Accessibility and Accommodations
(Appendix C, excerpted from the spring 2020 PAM)
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

<table>
<thead>
<tr>
<th>Universal Accessibility Features</th>
<th>Computer-Based Testing</th>
<th>Paper-Based Testing</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UF1 Highlighter tool</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UF2 Alternative background and font color</td>
<td>The student can select a color combination for text and background.</td>
<td>Colored overlays or tinted lens(es)</td>
</tr>
<tr>
<td>UF3 Magnifier or Zoom tool</td>
<td>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 -)</td>
<td>Magnification tool/device or low-vision aid</td>
</tr>
<tr>
<td>UF4 Line reader tool</td>
<td>Masks text so only part of the text can be viewed at one time.</td>
<td>Tracking device, such as a straight edge or similar tool</td>
</tr>
<tr>
<td>UF5 Answer masking</td>
<td>Student selects which answer choices will be shown on the screen.</td>
<td>Mask text or answer(s) using a blank card or cutout</td>
</tr>
<tr>
<td>UF6 Answer eliminator</td>
<td>Student marks an “X” through each answer option he or she believes is incorrect.</td>
<td>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)</td>
</tr>
<tr>
<td>UF7 Test question flag/bookmark</td>
<td>Use a blank place marker to mark a question for later review</td>
<td></td>
</tr>
</tbody>
</table>
Appendix C—Accessibility and Accommodations

Universal Accessibility Features continued

<table>
<thead>
<tr>
<th>#</th>
<th>Computer-Based Testing</th>
<th>Paper-Based Testing</th>
</tr>
</thead>
<tbody>
<tr>
<td>UF8</td>
<td>Audio aids (e.g., amplification device)</td>
<td>Audio aids (e.g., amplification device)</td>
</tr>
<tr>
<td></td>
<td>Note: a smartphone may not be used.</td>
<td>Note: a smartphone may not be used</td>
</tr>
<tr>
<td>UF9</td>
<td>Notepad for notes or calculations</td>
<td>Scratch paper (required for all students)</td>
</tr>
</tbody>
</table>

UF10 Test administrator reads aloud (or signs, in the case of a student who is Deaf or Hard-of-Hearing) selected words on the Mathematics and/or STE tests, as requested by the student (this feature is not permitted on the ELA test).

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.

UF11 Test administrator redirects student’s attention to the test without coaching or assisting the student to answer any questions (e.g., test administrator reminds student to stay focused; it is not permissible to say, “Add more to your response” or “Make sure to answer all questions.”).

UF12 Test administrator reads aloud, repeats, or clarifies general test administration directions (i.e., the scripts in the TAMs) to student, as needed.

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

<table>
<thead>
<tr>
<th>#</th>
<th>Designated Accessibility Feature</th>
</tr>
</thead>
<tbody>
<tr>
<td>DF1</td>
<td>Small group test administration (May include up to a total of 10 students.)</td>
</tr>
<tr>
<td>DF2</td>
<td>Individual (one-to-one) test administration (Student must be tested in a separate setting.)</td>
</tr>
<tr>
<td>DF3</td>
<td>Frequent brief supervised breaks</td>
</tr>
<tr>
<td>DF4</td>
<td>Separate or alternate test location</td>
</tr>
<tr>
<td>DF5</td>
<td>Seating in a specific area of the testing room, including the use of a study carrel</td>
</tr>
<tr>
<td>DF6</td>
<td>Adaptive or specialized furniture (seating, desk, or lighting)</td>
</tr>
<tr>
<td>DF7</td>
<td>Noise buffer, noise-canceling earmuffs/headphones, or a white noise machine (Music or other recordings may not be played unless granted as a unique accommodation by the Department.)</td>
</tr>
<tr>
<td>DF8</td>
<td>Familiar test administrator</td>
</tr>
<tr>
<td>DF9</td>
<td>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.</td>
</tr>
<tr>
<td>DF10</td>
<td>Specific time of day</td>
</tr>
<tr>
<td>DF11</td>
<td>“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. Note: The student should be given the opportunity to attempt each test session.</td>
</tr>
</tbody>
</table>
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.
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,
- assist the student to obtain the answers to test questions,
- 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.
### Table 3. Test Presentation Accommodations for Students with Disabilities

<table>
<thead>
<tr>
<th>Test Presentation Accommodations</th>
<th>Computer-Based Test</th>
<th>Paper-Based Test</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A1 (SR/PNP)</strong></td>
<td>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. <strong>Note:</strong> This must be listed as an accommodation in the student’s IEP or 504 plan.</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>A2 (SR/PNP)</strong></td>
<td>N/A (see UF3 on page 100 for information on screen magnification)</td>
<td>Large-print edition (approximately 18-point font size on 11x17-inch paper)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• All responses in the large-print booklet <strong>must be transcribed</strong> 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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Large-print special instructions will accompany the large-print test.</td>
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<td></td>
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<td>• See additional procedures listed in section 10 in this appendix.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Test administrators for students with disabilities using accommodation A2 must sign an MCAS Nondisclosure Acknowledgment (see <a href="http://www.doe.mass.edu/mcas/testadmin/forms">www.doe.mass.edu/mcas/testadmin/forms</a>) before viewing secure test materials.</td>
</tr>
<tr>
<td><strong>A3.1 (SR/PNP)</strong> and <strong>A3.2 (SR/PNP)</strong></td>
<td>A3.1 – Screen reader: ONLY for a student who is blind or visually impaired and uses the assistive technology program JAWS or NVDA. • 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.</td>
<td>A3.2 – Braille edition (hard copy)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Braille special instructions will accompany the Braille test.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• See Appendix D of the Accessibility and Accommodations Manual for the Spring 2020 MCAS Tests/Retests for a schedule of the MCAS transition to Unified English Braille (UEB).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• See additional procedures listed in section 10 in this appendix.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Test administrators for students with disabilities using accommodation A3.2 must sign an MCAS Nondisclosure Acknowledgment (see <a href="http://www.doe.mass.edu/mcas/testadmin/forms">www.doe.mass.edu/mcas/testadmin/forms</a>) before viewing secure test materials.</td>
</tr>
</tbody>
</table>
# Appendix C—Accessibility and Accommodations

## Test Presentation Accommodations continued

<table>
<thead>
<tr>
<th>#</th>
<th>Computer-Based Test</th>
<th>Paper-Based Test</th>
</tr>
</thead>
</table>
| A4.1 (SR/PNP) and A4.2 (SR/PNP) | **A4.1 – Text-to-speech (TTS)** digital text read aloud on the computer-based MCAS Mathematics and Science and Technology/Engineering tests.  
  - 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. | **A4.2 – Kurzweil 3000** electronic text reader  
  - 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. |

| | **Human read-aloud** for the Mathematics or STE tests  
  - 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.  
  - | **Notes:**  
  - **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

<table>
<thead>
<tr>
<th>Test Presentation Accommodations continued</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
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<tr>
<td>A6.1</td>
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</table>

**New for Spring 2020**

- **A6.2** (SR/PNP)

  **New for Spring 2020**

  - **ASL Video** for the computer-based grade 10 Mathematics test and next-generation high school Biology and Introductory Physics tests
    - 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.

**A7**

- **Human signer for test directions only** for a student who is Deaf or Hard-of-Hearing

  N/A (See A6.1 for Human Signer)
Appendix C—Accessibility and Accommodations

Test Presentation Accommodations continued

<table>
<thead>
<tr>
<th>#</th>
<th>Computer-Based Test</th>
<th>Paper-Based Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>A8</td>
<td><strong>Track test questions</strong> by helping the student to move from one test question to the next  &lt;br&gt;• Test administrators for students with disabilities using accommodation A8 must sign an MCAS Nondisclosure Acknowledgment (see <a href="http://www.doe.mass.edu/mcas/testadmin/forms">www.doe.mass.edu/mcas/testadmin/forms</a>) before viewing secure test content.</td>
<td></td>
</tr>
</tbody>
</table>

Table 4. *Response Accommodations* for Students with Disabilities

<table>
<thead>
<tr>
<th>#</th>
<th>Computer-Based Test</th>
<th>Paper-Based Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>A9 (SR/PNP)</td>
<td><strong>Use a Department approved graphic organizer, checklist, or supplemental reference sheet</strong> for ELA, Mathematics, and/or STE tests.  &lt;br&gt;<strong>Only approved versions (that contain text) made available by the Department may be used as an accommodation on ELA and Mathematics tests.</strong>  &lt;br&gt;<strong>Notes:</strong>  &lt;br&gt;• Approved graphic organizers and supplemental reference sheets are available at <a href="http://www.doe.mass.edu/mcas/accessibility">www.doe.mass.edu/mcas/accessibility</a>. 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.  &lt;br&gt;• Graphic organizers <strong>without</strong> any text may also be used without Department approval by students with disabilities who have this accommodation listed in their plan.  &lt;br&gt;• A student may use no more than <strong>three</strong> different approved graphic organizers or <strong>two</strong> supplemental reference sheets per test session.  &lt;br&gt;• For the <strong>STE</strong> tests (grades 5 and 8 and high school), a student may use the sample reference sheets (<a href="http://www.doe.mass.edu/mcas/accessibility/organizers">www.doe.mass.edu/mcas/accessibility/organizers</a>) or submit a customized reference sheet to the Department for approval (see <a href="http://www.doe.mass.edu/mcas/testadmin/forms">www.doe.mass.edu/mcas/testadmin/forms</a>).  &lt;br&gt;• Customized graphic organizer/reference sheet submission deadlines:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Test Administration Period</th>
<th>MCAS Test</th>
<th>Materials Submission Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>April–May 2020</td>
<td>Grades 5 and 8 STE</td>
<td><strong>February 28, 2020</strong></td>
</tr>
<tr>
<td>June 2020</td>
<td>High School STE &lt;br&gt;Next-Generation Biology and Introductory Physics tests for Students in Grade 9</td>
<td><strong>April 28, 2020</strong></td>
</tr>
</tbody>
</table>
## Appendix C—Accessibility and Accommodations

### Response Accommodations continued

<table>
<thead>
<tr>
<th>#</th>
<th>Computer-Based Test</th>
<th>Paper-Based Test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Scribe responses</strong> for the Mathematics tests or the STE tests using either:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 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.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OR</td>
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<tr>
<td></td>
<td>• 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) anytime prior to the end of the testing window. The student must be tested in a separate setting.</td>
<td></td>
</tr>
</tbody>
</table>

**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.

See additional procedures for scribing student responses listed in section 11 of this appendix.

**Note:**
- 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.

<table>
<thead>
<tr>
<th>#</th>
<th>Computer-Based Test</th>
<th>Paper-Based Test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Responses recorded</strong> by student on special paper rather than in the standard booklet</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Responses must be transcribed by a test administrator into the student’s standard booklet. See additional procedures listed in section 11 in this appendix.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 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.</td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
- 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 continued

<table>
<thead>
<tr>
<th>#</th>
<th>Computer-Based Test</th>
<th>Paper-Based Test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Typed responses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Transcription of typed responses into the student’s booklet is NOT required.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 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).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• After printing out responses, they must be deleted from word processor or device.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Test administrators for students with disabilities using accommodation A12 must sign an MCAS Nondisclosure Acknowledgment (see <a href="http://www.doe.mass.edu/mcas/testadmin/forms">www.doe.mass.edu/mcas/testadmin/forms</a>) before viewing secure test materials.</td>
</tr>
</tbody>
</table>

**A12**

**Computer-Based Test:** N/A

**Paper-Based Test:**

- 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.

  - Test administrators for students with disabilities using accommodation A13 must sign an MCAS Nondisclosure Acknowledgment (see [www.doe.mass.edu/mcas/testadmin/forms](http://www.doe.mass.edu/mcas/testadmin/forms)) before viewing secure test content.

**A13**

**Computer-Based Test:**

- 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.

**A14**

**Computer-Based Test:**

- Monitor placement of responses in the appropriate area onscreen or in the answer booklet by the test administrator

  - Test administrators for students with disabilities using accommodation A15 must sign an MCAS Nondisclosure Acknowledgment (see [www.doe.mass.edu/mcas/testadmin/forms](http://www.doe.mass.edu/mcas/testadmin/forms)) before viewing secure test content.

**A15**

**Computer-Based Test:**

- 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.)

  - **Braille note-taker** (specific external device used in conjunction with hard-copy Braille test)

  **Note:** Braille notes should be returned in the school’s return shipment.

**A16**

**Computer-Based Test:**

- Braille writer (specific external device used in conjunction with screen reader and hard-copy Braille test)

**A17**

**Computer-Based Test:**

- 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).
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

<table>
<thead>
<tr>
<th>Special Access Accommodations</th>
<th>Computer- and Paper-Based Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SA1.1 (SR/PNP)</strong> and <strong>SA1.2 (SR/PNP)</strong></td>
<td><strong>Text-to-speech</strong> (SA1.1) or <strong>Human read-aloud</strong> (SA1.2) for ELA tests, including oral presentation of test questions, response options, and passages.</td>
</tr>
<tr>
<td></td>
<td>• text-to-speech may be used either with or without headphones;</td>
</tr>
<tr>
<td></td>
<td>• a human reader may either read aloud 1) the <strong>computer-based test</strong> logged in to a nearby computer or sitting next to the student; or 2) the <strong>paper-based test</strong>.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>The student must meet all of the following criteria:</td>
</tr>
<tr>
<td></td>
<td>• 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</td>
</tr>
<tr>
<td></td>
<td>• receive ongoing intervention to learn the skill; and</td>
</tr>
<tr>
<td></td>
<td>• use this accommodation routinely (except during instruction in learning to read).</td>
</tr>
</tbody>
</table>
## Appendix C—Accessibility and Accommodations

### Special Access Accommodations continued

<table>
<thead>
<tr>
<th>#</th>
<th>Computer- and Paper-Based Tests</th>
</tr>
</thead>
</table>
| **SA1.1 (SR/PNP)** and **SA1.2 (SR/PNP)** continued | 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).

The student
- 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.

See additional procedures listed in section 10 in this appendix for SA1.2.

**Note:**
- 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](http://www.doe.mass.edu/mcas/testadmin/forms)) before viewing secure test content.

| **SA2 (SR/PNP)** | Human Signer for ELA tests, including reading passages, questions, and answer options, for a student who is Deaf or Hard-of-Hearing

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.

The student must meet all of the following criteria:
- 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.

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.

See additional procedures listed in section 10 in this appendix.

**Note:**
- 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](http://www.doe.mass.edu/mcas/testadmin/forms)) before viewing secure test content.
Appendix C—Accessibility and Accommodations

### Special Access Accommodations continued

#### Computer- and Paper-Based Tests

<table>
<thead>
<tr>
<th>#</th>
<th>Scribe responses on the ELA test, using either:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• a human scribe (SA3.1) who records the student’s responses verbatim during testing</td>
</tr>
<tr>
<td></td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>• speech-to-text (SA3.2), an external speech recognition program (i.e., not 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.</td>
</tr>
</tbody>
</table>

This accommodation is intended for a student who either:

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. OR

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
   a. listed in a 504 plan or an approved IEP (no additional approval by the Department is required); OR
   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).

See additional procedures for scribing listed in section 11 in this appendix.

Note:
- 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.

---

<table>
<thead>
<tr>
<th>#</th>
<th>Calculation device or other mathematics tool (including addition/subtraction or multiplication/division tables; or manipulatives) on the noncalculator session of the Mathematics tests</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>The student must meet all of the following criteria:</td>
</tr>
<tr>
<td></td>
<td>• 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</td>
</tr>
<tr>
<td></td>
<td>• uses the calculation device or tool during routine instruction in mathematics; and</td>
</tr>
<tr>
<td></td>
<td>• receives ongoing intervention to learn the skill.</td>
</tr>
</tbody>
</table>

The student’s IEP or 504 plan must specify which calculation device or tool will be used (e.g., calculator or multiplication table).

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.
## Appendix C—Accessibility and Accommodations

### Special Access Accommodations continued

<table>
<thead>
<tr>
<th></th>
<th>Computer- and Paper-Based Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SA4 (SR/PNP)</strong> continued</td>
<td>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).</td>
</tr>
</tbody>
</table>

| **SA5 (SR/PNP)** | 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. 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. The student must meet all of the following criteria:  
• 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.  
The student may **not** use grammar check or access the Internet during the test. |

| **SA6 (SR/PNP)** | 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. 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 during the test session; or the test administrator must transcribe the student's responses verbatim (either onscreen or in the student's answer booklet) anytime during the testing window. The student must be tested in a separate setting. See additional procedures for transcribing listed in section 11 in this appendix.  
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 Guidelines for Using Assistive Technology as an MCAS Accommodation found at www.doe.mass.edu/mcas/accessibility/guidelines.docx.  
This accommodation is intended for a small number of students who  
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.  
• During testing, Internet access must be turned off/restricted; and functions that automatically select words for the student must be turned off.  
Note:  
• 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. |
Appendix C—Accessibility and Accommodations

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.


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 massgov.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.


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.

<table>
<thead>
<tr>
<th>Content Area Test</th>
<th>First-Year EL Students</th>
<th>All Other Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>Optional(^{*}^1)</td>
<td>Required</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td>STE</td>
<td>Required</td>
<td>Required</td>
</tr>
</tbody>
</table>

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.
Appendix C—Accessibility and Accommodations

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

<table>
<thead>
<tr>
<th>#</th>
<th>Accommodations for EL Students</th>
</tr>
</thead>
</table>
| 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)               |
| EL3.1 and EL3.2 and EL3.3 (SR/PNP) | 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.  
   • 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.  
Notes:  
• 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 and EL4.2 (SR/PNP) | Scribe for the Mathematics and/or STE tests, including the next-generation Biology and Introductory Physics tests for students in grade 9, including either:  
   • 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).  
Note:  
• 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) |
# Accommodations for EL Students continued

<table>
<thead>
<tr>
<th>#</th>
<th>Spanish/English version of the grade 10 Mathematics test</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL7</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>#</th>
<th>Accommodation</th>
<th>Key</th>
<th>Most Likely to Benefit English Language Learners at the Following English Proficiency Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Highly recommended</strong> for use by English learners at this ELP level</td>
<td>Beginning</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Recommended</strong> for use by English learners at this ELP level</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>May not be appropriate</strong> for students at this ELP level</td>
<td></td>
</tr>
<tr>
<td>EL1</td>
<td>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.</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>EL2</td>
<td>Approved bilingual word-to-word dictionary and glossary (English/Native Language)</td>
<td>○</td>
<td>●</td>
</tr>
<tr>
<td>EL3.1 and EL3.2</td>
<td>Text-to-speech for the next-generation CBT Mathematics or STE tests (in English only); OR Human read-aloud for Mathematics or STE</td>
<td>●</td>
<td>○</td>
</tr>
<tr>
<td>EL4.1 and EL4.2</td>
<td>Human scribe or speech-to-text for Mathematics or STE responses</td>
<td>●</td>
<td>○</td>
</tr>
<tr>
<td>EL5</td>
<td>Test administrator reads aloud/repeats/clarifies general administration directions in English</td>
<td>●</td>
<td>○</td>
</tr>
<tr>
<td>EL6</td>
<td>Test administrator reads aloud/repeats/clarifies general administration directions in student’s native language</td>
<td>●</td>
<td>○</td>
</tr>
<tr>
<td>EL7</td>
<td>Spanish/English version of the grade 10 Mathematics test</td>
<td>●</td>
<td>○</td>
</tr>
</tbody>
</table>