Note: Principals must comply with the requirements and instructions contained in this manual.
This document was prepared by the
Massachusetts Department of Elementary and Secondary Education
Mitchell D. Chester, Ed.D.
Commissioner

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Massachusetts Department of Elementary and Secondary Education
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Phone 781-338-3000  TTY: N.E.T. Relay 800-439-2370
www.doe.mass.edu
Purpose of This Manual

This Principal’s Administration Manual provides the information necessary for principals and school leaders to conduct a smooth and successful MCAS administration. It is meant to be used in conjunction with the Test Administrator’s Manuals, which provide instructions for test administrators as well as scripts to read to students during the test administration sessions.

The Department has high expectations for proper MCAS administration and requests that principals and test administrators take ample time to read and understand their respective manuals. If any information seems unclear, or if you have any special situations, specialists in the Department’s Student Assessment Services Unit are available each day to answer questions. In order to have confidence that MCAS tests are eliciting students’ independent work and assessing their comprehension of the tested subjects, we must all work to ensure that test administration protocols are followed across the Commonwealth.

The Department counts on your leadership to maintain Massachusetts’s reputation for high standards, reliable and valid assessments based on those standards, and educational excellence.
Important Contact Information and Resources

MCAS Test Administration Information and Online Services

MCAS Service Center

Hours: 7:00 a.m.–5:00 p.m., Monday–Friday
Telephone: 800-737-5103
Web: www.mcasservicecenter.com

Use your 2015 secure password to access this website to order additional materials, complete the Principal’s Certification of Proper Test Administration (PCPA), and schedule UPS pickup.

Email: mcas@measuredprogress.org
Fax: 877-325-4421

MCAS Policy Information

Massachusetts Department of Elementary and Secondary Education

Student Assessment Services Unit

Web: www.doe.mass.edu/mcas/testadmin
Email: mcas@doe.mass.edu
Telephone: 781-338-3625
Fax: 781-338-3630

Questions regarding Student Information Management System (SIMS) data should be directed to the district’s SIMS contact (go to profiles.doe.mass.edu/search/search.aspx?leftNavID=11239, select SIMS Contact from the Function menu, and click Get Results).
Spring 2015 MCAS Testing Schedule and Administration Deadlines

See Part III of this manual for requirements for scheduling test sessions. Also see Appendix B for deadlines for students with disabilities (e.g., submitting individualized materials for accommodation 20).

<table>
<thead>
<tr>
<th>Date/Time¹</th>
<th>March–April 2015 MCAS Tests: <em>Grades 3–8 and 10 English Language Arts</em>²</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before Testing</strong></td>
<td></td>
</tr>
<tr>
<td>Receive test materials</td>
<td>March 9</td>
</tr>
<tr>
<td>Complete PCPA (Materials Received section)</td>
<td>March 9–19, 12:00 p.m. (March 31: Deadline for ordering additional materials for the ELA Composition Make-Up)</td>
</tr>
<tr>
<td>Report packing discrepancies, if necessary</td>
<td></td>
</tr>
<tr>
<td>Order additional materials, if necessary</td>
<td></td>
</tr>
<tr>
<td><strong>Test Administration</strong></td>
<td></td>
</tr>
<tr>
<td>ELA Composition Sessions A and B (4, 7, and 10 only)</td>
<td>March 24</td>
</tr>
<tr>
<td>ELA Composition Make-Up Sessions A and B (4, 7, and 10 only)</td>
<td>April 2</td>
</tr>
<tr>
<td>ELA Reading Comprehension test sessions</td>
<td>March 23–April 6 (grades 3, 5, 6, 8)   March 25–April 6 (grades 4 and 7)</td>
</tr>
<tr>
<td>ELA Reading Comprehension Sessions 1 and 2</td>
<td>March 25 (grade 10)</td>
</tr>
<tr>
<td>ELA Reading Comprehension Session 3</td>
<td>March 26 (grade 10)</td>
</tr>
<tr>
<td>Last day for make-up testing</td>
<td>April 6³</td>
</tr>
<tr>
<td><strong>After Testing</strong></td>
<td></td>
</tr>
<tr>
<td>Complete PCPA</td>
<td>April 7, 3:00 p.m.</td>
</tr>
<tr>
<td>Schedule UPS pickup</td>
<td></td>
</tr>
<tr>
<td>Deadline for UPS pickup</td>
<td>April 8 (March 30: Early pickup for all grades/automatic pickup for grade 10)</td>
</tr>
<tr>
<td><strong>2015 MCAS Alternate Assessment (MCAS-Alt): Grades 3–12</strong></td>
<td></td>
</tr>
<tr>
<td>Receive MCAS-Alt materials</td>
<td>February 23</td>
</tr>
<tr>
<td>Complete PCPA (Materials Received section)</td>
<td>February 23–March 13, 12:00 p.m.</td>
</tr>
<tr>
<td>Report packing discrepancies, if necessary</td>
<td></td>
</tr>
<tr>
<td>Order additional materials, if necessary</td>
<td></td>
</tr>
<tr>
<td>Complete PCPA</td>
<td>April 1, 3:00 p.m.</td>
</tr>
<tr>
<td>Schedule UPS pickup</td>
<td></td>
</tr>
<tr>
<td>Deadline for UPS pickup</td>
<td>April 2</td>
</tr>
</tbody>
</table>

¹ Each test for grades 3–8 has two separate sessions (sessions for high school tests are noted in the table). Individual test sessions are designed to be completed in 45 minutes for ELA Composition and grade 10 ELA Reading Comprehension, and 60 minutes for grades 3–8 ELA Reading Comprehension.

² Sample ELA administration schedules are posted to the Department’s website at www.doe.mass.edu/mcas/cal.html.

³ Make-up testing for students with extraordinary circumstances (i.e., students not able to participate in regularly scheduled sessions or make-up sessions) may be completed April 7.
### Spring 2015 MCAS Testing Schedule and Administration Deadlines (continued)

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>May 2015 MCAS Tests: Grades 3–8 Mathematics and Science and Technology/Engineering (STE)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before Testing</strong></td>
<td></td>
</tr>
<tr>
<td>Receive test materials</td>
<td>April 27</td>
</tr>
<tr>
<td>Complete PCPA (Materials Received section)</td>
<td>April 27–30, 12:00 p.m.</td>
</tr>
<tr>
<td>Report packing discrepancies, if necessary</td>
<td></td>
</tr>
<tr>
<td>Order additional materials, if necessary</td>
<td></td>
</tr>
<tr>
<td><strong>Test Administration</strong></td>
<td></td>
</tr>
<tr>
<td>Mathematics test sessions</td>
<td>May 4–19&lt;sup&gt;5&lt;/sup&gt;</td>
</tr>
<tr>
<td>STE test sessions</td>
<td>May 5–19 (grades 5 and 8)&lt;sup&gt;5&lt;/sup&gt;</td>
</tr>
<tr>
<td><strong>After Testing</strong></td>
<td></td>
</tr>
<tr>
<td>Complete PCPA</td>
<td></td>
</tr>
<tr>
<td>Schedule UPS pickup</td>
<td>May 20, 3:00 p.m.</td>
</tr>
<tr>
<td>Deadline for UPS pickup</td>
<td>May 21 (May 15: Early pickup)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>May 2015 MCAS Tests: Grade 10 Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before Testing</strong></td>
<td></td>
</tr>
<tr>
<td>Receive test materials</td>
<td>April 28</td>
</tr>
<tr>
<td>Complete PCPA (Materials Received section)</td>
<td>April 28–May 8, 12:00 p.m.</td>
</tr>
<tr>
<td>Report packing discrepancies, if necessary</td>
<td></td>
</tr>
<tr>
<td>Order additional materials, if necessary</td>
<td></td>
</tr>
<tr>
<td><strong>Test Administration</strong></td>
<td></td>
</tr>
<tr>
<td>Mathematics Session 1</td>
<td>May 12&lt;sup&gt;6&lt;/sup&gt;</td>
</tr>
<tr>
<td>Mathematics Session 2</td>
<td>May 13&lt;sup&gt;6&lt;/sup&gt;</td>
</tr>
<tr>
<td>Last day for make-up testing</td>
<td>May 19&lt;sup&gt;5&lt;/sup&gt;</td>
</tr>
<tr>
<td><strong>After Testing</strong></td>
<td></td>
</tr>
<tr>
<td>Complete PCPA</td>
<td></td>
</tr>
<tr>
<td>Schedule UPS pickup</td>
<td>May 20, 3:00 p.m.</td>
</tr>
<tr>
<td>Deadline for UPS pickup</td>
<td>May 21 (May 15: Early/automatic pickup)</td>
</tr>
</tbody>
</table>

---

<sup>4</sup> Each test for grades 3–8 has two separate sessions (sessions for high school are noted in the table). Individual test sessions are designed to be completed in 45 minutes for grades 3–6 Mathematics and grades 5 and 8 STE; 50 minutes for grades 7–8 Mathematics; and 60 minutes for grade 10 Mathematics.

<sup>5</sup> Make-up testing for students with extraordinary circumstances (i.e., students not able to participate in regularly scheduled sessions or make-up sessions) may be completed May 20.

<sup>6</sup> Advanced Placement (AP) exams for spring 2015 were not scheduled when the 2014–2015 MCAS test schedule was developed. For spring 2015, tenth graders participating in AP exams scheduled for the same dates as MCAS tests may either participate in the scheduled MCAS test session when finished with the AP exam or participate in a make-up session as soon after the regularly administered session as possible. Principals of schools who need a different solution may contact the Department at mcas@doe.mass.edu to request an alternative testing schedule.
<table>
<thead>
<tr>
<th>Date/Time^7</th>
<th>June 2015 MCAS Tests: High School STE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before Testing</strong></td>
<td></td>
</tr>
<tr>
<td>Order test materials</td>
<td>March 9–13</td>
</tr>
<tr>
<td>Receive test materials</td>
<td>May 19</td>
</tr>
<tr>
<td>Complete PCPA (Materials Received section)</td>
<td></td>
</tr>
<tr>
<td>Report packing discrepancies, if necessary</td>
<td>May 19–29, 12:00 p.m.</td>
</tr>
<tr>
<td>Order additional materials, if necessary</td>
<td></td>
</tr>
<tr>
<td><strong>Test Administration</strong></td>
<td></td>
</tr>
<tr>
<td>STE Session 1 (Biology, Chemistry, Introductory Physics, Technology/Engineering)</td>
<td>June 2</td>
</tr>
<tr>
<td>STE Session 2</td>
<td>June 3</td>
</tr>
<tr>
<td>Last day for make-up testing</td>
<td>June 5^8</td>
</tr>
<tr>
<td><strong>After Testing</strong></td>
<td></td>
</tr>
<tr>
<td>Complete PCPA</td>
<td></td>
</tr>
<tr>
<td>Schedule UPS pickup</td>
<td>June 8, 3:00 p.m.</td>
</tr>
<tr>
<td>Deadline for UPS pickup</td>
<td>June 9</td>
</tr>
</tbody>
</table>

^7 Individual test sessions are designed to be completed in 60 minutes.

^8 Make-up testing for students with extraordinary circumstances (i.e., students not able to participate in regularly scheduled sessions or make-up sessions) may be completed June 8.
# Updates for the Spring 2015 MCAS Test Administration

<table>
<thead>
<tr>
<th>Topic</th>
<th>General Information</th>
<th>Reference Page(s)</th>
</tr>
</thead>
</table>
| **Test Security Requirements and Test Administration Protocols** | • First-year principals must participate in one of the Department’s training sessions on MCAS test security and test administration protocols in January/February 2015. All other principals are strongly encouraged to attend.  
• Additional information on testing irregularities is provided in this manual. | 4, 40 |
| **Student Participation**                  | • Students in grades 3–8 participating in PARCC ELA and Mathematics tests are exempt from participating in MCAS in spring 2015. MCAS ELA and Mathematics answer booklets should not be submitted for students in grades 3–8 who do not participate for this reason. | 10 |
| **Spring 2015 MCAS Test Administration Protocols** | • A new section on planning for required and prohibited materials is included in this manual.  
• Grades 5 and 8 Mathematics and STE now have separate answer booklets for each subject area. However, booklets can be placed together by grade when packing.  
• The sample Test Materials Internal Tracking Form now includes sections to write both the principal’s or designee’s counts of materials as well as the test administrator’s. | 26, 68, 121, 122 |
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Part I

MCAS Test Security Requirements
MCAS Test Security Requirements

The Massachusetts Comprehensive Assessment System (MCAS) tests are designed to elicit students’ work in order to assess their comprehension of the subject being tested. The purpose of the MCAS Test Security Requirements is to protect the validity of MCAS results.

Section A describes responsibilities of principals and designees (i.e., individuals authorized by the principal to assist in coordinating test administration).

Section B describes shared responsibilities of all individuals who have access to secure test materials.

Section C describes responsibilities of test administrators.

Section D provides instructions for reporting testing irregularities and describes the process the Department of Elementary and Secondary Education (“the Department”) follows for investigation.

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

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

Principals in schools that are conducting the MCAS Alternate Assessment (MCAS-Alt) are also responsible for ensuring that educators submitting MCAS-Alt portfolios comply with the requirements and instructions contained in the 2015 Educator’s Manual for MCAS-Alt. Principals must monitor the alternate assessment process to ensure that students’ work is not duplicated, altered, or fabricated in any way that is false or portrays the students’ performance inaccurately.

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

- “Secure” refers to a test question, student response, or test that has not been made available to the public by the Department. All test questions, student responses to those test questions, test booklets, and answer booklets are confidential and must be kept secure at all times. Principals must return all secure materials to the testing contractor after testing is completed.

- “Access” refers to handling test materials, but does not include reviewing tests or individual questions. Students may never transport secure test materials.

- “Locked storage area” refers to the central locked area that must be used to store all MCAS test materials at all times when materials are not in use. Principals must restrict access to the locked storage area to only those school personnel authorized by the principal to handle secure materials. For example, custodial or cleaning staff may not enter the locked area where the principal stores secure materials.

Each principal must complete the Principal’s Certification of Proper Test Administration (PCPA) to certify that the school has followed proper MCAS test security requirements and test administration protocols. See Appendix E for the certification statements to which the principal must attest.

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9 Throughout this manual, the terms “test booklet” and “answer booklet” also refer to the combined test & answer booklet used at grade 3. In addition, note that the term “secure test booklets” also refers to Braille test materials, large-print test materials, Kurzweil 3000 CDs, and the grade 10 Mathematics American Sign Language (ASL) DVDs.
A. Responsibilities of the Principal and Designee

1. Before testing, review your plans for maintaining test security with your superintendent so that he or she is comfortable with the procedures in the school building.
   - Your superintendent may ask you to use the optional Superintendent’s Assurance of Proper Test Administration form in Appendix E to document your preparations.

2. Authorize specific personnel to serve as test administrators, and train them to properly administer MCAS tests. Designate other school personnel as necessary to maintain a secure test administration (e.g., personnel permitted to access secure test materials, personnel to serve as hallway or restroom monitors) and train them in MCAS security requirements.
   - Before the training session, distribute
     o a copy of the appropriate TAM to every test administrator, and
     o a copy of the test security requirements to all school personnel who have access to secure materials (available at www.doe.mass.edu/mcas/admin.html).
   - Document that all test administrators have received TAMs and that school personnel who have access to secure materials have received the test security requirements (see sample form in Appendix E).
   - Train test administrators prior to each administration (i.e., March–April and May–June) during which they will administer any MCAS test. The PAM and TAMs describe the protocols necessary to conduct a proper MCAS test administration.
   - For test administrators who provide accommodations to students with disabilities, provide training in the implementation of accommodations in accordance with Appendix B and Requirements for the Participation of Students with Disabilities in MCAS (available at www.doe.mass.edu/mcas/participation/?section=sped).

3. Instruct students in MCAS test security requirements (see Part III).

4. Develop local policies and procedures to ensure proper test security at all times.
   - Schedule tests to avoid conflicts with recess or lunch (see pages 20–24 for more information about scheduling test sessions).
   - Ensure that tests are administered on the prescribed days and in the prescribed order.
   - Ensure that test administrators administer tests according to section C on pages 5 and 6.

5. Keep MCAS test materials in locked central storage when MCAS tests are not being administered.
   - Account for all secure test materials at the end of each day of testing and keep them in locked storage when not in use.
   - Restrict access to the locked storage area to only those school personnel authorized to have access to secure materials.

6. Monitor the receipt and return of all test materials.
   - Inventory materials immediately upon receipt and investigate any discrepancies in counts of materials as described in this manual.
   - Return all materials to the testing contractor according to the prescribed packing instructions and the deadlines in this manual.
MCAS Test Security Requirements

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

1. Receive training in test security requirements and test administration protocols.
   - First-year principals must participate in one of the Department’s training sessions on MCAS test security and test administration protocols in January/February 2015. All other principals are strongly encouraged to attend.
   - Test administrators, test coordinators, and other school personnel authorized to have access to secure test materials must attend the school training session. Appendix E contains a sample form that principals may use to document participation.

2. Document the location of secure materials at all times.
   - Track secure materials using the sample Test Materials Internal Tracking Form in Appendix E or a similar document (principals keep these forms on file for three years). See pages 36–37 for more information about requirements for internal tracking forms.

3. Ensure the security of the testing environment.
   - Prohibit visitors to the classroom or testing environment (including parents, researchers, reporters, nontesting students, and school personnel not authorized to serve as test administrators), except under emergency conditions.

4. Ensure the security of test questions, test booklets, and other secure materials.
   - Do not leave MCAS materials unattended unless they are locked in secure storage.
   - Do not review the contents of test booklets or answer booklets before, during, or after a test administration (see TAMs for exceptions).
   - Do not discuss or in any way reveal the contents of test booklets or answer booklets before, during, or after test administration (see TAMs for exceptions). Because MCAS test questions are secure and confidential until the Department releases them publicly, test administrators should not discuss or review test questions with students or adults even after testing has been completed.
   - Do not duplicate any portion of test or answer booklets, including but not limited to audiotaping, videotaping, photographing, photocopying, typing, or copying by hand.10
   - Do not remove test materials from the school. For example, do not share test booklets or answer booklets with another school or program housed in your building.11
   - Do not allow any portion of test booklets or answer booklets to be retained, discarded, recycled, removed, or destroyed.12
   - Do not allow students access to secure test questions prior to testing.
   - Do not read or review any student responses.
   - Do not change any student responses.

---

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

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

12 The only exception is for test materials that have become contaminated; see page 36 for procedures.
MCAS Test Security Requirements

C. Responsibilities of Test Administrators

1. Receive training from the principal/designee in administering test sessions properly and securely.
   - Review the TAM and all relevant test security requirements before administering test sessions.
   - Attend the training session led by the principal/designee before each test administration (i.e., March–April and May–June). Appendix E contains a sample form that principals may use to document participation in training and receipt of TAMs.
   - Understand and follow the protocols related to administering tests to students with disabilities.

2. Administer all tests according to appropriate protocols.
   - Administer tests during the prescribed testing window, on the prescribed days, and in the prescribed order.
   - Follow the directions and read the scripts in the TAM (and in any subsequent updates provided to principals by the Department) verbatim to students.
   - Remove or cover any classroom displays that provide information related to the content being assessed or to test-taking strategies (see page 26).
   - Provide students with all required test materials as listed in the TAM. Supplemental or reference sheets are not allowed (except as approved by the Department).
   - Prevent the use of prohibited materials (see pages 26–29 for lists of required/permitted and prohibited materials). Note that results will be invalidated for students who use cell phones or other electronic devices during a test session, including after a student turns in his or her test materials, during a break, and during the transition to a test completion area.

3. Focus full attention on the testing environment at all times.
   - Continually monitor the testing process by moving unobtrusively about the room. While monitoring the classroom, a test administrator may view students’ booklets for the sole purpose of confirming that students are working in the correct session. A test administrator may not monitor a student’s placement of responses and may not review booklets to confirm whether a student has marked all his or her responses.
   - Ensure that students are not left unsupervised during testing, including during breaks and transitions to test completion locations.
   - Students must work only on the session being administered. If a test administrator observes a student working in the incorrect session of the answer booklet or reviewing the incorrect session of the answer booklet or test booklet, this is a testing irregularity that must be reported immediately to the principal. The principal must then report the irregularity to the Department.

4. Ensure that students provide answers that are strictly their own and do not participate in any form of cheating.
   - Ensure that students do not consult notes, textbooks, or other teaching materials; do not share test questions with other students; and do not consult other students, school personnel, or anyone else during testing.
MCAS Test Security Requirements

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

6. Do not read, review, or change student responses.

7. Follow proper procedures for students with disabilities.
   • Ensure that students are only provided accommodations that are listed specifically for use during MCAS testing in an approved IEP or a 504 plan.
   • Follow guidelines on proper provision of MCAS accommodations as prescribed in Appendix B and in Requirements for the Participation of Students with Disabilities in MCAS.
   • Test administrators for students who will be provided certain accommodations must sign an MCAS Nondisclosure Agreement prior to their receipt of secure test materials. Principals must keep signed Nondisclosure Agreements in the school files for three years. See Appendix B for more information about which test administrators this requirement applies to, and see Appendix E for the MCAS Nondisclosure Agreement.

D. Testing Irregularities

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

In order to ensure the security and confidentiality of the MCAS program, the Department may conduct announced and unannounced monitoring visits to schools to observe the procedures followed during test administration. The principal or designee should prepare to meet the observers upon their arrival and also be available during the observation to answer any questions. School staff may contact the Department’s Student Assessment Services Unit at 781-338-3625 to verify the identity of Department observers.
Department observers will confirm that all test security requirements in Part I of the PAM are being met, including the following:

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

1. **Mandatory Reporting of Irregularities by All Personnel**

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

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

When reporting an irregularity to the Department, the following information should be provided:

- a description of the alleged incident and the date it occurred
- the name of the school involved, along with the district and school code
- the name(s) of the individual(s) engaged in the inappropriate practices
- the specific test(s) and specific session(s) affected
- in student-specific reports: the student’s name, date of birth, grade, and State-Assigned Student Identifier (SASID)

On occasion, individuals contact the Department anonymously to allege that testing irregularities have taken place. These allegations are investigated if sufficient information is provided.

2. **Investigations into Irregularities**

In response to a report of a serious irregularity, the Department may contact the school principal or district superintendent, ask that he or she conduct a local fact-finding investigation into the alleged irregularity, and require that he or she report back to the Department in writing, within an established time frame, regarding the results of the investigation. Prior to making a final determination, the Department will review the report and will request, if necessary, additional information or documentation. The Department may also perform its own independent investigation. Once the Department has determined whether an irregularity took place, the Department will notify the school and district about any potential consequences, such as the invalidation of results, which may follow from this determination.

3. **Investigations Based on Statewide Data Analysis**

As part of its duty to ensure the validity of MCAS data and the integrity of the assessment system, the Department performs statewide data analysis on all schools’ and districts’ MCAS test results. Anomalous results are examined more closely and may be investigated. A school’s MCAS test results may be placed temporarily under review until the investigation is concluded.
MCAS Test Security Requirements

4. Consequences

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

- delay in reporting of district, school, or student results
- invalidation of district, school, or student results
- prohibition of school personnel from participating in a future MCAS test administration
- licensure sanctions for licensed educators
- criminal sanctions

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

Student Participation
Student Participation

A. General Participation Requirements

In spring 2015, students educated with Massachusetts public funds are required by federal laws and the 1993 Massachusetts Education Reform Law, state law M. G. L. Chapter 69, section 1I, to participate in statewide testing.

Superintendents have the choice to administer either MCAS or PARCC tests in ELA and Mathematics for students in grades 3–8 in spring 2015. Regardless of the choice made for ELA and Mathematics, all students in grades 5 and 8 who are educated with Massachusetts public funds must participate in MCAS STE testing (there is no choice between MCAS and PARCC for this subject because there is no PARCC STE test). All high school students must participate in testing as described in section D below.

Note that this manual contains information specific to MCAS; refer to www.doe.mass.edu/parcc for more information about PARCC.

The statewide testing requirement includes the following groups of students:

• students enrolled in public schools
• students enrolled in charter schools
• students enrolled in innovation schools
• students enrolled in a Commonwealth of Massachusetts Virtual School (CMVS)
• students enrolled in educational collaboratives
• students enrolled in private schools who receive special education that is publicly funded by the Commonwealth, including approved and unapproved private special education schools within and outside Massachusetts
• students enrolled in institutional settings who receive educational services
• students in military families (See the exception for students in grade 11 on page 12.)
• students in the custody of either the Department of Children and Families (DCF) or the Department of Youth Services (DYS) (See page 16.)
• students who are English language learners (ELLs) (See the exception in section B that follows.)
• students with disabilities, including students with temporary disabilities such as broken arms (See the exception for students with significant disabilities in section C that follows.)

Students in grades 3–8 must participate in MCAS tests only for the grade in which they are enrolled and reported in the Student Information Management System (SIMS) (see pages 12–15 for participation guidelines for high school students).13

Participation requirements and guidelines for ELL students, students with significant disabilities, high school students, and students educated in alternate settings are provided in the sections that follow. Answers to frequently asked questions about participation are provided in the FAQs posted on the Department’s website at www.doe.mass.edu/mcas/testadmin.

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[13] Students must participate in the same grade’s tests during both the March–April and May–June testing windows. Otherwise, results will be invalidated. Also note that students must respond to at least one question in each test session to be counted as a participant for accountability purposes.
See Part III for information about scheduling test administration, including scheduling make-up sessions for students who are absent on the day of testing. All students who are present in school must participate in testing, with the exception of students who have been diagnosed with a concussion (see detailed participation requirements for students participating in post-concussion “graduated reentry plans” on pages 16–17).

B. Participation Requirements for ELL Students

ELL students must participate in all MCAS testing scheduled for their grades regardless of the program and services they are receiving, with the exception of ELL students who are in their first year of enrollment in U.S. schools (i.e., students first enrolled after the March SIMS submission). Schools have the option of testing first-year ELL students in English Language Arts (ELA). In addition, all ELL students are required to participate in the ACCESS for ELLs tests to comply with federal and state laws.

See Appendix A for details on how ELL students participate in spring 2015 MCAS and ACCESS for ELLs testing.

C. Participation Requirements for Students with Significant Disabilities

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

A student may take the standard test in one subject and the alternate assessment in another. The student’s IEP or 504 team must make a separate decision for each subject scheduled for testing. These decisions may be revised each time the team convenes. Students in grades 4, 7, and 10 who are participating in the MCAS-Alt for ELA must participate in both the ELA Composition and ELA Reading Comprehension portions of the assessment through the MCAS-Alt.

High school students with disabilities who are unable to participate in standard MCAS tests, even with accommodations, can satisfy the CD requirement if they can demonstrate in their MCAS-Alt portfolio a level of achievement comparable to that of a student who has met the CD requirement by taking the standard test. See page 82 in Appendix B and the Educator’s Manual for MCAS-Alt, which is posted on the Department’s website at www.doe.mass.edu/mcas/alt, for more information.

The deadline for submission of MCAS-Alt portfolios is April 2, 2015 (see other MCAS-Alt deadlines on page iii). Appendix D includes information about the MCAS-Alt Student Identification Booklet (SIB).

For more information, refer to the Department’s website at www.doe.mass.edu/mcas/alt.
Student Participation

D. Participation Requirements and Guidelines for High School Students

1. Competency Determination

All Massachusetts students who are seeking to earn a high school diploma must meet the Competency Determination (CD) standard, in addition to meeting all local graduation requirements. To earn their CD, students must either earn a scaled score of at least 240 on both the grade 10 MCAS ELA and Mathematics tests or earn a scaled score between 220 and 238 on both tests and fulfill the requirements of an Educational Proficiency Plan (EPP). In addition, students must earn a scaled score of at least 220 on one of the high school Science and Technology/Engineering (STE) tests. For more information, refer to the Department’s website at www.doe.mass.edu/mcas/graduation.html.

2. A Student’s Right to Participate in High School Tests and Retests

Students who are eligible according to the guidelines in section 4 below have the right to participate in high school MCAS tests and retests as follows. Retests in ELA and Mathematics are offered in November and March, and students may participate in STE tests in February (Biology only) and June (Biology, Chemistry, Introductory Physics, or Technology/Engineering) each year.

Individuals may continue to participate in ELA and Mathematics retests and STE tests after leaving high school. Adults who want to earn a high school diploma and have not yet met the testing requirements of the CD may participate in testing at the high school they most recently attended, another high school, or an adult/external diploma program.

3. High School Students in Military Families

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

However, students in grade 11 may want to participate in the spring high school tests for scholarship purposes. Parents/guardians and students should be provided with information about the available options.

More information is posted at www.doe.mass.edu/mcas/Military-GradPolicyForm.pdf.

4. Spring 2015 MCAS Grade 10 ELA and Mathematics Tests

This section outlines participation requirements and guidelines for high school students. Please note that results will not be reported for students who are not eligible to participate.

The guidelines on the next page include information about which tests students may participate in (and may not participate in) for their results to be considered to determine eligibility for the John and Abigail Adams Scholarship and the Stanley Z. Koplik Certificate of Mastery with Distinction Award. For more information about the Adams Scholarship, refer to www.doe.mass.edu/mcas/adams.html. For more information about the Koplik Award, refer to www.doe.mass.edu/FamComm/Student/mastery.html.

Note that the guidelines on the next page do not include information about participation in high school tests for EPP purposes, since students may not participate in the spring grade 10
Student Participation

ELA or Mathematics test for EPP purposes. See the Department’s website at www.doe.mass.edu/news/news.aspx?id=6674 for other assessment options to meet EPP requirements.

**Required to participate:**

- all first-time grade 10 students (class of 2017) who were not previously counted\(^{14}\) in a school’s state and federal Accountability Participation results for either grade 10 ELA or Mathematics
- students in grade 11 or 12 (class of 2016 or 2015) who were reported as grade 9 students the previous school year in SIMS and were not counted\(^{14}\) in a school’s state and federal Accountability Participation results for either grade 10 ELA or Mathematics

**Eligible to participate:**

- repeating grade 10 students (class of 2017) who have not yet earned a scaled score of 220 or higher on the ELA or Mathematics test(s)\(^ {15}\)
- grade 11 students (class of 2016) who meet **any** of the following requirements:
  - want to attempt to qualify for the Koplik Certificate of Mastery with Distinction Award
  - are new to Massachusetts public schools in grade 11 (these students are eligible to qualify for the Adams Scholarship)
  - were reported as having a medically documented absence for grade 10 ELA or Mathematics in spring 2014 (these students are eligible to qualify for the Adams Scholarship)
- grade 12 students (class of 2015) who are new to Massachusetts public schools and enroll after the March retest\(^ {16}\)

**Not eligible to participate:**

- grade 9 students (class of 2018)\(^ {17}\)
- grade 12 students (class of 2015) who were previously counted in a school’s state and federal Accountability Participation results for either grade 10 ELA or Mathematics\(^ {18}\)
- adults who have exited high school and are attempting to meet the MCAS ELA or Mathematics testing portion of the CD requirement\(^ {18}\)

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\(^{14}\)For the purpose of these guidelines, a student is defined as having counted in a school’s participation results for accountability purposes if he or she was reported on a spring 2014 MCAS Student Roster (All Subjects) (report "PE617" in Edwin Analytics) for the grade 10 ELA or Mathematics test with any of the following Test Status Codes: T (Tested), NTA (Not Tested Absent), NTL (Not Tested First-Year Limited English Proficient), NTM (Not Tested Medically Documented Absent), or the achievement level INV (test results were invalidated).

\(^{15}\)Repeating grade 10 students who participate will **not** be included in MCAS reporting of participation and performance results along with all grade 10 students (participation in retests is generally a better option for these students and their schools).

\(^{16}\)Results for grade 12 students will be reported according to the regular grade 10 reporting schedule (June for ELA, and August for Mathematics). Principals may want to file MCAS performance appeals for eligible grade 12 students in addition to, or instead of, having them participate in grade 10 MCAS tests. Information about the performance appeals process is posted at www.doe.mass.edu/mcasappeals.

\(^{17}\)For repeating grade 9 students to be eligible to participate, their status must be changed from grade 9 to grade 10 by the June 2015 SIMS submission.

\(^{18}\)A written request to participate must be submitted (email: mcas@doe.mass.edu; fax: 781-338-3630) for students with extraordinary circumstances.
5. **Spring 2015 MCAS High School STE Tests**

**Required to participate:** all first-time and repeating grade 10 students (class of 2017) who have not yet earned a scaled score of 220 or higher on an STE test\(^{19}\)

**Eligible to participate:**

- first-time or repeating grade 9 students (class of 2018) who are enrolled in an STE course and have not yet earned a scaled score of 220 or higher on one of the STE tests\(^{20}\)
- students in grade 11 (class of 2016) who meet either of the following requirements:
  - have not yet earned a scaled score of 220 or higher on one of the STE tests; or
  - want to attempt to qualify for the Koplik Certificate of Mastery with Distinction Award
- students in grade 12 (class of 2015) who have not yet earned a scaled score of 220 or higher on one of the STE tests
- adults who have exited high school and are attempting to earn a scaled score of 220 or higher on an STE test

**Not eligible to participate:** students who have earned a scaled score of 220 or higher on an STE test and are not participating for Koplik Award purposes

**Additional Guidelines for Participation in the MCAS High School STE Tests**

The Department encourages grade 9 students to take advantage of the opportunity to participate in an STE test if they are enrolled in a course that corresponds to one of the tests. Parents/guardians, in consultation with principals and other school personnel, have the option to request that their child participate in testing at grade 10 instead. A sample nonparticipation letter and form are available at www.doe.mass.edu/mcas/testadmin/nonpart.

An STE component is part of the Adams Scholarship eligibility criteria, and eligibility is based on students’ first-time scores. This should be considered when making the decision to participate in high school STE testing in grade 9. The Department recommends that schools notify grade 9 students and their parents in writing about this criterion if grade 9 students at the school will be participating in the June high school STE tests.

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

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

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

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19 Students who are enrolled during the 2015 testing window but do not participate in a high school STE test by June of their grade 10 year are counted against a school’s participation results for accountability purposes.

20 Students taking the MCAS-Alt must participate in grade 9 or 10; subsequent resubmission of a portfolio is at the discretion of the student’s IEP or 504 team.
Additional Information Regarding Participation in the Spring High School Tests

The two policies below may affect schools’ spring 2015 school and district accountability determinations.

- **ELA and Mathematics**: Students in grade 11 or 12 who were in grade 9 the previous school year are required to participate in the spring 2015 grade 10 tests regardless of whether they participate in the retests, and their grade 10 test results will be used for school and district accountability determinations in spring 2015.

- **High School STE**: School and district accountability determinations are made when students who participated in grade 9 complete grade 10 (note that determinations also include students in grade 11 or 12 who were in grade 9 the previous school year). In addition, determinations are made in June for students who participate in the February Biology test.

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

Districts are required to provide annual written notice to former students from the previous two years who have not yet earned their CD to inform them of academic support options and retesting opportunities (ELA and Mathematics retests in November and March, Biology testing in February, and STE testing in June). More information is posted at www.doe.mass.edu/news/news.aspx?id=3051.

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

**Former Students**

- Provide the name of a contact person at the school who can answer questions about testing requirements and local requirements for earning a diploma.
- Continue communications with former students in the months leading up to testing to support their participation.
- Notify former students from beyond the two previous years of testing opportunities.
- For working adults who want to participate in testing, offer to provide a letter to verify that they were absent from work because they participated in MCAS testing. A sample letter for employers is posted at www.doe.mass.edu/mcas/testadmin.

**Former and Current Students**

- Contact all eligible students and former students to provide them with information regarding upcoming testing opportunities (see pages 12–15 for participation guidelines). Students should also be presented with options for test preparation and alternate pathways for earning a high school diploma. More information about these options is posted at www.doe.mass.edu/as/pathways.
- Notify parents/guardians of eligible students in writing of their children’s right to participate. For students who choose not to participate, it is also recommended that parents/guardians sign an acknowledgment of their children’s nonparticipation. (See sample letter and form posted at www.doe.mass.edu/mcas/testadmin/nonpart.)
E. Participation Requirements for Students Educated in Alternate Settings

1. Home/Hospital Instruction and Other Settings

For the small number of students who are enrolled in a school but are unable to physically attend school, and therefore receive tutoring services from their district, every effort must be made to administer the MCAS tests to these students in school. If this is not possible, school principals may submit a request to test the student in an alternate setting off-site by using the form in Appendix E (Request for Permission to Test a Student in an Alternate Setting). The form is also available online at www.doe.mass.edu/mcas/testadmin. If the student is not able to be tested at the school or in an alternate setting, the principal must contact the Department to determine other options for the student’s participation in MCAS testing (options may include the use of test accommodations or having the student participate in the MCAS-Alt).

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

2. DYS and 45-Day Placements

For the small number of students who are enrolled in a school and are in the temporary custody of the Department of Youth Services (DYS) or are attending a temporary 45-day placement, every effort must be made to administer the MCAS tests at the student’s placement.

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

- contacting the placement to notify the director of MCAS participation requirements
- confirming that the placement has been established as a site for testing and has a Department district and school code for MCAS testing purposes (If not, refer the facility’s director to the Student Assessment Services Unit at 781-338-3625.)
- requesting that the placement order materials (by calling the MCAS Service Center at 800-737-5103) to test the student, if the placement does not already have test materials
- informing the placement of which test sessions, if any, the student completed at school (Note: If a student participates in a session twice, the results may be invalidated.)

If it is determined that the student is not well enough to participate in one or more test sessions, the circle on the back cover of the student’s answer booklet must be filled in to indicate that the student has a medically documented absence.

If a student is removed from school during test administration after he or she participated in a test session, the Change of Enrollment Status section on the back cover of the answer booklet must be completed. This will help the Department merge the student’s results from the sending school with results from the placement (instructions for completing the answer booklet covers are provided in Appendix D).

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

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

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

A student may be **excused** from testing only if it is determined that participation would impede the student’s recovery or endanger the student’s health. If it is determined that the student is not well enough to participate in one or more test sessions, the circle on the back cover of the student’s answer booklet must be filled in to indicate that the student has a medically documented absence.

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

Spring 2015 MCAS Test Administration Protocols
A. Coordinating Test Administration

It is the principal’s responsibility to coordinate the school’s MCAS test administration. This coordination responsibility includes the following:

- understanding and enforcing the test security requirements and test administration protocols
- reviewing your plans for maintaining test security with your superintendent; he or she may ask you to document your preparations using the sample form in Appendix E
- ensuring that students participate in testing according to the requirements in Part II
- coordinating the school’s test administration schedule and ensuring that tests with prescribed dates are administered on those dates
- ensuring that accommodations are properly administered and that transcriptions, if required for any accommodation, are done appropriately (See Appendix B.)
- completing the PCPA and ensuring the accuracy of information provided on the form
- monitoring the Department’s MCAS website (www.doe.mass.edu/mcas) throughout the school year for important updates
- providing the Department with the school’s correct contact information to receive important notices via fax and email during test administration

B. Ordering Test Materials

It is the principal’s responsibility to order a sufficient quantity of test materials for each student enrolled in the tested grades in the school, including eligible high school students who intend to participate in testing. Materials are ordered by using the Enrollment Verification form posted at www.mcasservicecenter.com in January 2015 (for March–April ELA tests and all May tests) and March 2015 (for high school STE tests). See pages iii–v for the schedule for ordering materials. Additional materials should be ordered, if necessary, only after a complete inventory, because extra standard test materials are included in the shipment. In order to maintain a standard test administration schedule across all schools, additional materials must be ordered according to the deadlines on pages iii–v.

C. Scheduling Test Sessions

1. Requirements for Testing Time

Session Length

Test sessions are designed to be completed within 45, 50, or 60 minutes, as indicated on pages iii–v. However, all MCAS test administrations are untimed.

Prescribed Test Administration Dates

Some tests have prescribed test administration dates. These dates are specified on the relevant test booklet covers, and test administrators are required to read a script in the TAMs to students to ensure that they have the correct booklet for that day’s test.
Requirements and Recommendations for Scheduling Testing

Test Dates

The Department recommends that principals schedule tests that do not have prescribed dates in the early part of the testing window to allow ample time for make-up sessions and to take advantage of early return shipment options.

In addition, when scheduling tests that do not have prescribed dates, principals should be aware that state and federal laws require schools to make reasonable accommodations for the religious needs of students and employees in observance of holy days. For more information about legal holidays and religious observances, refer to the Department’s website at www.doe.mass.edu/resources/holidaymemo.html.

Test Sessions

It is important for all testing to occur during regular school days and to begin at the start of the regular school day, to ensure equivalent testing conditions in schools across the state and to ensure that all students, including students with disabilities and ELL students, are afforded an equal opportunity to benefit from untimed tests. The Department suggests that schools schedule a two-hour block for each test session. For example, if the first test session is scheduled to begin at 8:30 a.m., the second test session should be scheduled to begin no earlier than 10:30 a.m.

Test Completion

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

For tests with more than one session administered on the same day:

- If a student has not completed Session 1 by the time that his or her class begins Session 2, he or she must be given the opportunity to finish working in Session 1 before beginning Session 2. Session 2 can be administered to the student in a separate setting from the regularly administered session (as always, the test administrator must follow all protocols in the TAM).

- For the administration of the ELA Composition test, the Department suggests that test administrators read the directions for Session B to all students together following the supervised break. After the directions are given, students who need more time for their first drafts may continue to work in their test booklets while students who are ready to start Session B may write their final compositions in their answer booklets.

Same-Day Requirement

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

For grades 4, 7, and 10, both ELA Composition Sessions A and B must be completed on the same day, and grade 10 ELA Reading Comprehension Sessions 1 and 2 must be completed on the same day. Therefore, for the ELA Composition, test administrators read a script in the TAMs to instruct students to begin working in their Session B answer booklets with sufficient time from the end of the school day (at least 45 minutes) to finish their final draft for scoring. The TAM includes a similar script to be read at the end of grade 10 ELA Reading Comprehension Session 1.
The scripts in the TAMs that are read aloud throughout the session will help remind students how much time they have, so extra time should not generally be needed. However, a principal may provide a student with a maximum of 15 additional minutes to review and complete his or her work, provided that

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

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

**Breaks and Lunch**

Breaks, including recess, may not be scheduled in the middle of a session. The Department recommends that students be provided snacks, drinks, and the opportunity to use the restroom before the beginning of the test session. However, students are permitted to use the restroom one student at a time during the session. **Students must be supervised at all times between the testing room and the restroom.**

For scheduling purposes, remember there is a break between ELA Composition Sessions A and B. Principals are responsible for ensuring that tests are scheduled to avoid conflicts with lunch; however, if a lunch break is required during testing, lunch shall be brought to the students in the testing area. If this is not feasible, test materials must be secured, and students must be escorted to the lunchroom, instructed that they may not discuss the test and that they still may not access any prohibited materials, sufficiently monitored to prevent discussion of test questions during the entire lunch period, and escorted back to the testing environment.

Answers to frequently asked questions about breaks are provided in the FAQs posted on the Department’s website at www.doe.mass.edu/mcas/testadmin.

2. **Concurrent Administration Requirement**

Each test session must be administered simultaneously to all students taking that test in your school. This requirement includes students in another school or program housed in your building. The only exceptions to this concurrent testing requirement are the administration of make-up sessions and the administration of tests to students with disabilities who receive the accommodation of testing at a different time of day or taking frequent breaks (see Appendix B).

The high school STE test sessions must be administered on the specified dates, but it is not necessary for high school principals to schedule concurrent sessions for the different subject areas (e.g., the Biology test and the Chemistry test may begin at different times).

3. **Test Session Limitations**

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

The sequence for administering each test must be Session 1 followed by Session 2, or Session A followed by Session B for the ELA Composition (see the exception below for students participating in make-up testing).

Within each grade level, tests must be administered in the following sequences:

March–April (grades 3–8 and 10):
- ELA Composition
  followed by
- ELA Reading Comprehension

May–June (grades 3–8 and high school):
- Mathematics
  followed by
- STE

5. Make-Up Testing

Students who are absent on the scheduled testing date for their grade for any reason (including illness or other medical condition) must be scheduled for make-up testing as soon as they return to school. Make-up tests may be administered at any time after the scheduled testing date and before the end of the test administration window (see pages iii–v for dates).

If a student is absent for a session of a test, he or she should take the remaining session(s) of the test according to the school’s administration schedule and take the missed session during the make-up period.21

The only exception to the make-up testing policy above is for the ELA Composition tests at grades 4, 7, and 10. If a student is unable to take the ELA Composition test on March 24, he or she must take the ELA Composition Make-Up test on April 2. If a student misses the ELA Composition Make-Up test because of a medically documented absence, the principal may allow the student to take the ELA Composition Make-Up test after April 2. If a student misses the ELA Composition Make-Up test for any reason other than a medically documented absence, the principal must request written approval from the Department in order to administer the ELA Composition Make-Up test after April 2.

6. Test Administration Interruptions

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

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

21 AP exams for spring 2015 were not scheduled when the 2014–2015 MCAS test schedule was developed. For spring 2015, tenth graders participating in AP exams scheduled for the same dates as MCAS tests may either participate in the scheduled MCAS test session when finished with the AP exam or participate in a make-up session as soon after the regularly administered session as possible. Principals of schools who need a different solution may contact the Department at mcas@doe.mass.edu to request an alternative testing schedule.
7. Severe Weather

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

When severe weather forces a delayed opening in a school on a scheduled test administration date, the principal should proceed with the test administration after students arrive, if this is possible. When a test session is not administered on a prescribed test administration date because of a delayed school opening, the principal must call the Department to discuss a revised schedule.

If a school is affected by severe weather for multiple days during test administration, principals should check the Department’s website (www.doe.mass.edu/mcas) for instructions.

8. Practice Tests

Standard practice tests are available online at www.doe.mass.edu/mcas/testadmin. An English/Spanish edition of the grade 10 Mathematics practice test is also available on this Web page. Large-print, Braille, and (for grade 10 Mathematics only) American Sign Language (ASL) DVD editions of the practice tests are available and will arrive with the school’s shipment of test materials if special editions are ordered. See the instructions included with Kurzweil materials for information about how to access sample test questions for the Kurzweil edition.

While the administration of practice tests is optional, the Department recommends their use for students

- who need to be familiarized with how to answer the different types of questions (multiple-choice, short-response, and open-response),
- in grade 3, who will be participating in testing for the first time,
- who need to practice indicating their responses on a separate answer document (especially for grade 4 students).

Practice test sessions are the only sessions during which test administrators may help students while they are answering test questions. If practice tests are used, they may be administered to students anytime prior to the first test session, including before the beginning of the testing window. Each practice test requires approximately 20 minutes to administer.

9. Student Questionnaires (Grades 8 and 10)

The student questionnaire is administered during the May–June testing window only. The questionnaire should be administered at a convenient time before the first test session.

It will take approximately 10 minutes to administer the student questionnaire. Students will mark their responses to the student questionnaire at the top of the inside back cover of their answer booklets.

A student may ask his or her test administrator for clarification about a particular item on the student questionnaire if needed.

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22 Grade 3 students may need to be familiarized with the short-response question type for the ELA Reading Comprehension test. Sample short-response questions and responses are available online at www.doe.mass.edu/mcas/tdd/g3sr.html.
D. Authorizing School Personnel

1. Qualified Test Administrators

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

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

Individuals prohibited from being test administrators include anyone not employed by the district and anyone who is not an education professional.

To assist in maintaining security, the Department recommends that whenever possible, principals assign individuals to be test administrators for other teachers’ classes or have two test administrators per testing space.

2. Other School Personnel

The principal may want to authorize other school personnel, such as a test coordinator, to assist him or her with the distribution and return of secure test materials. Also, the Department suggests that principals assign monitors for hallways, restrooms, and other areas to ensure a secure testing environment. Anyone authorized to have access to secure test materials must be employed by the school or district and fulfill the requirements in Part I.

E. Ensuring Appropriate Testing Spaces

1. Testing Spaces

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

- Schools should avoid the use of large, open areas (e.g., cafeterias).
- If students are seated next to each other at a long table, dividers should be placed between them. Alternatively, students can be seated at the ends of the table or diagonally on opposite sides of the table.

Principals must identify appropriate testing spaces for students with disabilities using accommodations that require changes in the test setting, presentation, or mode of response.

Because test administrators are required to read grade- and subject-specific scripts verbatim to students, the Department strongly recommends that schools do not administer tests for different grades (or subjects, for high school STE) in the same testing space.

As long as all requirements for testing conditions and staffing are met, principals have the flexibility to test students in appropriate groups and testing spaces other than regular classrooms, including planning small groups for students who do not have the accommodation for a small group setting. (Do not fill in the circle on a student’s answer booklet for the accommodation of a small group administration unless the student has it in his or her IEP or 504 plan.)
2. Materials That Must Be Covered/Removed

Prior to testing, principals must verify that test administrators have covered or removed from the testing spaces all materials containing content in the subject areas being tested, including any materials that might help students answer test questions. Examples of materials that must be covered or removed include, but are not limited to, posters, maps, charts, graphic organizers, word lists, number lines, multiplication tables, definitions, writing formulas, and mathematical formulas/theorems. It is not necessary to cover or remove calendars, posters displaying the alphabet or consonant blends, posters displaying the Pledge of Allegiance, or posters displaying the READ acronym associated with answering ELA open-response questions (www.doe.mass.edu/mcas/tdd/answeror.pdf).

F. Planning for Required and Prohibited Materials

Principals are responsible for developing local procedures to ensure that students are provided required materials for testing and that they do not access prohibited materials (see sections G and H below). Principals must communicate these expectations to test administrators, and must keep students and parents/guardians informed about the policies on prohibited materials so that they can plan accordingly.

- Test administrators need to make sure that students have all the required materials for testing (e.g., Mathematics reference sheets and rulers on appropriate Mathematics tests, English-language dictionaries for the ELA Composition test).
- Test administrators must monitor the room actively to ensure that students do not access prohibited materials (e.g., cell phones, notes), and must know how to handle a situation if a student is found with a prohibited item.
- Students and parents/guardians need to know that cell phones and other electronic devices are not permitted during testing and that students may not contact their parents/guardians via cell phone during the test session, even after turning in their own test materials.

Test administrators read a script to students to inform them of the materials prohibited during testing and the consequences for being found with a prohibited item. In addition, principals may direct test administrators to read a recommended script in the TAMs that instructs students to put their phones and other electronic devices away in their backpacks at the side of the room. Other options include the following:

- Test administrators may collect cell phones from students and keep them at the front of the room during testing.
- Students may put their cell phones away in their lockers.

G. Materials Required/Permitted during Testing

1. Materials Required for Student Use

The following materials are required to be provided for student use during testing:

- #2 pencils (wooden)
- printed copies of English-language dictionaries for ELA Composition and Composition Make-Up only (See the next page for more information.)
• calculators for designated test sessions only (See the section that follows for more information.)

• reference sheets, rulers, and tool kits for designated tests that are included in shipments of test materials (See lists of required test materials in the TAMs.)

**English-Language Dictionaries for ELA Composition and Composition Make-Up Only**

At least one English-language dictionary must be available in the classroom for student use during the ELA Composition test sessions. Only paper versions are permitted; electronic dictionaries are not allowed. The principal may choose to provide additional dictionaries so that each student has one for reference. If there are fewer than one per student, only one student at a time may use any dictionary.

**Calculators**

Each student must have sole access to at least a four-function calculator with a square-root key during the following test sessions:

- Grade 7 Mathematics **Session 2 only**
- Grade 8 Mathematics **Session 2 only**
- Grade 10 Mathematics **Session 2 only**
- High School Chemistry
- High School Introductory Physics
- High School Technology/Engineering

Students may provide their own calculators. Schools must provide at least a four-function calculator with a square-root key for each student who does not provide his or her own calculator. Test administrators must ensure that students do not have access to calculator instructions or formula sheets that accompany calculators.

2. **Materials Permitted for Student Use**

The following materials may be used by students:

- pens, highlighters, and colored pencils as specified below
  No writing instruments other than #2 pencils may be used by students to mark their responses to test questions. Students in grades 4 and above may use pens and highlighters in test booklets only. Students in grade 3 may use a colored pencil (e.g., for marking or underlining passages), but they must use only a #2 pencil to answer test questions.

- printed copies of bilingual word-to-word dictionaries and glossaries for current and former ELL students (See Appendix A for more information.)

- calculators on the high school Biology test
  The high school Biology test was designed to be taken without the aid of a calculator. Students may have calculators with them for the Biology test, but schools are not required to provide calculators.
H. Materials Prohibited during Testing

Prohibited materials include, but are not limited to, materials that must be covered or removed from the testing space (see page 26) as well as the materials listed below. Materials listed in section 1 below are not permitted at any time during test sessions, and materials listed in section 2 may only be provided after a student has turned in his or her test materials. None of the materials in section 1 or 2 are permitted while a student has his or her test materials.

1. Materials Not Permitted at Any Time during a Session

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

- cell phones (See the following page for more information.)
- other electronic devices (See the following page for more information.)
  - e-book readers or electronic dictionaries
  - music players for one student’s personal use or that of the whole class, earphones, ear buds, or headphones
  - any device capable of taking photographs
  - game consoles
  - pocket translators
  - calculators (See page 27 for exceptions.)
  - computers or electronic tablets
  - any device that provides access to the Internet, including calculators
  - editing devices (e.g., spelling or grammar checkers)
- English-language dictionaries or thesauruses (See page 27 for the sole exception.)
- encyclopedias
- school-provided rulers and unapproved reference sheets, including MCAS rulers from previous years
- accommodation materials unless specified by a student’s approved IEP or his or her 504 plan (e.g., graphic organizers, whisper phones)

2. Materials That May Be Permitted Only after a Student Has Turned in Test Materials

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

- extra paper (e.g., scratch paper, flags, sticky notes, blank sheets, handwritten notes)
- books (Exception: Grade 10 students taking the ELA Composition or Composition Make-Up test may not read books after turning in their first drafts in Session A. They may only read books after completing and turning in the final drafts of their compositions in Session B.)
- textbooks for subjects other than the one being tested
- notebooks
- pens and highlighters for grade 3 (Grade 3 students may only use #2 pencils in their test & answer booklets. Students in other grades are permitted to use pens and highlighters in their test booklets only.)
Cell Phones and Other Electronic Devices

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

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

Note: Students with disabilities may be allowed, under certain circumstances, to use as test accommodations certain tools and materials that are otherwise prohibited. However, under no circumstances may students with disabilities access the Internet or a cell phone. Test accommodations must be recommended by the student’s IEP or 504 team and documented on the student’s answer booklet by the principal or designee (see Appendix B for details).

I. Distributing TAMs and Test Security Requirements

Principals must distribute a copy of the appropriate TAM to each test administrator for review before the training so that test administrators can familiarize themselves with security requirements, protocols, and procedures. Other school personnel authorized to have access to secure test materials must also be provided a copy of the test security requirements (available at www.doe.mass.edu/mcas/testadmin) before the training session or before handling secure materials.

Principals must establish procedures to document the distribution of TAMs and test security requirements.

Principals may use the sample form in Appendix E or create their own that includes the same elements.

J. Test Administrators’ Training and Training for Other School Personnel

It is the responsibility of the principal to meet with designated test administrators and other personnel authorized to have access to secure materials before each test administration (for March–April and again for May–June) to explain the testing procedures that will be followed at the school. The May–June training session may only need to be a “refresher” for individuals trained for March–April. High school principals may also want to have a final “refresher” training session before June STE testing.

Test administrators must sign in to demonstrate that they attended a training session. Test administrators must also sign an acknowledgment that they received TAMs for the test(s) they will administer, and all school personnel who have access to secure materials must sign an acknowledgment that they received a copy of the test security requirements (see sample form in Appendix E).

Principals will retain in their school files for three years the following: agendas, sign-in sheets, and any other relevant documentation to demonstrate they trained test administrators and other school personnel authorized to have access to secure test materials.
Following is a list of essential topics that must be covered at these training sessions.

**Test Security**

Emphasize the following:

- the school’s procedures for distributing and tracking secure test materials before, during, between, and following test sessions, using internal tracking forms
- the importance of test administrators and the test coordinator independently counting materials before signing the tracking form any time custody of secure materials is transferred
- the need to closely monitor students during testing to ensure that they do not view one another’s booklets, pass notes, turn back to previously completed sessions, consult prohibited materials, or engage in any form of cheating
- the need to closely monitor students during testing to ensure that they are not using cell phones for any purpose, including text messaging, accessing the calculator function or Internet, or photographing test or answer booklets
- whether test administrators will read the script regarding cell phones and other electronic devices in the “As Students Arrive” section of the TAMs or a locally developed script instead
- the requirement that test administrators may not review secure test content (except in specific situations listed in the TAMs)
- the requirement that test administrators may not review student responses (except in specific situations listed in the TAMs)
- the requirement that test administrators may not coach students or answer any question that relates to the content of the test
- the requirement that MCAS materials must never be left unattended unless they are locked in secure storage
- the requirement that test administrators must sign an MCAS Nondisclosure Agreement if they are authorized to review secure MCAS test booklets in order to administer MCAS tests to students with disabilities using certain accommodations (See Appendix E for the agreement.)

**Administration Schedule and Logistics**

Inform test administrators of the school’s policies, procedures, and logistics regarding the following

- MCAS testing schedules (e.g., prescribed testing dates), including the administration of practice tests and student questionnaires, if applicable
- students who arrive late
- testing time, including test completion sessions for students who require additional time to complete a test session
- assignment of a specific, appropriate testing space and a specific group of students
- supervision of students during test sessions, between test sessions (e.g., transporting students and test materials to test completion areas), during make-up sessions, and during breaks
• how test administrators may contact the principal or designee during testing, if necessary
• providing standard and nonstandard MCAS test accommodations to students with disabilities
• whether Student ID Labels will be applied before test sessions or applied by students after answer booklets are distributed
• materials that become contaminated
• new policies and procedures at the school (See Updates on page vi.)

For each test session, test administrators are required to do the following:

• Maintain security in their testing space.
• Read the scripts in the TAMs verbatim to students, including students taking make-up sessions and students starting late.
• Write on the board the question numbers that students will be answering during each test session or test completion session.
• Write on the board the test administrator’s name (students must write this on the front covers of their answer booklets for all subjects, and on their test booklets for ELA Composition Session A).
• Monitor students to confirm they do not have access to prohibited materials (see pages 26–29 for lists of required/permitted and prohibited materials).
• Return to the principal lists of all students assigned to them who were not tested so that they can be scheduled for make-up testing.

Test Administration and Resource Materials

Familiarize test administrators with the following policies:

• Test materials required for each test session are listed in the TAMs.
• The interior sections of the grade 10 ELA answer booklet are printed in alternating colors to help test administrators ensure that students are working in the correct section.
• Students in grade 3 write their answers in test & answer booklets. They may underline using a pencil or colored pencil but must use only a #2 pencil to mark their responses. They may not make any other marks in the areas that contain answer circles.
• Students must be provided with Mathematics tool kits in grades 3 and 4. Instruct test administrators when tool kit pieces will be punched out and by whom. The Department recommends that tool kit pieces be punched out before the first test session.
• Students must be provided with MCAS rulers in grades 3–8 Mathematics and high school Technology/Engineering, and with Mathematics reference sheets in grades 5–8 and 10.
• Students must be provided with formula sheets for the Chemistry, Introductory Physics, and Technology/Engineering tests.
• Writing instruments other than #2 pencils may be used only in test booklets for students in grades 4 and above. Emphasize that students may use only #2 pencils in grade 4 and above answer booklets and grade 3 test & answer booklets (see grade 3 exception on page 28; the use of pens and highlighters in answer booklets is prohibited).
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- Students may use printed copies of English-language dictionaries for the ELA Composition tests and calculators for Session 2 of the grade 7, 8, and 10 Mathematics tests and for the high school Chemistry, Introductory Physics, and Technology/Engineering tests. Also, students may bring their own calculator for the Biology test, but a calculator is not needed for that test.
- Current and former ELL students may use printed copies of bilingual word-to-word dictionaries and glossaries (see Appendix A for more information).

K. Students’ Responsibilities during Testing and Meeting with Students

1. Students’ Responsibilities during Testing

Students are expected to provide answers that are strictly their own and not participate in any form of cheating. To help remind students about their responsibilities, principals may ask students in grade 6 through high school to read a form containing statements and to sign the form to acknowledge that they understand their responsibilities. This may be done during the general meeting with students.

See Appendix E for the sample form for students to sign, as well as a sample letter that can be used to notify parents/guardians. If these forms are used, principals should retain them for their school test administration files.

2. Meetings

General Meeting with Students

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

The Department suggests that principals distribute a document describing test security requirements for students in advance of the meeting. Also, principals may want to include an explanation of appropriate activities that students can do when they finish testing and turn in their test materials.

During the general meeting, provide students with the following information:

- They will need to come to school on the scheduled test days.
- Most students should not need extra time and will be able to finish within the suggested time limits. However, they will be allowed additional time to finish their work beyond the end of the regularly scheduled session if they need it and are working productively. **No session may extend past the end of the regular school day.** In addition, students in grades 4, 7, and 10 must complete ELA Composition Sessions A and B on the same day, and grade 10 ELA Reading Comprehension Sessions 1 and 2 must be completed on the same day.
- They should read questions carefully, be thorough in their responses, and be sure to answer all parts of multipart questions. They should also try their best to answer all the questions on the test.
- Their test administrators cannot give them any help, or answer any question that relates to the content of the test.
Their test results may be invalidated if they engage in any of the following activities during a test session (including after turning in their test materials, during a break, or during the transition to a test completion area):

- duplicating any portion of the test or answer booklets (e.g., photographing, copying)
- accessing prohibited materials such as cell phones or other electronic devices (see lists in Section G) for any purpose
- communicating with other students (e.g., talking, whispering, writing notes)
- looking at any other student’s test or answer booklet
- consulting notes, books, or instructional materials during testing
- working in a session other than the one being administered, looking at questions or test pages beyond the stop sign, or going back to a previous session
- damaging their test materials or removing any part of them from the testing room

Their test results may also be invalidated if they discuss the content of test booklets or their responses to questions with anyone, including teachers.

Students may bring a book to each test session to read in the event they finish a test session early. (Exception: Grade 10 students taking the ELA Composition or Composition Make-Up test may not read books after turning in their first drafts in Session A. They may only read books after completing and turning in the final drafts of their compositions in Session B.)

March–April only:
- For students in grades 4, 7, and 10, English-language dictionaries will be available for them to use during the ELA Composition test only.
- Students in grades 4, 7, and 10 must address the writing prompt directly because nonresponsive compositions will not be scored.

May–June only:
- Students in grades 7, 8, and 10 will need at least a four-function calculator with a square-root key for Session 2 of the Mathematics test and for the high school Chemistry, Introductory Physics, and Technology/Engineering tests. Such a calculator will be provided to any student who does not have one.
- Students may bring their own calculator for the high school Biology test, but a calculator is not needed for that test.

High Schools Only

- Students are required to earn a score of 220 or higher on the grade 10 ELA test, the grade 10 Mathematics test, and one of the high school STE tests as one condition for receiving a high school diploma. They must also fulfill the requirements of an EPP if they do not earn a score of 240 or higher on both the ELA and Mathematics tests. In addition, students must meet all local graduation requirements.
- They will be given multiple opportunities before the end of their senior year (and after high school) to retake test(s) in the subject(s) in which they have not met CD requirements.
- Student test scores may be used to determine eligibility for the John and Abigail Adams Scholarship and the Stanley Z. Koplik Certificate of Mastery with Distinction Award.
Spring 2015 MCAS Test Administration Protocols

Meeting with ELL Students
If there are significant numbers of ELL students in the school, it is also important to meet with the students, in small groups if possible, to explain the participation guidelines (see Appendix A). During the meeting with ELL students, communicate the following to them:

• They will be participating in tests that they may find difficult because they are still learning English.
• The purpose of having them participate is to establish a starting point from which their progress over time can be measured, and because they are required to participate.
• Current and former ELL students may use printed copies of bilingual word-to-word dictionaries and glossaries (see Appendix A for more information).

Meeting with Parents/Guardians
In addition, the principal or designee may want to meet with parents/guardians (e.g., hold an open house) before testing to explain testing procedures, the testing schedule, participation requirements, the student questionnaire in grades 8 and 10, and the CD for high school students. Alternately, principals may include MCAS testing information for parents/guardians in their regular communications (e.g., parent newsletter).

L. Providing Accurate Student Information
It is the responsibility of the principal or designee to ensure the accuracy of student information submitted to the Department’s SIMS and to provide accurate information on answer booklets and MCAS-Alt SIBs.

1. SIMS
The Department uses districts’ SIMS submissions to determine student enrollment. If a standard answer booklet is not submitted for a student, and the student is reported in both March and June SIMS as being enrolled in the same grade and school, the student will automatically be reported as absent without medical documentation, with the exception of repeating grade 10 students who were already included in participation reports in spring 2014.

Therefore, it is critical that each principal ensure the accuracy of the school’s SIMS data submitted by the district to the Department between March and the end of the school year. Any questions regarding SIMS submissions should be directed to the district’s SIMS contact (see page ii for instructions for finding your district’s contact).

2. State-Assigned Student Identifiers (SASIDs)
It is imperative that each student’s SASID be provided accurately on his or her answer booklet. Results may not be reported correctly if a valid SASID is not provided. If there is a question about a SASID for a student, call your district’s SIMS contact. SASIDs cannot be newly assigned for individuals who are 22 years of age or older. In these cases for an adult test-taker, be sure to provide all other information.
3. Answer Booklets

Applying Student ID Labels
For each test administration, a school’s shipment of test materials includes Student ID Labels based on the October SIMS submission (and for high schools, students who have already earned a CD are not included in the labels). Student ID Labels link to information critical for reporting MCAS test results for individual students, schools, and districts. Therefore, principals must ensure that the SASIDs on the labels are correct for each student. **Labels with incorrect SASIDs must not be applied to answer booklets.** Incorrect SASIDs or information on a label cannot be corrected by crossing it out on the label. Correct information needs to be reported to the district SIMS contact.

Student ID Labels are applied to the front covers of standard answer booklets. The labels may be applied either by test administrators prior to the first test session or by students at the beginning of the first test session. However, to ensure the proper application of labels, the Department strongly recommends that labels be applied by test administrators, especially for younger students.

The labels are not intended to be used as a roster but to ease the burden of completing all the information required on answer booklets. Therefore, if a school receives a Student ID Label for a student not enrolled in the school at the beginning of the testing window, the label should **not be affixed** to an answer booklet. The label should be returned (unaffixed, unused) with the shipment of nonscorable materials, and the district SIMS contact should be notified that the student is no longer enrolled in the school.

Like all other test materials, Student ID Labels **may not** be provided to another school.

If a student does not have a label, the principal must ensure that the SASID is filled in correctly on the answer booklet.

Completing Answer Booklet Front Covers
The TAMs contain instructions for completing the front covers of answer booklets. Appendix E of this manual provides samples of a completed answer booklet front cover with and without a Student ID Label.

Completing Answer Booklet Back Covers
To maintain the confidentiality of information provided, the inside and outside back covers of answer booklets should be completed by the principal or designee after students have finished testing. See Appendix D for instructions.

M. Accounting for and Distributing Secure Materials
It is the responsibility of the principal to account for secure test materials by inventorying materials immediately upon receipt, tracking the location of materials throughout test administration, and ensuring that all materials are returned to the testing contractor. The Department recommends that principals account for secure materials using the identification numbers listed on the packing slips and document the identification numbers on internal tracking forms. The Department also recommends having more than one person present to count materials upon receipt and when preparing for their return.

The school and district will be held responsible for any secure materials that were received at the school but not returned.
1. Distributing Test Materials

It is critical that students have the correct test materials for each day’s test. When preparing materials for distribution to test administrators, be sure to view the grade and subject listed, as well as the date (for tests with prescribed test dates). Note that there are different test booklets for the ELA Composition and the ELA Composition Make-Up tests.

2. Contaminated Test Materials

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

3. Establishing a Chain of Custody for Test Materials

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

Materials Summary

The Materials Summary is used to inventory materials immediately upon receipt and to reconcile secure materials being returned at the end of testing. The school receives one Materials Summary for each grade (or subject, for high schools) in the shipment of test materials. The information recorded on the Materials Summary will help principals when they complete the online PCPA. A sample form is provided in Appendix E.

The Materials Summary lists only the materials shipped to each school. Complete lists of test materials available for each grade are posted online at www.doe.mass.edu/mcas/testadmin/materials.

Packing Slips

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

Internal Tracking Forms

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

The Department recommends that principals use the Test Materials Internal Tracking Form in Appendix E. If principals choose to create their own internal tracking form, the following items must be included on the form:

- the specific count of materials at the time of distribution
- the specific count of materials at the time of return
- signature areas for the test administrator and the test coordinator to sign the form
Test administrators and the test coordinator should independently count materials before signing the internal tracking form. Signature stamps may not be used to sign internal tracking forms.

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

**Principal’s Certification of Proper Test Administration**

The purpose of the PCPA is for the principal to certify that all students participated in testing as required and that test administration protocols described in this manual were followed, including those related to the security of test materials. While the principal may designate an individual to assist with many other test administration tasks, the PCPA may not be completed by a designee. The principal must complete the PCPA and is responsible for all information submitted on the form.

The principal must go online to complete the PCPA before testing to verify the receipt of secure materials and after testing to record the number and type of secure materials being returned and to certify that the test administration was conducted properly.

Instructions and deadlines for completing the online PCPA can be found in the administration-specific sections of this manual, and the certification statements on the PCPA are in Appendix E.
Part IV

Tasks to Complete for the March–April Test Administration
A. Prepare for Test Administration

Use the following list of tasks to help you keep track of your responsibilities during MCAS testing. Note that some items on the list apply only to specific tests or grades.

1. First-year principals must participate in one of the Department’s training sessions on MCAS test security and test administration protocols in January/February 2015. All other principals are strongly encouraged to attend.

2. Develop a plan for maintaining test security at your school.
   - Review MCAS Test Security Requirements (see Part I).
   - 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 in Appendix E.
   - Establish a document tracking system (see Appendix E for a sample internal tracking form).
   - Designate a central locked facility for secure storage of test materials.
   - Before the training session, distribute TAMs to test administrators and distribute a copy of the test security requirements (available at www.doe.mass.edu/mcas/testadmin) to all school personnel who have access to secure test materials.
   - Document that test administrators and school personnel have received the documents listed above (see Appendix E for a sample form).

3. Plan logistics for test administration at your school.
   - Identify all students who will be participating in each grade’s tests. See Part II for information about student participation requirements as well as guidelines for students in grades 11 and 12 who are eligible and may want to participate. In addition, high school principals should consult the lists of students who are required to participate in spring MCAS testing by reviewing the following:
     - Student CD Roster – report “PE618” in Edwin Analytics in the MassEdu Gateway (formerly known as the Department’s Security Portal)
     - list of students required to participate in the grade 10 ELA test (posted in February to the MassEdu Gateway in DropBox Central in the MCAS folder)
   - Authorize individuals to serve as test administrators and other school personnel to have access to secure materials, and designate appropriate testing spaces.
   - Assign students and testing locations to test administrators.
   - For school files, prepare a record of test administrators and their students for each session.
   - Schedule test administration sessions and locations. Remember that some tests have prescribed dates. Schools are encouraged to set schedules for grades 3–8 according to the grade 10 schedule to take advantage of the recommended early return shipping option.
   - Train test administrators (see list of topics on pages 29–32), and train all school personnel authorized to have access to secure test materials in test security requirements.
   - Meet with students (see list of topics on pages 32–34).
   - Review data before the district submits the March SIMS report (students’ names, demographic information, grade levels) and confirm each student has a SASID.
Tasks to Complete for the March–April Test Administration

4. **Verify receipt of test materials immediately upon their delivery to your school.**
   
   Materials will arrive on **March 9**. Each grade’s materials are shipped separately. Call the MCAS Service Center if you do not receive materials by this date.

5. **Using your Materials Summary, inventory test materials immediately and completely upon receipt.**
   
   To inventory test materials, complete the “Qty Received” column of the Materials Summary for each grade according to the “Before Testing” directions on the form.

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

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

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

7. **No later than March 19, at 12:00 p.m., complete the “Materials Received” section of the PCPA for each grade tested at your school, and report packing discrepancies, if applicable.**
   
   To access the PCPA, the principal must go online to www.mcasservicecenter.com (the form may **NOT be completed by a designee**), select MCAS from the menu, and then select **Principal’s Certification** from the list of options. Follow the onscreen instructions to certify counts of materials received, and report discrepancies in quantities of materials. (You will not be able to print out this part of the PCPA; you will be asked to do so after testing.)

8. **Only if applicable, order additional materials by the deadlines on page iii.**
   
   Locate your MP Ship Code on the Materials Summary, and have the code available when you go online to order additional materials at www.mcasservicecenter.com. Follow the onscreen instructions to place your order. Materials ordered online will be shipped for receipt on the following business day if the order is received before 12:00 p.m.; orders received after 12:00 p.m. will be shipped for receipt on the second business day. Packing discrepancies in additional orders must be reported within two business days of receipt of the order.

9. **Identify and prepare for students with disabilities who require accommodations for testing.**
   
   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 accommodations (accommodation number and a brief description).

   See Appendix B for more information. For a student with a disability such as a broken bone or fracture in his or her writing hand or arm, the development of a 504 plan must be initiated, even if the disability is expected to be temporary.

   Test administrators for students with disabilities using certain accommodations must sign an MCAS Nondisclosure Agreement prior to reviewing secure test materials. Principals must keep signed agreements in the school files for three years. See Appendix B for
more information about which test administrators this requirement applies to, and see Appendix E for the MCAS Nondisclosure Agreement.

10. Gather school-supplied testing materials.
   - Collect #2 pencils to provide to any students who do not bring them.
   - For the ELA Composition and Composition Make-Up tests only, at least one English-language dictionary must be provided in each testing space for student use. You may choose to provide more than one dictionary per testing space.
   - Approve bilingual word-to-word dictionaries and glossaries for current and former ELL students.

11. Verify that prohibited materials have been covered or removed from each testing space.

12. Apply Student ID Labels to answer booklets (see page 35) if school personnel will be applying labels before testing.

   Principals may open the shrink-wrapped packages of answer booklets prior to testing for the sole purpose of applying Student ID Labels to front covers.

   The Department strongly recommends that Student ID Labels for grade 3 be applied to test & answer booklets the day of testing, but elementary school principals may open the shrink-wrapped packages of test & answer booklets one day prior to testing for this sole purpose. Test & answer booklets must then be sealed in envelopes (supplied by the school) and the inventory documented on the envelopes immediately after labels are applied. Envelopes may not be reopened until immediately before testing. Remember that all test security requirements (see Part I) must be followed.

13. Optional: Print practice tests if they will be administered at the school (available at www.doe.mass.edu/mcas/testadmin).

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

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

B. Coordinate Test Administration

1. Using your document tracking system, distribute test materials.

   Immediately before test administration, distribute the necessary test materials for that day to each test administrator. Be sure that test administrators and the test coordinator independently count test materials before signing the internal tracking form. See the TAMs for the specific list of test materials necessary for each test. If a test must be administered on a prescribed date (e.g., the ELA Composition test must be administered on March 24), that date is printed on the front cover of the test booklet.

2. Distribute lists of SASIDs to test administrators if they will be entering SASIDs on answer booklets.
Tasks to Complete for the March–April Test Administration

3. **Monitor your school’s test administration.**
   - Enforce test security requirements.
   - Have #2 pencils available for students who do not bring them.
   - Have printed copies of bilingual word-to-word dictionaries and glossaries available for current and former ELL students.
   - ELA Composition and Composition Make-Up only: have printed copies of English-language dictionaries available.
   - Ensure that your school’s document tracking system is used each time test materials are moved.
   - Collect lists of students who were not tested and schedule them for make-up testing.

4. **Securely store test materials between sessions and after each day of testing.**
   Use your document tracking system to verify that all test materials are secure between sessions and are returned to you each day after testing. Account for materials upon completion of testing each day.

5. **Only if applicable, order additional ELA Composition Make-Up materials by March 31.**
   Your school’s shipment of ELA materials automatically includes Composition Make-Up materials in the amount of 10 percent of your regular ELA shipment. Order additional materials only if the quantity you received is not sufficient.

6. **After testing is completed, verify that ALL test materials have been returned to you.**
   - The Department recommends two independent counts of test materials to verify that all materials have been returned to you.
   - Use your document tracking system to verify that test administrators have returned all test materials to you. You must be able to account for and return all secure materials (e.g., ELA Composition test booklets, ELA Reading Comprehension test booklets) that were shipped to you.
   - If necessary, investigate any discrepancies in the number of materials that were distributed to test administrators and the number returned to you. Schools that do not return materials according to instructions will be subject to the sanctions described in Part I.
   - If any answer booklets have become damaged or defective during testing, make sure that the “void answer booklet” circle is filled in on the outside back cover of each affected booklet, and that VOID is written in large letters across the front cover. If a student completed any work in an answer booklet that was later deemed void, his or her work must be transcribed verbatim into a replacement answer booklet.
   - If any test materials have become contaminated, call the MCAS Service Center for instructions.

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

Return March–April Test Materials
Return March–April Test Materials

Schools are encouraged to return materials as soon as testing is completed for each grade using return option 1 or 2 as described below. To facilitate this early return, an automatic UPS pickup on March 30 has been prescheduled for high schools. If your school does not choose to return grade 10 materials on this date, please contact the MCAS Service Center by March 27, 12:00 p.m., to cancel this appointment. Grades 3–8 schools must schedule a UPS pickup.

If all students are tested by March 27, schools are encouraged to use return option 1 (a complete early shipment).

If make-up testing is needed, schools are encouraged to use return option 2 (a partial early shipment) by returning a shipment of used standard answer booklets on March 30, retaining all other testing materials for make-up testing, and scheduling a pickup for these remaining materials as soon as testing is completed.

The following table shows the options for return and the corresponding instructions that should be followed.

<table>
<thead>
<tr>
<th>Options for Returning ELA Test Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Return Option</td>
</tr>
<tr>
<td>Option 1: A complete early shipment</td>
</tr>
<tr>
<td>Recommended</td>
</tr>
<tr>
<td>Option 2: A partial early shipment</td>
</tr>
<tr>
<td>Recommended</td>
</tr>
<tr>
<td>Option 3: A regular shipment</td>
</tr>
<tr>
<td>Recommended</td>
</tr>
</tbody>
</table>

23 Used answer booklets are those that have been assigned to a student (front cover completed and/or Student ID Label affixed) or used by a student during testing. A standard booklet is one that is not large-print or Braille.
Return March–April Test Materials

A. Option 1: A Complete Early Shipment

1. Follow the instructions in sections C–E to prepare and pack all test materials (scorable and nonscorable) for return.

2. Grades 3–8: Follow the instructions in section F to schedule and confirm UPS pickup of test materials (schedule pickup by March 27; pickup on March 30).

   Grade 10: Give all cartons to the UPS driver who has been prescheduled to come to your school on March 30. Do not leave secure MCAS materials unattended while awaiting UPS pickup. The principal is responsible for ensuring that test materials are kept in locked storage until they are given directly to the UPS driver.

3. Follow the instructions in section G.

B. Option 2: A Partial Early Shipment

1. Follow steps 1–7 in section C.

2. On or before March 27: Record on the “Qty Returned” column of the Materials Summary the number of used standard answer booklets you are returning in your early shipment.

3. Pack used answer booklets for return.
   - Place used standard answer booklets in the Return Envelope marked with the corresponding grade.
   - Locate the prelabeled, folded Return Cartons you received in your school’s shipment of test materials. The labels on the Return Cartons are color-coded by grade. It is important that you pack the appropriate grade’s materials in its labeled carton.
   - Seal the Return Envelopes and pack them in the Return Cartons.
   - Fill any empty spaces at the top of the carton with crumpled paper to keep items from shifting during shipping. Do not use plastic peanuts or shredded paper.
   - Seal each packed carton using heavy-duty packing tape.

4. Record the UPS tracking numbers from the labels already affixed to the scorable cartons you are returning, and retain this list in your school files.

   You will need the tracking numbers when scheduling pickups. Each tracking number is located in the center of the UPS Return Service (RS) label and begins with “1Z 0W8.” A sample RS label is provided in Appendix E.

5. Retain all remaining materials for make-up testing and later return, including the following:
   - Materials Summary
   - all test booklets
   - unused answer booklets
   - all other materials listed on page 52 in section E

Remember that all test booklets (including ELA Composition and Composition Make-Up test booklets, Braille test booklets, and large-print test booklets), Braille Administrator’s Copies, Kurzweil CDs, and answer booklets are secure materials and must be retained in locked storage.
Return March–April Test Materials

6. **Grades 3–8:** Follow the instructions in section F to schedule UPS pickup of scorable test materials (schedule pickup by March 27; pickup on March 30).

   Grade 10: Give the carton(s) to the UPS driver who has been prescheduled to come to your school on March 30. Do not leave secure MCAS materials unattended while awaiting UPS pickup. The principal is responsible for ensuring that test materials are kept in locked storage until they are given directly to the UPS driver.

7. After make-up testing has been completed, follow steps 3–12 in section C to prepare your second return shipment. Make sure to add your counts from your early return of materials to your counts from your second return of materials when you complete the Materials Summary and the PCPA.

8. Follow the instructions in sections D–F to pack and schedule pickup of all remaining scorable and nonscorable materials.

9. Follow the instructions in section G.

**C. Option 3: A Regular Shipment**

1. Make sure that you have a used standard answer booklet assigned to the following students:
   - students who participated in one or more test sessions
   - students who were absent with medical documentation (documentation on file at the school) for one or more test sessions and did not make up the session(s) (See Appendix D for instructions.)
   - ELL students reported in SIMS as first-year limited English proficient (LEP) students, regardless of whether they participated (participation in the ELA test is optional)

2. **Do NOT submit a used answer booklet assigned to the following students:**
   - students who were absent without medical documentation for all ELA test sessions (See Appendix D for instructions.)
   - students who transferred into or out of your school during the testing window and who did not participate in any ELA test sessions
   - students who participated in the MCAS-Alt for ELA (Note: An MCAS-Alt SIB must instead be submitted for each student who participates in the MCAS-Alt in ELA.)
   - students in a DYS facility or 45-day placement who were removed from your school’s enrollment and did not participate in any ELA test sessions
   - students who are repeating grade 10 and did not participate in the grade 10 ELA test because they participated in spring 2014

3. **View the outside back covers of answer booklets of students who took the ELA Composition Make-Up test. Verify that the “Participation in Composition Make-Up Test” circle at the bottom of the page is filled in for students who took the make-up test.**

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24 Used answer booklets are those that have been assigned to a student (front cover completed and/or Student ID Label affixed) or used by a student during testing. A standard booklet is one that is not large-print or Braille.
Return March–April Test Materials

4. If applicable, verify that responses are transcribed completely and accurately into standard answer booklets for the following:
   • students who had void answer booklets
   • students who took the Braille edition of the test (accommodation 12) who are not submitting typed responses
   • students who used large-print answer booklets (accommodation 11)
   • students in grade 4 or above who recorded their answers directly in their test booklets (accommodation 24)
   • students who wrote part of their response to a test question in their answer booklet and typed part of their response to the same test question (For accommodation 23, a student’s response to any single question must be submitted only one way, i.e., all typed or all written.)

All answers must be transcribed verbatim into the student’s standard answer booklet in order for the student to receive credit for his or her work.

5. If applicable, verify that each typed response from a student with a disability using accommodation 23 has been inserted inside the front cover of the student’s answer booklet.

All answers must be submitted appropriately in order for the student to receive credit for his or her work (see Appendix C for instructions).

6. Complete student information on answer booklets (see Appendix D for instructions and Appendix E for sample covers).
   • Verify that SASIDs and dates of birth have been entered correctly on answer booklets for all students who do not have Student ID Labels.
   • Complete confidential student information on the inside and outside back covers of answer booklets.

7. Count the number of used standard answer booklets you are returning, separately for each grade.

In your counts, make sure to include the following answer booklets:
   • standard answer booklets containing typed responses (See Appendix C.)
   • standard answer booklets in which responses have been transcribed (See step 4.)

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

8. Separately for each grade, count the following materials you are returning:
   • void answer booklets
   • unused answer booklets
   • test booklets
Return March–April Test Materials

9. Using your counts from steps 7 and 8, complete the “Qty Returned” column of the Materials Summary for each grade.

Record on the Materials Summary the quantities of test booklets and answer booklets being returned for each grade according to the “After Testing” instructions on the form. All test booklets, including ELA Composition and Composition Make-Up test booklets, Braille test booklets, and large-print test booklets, are secure materials and must be returned. Make a copy of the completed form(s) for your records.

You will need to use the information from your completed Materials Summary when you go online to complete the PCPA.

10. Go online to complete sections 3 and 4 of the PCPA for each grade tested at your school by April 7, at 3:00 p.m.

To access the PCPA, the principal must go online to www.mcasservicecenter.com (the form may NOT be completed by a designee), select MCAS from the menu, and then select Principal’s Certification from the list of options.

Follow the onscreen instructions to provide information regarding the number of materials being returned and to certify that your school followed test security requirements. Then provide your “signature” (exactly as the name appears in the Department’s School/District Profiles [profiles.doe.mass.edu]). If you are signing as an interim principal or co-principal, please indicate this by writing “interim” or “co-principal” after your name in the signature box. Print the confirmation and save it for your records.

11. Place special materials in the appropriate envelopes.
   - Place the materials listed below in the Special Handling Envelope for each grade.
     - used large-print answer booklets (folded in half) with corresponding transcribed standard answer booklets
     - standard answer booklets containing typed responses
   - Place void answer booklets in the Void Envelope for each grade. Void booklets will not be scored.

12. Place remaining used standard answer booklets in the Return Envelope marked with the corresponding grade.

D. Pack the Scorable March–April Test Materials

1. Make sure that all the envelopes being used (Special Handling, Void, and Return) are sealed.

2. Locate the prelabeled, folded Return Cartons you received in your school’s shipment of test materials. The labels on the Return Cartons are color-coded by grade. It is important that you pack materials in the correct carton.

3. Using the diagram on the following page as a guide, pack each grade’s scorable materials in the Return Carton(s) for that grade in the following order:
   - Return Envelope(s) (on the bottom)
   - Special Handling Envelope(s)
   - Void Envelope(s) (on the top)
4. **Repeat step 3 for each grade tested at your school**, making sure to pack materials in the Return Carton(s) specified for that grade.

5. **Fill any empty spaces at the tops of the cartons with crumpled paper to keep items from shifting during shipping.** Do not use plastic peanuts or shredded paper.

6. **Before sealing your cartons, verify that all scorable materials have been packed in the cartons.**

7. **Use heavy-duty packing tape to seal carton seams using the H-taping method** (see diagram).

8. **Record the UPS tracking numbers from the labels already affixed to the scorable cartons you are returning, and retain this list in your school files.**

   You will need the tracking numbers when scheduling your pickups. Each tracking number is located in the center of the RS label and begins with “1Z 0W8.” A sample RS label is provided in Appendix E.

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**Packing Diagram for SCORABLE Materials Return Shipment**

Each grade’s materials must be returned in separate grade-specific cartons.

- **Packing Diagram for Grade 3**
  - Void Envelope containing void test & answer booklets
  - Special Handling Envelope(s) containing large-print test & answer booklets (with corresponding transcribed standard test & answer booklets) and standard test & answer booklets with typed responses
  - Return Envelope(s) containing scorable test & answer booklets

- **Packing Diagram for Each Grade, Grades 4 and Above**
  - Void Envelope containing void answer booklets
  - Special Handling Envelope(s) containing large-print answer booklets (with corresponding transcribed standard answer booklets) and standard answer booklets with typed responses
  - Return Envelope(s) containing scorable answer booklets
Return March–April Test Materials

E. Pack the Nonscorable March–April Test Materials

1. Locate the original shipping carton(s) in which you received your test materials.

2. Using the diagram on the following page and the list below, pack the nonscorable test materials. Start by packing the materials for the highest grade on the bottom of the first carton, and continue by packing materials sequentially for each lower grade. You may pack multiple grades in a carton. For example, pack all materials listed below for grade 8, followed by all materials for grade 7, followed by all materials for grade 6, and so on. Pack the Materials Summary(ies) for all grades together on the top of the last carton (for a list of materials specific to grade 3, see the packing diagram).

   - unused answer booklets for the highest grade tested at your school (on the bottom of the first carton)
   - used, unused, and void standard test booklets
   - used, unused, and void large-print test booklets, if any
   - used and unused Braille test booklets and Braille Administrator’s Copies, if any
   - Kurzweil 3000 CDs, if any
   - accommodation materials, if any (e.g., graphic organizers [including any of the pre-approved graphic organizers posted on the Department’s website], templates, checklists, individualized reference sheets, typed response drafts)
   - unused Student ID Labels, if any
   - unused Return, Special Handling, and Void Envelopes
   - unused UPS labels (Note: Make sure to save a label for each carton of nonscorable materials you are returning.)
   - unused scorable Return Cartons
   - unused large-print answer booklets, if any
   - completed Materials Summary(ies) for all grades (at the top of the last carton)

3. Fill empty spaces at the tops of the cartons with crumpled paper to keep items from shifting during shipping.

4. Seal carton seams using the H-taping method shown on the previous page.

5. Affix one UPS RS label with Measured Progress listed in the “Ship to” section to the top of each carton.

   You may either remove the existing label from the carton or place the new label over it. UPS RS labels were included in your shipment of test materials (see Appendix E for a sample label).

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

6. Record the UPS tracking numbers from the labels on the nonscorable cartons you are returning, and retain the list for your school files.
Return March–April Test Materials

Packing Diagram for NONSCORABLE Materials Return Shipment
Nonscorable materials for multiple grades may be packed in the same carton.

Packing Diagram for Grade 3
- Completed Materials Summary
- Unused large-print test & answer booklets
- Unused scorable Return Cartons
- Unused UPS labels
- Unused Return, Special Handling, and Void Envelopes
- Unused Student ID Labels
- Accommodation materials
- Kurzweil 3000 CDs
- Used and unused Braille test & answer booklets and Braille Administrator’s Copies
- Unused standard test & answer booklets

Packing Diagram for Each Grade, Grades 4 and Above
- Completed Materials Summary(ies) for all grades
- Unused large-print answer booklets
- Unused scorable Return Cartons
- Unused UPS labels
- Unused Return, Special Handling, and Void Envelopes
- Unused Student ID Labels
- Accommodation materials
- Kurzweil 3000 CDs
- Used and unused Braille test booklets and Braille Administrator’s Copies
- Used, unused, and void large-print test booklets
- Used, unused, and void standard test booklets
- Unused answer booklets

If grade 3 materials are returned with other grades in the same shipment, pack the grade 3 Materials Summary with the Materials Summary(ies) for the other grades in the shipment, as shown in the diagram for grades 4 and above.
The Massachusetts Comprehensive Assessment System:
Principal’s Administration Manual, Spring 2015

F. Schedule and Confirm UPS Pickup of All March–April Test Materials

1. Schedule your school’s UPS pickup appointment. See page iii for deadline dates.

Do not take test materials to UPS yourself or otherwise remove materials from your school.

Do not schedule a separate pickup for each carton.

Complete the PCPA for each grade before scheduling your school’s UPS pickup. To request a pickup, first locate a UPS tracking number on one of the RS labels you are using, and have that number available when you go online to www.mcasservicecenter.com. Select MCAS from the menu, and then select UPS Pickup Request from the list of options. Follow the onscreen instructions to complete your request.

Requests for pickup on the following business day must be placed by 3:00 p.m. Requests for same-day pickup cannot be fulfilled. Requests made two or more days in advance also cannot be fulfilled.

If you have regularly scheduled UPS service, you may give your cartons to the UPS driver during normal pickup. If you do, call the MCAS Service Center at 800-737-5103 or email mcas@measuredprogress.org to report that the pickup has been made.

Do not leave secure MCAS materials unattended while awaiting UPS pickup. The principal is responsible for ensuring that test materials are kept in locked storage until they are given directly to the UPS driver.

2. Confirm that all scorable and nonscorable test materials are picked up by UPS.

Regardless of the shipment option you choose, all test materials must be returned no later than 5:00 p.m. on Wednesday, April 8.

Call the MCAS Service Center immediately at 800-737-5103 if your cartons are not picked up as scheduled. You may also want to use your UPS tracking numbers to confirm delivery of your return shipment to Measured Progress by calling the MCAS Service Center.

G. Next Steps

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

   - 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
   - packing slips from your school’s shipment
   - photocopy(ies) of Materials Summary(ies)
   - printout(s) of PCPA confirmation(s)
   - Test Materials Internal Tracking Forms
   - completed Student Responsibilities during MCAS Testing forms, if applicable, for grades 6–8 and 10
   - documentation for absences due to medical reasons, if applicable
Return March–April Test Materials

- documentation for students who were removed from or added to the school’s enrollment during the testing window
- signed nonparticipation forms, if applicable for high schools
- UPS tracking numbers used
- printout of UPS pickup request
- approved Request for Permission to Test a Student in an Alternate Setting forms, if applicable
- approved MCAS Accommodation 20 Cover Sheet(s), if applicable
- written approval to use accommodation 25 or 32, if applicable
- record of test administrators and their students for each session, including make-up and test completion sessions
- completed MCAS Nondisclosure Agreements from test administrators for students with disabilities using certain accommodations
- completed Student Accommodation Refusal forms, if applicable
- accommodations lists/spreadsheets, if applicable

2. **Recycle or discard the following materials:**
   - *Test Administrator’s Manuals*
   - practice tests
   - unused nonscorable return cartons

3. **Ask the district SIMS contact to include in the next SIMS submission any students for whom a 504 plan was developed because of a temporary disability, such as a broken arm.**

4. **Save this manual for the May–June test administrations.** You will not receive another PAM in the May–June shipment.

5. **High Schools: Order high school STE test materials between March 9 and 13 using the Enrollment Verification form posted at www.mcasservicecenter.com. Instructions will be posted at www.doe.mass.edu/mcas and faxed to high school principals in early March. A response will be required from each high school.**
Part VI

Tasks to Complete for the May–June Test Administrations
Tasks to Complete for the May–June Test Administrations

A. Prepare for Test Administration

Use the following list of tasks to help you keep track of your responsibilities during MCAS testing. Note that some items on the list apply only to specific tests or grades.

1. Develop a plan for maintaining test security at your school.
   - Review MCAS Test Security Requirements (see Part I).
   - If you have not already done so, review your school’s plans for maintaining test security with your superintendent.
   - Establish a document tracking system (see Appendix E for a sample internal tracking form).
   - Designate a central locked facility for secure storage of test materials.
   - Before the training session, distribute TAMs to test administrators and distribute a copy of the test security requirements (available at www.doe.mass.edu/mcas/testadmin) to all school personnel who have access to secure test materials.
     Individuals trained for March–April must be trained again for May–June (this can be a refresher training).
   - Document that test administrators and school personnel have received the documents (see Appendix E for a sample form).

2. Plan logistics for test administration at your school.
   - Identify all students who will be participating in each grade’s tests. See Part II for information about student participation requirements as well as guidelines for students in grades 11 and 12 who are eligible and may want to participate. In addition, high school principals should consult the lists of students who are required to participate in spring MCAS testing by reviewing the following:
     - Student CD Roster – report “PE618” in Edwin Analytics in the MassEdu Gateway (formerly known as the Department’s Security Portal)
     - list of students required to participate in the grade 10 Mathematics and high school STE tests (posted in February to the MassEdu Gateway in DropBox Central in the MCAS folder)
   - Authorize individuals to serve as test administrators and other school personnel to have access to secure materials, and designate appropriate testing spaces.
   - Assign students and testing locations to test administrators.
   - For school files, prepare a record of test administrators and their students for each session.
   - Schedule test administration sessions. Remember that the high school tests have prescribed dates. Schools are encouraged to set schedules for grades 3–8 to take advantage of the early return shipping option.
   - Train test administrators (see list of topics on pages 29–32), and train all school personnel authorized to have access to secure materials in test security requirements.
   - Meet with students (see list of topics on pages 32–34).
   - Review data before the district submits the June SIMS report (students’ names, demographic information, grade levels) and confirm each student has a SASID.
Tasks to Complete for the May–June Test Administrations

3. Verify receipt of test materials immediately upon their delivery to your school.

Materials for grades 3–8 will arrive on April 27. Each grade’s materials are shipped separately. Materials for grade 10 Mathematics will arrive on April 28. Materials for high school STE will arrive on May 19. Each high school STE subject’s materials are shipped separately. Call the MCAS Service Center if you do not receive materials by the specified dates.

4. Using your Materials Summary, inventory test materials immediately and completely upon receipt.

To inventory test materials, complete the “Qty Received” column of the Materials Summary for each grade (or subject, for high schools) according to the “Before Testing” directions on the form. High schools may have up to five Materials Summaries, if materials were ordered for all available tests.

Shrink-wrapped materials must remain unopened until the time specified either in this manual or in the TAMs. Therefore, to inventory your materials, count the spines of the booklets in each shrink-wrapped package. However, shrink-wrapped packages of tool kits and reference sheets may be opened upon receipt, provided that materials are inventoried and stored according to instructions below.

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

5. Optional: Punch out tool kit pieces for grades 3 and 4.

Tool kits may be punched out by school personnel or by students. Tool kit pieces may be stored in envelopes to distribute to students.

6. Store materials in the secure, locked storage area that you previously designated.

Retain all original shipping cartons for the return of test materials following testing.

7. No later than the dates on pages iv–v, complete the “Materials Received” section of the PCPA for each grade (or subject, for high schools) tested at your school, and report packing discrepancies, if applicable.

To access the PCPA, the principal must go online to www.mcasservicecenter.com (the form may NOT be completed by a designee), select MCAS from the menu, and then select Principal’s Certification from the list of options. Follow the onscreen instructions to certify counts of materials received, and report discrepancies in quantities of materials. (You will not be able to print out this part of the PCPA; you will be asked to do so after testing.)

8. Only if applicable, order additional materials by the deadlines on pages iv–v.

Locate your MP Ship Code on the Materials Summary, and have the code available when you go online to order additional materials at www.mcasservicecenter.com. Follow the onscreen instructions to place your order. Materials ordered online will be shipped for receipt on the following business day if the order is received before 12:00 p.m.; orders received after 12:00 p.m. will be shipped for receipt on the second business day. Packing discrepancies in additional orders must be reported within two business days of receipt of the order.
9. **Identify and prepare for students with disabilities who require accommodations for testing.**

   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 accommodations (accommodation number and a brief description).

   See Appendix B for more information. For a student with a disability such as a broken bone or fracture in his or her writing hand or arm, the development of a 504 plan must be initiated, even if the disability is expected to be temporary.

   Test administrators for students with disabilities using certain accommodations must sign an MCAS Nondisclosure Agreement prior to reviewing secure test materials, even if they signed a form for March–April. Principals must keep signed agreements in the school files for three years. See Appendix B for more information about which test administrators this requirement applies to, and see Appendix E for the MCAS Nondisclosure Agreement.

10. **Gather school-supplied testing materials.**

    - Collect #2 pencils to provide to any student who does not bring one.
    - Collect calculators to provide to students taking Session 2 of the grade 7, 8, or 10 Mathematics tests, and to students taking the high school Chemistry, Introductory Physics, and Technology/Engineering tests. Students may bring their own calculator for the Biology test, but a calculator is not needed for that test.
    - Approve bilingual word-to-word dictionaries and glossaries for current and former ELL students.

11. **Verify that prohibited materials have been covered or removed from each testing space.**

12. **Apply Student ID Labels to answer booklets (see page 35) if school personnel will be applying labels before testing.**

   Principals may open the shrink-wrapped packages of answer booklets prior to testing for the sole purpose of applying Student ID Labels to front covers.

   The Department strongly recommends that Student ID Labels for grade 3 be applied to test & answer booklets the day of testing, but elementary school principals may open the shrink-wrapped packages of test & answer booklets one day prior to testing for this sole purpose. Test & answer booklets must then be sealed in envelopes (supplied by the school) and the inventory documented on the envelopes immediately after labels are applied. Envelopes may not be reopened until immediately before testing. Remember that all test security requirements (see Part I) must be followed.

13. **Optional: Print practice tests if they will be administered at the school** (available at www.doe.mass.edu/mcas/testadmin).

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

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

   Prepare to distribute student questionnaires (grades 8 and 10 only).
Tasks to Complete for the May–June Test Administrations

B. Coordinate Test Administration

1. Using your document tracking system, distribute test materials.
   Immediately before test administration, distribute the necessary test materials for that day to each test administrator. See the TAMs for the specific list of test materials necessary for each test. If a test must be administered on a prescribed date (e.g., grade 10 Mathematics Session 1 must be administered on May 12), that date is printed on the front cover of the test booklet.

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

3. Monitor your school’s test administration.
   - Enforce test security requirements.
   - Have #2 pencils available for students who do not bring them.
   - Have calculators available for students taking certain tests (see step 10 on the previous page).
   - Have printed copies of bilingual word-to-word dictionaries and glossaries available for current and former ELL students.
   - Ensure that your school’s document tracking system is used each time test materials are moved.
   - Collect lists of students who were not tested and schedule them for make-up testing.

4. Securely store test materials between sessions and after each day of testing.
   Use your document tracking system to verify that all test materials are secure between sessions and are returned to you each day after testing. Account for materials upon completion of testing each day.

5. After testing is completed, verify that ALL test materials have been returned to you.
   - The Department recommends two independent counts of test materials to verify that all materials have been returned to you.
   - Use your document tracking system to verify that test administrators have returned all test materials to you. You must be able to account for and return all secure materials that were shipped to you.
   - If necessary, investigate any discrepancies in the number of materials that were distributed to test administrators and the number returned to you. Schools that do not return materials according to instructions will be subject to the sanctions described in Part I.
   - If any answer booklets have become damaged or defective during testing, make sure that the “void answer booklet” circle is filled in on the outside back cover of each affected booklet, and that VOID is written in large letters across the front cover. If a student completed any work in an answer booklet that was later deemed void, his or her work must be transcribed verbatim into a replacement answer booklet.
   - If any test materials have become contaminated, call the MCAS Service Center for instructions.

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

Return May–June Test Materials
Return May–June Test Materials

Schools are encouraged to return materials as soon as testing is completed for each grade using return option 1 or 2 as described below.  
To facilitate this early return, an automatic UPS pickup on May 15 has been prescheduled for high schools to return grade 10 Mathematics materials. If your school does not choose to return grade 10 materials on this date, please contact the MCAS Service Center by May 14, 12:00 p.m., to cancel this appointment. Grades 3–8 schools must schedule a UPS pickup.

If all students are tested by May 14, schools are encouraged to use return option 1 (a complete early shipment).

If make-up testing is needed, schools are encouraged to use return option 2 (a partial early shipment) by returning a shipment of used standard answer booklets on May 15, retaining all other testing materials for make-up testing, and scheduling a pickup for these remaining materials as soon as testing is completed.

The following table shows the options for return and the corresponding instructions that should be followed.

<table>
<thead>
<tr>
<th>Return Option</th>
<th>Description</th>
<th>Deadline to Schedule Pickup</th>
<th>Deadline for Pickup</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Option 1: A complete early shipment</strong></td>
<td>Early pickup of all scorable and nonscorable materials</td>
<td>May 14 at 3:00 p.m. (n/a for grade 10; automatic pickup)</td>
<td>May 15</td>
<td>Follow instructions in section A</td>
</tr>
<tr>
<td><strong>Option 2: A partial early shipment</strong></td>
<td>Early pickup of used standard answer booklets for students who have completed testing by May 14 AND Pickup of all remaining scorable and nonscorable materials as soon as all testing has been completed</td>
<td>May 14 at 3:00 p.m. (n/a for grade 10; automatic pickup)</td>
<td>May 15</td>
<td>Follow instructions in section B</td>
</tr>
<tr>
<td><strong>Option 3: A regular shipment</strong></td>
<td>Pickup of all scorable and nonscorable materials as soon as all testing has been completed</td>
<td>May 20 at 3:00 p.m.</td>
<td>May 21</td>
<td>Follow instructions in section C and following</td>
</tr>
</tbody>
</table>

26 To return materials for high school STE tests, schools should follow the instructions in section C (a regular shipment).

27 Used answer booklets are those that have been assigned to a student (front cover completed or Student ID Label affixed) or used by a student during testing. A standard answer booklet is one that is not large-print or Braille.
Return May–June Test Materials

A. Option 1: A Complete Early Shipment
1. Follow the instructions in sections C–E to prepare and pack all test materials (scorable and nonscorable) for return.
2. Grades 3–8: Follow the instructions in section F to schedule and confirm UPS pickup of test materials (schedule pickup by May 14; pickup on May 15).

Grade 10: Give all cartons to the UPS driver who has been prescheduled to come to your school on May 15. Do not leave secure MCAS materials unattended while awaiting UPS pickup. The principal is responsible for ensuring that test materials are kept in locked storage until they are given directly to the UPS driver.
3. Follow the instructions in section G.

B. Option 2: A Partial Early Shipment
1. Follow steps 1–6 in section C.
2. On or before May 14: Record on the “Qty Returned” column of the Materials Summary the number of used standard answer booklets you are returning in your early shipment.
3. Pack used answer booklets for return.
   - Place used standard answer booklets in the Return Envelope marked with the corresponding grade.
   - Locate the prelabeled, folded Return Cartons you received in your school’s shipment of test materials. The labels on the Return Cartons are color-coded by grade. It is important that you pack the appropriate grade’s materials in its labeled carton.
   - Seal the Return Envelopes and pack them in the Return Cartons.
   - Fill any empty spaces at the top of the carton with crumpled paper to keep items from shifting during shipping. Do not use plastic peanuts or shredded paper.
   - Seal each packed carton using heavy-duty packing tape.
4. Record the UPS tracking numbers from the labels already affixed to the scorable cartons you are returning, and retain this list in your school files.

You will need the tracking numbers when scheduling pickups. Each tracking number is located in the center of the UPS RS label and begins with “1Z 0W8.” A sample RS label is provided in Appendix E.
5. Retain all remaining materials for make-up testing and later return, including the following:
   - Materials Summary
   - all test booklets
   - unused answer booklets
   - all other materials listed on pages 70–71 in section E

Remember that all test booklets (including Braille test booklets and large-print test booklets), Braille Administrator’s Copies, Kurzweil CDs, and answer booklets are secure materials and must be retained in locked storage.
Return May–June Test Materials

6. Grades 3–8: Follow the instructions in section F to schedule UPS pickup of test materials (schedule pickup by May 14; pickup on May 15).

   Grade 10: Give the carton(s) to the UPS driver who has been prescheduled to come to your school on May 15. Do not leave secure MCAS materials unattended while awaiting UPS pickup. The principal is responsible for ensuring that test materials are kept in locked storage until they are given directly to the UPS driver.

7. After make-up testing has been completed, follow steps 3–11 in section C to prepare your second return shipment. Make sure to add your counts from your early return of materials to your counts from your second return of materials when you complete the Materials Summary and the PCPA.

8. Follow the instructions in sections D–F to pack and schedule pickup of all remaining scorable and nonscorable materials.

9. Follow the instructions in section G.

C. Option 3: A Regular Shipment

1. Make sure that you have a used standard answer booklet assigned to the following students:
   - students who participated in one or more test sessions
   - students who were absent with medical documentation (documentation on file at the school) for one or more test sessions and did not make up the session(s) (See Appendix D for instructions.)
   - high school STE only: students in grades 9–12 who participated in one or both STE test sessions (See pages 14–15 for participation requirements.)
   - high school STE only: students who were scheduled to participate but were absent with medical documentation for one or both STE test sessions and did not make up the session(s)

2. Do NOT submit an answer booklet assigned to the following students:
   - students who were absent without medical documentation for all test sessions in the answer booklet (See Appendix D for instructions.)
   - students who transferred into or out of your school during the testing window and who did not participate in any test sessions in the answer booklet
   - students who participated in the MCAS-Alt for every subject in the answer booklet (Note: An MCAS-Alt SIB must instead be submitted for each student who participates in the MCAS-Alt.)
   - students in a DYS facility or 45-day placement who were removed from your school’s enrollment and did not participate in any test sessions in the answer booklet
   - students who are repeating grade 10 and did not participate in the grade 10 Mathematics test because they participated in spring 2014
   - high school STE only: students who are repeating grade 10 and did not participate in an STE test because they already earned their CD in STE

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28 Used answer booklets are those that have been assigned to a student (front cover completed and/or Student ID Label affixed) or used by a student during testing. A standard booklet is one that is not large-print or Braille.
Return May–June Test Materials

3. If applicable, verify that responses are transcribed completely and accurately into standard answer booklets for the following:
   • students who had void answer booklets
   • students who took the Braille edition of the test (accommodation 12) who are not submitting typed responses
   • students who used large-print answer booklets (accommodation 11)
   • students in grade 4 or above who recorded their answers directly in their test booklets (accommodation 24)
   • students who wrote part of their response to a test question in their answer booklet and typed part of their response to the same test question (For accommodation 23, a student’s response to any single question must be submitted only one way, i.e., all typed or all written.)

All answers must be transcribed verbatim into the student’s standard answer booklet in order for the student to receive credit for his or her work.

4. If applicable, verify that each typed response from a student with a disability using accommodation 23 has been inserted inside the front cover of the student’s answer booklet.

All answers must be submitted appropriately in order for the student to receive credit for his or her work (see Appendix C for instructions).

5. Complete student information on answer booklets (see Appendix D for instructions and Appendix E for sample covers).
   • Verify that SASIDs and dates of birth have been entered correctly on answer booklets for all students who do not have Student ID Labels.
   • Complete confidential student information on the inside and outside back covers of answer booklets.

6. Count the number of used standard answer booklets you are returning, separately for each grade (or subject, for high schools).
   In your counts, make sure to include the following answer booklets:
   • standard answer booklets containing typed responses (See Appendix C.)
   • standard answer booklets in which responses have been transcribed (See step 3.)

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

7. Separately for each grade (or subject, for high schools), count the following materials you are returning:
   • void answer booklets
   • unused answer booklets
   • test booklets

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29 High schools will have separate counts for Biology, Chemistry, Introductory Physics, and Technology/Engineering.
8. Using your counts from steps 6 and 7, complete the “Qty Returned” column of the Materials Summary for each grade (or subject, for high schools). Record on the Materials Summary the quantities of test booklets and answer booklets being returned according to the “After Testing” instructions on the form. All test booklets, including Braille test booklets and large-print test booklets, are secure materials and must be returned. Make a copy of the completed form(s) for your records.

You will need to use the information from your completed Materials Summary when you go online to complete the PCPA.

9. Go online to complete sections 3 and 4 of the PCPA for each grade (or subject, for high schools) tested at your school by the dates shown on pages iv–v. To access the PCPA, the principal must go online to www.mcasservicecenter.com (the form may NOT be completed by a designee), select MCAS from the menu, and then select Principal’s Certification from the list of options.

Follow the onscreen instructions to provide information regarding the number of materials being returned and to certify that your school followed test security requirements. Then provide your “signature” (exactly as the name appears in the Department’s School/District Profiles [profiles.doe.mass.edu]). If you are signing as an interim principal or co-principal, please indicate this by writing “interim” or “co-principal” after your name in the signature box. Print the confirmation and save it for your records.

10. Place special materials in the appropriate envelopes.

   • Place the materials listed below in the Special Handling Envelope for each grade. (Exception: Place all answer booklets for high school STE subjects in the same Special Handling Envelope.) Even though grades 5 and 8 have separate answer booklets for Mathematics and STE, booklets for the same grade are placed together in the same Special Handling Envelope.
     o used large-print answer booklets (folded in half) with corresponding transcribed standard answer booklets
     o standard answer booklets containing typed responses

   • Place void answer booklets in the Void Envelope for each grade. (Exception: Place all void answer booklets for high school STE subjects in the same Void Envelope.) Void booklets will not be scored. Even though grades 5 and 8 have separate answer booklets for Mathematics and STE, booklets for the same grade are placed together in the same Void Envelope.

11. Place remaining used standard answer booklets in the Return Envelope marked with the corresponding grade and subject. High schools will have separate Return Envelopes for each subject: Mathematics, Biology, Chemistry, Introductory Physics, and Technology/Engineering. Even though grades 5 and 8 have separate answer booklets for Mathematics and STE, booklets for the same grade are placed together in the same Return Envelope.
D. Pack the Scorable May–June Test Materials

1. Make sure that all the envelopes being used (Special Handling, Void, and Return) are sealed.

2. Locate the prelabeled, folded Return Cartons you received in your school’s shipment of test materials. Schools administering grades 3–8 tests will have Return Cartons for each grade. High schools will have separate Return Cartons for Mathematics and high school STE. It is important that you pack materials in the correct carton.

   All high school STE shipments will contain generic Return Cartons labeled “High School Science and Technology/Engineering.” All four high school STE envelopes can be returned together in one combined high school STE Return Carton.

3. Using the diagram on the next page as a guide, pack scorable materials in the Return Carton(s) for that grade or subject in the following order:
   - Return Envelope(s) (on the bottom)
   - Special Handling Envelope(s)
   - Void Envelope(s) (on the top)

4. Repeat step 3 for each grade tested at your school, making sure to pack materials in the Return Carton(s) specified for that grade or subject.

5. Fill any empty spaces at the tops of the cartons with crumpled paper to keep items from shifting during shipping. Do not use plastic peanuts or shredded paper.

6. Before sealing your cartons, verify that all scorable materials have been packed in the cartons.

7. Use heavy-duty packing tape to seal carton seams using the H-taping method (see diagram).

8. Record the UPS tracking numbers from the labels already affixed to the scorable cartons you are returning, and retain this list in your school files.

   You will need the tracking numbers when scheduling your pickups. Each tracking number is located in the center of the RS label and begins with “1Z 0W8.” A sample RS label is provided in Appendix E.
E. Pack the Nonscorable May–June Test Materials

1. Locate the original shipping carton(s) in which you received your test materials.

2. Using the diagram on page 72 and the list below, pack the nonscorable test materials. Start by packing the materials for the highest grade on the bottom of the first carton, and continue by packing materials sequentially for each lower grade. You may pack multiple grades in a carton. For example, pack all materials listed below for grade 8, followed by all materials for grade 7, followed by all materials for grade 6, and so on. Pack the Materials Summary(ies) for all grades together on the top of the last carton (for a list of materials specific to grade 3, see the packing diagram). For high schools, all STE booklets may be combined in the same carton(s).

- unused answer booklets for the highest grade tested at your school (on the bottom of the first carton)
- used, unused, and void standard test booklets
- used, unused, and void large-print test booklets, if any
- used and unused Braille test booklets and Braille Administrator’s Copies, if any
- Kurzweil 3000 CDs or ASL DVDs, if any
- accommodation materials, if any (e.g., graphic organizers [including any of the pre-approved graphic organizers posted on the Department’s website], templates, checklists, individualized reference sheets, typed response drafts)
- unused Student ID Labels, if any
- unused Return, Special Handling, and Void Envelopes
- unused UPS labels (Note: Make sure to save a label for each carton of nonscorable materials you are returning.)
Return May–June Test Materials

- unused scorable Return Cartons
- unused large-print answer booklets, if any
- completed Materials Summary(ies) for all grades (at the top of the last carton)

3. Fill empty spaces at the tops of the cartons with crumpled paper to keep items from shifting during shipping.

4. Seal carton seams using the H-taping method shown on page 69.

5. Affix one RS label with Measured Progress listed in the “Ship to” section to the top of each carton.
   
   You may either remove the existing label from the carton or place the new label over it. UPS RS labels were included in your shipment of test materials (see Appendix E for a sample label).
   
   If you need more labels, call the MCAS Service Center. UPS RS labels may not be photocopied.

6. Record the UPS tracking numbers from the labels on the nonscorable cartons you are returning, and retain the list in your school files.
Return May–June Test Materials

Packing Diagram for NONSCORABLE Materials Return Shipment

- For grades 3–8, nonscorable materials for multiple grades/subjects may be packed in the same carton.
- For high schools, all STE booklets may be combined in the same carton(s).

### Packing Diagram for Grade 3

- Completed Materials Summary
- Unused large-print test & answer booklets
- Unused scorables
- Unused return, special handling, and void envelopes
- Unused UPS labels
- Used and unused Braille test & answer booklets and Braille administrator’s copies
- Unused standard test & answer booklets

### Packing Diagram for Each Grade, Grades 4 and Above

- Completed Materials Summary(ies) for all grades
- Unused large-print answer booklets
- Unused scorables
- Unused return, special handling, and void envelopes
- Unused UPS labels
- Used, unused, and void large-print test booklets
- Used, unused, and void standard test booklets
- Unused answer booklets

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30 If grade 3 materials are returned with other grades in the same shipment, pack the grade 3 Materials Summary with the Materials Summary(ies) for the other grades in the shipment, as shown in the diagram for grades 4 and above.
Return May–June Test Materials

F. Schedule and Confirm UPS Pickup of All May–June Test Materials

1. **Schedule your school’s UPS pickup appointment.** See page iv for deadline dates for grades 3–8 and 10. For high school STE, schedule your pickup by June 8, and materials must be picked up no later than June 9.

Do not take test materials to UPS yourself or otherwise remove materials from your school.

Do not schedule a separate pickup for each carton.

Complete the PCPA for each grade (or subject, for high schools) before scheduling the school’s UPS pickup. To request a pickup, first locate a UPS tracking number on one of the RS labels you are using, and have that number available when you go online to www.mcasservicecenter.com. Select **MCAS** from the menu, and then select **UPS Pickup Request** from the list of options. Follow the onscreen instructions to complete your request.

Requests for pickup on the following business day must be placed by 3:00 p.m. Requests for same-day pickup cannot be fulfilled. Requests made two or more days in advance also cannot be fulfilled.

If you have regularly scheduled UPS service, you may give your cartons to the UPS driver during normal pickup. If you do, call the MCAS Service Center at 800-737-5103 or email mcas@measuredprogress.org to report that the pickup has been made.

2. **Confirm that all scorable and nonscorable test materials are picked up by UPS.**

Regardless of the shipment option you choose, all test materials must be returned no later than 5:00 p.m. on May 21 for grades 3–8 and grade 10 Mathematics and no later than 5:00 p.m. on June 9 for high school STE.

Call the MCAS Service Center immediately at 800-737-5103 if your cartons are not picked up as scheduled. You may also want to use your UPS tracking numbers to confirm delivery of your return shipment to Measured Progress by calling the MCAS Service Center.

G. Next Steps

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

   - 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
   - packing slips from your school’s shipment
   - photocopy(ies) of Materials Summary(ies)
   - printout of PCPA confirmation(s)
   - Test Materials Internal Tracking Forms
Return May–June Test Materials

• completed Student Responsibilities during MCAS Testing forms, if applicable, for students in grade 9 participating in a high school STE test and students in grades 6–8 and 10 who did not complete one in March
• documentation for absences due to medical reasons, if applicable
• documentation for students who were removed from or added to the school’s enrollment during the testing window
• signed nonparticipation forms, if applicable for high schools
• UPS tracking numbers used
• printout of UPS pickup request
• approved Request for Permission to Test a Student in an Alternate Setting forms, if applicable
• approved MCAS Accommodation 20 Cover Sheet(s), if applicable
• written approval to use accommodation 25 or 32, if applicable
• approved Request for Permission to Test an Adult with Accommodations form(s), if applicable for high schools
• record of test administrators and their students for each session, including make-up and test completion sessions
• completed MCAS Nondisclosure Agreements from test administrators for students with disabilities using certain accommodations
• completed Student Accommodation Refusal forms, if applicable
• accommodations lists/spreadsheets, if applicable

2. Recycle or discard the following materials:
   • Principal’s Administration Manual
   • Test Administrator’s Manuals
   • practice tests
   • tool kits
   • Mathematics reference sheets
   • Chemistry formula sheets/Periodic Table of the Elements
   • Physics formula sheets
   • Technology/Engineering formula sheets
   • student questionnaires
   • unused nonscorable return cartons

3. You may keep MCAS rulers for future classroom use; these materials may not be used for future MCAS testing.

4. Ask the district SIMS contact to include in the next SIMS submission any students for whom a 504 plan was developed because of a temporary disability, such as a broken arm.
Appendix A

Procedures for Testing English Language Learner Students
Appendix A—Procedures for Testing ELL Students

State and federal laws require that ELL students participate in statewide testing. Massachusetts students will meet the testing requirements by participating in both the MCAS and ACCESS for ELLs tests.

A. Definition of an ELL Student

An ELL student is defined by the Department as “a student whose first language is a language other than English and who is unable to perform ordinary classroom work in English.” The terms “ELL” and “LEP” are used interchangeably.

When a student has been evaluated by the school district and meets the above criteria, he or she is considered an English language learner regardless of whether the student’s parent or guardian “opts out” of a program of language support or services. ELL students are required to participate in statewide tests according to the guidelines provided in this appendix.

B. Identification and Reporting of ELL Students

Districts are required to have a procedure in place to evaluate the English proficiency of all students whose home language is not English to determine whether they are ELLs. Students must be evaluated in the areas of reading, writing, listening, and speaking (603 CMR 14.02).

In addition, districts must have a procedure in place for determining when a student is no longer an ELL.

Questions regarding the identification screening, placement, and initial assessment of ELL students should be directed to the Office of English Language Acquisition and Academic Achievement at 781-338-3584 or via email at ell@doe.mass.edu.

The Department uses data submitted by districts in SIMS as the source for student information when reporting results for assessment and accountability purposes. Because of this, districts must report a student’s ELL (LEP) status in SIMS in October, March, and June and remove the designation when the student is no longer identified as an ELL. The status in SIMS for ELL students is LEP (limited English proficient).

Questions about SIMS data should be directed to the district’s SIMS contact (see page ii for instructions for finding your district’s contact).

C. Assigning Testing Spaces for ELL Students

The principal or designee is responsible for assigning appropriate testing spaces for students. Generally, this means testing students in their regular classrooms. However, the principal has the authority to test ELL students in appropriate groups and in testing spaces other than classrooms, as long as all requirements for testing conditions are met as set forth in the Part III of this manual. (Do not fill in the circle on a student’s answer booklet for the accommodation of a small group administration unless the student has it in his or her IEP or 504 plan.)
Appendix A—Procedures for Testing ELL Students

D. Participation Requirements

MCAS Participation Requirements

ELL 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 ELL students who enrolled in U.S. schools after the March 2014 SIMS submission. Schools have the option of administering ELA tests to first-year ELL students, but they are not required to do so. First-year ELL students must participate in MCAS Mathematics and STE tests although results will be reported only for diagnostic purposes. Their results are not included in school and district accountability calculations.

ELL Participation Requirements for Spring 2015 MCAS Tests

<table>
<thead>
<tr>
<th>Subject Area of Test</th>
<th>ELA</th>
<th>Mathematics</th>
<th>STE</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Year ELL Students*</td>
<td>Optional**</td>
<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td>All Other Students</td>
<td>Required</td>
<td>Required</td>
<td>Required</td>
</tr>
</tbody>
</table>

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

** ELA testing is optional. However, all ELL students must participate in ACCESS for ELLs testing.

MCAS Test Administration Guidelines

If an ELL student does not seem to be responding to test questions, the test administrator may ask the student if he or she is finished. If so, the test administrator may collect materials and have the student sit quietly.

English/Spanish MCAS Grade 10 Mathematics Test

1. Eligibility

Spanish-speaking ELL students who have been enrolled in U.S. schools for fewer than three years may choose to take the English/Spanish edition of the grade 10 Mathematics test if they can read and write in Spanish at or near grade level. Students who are eligible to take the English/Spanish MCAS grade 10 Mathematics test take the test during the same time period in which the English edition of the test is administered.

2. English/Spanish Test Materials

English/Spanish test booklets are issued in side-by-side English/Spanish 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.

Spanish answer booklets (in which students mark their answers) and the reference materials issued to students for use during MCAS grade 10 Mathematics test sessions are not presented in bilingual format.

English/Spanish editions are available for the grade 10 Mathematics test and high school Mathematics retests only.

31 The participation of all grade 9 students in high school STE testing is optional; see pages 14–15 for more information about participation guidelines for the high school STE tests.
Appendix A—Procedures for Testing ELL Students

3. English/Spanish Test Administration Guidelines

Guidelines for administering the English/Spanish MCAS grade 10 Mathematics test are provided in Appendix A of the Test Administrator’s Manual: High School, May–June 2015. 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. In order to administer the English/Spanish grade 10 Mathematics test, authorized test administrators must be fluent in both Spanish and English.

Foreign Exchange Students

Foreign exchange students who are coded as #11 under “Reason for Enrollment” in SIMS are not required to participate in MCAS tests.

ACCESS for ELLs

All ELL students are required to participate in ACCESS for ELLs testing to comply with federal and state laws. For more information, refer to the Department’s website at www.doe.mass.edu/mcas/access.

E. MCAS Participation Requirements for ELL Students with Disabilities

ELL students with disabilities must participate in MCAS by taking either

• the MCAS test(s) with or without accommodations

OR

• the MCAS Alternate Assessment (MCAS-Alt).

The ELL student’s IEP or 504 plan must indicate how the student will participate in MCAS testing. Additional information is available in the Requirements for the Participation of Students with Disabilities in MCAS (2014–2015 Update), which is posted on the Department’s website at www.doe.mass.edu/mcas/participation/sped.pdf.

F. Use of Bilingual Word-to-Word Dictionaries and Glossaries by ELL Students on MCAS Tests

ELL students, including those who have been identified as ELL 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 use for MCAS tests is strictly limited to those that provide word-to-word translations. Dictionaries that include definitions, synonyms, antonyms, phrases, and other information are prohibited. Electronic dictionaries are also not allowed.

A list of authorized bilingual dictionaries and glossaries, updated in 2014, is available on the Department’s website at www.doe.mass.edu/mcas/participation/?section=ell. To discuss the approval of a word-to-word dictionary not included in the list, please call 781-338-3625.
G. Reporting Results for ELL Students

**MCAS**

Results for ELL students are reported with those of other students, and separately in the ELL/Former ELL and high-needs subgroups. The one exception is the reporting of results for first-year ELL students, as shown in the table below. In reporting results for school and district accountability, scores for ELL students with disabilities are included in subgroups: students with disabilities, ELL students, and high-needs.

### State and Federal Accountability Reporting for First-Year ELL Students

<table>
<thead>
<tr>
<th>Test Type</th>
<th>How Results Are Reported for MCAS Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA (Testing optional)</strong></td>
<td>Student item analysis roster report (if tested)</td>
</tr>
<tr>
<td><strong>Mathematics (Testing required)</strong></td>
<td>Student item analysis roster report</td>
</tr>
<tr>
<td><strong>STE (Testing required)</strong></td>
<td>Student item analysis roster report</td>
</tr>
</tbody>
</table>

#### Participation for Accountability

- **Counted as participating** whether tested or not, provided that the student participated in ACCESS for ELLs
- **Counted as participating** if tested

#### Achievement and Growth for Accountability

- Not included in state and federal accountability calculations
- Not included in state and federal accountability calculations
- Not included in state and federal accountability calculations

**ACCESS for ELLs**

ELL students who are required to participate in ACCESS for ELLs testing, but do not participate, will be reported as nonparticipants for ELA in MCAS accountability reporting, even if they participate in ELA testing. For the ACCESS for ELLs participation requirements, see www.doe.mass.edu/mcas/participation/?section=ell.

H. CD Requirements Related to ELL Students

All Massachusetts students, including ELL students, are required to meet the CD standard in ELA, mathematics, and STE, in order to be eligible for a diploma in Massachusetts (see pages 11 and 12).

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

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32 The participation of grade 9 students in high school STE testing is optional; see pages 14–15 for more information about participation guidelines for the high school STE tests.
Appendix A—Procedures for Testing ELL Students

Since the CD requirement may present a challenge for ELL students who have recently enrolled in a U.S. school, some ELL 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 (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.

I. Recording on the Answer Booklet the Status of LEP Students in Their First Year of Enrollment in U.S. Schools

The principal or designee must fill in the “LEP Status: First Year of Enrollment in U.S. Schools” circle on the inside back cover of an answer booklet for each ELL student reported in SIMS as a first-year LEP student. See Appendix D of this manual for further information on completing the back covers of answer booklets.
Appendix B

Procedures for Testing Students with Disabilities
Appendix B—Procedures for Testing Students with Disabilities

1. Participation of Students with Disabilities in MCAS

A. Definition of a Student with a Disability
For the purposes of MCAS, a student with a disability is defined as a student with an approved IEP provided under the Individuals with Disabilities Education Act of 2004 and Massachusetts General Law, Chapter 71B, or a plan provided under Section 504 of the Rehabilitation Act of 1973.

B. CD Requirements Related to Students with Disabilities
In order to graduate from high school, all students who are educated with Massachusetts public funds, including students with disabilities, are required to meet the CD standard in ELA, mathematics, and STE, as well as meet all local graduation requirements (see pages 11 and 12). A small number of students with disabilities are able to meet the CD requirement in one or more of the required subject areas through participation in MCAS-Alt. In order to earn a CD through participation in MCAS-Alt, a student must submit a portfolio that

- demonstrates knowledge and skills at grade-level expectations for a student in grade 10;
- demonstrates evidence of the student’s thinking and problem-solving skills; and
- demonstrates accurate and independent performance on the work samples that address all required learning standards and strands in the subject being assessed, as described in the Educator’s Manual for MCAS-Alt, available at www.doe.mass.edu/mcas/alt/resources.html.

C. English Language Learner Students with Disabilities
ELL students with disabilities are entitled to receive test accommodations or to participate in the MCAS-Alt, as determined by their IEP or 504 teams. See Appendix A for more information about the participation of ELL students.

D. Students Diagnosed with Concussions
The Department has issued guidelines, including MCAS testing policies, for students who are returning to programs of instruction after being diagnosed with concussions, based on state regulations (see pages 16–17 for more information).

E. Determining How Students with Disabilities Will Participate in MCAS
During its annual meeting, a student’s IEP or 504 team must determine how the student will participate in MCAS for each subject scheduled for assessment. This information, including any accommodations that a student will use, must be documented in the student’s approved IEP or his or her 504 plan. Guidelines for making participation decisions for individual students appear in Requirements for the Participation of Students with Disabilities in MCAS, which is available at www.doe.mass.edu/mcas/participation/?section=sped.

2. Test Administrators for Students with Disabilities Using Certain Accommodations
Test administrators for students with disabilities using accommodations 11, 12, 14, 16, 17, 19, 23, 24, 26, 27, and 29 must sign an MCAS Nondisclosure Agreement (see Appendix E) prior to reviewing secure test materials. Principals must keep signed agreements in the school files for three years.

The accommodations are described in section 3 on the following page.
3. MCAS Test Accommodations

A. Definition and Purpose of Test Accommodations

A test accommodation is a change in the way a test is administered or in the way a student responds to test questions. Similar to instructional accommodations, test accommodations are intended to offset the effects of the disability and to provide students with the opportunity to demonstrate knowledge and skills on statewide assessments.

B. Eligibility for Test Accommodations

**ELIGIBLE: students with disabilities served by an approved IEP or a 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. The IEP must be signed by the parent/guardian before an accommodation may be given. A student’s 504 plan must be in place; however, in cases where 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 a student may be provided the accommodation(s).

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

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

C. General Requirements for the 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:

1. The student **has a disability** (nondisabled students may not use test accommodations) that is **documented** in an IEP or a 504 plan.
   
   **AND**

2. The **accommodation is clearly described** on the State or District-Wide Assessment page of the student’s IEP, and the IEP has been signed by the student’s parent(s)/guardian(s) prior to the date of test administration, or the accommodation is listed as an MCAS accommodation in a 504 plan developed for the student.
   
   **AND**

3. 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. However, use of an accommodation during instruction does not necessarily qualify a student to receive the same accommodation during MCAS testing; for example, the student must meet additional eligibility requirements to receive a **nonstandard** accommodation on an MCAS test.
   
   **AND**

4. The student **requires the accommodation** in order to participate in MCAS testing.
   
   **AND**

5. The **accommodation is listed as an approved accommodation** in this appendix (or, prior to testing, the district or school has consulted with the Department and received permission to use an accommodation not included in this appendix).
Appendix B—Procedures for Testing Students with Disabilities

AND

6. If a nonstandard accommodation will be provided, the student meets all of the eligibility criteria for that accommodation listed in section J of this appendix.

IEP teams must reconvene annually in order to determine which accommodations are needed and to document any changes to accommodations. If the IEP or 504 team believes that a test accommodation listed in the student’s IEP or 504 plan should be removed because it is no longer necessary and appropriate for the student, the team must amend the plan accordingly prior to testing. In the case of an IEP, the amended plan must be signed by the student’s parent/guardian before any changes can be implemented.

It is acceptable for teams to list an accommodation in the plan with the notation “as requested by the student,” signifying that the student may require the accommodation only periodically during testing; for example, a student who tires easily may need a scribe only during the latter part of a test session.

Accommodations may not

- alter, explain, simplify, paraphrase, or eliminate any test question, reading passage, writing prompt, or multiple-choice answer option;
- provide verbal or other clues or suggestions that hint at or give away the correct response to the student;
- contradict test administration requirements or result in the violation of test security; for example,
  - test questions may not be modified, reordered, or reformatted in any way for any student;
  - tests may not be photocopied, enlarged, altered, or duplicated;
  - English-language dictionaries are not allowed for any student on any test except the ELA Composition test.

If the above conditions have been met and the IEP or 504 team determines an accommodation is necessary, the accommodation(s) must be listed on the State or District-Wide Assessment page of an approved IEP or as a designated accommodation for MCAS testing in the 504 plan and 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.

If a student refuses an accommodation listed in his or her plan, the accommodation must be offered and remain available to the student during testing. The school may want to document in writing that the student refused the accommodation and keep this documentation on file at the school (see sample form in Appendix E). Students should never be asked to sign an agreement waiving their right to receive an accommodation.

Accommodations used by the student must be indicated on the student’s answer booklet according to instructions in Appendix D.

Reporting an Irregularity during MCAS Testing

In the event that a student was provided a test accommodation that was not listed in an approved IEP or a 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.
Appendix B—Procedures for Testing Students with Disabilities

D. Definition of Standard Accommodations
For the purposes of MCAS, a **standard accommodation** is defined as a change in the routine conditions under which students take an MCAS test that does not alter what the test is intended to measure. Standard accommodations are grouped into the following four categories:

- changes in timing or scheduling of the test; for example, administering the test in short intervals or at a specific time of day
- changes in test setting; for example, administering the test in a small group or a separate setting
- changes in test presentation; for example, using a large-print or Braille edition of the test
- changes in how the student responds to test questions; for example, dictating responses to a scribe

A list of standard test accommodations can be found in section I.

E. Definition of Nonstandard Accommodations
For MCAS, a **nonstandard accommodation** is defined as an accommodation that

- changes the way an MCAS test is presented;

OR

- changes the way a student responds to test questions;

AND

- alters a portion of what the test is intended to measure.

A list of nonstandard accommodations and the conditions under which they may be used appears in section J.

Nonstandard accommodations are intended for use by a very small number of students who would not otherwise be able to access the test. Teams must exercise caution, therefore, in considering whether a student requires a nonstandard accommodation and must carefully review the criteria described for each nonstandard accommodation on the list. Test results for a student who took the test using nonstandard accommodation(s) must be interpreted with caution by parents/guardians and schools.

The Department will continue to review the rates of nonstandard accommodations use. Districts must ensure that IEP and 504 teams are applying appropriate criteria for use of nonstandard accommodations by carefully reviewing all criteria and eligibility requirements for the nonstandard accommodations listed in section J and revising the IEPs and 504 plans of students with disabilities accordingly.

Please call the Student Assessment office at 781-338-3625 with any questions about accommodations.

F. Untimed Test Sessions

All MCAS test administrations are **untimed**. Refer to Part III, section C, of this manual for more information about scheduling test sessions.

G. Use of Dictionaries on MCAS Tests

The use of English-language dictionaries is prohibited for all MCAS tests except for the ELA Composition. Students who are reported as English Language Learners (ELL), or who have been
reported as ELL at any time in the past may use authorized word-to-word bilingual dictionaries and glossaries on all MCAS tests. A list of authorized word-to-word dictionaries is available at www.doe.mass.edu/mcas/participation/?section=ell.

H. Determining School Resources and Other Testing Needs
Prior to MCAS testing, designated staff (e.g., special educator or special education supervisor) should provide information to the principal or MCAS coordinator regarding each student who will require test accommodations, including the specific accommodation(s), resources, and/or space required for each student. Special test editions, including Braille, large-print, American Sign Language DVD, and Kurzweil 3000 CD, must be ordered online by the principal or designee during the MCAS Enrollment Verification period. Test administrators who will be providing accommodations to students with disabilities should receive additional training prior to MCAS testing to ensure the proper provision of MCAS accommodations.

I. List of Standard Accommodations
This section contains a list of standard test accommodations for students with disabilities.

Changes in Timing or Scheduling of the Test
1. Frequent Breaks: The test is administered in short periods with frequent breaks.
2. Time of Day: The test is administered at a time of day that takes into account the student’s medical or learning needs. The IEP or 504 plan must specify the time of day. Consideration should be given to the requirement that each test session must be completed on the same school day in which it begins.

Changes in Test Setting
3. Small Group: The test is administered in a small group (no more than 10 students).
   Note: If students will also have the test read aloud or signed, no more than 5 students may be in the small group (except for the ELA Composition test, which may be read aloud to groups up to 10). If this accommodation will be provided outside the student’s classroom, the student’s IEP or 504 plan must also include accommodation 4 (separate setting).
4. Separate Setting: The test is administered in a room other than the one used by the rest of the class.
5. Individual: The test is administered to the student individually. If this accommodation will be provided outside the student’s classroom, the student’s IEP or 504 plan must also include accommodation 4 (separate setting). Note: Principals are encouraged to monitor individual testing environments frequently to ensure that proper test administration protocols are being followed.
6. Specified Area: The test is administered with the student seated at the front or in another specified area of the room, in a study carrel, or in an enclosed area (the student’s IEP or 504 plan must specify location and any specialized equipment needed).

Changes in Test Presentation
7. Familiar Test Administrator: The test is administered by a test administrator familiar to the student.
8. Noise Buffers: The student wears noise buffers after test administration instructions have been read (music may not be played on headphones worn during MCAS testing).
Appendix B—Procedures for Testing Students with Disabilities

9. **Magnification or Overlays:** The student uses magnifying equipment, enlargement devices, colored visual overlays, or specially tinted lenses (the student’s IEP or 504 plan must specify which).

10. **Test Directions:** The test administrator reads and/or clarifies general administration instructions only. No portion of the test itself (including items, reading selections, or introduction to reading selections) may be read or signed unless the student’s IEP or 504 plan also includes the read-aloud accommodation for the specific MCAS test being administered.

11. **Large Print:** The student uses a large-print (18-point font) edition of the test.
   - All responses must be transcribed verbatim from the large-print answer booklet to the student’s standard answer booklet, and all responses must fit into the standard booklet. Responses may not be typed unless the student also has accommodation 23 (typed responses), in which case responses are submitted according to instructions in Appendix C of this manual and the TAMs (Appendix D of the high school May–June TAM).
   
   **Note:** Students using the large-print edition of the test are not required to use the large-print answer booklet. Students who do not require the large-print answer booklet may record their answers in a standard answer booklet. IEP teams and 504 plans should indicate which students taking the large-print test also require the large-print answer booklet.
   - See instructions in the relevant appendix of each TAM for administering the large-print edition.
   - Large-print materials are secure and must be returned as instructed.

Test administrators for students with disabilities using accommodation 11 must sign an MCAS Nondisclosure Agreement (see Appendix E) prior to reviewing secure materials.

12. **Braille:** The student uses a Braille edition of the test.
   - All answers must be either scribed or transcribed verbatim into the student’s answer booklet; responses may not be typed unless the student also has accommodation 23 (typed responses), in which case responses are submitted according to the instructions in Appendix C of this manual and the TAMS (Appendix D of the high school May–June TAM).
   - See instructions in the relevant appendix of each TAM for administering the Braille edition.
   - Braille materials are secure and must be returned as instructed.

**Note:** Under secure conditions supervised by the principal, the Braille test administrator may review Braille test materials up to four days prior to test administration. Test materials may not be removed from the school.

Test administrators for students with disabilities using accommodation 12 must sign an MCAS Nondisclosure Agreement (see Appendix E) prior to reviewing secure test materials.

13. **Place Marker:** The student uses a place marker.

14. **Track Test Items:** The test administrator assists the student in tracking test items (e.g., moving from one test question to the next) or by redirecting the student’s attention to the test. Phrases such as, “Please pay attention to the test” and “Keep working until you are finished” are acceptable. It is not permissible to say things such as, “Add more to your response” and “Make sure you have answered all of the questions.”
Appendix B—Procedures for Testing Students with Disabilities

Test administrators for students with disabilities using accommodation 14 must sign an MCAS Nondisclosure Agreement (see Appendix E) prior to reviewing secure test materials.

15. Amplification: The student uses sound amplification equipment.

16. Test Administrator Reads Aloud the ELA Composition, Mathematics, and/or Science and Technology/Engineering test(s) to the Student (Note: Reading aloud the ELA Reading Comprehension test is nonstandard accommodation 26.)

- Test session(s) must be read word for word, exactly as written. The test administrator may not provide assistance to the student regarding the meanings of words, intent of any test item, or responses to test items. The test administrator should read with emphasis only when indicated by bold or italicized text. The test can be read aloud in one of the following ways, which must be specified in the IEP or 504 plan:
  - The test administrator reads the entire test session word-for-word exactly as written. OR
  - The test administrator reads selected words, phrases, and/or sentences as directed by the student. The student points to the word, phrase, or sentence that he or she needs read aloud.

- The test must be administered in a separate setting (accommodation 4), either individually (accommodation 5) or to a small group (2–5 students) (accommodation 3). For reading aloud to a small group, follow the procedures outlined on page 99. Note: Reading aloud the ELA Composition test may occur in groups of up to 10 students.

- No portion of the ELA Reading Comprehension test may be read aloud unless accommodation 26 is listed in the student’s IEP or 504 plan.

- Shrink-wrapped packets of six test booklets, each of the same numbered test form for use when providing accommodation 16, contain one booklet for a group of up to five students and one for the test administrator to read from during testing. All of the booklets are secure and must be returned as instructed.

Test administrators for students with disabilities using accommodation 16 must sign an MCAS Nondisclosure Agreement (see Appendix E) prior to reviewing secure test materials.

17. Test Administrator Signs the ELA Composition, Mathematics, and/or Science and Technology/Engineering test(s) to a Student who is Deaf or Hard of Hearing (Note: Signing the ELA Reading Comprehension test is nonstandard accommodation 27.)

- The test session(s) must be signed exactly as written, except in cases when doing so would reveal an answer to a test question. When use of a sign would visually define the concept being tested (e.g., using the sign for parallel lines that demonstrates this concept visually), the term or concept must be finger-spelled. Interpreters may not provide assistance to the student regarding the meanings of words, intent of any test question, or responses to test items.

- The test must be administered in a separate setting (accommodation 4), either individually (accommodation 5) or to a small group (2–5 students) (accommodation 3). For signing the test to a small group, follow the procedures outlined on page 100.
Appendix B—Procedures for Testing Students with Disabilities

Notes:

- Under secure conditions supervised by the principal, interpreters may review test materials up to four days prior to test administration. Test materials may not be removed from the school.
- Signing the ELA Composition test may occur in groups of up to 10 students.
- See instructions in the relevant appendix of each TAM for administering the test to students who are deaf or hard of hearing.
- Individually shrink-wrapped test booklets labeled “Test Booklet for Signing to a Deaf Student” for use when providing accommodation 17 are ordered during the Enrollment Verification period. These booklets are secure and must be returned as instructed.
- An ASL DVD edition is available for the grade 10 Mathematics test only. The DVD is secure and must be returned as instructed. See the special instructions contained in the ASL DVD packed for more information.

Test administrators for students with disabilities using accommodation 17 must sign an MCAS Nondisclosure Agreement (see Appendix E) prior to reviewing secure test materials.

18. Use of an Electronic Text Reader for the ELA Composition, Mathematics, and/or STE Test
   (Note: Use of an electronic text reader for the ELA Reading Comprehension test is nonstandard accommodation 28.)

   All MCAS tests are available on a CD in the Kurzweil 3000 read-only format. Responses to all test questions must be submitted in the student’s standard answer booklet. Responses cannot be typed directly into the Kurzweil test. However, responses may be typed into a word-processing program if the student has accommodation 23 (typed responses).

Changes in How the Student Responds to Test Questions

19. Test Administrator Scribes the ELA Reading Comprehension, Mathematics, and/or STE Test; or Student Uses a Speech-to-Text Conversion Device
   (Note: Use of a scribe or speech-to-text conversion for the ELA Composition test is nonstandard accommodation 29.): The student dictates or signs responses to a scribe or uses a speech-to-text conversion device to record responses.

   - The test must be administered individually (accommodation 5) in a separate setting (accommodation 4).
   - The scribe must record the student’s responses exactly as dictated into the student’s answer booklet and may not edit or alter the student’s responses in any way. Scribes may assume correct spelling and punctuation.
   - The scribe must provide the student with an opportunity to review and edit what has been scribed.
   - When a student uses an electronic speech-to-text conversion device, the test administrator must follow the instructions for submitting typed responses described in Appendix C of this manual and the relevant appendix of each TAM.
   - Scribes may not type student responses. The typed response accommodation is intended for student use only. The only exception is if the student cannot read the scribe’s writing in order to review/edit the response; in that case, the scribe may type the response.

Test administrators for students with disabilities using accommodation 19 must sign an MCAS Nondisclosure Agreement (see Appendix E) prior to reviewing secure test materials.
Appendix B—Procedures for Testing Students with Disabilities

20. Organizer, Checklist, Reference Sheet, or Abacus: The student uses a graphic organizer or checklist; an individualized mathematics or science and technology/engineering reference sheet; or an abacus on the Mathematics tests.

Note that organizers, checklists, and reference sheets must be included in the return shipment of nonscorable materials along with other accommodation materials, even if one was provided to a student but not used during testing. Similarly, fill in the circle on a student’s answer booklet, even if one was provided to a student but not used during testing.

a. General instructions for submitting materials to the Department for approval

- All customized graphic organizers, checklists, and reference sheets submitted for approval must be accompanied by a completed MCAS Accommodation 20 Cover Sheet (see Appendix E).
- All other materials approved prior to the 2012–2013 school year must be resubmitted for review for use on the 2014–2015 MCAS tests.

Submission deadlines are as follows:

<table>
<thead>
<tr>
<th>Test Administration Date</th>
<th>MCAS Test</th>
<th>Materials Submission Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>March–April 2015</td>
<td>ELA (grades 3–8, 10)</td>
<td>February 6, 2015</td>
</tr>
<tr>
<td>May 2015</td>
<td>Mathematics (grades 3–8, 10) STE (grades 5 and 8)</td>
<td>April 2, 2015</td>
</tr>
<tr>
<td>June 2015</td>
<td>High School STE</td>
<td>May 1, 2015</td>
</tr>
</tbody>
</table>

- Graphic organizers, checklists, and reference sheets submitted after these deadlines may not be reviewed in time for testing.
- Do not submit multiple copies of identical graphic organizers or reference sheets for approval.
- Submit all materials to the Department by fax to 781-338-3630 or by email (in MS Word or PDF only) to mcas@doe.mass.edu.
- Notice of approval will be sent to the school approximately 10 business days from the time the materials are received at the Department.

b. English language arts (ELA) materials: A student generates a draft ELA open-response or composition using a graphic organizer, or uses a checklist to check the steps in the writing process and/or recall reading comprehension strategies.

Pre-approved sample ELA graphic organizers for use on ELA open-response questions and ELA compositions by students who have accommodation 20 listed in their IEP or 504 plan are posted at www.doe.mass.edu/mcas/participation/?section=sped.

Pre-approved sample organizers are intended to clarify the difference between, and assist students to prepare, ELA open responses (on the ELA Reading Comprehension tests) and ELA compositions (on the ELA Composition tests).
Appendix B—Procedures for Testing Students with Disabilities

The following options are available to schools that wish to use ELA graphic organizers or checklists with eligible students who have this accommodation listed in an IEP or 504 plan:

- Use a posted, pre-approved sample ELA graphic organizer or checklist, which is strongly encouraged and does not require submission to the Department for approval prior to MCAS testing;
- Adapt a pre-approved sample ELA graphic organizer, which must be submitted to the Department for approval prior to MCAS testing only if text has been added;
- Create a graphic organizer, which must be submitted to the Department for approval prior to MCAS testing, if it contains text.

Notes on ELA materials:

- The student may use no more than two different pre-approved graphic organizers per test.
- Generic graphic organizers without text do not require submission to the Department for approval.
- Graphic organizers and checklists may not include:
  - definitions (of words or terms);
  - specific examples (e.g., examples of adjectives or synonyms);
  - sentence starters or lists of key words;
  - guiding questions (e.g., “Who are the main characters?” or “Where does the story take place?”).

Mathematics and science and technology/engineering (STE) materials:

A student uses an individualized reference sheet or checklist to provide memory prompts, mnemonic devices, formulas, word banks, and/or generic steps in solving a problem. Students may use approved graphic organizers for open-response questions; graph paper used as a graphic organizer does not need to be approved by the Department. (Note: The use of calculators, arithmetic tables, and manipulatives on the non-calculator test sessions of the mathematics tests is nonstandard accommodation 30.)

Approval guidelines and sample materials for mathematics and science and technology/engineering reference sheets are posted at www.doe.mass.edu/mcas/participation/?section=sped. (Note: A revised pre-approved Biology reference sheet has been posted. Please use this in place of the previously posted Biology reference sheet.)

The checklist or reference sheet must be:

- developed in response to the individual student’s learning needs;
- no more than 3 pages in length;
- specific to the student’s grade.

d. Abacus: A student who is visually impaired may use an abacus during all sessions of the Mathematics test, if this accommodation is listed in the IEP or 504 plan.
Appendix B—Procedures for Testing Students with Disabilities

21. Student Signs or Reads Test Aloud: The student may
   • read the test aloud to him- or herself;
   • read the test and record answers on a recording device (including video for a student who is deaf or hard of hearing) and then write responses to test items while playing back the recorded segment(s);
   • type responses and then use text-to-speech software to play back and review the typed responses (student must also have accommodation 23 on his or her IEP or 504 plan); or
   • sign test items/responses onto video and then write answers while playing back the video (for a student who is deaf or hard of hearing).

Notes:
• The test must be administered individually (accommodation 5) in a separate setting (accommodation 4).
• Any video and audio CDs, DVDs, and tapes must be returned with other nonscorable materials. Any electronic files must be deleted. No copies may be retained.
• Text-to-speech software may not be used to listen to test items or passages.

22. Monitor Placement of Responses: The test administrator monitors placement of student responses in the student’s answer booklet.

23. Typed Responses: The student uses a word processing program or an Alpha-Smart (or similar electronic keyboard) to type the ELA Composition, or answers to open-response or short-answer questions on any MCAS test.

Notes:
• The test administrator is responsible for ensuring that a student using this accommodation does not access the Internet or other files on the computer during testing. Test results may be invalidated for students who access the Internet or other files during testing. See instructions in the relevant appendix of each TAM for other requirements for maintaining test security.
• When typing responses, students may only use the spell- or grammar-checking functions if they have nonstandard accommodation 31 listed in their IEP or 504 plan. Test administrators are responsible for ensuring that students do not use spell- or grammar-checking functions except in cases where the student receives accommodation 31. Any auto-correct functions must be turned off during testing.
• The test administrator must follow the instructions for submitting typed responses described in appendix C of this manual and in the relevant appendix of each TAM in order for the student to receive credit for his or her work.
• If a student will be using an electronic tablet, please contact the Department at 781-338-3625 for additional instructions.

Test administrators for students with disabilities using accommodation 23 must sign an MCAS Nondisclosure Agreement (see Appendix E) prior to reviewing secure test materials.
Appendix B—Procedures for Testing Students with Disabilities

24. **Answers Recorded in Test Booklet**: The student records answers directly in the test booklet or uses special paper for drafts or computation (e.g., lined or graph paper). Answers are then transcribed verbatim into the student’s standard answer booklet.

   **Note**: If the student transcribes his or her own responses, the transcription must be done during the test session and completed on the day on which the test session began. The student may type responses only if the student has accommodation 23 (typed responses) listed in his or her IEP or 504 plan. A test administrator may transcribe responses at any time during the testing window.

   Test administrators for students with disabilities using accommodation 24 must sign an MCAS Nondisclosure Agreement (see Appendix E) prior to reviewing secure test materials.

25. **Other Standard Accommodation**: The student uses another standard accommodation during routine instruction that the IEP or 504 team identifies for use by the student on MCAS tests.

   The accommodation must meet the criteria described in the *General Requirements for Use of Test Accommodations* in Section C (see pages 83–84). Each year the accommodation is required, the principal or designee must request written permission from the Department at least two weeks prior to test administration when a standard accommodation not on the preceding list to a student during MCAS testing. The student’s IEP or 504 plan team must reconvene in order to document any changes to accommodations listed in the plan. If the student is on an IEP, the plan must be signed by the parent before the accommodation may be used. Call 781-338-3625, email mcas@doe.mass.edu, or fax requests to 781-338-3630.

J. **Requirements for the Use of Nonstandard Accommodations**

   IEP and 504 teams may allow the use of one or more of the following nonstandard MCAS test accommodations only when ALL of the criteria are met, as described next to each nonstandard accommodation. The accommodation can only be provided to a student with a disability on an MCAS test when it is documented on the State or District-Wide Assessment page in an approved IEP or listed in the student’s 504 plan specifically as an MCAS accommodation. Also review section E (see page 85) carefully for additional information.

   **Use of an accommodation during instruction does not necessarily qualify a student to receive the same accommodation on an MCAS test.**

   The Department will continue to carefully review the number of students with disabilities who receive nonstandard accommodations in each district. IEP and 504 teams are encouraged to make consistent, defensible, and appropriate decisions for each student, and to amend the IEPs and 504 plans of students who do not meet the following criteria.
## Appendix B—Procedures for Testing Students with Disabilities

### K. List of Nonstandard Accommodations

This section contains a list of nonstandard test accommodations for students with disabilities.

<table>
<thead>
<tr>
<th>#</th>
<th>Accommodation</th>
<th>Criteria Required for Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>Test Administrator Reads Aloud the ELA Reading Comprehension Test</td>
<td>1. The student has a specific disability that severely limits or prevents him or her from decoding text, even after varied and repeated attempts to teach the student to do so. The student must be a <em>virtual nonreader</em> (i.e., at the beginning stages of learning to decode), not simply reading below grade level. AND 2. The student has access to printed materials only through a reader or is provided with spoken text on audiotape, CD, video, or other electronic format <em>during routine instruction</em>, except while the student is actually being taught to decode.</td>
</tr>
</tbody>
</table>

**Special Instructions:**

- All passages and test questions must be read word for word, exactly as written. 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.

- If the test is read aloud, it must be administered in a separate setting (accommodation 4), either individually (accommodation 5) or to a small group (*2–5 students*) (accommodation 3). When reading aloud to a small group of students, follow the procedures outlined on page 99.

- Test administrators providing accommodation 26 will receive shrink-wrapped packets of six test booklets, each of the same numbered test form. The packets contain one booklet per student for a group of up to five students and one booklet for the test administrator to read from during testing. All of the booklets are secure and must be returned as instructed.
# Accommodation | Criteria Required for Use
---|---
27. **Test Administrator Signs the ELA Reading Comprehension Test for the Student Who Is Deaf or Hard of Hearing**

**Note:**
Signing the ELA Composition writing prompt, the Mathematics test, or the STE test is standard accommodation 17. The decision to use nonstandard accommodation 27 must be made separately from the decision to use standard accommodation 17.

Test administrators for students with disabilities using accommodation 27 must sign an MCAS Nondisclosure Agreement (see Appendix E) prior to reviewing secure test materials.

1. The student has a specific disability that **severely limits or prevents him or her from decoding text**, even after varied and repeated attempts to teach the student to do so. The student must be a virtual nonreader (i.e., at the beginning stages of learning to decode), not simply reading below grade level.

2. The student has access to printed materials **only** through a sign language interpreter or is provided with signed text on video or other electronic format **during routine instruction**, except while the student is actually being taught to decode.

**Special Instructions:**
- All passages and test questions must be signed exactly as written, except in cases when doing so would reveal an answer to a test question. When the use of a sign would visually define the concept being tested, the term or concept must be **finger-spelled**. Interpreters may **not** provide assistance to the student regarding the meanings of words, intent of any test question, or responses to test questions.
- If the test is signed, it must be administered in a separate setting (accommodation 4), either individually (accommodation 5) or to a small group (2–5 students) (accommodation 3). When signing a test to a small group of students, follow the procedures outlined on page 100.
- Under secure conditions supervised by the principal, sign interpreters may review test materials up to four days prior to test administration. Test materials may not be removed from the school.
- See instructions in the relevant appendix of each TAM for administering the test to students who are deaf or hard of hearing.
- Individually shrink-wrapped test booklets labeled “Test Booklet for Signing to a Deaf Student” for use when providing accommodation 27 are secure and must be returned as instructed.
## Appendix B—Procedures for Testing Students with Disabilities

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<tr>
<th>#</th>
<th>Accommodation</th>
<th>Criteria Required for Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td><strong>Electronic Text Reader for the ELA Reading Comprehension Test:</strong></td>
<td>1. The student has a specific disability that <strong>severely limits or prevents him or her from decoding text</strong>, even after varied and repeated attempts to teach the student to do so. The student must be a <strong>virtual nonreader</strong> (i.e., at the beginning stages of learning to decode), not simply reading below grade level. <strong>AND</strong> 2. The student has access to printed materials only through an electronic text reader and is provided this accommodation <strong>during routine instruction</strong>, except while the student is actually being taught to decode.</td>
</tr>
<tr>
<td></td>
<td>The student uses an electronic text reader (i.e., Kurzweil 3000) for the ELA Reading Comprehension test. <strong>Note:</strong> Using an electronic text reader for the ELA Composition writing prompt, the Mathematics test, or the STE test is standard accommodation 18. The decision to use nonstandard accommodation 28 must be made separately from the decision to use standard accommodation 18.</td>
<td></td>
</tr>
</tbody>
</table>

**Special Instructions:**

Kurzweil edition MCAS tests are **read-only**. Answers to all test questions must be submitted in the student’s standard answer booklet. Responses cannot be typed directly into the Kurzweil test. If the student has accommodation 23 (typed responses), answers may be typed into a word-processing program.
### Appendix B—Procedures for Testing Students with Disabilities

<table>
<thead>
<tr>
<th>#</th>
<th>Accommodation</th>
<th>Criteria Required for Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.</td>
<td>Scribe the ELA Composition: The student dictates the ELA Composition to a</td>
<td>1. The student has a significant disability that requires the dictation of all written</td>
</tr>
<tr>
<td></td>
<td>scribe or uses a speech-to-text conversion device to record the ELA Composition.</td>
<td>compositions to a scribe or use of an electronic speech-to-text conversion device for all</td>
</tr>
<tr>
<td></td>
<td>Note:</td>
<td>compositions.</td>
</tr>
<tr>
<td></td>
<td>The Department encourages IEP teams to consider alternatives to the use of a scribe for students who are deaf and taking the ELA Composition test. One such alternative is accommodation 21, which would permit a deaf student to sign his or her draft composition onto video and then transcribe the signed composition into written English while viewing the video. Test administrators for students with disabilities using accommodation 29 must sign an MCAS Nondisclosure Agreement (see Appendix E) prior to reviewing secure test materials.</td>
<td>OR</td>
</tr>
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<td></td>
<td></td>
<td>2. The student is unable to use his or her writing hand or arm at the time of testing due to a broken bone or fracture (see section B on page 83 for additional information on using a scribe for a student who is not yet on an IEP or 504 plan).</td>
</tr>
</tbody>
</table>

### Special Instructions:

- The test must be administered individually (accommodation 5) in a separate setting (accommodation 4).
- Clarification on the role of a scribe for the ELA Composition:
  - During Session A, the scribe must write exactly what the student dictates into the student’s test booklet. **The scribe may not edit or alter the student’s dictation in any way.** When scribing the draft composition, the scribe may assume that each sentence begins with a capital 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 draft composition, the scribe must ask the student to do the following:
    - Spell key words. Key words include proper nouns, multisyllable words, and other words pertinent to the composition.
    - Review the draft composition and make any necessary edits, including edits to capital letters, punctuation, and paragraph breaks. The student may make edits independently or may direct the scribe to make the edits. The scribe must not assist the student in making decisions during the editing process.
  - During Session B, the scribe copies the final draft, including the student’s edits, into the student’s answer booklet.
  - Scribes may not type student responses; only students with accommodation 23 may submit typed responses. The only exception is if the student cannot read the scribe’s writing in order to review/edit the response; in that case, the scribe may type the response.
- When a student uses an electronic speech-to-text conversion device, the test administrator must follow the instructions for submitting typed responses described in Appendix C of this manual and in the relevant appendix of each TAM in order for the student to receive credit for his or her work.
## Appendix B—Procedures for Testing Students with Disabilities

<table>
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<tr>
<th>#</th>
<th>Accommodation</th>
<th>Criteria Required for Use</th>
</tr>
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</table>
| 30.  | **Calculation Devices:**  
The student uses a calculator, arithmetic table (including addition/subtraction and multiplication/division charts), or manipulatives (IEP or 504 plan must specify which) on the noncalculator session of the Mathematics test or the grades 5 and 8 STE test. Calculators are allowed for all students on the high school STE tests, and therefore this is not an available accommodation for those tests. | 1. The student has a specific disability that severely limits or prevents him or her from calculating mathematically. The student must be virtually unable to perform calculation (i.e., at the beginning stages of learning how to calculate) without the use of a calculator or arithmetic table, even after varied and repeated attempts to teach the student to do so.  
AND  
2. The student has access to mathematical calculation only through the use of a calculator, arithmetic table, or manipulatives, which the student uses during routine instruction, except while the student is actually being taught to calculate.  

**Note:**  
Manipulatives must be approved by the Department prior to use on MCAS tests. Please call 781-338-3625, email mcas@doe.mass.edu, or fax requests to 781-338-3630. |
| 31.  | **Spell- or Grammar-Checking Function on Word Processor, Spell-Checking Device, or Word-Prediction Software for the ELA Composition:**  
The student uses a spell- or grammar-checking function, spell-checking device (including hand-held electronic spellers), or word-prediction software (IEP or 504 plan must specify which function or device) for the ELA Composition. | For spell-checker:  
1. The student has a specific documented disability that severely limits or prevents him or her from spelling correctly, even after varied and repeated attempts to teach the student to do so. The student must be virtually unable to spell simple words (i.e., at the beginning stages of learning how to spell);  
AND  
2. The student can produce understandable written work only when provided this accommodation, which the student uses during routine instruction.  

For word prediction:  
1. The student has either a specific physical disability or a documented disability in recalling and processing language that severely limits or prevents him or her from writing or keyboarding written responses without the use of word prediction software;  
AND  
2. The student has access to written expression only through the use of word-prediction software during routine instruction.  

**Special Instructions:**  
- When word-prediction software is used, the “predict-ahead” and “predict online” software functions must be turned off.  
- Students with accommodation 31 can use spell- or grammar-checking functions or devices on all MCAS tests, if required. |
Appendix B—Procedures for Testing Students with Disabilities

<table>
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<tr>
<th>#</th>
<th>Accommodation</th>
<th>Criteria Required for Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>32.</td>
<td>Other Nonstandard Accommodation: The student uses another nonstandard accommodation during routine instruction that the IEP or 504 team identifies as being necessary for the student to participate in MCAS tests. The accommodation must meet the General Requirements for Use of Test Accommodations in section C (see pages 83–84).</td>
<td>Each year the accommodation is required, the principal or designee must request written permission from the Department at least two weeks prior to test administration when a nonstandard accommodation not on the preceding list is being considered by the student’s IEP or 504 team for use during MCAS testing. The student’s IEP or 504 team must reconvene in order to document any changes to accommodations listed in the plan, and if the student is on an IEP, the plan must be signed by the parent/guardian before the accommodation may be used. Please call 781-338-3625, email <a href="mailto:mcas@doe.mass.edu">mcas@doe.mass.edu</a>, or fax requests to 781-338-3630.</td>
</tr>
</tbody>
</table>

4. Procedures for Using Test Accommodations 16 and 26: Reading MCAS Tests Aloud to a Small Group of Students

The test administrator may read the test aloud to a small group of students, provided that each student has an IEP or 504 plan that lists either standard accommodation 16 (for the ELA Composition, Mathematics, or STE tests) or nonstandard accommodation 26 (for the ELA Reading Comprehension test). In addition, these students must have the accommodation for small group testing (accommodation 3) and the accommodation for testing in a separate setting (accommodation 4) listed in their IEPs or 504 plans. The procedures below must be followed:

- No more than five students may be grouped together for reading tests aloud, since students typically proceed through the test at different rates (for the ELA Composition, up to 10 students can be grouped together).
- The principal or designee must supervise the assignment of students to groups that will have test questions read aloud to them. Student test booklets may not be opened or reviewed by students or test administrators prior to testing.
- Students grouped together must have the same test form number, since all questions in a given test form are identical. Test form numbers appear in the upper right-hand corner of each student test booklet (for all tests except the ELA Composition).
5. Procedures for Using Test Accommodations 17 and 27: Signing MCAS Tests to a Small Group of Deaf Students (2–5)

The test administrator may sign the test to a small group of students, provided that each student has an IEP or 504 plan that includes either standard accommodation 17 (for the ELA Composition, Mathematics, or STE tests) or nonstandard accommodation 27 (for the ELA Reading Comprehension test). In addition, these students must have the accommodation for small group testing (accommodation 3) and the accommodation for testing in a separate setting (accommodation 4) listed in their IEPs or 504 plans. **The procedures below must be followed:**

- No more than five students may be grouped together for signing the tests, since students typically proceed through the test at different rates, although up to 10 students can be grouped together for the ELA Composition test.
- Students grouped together must have the same test form number, since all questions in a given test form are identical. Test form numbers appear in the upper right-hand corner of each student test booklet (for all tests except the ELA Composition).
- Student test booklets may not be opened or reviewed by students prior to testing.
- Under secure conditions supervised by the principal, sign interpreters may review test materials up to four days prior to test administration. Test materials must be reviewed in a secure location supervised by the principal and may not be removed from the school.

6. 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.

7. MCAS Test Accommodations for Adults with Disabilities for Participation in the 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 testing at the high school they most recently attended, another high school, or an alternative/external diploma program.

**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 2010 through 2014)

**OR**

- a 504 plan that documents the accommodations needed for statewide testing from the past five years (i.e., any year from 2010 through 2014)
Appendix B—Procedures for Testing Students with Disabilities

Section A notes the accommodations allowed for all adult test-takers, provided that the adult produces the required documentation of the disability and requests the accommodation before testing. Note that some of these accommodations require the test-taker to provide his or her own device or equipment. Adults must submit their request to the school for specific accommodations in writing if the accommodations are not clearly listed in their last approved IEPs or their last 504 plans.

Section B identifies accommodations that are allowed ONLY with prior Department approval. High schools should request approval from the Department at least two weeks prior to testing.

Section C lists accommodations not necessarily available to adult test-takers.

A. Accommodations Allowed for All Adult Test-Takers

The following accommodations are allowed for all adult test-takers for the high school STE tests, provided that the adult produces the required documentation of the disability and requests the accommodation before testing. Refer to pages 86–92 for full descriptions of these accommodations.

1. Frequent Breaks
6. Specified Area
8. Noise Buffers: Adult must bring his or her own equipment.
9. Magnification or Overlays: Adult must bring his or her own equipment.
10. Test Directions
11. Large Print: This edition must be requested at the time of registration.
12. Braille: This edition must be requested at the time of registration.
13. Place Marker: Adult must bring his or her own equipment.
15. Amplification: Adult must bring his or her own equipment.
21. Adult Signs or Reads Test Aloud: Adult must bring his or her own equipment.

B. Accommodations That Are Allowed ONLY with Prior Department Approval

The following accommodations are allowed only with prior approval from the Department. Refer to page 134 for instructions and refer to pages 86–99 for full descriptions of these accommodations.

3. Small Group
4. Separate Setting
5. Individual
14. Track Test Questions
16. Test Administrator Reads Aloud a High School STE Test to the Adult
17. Test Administrator Signs a High School STE Test to an Adult Who Is Deaf or Hard of Hearing
18. Use of an Electronic Text Reader for a High School STE Test
19. Test Administrator Scribes a High School STE Test; or Adult Uses a Speech-to-Text Conversion Device
Appendix B—Procedures for Testing Students with Disabilities

20. Organizer, Checklist, Reference Sheet, or Abacus: must be approved by the Department prior to use (Submit an MCAS Accommodation 20 Cover Sheet.)

22. Monitor Placement of Responses

23. Typed Responses

24. Answers Recorded in the Test Booklet

25. Other Standard Accommodation (Submit a description of the accommodation being requested.)

32. Other Nonstandard Accommodation

C. Accommodations NOT Available to Adult Test-Takers

The accommodations listed below are not necessarily available to adult test-takers (availability is based on school capacity to administer these accommodations). Refer to page 86 for full descriptions of these accommodations.

2. Time of Day

7. Familiar Test Administrator
Appendix C

Procedures for Submitting Typed Responses
Appendix C—Procedures for Submitting Typed Responses

Follow the instructions in this appendix to submit responses for a student with a disability whose IEP or 504 team has determined that he or she will participate in MCAS testing using standard accommodation 23 (typed responses).

General Information

Only responses to open-response, short-answer, and short-response questions and the ELA Composition may be submitted as typed responses. A student’s responses to multiple-choice questions must be marked in the student’s standard answer booklet.

A student’s response to each test question must be submitted using one of the following methods:

- typed on paper and inserted inside the front cover of the student’s answer booklet;
- handwritten by the student in his or her answer booklet; or
- transcribed into the student’s answer booklet (if the student also used accommodation 19, 24, or 29).

If a student would like to submit a chart, diagram, or graph with a response, it must be included on the typed response (handwritten or produced on a computer).

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. Any draft responses (including compositions) are to be marked “DRAFT” and returned in the nonscorable 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 TAMs 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 the relevant appendix of each 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

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.

Formatting Requirements

Formatting:

- 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.
Appendix C—Procedures for Submitting Typed Responses

IMPORTANT–Page limits:
For responses to open-response and short-answer questions:
  • Submit a separate page for each open-response or short-answer question.
  • A maximum of one page may be submitted for each response.
For the ELA Composition:
  • A maximum of four pages may be submitted.

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 answer 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 answer booklet, including the circle for accommodation 23 on the inside back cover.
2. Refer to the TAMS for instructions on preparing typed responses for submission.
3. Mark drafts of typed responses “DRAFT” and return them with nonscorable materials.
4. Ensure that all student responses are deleted from the computer by test administrators according to the instructions in the TAMS.
5. Submit the standard answer booklet according to the instructions in this manual.
Appendix C—Procedures for Submitting Typed Responses

Sample MCAS Typed Response Template

**Student Name:** Jonathan Ward  
**Student SASID:** 1012345678  
**Answer Booklet Serial Number**: 1234567890  
**Subject:** ELA Reading Comprehension  
**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 answer booklet front cover)
Appendix D

Procedures for Providing Student Information
Appendix D—Procedures for Providing Student Information

It is the responsibility of the principal to provide accurate information for every student enrolled. Consequences for not doing so include inaccurate reporting of MCAS student results and results for school and district performance and accountability purposes. See Part III, section L in the manual for more information about providing accurate student information.

Section 1 below provides instructions for completing student information on the inside and outside back covers of answer booklets, followed by sample sections of an answer booklet. As this information is confidential, the principal or designee should complete the information after testing. Each component of the answer booklet that must be completed is identified and explained separately; the samples are from the grade 10 ELA and Mathematics answer booklets.

Section 2 summarizes the demographic information that the Department will use for reporting results based on information provided by districts in SIMS.

Section 3 provides information regarding the MCAS-Alt SIB.

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Principals will have the opportunity to report data discrepancies prior to the reporting of official results in September 2015. However, since the purpose of discrepancy reporting is to correct SASIDs or test participation status, it is critical for information to be provided accurately on answer booklets and in SIMS.

---

1. Providing Information on the Answer Booklet

A. MCAS Answer Booklet Inside Back Cover

1. ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES section

Instructions

Fill in each circle corresponding to an accommodation that was used by a student with a disability who has an approved IEP or a 504 plan (or for whom a 504 plan is being developed). Refer to Appendix B for the lists of standard and nonstandard MCAS accommodations and procedures for testing students with disabilities.

Do not fill in a circle if the student did not use (or refused) that accommodation during testing.

Accommodations that are not applicable to a specific test are not listed on the answer booklet for that test. For example, accommodation 16 is not listed on answer booklets for ELA Reading Comprehension because that accommodation is only applicable to the ELA Composition, Mathematics, and STE tests.

Because a student’s IEP or 504 status is reported in SIMS instead of on the answer booklet, remember to report students with disabilities to your district SIMS contact, including students for whom a 504 plan was developed because of a temporary disability such as a broken arm.

How is this information used for MCAS reporting?

The use of nonstandard accommodations 26 (Test Administrator Reads Aloud the ELA Reading Comprehension Test), 29 (Scribe ELA Composition), and 30 (Calculation Device on a noncalculator session of the Mathematics tests or the grades 5 and 8 STE tests) will be noted on the Parent/Guardian Report and Test Item Analysis Roster.
Appendix D—Procedures for Providing Student Information

The Department also uses the data from answer booklets to report the rate of accommodation use in the annual report Participation of Students with IEPs in MCAS ELA and Mathematics Tests. In addition, information about accommodations is used by the Department for planning and monitoring purposes.

How is this information used for Accountability reporting?

Students with disabilities are reported in the Students with Disabilities and High Needs subgroups. For accountability reporting, students with disabilities are defined as students with IEPs (not 504 plans).

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

This student with a disability has an Individualized Education Program (IEP) or a Section 504 plan (or a 504 plan is being developed) and was provided with the accommodation(s) indicated below to complete the Mathematics test.

NOTES: A student may only receive accommodations that are listed in his or her IEP or 504 plan. If accommodations are listed in the student’s IEP or 504 plan but were not used by the student during testing, do not indicate them below.

Accommodations 26, 27, 28, 29, and 31 are not applicable for this test.

1 Standard Accommodations:

2 Nonstandard Accommodations:

If this student used standard accommodation 17 (sign test), indicate the method used, in addition to filling in the circle for accommodation 17 above.

- Interpreter (in person)
- American Sign Language DVD

2 LEP STATUS: FIRST YEAR OF ENROLLMENT IN U.S. SCHOOLS section

Instructions

Fill in this circle for an ELL student who was first enrolled in a U.S. school after the March 2014 SIMS submission. See Appendix A for the definition of an ELL student and procedures for testing ELL students.

How is this information used for MCAS reporting?

ELL students reported in SIMS as first-year LEP students must participate in MCAS Mathematics and STE tests for diagnostic purposes, but their results are not included in official school and district results, provided they were reported as LEP in SIMS.

The participation of first-year ELL students in ELA tests is optional, and results for students who do participate are not included in school and district results. Students’ results are reported with a test status code of NTL—Not Tested First-year Limited English Proficient. Students who earned an achievement level of Needs Improvement or higher receive scaled scores and achievement levels but not student growth percentiles. These students are not included in achievement level or Composite Performance Index (CPI) aggregations, provided they were reported as LEP in SIMS.

If a student’s status is indicated as first-year LEP on his or her answer booklet, the Department uses SIMS to verify that the student was not enrolled in a Massachusetts public school on or before March 1 of the previous school year. Students who appear in March
Appendix D—Procedures for Providing Student Information

SIMS from the previous school year are not considered to be in their first year of enrollment in U.S. schools, and their results are included in school and district results.

All students reported in SIMS as LEP are required to participate in ACCESS for ELLs testing. Any ELL student who does not participate in ACCESS for ELLs testing will be reported as a nonparticipant with a test status code of Not Tested Absent (NTA) in MCAS ELA participation calculations, even if the student participated in the MCAS ELA tests.

**How is this information used for Accountability reporting?**

A first-year ELL student who does not participate in ACCESS for ELLs testing will be reported as a nonparticipant in accountability participation calculations. In addition, any first-year ELL student that does not participate in the Mathematics and/or STE MCAS tests associated with his or her grade of enrollment in SIMS will be counted as a nonparticipant for accountability participation calculations. MCAS results for first-year ELL students are not included in accountability performance calculations.

<table>
<thead>
<tr>
<th>LEP STATUS: FIRST YEAR OF ENROLLMENT IN U.S. SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>○ This student is reported as limited English proficient (LEP) and was first enrolled in a U.S. school after the SIMS submission of March 1, 2014.</td>
</tr>
</tbody>
</table>

**B. MCAS Answer Booklet Outside Back Cover**

**3 NON-GRADE 10 STATUS section (Grade 10 ELA and Mathematics Answer Booklets Only)**

**NON-GRADE 10 STATUS**

Since districts report each student’s grade in SIMS, the Department does not collect this information on answer booklets. Refer to Part II of the Principal’s Administration Manual for the criteria describing which students enrolled in grade 11 or 12 are eligible or required to participate.

See section 2 on page 114 for more information about student information provided in SIMS.

**ABSENCE section**

**4 ABSENCE WITH MEDICAL DOCUMENTATION**

**Instructions**

For each subject, fill in this circle for a student who was absent with medical documentation for one or more test sessions and did not participate in make-up testing. (Students who complete all sessions of an MCAS test will not be reported as absent with medical documentation.)

**How is this information used for MCAS reporting?**

This student will not receive an official scaled score or achievement level, and he or she will be reported with a test status code of NTM—Not Tested Medically Documented Absent. For the high school tests, students who completed enough of the test to earn an achievement level of Needs Improvement or higher receive scaled scores and achievement levels but not student growth percentiles. These students are not included in achievement level or CPI aggregations, and their results will not be included in school and district MCAS results.
Appendix D—Procedures for Providing Student Information

How is this information used for Accountability reporting?

This student will be reported as a nonparticipant in accountability participation calculations, and this student’s results will not be included in accountability performance calculations. Principals must be mindful that each school and district must maintain at least a 95 percent participation rate in ELA, Mathematics, and STE to meet accountability requirements. The 95 percent participation standard applies to students in the aggregate, as well as to students in each of the eleven mandated student subgroups.

<table>
<thead>
<tr>
<th>ABSENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
</tr>
<tr>
<td>☐ This student was absent with medical documentation for one or both Mathematics test sessions (documentation on file at the school).</td>
</tr>
</tbody>
</table>

ABSENCE WITHOUT MEDICAL DOCUMENTATION

Instructions

For each subject, fill in this circle for a student who was absent without medical documentation for at least one but not all test sessions and did not participate in make-up testing. (Students who complete all sessions of an MCAS test will not be reported as absent.)

How is this information used for MCAS reporting?

A student who is absent does not receive an official scaled score or achievement level, and he or she will be reported with a test status code of NTA—Not Tested Absent. For the high school tests, students who completed enough of the test to earn an achievement level of Needs Improvement or higher receive scaled scores and achievement levels but not student growth percentiles. These students are not included in achievement level or CPI aggregations. This student’s results will not be included in school and district MCAS results. Whether or not this circle is filled in, regardless of the scaled score or achievement level, a student is reported as absent if he or she did not answer any test questions in an entire session. If a student was present for testing, but did not answer any questions during a session, this must be reported during the discrepancy resolution period in August in order for that student to be counted in a school’s MCAS participation rate.

How is this information used for Accountability reporting?

An absent student will be reported as a nonparticipant, and this student’s results will not be included in accountability performance calculations. Principals must be mindful that each school and district must maintain at least a 95 percent participation rate in ELA, Mathematics, and STE to meet accountability requirements. The 95 percent participation standard applies to students in the aggregate, as well as to students in each of the eleven mandated student subgroups.

| ☐ This student was absent without medical documentation for one but not both Mathematics test sessions. |
| 5 |
| NOTE: Do not submit an assigned MCAS answer booklet for a student who was absent without medical documentation for both Mathematics test sessions. |

---

33 Do not assign an answer booklet for a student who is absent without medical documentation for all of the test sessions in the answer booklet.
Appendix D—Procedures for Providing Student Information

CHANGE OF ENROLLMENT STATUS section

## REMOVED FROM ENROLLMENT

### Instructions

Fill in the appropriate circle for a student who participated in at least one but not all of the test sessions in the booklet because he or she transferred out of the school during the testing window. Because the Change of Enrollment section on the answer booklet does not request the reason for a student’s change of enrollment, principals should keep this information in their school files.

### How is this information used for MCAS reporting?

This student’s results will not be included in school and district MCAS results. Students who transfer to a new school during the testing window are not included in achievement level or CPI aggregations, and their results are reported with a test status code of NTO—Not Tested Other. High school students who complete enough of the test to earn an achievement level of Needs Improvement or higher receive scaled scores and achievement levels but not student growth percentiles.

### How is this information used for Accountability reporting?

This student’s results will not be included in accountability participation or performance calculations.

### CHANGE OF ENROLLMENT STATUS

<table>
<thead>
<tr>
<th>Removed from Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ This student participated in one but not both Mathematics test sessions because the student transferred out of the school during the Mathematics testing window.</td>
</tr>
</tbody>
</table>

**NOTE:** Do not submit an assigned MCAS answer booklet for a student who transferred out of the school during the Mathematics testing window and did not participate in any Mathematics test sessions.

## ADDED TO ENROLLMENT section

### Instructions

Fill in the appropriate circle for a student who participated in at least one but not all of the test sessions in the booklet because he or she transferred into the school during the testing window. Because the Change of Enrollment section does not request the reason for a student’s change of enrollment, principals should keep this information in their school files.

### How is this information used for MCAS reporting?

If a student transfers from one school to another between test sessions, and the results from the first and second test sessions can be linked, the student’s results will be included in school and district MCAS results. Students who transfer to a new school during the testing window are not included in achievement level or CPI aggregations, and their results are reported with a test status code of NTO—Not Tested Other. High school students who complete enough of the test to earn an achievement level of Needs Improvement or higher receive scaled scores and achievement levels but not student growth percentiles.

### How is this information used for Accountability reporting?

This student’s results will not be included in accountability participation or performance calculations.

34 Do not assign an answer booklet for a student who transferred out of the school during the testing window and did not participate in any test sessions contained in the answer booklet.
Appendix D—Procedures for Providing Student Information

in district-level MCAS results in the receiving district, but not in school results (unless the receiving school is the only school in the district). If the student’s results from the first and second test sessions cannot be linked to provide complete results for the student, the student’s results will not be included in school and district MCAS results.

The results of students whose test sessions cannot be linked are reported with a test status code of NTO—Not Tested Other and these students are not included in achievement level or CPI aggregations. High school students who completed enough of the test to earn an achievement level of Needs Improvement or higher receive scaled scores and achievement levels but not student growth percentiles.

How is this information used for Accountability reporting?

If a student transfers from one school to another between test sessions, and the results from the first and second test sessions can be linked, the student’s results will be included in district-level accountability results in the receiving district, but not in school results (unless the receiving school is the only school in the district). If the student’s results from the first and second test sessions cannot be linked to provide complete results for the student, the student’s results will not be included in school or district accountability results.

Note:

Do not submit an assigned MCAS answer booklet for a student who transferred out of the school during the Mathematics testing window and did not participate in any Mathematics test sessions.


data

This student participated in one but not both Mathematics test sessions because the student transferred into the school during the Mathematics testing window.

NOTE: Do not submit an assigned MCAS answer booklet for a student who transferred into the school during the Mathematics testing window and did not participate in any Mathematics test sessions.

VOID ANSWER BOOKLET section

Instructions

Fill in this circle for an answer booklet that was assigned to a student and should not be scored.

How is this information used for MCAS reporting?

Information in this booklet will not be scored, and thus will not affect school and district MCAS results.

How is this information used for Accountability reporting?

Information in this booklet will not be scored, and thus will not affect accountability performance calculations. If no answer booklet (or MCAS-Alt Student Identification Booklet with a completed portfolio) is submitted for a student required to participate in MCAS, he or she will be reported as absent in accountability participation calculations.

Note:

This is a VOID booklet and WILL NOT be scored. No student results will be reported from this booklet.
Appendix D—Procedures for Providing Student Information

9 PARTICIPATION IN COMPOSITION MAKE-UP TEST section (Grades 4, 7, and 10 ELA Answer Booklets Only)

Instructions
Verify that the “Participation in Composition Make-up Test” circle is filled in for students who took the make-up test.

How is this information used for MCAS reporting?
This information is essential for the accurate reporting of the student’s ELA score.

How is this information used for Accountability reporting?
N/A

PARTICIPATION IN COMPOSITION MAKE-UP TEST

☐ This student was absent for the statewide administration of the ELA Composition test and participated in the ELA Composition Make-Up test.

2. Providing Information in SIMS

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

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

- ELL and formerly ELL status
- low-income status
- students with disabilities
- race/ethnicity

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

- “high needs” (an unduplicated count of students belonging to any of the following three subgroups: ELL and formerly ELL, students with disabilities, low income)
- Title I status
- migrant status
- gender

Uses of SIMS Data
The October SIMS submission is used as the source for producing Student ID Labels and to establish which students have been enrolled in the same school since October 1, 2014, for MCAS and accountability reporting purposes. School results will be summarized for MCAS and accountability reporting based only on students who were enrolled in a school on or before October 1.
Results for students first enrolled in your school after October 1 will be included only in district participation and performance for MCAS and accountability, based on SIMS data from March and June. Names and dates of birth are based on June SIMS.

All students will be included in summary results for districts and for schools in single-school districts (e.g., charter schools, regional vocational technical schools, districts with only one school). Data from SIMS (this information is not collected on the answer booklet) are used as the basis for reporting student enrollment information including

- whether a student was absent without medical documentation for all test sessions during a testing window;
- whether a student transferred out of or into the school during the testing window and did not complete any test sessions in the answer booklet; and
- whether a non-grade 10 student is eligible to participate in a high school test.

**Students in Out-of-District Placements**

If a student is tested at a private school, collaborative, or other out-of-district placement (e.g., district-based alternative program not recognized by the Department as a school), SIMS is used as the source for identifying the sending district and school. Results are aggregated as follows:

- Results for a student tested at a private school or collaborative are aggregated with the results of the sending district and are included in district accountability calculations.
- Results for a student tested at a district-based alternative program not recognized by the Department as a school are aggregated with the results of the sending school and district and are included in school and district accountability calculations.
- Superintendents must be mindful that each district must maintain at least a 95 percent participation rate in ELA, Mathematics, and STE to meet accountability requirements, and that all students in out-of-district placements are included in district participation rates. The 95 percent participation standard applies to students in the aggregate, as well as to students in each of the eleven mandated student subgroups.

**Questions about SIMS Data**

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

3. **Providing Information on the MCAS-Alt Student Identification Booklet (SIB)**

The principal or designee must use the MCAS-Alt SIB to document participation in the MCAS-Alt. An MCAS-Alt SIB must be submitted instead of an MCAS answer booklet for each student who participates in the MCAS-Alt. MCAS-Alt SIBs, along with instructions for completing and returning them, will arrive with a school’s shipment of MCAS-Alt materials. SIBs are returned to the contractor with students’ portfolios.

A sample MCAS-Alt SIB front cover is provided in Appendix E.

Performance level results for students participating in the MCAS-Alt are included with standard test scores in school and district reports; no scaled scores are reported for these students. Results for students participating in the MCAS-Alt and standard MCAS tests are combined in school and district CPI scores.
Appendix E

Sample Administration Forms and Test Materials
Principal’s Certification of Proper Test Administration (PCPA) Statements

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

a. I certify that each of the following statements is true.
   • My superintendent conducted a formal review of my plans for maintaining test security.
   • I received and read a copy of the Principal’s Administration Manual (PAM).
   • For first-year principals only: I participated in one of the Department’s training sessions in January/February 2015 on MCAS test security and test administration protocols.
   • I complied with and enforced all MCAS security requirements prescribed in the PAM, including keeping test materials in a central locked storage area at all times when the materials were not in use. In addition, I coordinated my school’s MCAS test administration and ensured compliance with all MCAS test administration protocols prescribed in the PAM.
   • I am aware that the Department has the authority to send observers to my school before, during, and after test administration. If Department observers were sent to my school, I granted them access to my school building and allowed them to observe my school’s test administration.
   • I coordinated my school’s test administration schedule and ensured that tests were administered on the testing dates listed in the PAM.
   • I authorized specific individuals in my school to have access to secure materials, following the criteria set forth in the PAM.
     o Before testing, I ensured that each individual authorized to have access to secure materials was provided a copy of the MCAS test security requirements.
     o Only these individuals accessed secure test materials.
     o I provided training in test security and test administration protocols to these individuals.
     o Each individual who had access to secure test materials followed the test security requirements prescribed in Part I of the PAM.
   • I authorized specific individuals in my school to serve as test administrators, following the criteria set forth in the PAM.
     o Before testing, I ensured that each test administrator received his or her administration-specific Test Administrator’s Manual (TAM).
     o Only these individuals served as test administrators.
     o I provided training in test security and test administration protocols to these individuals.
     o Each test administrator in my school followed the instructions set forth in the administration-specific TAM.
Students in my school were made aware of their responsibilities during testing.

My school administered the MCAS spring ELA test according to the student participation requirements prescribed in the PAM.

I complied with the policies for testing students with disabilities, including verifying that
  - only those test accommodations listed in students’ approved IEPs or their 504 plans were provided during test administration;
  - all student responses recorded somewhere other than the standard student answer booklet due to the provision of an accommodation (e.g., responses that were Brailled, responses from large-print answer booklets) were transcribed verbatim by me or my designee into the student’s standard answer booklet (with the sole exception of typed responses);
  - only test administrators providing certain accommodations to students with disabilities were authorized to review secure MCAS test booklets. Before doing so, these individuals signed an MCAS Nondisclosure Agreement.

All student information was provided completely and accurately as prescribed in the PAM.

I am returning all MCAS materials in the manner prescribed in the PAM on or before the scheduled deadline.

I will retain school files containing the items listed in Part V of the PAM for three years.

I properly and promptly reported any testing irregularities to the Department by calling the Student Assessment Services Unit at 781-338-3625.

b. I certify that the information provided by me on this form is true and accurate.

Principal’s Signature: 
(The name should appear exactly as it appears in the Department’s School/District Profiles [profiles.doe.mass.edu]. If you are signing as an interim principal or co-principal, write “Interim” or “Co-principal” after your name.)

Password (same password used to log in):

Date:

Information entered on this form will not be saved until you click “I certify that these statements are true” below.
Appendix E—Sample Administration Forms and Test Materials

Sample Form

Superintendent’s Assurance of Proper Test Administration

Instructions: Superintendents may use this form to collect assurances from their principals that all test security requirements and test administration protocols will be met. This form should be kept on file in the district office. Do not submit this form to the Department or the testing contractor.

By signing below, I am assuring my superintendent that each of the following statements is true and accurate:

• I will read the Principal’s Administration Manual (PAM).
• I will participate in one of the Department’s training sessions in January/February 2015 on MCAS test security and test administration protocols (for first-year principals).
• I will comply with and enforce the test security requirements prescribed in the PAM.
• I am aware that the Department may observe my school during testing. If observers are sent to my school, I will grant them access to my school building and allow them to observe the test administration.
• I will authorize specific individuals to serve as test administrators, following the criteria in the PAM, and only these individuals will serve as test administrators.
• I will authorize specific individuals to have access to secure materials, following the criteria in the PAM, and only these individuals will have access to the secure materials.
• I will distribute Test Administrator’s Manuals to test administrators, and I will distribute test security requirements to individuals with access to secure materials. I will document their receipt of these materials.
• Consistent with the PAM, I will train test administrators and other individuals in my school with access to secure materials. I will document that they have been trained.
• I will inform you and the Department of any testing irregularities.

Principal’s Name: ____________________________________________

Principal’s Signature: _________________________________________

Date: ________________________________________________________
### Sample Form

#### Spring 2015 MCAS Administration

**Test Materials Internal Tracking Form**

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

Test Administrator’s Name: ___________________________________________ Room Number: ________

Grade: _________  Subject/Sessions: ____________________________________________________

<table>
<thead>
<tr>
<th>Date: __________________________</th>
<th>Time: __________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Materials Moved from Locked Storage Area to Room # __________

<table>
<thead>
<tr>
<th># of Standard Test Booklets</th>
<th># of Standard Answer Booklets</th>
<th># and Type of Special Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Principal’s or Designee’s Count

Test Administrator’s Count

Principal’s or Designee’s Signature: __________________________ Test Administrator’s Signature: __________________________

<table>
<thead>
<tr>
<th>Date: __________________________</th>
<th>Time: __________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Materials Moved from Room # __________ to Locked Storage Area

<table>
<thead>
<tr>
<th># of Standard Test Booklets</th>
<th># of Standard Answer Booklets</th>
<th># and Type of Special Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Principal’s or Designee’s Count

Test Administrator’s Count

Principal’s or Designee’s Signature: __________________________ Test Administrator’s Signature: __________________________

Retain this document in your school files for three years.
Appendix E—Sample Administration Forms and Test Materials

Sample Form

Spring 2015 MCAS Administration
Test Materials Internal Tracking Form

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

Test Administrator’s Name:  ___________________________________________  Room Number:  _________

Grade:  ____________ Subject/Sessions:  ____________________________________________________

<table>
<thead>
<tr>
<th>Date:</th>
<th>3/25/15</th>
<th>Time:</th>
<th>8:30 a.m.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal’s or Designee’s Count</td>
<td># of Standard Test Booklets</td>
<td># of Standard Answer Booklets</td>
<td># and Type of Special Materials</td>
</tr>
<tr>
<td>15</td>
<td>15</td>
<td>1 large-print test booklet and 1 large-print answer booklet</td>
<td></td>
</tr>
<tr>
<td>Test Administrator’s Count</td>
<td># of Standard Test Booklets</td>
<td># of Standard Answer Booklets</td>
<td># and Type of Special Materials</td>
</tr>
<tr>
<td>15</td>
<td>15</td>
<td>1 large-print test booklet and 1 large-print answer booklet</td>
<td></td>
</tr>
<tr>
<td>Principal’s or Designee’s Signature:</td>
<td></td>
<td>Test Administrator’s Signature:</td>
<td></td>
</tr>
<tr>
<td>Jennifer Brown</td>
<td></td>
<td>Alexander Smith</td>
<td></td>
</tr>
</tbody>
</table>

Retain this document in your school files for three years.
Appendix E—Sample Administration Forms and Test Materials

MCAS Nondisclosure Agreement

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

This nondisclosure agreement should be used only with test administrators who are administering MCAS tests to students with disabilities using accommodations 11, 12, 14, 16, 17, 19, 23, 24, 26, 27, and 29. This form should be distributed to and signed by test administrators prior to their reviewing secure test materials. Since no other individuals in schools are authorized to review secure MCAS test booklets, a nondisclosure agreement is not required for any other staff.

Agreement

• With the exception of test questions released by the Department for informational purposes, all MCAS test questions are deemed secure instruments. The materials are specifically excluded from the Massachusetts Public Records Law. (G. L. c. 4, § 7(26) (l)) Therefore, I agree not to reproduce, discuss, or in any way release or distribute test questions and associated materials.

• Details about MCAS test construction, including the positions of questions in test forms, must be kept secure. Consequently, I agree not to share MCAS test blueprints, test booklet formats, or any information related to MCAS test blueprints.

• I further agree to refrain from using any advance knowledge of MCAS test questions to prepare students for testing or provide them with any information that might give them an advantage in answering questions.

By signing below as a test administrator for students with disabilities who require one of the accommodations listed above, I acknowledge and accept that I am bound by the terms of this agreement prohibiting the disclosure of information regarding secure materials. I also acknowledge and accept that my failure to abide by any term of this nondisclosure agreement will result in serious consequences, including but not limited to action to limit or revoke my Massachusetts educator license.

Name: ______________________________________________________________________________

Test To Be Administered: ___________________________________________________________________________________________________________________________________________________________

District and School: ____________________________________________________________________________

Signature: ___________________________ Date: ___________________________

Return the form to your principal, who will keep this agreement in the school files for three years. Do not submit this agreement to the Department or the testing contractor.
Appendix E—Sample Administration Forms and Test Materials

Request for Permission to Test a Student in an Alternate Setting

Instructions: To request permission to test a student in an alternate setting for an MCAS test administration, complete and fax this request form to the Department’s Student Assessment Services Unit, to 781-338-3630. Requests should be submitted at least two weeks prior to testing, if possible. Responses will be sent via fax prior to the testing window. Please contact the Student Assessment Services Unit at 781-338-3625 with any questions.

Retain documentation on file for three years.

1. Contact Information
   Principal’s Name: Telephone Number: Fax Number:
   School: District:

2. Student Information
   First Name: Middle Name: Last Name:
   SASID: Grade:
   Reason that the student is unable to be tested at school:
   (e.g., medical, disciplinary, personal)
   When will the alternate setting be used? (check one or more) ☐ March–April ☐ May–June
   Note: You must resubmit a form for May–June if an alternate setting was approved for March–April and is still needed.

3. Proposed Test Administrator
   First Name: Last Name:
   Test administrator’s position in the school or district:
   (See the Principal’s Administration Manual [PAM] for the policy on designating qualified test administrators.)
   Date of training in administering MCAS tests:
   (See the PAM for information about training test administrators.)

4. Proposed Test Administration Details
   The principal of the school must attach a separate sheet with details describing the following:
   • the proposed alternate setting
   • plans for ensuring secure testing conditions and secure transport of test materials each day
   • procedures for materials to be returned to central locked storage at the school each day
   • proposed test administration dates, if the student will be participating in make-up sessions
   The principal of the school must sign below to acknowledge the following:
   • All test materials will be kept secure as they are transported between the school and the alternate setting and during test administration.
   • The test administration will follow all protocols described in the PAM and the appropriate Test Administrator’s Manual, including the prohibition of visitors from the testing environment.
   • The student’s test materials will be returned along with test materials for all other students according to instructions in the PAM.

   Principal’s Name ______________________ Principal’s Signature ______________________ Date __________

5. Approval/Denial of Request – For Department Use Only
   (This section will be completed and returned to your school prior to testing.)
   Check one: ☐ This request has been approved. OR ☐ This request has been denied.
   Department of Elementary and Secondary Education
   Staff Person Name and Position:
   Signature: Date:
Appendix E—Sample Administration Forms and Test Materials

Sample Blank Internal Form

Spring 2015 MCAS Administration

Confirmation of Training Participation and Receipt of *Test Administrator’s Manuals* (TAMs) and Test Security Requirements

**Check one:**  ☐ March–April  ☐ May–June

**Test administrators** must sign below to indicate they have attended their school’s MCAS training session and have received a copy of the MCAS TAM for the test they will be administering.

**Other school personnel who have access to secure materials** must sign below to indicate they have attended their school’s MCAS training session and have received a copy of the MCAS test security requirements (available at www.doe.mass.edu/mcas/testadmin).

Principals should retain this document in their school files for three years.

<table>
<thead>
<tr>
<th>Date of Training</th>
<th>Time</th>
<th>Printed Name of Individual</th>
<th>Individual’s Role (e.g., Test Administrator, Test Coordinator, Hallway Monitor)</th>
<th>Signature of Individual</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>By signing below, I acknowledge that</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1. I am documenting my attendance at my school’s MCAS training session in proper test administration protocols and procedures.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. I am receiving the MCAS TAM for the test I will administer or the MCAS test security requirements. I will read and understand the protocols in it, and I will abide by the terms specified within.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix E—Sample Administration Forms and Test Materials

Sample Form

Student Responsibilities during MCAS Testing
(Grades 6–High School)

By signing below, I understand that my test results may be invalidated if I do any of the following activities during a test session (including after turning in my test materials, during a break, or during the transition to a test completion area):

- duplicating any portion of the test or answer booklets (e.g., photographing, copying)
- accessing prohibited materials such as cell phones or other electronic devices (e.g., music players, game consoles, any device capable of taking photographs) for any purpose
- communicating with other students (e.g., talking, whispering, writing notes)
- looking at any other student’s test or answer booklet
- consulting notes, books, or instructional materials during testing
- working in a session other than the one being administered, looking at questions or test pages beyond the stop sign, or going back to a previous session
- damaging test materials or removing any part of them from the testing room

I also understand that my test results may also be invalidated if I discuss the content of test booklets or my responses to questions with anyone, including teachers.

If I have any questions about these statements, I will talk with my teacher or principal.

I understand that there may be consequences if I do any of the activities listed above or otherwise violate test administration rules.

I have read these statements and understand them.

Student’s Printed Name ____________________________________________________________
Student’s Signature _______________________________________________________________
Date ___________________________________________________________________________

Return this form to your teacher.

Instructions for Test Administrators: Return all your students’ signed statements to your principal, who will keep them in the school files for three years. Do not submit this agreement to the Department or the testing contractor.
Appendix E—Sample Administration Forms and Test Materials

Sample Letter

Dear Parent(s) or Guardian(s):
Students will be asked to read statements about their responsibilities during MCAS testing and to sign an acknowledgement indicating they understand these responsibilities. The statements are shown below. We recommend that you discuss them with your child along with the school’s handbook and related policies.
Thank you for your involvement in your child’s education.
Sincerely,

_____________________________________________________________
Principal

By signing below, I understand that my test results may be invalidated if I do any of the following activities during a test session (including after turning in my test materials, during a break, or during the transition to a test completion area):

- duplicating any portion of the test or answer booklets (e.g., photographing, copying)
- accessing prohibited materials such as cell phones or other electronic devices (e.g., music players, game consoles, any device capable of taking photographs) for any purpose
- communicating with other students (e.g., talking, whispering, writing notes)
- looking at any other student’s test or answer booklet
- consulting notes, books, or instructional materials during testing
- working in a session other than the one being administered, looking at questions or test pages beyond the stop sign, or going back to a previous session
- damaging test materials or removing any part of them from the testing room

I also understand that my test results may also be invalidated if I discuss the content of test booklets or my responses to questions with anyone, including teachers.
If I have any questions about these statements, I will talk with my teacher or principal.
I understand that there may be consequences if I do any of the activities listed above or otherwise violate test administration rules.

I have read these statements and understand them.

Student’s Printed Name ____________________________________________
Student’s Signature ______________________________________________
Date ____________________________________________________________________________

The Massachusetts Comprehensive Assessment System: Principal’s Administration Manual, Spring 2015
Appendix E—Sample Administration Forms and Test Materials

Sample Completed Answer Booklet Front Cover
When Student ID Label Is NOT Used

Test Administrator's Name(s): (PLEASE PRINT)
Session 1: ___________________________
Session 2: ___________________________
School Name: Sample School
District Name: Sample District

STUDENT NAME GRID

Notes: 1. This MCAS answer booklet is secure. It may not be duplicated in any way. This answer booklet must be returned as directed.
2. Results may not be reported correctly if a valid SASID is not provided.

Place Student ID Label centered in this box.

Marking Instructions
• Use a No. 2 pencil only.
• Do not use ink, ballpoint, or felt-tip pens.
• Make solid marks that fill the circles completely.
• Erase cleanly any marks you wish to change.
• Do not make any stray marks on this form.
• Do not fold, tear, or damage this form.
Appendix E—Sample Administration Forms and Test Materials

MATERIALS SUMMARY
March–April 2015 MCAS English Language Arts

The principal must use this form to accurately account for all materials received and being returned.

Before Testing:
- Record the total count of materials received in the “Qty Received” column. For example, if you receive 5 packages of 20 test booklets, write “100” in the “Qty Received” column. You will need to use some of this information when you go online to complete the Principal’s Certification of Proper Test Administration (PCPA).
- Compare the “Qty Shipped” column to the “Qty Received” column.
- Any discrepancies between the total count in the “Qty Shipped” column and the number actually received must be reported in the “Comments About Materials Received” box (section 2) of the PCPA. Refer to the Principal’s Administration Manual: Spring 2015 (PAM) for the deadline for reporting discrepancies.
- This form shows only those materials included in your school’s shipment. A complete list of test materials is available for your reference at www.doe.mass.edu/mcas/testadmin. If you discover while inventorying your school’s shipment of test materials that you need more materials, log on to www.mcsservicecenter.com to order additional materials no later than the deadline specified in the PAM.

After Testing:
- Record the total quantity of materials packed for return in the corresponding “Qty Returned” column. The list posted at www.doe.mass.edu/mcas/testadmin shows the individual components of each test materials packet. You will need to use some information from this form when you go online to complete sections 3 and 4 of the PCPA.
- Print and sign your name, and date the form.
- Retain a copy of this form for your records. Pack the original inside the last carton of your non-scoreable materials return shipment.

<table>
<thead>
<tr>
<th>MP Ship Code: 0000000000260713</th>
<th>Date Packed: Month/Day/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contract: 160603</td>
<td>Administration: 2015</td>
</tr>
<tr>
<td>District Code: 1234</td>
<td></td>
</tr>
<tr>
<td>School Code: 1234</td>
<td>Grade: 08</td>
</tr>
<tr>
<td></td>
<td>Enrollment: 5</td>
</tr>
<tr>
<td></td>
<td>Total Cartons Shipped: 2</td>
</tr>
</tbody>
</table>

Carton Label 000000115527901

<table>
<thead>
<tr>
<th>Contents</th>
<th>Qty Shipped</th>
<th>Qty Received</th>
<th>Qty Returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Materials Summary</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* UPS Shipping Instructions and Preprinted UPS Shipping Label(s)</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Principal’s Administration Manual, Spring 2015</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Return Envelope</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Special Handling Envelope</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Student ID Labels</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Test Administrator’s Manual, Grades 4-8, March-April 2015</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Void Envelope</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Carton Label 000000115527902

<table>
<thead>
<tr>
<th>Contents</th>
<th>Qty Shipped</th>
<th>Qty Received</th>
<th>Qty Returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 8 ELA Answer Booklet</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 8 ELA Test Booklet</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Predabeled Return Carton (1.0 - small)</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Principal’s Name ___________________________ Principal’s Signature ___________________________ Date ___________________________
Appendix E—Sample Administration Forms and Test Materials

Sample UPS Return Service Label

The test administration listed in the “DESC” description line should assist you in preparing materials for return, particularly when trying to distinguish among the high school administrations that occur during a brief time span in the spring. Return all leftover, unused labels after each administration in your nonscorable shipment. Do not save any to use for another administration.

Note that each RS label lists the test administration in the line marked as “DESC:”. Please choose the correct RS label when scheduling the UPS pickup for each administration.
Appendix E—Sample Administration Forms and Test Materials

Answer Booklet
Inside Back Cover

<table>
<thead>
<tr>
<th>STUDENT QUESTIONNAIRE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A</td>
</tr>
<tr>
<td>2. A</td>
</tr>
<tr>
<td>3. A</td>
</tr>
<tr>
<td>4. A</td>
</tr>
<tr>
<td>5. A</td>
</tr>
<tr>
<td>10. A</td>
</tr>
<tr>
<td>15. A</td>
</tr>
<tr>
<td>20. A</td>
</tr>
<tr>
<td>25. A</td>
</tr>
</tbody>
</table>

TO BE COMPLETED BY PRINCIPAL OR DESIGNEE

Refer to the Principal’s Administration Manual for instructions on completing these sections on the inside and outside back covers of the answer booklet.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

This student with a disability has an Individualized Education Program (IEP) or a Section 504 plan (or a 504 plan is being developed) and was provided with the accommodation(s) indicated below to complete the Mathematics test.

NOTES: A student may only receive accommodations that are listed in his or her IEP or 504 plan. If accommodations are listed in the student’s IEP or 504 plan but were not used by the student during testing, do not indicate them below.

Accommodations 26, 27, 28, 29, and 31 are not applicable for this test.

Standard Accommodations:

Nonstandard Accommodations:

If this student used standard accommodation 17 (sign test), indicate the method used, in addition to filling in the circle for accommodation 17 above.

| Interpreter (in person) |
| American Sign Language DVD |

NOTES: A student with a documented disability must have an approved IEP or a 504 plan, or a 504 plan must be under development, in order for the student to be provided with accommodations. The Department reserves the right to invalidate results for a student who uses accommodations that are not documented in his or her IEP or 504 plan.

Since each student’s IEP status or 504 status is reported in the Department’s Student Information Management System (SIMS), the Department does not collect this information on answer booklets. However, the accommodation(s) the student used on the test must be indicated above.

Do not submit an assigned MCAS answer booklet for a student who is participating in the MCAS Alternate Assessment (MCAS-Alt) in Mathematics. The principal or designee must instead submit an MCAS-Alt Student Identification Booklet (SIB) for each student who participates in the MCAS-Alt.

VERY IMPORTANT: Please refer to the Principal’s Administration Manual for instructions on the return of materials for students with disabilities using special editions of the test or using standard accommodation 23 (typed responses).

LEP STATUS: FIRST YEAR OF ENROLLMENT IN U.S. SCHOOLS

| This student is reported as limited English proficient (LEP) and was first enrolled in a U.S. school after the SIMS submission of March 1, 2014. |

答：

132

The Massachusetts Comprehensive Assessment System:
Principal’s Administration Manual, Spring 2015
Appendix E—Sample Administration Forms and Test Materials

Answer Booklet
Outside Back Cover

TO BE COMPLETED BY PRINCIPAL OR DESIGNEE

Refer to the Principal’s Administration Manual for instructions on completing these sections on the inside and outside back covers of the answer booklet.

NON-GRADE 10 STATUS

Since districts report each student’s grade in SIMS, the Department does not collect this information on answer booklets. Refer to Part II of the Principal’s Administration Manual for the criteria describing which students enrolled in grade 11 or 12 are eligible or required to participate.

ABSENCE

- This student was absent with medical documentation for one or both Mathematics test sessions (documentation on file at the school).
- This student was absent without medical documentation for one but not both Mathematics test sessions.

    NOTE: Do not submit an assigned MCAS answer booklet for a student who was absent without medical documentation for both Mathematics test sessions.

CHANGE OF ENROLLMENT STATUS

<table>
<thead>
<tr>
<th>Removed from Enrollment</th>
<th>Added to Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>This student participated in one but not both Mathematics test sessions because the student transferred out of the school during the Mathematics testing window.</td>
<td>This student participated in one but not both Mathematics test sessions because the student transferred into the school during the Mathematics testing window.</td>
</tr>
<tr>
<td>NOTE: Do not submit an assigned MCAS answer booklet for a student who transferred out of the school during the Mathematics testing window and did not participate in any Mathematics test sessions.</td>
<td>NOTE: Do not submit an assigned MCAS answer booklet for a student who transferred into the school during the Mathematics testing window and did not participate in any Mathematics test sessions.</td>
</tr>
</tbody>
</table>

VOID ANSWER BOOKLET

- This is a VOID booklet and WILL NOT be scored. No student results will be reported from this booklet.
### Request for Permission to Test an Adult with Accommodations for the High School STE Tests

**Instructions:** To request permission to test an adult with accommodations, complete and fax this request form to the Department’s Student Assessment Services Unit, to 781-338-3630. Requests should be submitted at least two weeks prior to testing, if possible. Responses will be sent via fax prior to the testing window. Please contact the Student Assessment Services Unit at 781-338-3625 with any questions.

Retain documentation on file for three years.

1. **Contact Information**
   - Principal’s Name:
   - Telephone Number:
   - Fax Number:
   - School:
   - District:

2. **Adult Test-Taker Information**
   - First Name:
   - Middle Name:
   - Last Name:
   - SASID: (if available)
   - Date of Birth: (mm/dd/yy)

3. **Place a check mark next to each accommodation that is allowed only with prior Department approval being requested for the adult test-taker. You must submit the adult’s documentation of a disability along with this request form (see page 100 for required documentation).**

<table>
<thead>
<tr>
<th>High School STE Test Accommodation</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Small Group</td>
</tr>
<tr>
<td>4. Separate Setting</td>
</tr>
<tr>
<td>5. Individual</td>
</tr>
<tr>
<td>14. Track Test Questions</td>
</tr>
<tr>
<td>16. Test Administrator Reads Aloud a High School STE Test to the Adult</td>
</tr>
<tr>
<td>17. Test Administrator Signs a High School STE Test to an Adult Who Is Deaf or Hard of Hearing</td>
</tr>
<tr>
<td>18. Use of an Electronic Text Reader for a High School STE Test</td>
</tr>
<tr>
<td>19. Test Administrator Scribes a High School STE Test or Adult Uses Speech-to-Text Conversion Device</td>
</tr>
<tr>
<td>20. Organizer, Checklist, Reference Sheet, or Abacus (Submit an MCAS Accommodation 20 Cover Sheet with this form.)</td>
</tr>
<tr>
<td>22. Monitor Placement of Responses</td>
</tr>
<tr>
<td>23. Typed Responses</td>
</tr>
<tr>
<td>24. Answers Recorded in the Test Booklet</td>
</tr>
<tr>
<td>25. Other Standard Accommodation</td>
</tr>
<tr>
<td>(Submit a description of the accommodation being requested with this form.)</td>
</tr>
<tr>
<td>32. Other Nonstandard Accommodation</td>
</tr>
<tr>
<td>(Submit a description of the accommodation being requested with this form.)</td>
</tr>
</tbody>
</table>

4. **Approval/Denial of Request – For Department Use Only**
   
   *(This section will be completed and returned to your school prior to testing.)*

   **Check one:** □ This request has been approved. OR □ This request has been denied.

   Department of Elementary and Secondary Education
   Staff Person Name and Position:
   Signature: Date:
Appendix E—Sample Administration Forms and Test Materials

Accommodation 20 Cover Sheet:
Request for Permission to Use
Customized Materials for Accommodation 20

**Instructions:** To request permission to use customized materials for accommodation 20 (i.e., customized graphic organizer, checklist, or reference sheet), complete this request form and submit to the Department’s Student Assessment Services Unit by email to mcas@doe.mass.edu or fax to 781-338-3630.

Please submit a separate cover sheet for each content area (English language arts, mathematics, or science and technology/engineering). See Requirements for the Participation of Students with Disabilities in MCAS for additional submission guidelines.

See below for a list of submission deadlines for each testing window. **Materials submitted after the deadline may not be reviewed and returned before the testing window begins.** Responses will be sent approximately ten school days after a request is received. Please contact the Student Assessment Services Unit at 781-338-3625 with any questions.

Retain documentation on file for three years.

<table>
<thead>
<tr>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of principal or designee:</td>
</tr>
<tr>
<td>School name:</td>
</tr>
<tr>
<td>Telephone number:</td>
</tr>
<tr>
<td>Email:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Accommodation 20 Customized Materials Being Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place a check mark next to each material being submitted for approval.</td>
</tr>
<tr>
<td>☐ Open response graphic organizer</td>
</tr>
<tr>
<td>☐ ELA Composition graphic organizer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MCAS Test Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circle the grade and place a check mark next to each test administration the material will be used for.</td>
</tr>
<tr>
<td>Grade: 3 4 5 6 7 8 9 high school</td>
</tr>
<tr>
<td>Test Administration: (submission deadlines in parentheses)</td>
</tr>
<tr>
<td>☐ November retests (10/10/14)</td>
</tr>
<tr>
<td>☐ March–April ELA tests (2/6/15)</td>
</tr>
<tr>
<td>For <strong>Mathematics reference sheets</strong>, place a check mark in this box if the student also uses accommodation 30: ☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Principal or Designee Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>The principal or designee of the school must sign below to acknowledge the following:</td>
</tr>
<tr>
<td>• I have reviewed the Department’s policy for administering accommodation 20.</td>
</tr>
<tr>
<td>• <strong>For Mathematics and STE materials:</strong> I have reviewed the approval guidelines and examples posted at <a href="http://www.doe.mass.edu/mcas/participation/?section=sped">www.doe.mass.edu/mcas/participation/?section=sped</a>.</td>
</tr>
<tr>
<td>• <strong>For ELA graphic organizers:</strong> I have reviewed the pre-approved ELA graphic organizers posted at <a href="http://www.doe.mass.edu/mcas/participation/?section=sped">www.doe.mass.edu/mcas/participation/?section=sped</a>. The reason one of the pre-approved ELA graphic organizers cannot be used is as follows:</td>
</tr>
<tr>
<td>Name: ___________________ Signature: __________________ Position: __________________ Date: ______</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Approval/Denial of Request – For Department Use Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Database record number: ___________________ Date received: ___________________ Date of response: ___________________</td>
</tr>
<tr>
<td>☐ Email</td>
</tr>
<tr>
<td>☐ Approved</td>
</tr>
</tbody>
</table>
**Appendix E—Sample Administration Forms and Test Materials**

**STUDENT NAME GRID**

<table>
<thead>
<tr>
<th>LAST NAME</th>
<th>FIRST NAME</th>
<th>MI</th>
</tr>
</thead>
<tbody>
<tr>
<td>A, B, C, D</td>
<td>E, F, G, H</td>
<td>I, J, K, L</td>
</tr>
<tr>
<td>Y, Z, A, B</td>
<td>C, D, E, F</td>
<td>G, H, I, J</td>
</tr>
<tr>
<td>K, L, M, N</td>
<td>O, P, Q, R</td>
<td>S, T, U, V</td>
</tr>
<tr>
<td>W, X, Y, Z</td>
<td>A, B, C, D</td>
<td>E, F, G, H</td>
</tr>
<tr>
<td>U, V, W, X</td>
<td>Y, Z, A, B</td>
<td>C, D, E, F</td>
</tr>
<tr>
<td>S, T, U, V</td>
<td>W, X, Y, Z</td>
<td>A, B, C, D</td>
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**STATE-ASSIGNED STUDENT IDENTIFIER (SASID)**

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**BIRTHDATE**

<table>
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<th>MONTH</th>
<th>DAY</th>
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<td>MAR</td>
<td>03</td>
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<tr>
<td>APR</td>
<td>04</td>
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<td>MAY</td>
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<td>JUN</td>
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<td>NOV</td>
<td>11</td>
<td>09</td>
</tr>
<tr>
<td>DEC</td>
<td>12</td>
<td>10</td>
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**MARKING INSTRUCTIONS**

- Use a No. 2 pencil only.
- Do not use ink, ballpoint, or felt-tip pens.
- Make solid marks that fill the circles completely.
- Erase cleanly any marks you wish to change.
- Do not make any stray marks on this form.
- Do not fold, tear, or damage this form.

**Complete the information on this page IF NO LABEL was provided for the student.**

**Place Student ID Label centered in this box.**

**PLEASE DO NOT WRITE IN THIS AREA.**

---

The Massachusetts Comprehensive Assessment System: Principal’s Administration Manual, Spring 2015
### Appendix E—Sample Administration Forms and Test Materials

#### Sample Form

**Student Accommodation Refusal Form**

**Instructions:** If a student refuses an accommodation listed in his or her IEP or 504 plan, the school should document in writing that the student refused the accommodation, and the accommodation must be offered and remain available to the student during testing.

This form can be completed and placed in the student’s file, and a copy sent to the parent. IEP and 504 plan teams should consider this information when making future MCAS accommodations decisions for the student.

This is not a required form. If this form is used, principals should retain it in their school files for three years. Do not submit this form to the Department or the testing contractor.

<table>
<thead>
<tr>
<th>Student Information</th>
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<tbody>
<tr>
<td>Student’s name: ________________________________</td>
</tr>
<tr>
<td>SASID: ____________________ Date of birth: ____________________</td>
</tr>
<tr>
<td>School name: ____________________ District name: ____________________</td>
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</table>

<table>
<thead>
<tr>
<th>Accommodation(s) Being Refused and Reason for Refusal</th>
</tr>
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<tbody>
<tr>
<td>__________________________________________________</td>
</tr>
<tr>
<td>__________________________________________________</td>
</tr>
<tr>
<td>__________________________________________________</td>
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<tr>
<td>__________________________________________________</td>
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<tr>
<td>__________________________________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MCAS Test Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circle the grade and place a check mark next to each test administration this form will be used for.</td>
</tr>
<tr>
<td>Grade: 3 4 5 6 7 8 9 high school</td>
</tr>
<tr>
<td>Subject Area: ☐ ELA Composition ☐ ELA Reading Comprehension</td>
</tr>
<tr>
<td>☐ Mathematics ☐ STE</td>
</tr>
<tr>
<td>Test administrator’s name: ________________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>__________________________________________________</td>
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<tr>
<td>__________________________________________________</td>
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<tr>
<td>__________________________________________________</td>
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<td>55, 74, 108, 132</td>
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<tr>
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<tr>
<td>large-print materials</td>
<td>see Large-print materials list of</td>
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<td>nonstandard</td>
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<tr>
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<td>Additional testing time</td>
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<td>Administration deadlines</td>
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