

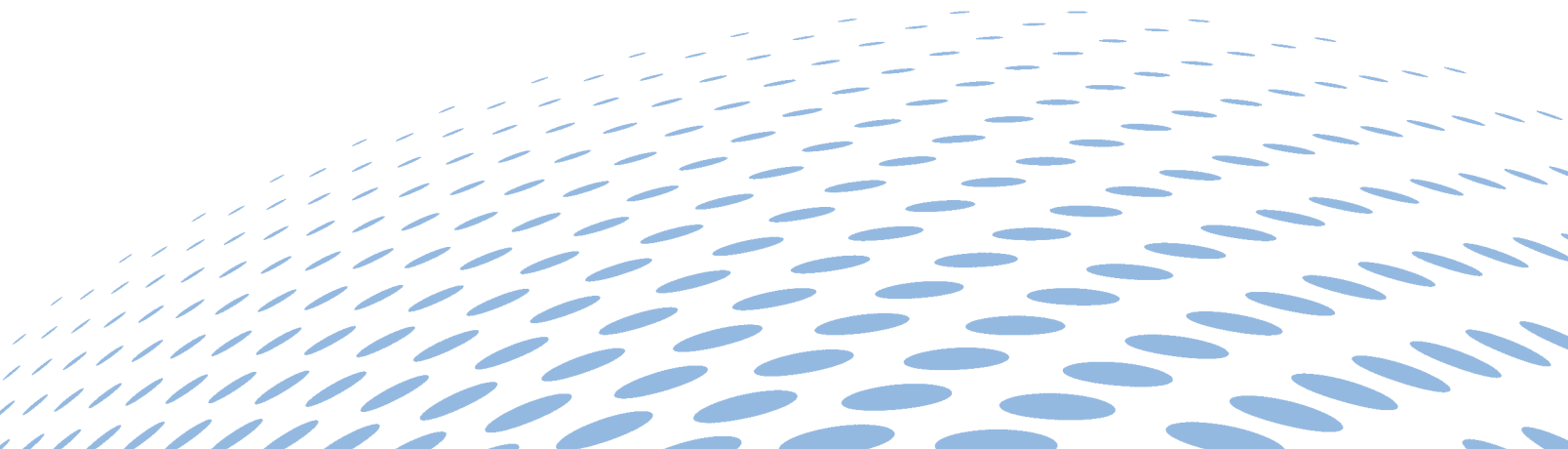
Massachusetts Comprehensive Assessment System

TEST ADMINISTRATOR'S MANUAL



Grade 3 ELA and Mathematics Paper-Based Tests

SPRING 2018





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

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Important Contact Information and Resources

Contact:	MCAS Service Center
For questions on:	<ul style="list-style-type: none">• general test administration support• PearsonAccess^{next} such as<ul style="list-style-type: none">○ user accounts○ viewing student records and organizations○ the SR/PNP process and loading files• logistical support, including filling out the Materials Summary and the PCPA• locating resources• shipments of materials
Hours:	7:00 a.m.–5:00 p.m., Monday–Friday
Web:	mcas.pearsonsupport.com Use this website to access training modules and other materials to support test administration, including a link to the MCAS Service Center website (mcasservicecenter.com) where schools will access the PCPA and order additional materials.
Email:	mcas@measuredprogress.org
Telephone:	800-737-5103
Fax:	877-325-4421

Contact:	ESE Office of Student Assessment Services
For questions on:	<ul style="list-style-type: none">• policy, such as assigning accessibility features and accommodations• student participation• testing irregularities, including test security incidents• student data and SIMS (See note below regarding SIMS.) <p>Questions regarding 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).</p>
Hours:	8:00 a.m.–5:00 p.m., Monday–Friday Between 7:00 a.m. and 8:00 a.m. during the test administration window, MCAS Service Center representatives will receive calls to 781-338-3625, answer questions regarding logistics, and take messages for Department staff, which will be returned during our regular business hours.
Web:	www.doe.mass.edu/mcas/testadmin/?section=g3-8
Email:	mcas@doe.mass.edu
Telephone:	781-338-3625
Fax:	781-338-3630



Grade 3 ELA and Mathematics Test Administration Schedule Spring 2018

Test ¹	Allowable Administration Dates	Recommended Testing Time ²
English Language Arts	April 2–May 4	Session 1: 2 hours Session 2: 2 hours
Mathematics	April 3–May 25	Session 1: 1 1/2 hours Session 2: 1 1/2 hours

¹ Each test session must be administered simultaneously to all grade 3 students at your school. Schools may administer make-up sessions after the scheduled dates, through May 4 for ELA and May 25 for Mathematics, according to the policies detailed in the *Principal's Administration Manual (PAM)*. Your principal will provide you with instructions for administering make-up sessions.

² Schools may plan for one short, supervised break per session (3–5 minutes) to be given at the test administrator's discretion. Test security must be maintained during the break.

Note: Review this manual before the Test Administrators' Training with your school principal.

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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 the *Principal's Administration Manual* (PAM) and in this *Test Administrator's Manual* (TAM).

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 *2018 Educator's Manual for MCAS-Alt* and the *Principal's Manual for MCAS-Alt*. Principals must monitor the alternate assessment process to ensure that students' work is not duplicated, altered, or fabricated in a 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, and test & answer booklets³ 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 viewing tests or individual questions, which is prohibited. Students may never transport secure test materials, including from their initial testing room to a test completion room.
- **"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 of the PAM for the certification statements to which the principal must attest.

³ The term "secure test & answer booklets" also refers to Braille test materials and large-print test materials.

A. Responsibilities of the Principal and Designee

1. **Before testing, principals must review their plans for maintaining test security with the superintendent so that he or she is comfortable with the procedures in the school building.**
 - As part of that review, superintendents may ask their district’s principals to use the optional Superintendent’s Assurance of Proper Test Administration form in Appendix E of the PAM or a similar form to document appropriate preparations (a form is not required but the review is).
2. **Authorize specific personnel to serve as test administrators, and train them to properly administer MCAS tests. Designate other school personnel as necessary to maintain a secure test administration (e.g., personnel permitted to access secure test materials, personnel to serve as hallway or restroom monitors) and train them in MCAS security requirements.**
 - Before the training session, distribute
 - o a copy of this manual 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/testadmin/manual/PAM-g3-8TestSecurityReqs.pdf).
 - Using the sample form in Appendix E of the PAM or a similar form, document that all test administrators have received a TAM and that school personnel who have access to secure materials have received the test security requirements (principals keep these forms on file for three years).
 - Train test administrators prior to test administration. The PAM and TAMs describe the protocols necessary to conduct a proper MCAS test administration.
 - For test administrators who provide accommodations to students with disabilities or English learners (EL students), provide training in the implementation of accommodations in accordance with Appendices A and B of the PAM and the *Accessibility and Accommodations Manual for the Spring 2018 MCAS Grades 3–8 Tests* (available at www.doe.mass.edu/mcas/accessibility).
3. **Instruct test administrators in MCAS test security requirements (see Part III , section K, of the PAM).**
4. **Develop local policies and procedures to ensure proper test security at all times.**
 - Schedule tests to avoid conflicts with recess or lunch (see Part III, section B, of the PAM for more information about scheduling test sessions).
 - Ensure that hallways are properly monitored during testing so that students are supervised at all times when they leave testing rooms (e.g., to use the restroom or transition to a test completion room).
 - Ensure that tests are administered within the prescribed window and in the prescribed order.
 - Ensure that test administrators administer tests according to section C on the following pages.

MCAS Test Security Requirements

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 test session and keep them in the locked storage area 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 the PAM.
 - Return all materials to the testing contractor according to the prescribed packing instructions and the deadlines in the PAM.
- 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.**
 - Principals are expected to participate in one of the Department’s training sessions on MCAS test security and test administration protocols in February 2018 (or access the recording afterwards from the MCAS Resource Center at mcas.pearsonsupport.com).
 - Test administrators, test coordinators, and other school personnel authorized to have access to secure test materials must attend the school training session. Document their participation using the sample form in Appendix E of the PAM or a similar document (principals keep these forms on file for three years).
 2. **Document the location of secure materials at all times.**
 - Track secure materials using the sample Test Materials Internal Tracking Form in Appendix E of the PAM or a similar document (principals keep these forms on file for three years). See Part III of the PAM for more information about requirements for internal tracking forms.
 3. **Ensure the security of the testing location.**
 - Do not allow unauthorized persons to enter the testing room. This includes parents, researchers, reporters, students not scheduled to be testing at the time, and any school personnel (including teachers) not assigned to the room as test administrators.
 - School administrators, district personnel, and Department observers may enter testing rooms to monitor and observe testing procedures.
 4. **Ensure the security of test questions, test & answer booklets, and other secure materials.**
 - Do not leave MCAS materials unattended at any time unless they are locked in secure storage.
 - Do not view the contents of test & answer booklets before, during, or after a test administration, except as noted in this manual.
 - Do not discuss or in any way reveal the contents of test & answer booklets before, during, or after test administration, except as noted in this manual. Because MCAS test questions are secure and confidential until the Department releases them publicly,

school personnel should not discuss or review test questions with students or adults even after testing has been completed.

- Do not duplicate any portion of test & answer booklets, including but not limited to audiotaping, videotaping, photographing, photocopying, typing, or copying by hand.⁴
- Do not remove test materials from the school. For example, do not share test & answer booklets with another school or program housed in your building.⁵
- Do not allow any portion of test & answer booklets to be retained, discarded, recycled, removed, or destroyed.⁶
- Do not allow students access to secure test questions prior to testing.
- Do not read or view any student responses.
- Do not change any student responses.

C. Responsibilities of Test Administrators

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

- Review this manual 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., ELA and Mathematics). Principals will document participation in training and receipt of TAMs using the sample form in Appendix E of the PAM or a similar document.
- Understand and follow the protocols related to administering tests to students with disabilities, and EL students.

2. Administer all tests according to appropriate protocols.

- Administer tests during the prescribed testing window, and in the prescribed order.
- Follow the directions and read the scripts in this manual (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 22).
- Provide students with all required test materials as listed in this manual.
- Prevent the use of prohibited materials (see pages 14–16 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.

⁴ The only exceptions are for test administrators who must transcribe student responses into test & 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.

⁵ 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.

⁶ The only exception is for test materials that have become contaminated; contact the principal or designee immediately for instructions.

MCAS Test Security Requirements

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 or whether a student was absent from testing.
 - 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 or reviewing the incorrect session of the test & answer 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.
5. **Do not give students any assistance or make suggestions for responding to any test question.**
 - 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, gestures, 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, including testing strategies
 - 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, view, or change student responses.**

7. **Follow proper procedures for administering accommodations to students with disabilities and EL students.**
 - Ensure that students are **only** provided accommodations that are listed specifically for use during MCAS testing in an approved IEP or a 504 plan, or that were specifically chosen as accommodations for EL students.
 - Follow guidelines on proper provision of MCAS accommodations as prescribed in Appendix B of the PAM and in the *Accessibility and Accommodations Manual for the Spring 2018 MCAS Grades 3–8 Tests*.
 - Test administrators for students who will be provided certain accommodations must sign an MCAS Nondisclosure Acknowledgment prior to their receipt of secure test materials. Principals must keep signed Nondisclosure Acknowledgments in the school files for three years. See Appendix B of the PAM for more information about which test administrators this requirement applies to, and see Appendix E of the PAM for the MCAS Nondisclosure Acknowledgment.

D. Testing Irregularities

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

1. School Observations

In order to ensure the security and proper administration of the MCAS program, the Department conducts announced and unannounced monitoring visits to schools to observe the procedures followed during test administration. This may include entering testing rooms to observe students and test administrators directly. 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.

2. Mandatory Reporting of Irregularities by All Personnel

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

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

MCAS Test Security Requirements

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) involved in the incident
- 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)

3. Anonymous Reporting of Testing Irregularities

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

- calling the Student Assessment Services office at 781-338-3625
- emailing information about the irregularity to mcas@doe.mass.edu
- accessing the contact form on the Department’s website at www.doe.mass.edu/contact/qanda.aspx and choosing either “MCAS” or “Student Assessment” from the dropdown menu
- mailing information about the irregularity to the following address:
Student Assessment Services
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148

Always provide as much information as possible when reporting a testing irregularity.

4. 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 conduct its own independent investigation. Once the Department determines whether an irregularity has taken place, the Department will notify the school and district about any potential consequences which may follow from this determination.

5. Investigations Based on Statewide Data Analysis

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

6. Consequences

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

- delay in reporting of district, school, or student results
- invalidation of district, school, or student results
- prohibition of school personnel from participating in a future MCAS test administration
- 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

Spring 2018 MCAS Test Administration Protocols

Spring 2018 MCAS Test Administration Protocols

A. Supervising Test Administration

It is the test administrator's responsibility, once authorized by the principal to serve in this role, to oversee his or her assigned test sessions. This responsibility includes the following:

- understanding and enforcing the test security requirements and test administration protocols
- reading the scripts contained in this manual verbatim to students
- following all other instructions contained in this manual and provided by the principal
- administering tests to students with disabilities using accommodations according to their IEPs or 504 plans

B. Testing Time

1. Requirements for Testing Time

Session Length

ELA test sessions are designed to be completed within two hours. Mathematics test sessions are designed to be completed within one and a half hours. However, **all MCAS test administrations are untimed.**

Requirements and Recommendations for Scheduling Testing

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 English learners (EL students), are afforded an equal opportunity to benefit from untimed tests.

Test Completion

Students who require time beyond the end of their scheduled test session may take it, as long as they are working productively. To that end, test administrators read scripts in this manual 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.

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. (If a student becomes ill during a session and cannot continue testing, see page 20 of the PAM for instructions on how the student may complete the test.)

The scripts in this manual 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.**

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

Schools may plan for one short, supervised break per session (3–5 minutes) to be given at each test administrator’s discretion. Test administrators must maintain security during the break (e.g., students may not discuss the test).

Test administrators will follow a script instructing students approximately midway through a session that they may have a short break or they may continue working. To maintain the security of the test, test administrators should follow the instructions in Part I of this manual.

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 receiving designated accessibility feature DF10 (specific time of day) or DF3 (frequent brief supervised breaks). (See Part III of the PAM for more information about designated accessibility features.)

C. Test Administration Interruptions

Circumstances over which you have no control (e.g., power failures) may interrupt testing. If such an interruption does occur during testing, instruct students to close their test & answer booklets. Collect and secure the booklets. In the event of an emergency, be sure to follow your school’s safety instructions. When normal conditions are restored, redistribute booklets to their original owners and resume testing. No interruption should reduce the total amount of time that students are given to complete the interrupted test session. Report any major disruption to your principal, who then must report the disruption to the Department.

Your principal will provide guidance 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 at any time. Test administrators are responsible for maintaining test security according to requirements in Part I while any student is out of the room.

D. 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 E and F below and on the following page). 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.
- 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 of being found with a prohibited item. In addition, principals may direct test administrators to read a recommended script in this manual that instructs students to put their cell 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.

Principals must also implement procedures to ensure that students who need more time and are moved to test completion rooms do not access prohibited items such as cell phones or testing materials during the transition.

Schools are ultimately responsible for implementing procedures that ensure students do not possess cell phones or other electronic devices during testing.

E. 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)
- Scratch paper
 - Test administrators must supply at least one sheet of scratch paper (blank, lined, or graph) for each student per session. Students can request more scratch paper if needed, up to three pages at one time. (If a student needs additional pages, he or she will need to turn in used scratch paper.)
- MCAS rulers that are included in shipments of Mathematics test materials (see page 46 and 56.)

2. Materials Permitted for Student Use

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

- colored pencils⁷
- printed copies of the *Guidelines for Completing Answer Grids* (available in the “Gridded Response Guidelines” dropdown at mcas.pearsonsupport.com/student)
- printed copies of authorized bilingual word-to-word dictionaries and glossaries for current and former EL students (See Appendix E for more information.)

F. 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 22) 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 the 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.)
 - calculators
 - smart watches
 - e-book readers or electronic dictionaries
 - music players for one student’s personal use or that of the whole class, earphones, ear buds, or headphones
 - any device capable of taking photographs
 - game consoles
 - pocket translators
 - computers or electronic tablets
 - any device that provides access to the Internet, including certain calculators and fitness trackers
 - editing devices (e.g., spelling or grammar checkers)
- English-language dictionaries or thesauruses
- encyclopedias
- school-provided rulers and 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)

⁷ Students in grade 3 may use a colored pencil (e.g., for marking or underlining passages), but must use a #2 pencil only to answer all test questions.

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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 such notepads, flags, sticky notes, or handwritten notes
- books
- textbooks for subjects other than the one being tested
- notebooks
- pens and highlighters

Cell Phones and Other Electronic Devices

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

During the Test Administrators' Training, the principal will inform test administrators either to read the script in this manual instructing students before each test session to turn off their cell phones and other electronic devices and place them in their backpacks, or to follow another procedure to ensure that students do not have access to cell phones or other electronic devices. See pages 20–22 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.

G. Accounting for Secure Materials

It is the responsibility of the test administrator to account for secure test materials by inventorying the materials received for students assigned to you. (See pages 28 and 38 and pages 46 and 56 for lists of the materials you should receive.) It is also your responsibility to document on the Test Material Internal Tracking Forms the receipt from and return to your principal of a specific quantity of secure test materials. All secure materials assigned to you must be returned to the principal following each test administration.

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

H. Damaged or Defective Test & Answer Booklets

If a student's assigned test & answer booklet becomes damaged or is discovered to be defective at any time during testing, it must be replaced. In such cases:

1. Collect the damaged/defective test & answer booklet from the student.
2. Issue the student a replacement test & answer booklet. All information on the front cover of the replacement booklet must be completed.
3. Instruct the student to continue working in the replacement test & answer booklet.

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4. Fill in the VOID TEST & ANSWER BOOKLET circle on the **back cover** of the student’s damaged/defective test & answer booklet.
5. Write “VOID” in large letters across the front cover.
6. Set the void booklet aside to be returned to your principal along with the student’s replacement test & answer booklet at the end of the test session.
7. Notify your principal that you are returning a damaged or defective test & answer booklet. Your principal must ensure that all of the student’s answers marked in the void test & answer booklet are accurately transcribed into the student’s replacement booklet.

Students will not receive credit for any work in void test & answer booklets that was not transcribed into replacement test & answer booklets.

I. Contaminated Test Materials

If a test & answer booklet or other test material becomes contaminated with bodily fluids, contact the principal or designee immediately for instructions.

J. Administering Accommodations, including for Students with a Recent Injury to Their Writing Hand

Your principal will inform you if your group of students includes one or more students being tested with accommodations, including students with a recent injury to their writing hand (e.g., broken bone or fracture in the writing hand or arm). Many schools give a scribe accommodation (accommodation A10.1 or special access accommodation SA3.1) or the typed response accommodation (accommodation A12) for students with a recent injury to their writing arm. Principals must develop a 504 plan for these students; see your principal for details. Appendix B of the PAM contains instructions for administering the scribe accommodations.

The table below shows where you can find more information in this manual about specific accommodations.

Special Edition/Accommodation	Instructions to Follow
Braille (accommodation A3.2)	Appendix A
Large-print (accommodation A2)	Appendix B
Typed responses (accommodation A12)	Appendix C
Signing the ELA test for a student who is deaf or hard of hearing (special access accommodation SA2)	Appendix D

Test administrators for students with disabilities using accommodations A2, A3, A5, A6, A8, A10.1, A11, A12, A13, A14, and A15, special access accommodations SA1.2, SA2, SA3.1, and SA6, and English learner accommodations EL3.2, EL4.1, and EL4.2, must sign an MCAS Nondisclosure Acknowledgment prior to viewing secure test materials. Your principal will provide you with the form to sign and return to him or her.

Part III

Tasks to Complete Prior to Test Administration

Tasks to Complete Prior to Test Administration

A. Receive This Manual and Document Receipt

Test administrators will receive their TAMs to review before the school’s training session and should familiarize themselves with test security requirements, protocols, and procedures.

Your principal will ask you to document that you have received your manual.

B. Attend Test Administrators’ Training

Before the test administration window, your school principal will schedule a training session for all test administrators to explain the testing procedures that will be followed at the school.

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

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

The principal will 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 test & answer 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, and photographing test & answer booklets
- whether test administrators will read the script regarding cell phones and other electronic devices in the “As Students Arrive” sections of this manual or a locally developed script instead
- the requirement that test administrators may not view secure test content (except in specific situations listed in this manual)
- the requirement that test administrators may not view student responses (except in specific situations listed in this manual)
- 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 the secure central storage area, and that they may not be left in locked storage in classrooms

Tasks to Complete Prior to Test Administration

- the requirement that test administrators must sign an MCAS Nondisclosure Acknowledgment if they are authorized to view secure MCAS test & answer booklets in order to administer MCAS tests to students with disabilities using certain accommodations (See Appendix E of the PAM for the form.)

Administration Schedule and Logistics

The principal will inform test administrators of the school's policies, procedures, and logistics regarding the following:

- MCAS testing schedules (e.g., testing dates), including the administration of practice tests, 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, and 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 MCAS test accommodations to students with disabilities
- whether Student ID Labels will be applied before test sessions or applied by students after test & answer booklets are distributed
- materials that become contaminated
- new policies and procedures at the school, as well as whether to use the recommended scripts in this manual for students going to a supervised lunch, going to the restroom, or going to a test completion room.

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

- Maintain security in their testing space.
- Read the scripts in this manual 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 test & answer booklets).
- Monitor students to confirm they do not have access to prohibited materials (see pages 14–16 for lists of required/permitted and prohibited materials).
- Make a list of all students assigned to them who were not tested so that they can be scheduled for make-up testing, and give this list to the principal. It is important to keep accurate records of who has been tested, as it is not permissible to look through assigned test & answer booklets to check whether students have completed testing.

Tasks to Complete Prior to Test Administration

Test Administration and Resource Materials

The principal will familiarize test administrators with the following policies:

- Test materials required for each test session are listed in this manual.
- 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. The use of pens and highlighters is prohibited.
- Students must be provided with scratch paper for ELA and Mathematics testing.
- Students must be provided with MCAS rulers for Mathematics testing.
- The use of calculators is prohibited for both sessions of the Mathematics test for grade 3.
- Current and former EL students may use printed copies of authorized bilingual word-to-word dictionaries and glossaries (see Appendix E for more information).

C. Prepare the Testing Space

Before each test session, the testing space must be prepared as follows:

- Ensure that the room is free from noise or distractions and is adequately lit, ventilated, and furnished so that students can work comfortably and without disruption.
- Ensure that each student will have adequate work space and be sufficiently separated from other students to support a secure test environment.
- Cover or remove from the testing space all materials containing content in the subject area being tested, including any materials that might help students answer test questions. Examples of materials that must be covered or removed include, but are not limited to, posters, maps, charts, graphic organizers, word lists, number lines, multiplication tables, definitions, writing formulas, and mathematical formulas/theorems. It is not necessary to cover or remove calendars, posters displaying the alphabet or consonant blends, or posters displaying the Pledge of Allegiance.
- Prepare a sign that reads “MCAS Testing—Please Do Not Disturb” to be posted on the door during each MCAS administration session.

D. Prepare to Provide Universal Accessibility Features (UFs) and Designated Accessibility Features (DFs)

Your principal will inform you if any students in your assigned group will be using UFs or DFs. Some of these accessibility features require special tools (e.g., colored overlay, magnification tool, straight edge) and some require changes in test administration (e.g., frequent breaks, specific time of day, alternate test location).

The list of UFs and DFs can be found in Part III, Section D, of the PAM.

Tasks to Complete Prior to Test Administration

E. Complete Front Covers of Test & Answer Booklets

Your principal will inform you at the Test Administrators' Training whether Student ID Labels are to be applied to test & answer booklets before testing sessions or by students immediately after test & answer booklets are distributed. To ensure the proper application of labels, the Department strongly recommends that labels be applied by test administrators, especially for younger students.

Labels with incorrect SASIDs must not be applied to test & answer booklets. If your school did not receive Student ID Labels for some students, or received labels with incorrect SASIDs, all information requested on the front covers of the test & answer booklets must be completed according to the instructions in this manual.

Labels may be used if the information other than the SASID is incorrect.

Sample test & answer booklet covers with a Student ID Label and without a label are provided in the PAM. See your principal with any questions.

Part IV

Administering the Practice Test

Administering the Practice Test

The administration of the practice test is optional.

Your principal will provide you with a schedule for administering the English Language Arts or Mathematics practice tests if they will be administered at your school. Large-print and Braille editions are also available, and your principal will provide them, if applicable.

The format of the practice test closely resembles the format of the actual test.

Follow the instructions below to administer the practice test.

1. Distribute the practice test to each student and say:

“Do not open the practice test until I instruct you to do so.”

- 2a. When the English Language Arts tests have been distributed, say:

“I have just handed out a practice test that will help you understand how and where to answer questions on the MCAS English Language Arts test. The practice test has the same kinds of questions that you will see on the real test, but your answers to questions on this practice test do not count toward your MCAS score.

You may open your test, read the directions, and begin the practice test.”

- 2b. When the Mathematics tests have been distributed, say:

“I have just handed out a practice test that will help you understand how and where to answer questions on the MCAS Mathematics test. The practice test has the same kinds of questions that you will see on the real test, but your answers to questions on this practice test do not count toward your MCAS score.

You may open your test, read the directions, and begin the practice test.”

3. You may assist students during the practice test session. Be sure that students in your group clearly understand how to

- fill in multiple-choice and multi-select answer circles completely and correctly; and
- answer short-response and essay questions completely. (for ELA only); and
- answer short-answer and constructed-response questions completely, including how to respond to constructed-response questions that have more than one part to answer and label.

After students have completed their work on the practice test, you may review their answers with them.

4. When students have completed the practice test, collect the tests for return to the principal.

Part V

Administering Grade 3 English Language Arts Test Session 1

Administering Grade 3 English Language Arts Test Session 1

A. Materials Needed for Session 1

1. Prior to testing, you will receive the following materials for students assigned to you:⁸

- this manual
 - English Language Arts test & answer booklets
 - scratch paper (either blank, lined, or graph)
 - optional: English Language Arts practice tests (if not previously administered)
 - a list of students' SASIDs, if applicable
 - Student ID Labels, if labels were not previously applied to booklets
- If your principal has instructed you to apply Student ID Labels to test & answer booklets before testing, do so before the students arrive for testing.
- a tracking form to assist you and your principal in maintaining the security of test materials

Note: English-language dictionaries are not allowed during the English Language Arts test.

2. You will also need the following materials available in your testing space prior to testing:

- “Do Not Disturb” sign
- printed copies of authorized bilingual word-to-word dictionaries for current and former EL students
- #2 pencils

3. You will likely receive more materials than needed for your group of students. Notify your principal immediately if you need additional materials. Set aside unassigned materials and **keep them secure** until you return them to your principal.

Remember that all test & answer booklets (including large-print booklets, Braille booklets, and Braille Administrator’s Copies) are secure materials and must be tracked properly from the time you receive them until you return them to your principal.

B. Before Students Arrive

1. Make sure the testing space has been appropriately prepared (see page 22).
2. Post the “Do Not Disturb” sign on the outside of the door of the testing space.
3. Write your name on the board.
4. Write the name of your school and district on the board.
5. Write on the board: “You will answer questions 1–18 in this session.”

⁸ If applicable for any student in your assigned group, you will also receive Braille test materials or large-print test materials.

Administering Grade 3 English Language Arts Test Session 1

C. As Students Arrive

1. Collect books from students who brought them to read in the event they finish their work before the end of the test session.
2. Approve any bilingual dictionaries brought by current and former EL students to use during the test session according to the guidelines in Appendix E.

All other dictionaries are prohibited during this session.

3. Make sure that students do not have access to cell phones or other electronic devices during testing. These devices are **prohibited**, and their use for any purpose will result in the invalidation of test results.
4. Say to the students:
“Before we begin testing, you need to know that cell phones, music players, e-book readers, or other electronic devices are not allowed for any reason during this session, even after you turn in your materials. Results will be invalidated for students with any of these devices during testing or after turning in test materials. Please turn off your cell phone or any other electronic device now.”
5. If your principal has instructed you to do so, read the following recommended script:

“Remember you were given instructions recently at a student meeting about appropriate activities you can do when you finish testing and those you will not be allowed to do. Do you have any questions about appropriate things you can do during this session when you finish testing or what you are not allowed to do?”

Answer any questions students have. Then say:

“If you have an electronic device with you, please make sure it is now turned off, put it in your backpack, and leave it by the side of the room. You will be able to access it again when I give you permission to do so.”

Pause to make sure that students have turned cell phones and other electronic devices off and have placed them in their backpacks.

6. If your principal has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession, do so at this time. **Schools are ultimately responsible for implementing procedures that ensure students do not possess cell phones or other electronic devices during testing.**
7. Make sure that students’ desks are clear, except for authorized bilingual dictionaries for current and former EL students and #2 pencils. Students may also have colored pencils (see page 15).

Administering Grade 3 English Language Arts Test Session 1

D. Administer Session 1

To ensure that all students across the state have access to the same information and receive the same instructions, test administrators must read the following script verbatim to their students. At any time during the test session, you may repeat a portion of the script if necessary for clarification.

If your principal has instructed you to do so, you will need to turn to section E at appropriate points during this session to read recommended scripts for students going to a supervised lunch or going to the restroom.

1. Say to the students:

“We are about to begin the MCAS English Language Arts test. This is the first of two sessions that you will take. Test questions for both sessions will be in your test & answer booklet, but you will only be answering the questions in the ‘Session 1’ part during this session. You will take Session 2 _____ (announce the date and time for Session 2). Does everybody understand?”

Answer any questions that students may have.

2. Say to the students:

“I will now distribute the test & answer booklets and scratch paper. Do not open your booklet until I instruct you to do so.”

Distribute the test & answer booklets and one sheet of scratch paper to each student. If Student ID Labels have already been applied to the test & answer booklets, make sure that you give each student his or her assigned booklet.

3. Then say:

“You may use your scratch paper at any time during this test. If at any point you need more, raise your hand and I will give you an additional sheet. You may have up to three sheets of scratch paper at one time.

Now pick up your test & answer booklet and QUICKLY flip through the pages to see if there are any missing pages, completely blank pages, or pages that were printed upside down.

Please raise your hand if you have a test & answer booklet with missing pages, blank pages, or upside-down pages.”

4. Collect any defective booklets and fill in the VOID circle on the **back cover** of each. Then write “VOID” in large letters across the **front cover** of each. Set aside these booklets to be returned to the principal. Give new booklets to those students who had defective materials (see page 16).
5. If students will apply their own Student ID Labels, distribute the labels now. Instruct students to verify that the information on their labels is correct **before** they apply them. Any student who has a Student ID Label with incorrect information should return his or her label or pre-labeled test & answer booklet to you. If the student’s SASID is correct on the label, the student may use the labeled booklet. If the SASID is incorrect or the student does not have a label, additional information must be completed on the front cover of an unlabeled booklet, according to the instructions in step 11 of this section.

Administering Grade 3 English Language Arts Test Session 1

6. When all Student ID Labels have been applied, say:

“Before beginning this test session, you will provide some information on the front cover of your test & answer booklet. It is extremely important that you complete all of this information CORRECTLY, and that you use ONLY a #2 pencil in your test & answer booklet. You may NOT use a pen or any other writing instrument.”

7. Then say:

“At the top of the front cover, under the heading ‘Test Administrator Name(s),’ print my name on the line after Session 1. My name is on the board for you to copy.”

Pause and check that students are completing the information correctly on the front covers of their test & answer booklets.

8. Then say:

“Print the school name and the district name on the third and fourth lines. I have written the school and district names on the board for you to copy.”

Pause and check that students are completing the information correctly on the front covers of their test & answer booklets.

9. Then say:

“Below the information you just printed is the title ‘Student Name Grid.’

Print the letters of your LAST name in the boxes below that title. Write one letter in each box, starting in the first box on the left. Between the printed words ‘Last Name’ and ‘First Name,’ you will see a dividing line. If your last name is longer than the space provided, fill in as much as will fit in front of the dividing line. If your last name has a hyphen or space, write the two names together as one word, without the hyphen or space.”

Pause for students to complete this section.

10. Then say:

“Print the letters of your FIRST name, starting with the box to the right of the dividing line. Do NOT write your nickname or use a different spelling of your name than usual. If your first name has a hyphen, write the two names together as one word, without the hyphen. Print your middle initial in the last box, under ‘MI.’ ”

Pause for students to complete this section.

11. If **all** of the students in your assigned group are using test & answer booklets with Student ID Labels, skip to step 12. Otherwise, continue with step 11.

Say to the students:

“If your test & answer booklet does not have a Student ID Label on the lower right corner, you will now fill in the circles under each letter that you printed under the ‘STUDENT NAME GRID.’ ”

Pause and check that students are completing this task correctly.

Administering Grade 3 English Language Arts Test Session 1

Say:

“On the upper right side of the page, there is a section labeled ‘BIRTHDATE,’ with abbreviations for the months of the year. Fill in the circle to the right of the MONTH in which you were born. For example, if your birthday is in August, you will fill in the ‘8’ circle to the right of A-U-G.

Next, print the two numbers for the DAY on which you were born, one in each box underneath the word ‘DAY.’ If your birthdate is a single number, print a zero first. For example, if your birthday is on the second of the month, you will print the numbers ‘zero, two’ in the boxes underneath ‘DAY.’

Now print the numbers of the YEAR in which you were born in the boxes underneath ‘YEAR.’

Last, underneath each number you printed, fill in the circle that contains the same number.”

Pause and check that students are completing this task correctly. If students will be filling in their own SASIDs, say:

“Locate the box labeled ‘STATE-ASSIGNED STUDENT IDENTIFIER.’ I will provide each of you with your State-Assigned Student Identifier number so you can write the information and fill in the appropriate circles.”

Provide each student with his or her SASID. Check that students are completing this task correctly.

12. Then say:

“Now I am going to tell you some information about the types of questions you will be answering.

During Session 1 you will answer questions 1–18.

Be sure to read each passage and question carefully. Then answer each question as well as you can.

For most questions, you will mark your answers by filling in the circles in your test & answer booklet. Make sure you darken the circles completely. Do not make any marks outside the circles. If you need to change an answer, be sure to erase your first answer completely.

Some questions will ask you to write a response. You will write your response in the space provided in your test & answer booklet. Words that you write outside the provided space will NOT be included in your score.

If you do not know the answer to a question, you may go on to the next question. When you are finished, you may review your answers and go back to any questions you did not answer in this session.

Be sure at the end of the test session that you have responded to every question and not left anything blank or unanswered.”

13. Say to the students:

“Next, I am going to tell you about some things that are not allowed during this session.

You may not use an English-language dictionary during this test.

Administering Grade 3 English Language Arts Test Session 1

You must mark all of your answers in your test & answer booklet, using a #2 pencil ONLY.

Cheating in any form is forbidden. This includes using notes or books, accessing the Internet, looking at another student’s test & answer booklet, showing another student your test & answer booklet, or communicating with other students by talking or writing. In addition, you may not damage your test materials or remove any part of them from the testing room.”

14. Say to the students:

“This test session is scheduled to be _____ (state length of test session) long. If you have not finished answering the questions at the end of that time, you will be given more time to finish. At most, you will have until the end of the school day, as long as you are working productively, but you should not need that much time.

Once you begin the test, each test & answer booklet page for this session will say ‘GO ON’ at the bottom right corner of the page. Keep answering questions until you have answered the last question in Session 1 on the page that says ‘STOP’ at the bottom.”

15. Pause to show students a sample page of a test & answer booklet that says “STOP” at the bottom. Then say:

“If you finish answering the questions before the end of the test session, you should review your work for this session. However, you may NOT look ahead to the next test session.

Please open your test & answer booklet to page 2, which says, ‘Grade 3 English Language Arts Session 1.’”

16. Then say:

“Be sure to read the directions on this page. You may begin Session 1 now.”

17. If you are administering the test to any students with disabilities using accommodation A12 (Typed Responses), turn to page 69 in Appendix C for the script to read to these students at this time.
18. It is your responsibility to ensure a secure testing environment.

Test security requirements are described in Part I, and other test administration protocols are described throughout this manual.

Circulate among the students while they take the test to see that they are working steadily, are not using cell phones or other electronic devices, and are in the correct session of their test & answer booklets.

Remember that you may view students’ booklets for the sole purpose of confirming that students are working in the correct session. A test administrator may not review booklets to confirm whether a student has marked all his or her responses.

Administering Grade 3 English Language Arts Test Session 1

19. (Optional) Approximately midway through the session, say to students:

“You may now have a short break during which you may stand up and stretch. During the break, you may not discuss the test. If you do not want to take a break, you may continue working. The break will be ____ minutes long.” (State the length of the break.)

The break may be scheduled for 3–5 minutes, at the test administrator’s discretion. When the break is complete, say to the students:

“The break is over. You should begin testing again now.”

20. When the session time is half over, say to the students:

“This session time is half over. Make sure that you do not skip any questions. When you are finished answering all of the questions in Session 1 and reviewing your work, return your test materials to me.”

- 21a. Read aloud or point to this script for any student who finishes early:

“Before you hand me your booklets, I want to remind you that

- **you were supposed to answer questions 1 through 18 during this session; and**
- **you should make sure you have not skipped any questions.**

Remember, once you hand me your test materials, you will not be permitted to go back to Session 1.

I want to remind you that cell phones, music players, e-book readers, and other electronic devices are *still* not allowed until I give you permission, or your results may be invalidated.”

Permit students to check whether they have skipped any questions.

- 21b. At the end of the session, say to any students still working:

“This is the end of the time scheduled for this session. Before I collect your booklets, I want to remind you that

- **you were supposed to answer questions 1 through 18 during this session; and**
- **you should make sure you have not skipped any questions.**

Remember, once you hand me your test materials, you will not be permitted to go back to Session 1.”

Pause to allow students to check whether they have skipped any questions.

22. Say to the students:

“Please put your pencil down and close your booklet. If you need more time to answer any questions, raise your hand.”

23. Note which students need more time and then pick up each student’s booklet and scratch paper. **Verify that you have a used test & answer booklet and scratch paper from each student.** For students who need more time, follow the instructions given by your principal. Remind students of when Session 2 will begin.

24. If you are administering the test to any students using accommodation A12 (Typed Responses), ask students to review their printed typed responses. **Do not dismiss students**

Administering Grade 3 English Language Arts Test Session 1

until they have confirmed that their printed typed responses are ready to submit. After these students have completed testing, see page 70 in Appendix C for further instructions.

25. For students who need more time, if your principal has instructed you to do so, read the following recommended script to students who are moving to a test completion room:

“If you have not yet finished your work in this session, you will be moved to _____ (location) to complete the test. You will have until the end of the school day to finish your work, but you should not need that much time.

Your test materials will be brought there for you. Your cell phone and any other electronic devices must remain off, and you may not access them until the test administrator gives you permission to do so.”

If your principal has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession while transitioning to a test completion room, do so at this time.

Be sure to complete appropriate tracking documents and follow your principal’s instructions for maintaining the security of test materials for students in a test completion room.

26. Make a list of all students in your assigned group who were not tested. These students will need to take Session 1 during the make-up period. If all the students assigned to you took Session 1, notify your principal of this. It is important to keep accurate records of who has been tested, as it is not permissible to look through assigned test & answer booklets to check whether students have completed testing.
27. Verify that any students who filled in circles for their names, dates of birth, and SASIDs on the front covers of test & answer booklets have done so correctly. If not, correct the information on the front covers at this time.
28. Group test materials into the following separate piles:
- used test & answer booklets
 - used scratch paper
 - void test & answer booklets
 - unused test materials
 - practice tests (if applicable)
 - contaminated test materials, if applicable (Remember to notify your principal or designee.)
29. Complete appropriate tracking documents, as instructed by your principal.
30. Immediately return **all** test materials and the list of students to your principal.

Remember that all test & answer booklets (including large-print booklets, Braille booklets, and Braille Administrator’s Copies) are secure materials and must be tracked properly from the time you receive them until you return them to your principal.

Administering Grade 3 English Language Arts Test Session 1

E. Recommended Scripts to Read for a Supervised Lunch or Restroom Break

1. For students who will be escorted to a supervised lunch, if your principal has instructed you to do so, read the following recommended script to students:

“It is now time for lunch. You will be able to continue testing after lunch, and you will have until the end of the school day to finish your work, but you should not need that much time.

You will be going to _____ (location) after your supervised lunch to finish testing, and your test materials will be brought there for you. Your cell phone or other electronic devices must remain off during lunch, and you may not access them until the test administrator gives you permission to do so. Also, you may not discuss the test during your lunch break.”

If your principal has directed you to follow a different procedure to ensure that students have a supervised lunch and security is maintained, do so at this time.

Be sure to complete appropriate tracking documents and follow your principal’s instructions for maintaining the security of test materials for these students.

2. For students who ask to use the restroom during the test session, if your principal has instructed you to do so, read or point to this recommended script:

“You may not retrieve or access your cell phone or any prohibited materials while you are out of the room.”

If your principal has directed you to follow a different procedure, do so at this time.

Part VI

Administering Grade 3 English Language Arts Test Session 2

Administering Grade 3 English Language Arts Test Session 2

A. Materials Needed for Session 2

1. Prior to testing, you will receive the following materials for students assigned to you:⁹
 - this manual
 - English Language Arts test & answer booklets
 - scratch paper (either blank, lined, or graph)
 - a tracking form to assist you and your principal in maintaining the security of test materials

Note: English-language dictionaries are not allowed during the English Language Arts test.

2. You will also need the following materials available in your testing space prior to testing:
 - “Do Not Disturb” sign
 - printed copies of authorized bilingual word-to-word dictionaries for current and former EL students
 - #2 pencils
3. You will likely receive more materials than needed for your group of students. Notify your principal immediately if you need additional materials. Set aside unassigned materials and **keep them secure** until you return them to your principal.

Remember that all test & answer booklets (including large-print booklets, Braille booklets, and Braille Administrator’s Copies) are secure materials and must be tracked properly from the time you receive them until you return them to your principal.

B. Before Students Arrive

1. Make sure the testing space has been appropriately prepared (see page 22).
2. Post the “Do Not Disturb” sign on the outside of the door of the testing space.
3. Write your name on the board.
4. Write on the board: “You will answer questions 19–37 in Session 2.”

⁹ If applicable for any student in your assigned group, you will also receive Braille test materials or large-print test materials.

Administering Grade 3 English Language Arts Test Session 2

C. As Students Arrive

1. Collect books from students who brought them to read in the event they finish their work before the end of Session 2.
2. Approve any bilingual dictionaries brought by current and former EL students to use during the test session according to the guidelines in Appendix E.

All other dictionaries are prohibited during this session.

3. Make sure that students do not have access to cell phones or other electronic devices during testing. These devices are **prohibited**, and their use for any purpose will result in the invalidation of test results.
4. Say to the students:
“Before we begin testing, I want to remind you that cell phones and other electronic devices are not allowed for any reason during this session, until I give you permission to access them.”
5. If your principal has instructed you to do so, read the following recommended script:
“Remember you were given instructions recently at a student meeting about appropriate activities you can do when you finish testing and those you will not be allowed to do. Do you have any questions about appropriate things you can do during this session when you finish testing or what you are not allowed to do?”

Answer any questions students have. Then say:

“If you have an electronic device with you, please make sure it is now turned off, put it in your backpack, and leave it by the side of the room. You will be able to access it again when I give you permission to do so.”

Pause to make sure that students have turned cell phones and other electronic devices off and have placed them in their backpacks.

6. If your principal has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession, do so at this time. **Schools are ultimately responsible for implementing procedures that ensure students do not possess cell phones or other electronic devices during testing.**
7. Make sure that students’ desks are clear, except for authorized bilingual dictionaries for current and former EL students and #2 pencils. Students may also have colored pencils (see page 15).

Administering Grade 3 English Language Arts Test Session 2

D. Administer Session 2

To ensure that all students across the state have access to the same information and receive the same instructions, test administrators must read the following script verbatim to their students. At any time during the test session, you may repeat a portion of the script if necessary for clarification.

If your principal has instructed you to do so, you will need to turn to section E at appropriate points during this session to read recommended scripts for students going to a supervised lunch or going to the restroom.

1. If there are students in your assigned group who do not have test & answer booklets with the front covers completed, these students will need to do so. Instructions for completing the front covers of test & answer booklets appear in this manual on pages 30–32 in steps 5–6 and 8–11 (skip step 7).

Say to the students:

“We are about to begin Session 2 of the MCAS English Language Arts test.

I will now distribute the test & answer booklets and scratch paper. Do not open your booklet until I instruct you to do so.”

Distribute the test & answer booklets to their original owners. **Note:** It is your responsibility to ensure that each student receives his or her own original test & answer booklet. Distribute one sheet of scratch paper to each student.

Once the test & answer booklets and scratch paper have been distributed, say:

“You may use your scratch paper at any time during this test. If at any point you need more, raise your hand and I will give you an additional sheet. You may have up to three sheets of scratch paper at one time.

Make sure you have your own test & answer booklet. If you have someone else’s test & answer booklet, raise your hand now.”

If any students raise their hands, give them their correct test & answer booklets.

2. Say:
“On the front cover, print my name on the second line, next to ‘Test Administrator Name (Session 2).’ My name is on the board for you to copy.”

Pause and check that students are completing this task correctly.

3. Say to the students:
“Now I am going to tell you some information about the types of questions you will be answering.
During Session 2, you will answer questions 19–37.
Be sure to read each passage and question carefully. Then answer each question as well as you can.
For most questions, you will mark your answers by filling in the circles in your test & answer booklet. Make sure you darken the circles completely. Do not make any marks outside the circles. If you need to change an answer, be sure to erase your first answer completely.

Administering Grade 3 English Language Arts Test Session 2

Some questions will ask you to write a response. You will write your response in the space provided in your test & answer booklet. Words that you write outside the provided space will NOT be included in your score.

If you do not know the answer to a question, you may go on to the next question. When you are finished, you may review your answers and go back to any questions you did not answer in this session.

Be sure at the end of the test session that you have responded to every question and not left anything blank or unanswered.”

4. Say to the students:

“Next, I am going to tell you about some things that are not allowed during this session.

You may not use an English-language dictionary during this test.

You must mark all of your answers in your test & answer booklet, using a #2 pencil ONLY.

Cheating in any form is forbidden. This includes using notes or books, accessing the Internet, looking at another student’s test & answer booklet, showing another student your test & answer booklet, or communicating with other students by talking or writing. In addition, you may not damage your test materials or remove any part of them from the testing room.”

5. Say to the students:

“This session is scheduled to be _____ (state length of session) long. If you have not finished answering the questions at the end of that time, you will be given more time to finish.

Once you begin the test, each test & answer booklet page for this session will say ‘GO ON’ at the bottom right corner of the page. Keep answering questions until you have answered the last question on the page that says ‘STOP’ at the bottom.”

6. Pause to show students a sample page of a test & answer booklet that says “STOP” at the bottom. Then say:

“If you finish answering the questions before the end of the test session, you should review your work for this session. However, you may NOT review the first test session. Any answers you make to questions from Session 1 during this session will be invalidated.

Please open your test & answer booklet to the first page that says ‘Grade 3 English Language Arts Session 2’ at the top.”

7. Then say:

“Be sure to read the directions on this page. You may begin Session 2 now.”

8. If you are administering the test to any students with disabilities using accommodation A12 (Typed Responses), turn to page 69 in Appendix C for the script to read to these students at this time.

Administering Grade 3 English Language Arts Test Session 2

9. It is your responsibility to ensure a secure testing environment.

Test security requirements are described in Part I, and other test administration protocols are described throughout this manual.

Circulate among the students while they take the test to see that they are working steadily, are not using cell phones or other electronic devices, and are in the correct session of their test & answer booklets.

Remember that you may view students' booklets for the sole purpose of confirming that students are working in the correct session. A test administrator may not review booklets to confirm whether a student has marked all his or her responses.

10. (Optional) Approximately midway through the session, say to students:

“You may now have a short break during which you may stand up and stretch. During the break, you may not discuss the test. If you do not want to take a break, you may continue working. The break will be ____ minutes long.” (State the length of the break.)

The break may be scheduled for 3–5 minutes, at the test administrator’s discretion. When the break is complete, say to the students:

“The break is over. You should begin testing again now.”

11. When the time for Session 2 is half over, say to the students:

“The time for this session is half over. Make sure that you do not skip any questions. When you are finished answering all of the questions in Session 2 and reviewing your work, return your test materials to me.”

- 12a. Read aloud or point to this script for any student who finishes early:

“Before you hand me your booklets, I want to remind you that

- you were supposed to answer questions 19 through 37 during Session 2; and
- you should make sure you have not skipped any questions.

Remember, once you hand me your test materials, you will not be permitted to go back to Session 2.

I want to remind you that cell phones, music players, e-book readers, and other electronic devices are *still* not allowed until I give you permission, or your results will be invalidated.”

Permit students to check whether they have skipped any questions.

- 12b. At the end of the session, say to any students still working:

“This is the end of the time scheduled for this session. Before I collect your booklets, I want to remind you that

- you were supposed to answer questions 19 through 37 during Session 2; and
- you should make sure you have not skipped any questions.

Remember, once you hand me your test materials, you will not be permitted to go back to Session 2.”

Pause to allow students to check whether they have skipped any questions.

Administering Grade 3 English Language Arts Test Session 2

13. Say to the students:
“Please put your pencil down and close your booklet. If you need more time to answer any questions, raise your hand.”
14. Note which students need more time and pick up each student’s booklet and scratch paper. **Verify that you have a used test & answer booklet and scratch paper from each student.** For students who need more time to finish, follow the instructions given by your principal.
15. If you are administering the test to any students using accommodation A12 (Typed Responses), ask students to review their printed typed responses. **Do not dismiss students until they have confirmed that their printed typed responses are ready to submit.** After these students have completed testing, see page 70 in Appendix C for further instructions.
16. For students who need more time, if your principal has instructed you to do so, read the following recommended script to students who are moving to a test completion room:
“If you have not yet finished your work in this session, you will be moved to _____ (location) to complete the test. You will have until the end of the school day to finish your work, but you should not need that much time. Your test materials will be brought there for you. Your cell phone and any other electronic devices must remain off, and you may not access them until the test administrator gives you permission to do so.”

If your principal has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession while transitioning to a test completion room, do so at this time.

Be sure to complete appropriate tracking documents and follow your principal’s instructions for maintaining the security of test materials for students in a test completion room.
17. Make a list of all students in your assigned group who were not tested. These students will need to take Session 2 during the make-up period. If all the students assigned to you took Session 2, notify your principal of this. It is important to keep accurate records of who has been tested, as it is not permissible to look through assigned test & answer booklets to check whether students have completed testing.
18. Group test materials into the following separate piles:
 - used test & answer booklets
 - used scratch paper
 - void test & answer booklets
 - unused test materials
 - contaminated test materials, if applicable (Remember to notify your principal or designee.)
19. Complete appropriate tracking documents, as instructed by your principal.
20. Immediately return **all** test materials and the list of students to your principal.

Remember that all test & answer booklets (including large-print booklets, Braille booklets, and Braille Administrator’s Copies) are secure materials and must be tracked properly from the time you receive them until you return them to your principal.

Administering Grade 3 English Language Arts Test Session 2

E. Recommended Scripts to Read for a Supervised Lunch or Restroom Break

1. For students who will be escorted to a supervised lunch, if your principal has instructed you to do so, read the following recommended script to students:

“It is now time for lunch. You will be able to continue testing after lunch, and you will have until the end of the school day to finish your work, but you should not need that much time.

You will be going to _____ (location) after your supervised lunch to finish testing, and your test materials will be brought there for you. Your cell phone or other electronic devices must remain off during lunch, and you may not access them until the test administrator gives you permission to do so. Also, you may not discuss the test during your lunch break.”

If your principal has directed you to follow a different procedure to ensure that students have a supervised lunch and security is maintained, do so at this time.

Be sure to complete appropriate tracking documents and follow your principal’s instructions for maintaining the security of test materials for these students.

2. For students who ask to use the restroom during the test session, if your principal has instructed you to do so, read or point to this recommended script:

“You may not retrieve or access your cell phone or any prohibited materials while you are out of the room.”

If your principal has directed you to follow a different procedure, do so at this time.

Part VII

Administering Grade 3 Mathematics Test Session 1

Administering Grade 3 Mathematics Test Session 1

A. Materials Needed for Session 1

1. Prior to testing, you will receive the following materials for students assigned to you:¹⁰
 - this manual
 - Mathematics test & answer booklets
 - scratch paper (either blank, lined, or graph)
 - MCAS rulers
 - a list of students' SASIDs, if applicable
 - Student ID Labels, if labels were not previously applied to booklets

If your principal has instructed you to apply Student ID Labels to test & answer booklets before testing, do so before the students arrive for testing.

 - a tracking form to assist you and your principal in maintaining the security of test materials
 - optional: mathematics practice tests, if not previously administered

Note: Calculators are not allowed during the grade 3 Mathematics test.

2. You will also need the following materials available in your testing space prior to testing:
 - “Do Not Disturb” sign
 - printed copies of authorized bilingual word-to-word dictionaries for current and former EL students
 - #2 pencils
3. You will likely receive more materials than needed for your group of students. Notify your principal immediately if you need additional materials. Set aside unassigned materials and **keep them secure** until you return them to your principal.

Remember that all test & answer booklets (including large-print booklets, Braille booklets, and Braille Administrator’s Copies) are secure materials and must be tracked properly from the time you receive them until you return them to your principal.

B. Before Students Arrive

1. Make sure the testing space has been appropriately prepared (see page 22).
2. Post the “Do Not Disturb” sign on the outside of the door of the testing space.
3. Write your name on the board.
4. Write the name of your school and district on the board.
5. Write on the board: “You will answer questions 1–22 in this session.”

¹⁰ If applicable for any student in your assigned group, you will also receive Braille test materials or large-print test materials.

C. As Students Arrive

1. Collect books from students who brought them to read in the event they finish their work before the end of the test session.
2. Approve any bilingual dictionaries brought by current and former EL students to use during the test session according to the guidelines in Appendix E.

All other dictionaries are prohibited during this session.

3. Make sure that students do not have access to cell phones or other electronic devices during testing. These devices are **prohibited**, and their use for any purpose will result in the invalidation of test results.
4. Say to the students:
“Before we begin testing, you need to know that cell phones, music players, e-book readers, or other electronic devices are not allowed for any reason during this session, even after you turn in your materials. Results will be invalidated for students with any of these devices during testing or after turning in test materials. Please turn off your cell phone or any other electronic device now.”
5. If your principal has instructed you to do so, read the following recommended script:
“Remember you were given instructions recently at a student meeting about appropriate activities you can do when you finish testing and those you will not be allowed to do. Do you have any questions about appropriate things you can do during this session when you finish testing or what you are not allowed to do?”

Answer any questions students have. Then say:

“If you have an electronic device with you, please make sure it is now turned off, put it in your backpack, and leave it by the side of the room. You will be able to access it again when I give you permission to do so.”

Pause to make sure that students have turned cell phones and other electronic devices off and have placed them in their backpacks.

6. If your principal has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession, do so at this time. **Schools are ultimately responsible for implementing procedures that ensure students do not possess cell phones or other electronic devices during testing.**
7. Make sure that students’ desks are clear, except for authorized bilingual dictionaries for current and former EL students and #2 pencils. Students may also have colored pencils (see page 15).
8. **Make sure that students do not have calculators, since all calculators are prohibited during this session.**

Administering Grade 3 Mathematics Test Session 1

D. Administer Session 1

To ensure that all students across the state have access to the same information and receive the same instructions, test administrators must read the following script verbatim to their students. As a reminder, at any time during the test session, you may repeat a portion of the script if necessary for clarification.

If your principal has instructed you to do so, you will need to turn to section E at appropriate points during this session to read recommended scripts for students going to a supervised lunch or going to the restroom.

1. Say to the students:

“We are about to begin the MCAS Mathematics test. This is the first of two sessions that you will take. Test questions for both sessions will be in your test & answer booklet, but you will only be answering the questions in the ‘Session 1’ part during this session. You will take Session 2

_____ (announce the date and time for Session 2). **Does everybody understand?”**

Answer any questions that students may have.

2. Say to the students:

“I will now distribute the test & answer booklets and scratch paper. Do not open your booklet until I instruct you to do so.”

Distribute the test & answer booklets. If Student ID Labels have already been applied to the test & answer booklets, make sure that you give each student his or her assigned booklet. Distribute one sheet of scratch paper to each student.

3. Then say:

“You may use your scratch paper at any time during this test. If at any point you need more, raise your hand and I will give you an additional sheet. You may have up to three sheets of scratch paper at one time.

Now pick up your test & answer booklet and QUICKLY flip through the pages to see if there are any missing pages, completely blank pages, or pages that were printed upside down.

Please raise your hand if you have a test & answer booklet with missing pages, blank pages, or upside-down pages.”

4. Collect any defective booklets and fill in the VOID circle on the **back cover** of each. Then write “VOID” in large letters across the **front cover** of each. Set aside these booklets to be returned to the principal. Give new booklets to those students who had defective materials (see page 16).
5. If students will apply their own Student ID Labels, distribute the labels now. Instruct students to verify that the information on their labels is correct **before** they apply them. Any student who has a Student ID Label with incorrect information should return his or her label or pre-labeled test & answer booklet to you. If the student’s SASID is correct on the label, the student may use the labeled booklet. If the SASID is incorrect or the student does not have a label, additional information must be completed on the front cover of an unlabeled booklet, according to the instructions in step 11 of this section.

Administering Grade 3 Mathematics Test Session 1

6. When all Student ID Labels have been applied, say:

“Before beginning this test session, you will provide some information on the front cover of your test & answer booklet. It is extremely important that you complete all of this information CORRECTLY, and that you use ONLY a #2 pencil in your test & answer booklet. You may NOT use a pen or any other writing instrument.”

7. Then say:

“At the top of the front cover, under the heading ‘Test Administrator Name(s),’ print my name on the line after Session 1. My name is on the board for you to copy.”

Pause and check that students are completing the information correctly on the front covers of their test & answer booklets.

8. Then say:

“Print the school name and the district name on the third and fourth lines. I have written the school and district names on the board for you to copy.”

Pause and check that students are completing the information correctly on the front covers of their test & answer booklets.

9. Then say:

“Below the information you just printed is the title ‘Student Name Grid.’

Print the letters of your LAST name in the boxes below that title. Write one letter in each box, starting in the first box on the left. Between the printed words ‘Last Name’ and ‘First Name,’ you will see a dividing line. If your last name is longer than the space provided, fill in as much as will fit in front of the dividing line. If your last name has a hyphen or space, write the two names together as one word, without the hyphen or space.”

Pause for students to complete this section.

10. Then say:

“Print the letters of your FIRST name, starting with the box to the right of the dividing line. Do NOT write your nickname or use a different spelling of your name than usual. If your first name has a hyphen, write the two names together as one word, without the hyphen. Print your middle initial in the last box, under ‘MI.’ ”

Pause for students to complete this section.

11. If **all** of the students in your assigned group are using test & answer booklets with Student ID Labels, skip to step 12. Otherwise, continue with step 11.

Say to the students:

“If your test & answer booklet does not have a Student ID Label on the lower right corner, you will now fill in the circles under each letter that you printed under the ‘STUDENT NAME GRID.’ ”

Pause and check that students are completing this task correctly.

Administering Grade 3 Mathematics Test Session 1

Say:

“On the upper right side of the page, there is a section labeled ‘BIRTHDATE,’ with abbreviations for the months of the year. Fill in the circle to the right of the MONTH in which you were born. For example, if your birthday is in August, you will fill in the ‘8’ circle to the right of A-U-G.

Next, print the two numbers for the DAY on which you were born, one in each box underneath the word ‘DAY.’ If your birthdate is a single number, print a zero first. For example, if your birthday is on the second of the month, you will print the numbers ‘zero, two’ in the boxes underneath ‘DAY.’

Now print the numbers of the YEAR in which you were born in the boxes underneath ‘YEAR.’

Last, underneath each number you printed, fill in the circle that contains the same number.”

Pause and check that students are completing this task correctly. If students will be filling in their own SASIDs, say:

“Locate the box labeled ‘STATE-ASSIGNED STUDENT IDENTIFIER.’ I will provide each of you with your State-Assigned Student Identifier number so you can write the information and fill in the appropriate circles.”

Provide each student with his or her SASID. Check that students are completing this task correctly.

12. Once the students who are using booklets without Student ID Labels have completed the required information, say:

“I will now distribute the MCAS rulers.”

Distribute MCAS rulers to the students.

13. Once rulers have been distributed, say:

“Now I am going to tell you some information about the types of questions you will be answering.

During Session 1, you will answer questions 1–22.

Be sure to read each question carefully and then answer it as well as you can.

For some questions, you will mark your answers by filling in the circles in your test & answer booklet. Make certain you darken the circles completely. Do not make any marks outside the circles. If you need to change an answer, be sure to erase your first answer completely.

For other questions, you will fill in an answer grid. To do so, you must enter your answer in the answer boxes at the top of the answer grid AND completely fill the matching circles below. Additional directions for completing questions with answer grids are provided in your test & answer booklet.

If a question asks you to show or explain your work, you must do so to receive full credit. Write your response in the space provided. Only responses written within the provided space will be scored.

If you do not know the answer to a question, you may go on to the next question. When you are finished, you may review your answers and go back to any questions you did not answer in this session.

Administering Grade 3 Mathematics Test Session 1

Be sure at the end of the test session that you have responded to every question and not left anything blank or unanswered.”

14. Say to the students:

“Next, I am going to tell you about some things that are allowed and some that are not allowed during this session.

You must write all of your responses in your test & answer booklet, using a #2 pencil ONLY. You may NOT use highlighters in your test & answer booklet.

You may use your MCAS ruler to help you answer questions at any time during this session. However, you may not use a calculator or English-language dictionary during this Mathematics test. It is also important for you to know that any figures, diagrams, or illustrations in your test & answer booklet are not necessarily drawn to scale.

Cheating in any form is forbidden. This includes using notes or books, accessing the Internet, looking at another student’s test & answer booklet, showing another student your test & answer booklet, or communicating with other students by talking or writing. In addition, you may not damage your test materials or remove any part of them from the testing room.

At any time during the session, you may raise your hand if you would like me to read aloud a word from the test to you. You will need to point to the word, and I will read it quietly to you and repeat it if necessary. But, I will not be able to tell you what the word means, and I cannot give you any other help or assistance during this session. Does everyone understand?”

Pause to answer any questions students may have.

15. Say to the students:

“This test session is scheduled to be _____ (state length of test session) long. If you have not finished answering the questions at the end of that time, you will be given more time to finish. At most, you will have until the end of the school day, as long as you are working productively, but you should not need that much time.

Once you begin the test, each test & answer booklet page for this session will say ‘GO ON’ at the bottom right corner of the page. Keep answering questions until you have answered the last question in Session 1 on the page that says ‘STOP’ at the bottom.”

16. Pause to show students a sample page of a test & answer booklet that says “STOP” at the bottom. Then say:

“If you finish answering the questions before the end of the test session, you should review your work for this session. However, you may NOT look ahead to the next test session.”

17. Then say:

“Now open your test & answer booklet to page 2, which says ‘Grade 3 Mathematics Session 1’ at the top. Be sure to read the first two pages of directions. You may begin Session 1 now.”

Administering Grade 3 Mathematics Test Session 1

18. If you are administering the test to any students with disabilities using accommodation A12 (Typed Responses), turn to page 69 in Appendix C for the script to read to these students at this time.
19. It is your responsibility to ensure a secure testing environment.

Test security requirements are described in Part I, and other test administration protocols are described throughout this manual.

Circulate among the students while they are taking the test to see that they are working steadily, are not using cell phones or other electronic devices, and are in the correct session of their test & answer booklets.

Remember that you may view students' booklets for the sole purpose of confirming that students are working in the correct session. A test administrator may not review booklets to confirm whether a student has marked all his or her responses.

20. (Optional) Approximately midway through the session, say to students:

“You may now have a short break during which you may stand up and stretch. During the break, you may not discuss the test. If you do not want to take a break, you may continue working. The break will be ____ minutes long.” (State the length of the break.)

The break may be scheduled for 3–5 minutes, at the test administrator's discretion. When the break is complete, say to the students:

“The break is over. You should begin testing again now.”

21. When the session time is half over, say to the students:

“This session is half over. Make sure that you do not skip any questions. When you are finished answering all of the questions in Session 1 and reviewing your work, return your test materials to me.”

- 22a. Read aloud or point to this script for any student who finishes early:

“Before you hand me your booklet, I want to remind you that

- you were supposed to answer questions 1 through 22 during this session; and
- you should make sure you have not skipped any questions.

Remember, once you hand me your test materials, you will not be permitted to go back to Session 1.

I want to remind you that cell phones, music players, e-book readers, and other electronic devices are *still* not allowed until I give you permission, or your results may be invalidated.”

Permit students to check whether they have skipped any questions.

Administering Grade 3 Mathematics Test Session 1

22b. At the end of the session, say to any students still working:

“This is the end of the time scheduled for this session. Before I collect your booklets, I want to remind you that

- **you were supposed to answer questions 1 through 22 during this session; and**
- **you should make sure you have not skipped any questions.**

Remember, once you hand me your test materials, you will not be permitted to go back to Session 1.”

Pause to allow students to check whether they have skipped any questions.

23. Then say:

“Please put your pencil down and close your booklet. Place your ruler inside your booklet. If you need more time to answer any questions, raise your hand.”

24. Note which students need more time and then pick up each student’s booklet and scratch paper. **Verify that you have a used test & answer booklet, a ruler, and scratch paper from each student.** For students who need more time, follow the instructions given by your principal. Remind students of when Session 2 will begin.

25. If you are administering the test to any students using accommodation A12 (Typed Responses), ask students to review their printed typed responses. **Do not dismiss students until they have confirmed that their printed typed responses are ready to submit.** After these students have completed testing, see page 70 in Appendix C for further instructions.

26. For students who need more time, if your principal has instructed you to do so, read the following recommended script to students who are moving to a test completion room:

“If you have not yet finished your work in this session, you will be moved to _____ (location) to complete the test. You will have until the end of the school day to finish your work, but you should not need that much time.

Your test materials will be brought there for you. Your cell phone and any other electronic devices must remain off, and you may not access them until the test administrator gives you permission to do so.”

If your principal has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession while transitioning to a test completion room, do so at this time.

Be sure to complete appropriate tracking documents and follow your principal’s instructions for maintaining the security of test materials for students in a test completion room.

27. Make a list of all students in your assigned group who were not tested. These students will need to take Session 1 during the make-up period. If all the students assigned to you took Session 1, notify your principal of this. It is important to keep accurate records of who has been tested, as it is not permissible to look through assigned test & answer booklets to check whether students have completed testing.

28. Verify that any students who filled in circles for their names, dates of birth, and SASIDs on the front covers of test & answer booklets have done so correctly. If not, correct the information on the front covers at this time.

Administering Grade 3 Mathematics Test Session 1

29. Group test materials into the following separate piles:
 - used test & answer booklets, with rulers inside
 - used scratch paper
 - void test & answer booklets
 - unused test materials
 - practice tests (if applicable)
 - contaminated test materials, if applicable (Remember to notify your principal or designee.)
30. Complete appropriate tracking documents, as instructed by your principal.
31. Immediately return **all** test materials and the list of students to your principal.

Remember that all test & answer booklets (including large-print booklets, Braille booklets, and Braille Administrator’s Copies) are secure materials and must be tracked properly from the time you receive them until you return them to your principal.

E. Recommended Scripts to Read for a Supervised Lunch or Restroom Break

1. For students who will be escorted to a supervised lunch, if your principal has instructed you to do so, read the following recommended script to students:

“It is now time for lunch. You will be able to continue testing after lunch, and you will have until the end of the school day to finish your work, but you should not need that much time.

You will be going to _____ (location) after your supervised lunch to finish testing, and your test materials will be brought there for you. Your cell phone or other electronic devices must remain off during lunch, and you may not access them until the test administrator gives you permission to do so. Also, you may not discuss the test during your lunch break.”

If your principal has directed you to follow a different procedure to ensure that students have a supervised lunch and security is maintained, do so at this time.

Be sure to complete appropriate tracking documents and follow your principal’s instructions for maintaining the security of test materials for these students.

2. For students who ask to use the restroom during the test session, if your principal has instructed you to do so, read or point to this recommended script:

“You may not retrieve or access your cell phone or any prohibited materials while you are out of the room.”

If your principal has directed you to follow a different procedure, do so at this time.

Part VIII

Administering Grade 3 Mathematics Test Session 2

Administering Grade 3 Mathematics Test Session 2

A. Materials Needed for Session 2

1. Prior to testing, you will receive the following materials for students assigned to you:¹¹
 - this manual
 - Mathematics test & answer booklets
 - scratch paper (either blank, lined, or graph)
 - MCAS rulers (inside test & answer booklets)
 - a tracking form to assist you and your principal in maintaining the security of test materials

Note: Calculators are not allowed during the grade 3 Mathematics test.

2. You will also need the following materials available in your testing space prior to testing:
 - “Do Not Disturb” sign
 - printed copies of authorized bilingual word-to-word dictionaries for current and former EL students
 - #2 pencils
3. You will likely receive more materials than needed for your group of students. Notify your principal immediately if you need additional materials. Set aside unassigned materials and **keep them secure** until you return them to your principal.

Remember that all test & answer booklets (including large-print booklets, Braille booklets, and Braille Administrator’s Copies) are secure materials and must be tracked properly from the time you receive them until you return them to your principal.

B. Before Students Arrive

1. Make sure the testing space has been appropriately prepared (see page 22).
2. Post the “Do Not Disturb” sign on the outside of the door of the testing space.
3. Write your name on the board.
4. Write on the board: “You will answer questions 23–44 in this session.”

¹¹ If applicable for any student in your assigned group, you will also receive Braille test materials or large-print test materials.

Administering Grade 3 Mathematics Test Session 2

C. As Students Arrive

1. Collect books from students who brought them to read in the event they finish their work before the end of the test session.
2. Approve any bilingual dictionaries brought by current and former EL students to use during the test session according to the guidelines in Appendix E.

All other dictionaries are prohibited during this session.

3. Make sure that students do not have access to cell phones or other electronic devices during testing. These devices are **prohibited**, and their use for any purpose will result in the invalidation of test results.
4. Say to the students:
“Before we begin testing, I want to remind you that cell phones and other electronic devices are not allowed for any reason during this session, until I give you permission to access them.”
5. If your principal has instructed you to do so, read the following recommended script:
“Remember you were given instructions recently at a student meeting about appropriate activities you can do when you finish testing and those you will not be allowed to do. Do you have any questions about appropriate things you can do during this session when you finish testing or what you are not allowed to do?”

Answer any questions students have. Then say:

“If you have an electronic device with you, please make sure it is now turned off, put it in your backpack, and leave it by the side of the room. You will be able to access it again when I give you permission to do so.”

Pause to make sure that students have turned cell phones and other electronic devices off and have placed them in their backpacks.

6. If your principal has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession, do so at this time. **Schools are ultimately responsible for implementing procedures that ensure students do not possess cell phones or other electronic devices during testing.**
7. Make sure that students’ desks are clear, except for authorized bilingual dictionaries for current and former EL students and #2 pencils. Students may also have colored pencils (see page 15).
8. **Make sure that students do not have calculators, since all calculators are prohibited during this session.**

Administering Grade 3 Mathematics Test Session 2

D. Administer Session 2

To ensure that students across the state have access to the same information and receive the same instructions, test administrators must read the following script verbatim to their students. As a reminder, at any time during the test session, you may repeat a portion of the script if necessary for clarification.

If your principal has instructed you to do so, you will need to turn to section E at appropriate points during this session to read recommended scripts for students going to a supervised lunch or going to the restroom.

1. If there are students in your assigned group who do not have test & answer booklets with the front covers completed, these students will need to do so. Instructions for completing the front covers of test & answer booklets appear in this manual on pages 48–50 in steps 5–6 and 8–11 (skip step 7).

Say to the students:

“We are about to begin Session 2 of the MCAS Mathematics test. This is the last of two test sessions.

I will now distribute the test & answer booklets and scratch paper. Do not open your booklet until I instruct you to do so.”

Distribute the test & answer booklets to their original owners. **Note:** It is your responsibility to ensure that each student receives his or her own original test & answer booklet. Distribute one sheet of scratch paper to each student.

2. Once the test & answer booklets have been distributed, say:

“You may use your scratch paper at any time during this test. If at any point you need more, raise your hand and I will give you an additional sheet. You may have up to three sheets of scratch paper at one time.

Make sure you have your own test & answer booklet. If you have someone else’s test & answer booklet, raise your hand now.”

If any students raise their hands, give them their correct test & answer booklets.

3. Then say:

“On the front cover, under the heading ‘Test Administrator’s Name(s),’ print my name on the line after Session 2. My name is on the board for you to copy.”

Pause and check that students are completing this task correctly.

4. Say to the students:

“Now I am going to tell you some information about the types of questions you will be answering.

During Session 2, you will answer questions 23–44.

Be sure to read each question carefully and then answer it as well as you can.

For some questions, you will mark your answers by filling in the circles in your test & answer booklet. Make certain you darken the circles completely. Do not make any marks outside the circles. If you need to change an answer, be sure to erase your first answer completely.

Administering Grade 3 Mathematics Test Session 2

For other questions, you will fill in an answer grid. To do so, you must enter your answer in the answer boxes at the top of the answer grid AND completely fill the matching circles below. Additional directions for completing questions with answer grids are provided in your test & answer booklet.

If a question asks you to show or explain your work, you must do so to receive full credit. Write your response in the space provided. Only responses written within the provided space will be scored.

If you do not know the answer to a question, you may go on to the next question. When you are finished, you may review your answers and go back to any questions you did not answer in this session.

Be sure at the end of the test session that you have responded to every question and not left anything blank or unanswered.”

5. Say to the students:

“Next, I am going to tell you about some things that are allowed and some that are not allowed during this session.

You must write all of your responses in your test & answer booklet using a #2 pencil ONLY. You may NOT use highlighters in your test & answer booklet.

You may use your MCAS ruler to help you answer questions at any time during this session. However, you may not use a calculator or English-language dictionary during this Mathematics test. It is also important for you to know that any figures, diagrams, or illustrations in your test & answer booklet are not necessarily drawn to scale.

Cheating in any form is forbidden. This includes using notes or books, accessing the Internet, looking at another student’s test & answer booklet, showing another student your test & answer booklet, or communicating with other students by talking or writing. In addition, you may not damage your test materials or remove any part of them from the testing room.

At any time during the session, you may raise your hand if you would like me to read aloud a word from the test to you. You will need to point to the word, and I will read it quietly to you and repeat it if necessary. But, I will not be able to tell you what the word means, and I cannot give you any other help or assistance during this session. Does everyone understand?”

Pause to answer any questions students may have.

6. Say to the students:

“This test session is scheduled to be _____ (state length of test session) long. If you have not finished answering the questions at the end of that time, you will be given more time to finish. At most, you will have until the end of the school day, as long as you are working productively, but you should not need that much time.

Once you begin the test, each test & answer booklet page for this session will say ‘GO ON’ at the bottom right corner of the page. Keep answering questions until you have answered the last question in Session 2 on the page that says ‘STOP’ at the bottom.”

Administering Grade 3 Mathematics Test Session 2

7. Pause to show students a sample page of a test & answer booklet that says “STOP” at the bottom. Then say:
“If you finish answering the questions before the end of the test session, you should review your work for this session. However, you may NOT review the first test session. Any answers you make to questions from Session 1 during this session will be invalidated.”
8. Then say:
“Now open your test & answer booklet to the first page that says ‘Grade 3 Mathematics Session 2’ at the top. Be sure to read the first two pages of directions. You may begin Session 2 now.”
9. If you are administering the test to any students with disabilities using accommodation A12 (Typed Responses), turn to page 69 in Appendix C for the script to read to these students at this time.
10. It is your responsibility to ensure a secure testing environment.

Test security requirements are described in Part I, and other test administration protocols are described throughout this manual.

Circulate among the students while they are taking the test to see that they are working steadily, are not using cell phones or other electronic devices, and are in the correct session of their test & answer booklets.

Remember that you may view students’ booklets for the sole purpose of confirming that students are working in the correct session. A test administrator may not review booklets to confirm whether a student has marked all his or her responses.

11. (Optional) Approximately midway through the session, say to students:
“You may now have a short break during which you may stand up and stretch. During the break, you may not discuss the test. If you do not want to take a break, you may continue working. The break will be ____ minutes long.” (State the length of the break.)
The break may be scheduled for 3–5 minutes, at the test administrator’s discretion. When the break is complete, say to the students:
“The break is over. You should begin testing again now.”
12. When the session time is half over, say to the students:
“The session time is half over. Make sure you do not skip any questions. When you are finished answering all of the questions in Session 2 and reviewing your work, return your test materials to me.”
- 13a. Read aloud or point to this script for any student who finishes early:
“Before you hand me your booklet, I want to remind you that
 - you were supposed to answer questions 23 through 44 during this session; and
 - you should make sure you have not skipped any questions.

Administering Grade 3 Mathematics Test Session 2

Remember, once you hand me your test materials, you will not be permitted to go back to Session 2.

I want to remind you that cell phones, music players, e-book readers, and other electronic devices are *still* not allowed until I give you permission, or your results may be invalidated.”

Permit students to check whether they have skipped any questions.

- 13b. At the end of the session, say to any students still working:

“This is the end of the time scheduled for this session. Before I collect your booklets, I want to remind you that

- **you were supposed to answer questions 23 through 44 during this session; and**
- **you should make sure you have not skipped any questions.**

Remember, once you hand me your test materials, you will not be permitted to go back to Session 2.”

Pause to allow students to check whether they have skipped any questions.

14. Then say to the students:

“Please put your pencil down and close your booklet. Place your ruler on your desk. If you need more time to answer any questions, raise your hand.”

15. Note which students need more time and pick up each student’s booklet and scratch paper. **Verify that you have a used test & answer booklet, a ruler, and scratch paper from each student.** For students who need more time to finish, follow the instructions given by your principal.
16. If you are administering the test to any students using accommodation A12 (Typed Responses), ask students to review their printed typed responses. **Do not dismiss students until they have confirmed that their printed typed responses are ready to submit.** After these students have completed testing, see page 70 in Appendix C for further instructions.
17. For students who need more time, if your principal has instructed you to do so, read the following recommended script to students who are moving to a test completion room:

“If you have not yet finished your work in this session, you will be moved to _____ (location) to complete the test. You will have until the end of the school day to finish your work, but you should not need that much time.

Your test materials will be brought there for you. Your cell phone and any other electronic devices must remain off, and you may not access them until the test administrator gives you permission to do so.”

If your principal has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession while transitioning to a test completion room, do so at this time.

Be sure to complete appropriate tracking documents and follow your principal’s instructions for maintaining the security of test materials for students in a test completion room.

18. Make a list of all students in your assigned group who were not tested. These students will need to take Session 2 during the make-up period. If all the students assigned to you took Session 2, notify your principal of this. It is important to keep accurate records of who

Administering Grade 3 Mathematics Test Session 2

has been tested, as it is not permissible to look through assigned test & answer booklets to check whether students have completed testing.

19. Group test materials into the following separate piles:
 - used test & answer booklets
 - used scratch paper
 - void test & answer booklets
 - MCAS rulers
 - unused test materials
 - contaminated test materials, if applicable (Remember to notify your principal or designee.)
20. Complete appropriate tracking documents, as instructed by your principal.
21. Immediately return **all** test materials and the list of students to your principal.

Remember that all test & answer booklets (including large-print booklets, Braille booklets, and Braille Administrator’s Copies) are secure materials and must be tracked properly from the time you receive them until you return them to your principal.

E. Recommended Scripts to Read for a Supervised Lunch or Restroom Break

1. For students who will be escorted to a supervised lunch, if your principal has instructed you to do so, read the following recommended script to students:

“It is now time for lunch. You will be able to continue testing after lunch, and you will have until the end of the school day to finish your work, but you should not need that much time.

You will be going to _____ (location) after your supervised lunch to finish testing, and your test materials will be brought there for you. Your cell phone or other electronic devices must remain off during lunch, and you may not access them until the test administrator gives you permission to do so. Also, you may not discuss the test during your lunch break.”

If your principal has directed you to follow a different procedure to ensure that students have a supervised lunch and security is maintained, do so at this time.

Be sure to complete appropriate tracking documents and follow your principal’s instructions for maintaining the security of test materials for these students.

2. For students who ask to use the restroom during the test session, if your principal has instructed you to do so, read or point to this recommended script:

“You may not retrieve or access your cell phone or any prohibited materials while you are out of the room.”

If your principal has directed you to follow a different procedure, do so at this time.

Appendix A

Procedures for Administering the Braille Edition of the Test

Appendix A—Procedures for Administering the Braille Edition of the Test

Use the instructions below when administering the Braille edition to a student with a disability whose IEP or 504 team determines that the student will participate in MCAS testing using accommodation A3.2.

Test administrators for students with disabilities using accommodation A3.2 must sign an MCAS Nondisclosure Acknowledgment prior to viewing secure test materials.

1. Your principal will provide you with a shrink-wrapped packet of Braille test materials, which includes the Braille Administrator’s Copy and all materials listed on the Braille Special Instructions sheet.

You will have **up to four days** to review these materials before the first test session. It is important that you become familiar with the Braille test questions and Braille transcriptions and understand any differences between the Braille edition page numbers and page number references in this manual. Your review must occur at the school under the supervision of the principal or designee.

2. If a student records his or her own answers using Braille paper, the principal or designee must transcribe the student’s responses verbatim from the Braille paper into the student’s **standard test & answer booklet in order for the student to receive credit for his or her work.**

If the student has accommodation A12 listed in his or her IEP or 504 plan and will be submitting typed responses, follow the instructions in Appendix C. Please note that multiple-choice responses must be transcribed into the standard test & answer booklet; they may not be typed. **Otherwise, the student will not receive credit for his or her work.**

The principal or designee must properly complete all information requested on the front cover and inside and outside back covers of the student’s **standard test & answer booklet.**

3. Immediately after testing, return **all** test materials to your principal using appropriate tracking documents, as instructed by your principal.

Remember that all test materials, including the Braille Administrator’s Copy, are secure materials and must be tracked properly from the time you receive them until you return them to your principal. Materials must not be removed from the school.

Appendix B

Procedures for Administering the Large-Print Edition of the Test

Appendix B—Procedures for Administering the Large-Print Edition of the Test

Use the instructions below when administering the large-print edition to a student with a disability whose IEP or 504 team determines that the student will participate in MCAS testing using accommodation A2.

Test administrators for students with disabilities using accommodation A2 must sign an MCAS Nondisclosure Acknowledgment prior to viewing secure test materials.

1. Your principal will provide you with the materials listed on the Large-Print Edition Special Instructions sheet in the shrink-wrapped packet of large-print test materials.
2. If a student records his or her own answers in the large-print booklet, the principal or designee must transcribe the student's responses verbatim from the large-print test & answer booklet into the student's **standard test & answer booklet in order for the student to receive credit for his or her work.**

If the student has accommodation A12 listed in his or her IEP or 504 plan and will be submitting typed responses, follow the instructions in Appendix C. Please note that multiple-choice responses must be transcribed into the standard test & answer booklet; they may not be typed. **Otherwise, the student will not receive credit for his or her work.**

The principal or designee must properly complete all information requested on the front cover and inside and outside back covers of the student's **standard test & answer booklet.**

3. Immediately after testing, return **all** test materials to your principal using appropriate tracking documents, as instructed by your principal.

Remember that all test materials are secure materials and must be tracked properly from the time you receive them until you return them to your principal. Materials must not be removed from the school.

Appendix C

Procedures for Administering the Test to Students Who Type Their Responses

Appendix C—Procedures for Administering the Test to Students Who Type Their Responses

Use the instructions below when administering the test to a student with a disability whose IEP or 504 plan indicates that the student will participate in MCAS testing using accommodation A12.

General Information

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

- typed on paper and inserted inside the front cover of the student's test & answer booklet;
- written by the student; or
- transcribed into the student's test & answer booklet (if the student also used accommodation A10.1, A11, or SA3.1).

All of the responses for an individual student do not need to be submitted using the same method. **Regardless of which method is used, submit only one response per question.**

Only written responses to questions may be submitted as typed responses. A student's responses to multiple-choice questions must be marked in the student's standard test & answer booklet. Any draft responses are to be marked "DRAFT" and returned in the nonscorable shipment.

Prior to Administration

1. Sign an MCAS Nondisclosure Acknowledgment prior to reviewing secure test materials.
2. If your principal or designee has not already done so, make sure students' computers do not have access to the Internet or to spell-check features. If electronic tablets will be used instead, please contact the Department before testing.
3. Prepare to provide the following information on each page of each student's response. The required information listed below may be handwritten, typed, or printed on a label and affixed to each page. A sample template for a typed response is included on page 71.
 - student name
 - student SASID
 - test & answer booklet serial number (the 10-digit number located on the lower right corner of the front cover)
 - subject
 - question number
4. Prepare students' computers and printers:
 - Use plain white paper (8 ½" x 11").
 - 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.
 - Multiple responses cannot be printed on the same page. Make sure each page contains no more than one response.

Appendix C—Procedures for Administering the Test to Students Who Type Their Responses

During Test Administration

1. After reading step 17 for ELA Session 1 on page 33, step 8 for ELA Session 2 on page 41, step 18 for Mathematics Session 1 on page 52, or step 9 for Mathematics Session 2 on page 60, say to the students:

“Now I have some additional information to explain about using your computer.

During this session, you will be typing your work. Be sure to save your file often in case of computer issues.

As you know, you are not allowed to access the Internet. Doing a Web search, playing games online, or accessing a Web page will cause your test results to be invalidated.

You should not have access to the spell-check function on your computer during this session. If you see it turned on for some reason during this session, please raise your hand.

You will be able to submit a maximum of two printed pages for each question. Plan your work accordingly.”

2. For Mathematics test sessions, say to the students:

“During this session, if you come to a question for which you would like to create a graph, draw a figure, or plot coordinates on a grid, but you are unable to do this using your computer, please raise your hand.”

In such cases, a student may either write the graphic portion of his or her response in the test & answer booklet or request that the test administrator scribe the graphic response into the test & answer booklet exactly as dictated by the student. **If the student also typed any portion of his or her response to the same question, you must later transcribe verbatim the portion that was typed into the student’s test & answer booklet.** It is suggested that you use a piece of paper to mark the student’s test & answer booklet for later transcription.

3. Say to the students:

“Once you complete your work, I will print it out so that you have the opportunity to review it and confirm that your work is ready to be submitted.”

Security Information

Test administrators are responsible for

- ensuring that students do not have access to the Internet or any files on the computer hard drive or network during testing;
- ensuring that no response is edited by anyone other than the student and only during the test-taking period; and
- at the end of test administration, deleting all student responses that were temporarily saved on any local computer or computer disk after all student responses have been printed for submission with a test & answer booklet.

Student responses are secure and confidential and must not be accessible to unauthorized individuals.

Appendix C—Procedures for Administering the Test to Students Who Type Their Responses

4. After reading this script, return to step 18 on page 33 for ELA Session 1, step 9 on page 42 for ELA session 2, step 19 on page 52 for Mathematics Session 1, or step 10 on page 60 for Mathematics Session 2.

After Test Administration

1. If students typed their responses to multiple-choice questions, transcribe the responses to the students' standard test & answer booklets. **Otherwise, the students will not receive credit for their work.**

The process of transcribing a student's responses into his or her test & answer booklet by a test administrator may occur any time during the testing window, but the process must be monitored and supervised by the principal, test coordinator, or another test administrator to ensure accuracy.

2. Place the student's final typed response pages for scoring inside the front cover of the student's standard test & answer booklet. Do not use any clips, tape, or staples. Mark any draft responses as "DRAFT" and ask your principal to return them in the nonscorable shipment.
3. If you are the principal's designee, fill in the circle for accommodation A12 on the inside back cover of the student's test & answer booklet.
4. Immediately after testing, return **all** test materials to your principal using appropriate tracking documents. Your principal or designee will return the typed responses following instructions in the PAM.
5. Once materials are returned to the principal, delete all student responses from the computers.

Appendix C—Procedures for Administering the Test to Students Who Type Their Responses

Sample MCAS Typed Response Template

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

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

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

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

Appendix D

Procedures for Signing the Test for Students Who Are Deaf or Hard of Hearing

Appendix D—Procedures for Signing the Test for Students Who Are Deaf or Hard of Hearing

Use the instructions below when administering the test to a student with a disability whose IEP or 504 plan indicates that the student will participate in MCAS testing using accommodation A6 or special access accommodation SA2.

Test administrators for students with disabilities using accommodation A6 or SA2 must sign an MCAS Nondisclosure Acknowledgment prior to viewing secure test materials.

1. All passages and test questions must be signed exactly as written, except in cases when doing so would reveal an answer to a question. If a sign visually defines the concept being tested, it must be finger-spelled. Interpreters may not provide assistance to the student regarding the meaning of words, intent of any test questions, or responses to test questions.
2. The test must be administered in a separate setting (DF4) either **individually** (DF2) or to a **small group** (DF1). No more than five students may be grouped together for signing the tests, since students typically proceed through the test at different rates.
3. Under secure conditions supervised by the principal, 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.
4. There is only one test form for paper-based testing in 2018, so all test & answer booklets are the same.
5. The principal or designee must properly complete all information requested on the front cover and inside and outside back covers of the student's **standard** test & answer booklet.
6. Immediately after testing, return **all** test materials to your principal using appropriate tracking documents, as instructed by your principal.

Remember that all test materials are secure materials and must be tracked properly from the time you receive them until you return them to your principal. Materials must not be removed from the school.

Appendix E

Procedures for Approving Bilingual Word-to-Word Dictionaries

Appendix E—Procedures for Approving Bilingual Word-to-Word Dictionaries

Any EL student, including a student who has been identified as EL in the past, may use an authorized bilingual word-to-word dictionary and glossary on the MCAS tests.

Bilingual dictionary and glossary use for MCAS tests is limited to those that provide word-to-word translations. Dictionaries and glossaries that include definitions, synonyms, antonyms, phrases, handwritten notes, and other information are prohibited. **Electronic translation devices are not allowed, and the Department recommends that test administrators inform students of this policy at the time that their printed versions are approved.** Test results may be invalidated for students who use electronic translation devices during testing.

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

Test administrators should review printed copies of authorized bilingual word-to-word dictionaries and glossaries to confirm that they are free of any handwritten notes or other prohibited materials.



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