



## Spring 2016 MCAS Administration Frequently Asked Questions (FAQs)

This document provides responses to questions that principals frequently ask during MCAS test administrations. It is intended to supplement the *Principal's Administration Manual* (PAM), which contains all the basic information needed for a smooth test administration. Answers to other questions can be found by searching for a keyword in the [PDF version of the PAM](#), which is posted on the Department's website.

Please contact the MCAS Service Center at 800-737-5103 for clarification on test administration procedures and with questions about MCAS materials. Contact the Department at 781-338-3625 with policy questions.

### 1. Test Administration, Scheduling, and Staffing

**Q. For elementary and middle schools administering the new timed section for grades 3–8 English Language Arts (Session 2B), are schools required to administer both the timed and untimed sections on the same day?**

**A. No.** The Department suggests scheduling both sections on the same day, but schools are not required to do so. For more information on scheduling, see the MCAS [Principal's Administration Manual](#) beginning on page 20.

**Q. For elementary and middle schools administering PARCC tests for ELA and Mathematics as well as MCAS tests for Science and Technology/Engineering (STE) at the same time in May, what is the prescribed order for testing?**

**A.** To provide schools with maximum flexibility, the Department is not requiring that schools administer PARCC and MCAS tests in a particular sequence. It is acceptable, for example, for a school to administer PARCC mathematics unit 1 followed by MCAS STE session 1; another school may wish to administer MCAS STE session 1 first. For more information on scheduling PARCC, please refer to the PARCC [Test Coordinator Manual](#).

**Q. The PAM states that only the principal may sign the Principal's Certification of Proper Test Administration (PCPA) and that the principal must sign his or her name on the PCPA exactly as the name is listed in School/District Profiles on the Department's [website](#). How should a school sign the PCPA if the principal is out of school during testing (e.g., because of surgery or other emergency)?**

**A.** The acting principal's signature for the PCPA should include "Interim" or "Co-principal."

**Q. Do teachers who served as test administrators for the ELA test administration need to participate in training again before the May-June testing?**

**A. Yes.** The principal must meet with test administrators before each test administration for which they will administer tests. (Other personnel authorized to have access to secure materials also need to be trained before each test administration for which they have access to secure materials.) The training session should cover the topics on pages 31–33 of the PAM. Based on the principal's judgment, the training session for May–June may include an evaluation of procedures from ELA testing that require adjustment during the May–June administration or serve as a refresher for test administrators.

**Q. What should schools do if a student uses a highlighter in his or her answer booklet?**

**A.** Light yellow highlighter marks will not cause problems in scanning or scoring. Contact the MCAS Service Center at 800-737-5103 if a color other than yellow was used.

**Q. What should schools do if a student’s test or answer booklet rips?**

**A.** Contact the MCAS Service Center at 800-737-5103 for instructions.

**Q. Must test sessions (not those on prescribed dates) be administered on consecutive days?**

**A. No.** Principals have flexibility, within the parameters stated in the PAM, to schedule test sessions.

**Q. What is the Department’s recommendation for when students finish testing?**

**A.** In order to minimize the length of time that students must wait to be dismissed after completing their tests, the Department recommends that schools consider dismissing groups of students in periodic “waves.” Removing students who are finished from the testing room decreases the incidence of irregularities that occur when students are idle for long periods of time.

**Q. May a student take a test earlier than the school’s scheduled administration date for that test if he or she plans to be out of school (e.g., on vacation)?**

**A. No.** Students may not be tested before the prescribed testing dates. Students who are absent may make up the test(s) during the testing window according to instructions in the PAM. Principals should contact the Department to discuss any unusual situations.

**Q. What are the Department’s recommendations for cases when the fire department has asked to test fire alarms during MCAS testing?**

**A.** The Department recommends that principals contact their local fire departments to schedule fire alarm testing prior to or after MCAS test administration to minimize interruptions.

**Q. What should schools do if a student arrives late for a session?**

**A.** If a student arrives after the test administrator has begun or has finished reading the script in the *Test Administrator’s Manual* (TAM), the student may not begin work on the test until a test administrator has read the complete script to him or her. The Department suggests that a specific test administrator and room be designated for latecomers so that the script can be read to them without disturbing other students who have already begun the test. As a reminder, grades 3–8 English Language Arts Session 2B is timed (schools may want to wait for a group of students to arrive before beginning Session 2B to avoid having different starting and stopping times for individual latecomers).

**Q. For the MCAS Mathematics tests, may schools change the sequence and administer session 2 before session 1, if there are not enough calculators for students?**

**A. No.** MCAS test sessions must be administered in the prescribed order.

**Q. May substitute teachers administer MCAS tests?**

**A.** Substitute teachers may administer tests if they are regular school employees and meet the other qualifications stated in the PAM on page 26.

**Q. May students be tested in small groups even if they are not students with disabilities who have the accommodation for a small group setting?**

**A. Yes.** Principals have the flexibility to schedule students in appropriate groups and testing spaces other than regular classrooms, as long as all requirements for testing conditions and staffing are met.

**Q. Can students have a snack at their desk? Can schools schedule a snack break mid-session?**

**A.** Students may have water at their desk at the principal’s discretion. While the Department does not recommend providing food during testing, snacks at students’ desks or at a table in the corner of the room may be permitted as long as the test administration is not disrupted. Class-wide breaks for snacks may not occur once a session has begun. See Part III of the PAM for guidance on scheduling lunch. If students

have not completed their test during the regularly scheduled session, they may be provided with a break before returning to their session in a test completion room.

**Q. What staff coverage is appropriate for bathroom breaks?**

**A.** There must be a sufficient number of hall monitors to make sure that students leaving different classrooms are not discussing tests.

## **2. Student Participation**

**Q. Are private school students permitted to participate in MCAS?**

**A.** Only private school students whose tuition is publicly funded are allowed to participate in MCAS. Other private school students are not allowed to take MCAS tests.

**Q. Are home-schooled students permitted to participate in MCAS?**

**A. No.** Students in approved home education programs are not enrolled in public schools or educated with Massachusetts public funds. Consequently, they are not allowed to take MCAS tests.

**Q. Do students receiving home or hospital instruction participate in MCAS?**

**A. Yes.** Students receiving home or hospital instruction participate in MCAS. (A student receiving home or hospital instruction is enrolled in a public school but receives instruction in the home or hospital due to a medical condition or other circumstance.) If possible, the student should be tested at the school under normal test administration conditions. When circumstances make it impossible to test the student at the school or in an alternate setting, the principal must contact the Department to determine how the student will participate in MCAS testing. Please refer to page 16 of the PAM for further instructions.

**Q. Must foreign exchange students participate in MCAS tests?**

**A.** Foreign exchange students in grades 11 and 12 are not required to participate in MCAS retests unless they are seeking a Competency Determination (CD) to meet the state's graduation requirement. 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 MCAS testing, unless they are first-year ELL students, for whom MCAS ELA testing is optional. See the [\*Requirements for the Participation of ELLs in ACCESS for ELLs 2.0, MCAS, and PARCC \(2015–2016 Update\)\*](#), for more information.

**Q. Must migrant students participate in MCAS?**

**A. Yes.** Migrant students who are enrolled in a school temporarily are required to participate in MCAS tests.

**Q. If a student becomes sick during a test session and is unable to complete the session, must he or she be scheduled for a make-up session?**

**A. Yes.** Students who become ill mid-session need to be scheduled for a closely monitored make-up session to complete **only** the questions they have not yet answered. Students may not change answers or review responses to any questions that they answered before leaving the testing space. Call the Department at 781-338-3625 for procedures for a student taking the grade 10 ELA Composition test. For grades 3–8 English Language Arts Session 2B, if a student becomes sick and is unable to complete the section, the test administrator should note the remaining amount of time available so that it can be provided to the student during the closely monitored make-up session.

**Q. Must students who are repeating a grade take that grade's MCAS tests again?**

**A.** Students in grades 3–8 who are repeating a grade must take the MCAS tests scheduled for the grade in which they are currently enrolled. Refer to pages 12–14 of the PAM for information regarding the

participation of retained students in the grade 10 ELA and Mathematics tests and the high school Science and Technology/Engineering tests.

**Q. What procedures should be followed for a student who enters a school or transfers out of a school during the testing window?**

**A.** The Change of Enrollment Status section of the answer booklet should be completed to indicate that a student's enrollment status changed (i.e., the student transferred into or out of the school) **and** the student completed **at least one but not all** of the sessions in the answer booklet. An answer booklet should not be returned for students who transfer out of a school **before** the first day of testing.

If a standard answer booklet is not submitted for a student, and the student is reported in both March and June SIMS as enrolled in the same grade and school, the student will automatically be reported as absent without medical documentation (except for repeating grade 10 students who participated in the previous spring's test).

**Q. If a student was reported in SIMS as a grade 7 student and is transitioned to grade 8 by the time of May testing, which Mathematics test should he or she take? (The student took the grade 7 ELA test in March of the same year.)**

**A.** The student must take the grade 7 Mathematics test. (Students can only take tests from one grade level per year).

### **3. Students with Disabilities and English Language Learner (ELL) Students**

#### ***Students with Disabilities***

**Q. How do principals indicate that a student has an Individualized Education Program (IEP) or a 504 plan?**

**A.** Since IEP and 504 statuses are reported to SIMS by districts, principals do not report this information on answer booklets. If a student incurs a temporary disability and is placed on a 504 plan as a result, this information must be reported to the district SIMS contact, even if the 504 plan begins and ends between SIMS submission dates. Updates to IEP or 504 status from the October SIMS submission must be made in the March SIMS submission.

**Q. What special MCAS test editions are available for students with disabilities?**

**A.** The following editions are available:

- Braille
- Large-print
  - Note for grades 8 and 10: there is no large-print edition of the questionnaire; since the questionnaire is not considered to be secure, schools may enlarge the standard edition as needed.
- Pre-wrapped class packs of six test booklets, each of the same numbered test form for use when providing accommodation 16 or 26 (reading aloud the test to an individual student or to a small group)
  - Note that packs of six booklets are only available in spring 2016 for the following tests:
    - grades 5 and 8 Science and Technology/Engineering (STE)
    - grade 10 ELA and Mathematics
    - high school STE
  - For grades 3–8 ELA and Mathematics tests, a pack of six booklets is not available because the test booklets will be packaged in multiples of five, and there will only be one

form for each grade (this is also how the grade 10 ELA Composition test will be packaged).

- Electronic text reader CD (Kurzweil 3000)
- Grade 10 Mathematics only: American Sign Language (ASL) DVD
- Individually shrink-wrapped test booklets labeled “Test Booklet for Signing to a Deaf Student” for use when providing accommodation 17 or 27
  - Note that individually wrapped booklets are only available in spring 2016 for the following tests:
    - grades 5 and 8 STE
    - grade 10 ELA and Mathematics
    - high school STE
  - For grades 3–8 ELA and Mathematics tests, individually wrapped booklets are not available because the test booklets will be packaged in multiples of five, and there will only be one form for each grade (this is also how the grade 10 ELA Composition test will be packaged).

**Q. Does the Department post sample reference sheets, graphic organizers, or checklists for students with disabilities using accommodation 20?**

**A.** *Yes.* Sample pre-approved graphic organizers for use during the ELA tests, sample STE reference sheets, and an Approval Guide for Individualized Mathematics Reference Sheets, are posted on the Department’s [website](#). Materials designed for use during the Mathematics tests should be individualized for students by their teachers. General guidelines for submitting individualized materials for approval are included in Appendix B of the PAM, and the Accommodation 20 Cover Sheet is on page 139.

**Q. If a student is using an ELA graphic organizer in accordance with an IEP or 504 plan that specifies accommodation 20, and the organizer does not contain any text, must it be submitted to the Department in advance for approval?**

**A.** *No.* Graphic organizers that do not contain any text do not require prior Department approval.

**Q. Do schools need to return graphic organizers, checklists, or individualized math reference sheets to the testing contractor in their return shipments of test materials?**

**A.** *Yes.* All checklists, math reference sheets, and graphic organizers (including those posted on the Department’s website) that are provided to students with disabilities who have accommodation 20 specified in their IEP or 504 plan must be included in the return shipment, even if the material has no student handwriting on it, or the student refused the accommodation.

**Q. If a student has an IEP but the parents have not signed the most recent version, should the school administer the MCAS tests to the student using accommodations from the old IEP or from the newly amended one? What if an IEP meeting is held just before MCAS testing and MCAS accommodations are added or removed?**

**A.** A new or amended IEP **must** be signed by the student’s parent/guardian prior to testing in order to implement the IEP changes during testing. No part of an IEP may be implemented until it has been signed by a parent/guardian.

**Q. What accommodations may be provided to a student with a recently occurring disability that may or may not be temporary?**

**A.** If the school has proper documentation of a disability by a qualified diagnostician and the student needs classroom or MCAS test accommodations because of the disability, the school should develop a 504 plan that specifically states which accommodations the student will need, based on the nature of the disability. There is no need to contact the Department to request permission to create the 504 plan. However, schools must report in SIMS that the student has a 504 plan.

**Q. What should a school do if a student refuses an accommodation during testing?**

**A.** If a student is offered an accommodation based on his or her IEP or 504 plan and refuses it, the school **must** continue to make the accommodation available to the student for the remainder of testing. The school should document the refusal of the accommodation but should *not* have the student sign a “waiver” of any accommodation. Rather, the documentation provides a record for the school to keep on file that the accommodation was offered but not used by the student. A sample **Student Accommodation Refusal** form is provided on page 141 of the PAM. This information is not submitted to the Department, and accommodations that were refused should not be documented on the student’s answer booklet. At the next IEP or 504 meeting, the team should discuss whether or not the refused accommodation is still appropriate and necessary for the student.

**Q. Can a student participate in the MCAS Alternate Assessment (MCAS-Alt) in one subject and the standard MCAS paper-and-pencil test in another? If so, how do principals indicate this?**

**A.** *Yes.* IEP or 504 plan teams may decide that a student should be tested using the standard paper-and-pencil test in one subject and the MCAS-Alt in another. (Grade 10 students who are participating in the MCAS-Alt for ELA must participate in **both** the ELA Composition and ELA Reading Comprehension portions of the assessment through the MCAS-Alt.) The principal should submit an answer booklet containing the student’s responses to the standard test, and an MCAS-Alt Student Identification Booklet (SIB) for the subject in which the student took the alternate assessment.

## ***ELL Students***

**Q. Our school has an ELL student whom we had thought was in his first year of enrollment in a US school, so he did not participate in MCAS ELA testing, since ELA testing is optional for first-year ELL students. However, we have since discovered that he is in his second year of enrollment. How will his MCAS ELA test results be reported?**

**A.** He will be reported as *Absent*.

**Q. Does an ELL student have to pass MCAS tests to be eligible for a high school diploma, even if the student recently arrived in this country?**

**A.** *Yes.* All students, including ELL students who recently arrived in this country, must earn a Competency Determination, either by passing the required MCAS tests, earning a score of Needs Improvement on an MCAS-Alt “competency portfolio” (or be granted an MCAS Performance or Portfolio Appeal), and meet all local graduation requirements in order to receive a high school diploma.

**Q. May schools translate directions or any portion of the test into other languages for students?**

**A.** *No.* Test administrators may not translate directions or any portion of an MCAS test into other languages for students. A Spanish script from the TAM must be read verbatim to students taking the English/Spanish edition of the grade 10 Mathematics test by a test administrator who is fluent in both English and Spanish.

**Q. Are students who are no longer reported as ELL, or those who have chosen not to receive English language support services, eligible to use a bilingual word-to-word dictionary?**

**A.** *Yes.* Any student who is or was ever reported as LEP may use a bilingual word-to-word dictionary during MCAS testing. Refer to the list of authorized [bilingual word-to-word dictionaries](#), which was updated in fall 2015 and includes bilingual dictionaries and glossaries with specialized terms for mathematics and science and technology/engineering.

**Q. If a school has students who speak a language that does not have a bilingual word-to-word dictionary on the approved list, can the school submit a request to add a specific dictionary to the list?**

**A. Yes.** Requests for additions and updates should be submitted via email to [mcas@doe.mass.edu](mailto:mcas@doe.mass.edu).

**Q. My school has a student who attended school in the U.S. for a short time, then returned to her native country for a year. The student has returned to my school and is still reported as ELL. May we classify the student as a first-year ELL student?**

**A. No.** The student may be reported as ELL but is no longer **first-year** ELL, because the student was previously reported to SIMS in his or her first year of enrollment in a U.S. school. A student may only be considered “first-year ELL” once.

#### **4. Providing Student Information/Using Student ID Labels**

**Q. If a regular education student is tested in a small group or separate setting (see related question on page 2), but the student does not have these accommodations specified in an IEP or 504 plan, do we need to indicate this on the student’s answer booklet?**

**A. No.** Do not fill in accommodation circles on an answer booklet unless a student has a disability and accommodations listed in an IEP or 504 plan.

**Q. Instead of writing the school and district name on each student’s answer booklet or test booklet, may a school print this information on a label?**

**A. Yes.** The label must fit designated sections (other sections of answer booklets must not be covered), and the label must be of standard thickness (e.g., Avery labels).

**Q. How are Student ID Labels for each test administration generated, and what are some uses for SIMS data?**

**A.** Student ID Labels are based on information provided by districts in the October SIMS submission.

Labels for the high school Science and Technology/Engineering (STE) tests are provided for each student in grades 9–12 reported in October SIMS who has not yet met the STE requirement for earning a CD.

March and June SIMS data are the source for demographic information (e.g., gender, race/ethnicity, low-income status) used in final data reports. March and June SIMS data are the source for program status (e.g., special education).

**Q. Should schools use a Student ID Label if the State-Assigned Student Identifier (SASID) is correct, but other information provided on the label is incorrect?**

**A. Yes.** Schools should use the label if the student’s SASID is correct. The labels are used to ensure that a student’s MCAS results are connected to the state’s official SIMS database. If the student’s name or date of birth is incorrect, schools should report the problem to the district contact and request that the information be corrected in the next SIMS submission.

**Q. Is it possible to obtain an additional Student ID Label for a student who recently transferred to our school?**

**A. No.** If a student does not have a label, schools must provide all of the requested student identification information on the student’s answer booklet. See the TAMs for instructions.

**Q. One of our school’s students has moved to another school in our district. May we send his or her Student ID Label to the new school?**

**A. No.** MCAS test materials, including Student ID Labels, must **not** be moved from one school to another. The student's information needs to be updated in the next SIMS submission. The school to which the student transferred must fill in all information requested on the student's answer booklet. The school the student no longer attends should return the unused Student ID Label according to the packing instructions in the PAM.

**Q. If a student with a Student ID Label completes the front cover of his or her answer booklet in pen, may the answer booklet still be used by the student?**

**A. Yes.**

**Q. Can a school use a student's Student ID Label from the standard MCAS administration on the student's MCAS-Alt Student Identification Booklet?**

**A. Yes.** Standard MCAS Student ID Labels and MCAS-Alt labels are interchangeable.

## **5. MCAS Mathematics Tests**

**Q. Are there other formulas that students need in addition to those provided on the Mathematics reference sheets?**

**A.** Other formulas will be included along with test questions as appropriate. No other formulas, reference sheets, or materials may be provided to students except those allowed in the manuals.

**Q. Will protractors be included in my shipment of test materials for students to use?**

**A. No.** If a test question requires a student to use a protractor, then a graphical representation of a protractor will be included along with the test question. As a reminder, protractors are not provided to students even as an accommodation.

## **6. High School MCAS Tests**

**Q. When will students be notified that they are eligible for an Adams Scholarship?**

**A.** Eligible students will be notified in the fall of their senior year.

**Q. A student moved to Massachusetts and enrolled in my school in spring 2015 as a grade 10 student. He was reported as "TRN" (transferred) because he entered the school too late in the testing window to participate. Is the student required to take the grade 10 tests in ELA and Mathematics in spring 2016?**

**A. No.** The student is not required to participate in the spring 2016 tests (though he or she must meet the Competency Determination requirements). The student is eligible to participate in the grade 10 tests in spring 2016 in an attempt to qualify for the Adams Scholarship or the Koplik Certificate of Mastery with Distinction. The student is also eligible to participate in the retests.

**Q. Can a student who participates in, but does not pass, the February Biology test participate in a June STE test as well?**

**A. Yes.** If a student who participates in the February Biology test does not earn a CD in STE, he or she may participate in any of the four June high school STE tests, based on the participation requirements stated in the PAM on page 14. February Biology test results are expected to be posted in late March to the MassEdu Gateway (formerly known as the Department's Security Portal) in DropBox Central.

**Q. May a high school administer different subject area high school STE tests in the same room (e.g., Biology and Chemistry)?**



**A. Yes.** However, test administrators should pay close attention when monitoring students and when reading the scripts, since there are different materials for each subject area test.

**Q. Are students who are enrolled in a physical science course eligible to take the Introductory Physics test?**

**A.** Students enrolled in a physical science course are eligible to take the Introductory Physics test if the course is based on the High School Introductory Physics standards in the *Massachusetts Science and Technology/Engineering Curriculum Framework*.

**Q. Is it possible to submit an MCAS-Alt portfolio in February for Biology?**

**A. No.** MCAS-Alt portfolios are submitted in the spring only. If a portfolio is completed earlier, it should be securely stored until the spring submission deadline.

**Q. May students in grade 9 take an STE test and have their results count toward the state STE graduation requirement?**

**A. Yes.** Students in grade 9 may participate one of the STE tests to fulfill the STE requirement for the CD, provided they have completed a high school biology course by the time of testing and have not yet earned their CD in STE.

**Q. Are students in grade 11 or 12 eligible to participate in the spring 2016 grade 10 ELA and Mathematics tests to meet Educational Proficiency Plan (EPP) requirements?**

**A. No.** Instead, there will be one opportunity for districts to offer students with Educational Proficiency Plans the optional MCAS/EPP Test for mathematics. The one time period will be April 25–May 6, 2016. There will be no administration of an MCAS/EPP test for English Language Arts (ELA); however, schools and districts will be able to use the March 2016 ELA MCAS retest as an assessment option for EPP purposes. For more information on EPPs, see the Department's [website](#).

## **7. Returning Shipments of Materials**

**Q. How does a school account for a student who is absent without a medically documented reason?**

**A.** If the school already assigned the student's answer booklet by writing the student's name and SASID on the front cover or by affixing a Student ID Label on the front, the school should mark the booklet void (write "void" across the front cover, fill in the void circle on the back cover, and return the booklet in the Void Envelope). If the school did not assign a booklet to the student, no action is required. The Department will report the student as absent based on SIMS. Note that if a student for whom an answer booklet is submitted did not respond to a single test question in any one test session, the student will be reported as absent for that subject area test.

**Q. A school has an alternative program in another location. How can the program receive Student ID Labels and shipments of test materials directly, so the program does not need to request permission from the Department to transport materials?**

**A.** Contact Student Assessment Services at 781-338-3625 or [mcas@doe.mass.edu](mailto:mcas@doe.mass.edu) to make arrangements.

## **8. Other**

**Q. How do principals stay informed about future tasks, such as ordering test materials?**

**A.** All testing and reporting activities and test administration milestones are announced on the Department's website. It is important that principals familiarize themselves with the Department's website and the [testing schedule](#). Notices of future events, including dates for ordering materials and

reporting results, are also emailed in the Student Assessment Update. In addition, important, time-sensitive information is sent to principals via fax and email.

The Department requests that principals update contact information with their District-level Directory [Administrator](#).

**Q. May students write on pages that say “No test material on this page” in their test booklets (as well as the grade 3 test & answer booklets)?**

**A. Yes.** Students may write or do any pre-writing activities in their test booklets. However, **all** of their responses for scoring must be marked in the appropriate spaces in their answer booklets. Students in grade 3 have a combined test & answer booklet, but can write on the pages that say “No test material on this page.”

**Q. Must displays that provide information related to the content being assessed or to test-taking strategies be removed from the hallways?**

**A. No.** Such displays must only be removed from classrooms where students are being tested.

**Q. Students are asked to write the name of the test administrator on the cover of their answer booklets for each MCAS test session. What should students do if a school uses more than one test administrator to proctor a test session?**

**A.** Students may write the names of all test administrators on the appropriate line on the answer booklet cover and in the space below that line. Similarly, there is no separate line on the grades 3–8 English Language Arts answer booklet for different test administrators for Session 2A and 2B (test administrators read a script instructing students to write their name during Session 2A only). If there is a different test administrator for each section, schools can have students write the name for each individual in the space that is available.

**Q. Scratch paper is now required to be provided for grades 3–8 English Language Arts Session 2B (only). How should schools track scratch paper, once it is used by students?**

**A.** Schools should be tracking scratch paper from the time it is returned from test administrators to test coordinators until it is securely destroyed (e.g., shredded). Schools may reuse any scratch paper that has not been written on by students.

**Q. When should our school shred scratch paper from the grades 3–8 English Language Arts Session 2B administration?**

**A.** Scratch paper can be shredded after test materials are returned to the testing contractor for scoring.