

- Only if applicable, order additional materials, including manuals, by the dates and times listed on pages iv–viii.
- Additional materials should be ordered, if necessary, only after a complete inventory, because extra standard test materials are included in the shipment.
- **New for 2020**, for the next-generation tests, schools are receiving a smaller overage than in the past (for example, if a school has only one student doing PBT, only one extra set of materials will be shipped). Schools should carefully inventory materials by the deadline to confirm that the shipment meets testing needs.
- Locate the MP Ship Code on the Materials Summary, and have the code available when you go online to order additional materials at www.mcasservicecenter.com. Follow the onscreen instructions to place your order. Materials ordered online will be shipped for receipt on the following business day if the order is received before 12:00 p.m.; orders received after 12:00 p.m. will be shipped for receipt on the second business day. Packing discrepancies in additional orders must be reported within two business days of receipt of the order.
- It is not necessary to order additional materials for test administrators to administer tests to students requiring the accommodation for Human Read-Aloud or Signing to a Deaf Student. There will be enough materials shipped in overage to cover these additional tests.

New

5. Apply Student ID Labels to the front covers of booklets if school personnel will be applying labels before testing.

Principals may open the shrink-wrapped packages of test & answer booklets or (for legacy high school STE and the Spanish/English edition of the grade 10 Mathematics test) answer booklets prior to testing for the sole purpose of applying Student ID Labels to the front covers as follows:

Principals may open packages of **answer booklets** for legacy high school STE and grade 10 Spanish/English Mathematics testing up to two days prior to testing in order to apply labels.

The Department recommends that Student ID Labels be applied to **test & answer booklets** on the day of testing, but principals may open packages of test & answer booklets in order to apply labels up to one day prior to testing. If this is done, the booklets must then be sealed in envelopes (supplied by the school) and the inventory documented on the envelopes after the labels are applied. (High schools do not need to seal STE or Spanish/English Mathematics answer booklets in envelopes prior to testing.)

Envelopes may not be reopened until immediately before testing. Remember that all test security requirements (see Part I) must be followed.

See the sample booklet covers posted at www.doe.mass.edu/mcas/testadmin/forms for examples of the information that needs to be filled in for students with Student ID Labels as well as students without a label.

Note: High schools will be sent two labels for each registered student. For the grade 10 ELA and Mathematics tests, and the next-generation Biology and Introductory Physics tests, both labels will be used since those tests have separate test & answer booklets for Session 1 and Session 2.

Appendix B—Procedures for Paper-Based Testing

For the legacy STE tests and the Spanish/English Mathematics test, there will be an extra label since those tests have a single combined answer booklet. Extra labels should be placed in the return shipment.

6. Gather school-supplied testing materials.

- Collect #2 pencils to provide to any students who do not bring them.
- For Mathematics, print copies of the Guidelines for Completing Answer Grids (available in the “Mathematics Gridded Response Guidelines” dropdown at mcas.pearsonsupport.com/student) (optional).
- Have printed copies of authorized bilingual word-to-word dictionaries and glossaries available for current and former EL students.

7. Using your school’s document tracking system, organize test materials for distribution.

Each test administrator should receive extra test materials to replace possible defective booklets. If you did not receive enough materials to distribute extra shrink-wrapped materials to each test administrator, you may open the minimum number of packages necessary to distribute extra materials.

B Additional Tasks to Complete During Test Administration

1. Distribute lists of SASIDs to test administrators if they will be entering SASIDs on booklets.

2. Monitor your school’s test administration.

- Have gridded response guides available during Mathematics testing (optional).

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

It is important to keep accurate records of who has been tested. It is not permissible to look through booklets to check whether students have completed testing.

4. After each test session, verify that ALL test materials have been returned to you.

- If necessary, investigate any discrepancies in amounts of materials distributed to test administrators and the amount returned to you. **PBT schools that do not return materials according to instructions will be subject to the sanctions described in Part I.**

5. If any test materials have become contaminated, call the MCAS Service Center for instructions.

6. If any test & answer booklets (or answer booklets for the legacy high school STE tests or Spanish/English edition of the grade 10 Mathematics test) have become damaged or defective during testing, follow these steps.

- Make sure the “void answer booklet” circle is filled in on the outside back cover of each affected booklet, and that “VOID” is written in large letters across the front cover.
- If a student completed any work in a booklet that was later deemed void, his or her work must be transcribed verbatim (multiple-choice responses as well as constructed responses) into a replacement booklet so that he or she may receive credit for his or her work.

Appendix B—Procedures for Paper-Based Testing

- The process of transcribing a student’s responses may occur any time during the testing window, but must be monitored and supervised by the principal, test coordinator, or another test administrator to ensure accuracy.
- Since there will be no Student ID Label to affix to the front cover of the replacement booklet, all of the information on the front cover will need to be completed.

7. If your school administered tests to students using the following accommodations, verify that these responses have been transcribed completely and accurately into standard test & answer booklets (or answer booklets for the legacy high school STE tests or Spanish/English edition of the grade 10 Mathematics test).

- students taking the Braille edition (accommodation A3.2) who did not also use the typed response accommodation
- students taking the large-print edition (accommodation A2)
- students who recorded their answers on special paper, and, for the legacy high school STE tests, directly in their test booklets (accommodation A11)

8. If your school administered tests to students using typed responses (accommodation A12), follow these steps.

- Verify that test administrators have returned the typed responses to you properly and that each response has the required header information shown on pages 119–121.
A student’s response to any single question must be submitted using only one method (i.e., all written or all typed).
- Insert typed responses inside the front cover of each student’s test & answer booklets (or answer booklets for the legacy high school STE tests or Spanish/English edition of the grade 10 Mathematics test) (see pages 119–121).
- Once all typed responses are formatted properly and typed responses are prepared for return, instruct test administrators to delete students’ responses from the computers.

C Tasks to Complete after Test Administration

- 1. Update student information after testing according to the instructions in Appendix D.**
- 2. Ask the district SIMS contact to include in the June SIMS submission whether students were added to or removed from your school’s enrollment (provide them with students’ names and SASIDs), or whether any students had a new IEP or 504 plan developed (e.g., students with a recent injury to their writing hand). See Appendix D for more information on enrollment transfers.**

Part IV: Return Test Materials

Schools are encouraged to complete testing early in the testing window and to return materials as soon as testing is completed for any grade and/or subject (see the deadline for UPS pickup for each administration on pages iv–viii). If testing is completed earlier than the deadline date, follow the instructions below to schedule a UPS pickup.

New **New for 2020**, PBT results will be included during the early reporting period for ELA for grades 3–8 and 10. For grades 3–8 Mathematics and STE, schools will need to return PBT materials by May 15 in order for students’ results to be included during the early reporting period (version 1).

Appendix B—Procedures for Paper-Based Testing

To facilitate the return of materials and to assist principals, an automatic pickup has been prescheduled for all schools doing PBT. A UPS driver will automatically come to the school on the pickup deadline date for each administration.

A Begin Packing Activities

1. Make sure that you have a used booklet assigned to the following students.

| Grades/subjects | Type of booklet | Assign Booklets for the Following Students |
|--|---|--|
| Grades 3–8 | One combined test & answer booklet for each subject | <ul style="list-style-type: none"> students who participated in one or both test sessions for a subject area test students who were absent with medical documentation (documentation on file at the school) for one or more test sessions and did not make up the session(s) |
| Grade 10 ELA and Mathematics | Combined test & answer booklets – one per session per subject | <ul style="list-style-type: none"> students who participated in testing in that booklet students who were absent with medical documentation (documentation on file at the school) and did not make up the session(s) in that booklet |
| Grade 10 Mathematics Spanish/English edition | Separate test booklets and answer booklet, one test booklet for each session, and one combined answer booklet | <ul style="list-style-type: none"> students who participated in one or both test sessions students who were scheduled to participate but were absent with medical documentation (documentation on file at the school) for one or both test sessions and did not make up the session(s) |
| Next-generation Biology and Introductory Physics for grade 9 | Combined test & answer booklets – one per session per subject | <ul style="list-style-type: none"> students who participated in testing in that booklet students who were absent with medical documentation (documentation on file at the school) and did not make up the session(s) in that booklet |
| Legacy high school STE (Biology, Chemistry, Introductory Physics, and Technology/Engineering) | Separate test booklet and answer booklet, and one combined test booklet for both sessions | <ul style="list-style-type: none"> students who participated in one or both STE test sessions students who were scheduled to participate but were absent with medical documentation (documentation on file at the school) for one or both STE test sessions and did not make up the session(s) |

Appendix B—Procedures for Paper-Based Testing

2. Verify that front covers of booklets contain correct student information, and complete confidential student information on back covers.

See www.doe.mass.edu/mcas/testadmin/forms for sample covers.

- Verify that SASIDs and dates of birth have been entered correctly on booklets for all students who do not have Student ID Labels.
- Complete confidential student information on the inside and outside back covers of booklets, following instructions in the table below.

| Situation | Instructions |
|---|---|
| A student was provided accommodations not initially listed in the SR/PNP. | Update PAN so it accurately reflects the accommodations that the student used (Setup > Students > Manage Student Tests). In addition, if a student used Braille, Large Print, or Typed Responses, fill in the corresponding circle next to the accommodation on the inside back cover of the booklet. Because a student’s IEP or 504 status is reported in SIMS, remember to report students with disabilities to your district SIMS contact, including students for whom a 504 plan was developed because of a temporary disability such as a broken arm. |
| A student refused accommodations during testing or did not use an accommodation. | Update PAN so it accurately reflects the accommodations that the student used (Setup > Students > Manage Student Tests). |
| A student had a medically documented absence for one or more test sessions and did not participate in make-up testing. | Fill in the medically documented absence circle in the “Absence” section on the outside back cover of the booklet. |
| A student was absent for another reason from all test sessions in the subject area test or refused testing. | Do not assign a booklet to a student who did not participate in testing (if one is already assigned, follow the instructions in the “void” section below). If a student took one or more test sessions, submit the booklet as is. |
| A student was added to or removed from your school’s enrollment after the SR/PNP was submitted. | If the student did not test at all: Do not assign a booklet to a student (if one is already assigned, follow the instructions in the “void” section below). If the student participated in one or more test sessions: Fill in one of the circles in the “Change of Enrollment Status” section on the outside back cover of the booklet. For a student added to your enrollment, add the student to PAN following instructions in the <i>Guide to the SR/PNP Process</i> (available at mcas.pearsonsupport.com/manuals ; click on the “PearsonAccess ^{next} Guidance” dropdown). |
| A student’s test needs to be marked “void” (i.e., it will not be scored and no student results will be reported). | Fill in the void circle on the outside back cover of the booklet. Write “VOID” across the front of the booklet. Place the booklet in the Void Envelope in the return shipment. |

Appendix B—Procedures for Paper-Based Testing

3. If booklets have already been assigned to the following students, follow the instructions on page 92 to mark the booklets as void.

- students who were absent without medical documentation or refused testing
- students who transferred into or out of your school during the testing window and who did not participate in that booklet’s session(s)
- students who participated in the MCAS-Alt for that subject (Note: An MCAS-Alt Student Information Booklet [SIB] must instead be submitted for each student who participates in the MCAS-Alt.)
- students in a DYS facility or placements conducting an extended evaluation who were removed from your school’s enrollment and did not participate in any test sessions in the booklet
- ELA:
 - › first-year EL students who did not participate, since their participation in ELA testing is optional
- grade 10 ELA and Mathematics:
 - › students who are repeating grade 10 and did not participate in the grade 10 test because they participated in spring 2019
- legacy high school STE:
 - › students who are repeating grade 10 and did not participate in an STE test because they already earned their CD in STE

4. Special instructions for grade 10 ELA and Mathematics and next-generation Biology and Introductory Physics:

These tests have separate test & answer booklets for Session 1 and Session 2. Schools should apply labels to both booklets and fill out the inside and outside back covers of both booklets. Booklets without labels also need to have the front cover fully filled out.

If a student transfers out of the school after Session 1 and before Session 2 of a test, fill in the circle on the back cover of the Session 1 booklet to indicate the change of enrollment status. (If the Session 2 booklet has been assigned, follow the instructions on page 92 to mark the booklets as void. If it was not yet assigned, follow the instructions on page 95 for returning unused test materials.)

5. Account for all secure materials being returned using the Materials Summary, and organize the booklets.

Remember that all booklets, including Braille and large-print editions, are secure materials and must be returned. Investigate any discrepancies in the amount of materials received and the amount of materials being returned, using the Materials Summary form and internal tracking forms.

Record on the Materials Summary the quantities of booklets being returned according to the “After Testing” instructions on the form.

As you count, arrange the booklets so that the student name grids on the front covers are facing up (the booklets do not need to be alphabetized). Ensure that used booklets are free of extra materials, including rubber bands, paper clips, binder clips, staples, tape, and extraneous paper.

Retain the Materials Summary form for school files (see section D on page 97).

Appendix B—Procedures for Paper-Based Testing

6. Complete the PCPA (one for each administration listed below) by the following deadlines:

| Grade/Administration | Deadline Date |
|--|---------------|
| Grades 3–8 | May 26 |
| Grade 10 | May 29 |
| High school STE (one for all next-generation and legacy high school STE administrations) | June 9 |

Go online to www.mcasservicecenter.com, select **MCAS** from the menu, and then select **Principal’s Certification** from the list of options. Follow the onscreen instructions to submit the form.

Type in your name exactly as it appears in the Department’s School/District Profiles (profiles.doe.mass.edu); the MCAS Service Center will follow up with schools when the name does not match. The principal (**not** a designee) must complete a PCPA form; however, if you are an interim principal or a co-principal, type “interim” or “co-principal” after your name in the signature box.

Print the confirmation and save it for your school files.

7. Place special materials in the appropriate envelopes.

- Prior to placing the booklets in the envelopes below, mark the counts of the materials down for your school files.
- Place the materials listed below in the Special Handling Envelope.
 - > used large-print test & answer booklets (or answer booklets), folded in half, with corresponding transcribed standard test & answer booklets (or answer booklets)
 - > standard test & answer booklets (or answer booklets) containing typed responses
- Place void test & answer booklets (or answer booklets) in the Void Envelope.
 - > Void booklets will not be scored.

8. Place remaining used standard test & answer booklets (or answer booklets) in the Return Envelope marked with the corresponding subject.

- Prior to placing the booklets in the Return Envelopes, mark the counts of the materials down for your school files.
- For grades 3–8, there will be a separate Return Envelope for each grade and subject area test.
- High schools will have separate Return Envelopes for each subject: ELA, Mathematics, Biology, Chemistry, Introductory Physics, and Technology/Engineering. For Biology and Introductory Physics, next-generation and legacy booklets will be returned in the same envelope.

Appendix B—Procedures for Paper-Based Testing

B Pack the Test Materials

1. **Make sure that the envelopes being used (i.e., Void, Special Handling, and Return) are sealed.**
2. **Locate the original shipping carton(s) in which you received your test materials.**
New for 2020, all materials are returned in the original cartons in the order shown below.
3. **Pack all test materials in the order shown in the following checklist diagram:**

New

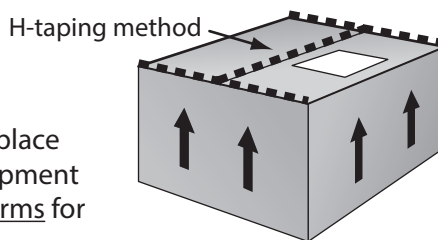
| Packing Diagram and Checklist | |
|-------------------------------|--|
| Top of last carton | |
| <input type="checkbox"/> | Void Envelope(s) |
| <input type="checkbox"/> | Special Handling Envelope(s) |
| <input type="checkbox"/> | Return Envelope(s) |
| <input type="checkbox"/> | Unused UPS labels (Note: Save a label for each carton of materials you are returning.) |
| <input type="checkbox"/> | Unused Return, Special Handling, and Void Envelopes |
| <input type="checkbox"/> | Unused Student ID Labels |
| <input type="checkbox"/> | Accommodation materials (e.g., templates, checklists, individualized reference sheets, typed response drafts) |
| <input type="checkbox"/> | Kurzweil 3000 CDs (if any, for legacy high school STE) |
| <input type="checkbox"/> | Used and unused Braille test & answer booklets (or answer booklets*) and Braille Administrator's Copies |
| <input type="checkbox"/> | Used and unused Braille test booklets* |
| <input type="checkbox"/> | Unused and void large-print test & answer booklets (or answer booklets*) |
| <input type="checkbox"/> | Used, unused, and void large-print test booklets* |
| <input type="checkbox"/> | Unused standard test & answer booklets (or answer booklets*) |
| <input type="checkbox"/> | Used, unused, and void standard test booklets* |
| Bottom of first carton | |

* Separate test booklets and answer booklets are used for the legacy HS STE tests (Biology, Chemistry, Introductory Physics, Technology/Engineering) and the Spanish/English edition of the grade 10 Mathematics test.

4. **Fill any empty spaces at the tops of the cartons with crumpled paper to keep items from shifting during shipping.** Do not use plastic peanuts or shredded paper.
5. **Before sealing your cartons, verify that all materials have been packed in them.**
6. **Use heavy-duty packing tape to seal carton seams using the H-taping method (see diagram).**
7. **Affix an RS label to the top of each carton.**

You may either remove the existing label from the carton or place the new label over it. UPS RS labels were included in your shipment of test materials (see www.doe.mass.edu/mcas/testadmin/forms for a sample label).

If you need more labels, call the MCAS Service Center. UPS RS labels may not be photocopied.



Appendix B—Procedures for Paper-Based Testing

8. Record the UPS tracking numbers from the labels on the cartons you are returning, and retain the list in your school files. In case of any questions later, it is important that schools retain the tracking numbers used.

C Schedule and Confirm UPS Pickup of All Test Materials

1. (Optional/encouraged) If your school will be returning material before the shipping deadline/automatic pickup, schedule your school's UPS pickup appointment.

- Do not take test materials to UPS yourself or otherwise remove materials from your school.
- Do not schedule a separate pickup for each carton.
- Schedule your pickup appointment online at www.mcasservicecenter.com. To request a pickup, locate a UPS tracking number on one of the RS labels you are using, and have that number available when you go online. Select **MCAS** from the menu, and then select **UPS Pickup Request** from the list of options. Follow the onscreen instructions to complete your request.
- Requests for pickup on the following business day must be placed by 3:00 p.m. Requests for same-day pickup cannot be fulfilled. Requests made two or more days in advance also cannot be fulfilled.
- If you have regularly scheduled UPS service, you may give your cartons to the UPS driver during normal pickup. If you do so, call the MCAS Service Center at 800-737-5103 or email mcas@cognia.org to report that the pickup has been made.
- **New for 2020**, PBT results will be included during the early reporting period for ELA for grades 3–8 and 10. For grades 3–8 Mathematics and STE, schools will need to return PBT materials by May 15 in order for students' results to be included during the early reporting period (version 1).

2. Maintain MCAS test materials in the locked storage area until they are given directly to the UPS driver.

3. Confirm that all test materials are picked up by UPS.

Call the MCAS Service Center immediately at 800-737-5103 if your cartons are not picked up as scheduled. It is also recommended that you use your UPS tracking numbers to confirm delivery of all the cartons for your return shipment to Cognia (formerly Measured Progress) by calling the MCAS Service Center.

Appendix B—Procedures for Paper-Based Testing

D Next Steps

1. RETAIN the following materials in your school files for three years:

| | |
|---|--|
| Materials related to the return shipment | <ul style="list-style-type: none"> • packing slips from your school’s shipment • Materials Summary forms • printout of PCPA confirmation(s) • Test Materials Internal Tracking Forms • UPS tracking numbers used • printout of UPS pickup request, if applicable • counts of booklets returned in the Return Envelopes • counts of booklets returned in the Special Handling Envelopes and Void Envelopes, if applicable |
| Materials related to accommodations | <ul style="list-style-type: none"> • approved Cover Sheet(s) for Submitting Customized Materials for Approval on MCAS STE Tests, if applicable • written approval to use a unique accommodation, if applicable • approval for a Request for Permission to Test an Adult with Accommodations for the High School STE Tests, if applicable • completed MCAS Nondisclosure Acknowledgments from test administrators for students using certain accommodations • completed Student Accommodation Refusal forms (optional) • accommodations lists/spreadsheets, if applicable |
| Other local records | <ul style="list-style-type: none"> • agendas, sign-in sheets, and any other relevant documentation from the Test Administrators’ Training and the training session for other authorized school personnel to demonstrate that they have been trained and received TAMs and test security requirements • records of test administrators and their students for each session, including make-up and test completion sessions • completed Student Responsibilities during MCAS Testing forms for students in grades 6 through high school (optional) • seating charts (optional) • Superintendent’s Assurance of Proper Test Administration forms, if used • documentation for absences due to medical reasons, if applicable • documentation for students who were removed from or added to the school’s enrollment during the testing window • for high school STE: signed nonparticipation forms, if applicable • approval for a Request for Permission to Test a Student in an Alternate Setting, if applicable |

Appendix B—Procedures for Paper-Based Testing

2. RECYCLE OR DISCARD the following materials:

| | |
|---------------------------|---|
| Recycle or discard | <ul style="list-style-type: none">• Test Administrator’s Manuals• this manual, after the completion of testing• practice tests, including large-print practice tests, if printed• Mathematics Guidelines for Completing Answer Grids, if applicable• Mathematics reference sheets• blank cards or cutouts used by students who had UF5• blank place markers used by students who had UF7• Chemistry formula sheets/Periodic Table of the Elements• Introductory Physics reference sheets• Technology/Engineering formula sheets• Signs (e.g., Do Not Disturb sign, Prohibited Materials During MCAS Testing sign) |
|---------------------------|---|

- 3. **SECURELY DESTROY (e.g., by shredding) scratch paper used by students, and indicate on the internal tracking form that this has been done.**
- 4. **You may keep MCAS rulers for future classroom use; these materials may not be used for future MCAS testing.**

Appendix C



Accessibility and Accommodations




Appendix C—Accessibility and Accommodations

Part I: Accessibility Features for All Students

A Universal Accessibility Features (UFs)

Universal Accessibility features are tools and supports that are available to **all** students on the MCAS tests that are either built into the MCAS computer-based testing platform or provided by a test administrator on either the computer- or paper-based tests. Although the majority of universal accessibility features will be available on the day of the test to **any** student who wishes to use them, some **must be requested in advance** in the SR/PNP. The “**(SR/PNP)**” designation in Table 1 below and on the following page refers to a feature that must be documented and/or requested in the SR/PNP prior to the start of testing.

Table 1. Universal Accessibility Features Available to All Students

| Universal Accessibility Features | | |
|----------------------------------|--|--|
| # | Computer-Based Testing | Paper-Based Testing |
| UF1 | Highlighter tool | Highlighter/colored pencils Yellow highlighters may be used by students in all booklets for all paper-based testing. Highlighters in colors other than yellow may be used in test booklets only (for legacy high school STE and the Spanish/English edition of the grade 10 Mathematics test). |
| UF2 (SR/PNP) | Alternative background and font color The student can select a color combination for text and background. | Colored overlays or tinted lens(es) |
| |  | |
| UF3 | Magnifier or Zoom tool Magnifier tool enlarges part of the screen; Zoom tool enlarges or reduces entire screen (activated from the User dropdown menu or by pressing Ctrl + or Ctrl -) | Magnification tool/device or low-vision aid |
| UF4 | Line reader tool Masks text so only part of the text can be viewed at one time. | Tracking device , such as a straight edge or similar tool |
| UF5 (SR/PNP) | Answer masking Student selects which answer choices will be shown on the screen. | Mask text or answer(s) using a blank card or cutout |
| UF6 | Answer eliminator Student marks an “X” through each answer option he or she believes is incorrect. | Use a pencil to eliminate answer choices in test booklet (available for the legacy high school STE tests and the Spanish/English edition of the grade 10 Mathematics test only) |
| UF7 | Test question flag/bookmark | Use a blank place marker to mark a question for later review |

Appendix C—Accessibility and Accommodations

| Universal Accessibility Features <i>continued</i> | | |
|--|--|---|
| # | Computer-Based Testing | Paper-Based Testing |
| UF8 | Audio aids (e.g., amplification device) Note: a smartphone may not be used. | Audio aids (e.g., amplification device) Note: a smartphone may not be used |
| UF9 | Notepad for notes or calculations | Scratch paper (required for all students) |
| UF10 | <p>Test administrator reads aloud (or signs, in the case of a student who is Deaf or Hard-of-Hearing) selected words on the Mathematics and/or STE tests, as requested by the student (this feature is not permitted on the ELA test).</p> <p>The student may 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.</p> | |
| UF11 | <p>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.”).</p> | |
| UF12 | <p>Test administrator reads aloud, repeats, or clarifies general test administration directions (i.e., the scripts in the TAMs) to student, as needed.</p> | |

B Designated Accessibility Features (DFs)

Although most students will be tested in their regular classrooms according to the guidelines and schedule intended for all students, principals have the flexibility to test **any** student, including non-disabled and non-EL students, using the designated accessibility features described in [Table 2](#), as long as all requirements for testing conditions, test security, and staffing are met.

It is advisable, although not required, to include designated accessibility features in the Individualized Education Plan (IEP) or 504 plan of a student with a disability who requires them.

Table 2. Designated Accessibility Features available to any student, at the principal’s discretion

| # | Designated Accessibility Feature |
|-------------|--|
| 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 , noise-canceling earmuffs/headphones, or a white noise machine (Music or other recordings may not be played unless granted as a <i>unique accommodation</i> by the Department.) |
| DF8 | Familiar test administrator |
| DF9 | Student reads test aloud to self. Student must be tested in a separate setting, unless a low-volume device (e.g., a Whisperphone) is used. |
| DF10 | Specific time of day |
| DF11 | <p>“Stop Testing” policy: If the 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 stop the test and the student can either sit quietly or be excused from the test setting.</p> <p>Note: The student should be given the opportunity to attempt each test session.</p> |

Appendix C—Accessibility and Accommodations

Part II: MCAS Accommodations for Students with Disabilities

A Background and Purpose

The information in this section is intended to guide decision-making regarding the selection, use, and evaluation of accommodations for MCAS testing. As required by 34 CFR 300.160, the state is providing districts with these guidelines for the provision of appropriate accommodations on the MCAS tests, and stipulating that IEP teams and 504 plan coordinators carefully identify and select only those accommodations for each assessment that are needed by the student and do not invalidate the score. IEP teams should be trained annually on these guidelines.

B Accommodations for Students with Disabilities

1. Purpose of Test Accommodations

A test accommodation is a change in the way a test is administered or the way in which a student responds to test questions. Test accommodations are intended to accomplish the following:

- offset the effects of the student’s disability and remove barriers to participation in the assessment;
- provide the necessary conditions for a student to demonstrate knowledge and skills effectively on statewide assessments;
- provide the opportunity to report the test results of students who require accommodations;
- provide comparable test results to those of students who did not receive accommodations; and
- yield results that do not affect the validity or reliability of the interpretation of scores for their intended purposes.

Based on the information and guidance found on the following pages, the IEP or 504 plan for each student with a disability must be revised as needed, either during routinely scheduled meetings prior to testing or through the amendment process. The principal is responsible for ensuring that each student is provided with the test accommodations listed in his or her IEP or 504 plan during testing. It is also advisable (though not required) to list the **designated accessibility features** (see [Table 2](#)) in the plans of students to ensure these will be provided.

Use of test accommodations should never replace appropriate and rigorous instruction based on grade-level standards in the subject being tested.

2. Eligibility for Test Accommodations

ELIGIBLE: students with disabilities served by an IEP or 504 plan

The right of a student with a disability to receive allowable accommodations on MCAS tests is protected by both federal and state laws. The student’s IEP or 504 plan must specify precisely which MCAS accommodation(s) he or she will receive, and the IEP must be approved in writing by the parent/guardian (or student over 18) before an accommodation may be given. Similarly, a student’s 504 plan must already be in place or under development. In cases in which a 504 plan is under development, the school personnel responsible for writing the plan must have already met and agreed upon the necessary MCAS accommodation(s) before the accommodation may be provided.

Appendix C—Accessibility and Accommodations

NOT ELIGIBLE: students without documented disabilities and students with documented disabilities who are not served by an IEP or 504 plan

A student who does not have a documented disability and is not served by either an IEP or 504 plan is not eligible to receive accommodations on MCAS tests, regardless of whether the student already receives support or accommodations during classroom instruction.

3. General Requirements for Use of Test Accommodations

The use of accommodations is based on the individual needs of a student with a disability and may only be provided when all of the following conditions have been met:

- a. The student **has a disability** that is documented in an IEP or 504 plan and **requires the use of one or more accommodations** to participate in MCAS testing.
AND
- b. The accommodation is listed in this manual (or if not, prior written approval has been obtained from the Department for a unique accommodation); the **accommodation is listed** in the student's IEP under "State- and District-Wide Assessment;" and the **IEP has been signed** by the student's parent(s)/guardian(s) prior to the date of test administration; or is listed as an MCAS accommodation in a 504 plan developed for the student.
AND
- c. The student **uses the accommodation routinely** (with rare exceptions) during classroom instruction and assessment in the subject, both before and after the MCAS test is administered, and the student is comfortable and familiar with its use. Use of an accommodation during routine instruction does not **necessarily** qualify a student to receive the same accommodation during MCAS testing; for example, the student must meet additional criteria to receive a **special access accommodation** on an MCAS test.
AND
- d. If a **special access accommodation** will be provided, the student meets all of the criteria to receive the accommodation, as shown in [Table 5](#).

IEP teams must reconvene at least annually and determine which accommodations will be needed for state- and district-wide assessments.

Accommodations may **not**

- alter, explain, simplify, paraphrase, or eliminate any test question, reading passage, writing prompt, or multiple-choice answer option;
- provide verbal or nonverbal clues or suggestions that hint at or give away the correct response to the student; or
- contradict test administration requirements or result in a violation of test security; for example:
 - › test questions may not be modified, reordered, or reformatted in any way for any student;
 - › paper-based tests may not be photocopied, photographed, scanned, altered, or duplicated;
 - › screen shots of computer-based tests may not be taken or reproduced; and
 - › English-language dictionaries are **not** permitted on any of the spring 2020 MCAS tests.

Appendix C—Accessibility and Accommodations

If the above conditions have been met, and the accommodation is listed in the IEP or 504 plan, the accommodation(s) **must be provided** to the student during MCAS testing. If an accommodation is provided that does not meet the conditions stated above, the student’s test score may be **invalidated**.

In the event a student was provided a test accommodation that was not listed in his or her IEP or 504 plan, or if a student was not provided a test accommodation listed in his or her plan, the school should immediately contact the Department at 781-338-3625 or by email at mcas@doe.mass.edu. If a student was provided an accommodation that was not in his or her IEP or 504 plan, all or part of the student’s score may be invalidated.

4. Updating IEPs and 504 Plans

IEPs and 504 plans should be updated for all students with disabilities for the spring 2020 MCAS test administration to reflect the policies and accommodations described in this manual. Proper notation of accommodations in students’ IEPs and 504 plans will ensure that students receive all the necessary supports to which they are entitled.

Virtually all students are expected to take the next-generation MCAS tests using the computer-based testing platform (TestNav) and be given an opportunity to view the tutorial and take online practice tests prior to test administration. IEP and 504 coordinators should carefully consider whether a student requires a paper-based test as an accommodation and if so, list this in the student’s IEP or 504 plan prior to test administration.

5. If a Student Refuses an Accommodation

If a student refuses to use an accommodation listed in his or her plan, the school should document in writing that the student refused the accommodation and keep this documentation on file at the school. The student should be told that the accommodation will remain available should he or she need it during testing. Students should **not** be asked to sign an agreement acknowledging that they have refused an accommodation or waived their right to receive an accommodation. A sample form (optional) for documenting a student’s refusal of an accommodation is available at www.doe.mass.edu/mcas/testadmin/forms.

If a student refuses an accommodation, and the IEP team agrees that the listed accommodation is no longer needed by the student, the accommodation should be removed from the plan at the next scheduled meeting (or listed in the plan “as requested by the student”). Written approval must be obtained from the parent/guardian (or student, if over 18 years of age) on the new or amended plan.

Similarly, 504 plans must reflect only those accommodations that are required by the student, as determined by one or more educators familiar with the student. Consent by the parent/guardian is **not** required for a new or amended 504 plan, although the parent/guardian must be notified of the changes.

Appendix C—Accessibility and Accommodations

6. Unique Accommodations Requests

If a student with a disability, an English learner, or a student with a medical need requires an accommodation (e.g., an assistive technology device, a cell phone to monitor blood glucose levels – see page 116) that is not listed in Tables 1–6, the school may request approval for use of the unique accommodation. Unique accommodations may **not** accomplish any of the following:

- fundamentally change the test or the construct being measured by the test,
OR
- assist the student to obtain the answers to test questions,
OR
- violate test security requirements.

The school may request approval for use of the unique accommodation by submitting the request to mcas@doe.mass.edu **at least two weeks prior to testing**. If approved by the Department, the accommodation must also be listed in the IEP or 504 plan of a student with a disability.

7. Description of MCAS Accommodations for Students with Disabilities

Tables 3–5 list the MCAS accommodations available to students with disabilities on the computer-based test, and where available, the comparable accommodation on the paper-based test. The accommodations are grouped into the following categories:

- **Test Presentation:** allowable changes to the format in which the test is presented ([Table 3](#));
- **Response:** allowable changes to the procedures, supports, or devices used to facilitate a student’s response to test questions ([Table 4](#)); and
- **Special Access:** accommodations intended for a small number of students to offset the effects of a disability that would otherwise severely limit or prevent their participation in the assessment, and that may impact the interpretation of the test results ([Table 5](#)).

Note: Accommodations listed with the “(SR/PNP)” designation in the tables below must be identified in the SR/PNP.

Appendix C—Accessibility and Accommodations

Table 3. Test Presentation Accommodations for Students with Disabilities

| Test Presentation Accommodations | | |
|--|---|--|
| # | Computer-Based Test | Paper-Based Test |
| A1 (SR/PNP) | <p>Paper-based edition of the MCAS test may be administered as an accommodation to a student who is unable to use a computer or take the computer-based test due to a disability.</p> <p>Note: This must be listed as an accommodation in the student’s IEP or 504 plan.</p> | N/A |
| A2 (SR/PNP) | <p>N/A</p> <p>(see UF3 on page 100 for information on screen magnification)</p> | <p>Large-print edition (approximately 18-point font size on 11x17-inch paper)</p> <ul style="list-style-type: none"> • All responses in the large-print booklet must be transcribed verbatim from the large-print booklet to the student’s standard booklet, and returned according to instructions in this manual, so the student will receive credit for his or her work. • Large-print special instructions will accompany the large-print test. • See additional procedures listed in section 10 in this appendix. • Test administrators for students with disabilities using accommodation A2 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/forms) before viewing secure test materials. |
| A3.1 (SR/PNP) and A3.2 (SR/PNP) | <p>A3.1 – Screen reader: ONLY for a student who is blind or visually impaired and uses the assistive technology program JAWS or NVDA.</p> <ul style="list-style-type: none"> • If the student will use a screen reader, a separate hard-copy Braille edition test with the appropriate Braille graphics must also be provided to the student. • All answers must be entered onscreen, either by the student or test administrator. | <p>A3.2 – Braille edition (hard copy)</p> <ul style="list-style-type: none"> • All answers must be either scribed or transcribed verbatim into the student’s standard booklet, and returned according to instructions in this manual, so the student will receive credit for his or her work. • Braille special instructions will accompany the Braille test. • See Appendix D of the <i>Accessibility and Accommodations Manual for the Spring 2020 MCAS Tests/Retest</i>s for a schedule of the MCAS transition to Unified English Braille (UEB). • See additional procedures listed in section 10 in this appendix. • Test administrators for students with disabilities using accommodation A3.2 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/forms) before viewing secure test materials. |

Appendix C—Accessibility and Accommodations

| Test Presentation Accommodations <i>continued</i> | | |
|---|--|--|
| # | Computer-Based Test | Paper-Based Test |
| <p>A4.1 (SR/PNP) and A4.2 (SR/PNP)</p> | <p>A4.1 – Text-to-speech (TTS) digital text read aloud on the computer-based MCAS Mathematics and Science and Technology/Engineering tests.</p> <ul style="list-style-type: none"> • TTS may be used either with or without headphones. • If a TTS-enabled version of the computer-based test is used with headphones, the student may be tested in a typical-size group. If not using headphones, students must be tested individually in a separate setting. • Students should view the tutorial and take an online TTS practice test prior to testing. If the student is unable to use the TTS feature, but has this accommodation listed in his or her plan, a human reader may be substituted. • There is a special icon of a person with headphones on student testing tickets for students who have text-to-speech in their PNP. • TTS for ELA is a special access accommodation (SA 1.1). See Table 5 for guidelines and criteria to receive this accommodation. | <p>A4.2 – Kurzweil 3000 electronic text reader</p> <ul style="list-style-type: none"> • Only available for legacy high school STE tests • Kurzweil 3000 is not available as a test format for next-generation ELA and Mathematics tests in grades 3–8 and 10 or next-generation Biology and Introductory Physics tests for students in grade 9. • Kurzweil 3000 tests are in read-only format. Responses must be recorded in the student’s answer booklet. • Kurzweil 3000 special instructions will be sent to the school with the test. |
| <p>A5 (SR/PNP)</p> | <p>Human read-aloud for the Mathematics or STE tests</p> <ul style="list-style-type: none"> • A human reader may either read aloud 1) the computer-based test logged in to a nearby computer or sitting next to the student; or 2) the paper-based test. • The entire test must be read word-for-word, exactly as it appears. The test administrator may not provide assistance to the student regarding the meanings of words, intent of any test question, or responses to test questions. 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 are being provided the human read-aloud accommodation). • For students who require text read aloud, IEP teams should consider whether TTS is preferable to a human reader (or vice versa) and list this in each student’s IEP or 504 plan (e.g., “text-to-speech with human read-aloud as needed”). • See additional procedures listed in section 10 in this appendix. <p>Notes:</p> <ul style="list-style-type: none"> • Reading aloud the ELA test is a special access accommodation. See Table 5 for guidelines and criteria to receive this accommodation. • Reading aloud selected words to any student on the Mathematics and/or STE test(s) is a Universal Accessibility Feature (UF10). See Table 1. • There is a special icon of a person speaking on student testing tickets for students in a Human Read-Aloud PAN Session. • Test administrators for students with disabilities using accommodation A5 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/forms) before viewing secure content. | |

Appendix C—Accessibility and Accommodations

| Test Presentation Accommodations <i>continued</i> | | |
|---|---|---------------------------------|
| # | Computer-Based Test | Paper-Based Test |
| A6.1 (SR/PNP) | <p>Human signer for the Mathematics tests, STE tests, and test questions (but not reading passages) for ELA, for a student who is Deaf or Hard-of-Hearing</p> <ul style="list-style-type: none"> The test must be signed exactly as it appears. The signer may not provide assistance to the student regarding the meaning of words, intent of any test question, or responding to test questions. The signer may finger-spell key words in addition to providing the sign for a term, in cases where a signed term may be unfamiliar to the student. The signer 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 are receiving the human signer accommodation. See additional procedures listed in section 10 in this appendix. <p>Notes:</p> <ul style="list-style-type: none"> Under secure conditions supervised by the principal, interpreters may review the test content once it becomes available, either online or delivered to the school, for the purpose of preparing to sign the test. Test content may not be accessed online outside of school, and paper-based materials may not be removed from the school. If preferred, selected words, phrases, or sections of the Mathematics and/or STE test(s) may be signed to the student, as requested, rather than signing the entire test. Signing the ELA reading passages is a special access accommodation. See Table 5 for guidelines and criteria to receive this accommodation. There is a special icon of a person speaking on student testing tickets for students in a Human Signer PAN Session. Test administrators for students with disabilities using accommodation A6.1 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/forms) before viewing secure test content. | |
| A6.2 (SR/PNP) | <p>New for Spring 2020</p> <p>ASL Video for the computer-based grade 10 Mathematics test and next-generation high school Biology and Introductory Physics tests</p> <ul style="list-style-type: none"> An embedded ASL video is built into these versions of the computer-based tests. Students may turn on, off, pause, and control the signing speed of the ASL video. The size of the ASL video may be adjusted (using the “control + or -” keys) and it may be moved around on the computer screen. Students should view the tutorial and take online ASL practice tests prior to testing to become familiar with all of the features of the ASL video player. If the student is unable to use the ASL video, but has this accommodation listed in his or her plan, a human signer may be substituted. | N/A (See A6.1 for Human Signer) |
| A7 | Human signer for test directions only for a student who is Deaf or Hard-of-Hearing | |

New

Appendix C—Accessibility and Accommodations

| Test Presentation Accommodations <i>continued</i> | | |
|---|--|------------------|
| # | Computer-Based Test | Paper-Based Test |
| A8 | <p>Track test questions by helping the student to move from one test question to the next</p> <ul style="list-style-type: none"> • Test administrators for students with disabilities using accommodation A8 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/forms) before viewing secure test content. | |

Table 4. Response Accommodations for Students with Disabilities

| Response Accommodations | | | | | | | | | | | |
|----------------------------|---|-------------------------------|----------------------------|-----------|-------------------------------|----------------|--------------------|--------------------------|-----------|---|-----------------------|
| # | Computer-Based Test | Paper-Based Test | | | | | | | | | |
| A9 (SR/PNP) | <p>Use a Department approved graphic organizer, checklist, or supplemental reference sheet for ELA, Mathematics, and/or STE tests.</p> <p>Only approved versions (that contain text) made available by the Department may be used as an accommodation on ELA and Mathematics tests.</p> <p>Notes:</p> <ul style="list-style-type: none"> • Approved graphic organizers and supplemental reference sheets are available at www.doe.mass.edu/mcas/accessibility. These have been developed for use on next-generation MCAS tests based on: the most current versions of the curriculum framework standards measured by the tests; the MCAS test design; expectations for how student essays and text-based responses will be scored; and previously approved versions and proposed changes submitted by schools. • Graphic organizers without any text may also be used without Department approval by students with disabilities who have this accommodation listed in their plan. • A student may use no more than three different approved graphic organizers or two supplemental reference sheets per test session. • For the STE tests (grades 5 and 8 and high school), a student may use the sample reference sheets (www.doe.mass.edu/mcas/accessibility/organizers) or submit a customized reference sheet to the Department for approval (see www.doe.mass.edu/mcas/testadmin/forms). • Customized graphic organizer/reference sheet submission deadlines: <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Test Administration Period</th> <th style="text-align: center;">MCAS Test</th> <th style="text-align: center;">Materials Submission Deadline</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">April–May 2020</td> <td style="text-align: center;">Grades 5 and 8 STE</td> <td style="text-align: center;">February 28, 2020</td> </tr> <tr> <td style="text-align: center;">June 2020</td> <td style="text-align: center;">High School STE Next-Generation Biology and Introductory Physics tests for Students in Grade 9</td> <td style="text-align: center;">April 28, 2020</td> </tr> </tbody> </table> | | Test Administration Period | MCAS Test | Materials Submission Deadline | April–May 2020 | Grades 5 and 8 STE | February 28, 2020 | June 2020 | High School STE Next-Generation Biology and Introductory Physics tests for Students in Grade 9 | April 28, 2020 |
| Test Administration Period | MCAS Test | Materials Submission Deadline | | | | | | | | | |
| April–May 2020 | Grades 5 and 8 STE | February 28, 2020 | | | | | | | | | |
| June 2020 | High School STE Next-Generation Biology and Introductory Physics tests for Students in Grade 9 | April 28, 2020 | | | | | | | | | |

Appendix C—Accessibility and Accommodations

| Response Accommodations <i>continued</i> | | |
|--|--|---|
| # | Computer-Based Test | Paper-Based Test |
| <p>A10.1 (SR/PNP) and A10.2 (SR/PNP)</p> | <p>Scribe responses for the Mathematics tests or the STE tests using either:</p> <ul style="list-style-type: none"> • a human scribe (A10.1) who will record the student’s responses verbatim, either onscreen (computer-based test) or in the student’s answer booklet (paper-based test), as dictated by the student at the time of testing. The student must be tested in a separate setting. If the student is unable to use his or her hand or arm at the time of testing due to a recent fracture, injury, or recovery from surgery, the scribe accommodation may be provided and this must be listed in a 504 plan or an approved IEP (Department approval is not required). In cases where a 504 plan is under development, the staff responsible for writing the plan must already have met and agreed upon the need for the scribe accommodation before providing to a student. <p>OR</p> <ul style="list-style-type: none"> • speech-to-text (A10.2), an external speech recognition program that converts spoken to written language (other than a smartphone) used under the direct supervision of a test administrator to generate responses to test questions. Speech-to-text must be used at a separate adjacent computer station under the direct supervision of a test administrator. The test administrator must transcribe the student’s responses verbatim (either onscreen or in student’s answer booklet) <i>anytime prior to the end of the testing window</i>. The student must be tested in a separate setting. <p>NOTE: Do not order an Assistive Technology (AT) version of the MCAS test for a student using either text-to-speech or speech-to-text unless the software is specifically listed as “compatible with TestNav” in the Guidelines for Using Assistive Technology as an MCAS Test Accommodation found at www.doe.mass.edu/mcas/accessibility/guidelines.docx.</p> <p>See additional procedures for scribing student responses listed in section 11 of this appendix.</p> <p>Note:</p> <ul style="list-style-type: none"> • Test administrators for students with disabilities using accommodations 10.1 or 10.2 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/forms) before viewing secure test content. | |
| <p>A11</p> | <p>N/A</p> | <p>Responses recorded by student on special paper rather than in the standard booklet</p> <ul style="list-style-type: none"> • Responses must be transcribed by a test administrator into the student’s standard booklet. See additional procedures listed in section 11 in this appendix. • If the student transcribes his or her own responses, then transcription must occur during the test session and be completed on the day in which the test session began. <p>Notes:</p> <ul style="list-style-type: none"> • Test administrators for students with disabilities using accommodation A11 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/forms) before viewing secure test materials. |

Appendix C—Accessibility and Accommodations

| Response Accommodations <i>continued</i> | | |
|---|--|---|
| # | Computer-Based Test | Paper-Based Test |
| A12 <i>(SR/PNP)</i> | N/A | <p>Typed responses</p> <ul style="list-style-type: none"> • Transcription of typed responses into the student’s booklet is NOT required. • Responses must be printed out, one per page, and inserted in the student’s booklet with all required information on each page (see section 14 in this appendix and the sample typed response on page 121). • After printing out responses, they must be deleted from word processor or device. • Test administrators for students with disabilities using accommodation A12 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/forms) before viewing secure test materials. |
| A13 | <p>Student records responses on an external recording device (other than a smartphone) for purposes of playing back recorded segment(s). Student may use text-to-speech software or audio recording device. Responses must be deleted from the device once transcription into student’s standard booklet is completed.</p> <ul style="list-style-type: none"> • Test administrators for students with disabilities using accommodation A13 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/forms) before viewing secure test content. | |
| A14 | <p>Responses signed onto video (for a student who is Deaf or Hard-of-Hearing), then transcribed by the student onscreen or into the student’s booklet during playback. The video must be deleted after transcription. See additional procedures for transcribing listed in section 11 in this appendix.</p> | |
| A15 | <p>Monitor placement of responses in the appropriate area onscreen or in the answer booklet by the test administrator</p> <ul style="list-style-type: none"> • Test administrators for students with disabilities using accommodation A15 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/forms) before viewing secure test content. | |
| A16 | <p>Refreshable Braille Display/Braille note-taker (specific external device used in conjunction with screen reader. A hard-copy edition of the Braille test should also be ordered.)</p> | <p>Braille note-taker (specific external device used in conjunction with hard-copy Braille test)</p> <p>Note: Braille notes should be returned in the school’s return shipment.</p> |
| A17 | <p>Braille writer (specific external device used in conjunction with screen reader and hard-copy Braille test)</p> | <p>Braille writer (specific external device used in conjunction with the hard-copy Braille test). A printout of each response may be inserted in the student’s booklet, with all required information on each page (see section 14 in this appendix).</p> |

A note regarding the transcription of student responses: The process of transcribing a student’s responses onscreen or into his or her booklet by a test administrator (e.g., from the large print booklet) may occur at any time during the testing window, and must be monitored and supervised by the principal, test coordinator, or another test administrator.

Appendix C—Accessibility and Accommodations

8. Special Access Accommodations for Students with Disabilities

Special access (formerly called “nonstandard”) accommodations are intended for use by a **very small number of students** who would not otherwise be able to access the test because a disability severely limits or prevents them from performing the skill in question. Teams must exercise caution when considering whether a student requires a special access accommodation, since these accommodations may alter part of what the test is designed to measure. Teams must carefully review the guidelines and criteria described for each special access accommodation listed in [Table 5](#).

Test results for students who took the test using special access accommodations must be interpreted with caution by parents and schools who should not infer that the student has expertise in the skill being accommodated. A notation will accompany the results of students who used a special access accommodation.

The Department will review each district’s rate of use of special access accommodations. To ensure that IEP teams and 504 plan coordinators carefully review and apply appropriate criteria for use of special access accommodations, districts must do the following:

- train members of IEP teams and 504 plan coordinators on the use of accommodations, including special access accommodations;
- review all guidelines with staff for special access accommodations listed in [Table 5](#); and
- revise the IEPs and 504 plans of students with disabilities as needed.

Although test accommodations should generally be consistent with accommodations used for instruction, **the use of a special access accommodation during instruction does not automatically qualify a student to receive the same accommodation on an MCAS test**, unless the student meets the guidelines and criteria described on the following pages.

IEP and 504 teams are encouraged to make consistent, appropriate, and defensible decisions regarding the use of special access accommodations for each student, based on locally administered diagnostic assessments, and to amend the IEPs and 504 plans of students who have been previously designated, but do not meet the criteria listed in [Table 5](#).

Table 5. Special Access Accommodations for Students with Disabilities

| Special Access Accommodations | |
|-----------------------------------|---|
| # | Computer- and Paper-Based Tests |
| SA1.1 (SR/PNP) and SA1.2 (SR/PNP) | <p>Text-to-speech (SA1.1) or Human read-aloud (SA1.2) for ELA tests, including oral presentation of test questions, response options, and passages.</p> <ul style="list-style-type: none"> • text-to-speech may be used either with or without headphones; • a human reader may either read aloud 1) the computer-based test logged in to a nearby computer or sitting next to the student; or 2) the paper-based test. <p>This accommodation is intended for a small number of students with disabilities that severely limit or prevent them from reading, as documented in locally administered diagnostic evaluations.</p> <p>The student must meet all of the following criteria:</p> <ul style="list-style-type: none"> • be virtually unable to read, even after varied and repeated attempts to teach the student to do so (i.e., the student is at the very beginning stages of learning to read, and not simply reading below grade level), as determined by locally administered diagnostic evaluations; and • receive ongoing intervention to learn the skill; and • use this accommodation routinely (except during instruction in learning to read). |

Appendix C—Accessibility and Accommodations

| Special Access Accommodations <i>continued</i> | |
|--|---|
| # | Computer- and Paper-Based Tests |
| <p>SA1.1 <i>(SR/PNP)</i> and SA1.2 <i>(SR/PNP)</i> <i>continued</i></p> | <p>The human read-aloud (SA1.2) may also be provided to a student who is blind or has a visual impairment and uses a screen reader and/or has not yet learned (or is unable to use) Braille on the tests listed above. If the student will use a screen reader, a separate hard copy Braille test edition will be sent to the school to allow the student to access the appropriate Braille graphics (see accommodation A3.2).</p> <p>The student</p> <ul style="list-style-type: none"> • may be tested in a typical-sized group if using text-to-speech with headphones; • must be tested individually, in a separate setting, if text-to-speech will be used without headphones; and • may be tested in a group of up to five students if a human read-aloud will be used. <p>See additional procedures listed in section 10 in this appendix for SA1.2.</p> <p>Note:</p> <ul style="list-style-type: none"> • There is a special icon of a person speaking on student testing tickets for students in a Human Read-Aloud, and there is a special icon of a person with headphones on student testing tickets for students who have text-to-speech in their PNP. • Test administrators for students with disabilities using accommodation SA1.2 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/forms) before viewing secure test content. |
| <p>SA2 <i>(SR/PNP)</i></p> | <p>Human Signer for ELA tests, including reading passages, questions, and answer options, for a student who is Deaf or Hard-of-Hearing</p> <p>This accommodation is intended for students who are Deaf or Hard-of-Hearing, and who are severely limited or prevented from reading, as documented in locally administered diagnostic evaluations.</p> <p>The student must meet all of the following criteria:</p> <ul style="list-style-type: none"> • be virtually unable to read, even after varied and repeated attempts to teach the student to do so (i.e., the student is at the very beginning stages of learning to read, and not simply reading below grade level), due to a documented disability and/or history of early and prolonged lack of exposure to and use of language; and • uses this accommodation routinely, except during reading instruction; and • receives ongoing intervention to learn the skill. <p>The student must be tested in a group of no more than five students, unless approval is obtained from the Department to increase the group size in rare circumstances.</p> <p>See additional procedures listed in section 10 in this appendix.</p> <p>Note:</p> <ul style="list-style-type: none"> • There is a special icon of a person speaking on student testing tickets for students in a Human Signer PAN Session. • Test administrators for students with disabilities using accommodation SA2 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/forms) before viewing secure test content. |

Appendix C—Accessibility and Accommodations

| Special Access Accommodations <i>continued</i> | |
|--|--|
| # | Computer- and Paper-Based Tests |
| <p>SA3.1 (SR/PNP) and SA3.2 (SR/PNP)</p> | <p>Scribe responses on the ELA test, using either:</p> <ul style="list-style-type: none"> • a human scribe (SA3.1) who records the student’s responses verbatim during testing <p>OR</p> <ul style="list-style-type: none"> • speech-to-text (SA3.2), an external speech recognition program (i.e., <i>not</i> built into the CBT test) that converts spoken language to written text, used under the direct supervision of a test administrator to generate responses to test questions. The test administrator must transcribe the student’s responses verbatim (either onscreen or in the student’s answer booklet) at any time prior to the end of the testing window. See additional procedures for transcribing listed in section 11 in this appendix. <p>This accommodation is intended for a student who either:</p> <ol style="list-style-type: none"> 1. has a language-processing (or other) disability and requires the dictation of virtually all written responses to a scribe or an electronic speech-to-text conversion device to generate responses. <p>OR</p> <ol style="list-style-type: none"> 2. who is unable to use his or her hand or arm at the time of testing due to a fracture, severe injury, or recovery from surgery. In this case, the accommodation must either be <ol style="list-style-type: none"> a. listed in a 504 plan or an approved IEP (no additional approval by the Department is required); <p>OR</p> <ol style="list-style-type: none"> b. in cases where a 504 plan is under development, school personnel responsible for writing the plan must have already met and agreed upon the necessary MCAS accommodation(s) before a student may be provided the accommodation(s). <p>See additional procedures for scribing listed in section 11 in this appendix.</p> <p>Note:</p> <ul style="list-style-type: none"> • Test administrators for students with disabilities using accommodation SA3.1 or SA3.2 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/forms) before viewing secure test content. |
| <p>SA4 (SR/PNP)</p> | <p>Calculation device or other mathematics tool (including addition/subtraction or multiplication/division tables; or manipulatives) on the noncalculator session of the Mathematics tests</p> <p>This accommodation is intended for a small number of students with documented disabilities that severely limit or prevent them from performing basic calculations without a calculation device or other mathematics tool, as documented in locally administered diagnostic evaluations, even after varied and repeated attempts to teach the student to do so.</p> <p>The student must meet all of the following criteria:</p> <ul style="list-style-type: none"> • be virtually unable to calculate (i.e., unable to perform single-digit addition, subtraction, multiplication, or division without a calculation device or other mathematics tool); and • uses the calculation device or tool during routine instruction in mathematics; and • receives ongoing intervention to learn the skill. <p>The student’s IEP or 504 plan must specify which calculation device or tool will be used (e.g., calculator or multiplication table).</p> <p>Manipulatives and other mathematics tools (excluding calculators and arithmetic tables) must be approved by the Department prior to their use on MCAS tests. Please contact Student Assessment Services at 781-338-3625 or mcas@doe.mass.edu to request approval.</p> |

Appendix C—Accessibility and Accommodations

| Special Access Accommodations <i>continued</i> | |
|---|--|
| # | Computer- and Paper-Based Tests |
| SA4 <i>(SR/PNP)</i> <i>continued</i> | <p>New for 2020, students with special access accommodation SA4 listed in the SR/PNP will only have access to the standard TestNav calculator during the noncalculator session of the Mathematics and STE tests (although students can use a handheld calculator).</p> |
| SA5 <i>(SR/PNP)</i> | <p>Spell-checker for the ELA tests, including an external spell-checking device, or in conjunction with the typed response accommodation for the paper-based test</p> <p>This accommodation is intended for a small number of students with disabilities that severely limit or prevent them from spelling correctly, even after varied and repeated attempts to teach the student to do so.</p> <p>The student must meet all of the following criteria:</p> <ul style="list-style-type: none"> • be virtually unable to spell simple words (i.e., at the beginning stages of learning how to spell), as documented by locally-administered diagnostic evaluations; and • produces understandable written work only when provided this accommodation, which the student uses during routine instruction; and • receives ongoing intervention to learn the skill. <p>The student may not use grammar check or access the Internet during the test.</p> |
| SA6 <i>(SR/PNP)</i> | <p>Word prediction for the ELA tests, using an external device, application, or software compatible with the TestNav computer-based testing platform. Word prediction provides the student with a bank of frequently or recently used words after the student keyboards the first few letters of a word.</p> <p>Speech-to-text must be used at a separate adjacent computer station under the direct supervision of a test administrator. The student must either transcribe his or her responses <i>during the test session</i>; or the test administrator must transcribe the student’s responses verbatim (either onscreen or in the student’s answer booklet) <i>anytime during the testing window</i>. The student must be tested in a separate setting. See additional procedures for transcribing listed in section 11 in this appendix.</p> <p>NOTE: Do not order an Assistive Technology (AT) version of the MCAS test for a student using word prediction unless the software is specifically listed as “compatible with TestNav” and an infrastructure trial was previously conducted as described in the <i>Guidelines for Using Assistive Technology as an MCAS Accommodation</i> found at www.doe.mass.edu/mcas/accessibility/guidelines.docx.</p> <p>This accommodation is intended for a small number of students who</p> <ol style="list-style-type: none"> 1. have disabilities that severely limit or prevent them from recalling and processing language to write or keyboard responses; AND 2. can access written expression only through the use of word prediction software, application, or device that they use routinely to generate written responses. <ul style="list-style-type: none"> • During testing, Internet access must be turned off/restricted; and functions that automatically select words for the student must be turned off. <p>Note:</p> <ul style="list-style-type: none"> • Test administrators for students with disabilities using accommodation SA6 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/forms) before viewing secure test materials. |

New

Appendix C—Accessibility and Accommodations

New

9. Procedures for Students with Diabetes Who Use a Cell Phone to Control a Continuous Glucose Monitor (CGM) or an Insulin Pump

Students with diabetes who use a cell phone application to monitor blood glucose levels with a CGM, or to control an insulin pump, may not have the phone in their possession during MCAS testing for security reasons. However, the cell phone can be turned on and remain in the possession of the test administrator. The Department recommends assigning a familiar test administrator who is specially trained to monitor the student's blood glucose levels. The student should be seated in close proximity to the test administrator so that glucose readings or contact with the pump can be maintained. If the student has an IEP or 504 plan, this unique accommodation should be added, and if not, the school should write a 504 plan for the student that includes this unique accommodation.

10. Procedures for Using Test Accommodations A5, A6.1, SA1.2, and SA2: Reads Aloud or Signs MCAS Tests

The test administrator may read the test aloud or sign the test to a small group of students, provided that each student has an IEP or 504 plan that lists either accommodation A5/A6.1 (for the Mathematics or STE tests) or special access accommodation SA1.2/SA2 (for the ELA tests). Reading the ELA test aloud to a student who is not entitled to this special access accommodation will result in the student's test results being invalidated, so be sure that any students receiving the accommodation are eligible.

The procedures below must be followed:

- No more than five students may be grouped together for reading tests aloud or signing the tests, since students typically proceed through the test at different rates.
- The principal or designee must supervise the assignment of students to groups that will have test questions read aloud to them.
- See the appendices in the CBT TAM for instructions on how to administer these accommodations for computer-based testing.
- For PBT, student booklets may not be opened or reviewed by students or test administrators prior to testing.
- For PBT, test administrators should use a test from the school's shipment to read aloud to the students; the shipment includes an overage and all tests will be the same number form.

11. Guidelines for Scribing and Transcribing Student Responses

Administering the Human Scribe Accommodation

- A scribe may administer this accommodation only to **one student at a time** during a test session. The student must be tested in a separate setting.
- If scribing responses into a paper-based test booklet, the scribe must produce legible text. For computer-based tests, the scribe will type directly into the student's computer-based test.
- The scribe must transcribe the student's responses verbatim and may not prompt, correct, or question the student regarding the content of the responses.
- The scribe may request that the student restate (or sign) words, phrases, or sentences, as needed. The scribe may not edit or alter the student's dictated response in any way.
- A student using a scribe must be given the same opportunities as other students to plan and draft a written response. The scribe may write an outline, plan, or draft as directed by the student, and must record the draft response or outline exactly as dictated.

Appendix C—Accessibility and Accommodations

Additional guidance for scribing next-generation ELA tests:

- When scribing, 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.
 - › either allow the student to make edits independently or direct the scribe to make the edits.
 - › not assist the student in making decisions during the editing process.

Transcribing Student Responses

In paper-based testing, certain situations may require a test administrator to transcribe a student's response into a standard booklet. These situations may include:

- A student takes the test using a special test format that requires answers to be transcribed (e.g., large print, Braille).
- A student uses a speech-to-text converter, augmentative communication device, or assistive technology device that requires answers to be transcribed.
- As an accommodation, a student records answers in a test booklet, answer booklet, or on blank paper, instead of in the required test booklet or answer booklet. Note, however, that students will have a combined test & answer booklet for all paper-based tests, with the exception of the legacy high school STE tests and the Spanish/English edition of the grade 10 Mathematics test, which will have separate test booklets and answer booklets.
- Answers were recorded either in the wrong section of a booklet, or in an incorrect booklet.

If a student's responses must be transcribed after test administration is completed, the following steps must be followed:

- At least two persons must be present during the transcription of student responses.
- One of these persons will be the transcriber, and the other will be an observer confirming the accuracy of the transcription. It is recommended that one of the individuals be the school or district test coordinator or principal.
- The student's response must be transcribed verbatim into the booklet.
- Original student responses that were printed from an external device or recorded separately on blank paper or in a booklet must be included in the return shipment; this step must be documented on internal tracking forms.

12. MCAS Test Accommodations for ADULTS with Disabilities for the Legacy High School STE Tests

Adults who want to earn a high school diploma and have not yet met the testing requirements of the CD may participate in the legacy high school STE tests at the high school they most recently attended, another high school, or an alternative/external diploma program.

Universal and Designated Accessibility Features (UFs and DFs)

- Adult test takers may use UFs and DFs in the same manner as other students, without the need for a documented disability.

Appendix C—Accessibility and Accommodations

Required Documentation

In order for an adult with a disability to participate in testing using accommodations, prior to testing the individual must produce one of the following pieces of documentation:

- a letter from a diagnostician qualified in the area of the disability (e.g., medical doctor, neuro-psychologist, psychologist, speech pathologist) describing the nature of the individual's disability
- OR**
- an approved IEP that documents the accommodations needed for statewide testing from the past five years (i.e., any year from 2015 through 2019)
- OR**
- a 504 plan that documents the accommodations needed for statewide testing from the past five years (i.e., any year from 2015 through 2019)

a. Accommodations Allowed for All Adult Test-Takers

The following accommodations are allowed for all adult test-takers, provided that the adult produces the required documentation of the disability and requests the accommodation before testing. Refer to tables 3–6 of this appendix for full descriptions of these accommodations.

A2 Large-Print: This edition must be requested at the time of registration.

A3.2 Braille: This edition must be requested at the time of registration.

b. Accommodations That Are Allowed ONLY with Prior Department Approval

The following accommodations are allowed only with prior approval from the Department. The request form is available online at [mass.gov.service-now.com/mcasaccommodations](https://mass.gov/service-now.com/mcasaccommodations) and should be submitted **at least one week before testing**. Refer to tables 3–5 of this appendix for full descriptions of these accommodations.

A4.2 Use of an Electronic Text Reader for the High School STE Tests

A5 Test Administrator Reads Aloud a High School STE Test to the Adult

A6.1 Test Administrator Signs a High School STE Test to an Adult Who Is Deaf or Hard of Hearing

A8 Track Test Questions

A9 Organizer, Checklist, Reference Sheet, or Abacus: must be approved by the Department prior to use

A10.1/A10.2

Test Administrator Scribes a High School STE Test; or Adult Uses a Speech-to-Text Conversion Device

A11 Answers Recorded in the Test Booklet

A12 Typed Responses

A15 Monitor Placement of Responses

Appendix C—Accessibility and Accommodations

c. Accessibility Features that Are Available Based on a School's Capacity

The Designated Accessibility features listed below are not necessarily available to adult test-takers (availability is based on school capacity to administer these accommodations). Refer to [Table 2](#) for full descriptions of these accommodations.

DF8 Familiar Test Administrator

DF10 Time of Day

13. Submitting Student Identification Booklets (SIB) for Students with Disabilities Participating in the MCAS-Alt

For a student participating in the MCAS-Alt, the principal or designee must submit an MCAS-Alt SIB with the student's MCAS-Alt portfolio. A sample SIB cover is available at www.doe.mass.edu/mcas/testadmin/forms.

14. Procedures for Submitting Typed Responses for Paper-Based Testing (Accommodation A12)

General Information

A student's response to each test question (including all sub-parts — e.g., a, b, c, d) must be submitted entirely using one of the following methods:

- typed on paper and inserted inside the front cover of the student's booklet;
- written by the student; or
- transcribed into the student's answer booklet (if the student also used accommodation A10/A10.2, SA3.2, or EL4.1/4.2).

All of the responses for an individual student do not need to be submitted using the same method.

Regardless of which method is used, submit only one response per question.

Only responses to constructed-response, short-answer, and essay questions may be submitted as typed responses. A student's responses to multiple-choice questions must be marked in the student's standard answer booklet.

Any draft responses are to be marked "DRAFT" and placed in the return shipment.

Before Test Administration

1. Provide a standard answer booklet along with appropriate tracking documents to each test administrator.
2. Ensure that test administrators understand and follow the instructions in the PBT TAM regarding the following:
 - security information, including the prohibition against students accessing the Internet
 - formatting requirements (See requirements below and the template at the end of this appendix. Also see Appendix D in the PBT TAM for further instructions.)
 - instructions for submitting a typed response for the Mathematics or STE administrations for students using a graphic in their response to a question
 - scripts in the TAM to be read aloud to students
3. Disable access to the Internet from the student's computer or AlphaSmart. If a student will be using an electronic tablet, please contact the Department prior to testing.

Appendix C—Accessibility and Accommodations

Formatting Requirements

- Use a font size between 8-point (minimum) and 12-point (maximum).
- Set margins to be one inch.
- Set line-spacing to be single-spaced.

IMPORTANT—Page limits:

For ELA responses:

- The booklets will indicate the number of pages available for written responses. Do not exceed these page limits.

For Mathematics and STE responses:

- Submit a separate page for each constructed-response or short-answer question.
- A maximum of one page may be submitted for each response.

After Test Administration

A student's responses to multiple-choice questions cannot be submitted as typed responses. Instead, they must be marked by the student or transcribed into his or her standard booklet. **Otherwise, the student will not receive credit for his or her work.**

1. Fill in all information requested on the front and back covers of the student's standard booklet, including the circle for accommodation A12 on the inside back cover.
2. Refer to Appendix D in the PBT TAM for instructions on preparing typed responses for submission.
3. Mark drafts of typed responses "DRAFT" and place them in the return shipment.
4. Ensure that all student responses are deleted from the computer by test administrators according to the instructions in the TAM.
5. Submit the standard booklet according to the instructions in Appendix B of this manual.

Appendix C—Accessibility and Accommodations

Sample MCAS Typed Response Template

Student Name: Jonathan Ward
Student SASID: 1012345678
Booklet Serial Number*: 1234567890
Subject: English Language Arts
Question Number: 35

In this area, the student will type the response to the test question.

For more information, see the formatting requirements in this appendix.

** (located on the lower right-hand corner of the test & answer booklet or answer booklet front cover)*

Appendix C—Accessibility and Accommodations

Part III: Testing Procedures and Accommodations for EL Students

A Participation Requirements for EL Students

EL students must participate in all MCAS tests scheduled for their grades, regardless of the language program and services they are receiving or the amount of time they have been in the United States.

The one exception applies to first-year EL students who enrolled in U.S. schools after March 1, 2019 and who were not reported in the March 2019 SIMS report, for whom ELA testing is optional. ELA testing is also optional for EL students from Puerto Rico who are in their first year of enrollment in a Massachusetts school. Note that this policy is also applicable for students in grade 10. Schools should refer to the *Graduation Requirements for Displaced Puerto Rico High School Students* (www.doe.mass.edu/commissioner/spec-advisories/gradreqs-pr-students.html).

Schools may elect to administer the MCAS ELA tests to first-year ELs, and must administer the ACCESS for ELLs test to first-year and all other EL students, even those who have opted out of English language programs and services. Students who enter a U.S. school for the first time after ACCESS for ELLs testing is completed are not required to participate in ELA testing. First-year EL students **must** participate in MCAS Mathematics and STE tests, although results will be reported for diagnostic purposes only and students’ results will not be included in school and district summary results or in state accountability reporting. For first-year ELs who participate in ELA testing, results will be provided at the school level and will be used for Competency Determination purposes for grade 10 students.

| EL Participation Requirements for Spring 2020 MCAS Tests | | |
|--|--------------------------------------|--------------------|
| Content Area Test | First-Year EL Students ¹¹ | All Other Students |
| ELA | Optional ¹² | Required |
| Mathematics | Required | Required |
| STE | Required | Required |

Questions regarding the identification screening, placement, and reclassification of EL students should be directed to the Office of English Language Acquisition and Academic Achievement at 781-338-3584 or via email at el@doe.mass.edu. For additional details, refer to the *Guidance on Identification, Assessment, Placement, and Reclassification of English Learners* (www.doe.mass.edu/ele/guidance/?section=guidance).

Foreign Exchange Students

Foreign exchange students who are coded as #11 under “Reason for Enrollment” in SIMS in grades 3–8 and 10 are required to participate in the MCAS tests specified for the grade in which they are reported. These students are also required to participate in ACCESS for ELLs testing if they are reported in SIMS as English learners.

¹¹ Results for first-year EL students are not included in MCAS school and district summary results.

¹² Optional, provided that the student has participated in ACCESS for ELLs testing.

B Use of Bilingual Word-to-Word Dictionaries and Glossaries by EL Students on MCAS Tests

EL students, including those who have been identified as EL in the past, but are no longer reported as LEP, may use an authorized bilingual word-to-word dictionary or glossary on the following MCAS tests:

- ELA—authorized word-to-word dictionary (if available)
- Mathematics—authorized word-to-word dictionary and glossary (if available)
- STE—authorized word-to-word dictionary and glossary (if available)

Bilingual dictionary and glossary use for MCAS tests is limited to those that provide word-to-word translations. Dictionaries and glossaries that include definitions, synonyms, antonyms, phrases, handwritten notes, and other information are prohibited. Electronic devices are also not allowed.

Schools are strongly encouraged to provide word-to-word dictionaries and glossaries for students who do not bring their own.

A list of authorized bilingual dictionaries and glossaries is available on the Department’s website at www.doe.mass.edu/mcas/accessibility. To discuss the approval of a word-to-word dictionary not included in the list, please call 781-338-3625.

C CD Requirements Related to EL Students

All Massachusetts students, including EL students, are required to meet the CD standard in ELA, mathematics, and STE, in order to be eligible for a diploma in Massachusetts (see Part II of this manual).

Students eligible to take the Spanish/English edition of the grade 10 Mathematics test may meet the CD requirement in mathematics through this test but must also pass ELA and STE tests in English.

Since the CD requirement may present a challenge for EL students who have recently enrolled in a U.S. school, some EL students may need to continue their education beyond grade 12 in order to attain the requisite knowledge and skills in ELA, mathematics, and STE. After grade 12, students who still need to pass one or more of the required MCAS tests may take the MCAS retest(s) or an STE test at the school in which they were last enrolled. Some students may also be eligible for an MCAS performance appeal (see www.doe.mass.edu/mcasappeals).

For more information on meeting the graduation requirement, please refer to the Department’s website at www.doe.mass.edu/mcas/graduation.html.

D Accommodations for EL Students

In addition to universal features and designated features available to all students, the accommodations listed in [Table 6](#) are available to all ELs, either with or without disabilities, on MCAS tests.

Note that **some** EL accommodations must be **requested in advance** in the SR/PNP. The names of accommodations and the process for their selection are identical to accommodations for students with disabilities, although the EL accommodations have a unique code (e.g., EL1).

Appendix C—Accessibility and Accommodations

Table 6. Accommodations for Students Who Are ELs

| # | Accommodations for EL Students |
|--|--|
| EL1 (SR/PNP) | Paper-based editions of the next-generation Mathematics or STE tests may be administered to a first-year EL student (i.e., a student in his or her first calendar year of enrollment in a U.S. school) with a low level of English proficiency or an EL who has little or no familiarity with technology. (Note: Administering the ELA test to a first-year EL student is optional) |
| EL2 | Approved Bilingual Word-to-Word Dictionary and Glossary (English/Native language) (Note: this accommodation is also available to former ELs) |
| EL3.1 (SR/PNP) and EL3.2 (SR/PNP) and EL3.3 (SR/PNP) | <p>Text-to-speech (TTS) (EL3.1) digital text read aloud on the computer-based MCAS Mathematics tests, the grades 5 and 8 STE tests, and the next-generation Biology and Introductory Physics tests for students in grade 9, or Human read-aloud (EL3.2) for the same tests; or Kurzweil 3000 (EL3.3) for the legacy high school STE tests.</p> <ul style="list-style-type: none"> If administering the paper-based test with a human reader, 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. If a human reader is used, the test must be administered in a separate setting either individually or to a group of 2–5 students all of whom are receiving the human reader accommodation. If the TTS-enabled English-only edition of the computer-based test is read aloud to a student using headphones, students may be tested in a typical-size group. If not using headphones, the student must be tested in a separate setting. <p>Notes:</p> <ul style="list-style-type: none"> Reading aloud selected words on the Mathematics and/or STE tests is a universal accessibility feature (UF10). See Table 1. Test administrators for students with disabilities using accommodation EL3.2 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/forms) before viewing secure test content. |
| EL4.1 (SR/PNP) and EL4.2 (SR/PNP) | <p>Scribe for the Mathematics and/or STE tests, including the next-generation Biology and Introductory Physics tests for students in grade 9, including either:</p> <ul style="list-style-type: none"> a human scribe, who records student’s responses verbatim at the time of testing (EL4.1); or student dictates responses using speech-to-text, an external communication device, with subsequent transcription by an adult, either onscreen or in the student’s answer booklet (EL4.2). <p>Note:</p> <ul style="list-style-type: none"> Test administrators for students with disabilities using accommodation EL4.1 or EL4.2 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/forms) before viewing secure test content. |
| EL5 | Test administrator reads aloud/repeats/clarifies general administration directions (i.e., the scripts in the TAMs) in English |
| EL6 | Test administrator reads aloud/repeats/clarifies general administration directions (i.e., the scripts in the TAMs) in student’s native language (if native language speaker is available) |

Appendix C—Accessibility and Accommodations

| # | Accommodations for EL Students <i>continued</i> |
|------------|---|
| EL7 | <p>Spanish/English version of the grade 10 Mathematics test</p> <p>Grade 10 Spanish-speaking EL students who have been enrolled in U.S. schools for fewer than three years may choose to take the Spanish/English edition of the grade 10 Mathematics test if they can read and write in Spanish at or near grade level. Students who are eligible for a Spanish/English MCAS test will take the test during the same time period in which the English edition of the test is administered.</p> <p>Spanish/English tests are available in computer- and paper-based formats. The CBT edition has Spanish text above English text; the PBT test booklets are issued in side-by-side Spanish/English format, with identical test questions presented on opposing pages in two languages: left-facing pages present the questions in Spanish; right-facing pages present the same questions in English. Reference sheets issued to students for use during MCAS grade 10 Mathematics test sessions are in Spanish only and not presented in bilingual format.</p> <p>Guidelines for administering the Spanish/English MCAS Mathematics test are provided in an appendix in the TAMs. These guidelines contain Spanish-language scripts to be read aloud by test administrators to students, as well as instructions to the test administrator (not to be read aloud) in English. Students may write their answers to constructed response questions in either Spanish or English. In order to administer the Spanish/English Mathematics test, authorized test administrators must be fluent in both Spanish and English.</p> |

Table 7 provides guidance regarding the suitability of EL accommodations based on the English language proficiency (ELP) level of the student.

Appendix C—Accessibility and Accommodations

Table 7. Guidance on Selecting Accommodations for English Learners

| Key | <ul style="list-style-type: none"> ● Highly recommended for use by English learners at this ELP level ◉ Recommended for use by English learners at this ELP level ○ May not be appropriate for students at this ELP level | | | |
|-----------------|---|---------------|--|----------|
| | # | Accommodation | Most Likely to Benefit English Language Learners at the Following English Proficiency Levels | |
| | | Beginning | Intermediate | Advanced |
| EL1 | Paper-based editions of the next-generation tests may be administered to a first-year EL student (see page 122 for the definition of a first-year EL student) who has a low level of English proficiency or no familiarity with technology. | ◉ | ○ | ○ |
| EL2 | Approved bilingual word-to-word dictionary and glossary (English/Native Language) | ○ | ● | ● |
| EL3.1 and EL3.2 | Text-to-speech for the next-generation CBT Mathematics or STE tests (in English <i>only</i>); OR Human read-aloud for Mathematics or STE | ● | ◉ | ○ |
| EL4.1 and EL4.2 | Human scribe or speech-to-text for Mathematics or STE responses | ● | ◉ | ○ |
| EL5 | Test administrator reads aloud/repeats/clarifies general administration <u>directions</u> in English | ● | ◉ | ○ |
| EL6 | Test administrator reads aloud/repeats/clarifies general administration <u>directions</u> in student's native language | ● | ◉ | ○ |
| EL7 | Spanish/English version of the grade 10 Mathematics test | ● | ◉ | ○ |

Appendix D



Procedures Related to Student Information and Guidance on Reporting

Appendix D—Procedures related to Student Information and Guidance on Reporting

It is the responsibility of the principal to provide accurate information for every student enrolled. Consequences for not doing so include inaccurate reporting of MCAS student results as well as those used to determine school and district performance.

Principals will have the opportunity to report data discrepancies prior to the reporting of official results. Principals should view MCAS headlines (www.doe.mass.edu/mcas/) in late spring to access the reporting schedule, including the period for reporting data discrepancies. However, since the purpose of discrepancy reporting is to correct SASIDs or test participation status, **it is critical for information to be provided accurately as described below.**

Part I: PearsonAccess^{next}

A SR/PNP Initial Upload

The SR/PNP is used to register students for testing and provides information on selected accessibility features and accommodations that a student will use during testing. It determines the test form students will take for computer-based testing (e.g., text-to-speech) and provides the basis for the initial shipment of manuals and other paper-based materials to schools. See the *Guide to the Student Registration/ Personal Needs Profile (SR/PNP) Process for the 2019–2020 MCAS Tests* posted at mcas.pearsonsupport.com/manuals; click on the “PearsonAccess^{next} Guidance” dropdown.

B SR/PNP Updates (Before, During, and After Test Administration)

PearsonAccess^{next} is updated as follows:

- **before or during test administration**, for the following situations:
 - › to add students not included in the SR/PNP (e.g., students who recently transferred into the school)
 - › to remove students no longer enrolled
 - › to remove test assignments for students included in the SR/PNP who will not participate (e.g., students who are taking the MCAS-Alt)
 - › to edit accommodations (e.g., to assign a student a different form-based accommodation such as text-to-speech)
 - › to edit demographic information (e.g., last name spelled wrong)
- **after test administration**, for the following situations:
 - › to edit accommodations
 - › to edit demographic information (e.g., last name spelled wrong)

To update student data in PearsonAccess^{next}, follow the steps below (recommended for a small number of updates) or export the Student Registration File, update the files, and then re-import it (recommended for larger updates).

1. View the top of the screen to confirm that you are in the correct administration.
2. Go to **Setup** and select **Students**.
3. Locate the students whose data needs to be updated, and check the box next to their SASIDs.
4. Go to **Select Tasks**, check **Create/Edit Students**, and **Registration** (the system will autocheck all registration tasks) and click **Start**.
5. Make the appropriate changes in these tasks, and click **Update**. Then click **Exit Tasks**.

C Enrollment Transfer Requests

Schools will use the enrollment transfer feature in PAN for students who transfer into or out of their school after the initial SR/PNP. This feature allows a student’s PAN record, including all PNP information, to transfer to the new school.

School principals/test coordinators and district test coordinators are given permission in PAN to manage enrollment transfers. More information about enrollment transfer permissions can be found in the User Role Matrix, which is available at mcas.pearsonsupport.com/pearsonaccessnext/.

Instructions for using the enrollment feature are available at support.assessment.pearson.com/display/PAsup/Additional+Student+Management+Functionality.

Questions may be directed to the MCAS Service Center at 800-737-5103.

Follow the steps below to update student data in PearsonAccess^{next} (recommended for a small number of updates).

1. View the top of the screen to confirm that you are in the correct administration.
2. Go to **Setup** and select **Students**.
3. Locate the students whose data needs to be updated and check the box next to their SASIDs.
4. Go to **Select Tasks**, check **Create/Edit Students**, and **Registration** (it will autocheck all registration tasks) and click **Start**.
5. Make the appropriate changes in these tasks and click **Update** when changes are made. Then **Exit Tasks** when done.

For larger updates, changes can also be made by exporting a Student Registration File, updating the file, and then re-importing it.

Appendix D—Procedures related to Student Information and Guidance on Reporting

D Instructions for Updating Student Information for CBT

| Situation | Instructions |
|--|--|
| A student was provided testing accommodations that were not initially included in the SR/PNP. | Update PAN so it accurately reflects the accommodations that the student used (Setup > Students > Manage Student Tests). Because a student's IEP or 504 status is reported in SIMS, remember to report students with disabilities to your district SIMS contact, including students for whom a 504 plan was developed because of a temporary disability such as a broken arm. |
| A student refused accommodations during testing or did not use an accommodation. | Update PAN so it accurately reflects the accommodations that the student used (Setup > Students > Manage Student Tests). Text-to-speech, screen reader, and assistive technology cannot be updated in PAN after the student has started a test. Changes to these accommodations will need to be reported to the Department during the formal discrepancy reporting window that occurs after testing. |
| A student had a medically documented absence for one or both sessions of a test and did not participate in make-up testing. | Go to Setup > Students > Manage Student Tests > Start , check the "Not Tested" code, and select Medical Absence from the dropdown menu; click Save . Follow the instructions in step 8 on page 65 to mark the test complete. |
| A student was absent for another reason from all test sessions in the subject area test or refused testing. | If the student already started testing, mark the test as "Complete" (see step 8 on page 65). Fill in the reason as "Absent" or "Refusal." If the student did not begin testing, remove the student from any assigned PAN Sessions (see step 7 on page 65). |
| A student was added to or removed from your school's enrollment after the SR/PNP was submitted. | Any student removed from your enrollment should be removed from any assigned PAN Sessions (see step 7 on page 65). For any student removed from your enrollment, "Mark Complete" any tests that the student started but did not finish (see step 8 on page 65). For a student added to your enrollment, add the student to PAN following instructions in section 2 (Steps for Completing the Initial SR/PNP Upload) of the <i>Guide to the SR/PNP Process</i> (available at mcas.pearsonsupport.com/manuals ; click on the "PearsonAccess ^{next} Guidance" dropdown). |
| A student's test needs to be marked "void" (i.e., it will not be scored and no student results will be reported). | Only students who started testing should be marked as Void (e.g., incorrect accommodations were given). Go to Setup > Students > Select a Student > Manage Student Tests > Start . Check the "Void Test Score Code" box for the selected student, and select a reason from the dropdown menu; click Save . For more information, including instructions for assigning the student a new test, see section C.2 in Appendix A. |

Part II: SIMS

A Data Elements Collected in SIMS

The Department uses data submitted by districts in SIMS as the source for student information when reporting results and for assessment and accountability purposes. **Therefore, it is critical that principals ensure the accuracy of student information provided in SIMS submissions.**

As required by the federal Elementary and Secondary Education Act (ESEA), student results are disaggregated for the following subgroups:

- EL and formerly EL status
- economically disadvantaged
- students with disabilities
- race/ethnicity

As required by other federal and state requirements, results are also disaggregated for the following subgroups:

- “high needs” (an unduplicated count of students belonging to any of the following three subgroups: EL and formerly EL, students with disabilities, economically disadvantaged)
- Title I status
- ever EL (students who have ever been enrolled as an EL in Massachusetts)
- gender

B Uses of SIMS Data

The October SIMS submission is used to establish which students have been enrolled in the same school since October 1, 2019, for MCAS and accountability reporting purposes. School results will be summarized for MCAS and accountability reporting based only on students who were enrolled in a school on or before October 1.

Results for students who first enroll in your school after October 1 will be included only in district performance for MCAS and accountability.

All students will be included in summary results for districts and for schools in single-school districts (e.g., charter schools, regional vocational technical schools, districts with only one school).

Data from SIMS – not the SR/PNP – are used as the basis for reporting student enrollment information including:

- whether a student was absent without medical documentation for a test;
- whether a student transferred out of or into the school during the testing window and did not complete a test; and
- whether an EL student is in his or her first year of enrollment in a U.S. school (i.e., a first-year EL student).

C Questions about SIMS Data

Questions about your SIMS data should be directed to the district’s SIMS contact, who is responsible for submitting the data to the Department. See page ii for instructions for finding your district’s contact.

Appendix D—Procedures related to Student Information and Guidance on Reporting

Part III: Student Participation and Reporting Guidance

The table below shows the ways that information about student participation will be used for MCAS and accountability reporting.

| Student Subgroup/ Situation | How Information Is Used for MCAS Reporting | How Information Is Used for Accountability Reporting |
|---|--|--|
| Students with Disabilities | The Department will report whether a student with a disability was tested with accommodations based on the information in his or her PNP, with the exception of three paper-based accommodations: a student will be reported as having had the large-print, Braille, or typed response accommodation if the accommodation is indicated in the PNP or if the circle for the accommodation is filled in on the answer booklet cover. | Students are included in results for the students with disabilities subgroup if they are reported in SIMS as having an IEP. |
| Students with a Medically Documented Absence | These students will not receive official scaled scores or achievement levels, and will be reported with a test status code of NTM—Not Tested Medically Documented Absent. | Students with a medically documented absence (reported with a test status code of NTM—Not Tested Medically Documented Absent) will be excluded from the district, school, and subgroup-level participation rate calculation for each subject-area test for which they were absent with medical documentation. |
| Students Who Are Absent from Testing | <p>A student will be reported as absent if he or she did not answer any test questions in an entire test session. The student's enrollment is reported based on the data in the March and June/end-of-year SIMS submission.</p> <p>Students will not receive an official scaled score or achievement level, and he or she will be reported with a test status code of NTA—Not Tested Absent.</p> | <p>A student with a non-medically documented absence will be reported as a non-participant in accountability calculations.</p> <p>At the school and district level, assessment participation rates are calculated separately for English language arts, mathematics, and science for each district and school as a whole with at least 20 students enrolled in tested grades. Any student reported as absent will count against the participation rate for the subject-area test that he or she did not take. Districts and schools are expected to maintain a 95 percent participation rate <i>in each subject</i>.</p> <p>At the subgroup level, assessment participation is calculated for the group as a whole, with all subjects combined (e.g., measuring the percentage of ELA, mathematics, and science tests that were taken by the group). Rates are calculated for each subgroup that has 20 or more students enrolled in at least one subject. Districts and schools are expected to maintain a combined-subject participation rate of 95 percent or higher for each subgroup.</p> |

Appendix D—Procedures related to Student Information and Guidance on Reporting

| Student Subgroup/ Situation | How Information Is Used for MCAS Reporting | How Information Is Used for Accountability Reporting |
|--|--|---|
| Students Who Refuse to Participate in Testing | <p>If a student was present for testing, but did not answer any questions during a test session, this must be reported during the discrepancy resolution period in August in order for that student to be counted in a school's MCAS participation rate.</p> <p>However, if the student is counted as a participant, then the student will receive a scaled score, achievement level, and student growth percentile, and will be included in aggregations.</p> | <p>Any student reported as absent as a result of refusing to participate in testing will count against the participation rate for each district, school, and subgroup to which they belong.</p> |
| Students Who Transfer During the Testing Window | <p>If a student transfers from one school to another between test sessions, and the results from the first and second test sessions can be linked, the student's results will be included in district-level MCAS results in the receiving district, but not in school results (unless the receiving school is the only school in the district).</p> <p>If the student's first and second test sessions cannot be linked to provide complete results, the student will be reported with a test status code of NTO—Not Tested Other, and results will not be included in school and district aggregations.</p> | <p>The district must report the student in June/end-of-year SIMS as a transfer or other non-enrolled status; otherwise, the student will be reported as a nonparticipant in accountability calculations.</p> |
| First-Year EL Students | <p>EL students reported in SIMS in their first year of enrollment in a U.S. school (i.e., first-year EL students) must participate in MCAS Mathematics and STE tests for diagnostic purposes, but their results are not included in official school and district results, provided they were reported as first-year EL in SIMS. The participation of first-year EL students in ELA tests is optional, and results for students who do participate are not included in school and district results.</p> | <p>Students reported in SIMS as EL for any number of years are required to participate in ACCESS for ELLs testing. Any EL student who does not participate in ACCESS for ELLs testing will be reported as a nonparticipant in MCAS and accountability ELA participation calculations, even if the student participated in the MCAS ELA tests.</p> <p>In addition, any first-year EL student that does not participate in the Mathematics and/or STE MCAS tests associated with his or her grade of enrollment in SIMS will be counted as a nonparticipant for accountability participation calculations. MCAS results for first-year EL students are not included in accountability achievement calculations.</p> |

Appendix D—Procedures related to Student Information and Guidance on Reporting

| Student Subgroup/ Situation | How Information Is Used for MCAS Reporting | How Information Is Used for Accountability Reporting |
|---|---|--|
| First-Year EL Students con't | Students' results are reported with a test status code of NTL—Not Tested First-year EL. Students who earned an achievement level of Needs Improvement or higher (on legacy tests) or Partially Meeting Expectations or higher (on next-generation tests) receive scaled scores and achievement levels but not student growth percentiles. These students are not included in scaled score, achievement level, or Composite Performance Index (CPI) aggregations, provided they were reported as first-year EL in SIMS. | |
| Void | The student will be reported with a test status of NTO or NTA, depending on enrollment status in SIMS. | A student with NTA status is reported as a non-participant in accountability calculations. |
| Students in Out-of-District Placements | <p>If a student is tested at a private school, collaborative, or other out-of-district placement (e.g., district-based alternative program not recognized by the Department as a school), SIMS is used as the source for identifying the sending district and school.</p> <p>Results are aggregated as follows:</p> <p>Results for a student tested at a private school or collaborative are aggregated with the results of the sending district and are included in district accountability calculations.</p> <p>Results for a student tested at a district-based alternative program not recognized by the Department as a school are aggregated with the results of the sending school and district and are included in school and district accountability calculations.</p> | <p>Results for a student tested at a private school or collaborative are aggregated with the results of the sending district and are included in district-level accountability calculations.</p> <p>Results for a student tested at a district-based alternative program not recognized by the Department as a school are aggregated with the results of the sending school and district and are included in school and district accountability calculations.</p> <p>Superintendents must be mindful that each school and district must maintain at least a 95 percent participation rate to meet accountability requirements, and that all students in out-of-district placements are included in district participation rates. The 95 percent participation standard applies to students in the aggregate, as well as to students in each of the reported student subgroups.</p> |

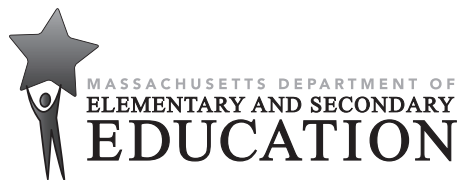
Appendix D—Procedures related to Student Information and Guidance on Reporting

| Student Subgroup/ Situation | How Information Is Used for MCAS Reporting | How Information Is Used for Accountability Reporting |
|--|--|---|
| <p>Students in Out-of-District Placements con't</p> | <p>Superintendents must be mindful that each school must maintain at least a 95 percent participation rate in ELA, Mathematics, and STE to meet accountability requirements, and that all students in out-of-district placements are included in district participation rates. The 95 percent participation standard applies to students in the aggregate, as well as to students in each of the reported student subgroups.</p> | |

Part IV: Providing Information for Students Taking the MCAS-Alt and Reporting Guidance

The principal or designee must use the MCAS-Alt SIB to document participation in the MCAS-Alt instead of including the student in the SR/PNP. MCAS-Alt SIBs, along with instructions for completing and returning them, arrive with each school's shipment of MCAS-Alt materials. SIBs are returned to the contractor with students' portfolios. A sample MCAS-Alt SIB front cover is provided at www.doe.mass.edu/mcas/testadmin/forms.

Students participating in the MCAS-Alt are included in school and district achievement level and accountability results.



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