Tasks to Complete for Computer-Based Test Administration
(Part IV, excerpted from the spring 2020 PAM)
Part IV

Tasks to Complete for Test Administration
# Tasks to Complete for Test Administration

## Checklist of Tasks

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

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

<table>
<thead>
<tr>
<th>Task Reference</th>
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<th>Completed?</th>
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</thead>
<tbody>
<tr>
<td>3</td>
<td>Create PAN Sessions and assign students to them.</td>
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</tr>
<tr>
<td>4</td>
<td>Verify form assignment in PAN Sessions for form-supported accommodations.</td>
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</tbody>
</table>

### E. Tasks to Complete Two Weeks BEFORE Test Administration

<table>
<thead>
<tr>
<th>Task</th>
<th>Task Overview</th>
<th>Completed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 2</td>
<td>Verify receipt of manuals, and inventory and store them.</td>
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</tr>
<tr>
<td>3, 4</td>
<td>Order additional manuals if necessary, and download materials.</td>
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</tr>
<tr>
<td>5</td>
<td>Precache operational test content in PAN if your school will be using ProctorCache. (<a href="support.assessment.pearson.com/x/dRFgAQ">support.assessment.pearson.com/x/dRFgAQ</a>)</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Prepare to provide accessibility features and accommodations for testing.</td>
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<tr>
<td>7</td>
<td>If necessary, submit requests to test students in alternate settings, and submit forms for approval for adults using accommodations.</td>
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</tr>
<tr>
<td>8</td>
<td>Distribute manuals/security requirements, and train staff in test security requirements and test administration protocols.</td>
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<tr>
<td>9</td>
<td>Provide additional training to test administrators who will be administering accommodations.</td>
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</table>

### F. Tasks to Complete Approximately One or Two Days BEFORE Test Administration

<table>
<thead>
<tr>
<th>Task</th>
<th>Task Overview</th>
<th>Completed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Verify that test administrators have covered or removed prohibited materials from the walls of testing rooms.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Confirm that the technology coordinator has completed necessary preparations for testing.</td>
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<tr>
<td>3</td>
<td>Remove first-year EL students from PAN Sessions for ELA if they will not be participating in this subject area test.</td>
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<tr>
<td>4</td>
<td>Prepare materials (student testing tickets, equation editor symbol keys, reference sheets, proctor testing tickets).</td>
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<tr>
<td>5</td>
<td>Prepare and start PAN Sessions.</td>
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</tbody>
</table>

### G. Tasks to Complete DURING Test Administration

<table>
<thead>
<tr>
<th>Task</th>
<th>Task Overview</th>
<th>Completed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Using your document tracking system, distribute materials for testing.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Monitor test administration.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Manage situations that may occur during testing.</td>
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<tr>
<td>4</td>
<td>Securely store materials for testing.</td>
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</tr>
<tr>
<td>5</td>
<td>Maintain/update the record of test administrators and their students for each test session.</td>
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<tr>
<td>6</td>
<td>Collect lists of students who were absent for testing and schedule make-up testing for them. Confirm that all students participated.</td>
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<tr>
<td>7</td>
<td>When test sessions are completed, verify that all secure materials have been returned.</td>
<td></td>
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</table>
### Tasks to Complete for Test Administration

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<thead>
<tr>
<th>Task Reference</th>
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<tbody>
<tr>
<td>H. Tasks to Complete AFTER Test Administration</td>
<td></td>
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</tr>
<tr>
<td>1</td>
<td>Update student information in PAN and SIMS as needed.</td>
<td>□</td>
</tr>
<tr>
<td>2</td>
<td>Ask your district SIMS contact to make any necessary updates to SIMS.</td>
<td>□</td>
</tr>
<tr>
<td>3</td>
<td>Complete the PCPA.</td>
<td>□</td>
</tr>
<tr>
<td>4</td>
<td>Plan to retain materials listed in the PAM for three years.</td>
<td>□</td>
</tr>
<tr>
<td>5</td>
<td>Recycle or discard materials listed in the PAM.</td>
<td>□</td>
</tr>
<tr>
<td>6</td>
<td>Securely destroy materials listed in the PAM.</td>
<td>□</td>
</tr>
<tr>
<td>7</td>
<td>Remove students from PAN Sessions if they were removed from your enrollment.</td>
<td>□</td>
</tr>
<tr>
<td>8</td>
<td>Make sure each student’s test session is in “Complete” or “Marked Complete” status.</td>
<td>□</td>
</tr>
<tr>
<td>9</td>
<td>Stop PAN Sessions.</td>
<td>□</td>
</tr>
</tbody>
</table>

#### A Ongoing/Tasks to Complete Beginning in Fall 2019

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

2. **Provide the Department with the school’s correct contact information to receive important notices via email during test administration.** The steps for updating contact information are included at the bottom of each Student Assessment Update (see link in step 1 above).

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

   a. **SASIDs**
   
   SASIDs are required as part of the Student Registration/Personal Needs Profile (SR/PNP) process. If you do not have a student’s SASID (e.g., a student new to Massachusetts), create and assign to the student a 10-digit number starting with “88” (instead of “10”). For adults participating in the high school STE tests, also note that SASIDs cannot newly be assigned for students 22 years of age or older). Call your district SIMS contact with questions on assigning SASIDs.
b. **SIMS**
   For districts that are using the School Interoperability Framework (SIF), enrollment data provided by January 17 will be used for the SR/PNP for the spring 2020 MCAS tests.
   
   Enrollments for districts not using SIF will be based on the October 1, 2019 SIMS submission. For non-SIF districts, SIMS is updated in October, March, and June. If a student’s information changes (e.g., a student will no longer have an IEP), provide the information to the district’s contact to include in the next SIMS update.

c. **PearsonAccess**
   Student registration information in PearsonAccess is updated according to the timelines and instructions in Appendix D.
   
   For support with updating the SR/PNP, view the following resources available at mcas.pearsonsupport.com/training:
   - SR/PNP module (in the “Modules to Assist with Pre-Administration Tasks” section)
   - Accessibility and Accommodations module (same section as above)
   - SR/PNP overview webinar recording (in the “Training Sessions Previously Offered This School Year” section)
   
   Also, Department staff will offer an SR/PNP training session in late January (register at www.doe.mass.edu/mcas/training.html).

### Tasks to Complete BEFORE Test Administration—Winter 2020

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

- Prepare devices and materials.
  - Plan a sufficient number of devices for test administrators and students, including back-up devices that can be used if needed.
  - Schools may want to use this device planner to determine the number of devices needed at a time (www.doe.mass.edu/mcas/testadmin/DeviceCalculator.xlsx)
  - Ensure that devices will be charged prior to each test session.
  - Have the following materials available, and confirm if they are in working order:
    - Power cords, power strips, extra batteries, extra computers
    - If using tablets: external keyboards
    - If students are using text-to-speech: headphones

- New for 2020, Set up or disable ProctorCache based on your school’s bandwidth.
  - The ProctorCache system requirements (support.assessment.pearson.com/x/PQACAQ) provide minimum and recommended specifications for computer hardware. Precaching reduces test delays from network congestion and provides students with a more seamless testing experience in the event of disruptions to Internet connectivity. Refer to the ProctorCache guidance for 2020 posted on the Technology Setup page at the MCAS Resource Center at mcas.pearsonsupport.com/technology-setup for specific ProctorCache recommendations based on school bandwidth.
  - If your school will use ProctorCache, precache the operational tests by following the steps outlined in the PearsonAccess next User Guide (support.assessment.pearson.com/x/LYDy). Schools should not precache secure operational test content until two weeks prior to the start of their testing window.
  - If your school will use ProctorCache, confirm that the tests are precached by entering the following URL into a browser: http://[Caching Computer's IP Address]:4480.

- Plan for an Infrastructure Trial (opens February 3; encouraged for all schools, and strongly recommended for schools new to CBT). See steps in section D, step 1 on page 55.

- New for 2020, Schedule one-on-one support as needed from the testing subcontractor’s (Pearson’s) support specialists (i.e., Field Services Engineering) through March 20, using the link at mcas.pearsonsupport.com/technology-setup/. This is an opportunity for technology coordinators to receive support with the following:
  - technology set-up and site readiness
  - questions about TestNav
  - ProctorCache set-up
  - TestNav configurations in PearsonAccess next
  - Infrastructure Trials (set-up as well as debriefing)

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

3. Complete the SR/PNP process.

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

Part IV —Tasks to Complete for Test Administration

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

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

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

3. Identify all students who will be participating in each grade’s tests.
   - See Part II for information about participation requirements.

4. High schools: Determine if students beyond grade 10 should participate in the grade 10 ELA or Mathematics tests.
   - In mid-January, generate a report of students who do not have their CD (“Student CD Roster” [PE618]) in Edwin Analytics.
   - For new grade 11 students, follow these steps:
     1. Be sure your district reports them in the March SIMS submission.
     2. Obtain the student history via the claiming process in Edwin Analytics.
     3. Review the student participation requirements (Part II) to determine which tests the students are required to take, and if the students may be eligible for the Adams and Koplik scholarships.
Tasks to Complete for Test Administration

• Check for any grade 11 students who were reported in grade 9 the previous school year, since these students are required to participate in the spring administration.

• Review the participation guidelines for the March retests and determine if students beyond grade 10 should participate in that administration instead. ([link](www.doe.mass.edu/mcas/testadmin/retest/pam.pdf#page=22))

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

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

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

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

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

7. **Assign and update user roles for test administrators and other school personnel as necessary in PearsonAccess.**

Schools should assign user accounts for test administrators and other school personnel as necessary.

Refer to the *Guide to Importing Users into PearsonAccess* and the *User Role Matrix for PearsonAccess*, which are posted at [mcas.pearsonsupport.com/pearsonaccess/](mcas.pearsonsupport.com/pearsonaccess/). For more information about user roles and creating user accounts, refer to the “User Information” dropdown menu.

Continue to update roles throughout the testing window as needed.

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

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

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

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

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

Document the rooms to which students and test administrators are assigned, and maintain the record in your school files.
11. **(Recommended)** Meet with students to instruct them on test security requirements and to provide information about the testing experience.
   See Part III, section G, for more information about meeting with students.

12. **(Strongly recommended)** Administer the student tutorial and practice tests, and familiarize students with additional resources.
   See Part III, section G for more information about the student tutorial and practice tests.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4. Verify that students using the following accommodations have the correct form assigned to them in PearsonAccess next: Text-to-Speech (TTS), Screen Reader Edition (SR), and Compatible Assistive Technology (AT), by following one of the sets of steps below. This step is critical, since starting a test without the correct form assigned would require several additional steps.

- View a report in “Students in Sessions” in PAN.
  - Go to Testing > Students in Sessions.
  - Select Add a Session.
  - Type in the PAN Session name to review in Session Name, and click Add Selected.
  - Confirm the form-supported accommodation indicator is correctly assigned (it will appear next to a student’s SASID).
  - Note for Human Reader: Students requiring a Human Reader for a computer-based test should be placed into specific Human Reader PAN Sessions. To do this, change Form Group Type to “Human Reader.” If a session is created via the SR/PNP import the Form Group Type will need to be changed from “Standard” to “Human Reader” within Create/Edit Sessions page in PAN.

- View the PNP Report.
  - Go to Reports > Operational Reports.
  - Check the box for Students & Registrations, and select PNP Report – Accessibility Features and Accommodations for Student Tests.
  - This report can be filtered by either choosing all Accessibility Features and Accommodations or by choosing a specific one. The PNP Report can also be filtered by a specific organization within the district and/or by a specific test. (See the sample report at www.doe.mass.edu/mcas/testadmin/forms/.)
Tasks to Complete for Test Administration

- View the Session Student Roster in PAN.

  **Note:** This step is included in the CBT TAM for test administrators to complete on the day before testing. Alternatively, you may want to print this report for test administrators to review the day prior to testing.

  - Go to Testing > Students in Sessions.
  - Go to Resources > Session Student Roster.

(See the sample report at www.doe.mass.edu/mcas/testadmin/forms/.)

E  Tasks to Complete Two Weeks BEFORE the Testing Window Begins

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

   For spring 2020, TAMs are being produced as follows:
   - **A CBT TAM,** which covers grades 3–8 and 10 ELA and Mathematics, grades 5 and 8 STE, and the next-generation Biology and Introductory Physics tests (for students in grade 9)
   - **A PBT TAM,** which includes grades 3–8 and 10 ELA and Mathematics, grades 5 and 8 STE, and the high school STE tests

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

3. **Order additional manuals if necessary.**
   Schools are shipped one copy of the PAM and one copy of each TAM per 15 students (as well as small groups identified in SR/PNP).

   If your shipment of manuals is not sufficient for your testing needs, complete one of these steps:
   - Download copies of the manuals from the Department’s website at www.doe.mass.edu/mcas/testadmin.
   - Order additional manuals online at www.mcasservicecenter.com no later than the deadline dates listed on pages iv–viii. You will need the MP Ship Code from your Materials Summary when placing your order.

   **Note:** Orders will be shipped for receipt on the following business day if the order is received before 12:00 p.m.; orders received after 12:00 p.m. will be shipped for receipt on the second business day.
Tasks to Complete for Test Administration

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

5. **New for 2020:** (Recommended based on school bandwidth) Precache operational test content in PAN if your school will be using ProctorCache.
   ProctorCache software allows your school to preload the MCAS test content into a local caching computer to reduce issues with Internet connectivity during testing. The technology coordinator should follow the steps outlined at support.assessment.pearson.com/x/dRFgAQ to prepare for testing at the school.

6. Prepare to provide accessibility features and accommodations for testing, including students with a recent injury to their arm or hand, and confirm that test administrators understand the specific accommodations they will be providing.
   The Department recommends that schools prepare a list or spreadsheet that relevant staff can refer to, including students’ names, grades, subject area, test administrator name, testing location, and accessibility features and accommodations (accommodation number and a brief description).
   See Appendix C for more information about available accommodations.
   Test administrators for students with disabilities using certain accommodations must sign an MCAS Nondisclosure Acknowledgment prior to reviewing secure materials. Principals must keep signed Nondisclosure Acknowledgments in the school files for three years. See Appendix C for more information about which test administrators this requirement applies to, and access the MCAS Nondisclosure Acknowledgment online at www.doe.mass.edu/mcas/testadmin/forms.
   See Part II, section G for the steps to take for a student with a recent injury to their arm or hand.

7. **Submit requests to test students in an alternate setting, or to test adults using accommodations.**
   If you have students who cannot be tested at school, you may submit the form to request an alternate setting by going to massgov.service-now.com/mcasaltsetting.
   To request permission to test an adult with accommodations, submit the form posted at www.doe.mass.edu/mcas/testadmin/forms.

8. **Distribute manuals/security requirements, and train all school personnel authorized to have access to secure materials in test security requirements.**
   Train test administrators, hall monitors, and technology staff, in test security requirements and the school’s testing procedures (see topics in Part III, section F).
   - In advance of the training session, so that they can familiarize themselves with the requirements and procedures and come to the session prepared with questions, distribute TAMs to test administrators, and a copy of the test security requirements to all school personnel who have access to secure materials. (www.doe.mass.edu/mcas/testadmin)
   - Document that test administrators and school personnel have received the documents listed above. Principals may use the sample form or create their own. (www.doe.mass.edu/mcas/testadmin/forms)
At the training session, the principal must describe the test security requirements (see Part I) and confirm that all school personnel understand these requirements. In addition, principals must describe school procedures for implementing the test security requirements, and familiarize test administrators with the tasks they will be completing. Principals should cover the topics included in the slides available at www.doe.mass.edu/mcas/testadmin.

School personnel must sign in to demonstrate that they attended the school training session (see the sample form at www.doe.mass.edu/mcas/testadmin/forms; this sample is the same one used to acknowledge that staff received TAMs/test security requirements; schools may use this form or create another or two separate forms).

Provide additional training to test administrators administering accommodations.

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

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

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

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

Ensure that all devices to be used for testing are charged prior to each test session. Make sure sufficient power cords and power strips are available as well as extra testing devices if needed. Confirm that accessories, such as external keyboards for tablets and headphones (only used for students using the text-to-speech edition and screen reader), are available and in working order prior to testing.

Ensure that all students’ testing devices have TestNav installed. For details, visit download.testnav.com. Assign computers to test administrators to complete tasks in PearsonAccessnext.

3. First-year EL students who are not participating in ELA testing (because their participation is optional) may not appear in PearsonAccessnext if they were removed during the SR/PNP process. If the students were removed, no additional steps are necessary. First-year EL students who appear in PearsonAccessnext but will not participate in the ELA test should be removed prior to test administration, as follows:

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

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

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

5. **Prepare and Start Sessions in PearsonAccess**
   - Once SR/PNP information is correct.
   - Steps to prepare PAN Sessions can be found at support.assessment.pearson.com/x/24F8AQ.
   - PAN Sessions may be prepared up to two days prior to testing. Test form assignments can be verified after a session has been prepared. PAN Sessions should not be started earlier than one day prior to testing. They can also be started by test administrators on the day of testing. The CBT TAM contains instructions for test administrators to verify test forms on the day of testing, and explains the steps to start a session. Schools may determine whether they want to have the test coordinator start PAN Sessions or have test administrators do so.

Department staff will cover this topic in the “Tasks in PearsonAccess Before and During Testing” session to be held at the end of February (register at www.doe.mass.edu/mcas/training.html). Refer to mcas.pearsonsupport.com/training for more information on Preparing and Starting Sessions in PAN.

**G Tasks to Complete DURING Test Administration**

1. **Using your document tracking system, distribute materials needed for testing.**
   - Immediately before test administration, distribute testing tickets and other materials to each test administrator. Be sure that test administrators and the test coordinator independently count materials (student testing tickets and proctor testing tickets) before signing the internal tracking form. See the appropriate TAM for the specific list of materials necessary for each test session.
2. **Monitor your school’s test administration by conducting the following tasks.**
   - Enforce test security requirements.
   - Ensure that your school’s document tracking system is used each time that secure materials are moved.
   - Report any testing irregularities or security incidents to the Department by calling 781-338-3625. If instructed to do so, create and submit an irregularity report.
   - Continue to update user roles for test administrators throughout the testing window as needed.

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

3. **Manage situations that may occur during testing.** Refer to Appendix A for technology-related situations and resolutions, including steps to take if a student starts testing with an incorrect accommodation (or without the correct accommodation).
   a. **Steps if a school is closed or has a delayed opening due to severe weather:**
      On the day the school reopens, administer the test session scheduled for that day and make up the missed session(s) later. The principal must obtain prior written approval from the Department if he or she would like to request an extension of the testing window by one day to make up for the missed day of testing. When severe weather forces a delayed opening on a scheduled test administration date, the principal should proceed with the test administration after students arrive, if this is possible. The Department will provide instructions to school principals via email if there is a major situation affecting multiple communities.
   
   b. **Steps for test administration interruptions (e.g., power failures):**
      The TAMs include specific instructions for test administrators to follow if an interruption occurs. When normal conditions are restored, test administrators should resume testing. No interruption should reduce the total amount of time that students are given to complete the interrupted test session. Principals must report any major disruptions to the Department by calling 781-338-3625.
   
   c. **Steps if a student has a concern about a test question:**
      The principal or designee should contact the Department’s Office of Student Assessment Services at 781-338-3625 for guidance if a student reports a concern about a test question to his or her test administrator. Students and school staff should continue to refrain from discussing secure test content except as needed to report the issue. School staff may not write down the question or answer choices but may write down the form number and question number to report it to the Department.
Tasks to Complete for Test Administration

d. Situations Related to Student Participation

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

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

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

**Steps if a student refuses to participate:**

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

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

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

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

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

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

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

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

**Steps for a student who transfers:**

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

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

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

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

The Department recommends locking each test session for additional security. Lock test sessions after testing by going to **Testing > Students in Sessions**, select a **Session** from the **Session List**, and select the slider lock for the session(s) you would like to lock.
5. Maintain, and if necessary, update the record of test administrators and their students for each test session, including make-up and test completion sessions. To confirm that all students have participated in testing, use the following Operational Reports:

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

Follow the steps below to access these reports:

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

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

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

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

![Tasks to Complete AFTER Test Administration](image)

1. Update student information after testing according to the instructions in Appendix D.

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

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

<table>
<thead>
<tr>
<th>Grade/Administration</th>
<th>Deadline Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 3–8</td>
<td>May 26</td>
</tr>
<tr>
<td>Grade 10</td>
<td>May 29</td>
</tr>
<tr>
<td>High school STE (one for all next-generation and legacy high school STE administrations)</td>
<td>June 9</td>
</tr>
</tbody>
</table>

- Go online to [www.mcasservicecenter.com](http://www.mcasservicecenter.com), select **MCAS** from the menu, and then select **Principal's Certification** from the list of options. Follow the onscreen instructions to read the certification statements and submit the form.

- Type in your name **exactly** as it appears in the Department’s School/District Profiles ([profiles.doe.mass.edu](https://profiles.doe.mass.edu)); the Department will follow up with schools when the name does not match.

- The principal (not a designee) must complete a PCPA form; however, if you are an interim principal or a co-principal, type “interim” or “co-principal” after your name in the signature box.

- Print the confirmation and save it for your school files.

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

<table>
<thead>
<tr>
<th>Tracking and related materials</th>
<th>Materials Summary forms</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>printout(s) of PCPA confirmation(s)</td>
</tr>
<tr>
<td></td>
<td>Secure Materials Internal Tracking Forms</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Materials related to accommodations</th>
<th>approved Request for Permission to Test a Student in an Alternate Setting forms, if applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>completed MCAS Nondisclosure Acknowledgments from test administrators for ELs and students with disabilities using certain accommodations</td>
</tr>
<tr>
<td></td>
<td>completed Student Accommodation Refusal forms, if applicable</td>
</tr>
<tr>
<td></td>
<td>accommodations lists/spreadsheets, if applicable</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other local records</th>
<th>agendas, sign-in sheets, and any other relevant documentation from the Test Administrators’ Training and the training session for other authorized school personnel to demonstrate that they have been trained and received TAMs and test security requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>records of test administrators and their students for each session, including make-up and test completion sessions</td>
</tr>
<tr>
<td></td>
<td>completed Student Responsibilities during MCAS Testing forms, if applicable, for students in grades 6 through high school</td>
</tr>
<tr>
<td></td>
<td>seating charts, if used</td>
</tr>
<tr>
<td></td>
<td>Superintendent’s Assurance of Proper Test Administration forms, if used</td>
</tr>
<tr>
<td></td>
<td>documentation for absences due to medical reasons, if applicable</td>
</tr>
<tr>
<td></td>
<td>documentation for students who were removed from or added to the school’s enrollment during the testing window</td>
</tr>
<tr>
<td></td>
<td>approval for a Request for Permission to Test a Student in an Alternate Setting, if applicable</td>
</tr>
</tbody>
</table>
5. **RECYCLE OR DISCARD** the following materials:

| Recycle or discard | • Test Administrator’s Manuals  
|                    | • this manual, after the completion of the Mathematics/STE testing window  
|                    | • Mathematics reference sheets, if printed  
|                    | • Physics reference sheets  
|                    | • equation editor guides and symbol keys, if printed  
|                    | • Do Not Disturb signs  
|                    | • cartons that were used to ship manuals to your school  

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

| Shred | • scratch paper used by students  
|       | • student testing tickets  
|       | • proctor testing tickets  
|       | • accommodation materials such as graphic organizers and pre-approved reference sheets  
|       | • any session student rosters or operational PearsonAccess\textsuperscript{next} reports with student information  

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

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

8. **Make sure each student’s test session is either in “Complete” or “Marked Complete” status.**

Mark tests complete for the following groups of students:

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

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

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

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

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

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

9. Stopping Test Sessions in PAN. All PAN Sessions must be stopped after testing.
- Use Filters Session Status on the left and select “In Progress” and “Ready.”
- Select these sessions.
- Click Go to Students in Sessions next to Sessions in the blue portion of the screen.
- Confirm all students in the sessions are in “Complete” or “Marked Complete” status.

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