Script from the spring 2020 MCAS PBT TAM
for Next-Generation Biology and Introductory Physics
(for Students in Grade 9)
Part IX

Administering Session 1 of the Next-Generation Biology and Introductory Physics Tests (for Students in Grade 9)
Administering Session 1 of the Next-Generation Biology and Introductory Physics Tests (for Students in Grade 9)

**Note:** The following instructions are for the next-generation Biology and Introductory Physics tests, which should be administered **ONLY TO STUDENTS IN GRADE 9.** See Parts XI and XII for instructions for administering the legacy Biology and Introductory Physics tests to students in grades 10–12 (as well as instructions for the other legacy STE tests in Chemistry and Technology/Engineering).

### A Materials Needed for Session 1

1. Prior to testing, you will receive the following materials for students assigned to you:
   - this manual
   - scratch paper (blank, lined, or graph)
   - 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
   - **FOR THE BIOLOGY TEST**
     - Session 1 Biology test & answer booklets
     - five-function calculators for students who did not bring their own
     - Each student must have sole access to at least a five-function calculator for the next-generation Biology test. Students may use their own calculators, including graphing calculators. Schools must provide a calculator to each student who does not provide his or her own. Test administrators must ensure that students do not have access to calculator instructions or formula sheets that accompany calculators. The memory should be cleared from any calculator with the ability to store information (other than basic numbers).
   - **FOR THE INTRODUCTORY PHYSICS TEST**
     - Session 1 Introductory Physics test & answer booklets
     - Physics reference sheets
     - scientific calculators for students who did not bring their own
     - Each student must have sole access to a scientific calculator for the next-generation Introductory Physics test. Students may use their own calculators, including graphing calculators. Schools must provide a calculator to each student who does not provide his or her own. Test administrators must ensure that students do not have access to calculator instructions or formula sheets that accompany calculators. The memory should be cleared from any calculator with the ability to store information (other than basic numbers).

2. You will also need the following materials available in your testing space prior to testing:
   - “MCAS Testing—Do Not Disturb” sign
   - printed copies of authorized bilingual word-to-word dictionaries for current and former EL students
   - #2 pencils

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10 If applicable for any student in your assigned group, you will also receive Braille test materials or large-print test materials.
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 24).
2. Post the “MCAS Testing—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 1–29 in this session.”

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 G. 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 may 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 may be invalidated for students with any of these devices during testing or after turning in test materials.”

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. Raise your hand if you have any questions about appropriate things you can do during this session when you finish testing.”

   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 and yellow highlighters (see page 13).

8. Make sure that students are seated in a way that supports a secure test environment, and that no one can see anyone else’s booklets.

**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 __________ (say the name of the test) 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 Session 1 now. You will take Session 2 __________ (announce the date and time for Session 2). Please raise your hand if you have any questions about the testing schedule.”**

   Answer any questions that students may have. Then say:

   “**The results of this test will be used to help improve your academic performance and to partially determine whether you will receive a high school diploma. Your test results will also be sent to your parents or guardians as well as your teachers. It is important that you try to do your best work during this and every test session.”**

2. Say to the students:

   “**I will now hand out the test & answer booklets and your scratch paper. Do not open your booklet until I tell 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 another sheet. You may have up to three sheets of scratch paper at one time. If you need more than three sheets, you will have to turn in some of your used scratch paper.**

   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.”
Administering Session 1 of the Next-Generation Biology and Introductory Physics Tests (for Students in Grade 9)

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 section D on page 19).

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 prelabeled 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.

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

   “Before beginning this test session, you will write some information on the front cover of your test & answer booklet. It is important that you complete all of this information CORRECTLY, and that you use ONLY a #2 pencil. 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 provided. 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 booklets.

8. Then say:

   “Print the school name and the district name on the lines provided. 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 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.
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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 this step.

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.

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. If you are administering

**BIOLOGY**, hand out five-function calculators to students who did not bring their own, and say:

“You may use your calculator and your scratch paper to help you answer questions at any time during this test.”

**INTRODUCTORY PHYSICS**, hand out Physics reference sheets to students, and scientific calculators to students who did not bring their own, and say:

“You may use the Physics reference sheet and your calculator to help you answer questions at any time during this test. Please write your name in the upper right-hand corner of your reference sheet. Otherwise, do not write on your reference sheet. Instead, use your scratch paper or booklet for any figuring you need to do during the test. You may not use any reference sheets other than what I give you.”
13. Say to the students:

“Now I am going to tell you some information about the types of questions you will be answering.
During this test session you will answer questions 1–29.
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, erase your first answer completely.”

14. Say to the students:

“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. Later, you should 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.”

15. 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 your responses in your test & answer booklet, using a #2 pencil ONLY. You may use a yellow highlighter in your booklet if you like, however you must write all your answers in your booklet using a #2 pencil ONLY.
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.”

16. Say to the students:

“It is important that MCAS tests are fair to all students. Therefore, the following things are not allowed: copying answers from anyone else; using notes, books, extra reference sheets, or any kind of class materials; writing notes or talking to other students; and providing answers or help to any other student. You must not ask for or receive help from anyone else in answering the questions. Also, you may not have a cell phone or any other electronic device with you during testing. All students are expected to be honest, do their best, and not cheat in any way.
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. Please raise your hand if you have any questions about this.”

Pause to answer any questions students may have.
17. 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.

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.”

(Optional) Pause to show students a sample page of a test & answer booklet that says “STOP” at the bottom.

“If you finish answering the questions before the end of the test session, you should review your work for this session.”

18. Then say:

“Now open your test & answer booklet to page 2, which says ‘_________ (say the name of the test) Session 1’ at the top. Be sure to read all the directions. You may begin Session 1 now.”

19. If you are administering the test to any students with disabilities using accommodation A12 (Typed Responses), turn to page 157 in Appendix D for the script to read to these students at this time.

20. 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.

21. (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 have conversations with other students. If you do not want to take a break, you may continue working. The break will be _____ (state the length of the break) minutes long. Please place your scratch paper and your pencil inside your booklet at the page you are working on, and close your booklet.”

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. Please open your test & answer booklet and begin testing again now.”
22. When the session time is half over, say to the students:

“The scheduled session time is half over. Make sure that you answer every question in this session. When you are finished answering all of the questions in Session 1 and reviewing your work, you may hand in your test materials to me. Remember, if you are not done at the end of the scheduled session, you will be given more time to finish your test.”

23. Say to ANY STUDENT WHO FINISHES EARLY:

“Before you hand me your booklet, I want to remind you that
• during this session you were supposed to answer questions 1–29.
• you should make sure you have answered every question.

Remember, once you turn in your test, 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.”

Allow students to check whether they have answered every question.

24. At the END OF THE SESSION, say:

“This is the end of the time scheduled for this session. Before I collect your booklets, I want to remind you that
• during this session you were supposed to answer questions 1–29.
(Say the question numbers that you wrote on the board at the start of the session.)
• you should make sure you have answered every question.

Remember, once you turn in your test, you will not be permitted to go back to Session 1.”

Allow students to check whether they have answered every question.

25. If you are administering

BIOLOGY, say:

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

Note which students need more time and then pick up each student’s materials, keeping the materials of students who need more time separate from the others. 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.

INTRODUCTORY PHYSICS, say:

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

Note which students need more time and then pick up each student’s materials, keeping the materials of students who need more time separate from the others. Verify that you have a used test & answer booklet, a reference sheet, and scratch paper from each student. For students who need more time, follow the instructions given by your principal.
26. 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 158 in Appendix D for further instructions.

27. 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, as long as you are working productively.

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 I or another 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 moving 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.

28. 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.

29. 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.

30. Group test materials into the following separate piles:

- used test & answer booklets
- Physics reference sheets (for the Introductory Physics test)
- used scratch paper
- unused 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.)

31. Complete appropriate tracking documents, as instructed by your principal.

32. 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.
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, as long as you are working productively.

   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 X

Administering Session 2 of the Next-Generation Biology and Introductory Physics Tests (for Students in Grade 9)
Administering Session 2 of the Next-Generation Biology and Introductory Physics Tests (for Students in Grade 9)

Note: The following instructions are for the next-generation Biology and Introductory Physics tests, which should be administered ONLY TO STUDENTS IN GRADE 9. See Parts XI and XII for instructions for administering the legacy Biology and Introductory Physics tests to students in grades 10–12 (as well as instructions for the other legacy STE tests in Chemistry and Technology/Engineering).

A Materials Needed for Session 2

1. Prior to testing, you will receive the following materials for students assigned to you:11
   - this manual
   - scratch paper (blank, lined, or graph)
   - 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
   - FOR THE BIOLOGY TEST
     › Session 2 Biology test & answer booklets
     › five-function calculators for students who did not bring their own
     Each student must have sole access to at least a five-function calculator for the next-generation Biology test. Students may use their own calculators, including graphing calculators. Schools must provide a calculator to each student who does not provide his or her own. Test administrators must ensure that students do not have access to calculator instructions or formula sheets that accompany calculators. The memory should be cleared from any calculator with the ability to store information (other than basic numbers).
   - FOR THE INTRODUCTORY PHYSICS TEST
     › Session 2 Introductory Physics test & answer booklets
     › Physics reference sheets from Session 1
     › scientific calculators for students who did not bring their own
     Each student must have sole access to a scientific calculator for the next-generation Introductory Physics test. Students may use their own calculators, including graphing calculators. Schools must provide a calculator to each student who does not provide his or her own. Test administrators must ensure that students do not have access to calculator instructions or formula sheets that accompany calculators. The memory should be cleared from any calculator with the ability to store information (other than basic numbers).

2. You will also need the following materials available in your testing space prior to testing:
   - “MCAS Testing—Do Not Disturb” sign
   - printed copies of authorized bilingual word-to-word dictionaries for current and former EL students
   - #2 pencils

11 If applicable for any student in your assigned group, you will also receive Braille test materials or large-print test materials.
Administering Session 2 of the Next-Generation Biology and Introductory Physics Tests (for Students in Grade 9)

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 24).
2. Post the “MCAS Testing—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 30–58 in this session.”

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 G.
   
   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 may 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:
   
   “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 and yellow highlighters (see page 13).

8. Make sure that students are seated in a way that supports a secure test environment, and that no one can see anyone else’s booklets.

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. Say to the students:

   “We are about to begin Session 2 of the MCAS ___________ (say the name of the test) test. This is the second of two sessions that you will take.”

2. If you are administering

   **BIOLOGY**, say:

   “I will now hand out the test & answer booklets and scratch paper. Do not open your booklet until I tell 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.

   **INTRODUCTORY PHYSICS**, say:

   “I will now hand out the test & answer booklets, scratch paper, and reference sheets. Do not open your booklet until I tell 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. Give students their reference sheets from Session 1 (with their names written on them).

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 another sheet. You may have up to three sheets of scratch paper at one time. If you need more than three sheets, you will have to turn in some of your used scratch paper.”

4. Say:

   “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.”
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 section D on page 19).

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 prelabeled 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 later in this step.

When all Student ID Labels have been applied, say:

“Before beginning this test session, you will write some information on the front cover of your test & answer booklet. It is 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.”

Then say:

“At the top of the front cover, under the heading ‘Test Administrator Name(s),’ print my name on the line provided. 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.

Then say:

“Print the school name and the district name on the lines provided. 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.

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.

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.
If all of the students in your assigned group are using test & answer booklets with Student ID Labels, skip to step 6. Otherwise, continue with this step.

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. 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.

6. Say to the students:

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

During this test session you will answer questions 30–58.

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, erase your first answer completely.”

7. Say to the students:

“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. Later, you should review your answers and go back to any questions you did not answer in this session.”
Administering Session 2 of the Next-Generation Biology and Introductory Physics Tests (for Students in Grade 9)

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

8. 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 your responses in your test & answer booklet using a #2 pencil ONLY. You may use a yellow highlighter in your booklet if you like, however you must write all your answers in your booklet using a #2 pencil ONLY.

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.”

9. If you are administering

**BIOLOGY**, say:

“You may use your calculator to help you answer questions at any time during this session.”

**INTRODUCTORY PHYSICS**, say:

“You may use your calculator and reference sheet to answer questions at any time during this session. Do not write on your reference sheet. Instead, use your scratch paper or booklet for any figuring you need to do. You may not use any reference sheet other than what I give you.”

10. Say to the students:

“It is important that MCAS tests are fair to all students. Therefore, the following things are not allowed: copying answers from anyone else; using notes, books, extra reference sheets, or any kind of class materials; writing notes or talking to other students; and providing answers or help to any other student. You must not ask for or receive help from anyone else in answering the questions. Also, you may not have a cell phone or any other electronic device with you during testing. All students are expected to be honest, do their best, and not cheat in any way.

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. Please raise your hand if you have any questions about this.”

Pause to answer any questions students may have.

11. 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.”

12. Say to the students:

“If you finish answering the questions before the end of the test session, you should review your work for this session.”
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13. Then say:

“Now open your test & answer booklet to the first page that says __________ (say the name of the test) Session 2’ at the top. Be sure to read all the directions. You may begin Session 2 now.”

14. If you are administering the test to any students with disabilities using accommodation A12 (Typed Responses), turn to page 157 in Appendix D for the script to read to these students at this time.

15. 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. |

16. (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 have conversations with other students. If you do not want to take a break, you may continue working. The break will be _____ (state the length of the break) minutes long. Please place your scratch paper and your pencil inside your booklet in the page you are working on, and close your booklet.”

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. Please open your test & answer booklet and begin testing again now.”

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

“The scheduled session time is half over. Make sure that you answer every question in this session. When you are finished answering all of the questions in Session 2 and reviewing your work, you may hand in your test materials to me. Remember, if you are not done at the end of the scheduled session, you will be given more time to finish your test.”

18. Say to ANY STUDENT WHO FINISHES EARLY:

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

• during this session you were supposed to answer questions 30–58.
• you should make sure you have answered every question.

Remember, once you turn in your test, 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.”
Permit students to check whether they have answered every question.

19. At the **END OF THE SESSION**, say:

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

- during this session you were supposed to answer questions 30–58.
- you should make sure you have answered every question.

Remember, once you turn in your test, you will not be permitted to go back to Session 2.”
Pause to allow students to check whether they have answered every question.

20. If you are administering **BIOLOGY**, say:

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

Note which students need more time and then pick up each student’s materials, keeping the materials of students who need more time separate from the others. 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.

**INTRODUCTORY PHYSICS**, say:

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

Note which students need more time and then pick up each student’s materials, keeping the materials of students who need more time separate from the others. Verify that you have a used test & answer booklet, a reference sheet, and scratch paper from each student. For students who need more time, follow the instructions given by your principal.

21. 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 158 in Appendix D for further instructions.

22. 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, as long as you are working productively.

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 I or another 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 moving to a test completion room, do so at this time.
Administering Session 2 of the Next-Generation Biology and Introductory Physics Tests (for Students in Grade 9)

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.

23. 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.

24. 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.

25. Group test materials into the following separate piles:
- used test & answer booklets
- used scratch paper
- unused scratch paper
- void test & answer booklets
- reference sheets (if applicable)
- unused test materials
- contaminated test materials, if applicable (Remember to notify your principal or designee.)

26. Complete appropriate tracking documents, as instructed by your principal.

27. 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.
**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, as long as you are working productively.

   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 D

Procedures for Administering the Test to Students Who Type Their Responses
Appendix D—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 (or answer booklet for the legacy high school STE tests and the Spanish/English edition of the grade 10 Mathematics test);
- written by the student; or
- transcribed into the standard test & answer booklet (or standard answer booklet for the legacy high school STE tests and the Spanish/English edition of the grade 10 Mathematics test) (if the student also used accommodation A10.1, A11, or SA3.1).

Regardless of which method is used, submit only one response per question.

All of the responses for an individual student do not need to be submitted using the same method.

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 160.
   - student name
   - student SASID
   - test & answer booklet or 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 (although sub-parts to a question can be, e.g., a, b, c, d). Make sure each page contains no more than one response.
During Test Administration

1. After reading
   ELA Session 1, step 17 on page 36,
   ELA Session 2, step 13 on page 48,
   Mathematics/STE grades 5 and 8 Session 1, step 23 on page 60,
   Mathematics/STE grades 5 and 8 Session 2, step 18 on page 75,
   Grade 9 Biology or Introductory Physics Session 1, step 19 on page 86,
   Grade 9 Biology or Introductory Physics Session 2, step 14 on page 98,
   Legacy High School STE Session 1, step 23 on page 112,
   Legacy High School STE Session 2, step 12 on page 124,
   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 will be able to submit a maximum of two printed pages for each question. Plan your work accordingly.”

2. FOR ELA test sessions, say to the students:
   “You should not have access to the spell-check or grammar check function on your computer during this session. If you see it turned on for some reason during this session, please raise your hand.”

3. 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 answer booklet for legacy high school STE tests and the Spanish/English edition of the grade 10 Mathematics test) or request that the test administrator scribe the graphic response into the 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 booklet. It is suggested that you use a piece of paper to mark the student’s booklet for later transcription.

4. 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.”
Appendix D—Procedures for Administering the Test to Students Who Type Their Responses

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 standard test & answer booklet (or standard answer booklet for the legacy high school STE tests and the Spanish/English edition of the grade 10 Mathematics test).

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

5. After reading this script, return to
   ELA Session 1, step 18 on page 36,
   ELA session 2, step 14 on page 48,
   Mathematics/STE grades 5 and 8 Session 1, step 24 on page 60,
   Mathematics/STE grades 5 and 8 Session 2, step 19 on page 75,
   Grade 9 Biology or Introductory Physics Session 1, step 20 on page 86,
   Grade 9 Biology or Introductory Physics Session 2, step 15 on page 98,
   Legacy High School STE Session 1, step 24 on page 113,
   Legacy High School STE Session 2, step 13 on page 124,

After Test Administration

1. If students typed their responses to multiple-choice questions, transcribe the responses to the students’ standard test & answer booklet (or standard answer booklet for the legacy high school STE tests and the Spanish/English edition of the grade 10 Mathematics test). Otherwise, the students will not receive credit for their work.

2. The process of transcribing a student’s responses into his or her standard test & answer booklet (or standard answer booklet for the legacy high school STE tests and the Spanish/English edition of the grade 10 Mathematics test) 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.

3. Place the student’s final typed response pages for scoring inside the front cover of the student’s standard test & answer booklet (or standard answer booklet for the legacy high school STE tests and the Spanish/English edition of the grade 10 Mathematics test). Do not use any clips, tape, or staples. Mark any draft responses as “DRAFT” and ask your principal to place them in the return shipment.
Appendix D—Procedures for Administering the Test to Students Who Type Their Responses

4. If you are the principal’s designee, fill in the circle for accommodation A12 on the inside back cover of the student’s standard test & answer booklet (or standard answer booklet for the legacy high school STE tests and the Spanish/English edition of the grade 10 Mathematics test).

5. 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.

6. Once materials are returned to the principal, delete all student responses from the computers.
Sample MCAS Typed Response Template

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

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

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

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