## Important Contact Information and Resources

<table>
<thead>
<tr>
<th>Contact</th>
<th>MCAS Service Center</th>
</tr>
</thead>
</table>
| **For questions on:** | • general test administration support  
| | • PearsonAccess®next and TestNav such as  
| |   › 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 |

<table>
<thead>
<tr>
<th>Contact</th>
<th>DESE Office of Student Assessment Services</th>
</tr>
</thead>
</table>
| **For questions on:** | • policy, such as assigning accessibility features and accommodations  
| | • student participation  
| | • testing irregularities, including test security incidents and technology irregularities/failures  
| | • voiding a test  
| | • student data and SIMS (See note below regarding SIMS.)  
| | Questions regarding SIMS data should be directed to your 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). |
| **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 |
| **Email** | mcas@doe.mass.edu |
| **Telephone** | 781-338-3625 |
| **Fax** | 781-338-3630 |
# Spring 2019 Test Administration Schedule for PBT

## Grades 3–8

<table>
<thead>
<tr>
<th>MCAS Subject Area Test</th>
<th>Allowable Administration Dates</th>
<th>Recommended Testing Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 3–8 ELA</td>
<td>April 1–May 3</td>
<td>2 to 2½ hours per session (updated for 2019)</td>
</tr>
<tr>
<td></td>
<td>(Note: ELA testing ends earlier than Mathematics/STE.)</td>
<td></td>
</tr>
<tr>
<td>Grades 3–8 Mathematics</td>
<td>April 2–May 24</td>
<td>1½ hours per session</td>
</tr>
<tr>
<td>Grades 5 and 8 STE</td>
<td>April 3–May 24</td>
<td>1¼ hours per session (updated for 2019)</td>
</tr>
</tbody>
</table>

## Grade 10/High School

<table>
<thead>
<tr>
<th>MCAS Subject Area Test</th>
<th>Sessions</th>
<th>Allowable Administration Dates</th>
<th>Recommended Testing Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 10 ELA</td>
<td>Session 1</td>
<td>March 26</td>
<td>2½ hours per session³ (updated for 2019)</td>
</tr>
<tr>
<td></td>
<td>Session 2</td>
<td>March 27</td>
<td></td>
</tr>
<tr>
<td>Grade 10 Mathematics</td>
<td>Session 1</td>
<td>May 21</td>
<td>1½ to 2 hours per session³ (updated for 2019)</td>
</tr>
<tr>
<td></td>
<td>Session 2</td>
<td>May 22</td>
<td></td>
</tr>
<tr>
<td>Operational High School STE (Biology, Chemistry, Introductory Physics, and Technology/Engineering)</td>
<td>Session 1</td>
<td>June 4⁴</td>
<td>1 hour per session</td>
</tr>
<tr>
<td></td>
<td>Session 2</td>
<td>June 5</td>
<td></td>
</tr>
</tbody>
</table>

¹ Your principal will provide you with instructions and a schedule for administering test sessions.  
² Each subject area test has two sessions. 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.  
³ For grade 10 ELA and Mathematics (but not the operational high school STE tests), schools should plan for one short, supervised break per session (3–5 minutes) to be given at each test administrator's discretion.  
⁴ Note that the Islamic holiday Eid al-Fitr may be celebrated on June 4 (exact dates may vary). Students who are absent from school may participate in a make-up session as soon after the regularly administered session as possible, and your principal will provide you with instructions for administering make-up sessions.

Review this manual before the Test Administrators’ Training with your school principal.
# Table of Contents

Important Contact Information and Resources .............................................. i

Spring 2019 Test Administration Schedule for PBT ........................................ ii

## Part I
MCAS Test Security Requirements .......................................................... 1
A. Responsibilities of the Principal and Designee ...................................... 3
B. Shared Responsibilities of Principals, Test Administrators, and Other School Personnel Authorized to Have Access to Secure Materials .................. 4
C. Responsibilities of Test Administrators ................................................. 6
D. Testing Irregularities ............................................................................ 8

## Part II
MCAS Test Administration Protocols .......................................................... 11
A. Accounting for Secure Materials .......................................................... 12
B. Materials Required, Permitted, and Prohibited during Testing .................. 12
C. Scheduling Test Sessions .................................................................. 17
D. Damaged or Defective Test & Answer Booklets (or Answer Booklets for the Operational High School STE Tests) .............................. 18
E. Contaminated Test Materials ............................................................... 19
F. Administering Accommodations, including for Students with a Recent Injury to their Writing Hand ......................................................... 19

## Part III
Tasks to Complete Prior to Test Administration .......................................... 21
A. Receive This Manual and Document Receipt ........................................ 22
B. Attend Test Administrators’ Training ................................................... 22
C. Prepare the Testing Space ................................................................... 23
D. Prepare to Provide Universal Accessibility Features (UFs) and Designated Accessibility Features (DFs) ......................................................... 23
E. Complete Front Covers of Test & Answer Booklets (or Answer Booklets for the Operational High School STE Tests) ........................................ 24

## Part IV
Administering the Practice Test ................................................................ 25

## Part V
Administering ELA Test Session 1 ............................................................ 27
A. Materials Needed for Session 1 ............................................................ 28
B. Before Students Arrive ....................................................................... 29
C. As Students Arrive ............................................................................ 29
D. Administer Session 1 ......................................................................... 30
E. Recommended Scripts to Read for a Supervised Lunch or Restroom Break ................................................................. 37

## Part VI
Administering ELA Test Session 2 ............................................................ 39
A. Materials Needed for Session 2 ............................................................ 40
B. Before Students Arrive ....................................................................... 40
C. As Students Arrive ............................................................................ 41
D. Administer Session 2 ......................................................................... 42
E. Recommended Scripts to Read for a Supervised Lunch or Restroom Break ................................................................. 48

## Part VII
Administering Session 1 of the Mathematics Tests and the Grades 5 and 8 STE Tests ........................................................ 49
A. Materials Needed for Session 1 ............................................................ 50
B. Before Students Arrive ....................................................................... 51
C. As Students Arrive ............................................................................ 51
D. Administer Session 1 ......................................................................... 53
E. Recommended Scripts to Read for a Supervised Lunch or Restroom Break ................................................................. 62
Table of Contents

Part VIII  Administering Session 2 of the Mathematics Tests and the Grades 5 and 8 STE Tests ................................................................. 63  
A. Materials Needed for Session 2 ........................................... 64  
B. Before Students Arrive .................................................. 65  
C. As Students Arrive ..................................................... 66  
D. Administer Session 2 .................................................... 67  
E. Recommended Scripts to Read for a Supervised Lunch or Restroom Break .... 75  

Part IX  Administering Operational High School STE Test Session 1 ........... 77  
A. Materials Needed for Session 1 ........................................... 78  
B. Before Students Arrive .................................................. 79  
C. As Students Arrive ..................................................... 79  
D. Administer Session 1 .................................................... 80  
E. Recommended Scripts to Read for a Supervised Lunch or Restroom Break .... 89  

Part X  Administering Operational High School STE Test Session 2 ............ 91  
A. Materials Needed for Session 2 ........................................... 92  
B. Before Students Arrive .................................................. 93  
C. As Students Arrive ..................................................... 93  
D. Administer Session 2 .................................................... 94  
E. Recommended Scripts to Read for a Supervised Lunch or Restroom Break .... 100  

Appendix A  Administering the English/Spanish Edition of the Grade 10 Mathematics Test ................................................................. 101  
A. Administer the Practice Test ............................................ 102  
B. As Students Arrive for Mathematics Session 1 .......................... 102  
C. Administer Session 1 .................................................... 103  
D. As Students Arrive for Mathematics Session 2 .......................... 111  
E. Administer Session 2 .................................................... 111  
F. Recommended Scripts to Read for a Supervised Lunch or Restroom Break .... 118  
G. Script for Students Using Accommodation A12 (Typed Responses) ............... 119  

Appendix B  Procedures for Administering the Braille Edition of the Test ........ 121  

Appendix C  Procedures for Administering the Large-Print Edition of the Test .... 123  

Appendix D  Procedures for Administering the Test to Students Who Type Their Responses ................................................................. 125  

Appendix E  Procedures for Signing the Test for Students Who Are Deaf or Hard of Hearing ................................................................. 131  

Appendix F  Procedures for Approving Bilingual Word-to-Word Dictionaries ....... 133
Part I

MCAS Test Security Requirements
MCAS Test Security Requirements

The purpose of the Massachusetts Comprehensive Assessment System (MCAS) is to elicit valid results showing what students know and can do in the tested subjects. The purpose of the MCAS Test Security Requirements is to protect the validity of those results.

**Principals and school personnel authorized to have access to secure materials and test content 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 materials and test content are trained in and comply with the requirements and instructions contained in this part of the Principal's Administration Manual (PAM) and in the Test Administrator's Manuals (TAMs).**

Principals in schools that are conducting the MCAS Alternate Assessment (MCAS-Alt) are also responsible for ensuring that MCAS-Alt portfolios comply with the requirements and instructions contained in the 2019 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 any way that is false or portrays the students’ performance inaccurately.

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

- **“Secure”** content and materials include the following:
  - test questions not publicly released by the Department
  - test booklets and answer booklets for high school STE
  - test & answer booklets for grades 3–8, and for grade 10 ELA and Mathematics
  - student responses to test questions
  - used scratch paper

  The following secure testing materials must be tracked using internal tracking forms:
  - test booklets and answer booklets for high school STE testing
  - test & answer booklets for grades 3–8 testing
  - used scratch paper (scratch paper must be accounted for on tracking forms but individual sheets do not need to be counted)

- **“Access”** refers to handling secure testing materials, but does not include viewing test content, which is prohibited. Students may never transport secure testing 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 secure MCAS testing materials when they 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 or access 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 [www.doe.mass.edu/mcas/testadmin/forms](http://www.doe.mass.edu/mcas/testadmin/forms) for the certification statements to which the principal must attest.
MCAS Test Security Requirements

A Responsibilities of the Principal and Designee

1. **Before testing, review your plans for maintaining test security with your superintendent so that he or she is comfortable with the procedures in the school building.**
   - As part of your review, your superintendent may ask you to use the optional Superintendent’s Assurance of Proper Test Administration form found at [www.doe.mass.edu/mcas/testadmin/forms](http://www.doe.mass.edu/mcas/testadmin/forms) to document your 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, technology coordinators) and train them in MCAS security requirements.**
   - Before the training session, distribute
     - a copy of the appropriate TAM to every test administrator, and
     - 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/](http://www.doe.mass.edu/mcas/testadmin/)).
   - Document that all test administrators have received TAMs and that school personnel who have access to secure materials have received the test security requirements (see the sample form at [www.doe.mass.edu/mcas/testadmin/forms](http://www.doe.mass.edu/mcas/testadmin/forms)).
   - 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 Appendix C of the PAM and the Accessibility and Accommodations Manual for the 2018–2019 MCAS Tests/Retests (available at [www.doe.mass.edu/mcas/accessibility](http://www.doe.mass.edu/mcas/accessibility)).

3. **Instruct students in MCAS test security requirements.**
   - Student test results may be invalidated if they engage in any of the following activities during a test session (including after turning in their test materials, during a break, or during the transition to a test completion area):
     - duplicating any portion of secure test content
     - accessing prohibited materials such as cell phones or other electronic devices (see lists in Part II, section B) for any purpose, including accessing the Internet
     - communicating with other students (e.g., talking, whispering, writing notes)
     - looking at any other student’s test booklet or answer booklet
     - consulting notes, books, or instructional materials during testing
   - Their test results may also be invalidated if they discuss secure test content or their responses to questions with anyone, including teachers.

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 C, of the PAM for more information about scheduling test sessions).
MCAS Test Security Requirements

- Ensure that tests are administered within the prescribed window and in the prescribed order (for grades 3–8) and on the prescribed days (for high school).
- 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 test administrators administer tests according to section C on the following pages.

5. Keep secure MCAS materials in locked central storage when MCAS tests are not being administered.
   - Account for all secure 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 distribution and collection of materials for testing.
   - All booklets must be accounted for and tracked during testing.
   - Used scratch paper must be accounted for and tracked during testing.

7. Monitor the receipt and return of all paper-based test materials
   - Inventory paper-based materials immediately upon receipt and investigate any discrepancies in count of materials.
   - Return all paper-based materials to the testing contractor according to the prescribed packing instructions and the deadlines in this manual.

8. Securely destroy the following materials after testing.
   - Used scratch paper (i.e., written on by students) must be securely destroyed (e.g., shredded) following testing.

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.
   - While all principals are encouraged to participate in one of the Department's training sessions on MCAS test security and test administration protocols in January 2019, new principals are expected to participate. Principals who cannot participate on one of those dates may view a recording to fulfill the expectation.
   - Test administrators, test coordinators, and other school personnel authorized to have access to secure materials must attend the school training session. See www.doe.mass.edu/testadmin/forms for a sample form that principals may use to document participation, and see Part III, section F of the PAM for more information about training.
MCAS Test Security Requirements

2. **Document the location of secure materials at all times according to the instructions in Part II, section A.**
   - Track secure materials using the sample Secure Materials Internal Tracking Form at [www.doe.mass.edu/mcas/testadmin/forms](http://www.doe.mass.edu/mcas/testadmin/forms) or a similar document (principals keep these forms on file for three years).
   - The principal/designee and each test administrator must independently count booklets before signing the tracking forms and transferring custody of the booklets.
   - Do not leave booklets or other secure MCAS materials unattended at any time unless they are locked in the secure storage area.

3. **Ensure the security of testing rooms (see Part III, section C, for more details about preparing testing rooms).**
   - 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 content.**
   - Do not discuss or in any way reveal the contents of test questions or student responses to test questions before, during, or after test administration. 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 secure test content, including but not limited to audiotaping, videotaping, photographing, photocopying, typing, or copying by hand.
   - Do not remove testing materials from the school.¹
   - Do not allow scratch paper to be retained, discarded, or otherwise removed by students.
   - Do not allow any portion of test & answer booklets (or separate test booklets and answer booklets, for operational STE tests) to be retained, discarded, recycled, removed, or destroyed.
   - Be sure that used scratch paper has been securely destroyed after testing.
   - 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.

¹ 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.
MCAS Test Security Requirements

C Responsibilities of Test Administrators

1. Receive training from the principal/designee in administering test sessions properly and securely.
   - Review the TAMs and all relevant test security requirements before administering test sessions.
   - Attend the training session led by the principal/designee before test administration. A sample form that principals may use to document participation in training and receipt of TAMs can be found at www.doe.mass.edu/mcas/testadmin/forms.
   - Understand and follow the protocols related to administering tests to students with disabilities and EL students and protocols related to administering accessibility features.

2. Administer all tests according to appropriate protocols.
   - Administer tests during the prescribed testing window, and in the prescribed order (for grades 3–8) and on the prescribed days (for high school).
   - 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 23).
   - Provide students with all required test materials as listed in this manual.
   - Prevent the use of prohibited materials (see pages 12–16 for lists of required/permitted and prohibited materials). Note that results will be invalidated for students who use cell phones or other prohibited electronic devices during a test session, including after a student turns in his or her test materials, during a break, and during the transition to a test completion area.

3. Focus full attention on the testing environment at all times.
   - Monitor the testing process by circulating around the room frequently. When not circulating around the room, test administrators should maintain a clear view of the students and keep their attention focused on them.
   - Ensure that students are not left unsupervised during testing, including during breaks and during transitions to test completion locations.
   - A test administrator may view students’ test booklets only for the purposes of confirming that students are working in the correct test session, or in order to read aloud selected words during the Mathematics or STE tests as part of universal accessibility feature UF10.
   - Students must work only on the test session being administered. If a test administrator observes a student working in the incorrect test session of the answer booklet or reviewing the incorrect test session of the answer booklet or test booklet, this is a testing irregularity that must be reported immediately to the principal. The principal must then report the irregularity to the Department.
MCAS Test Security Requirements

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 access the Internet; 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,
     - providing answers to a student
     - indicating that a student has answered a question incorrectly or left a question blank
     - defining words or providing synonyms
     - spelling words
     - influencing a student’s responses by offering hints, clues, cues, gestures, facial expressions, nods, or changes in voice inflection
     - altering, explaining, simplifying, or paraphrasing any test question, reading passage, writing prompt, or multiple-choice answer option
     - providing any manner of assistance that could impact a student’s answers, including testing strategies
     - 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. **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 documented as accommodations for EL students.
   - Follow guidelines on proper provision of MCAS accommodations as prescribed in Appendix C of the PAM and in the *Accessibility and Accommodations Manual for the 2018–2019 MCAS Tests/Retests*.
   - 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 C of the PAM for more information about which test administrators this requirement applies to, and see [www.doe.mass.edu/mcas/testadmin/forms](http://www.doe.mass.edu/mcas/testadmin/forms) for the MCAS Nondisclosure Acknowledgment.
MCAS Test Security Requirements

**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.

   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
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. The Department may also perform 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, with required training from Department staff in Malden prior to administering MCAS tests again
- formal letter of reprimand for licensed educators
- 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

MCAS Test Administration Protocols
Part II — Test Administration Protocols

A Accounting for Secure Materials

It is the responsibility of the test administrator to account for secure materials and to document the following on the Secure Materials Internal Tracking Forms:

- the receipt from the principal/designee of a specific number of booklets
- the return to the principal/designee of a specific number of booklets
- the return to the principal/designee of all used scratch paper

Test administrators must independently count booklets before signing the tracking sheet when receiving and returning materials. All secure materials assigned to you must be returned to the principal following each test administration.

Note that in spring 2019 paper-based tests are produced as follows:

- Combined test & answer booklets, which contain both test questions and answer spaces, are used for grades 3–8 as well as grade 10 ELA and Mathematics.
  - Note: Booklets are produced one per subject for grades 3–8, and one per session per subject for grade 10 ELA and Mathematics.
- Separate test booklets and answer booklets are used for operational high school STE.

B Materials Required, Permitted, and Prohibited during Testing

1. Materials REQUIRED for Student Use

The following materials must be provided for student use during testing:

- #2 pencils (wooden)
- scratch paper
  - Test administrators must supply at least one sheet of unused scratch paper (blank, lined, or graph) for each student for each test session.
  - Students may request more scratch paper, if needed. Test administrators may provide up to three pages at one time. (If a student needs additional pages, he or she will need to turn in used scratch paper. Students may view the pages they already turned in, upon request, as long as they only have three pages at one time.)
  - Test administrators are responsible for collecting all used scratch paper to be securely destroyed (e.g., shredded) after test administration by the principal or designee.
  - Schools may reuse scratch paper if the paper is completely blank.
  - Scratch paper that has been written on during Session 1 of a test may not be used in Session 2; students will need new paper.
- calculators for designated test sessions only (See charts on pages 13–15.)
- reference sheets and MCAS rulers that are included in shipments of Mathematics and STE materials for designated test sessions only (See charts on pages 13–15.)

2. Materials PERMITTED for Student Use

The following materials may be used by students:

- grades 3–8 and grade 10 ELA and Mathematics:
  - colored pencils and yellow highlighters
  - Note: Students may use a colored pencil (e.g., for marking or underlining passages) or a yellow highlighter, but must use a #2 pencil only to answer all test questions.
• high school operational STE:
  › pens, highlighters, and colored pencils

  **Note:** Pens, colored pencils, and highlighters in colors other than yellow may be used in test booklets only. Students must use a #2 pencil only to answer all test questions.
  › Test administrators need to notify their principal or test coordinator if a student used a highlighter in a color other than yellow or a pen in a test & answer booklet (or answer booklet for operational high school STE). The principal or test coordinator will then need to contact the MCAS Service Center for instructions.

• printed copies of the Guidelines for Completing Answer Grids (available in the “Gridded Response Guidelines” dropdown at [mcas.pearsonsupport.com/student](http://mcas.pearsonsupport.com/student))

• printed copies of authorized bilingual word-to-word dictionaries and glossaries for current and former EL students (See Appendix F for more information.)

• Calculators on the high school Biology test
  › The high school Biology test was designed to be taken without the aid of a calculator. Students may have calculators with them for the Biology test, but schools are not required to provide calculators.

### a. Calculators, Reference Sheets, and Rulers Required for Student Use

<table>
<thead>
<tr>
<th>Icon in the Following Tables</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Calculator Icon" /></td>
<td>Students must have access to an appropriate calculator as follows:</td>
</tr>
<tr>
<td></td>
<td>• Mathematics Session 2 only</td>
</tr>
<tr>
<td></td>
<td>› grade 7: five-function calculator (i.e., a four-function calculator with a square root key)</td>
</tr>
<tr>
<td></td>
<td>› grades 8 and 10: scientific calculator</td>
</tr>
<tr>
<td></td>
<td>• STE tests</td>
</tr>
<tr>
<td></td>
<td>› grade 5: five-function calculator</td>
</tr>
<tr>
<td></td>
<td>› grade 8: scientific calculator</td>
</tr>
<tr>
<td></td>
<td>› operational high school STE: five-function calculator</td>
</tr>
<tr>
<td></td>
<td>– Each student taking the Chemistry, Introductory Physics, and Technology/Engineering tests must have sole access to a five-function calculator. Schools must provide a calculator for each student who does not provide his or her own.</td>
</tr>
<tr>
<td></td>
<td>– The Biology test was designed to be taken without the aid of a calculator. Students may have calculators with them, but schools are not required to provide calculators for this test.</td>
</tr>
<tr>
<td></td>
<td>The Department recommends that students use the type of calculator for each test listed above; however, students may use the other type of calculator if the one listed is not available. Calculators that access the Internet are not allowed.</td>
</tr>
<tr>
<td></td>
<td>Each student must have sole access to the calculator, and test administrators must ensure that students do not have access to calculator instructions or formula sheets that accompany calculators.</td>
</tr>
</tbody>
</table>
### Icon in the Following Tables

<table>
<thead>
<tr>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students must be provided with the reference or formula sheets included in shipments of test materials for the following tests:</td>
</tr>
</tbody>
</table>
| - Mathematics tests  
  - grades 5–8 and 10  
- STE tests  
  - Chemistry  
  - Introductory Physics  
  - Technology/Engineering |

<table>
<thead>
<tr>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students must be provided an MCAS ruler for the following tests:</td>
</tr>
</tbody>
</table>
| - Mathematics grades 3–8 tests  
- STE grades 5 and 8 tests  
- Technology/Engineering |

<table>
<thead>
<tr>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculators are not permitted for grades 3–6 Mathematics (both sessions) and for grades 7–8 and 10 Mathematics Session 1.</td>
</tr>
</tbody>
</table>

### b. Tools Available for Mathematics

<table>
<thead>
<tr>
<th>Grade</th>
<th>Tools Available for Session 1</th>
<th>Tools Available for Session 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td><img src="image" alt="MCAS ruler" /></td>
<td><img src="image" alt="MCAS ruler" /></td>
</tr>
<tr>
<td>4</td>
<td><img src="image" alt="MCAS ruler" /></td>
<td><img src="image" alt="MCAS ruler" /></td>
</tr>
<tr>
<td>5</td>
<td><img src="image" alt="reference sheet" /></td>
<td><img src="image" alt="MCAS ruler" /></td>
</tr>
<tr>
<td>6</td>
<td><img src="image" alt="reference sheet" /></td>
<td><img src="image" alt="MCAS ruler" /></td>
</tr>
<tr>
<td>7</td>
<td><img src="image" alt="reference sheet" /></td>
<td><img src="image" alt="five-function" /></td>
</tr>
<tr>
<td>8</td>
<td><img src="image" alt="reference sheet" /></td>
<td><img src="image" alt="scientific" /></td>
</tr>
<tr>
<td>10</td>
<td><img src="image" alt="reference sheet" /></td>
<td><img src="image" alt="scientific" /></td>
</tr>
</tbody>
</table>
c. Tools Available for STE

<table>
<thead>
<tr>
<th>Grade/Subject</th>
<th>Tools Available (Both Sessions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>![five-function.png]</td>
</tr>
<tr>
<td>8</td>
<td>![scientific.png]</td>
</tr>
<tr>
<td>Biology</td>
<td>![five-function.png]</td>
</tr>
<tr>
<td>Chemistry</td>
<td>![five-function.png]</td>
</tr>
<tr>
<td>Introductory Physics</td>
<td>![five-function.png]</td>
</tr>
<tr>
<td>Technology/Engineering</td>
<td>![five-function.png]</td>
</tr>
</tbody>
</table>

3. Materials PROHIBITED during Testing

a. 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 23) as well as the materials listed below. Materials listed in section b below are not permitted at any time during test sessions, and materials listed in section c may only be provided after a student has turned in his or her test materials. None of the materials in section b or c are permitted while a student has his or her test materials.

b. Materials NOT PERMITTED at Any Time during a Test 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. See www.doe.mass.edu/mcas/testadmin/forms for a poster that can be displayed during testing showing examples of prohibited materials.

- cell phones (See the following page for more information.)
- other electronic devices (See the following page for more information.)
  - 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 (other than noise blocking headphones; see DF7 in Appendix C of the PAM)
MCAS Test Administration Protocols

- any device capable of taking photographs
- game consoles
- pocket translators
- calculators, except for the tests and sessions listed in the previous section
- computers or electronic tablets
- any device that provides access to the Internet (such as certain calculators and fitness trackers)
- editing devices (e.g., spelling or grammar checkers)

- English-language dictionaries or thesauruses
- encyclopedias
- unapproved reference sheets and school-provided rulers, including MCAS rulers from previous years
- accommodation materials unless specified by a student’s approved IEP or 504 plan (e.g., graphic organizers)

C. Materials That MAY BE PERMITTED Only after a Student Has Completed Testing

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.

- books
- textbooks for subjects other than the one being tested
- notebooks or other notes, as well as flags or sticky notes
- extra paper (excluding scratch paper)
- rulers, if a student needs one to do his or her homework
- pens for grades 3–8, and grade 10 ELA and Mathematics
- highlighters in colors other than yellow
- reference sheets except for the ones distributed by test administrators

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 Part III, section B for more information about the Test Administrators' Training.
C Scheduling Test Sessions

Your principal will provide you with the schedule for administering tests based on the guidance and requirements in the PAM. Below is information that will be useful as you prepare for administration.

1. **Recommended Testing Times and Information on Test Sessions**
   MCAS test sessions are untimed. However, test sessions have been designed to be completed within the recommended testing times listed on page ii.

2. **Test Completion**
   Students who require time beyond the regularly 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 test 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.

   If your principal informs you that you will administer more than one test session on the same day, if a student has not completed the first test session by the time that his or her class begins the next test session, he or she must finish working in the first test session before beginning the next one. The next test session can be administered to the student in a separate setting from the regularly administered one (as always, the test administrator must follow all protocols in this manual).

3. **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, with the following exception: if a student becomes ill during a test session and cannot continue testing, he or she should be scheduled for a make-up session (see section 5 on the following page).

   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 beyond the end of a regular school day. 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.

4. **Breaks and Lunch**
   Extended breaks, including recess for younger students, may not be scheduled in the middle of a test 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 per room at a time during the test session. **Students must be supervised at all times between the testing room and the restroom, as well as any other time they are out of the testing room.**

   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,
MCAS Test Administration Protocols

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.

For all of the tests except the operational high school STE tests, schools may plan for one short, supervised break per test 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 should instruct 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 this manual.

5. Procedures for Students Who Become Ill During a Test Session
If a student becomes ill during testing and cannot complete the session that day, the school may allow the student to complete the session on another day. The student should be instructed not to discuss the test, and the school should provide a closely-monitored make-up session, during which the student may complete the test, but may not return to any questions he or she previously answered.

6. 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; or, for the operational high school STE tests, instruct students to close their answer booklets and place them inside their test 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 Damaged or Defective Test & Answer Booklets (or Answer Booklets for the Operational High School STE Tests)
If a student’s assigned 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 booklet from the student.
2. Issue the student a replacement booklet. All information on the front cover of the replacement booklet must be completed.
3. Instruct the student to continue working in the replacement booklet.
4. Fill in the VOID BOOKLET circle on the back cover of the student’s damaged/defective 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 booklet at the end of the test session.
7. Notify your principal that you are returning a damaged or defective booklet. Your principal must ensure that all of the student’s answers marked in the void booklet are accurately transcribed into the student’s replacement booklet.

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

**E Contaminated Test Materials**

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

**F 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 C 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.

<table>
<thead>
<tr>
<th>Special Edition/Accommodation</th>
<th>Instructions to Follow</th>
</tr>
</thead>
<tbody>
<tr>
<td>Braille (accommodation A3.2)</td>
<td>Appendix B</td>
</tr>
<tr>
<td>Large-print (accommodation A2)</td>
<td>Appendix C</td>
</tr>
<tr>
<td>Typed responses (accommodation A12)</td>
<td>Appendix D</td>
</tr>
<tr>
<td>Signing the test for a student who is deaf or hard of hearing (accommodation A6 and special access accommodation SA2)</td>
<td>Appendix E</td>
</tr>
</tbody>
</table>

Test administrators for students with disabilities using accommodations A2, A3.2, 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
1. Training in Test Security Protocols
Before test administration, the principal or designee must meet with test administrators and other personnel authorized to have access to secure materials to explain the test security protocols and procedures that will be followed at the school.

During the training session, the principal will need to do the following:

- Describe the test security requirements contained in Part I of this manual
- Confirm that all involved school personnel understand those requirements
- Describe local procedures for meeting test security and administration protocols
- Provide an orientation to the major tasks that will be completed during test administration
- Emphasize that all test administrators must read and familiarize themselves with the TAMs before administering MCAS tests.

The TAMs contain optional scripts as described below. Test administrators must be informed at the training session if they will read the scripts or if the school will develop an alternative version.

- whether test administrators will read the recommended script in the “As Students Arrive” sections of the TAMs instructing students to put away cell phones and other electronic devices in their backpacks at the side of the room, or if a locally developed script will be used instead
- whether test administrators will read the scripts for students going to a supervised lunch, students moving to a test completion room, and students going to the restroom

Test administrators must also be informed about the decisions that have been made regarding other procedures such as

- whether Student ID Labels will be applied to booklets in advance of testing or applied by students after booklets are distributed
- whether students who arrive late for testing will be read the scripts quietly in the room, read the scripts outside the room, or scheduled for make-up testing
- how students will be supervised when they are out of the testing room, e.g. for a restroom break (hallway monitors, restroom monitors, escorts, etc.)
- how to contact the school administration if there are any problems during testing, including if any test materials become contaminated
- whether test administrators are expected to come to the central storage area to pick up testing materials or testing materials will be delivered to them
- whether students who finish early may be dismissed or must wait until the end of the scheduled session

Test administrators who will administer accommodations to students with disabilities should receive additional training at another time to ensure that accommodations are correctly provided.
Tasks to Complete Prior to Test Administration

2. Required Documentation

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. Similarly, other school personnel who have access to secure materials must sign an acknowledgment that they received a copy of the test security requirements. A sample form for both of these activities can be found at www.doe.mass.edu/mcas/testadmin/forms but schools may develop two separate forms instead.

Principals must retain the following in their school files for three years: agendas, sign-in sheets, and any other relevant documentation to demonstrate they trained test administrators and other school personnel who have access to secure materials.

Test administrators who have been assigned to administer certain accommodations (listed in Appendix C of the PAM) are required to sign an MCAS Nondisclosure Acknowledgment form before administering the test. The training session may be a convenient time to have these test administrators sign the form, but it can be done any time before testing.

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—Do Not Disturb” to be posted on the door during each MCAS administration session (one is available to download and print from www.doe.mass.edu/mcas/testadmin/forms).

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 Appendix C of the PAM.
Tasks to Complete Prior to Test Administration

Complete Front Covers of Test & Answer Booklets (or Answer Booklets for the Operational High School STE Tests)

Your principal will inform you at the Test Administrators’ Training whether Student ID Labels are to be applied to the front covers of booklets before testing sessions or by students immediately after 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.

For the grade 10 ELA and Mathematics tests only, each student will have two booklets per subject: one for Session 1 and one for Session 2. Labels will need to be applied (and information filled out) for each booklet in order for students’ tests to be properly scored and reported.

Labels with incorrect SASIDs must not be applied to 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 booklets must be completed according to the instructions in this manual.

If some of the information on the labels is incorrect, they may still be used as long as the SASID is correct.

Sample booklet covers, with and without Student ID Labels, are provided at www.doe.mass.edu/mcas/testadmin/forms. 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 practice tests for each subject 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.

Turn to page 102 in Appendix A for the Spanish script to read to students taking the English/Spanish edition of the Mathematics 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.”

2. When the 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 test for _______________ (announce the subject you are administering). 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
   • answer short-response and essay questions completely (for ELA only)
   • answer gridded-response questions correctly (for Mathematics only)
   • 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 (for Mathematics and STE).

   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 and return them to the principal.
Part V

Administering ELA Test Session 1
Administering ELA Test Session 1

A Materials Needed for Session 1

1. Prior to testing, you will receive the following materials for students assigned to you:2
   - this manual
   - FOR GRADES 3–8: English Language Arts test & answer booklets
   - FOR GRADE 10: English Language Arts Session 1 test & answer booklets
   - scratch paper (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.
   - optional, grades 6, 7, 8, and 10: Student Responsibilities during MCAS Testing forms
     If your principal has instructed you, have the students read the statement, sign the document, and return it to you.
   - 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.

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2 If applicable for any student in your assigned group, you will also receive Braille test materials or large-print test materials.
Administering ELA Test Session 1

B Before Students Arrive
1. Make sure the testing space has been appropriately prepared (see page 23).
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 x–y in this session.” (Fill in x and y from the table below.)

<table>
<thead>
<tr>
<th>English Language Arts</th>
<th>First question in this session</th>
<th>Last question in this session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3, 4, 6, 7, 8</td>
<td>1</td>
<td>16</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td>10</td>
<td>1</td>
<td>22</td>
</tr>
</tbody>
</table>

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 F.
   
   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.”
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.”
Administering ELA Test Session 1

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 12).

**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. If you are administering
   - **the GRADE 10 TEST**, 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. 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 will be sent to your parents or guardians as well as your teachers. They will also partially determine whether you receive a high school diploma. It is important that you try to do your best work during this and every test session.”
   
   **ONE OF THE GRADES 3–8 TESTS**, say to the students:
     
     “We are about to begin the MCAS __________ (say the grade and 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 will 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 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.

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.

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 18).

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 test & answer 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 test & answer booklets.
Administering ELA Test Session 1

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 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.
Administering ELA Test Session 1

12. Then say:

“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 _______.” (Say the question numbers that you wrote on the board at the start of the session.)

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, erase your first answer completely.

Some questions will ask you to write a response. Be sure to 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. 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.”

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

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 important that MCAS tests are fair to all students. Therefore, giving or receiving help is not allowed. This includes using notes, books, or other reference materials, accessing a cell phone or other electronic device, looking at another student’s test, allowing another student to see your test, passing notes or talking to other students. All students are expected to be honest and not cheat in any way.”

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.

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.
Administering ELA Test Session 1

15. If you are administering
   ◀ the GRADE 10 TEST, 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.
   Now please open your test & answer booklet to page 2, which says, ‘Grade 10 English Language Arts Session 1.’”
   ◀ ONE OF THE GRADES 3–8 TESTS, 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 ___ (state the grade) English Language Arts Session 1.’”

16. Then say:
   “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 127 in Appendix D 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.

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 ____ (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.”
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.”

21. Say to ANY STUDENT WHO FINISHES EARLY:

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

• during this session you were supposed to answer questions ______.
  (If reading the script aloud, say the question numbers that you wrote on the board at the start of the session. If the student is reading the script, write the correct question numbers into the blank.)

• 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.”

Permit students to check whether they have skipped any questions.

22. At the END OF THE SESSION, TO ANY STUDENTS STILL WORKING, 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 ______.
  (If reading the script aloud, say the question numbers that you wrote on the board at the start of the session. If the student is reading the script, write the correct question numbers into the blank.)

• 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. 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.”

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 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 128 in Appendix D for further instructions.
Administering ELA Test Session 1

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, 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.

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.

29. Group test materials into the following separate piles:
   • used test & answer booklets
   • used scratch paper
   • unused scratch paper
   • void test & answer booklets
   • unused test materials
   • practice tests (if applicable)
   • Student Responsibilities during MCAS Testing forms, 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.
Administering ELA Test Session 1

**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 VI

Administering ELA Test Session 2
Administering ELA Test Session 2

A Materials Needed for Session 2

1. Prior to testing, you will receive the following materials for students assigned to you.\(^3\)
   - this manual
   - FOR GRADES 3–8: English Language Arts test & answer booklets
   - FOR GRADE 10: English Language Arts Session 2 test & answer booklets
   - scratch paper (blank, lined, or graph)
   - a tracking form to assist you and your principal in maintaining the security of test materials
   - FOR GRADE 10:
     - 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.

   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 23).
2. Post the “Do Not Disturb” sign on the outside of the door of the testing space.
3. Write your name on the board.

\(^3\) If applicable for any student in your assigned group, you will also receive Braille test materials or large-print test materials.
Administering ELA Test Session 2

4. Write on the board: “You will answer questions x–y in this session.” (Fill in x and y from the table below.)

<table>
<thead>
<tr>
<th>English Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade(s)</td>
</tr>
<tr>
<td>3 and 4</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>6, 7, 8</td>
</tr>
<tr>
<td>10</td>
</tr>
</tbody>
</table>

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 F. 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:

   “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 12).
Administering ELA Test Session 2

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 English Language Arts test. This is the second of two sessions that you will take.”

2. 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.

FOR GRADES 3–8, distribute test & answer booklets back to their original owners. Note: It is your responsibility to ensure that each student receives his or her original test & answer booklet.

FOR GRADE 10, 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. Say to STUDENTS IN GRADES 3–8:
   
   “Make sure you have your own test & answer booklet. If you have someone else’s booklet, raise your hand now.”

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

Then say:

“On the front cover, print my name on the line next to ‘Test Administrator Name (Session 2).’”

Pause and check that students are completing this task correctly.

4. 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.”

5. Say to STUDENTS IN GRADE 10:

“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
5. The principal. Give new booklets to those students who had defective materials (see section D on page 18).

6. If you are administering the test to **STUDENTS IN GRADES 3–8**, skip to step 8. (However, any students who have not filled out the covers of their test & answer booklets must do so according to the instructions in step 7.)

7. If you are administering the test to **STUDENTS IN GRADE 10**: 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.’**”
Administering ELA Test Session 2

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 8. 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.

8. 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 _______.” (Say the question numbers that you wrote on the board at the start of the session.)

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, erase your first answer completely.

Some questions will ask you to write a response. Be sure to 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.
Administering ELA Test Session 2

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.

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

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 important that MCAS tests are fair to all students. Therefore, giving or receiving help is not allowed. This includes using notes, books, or other reference materials, accessing a cell phone or other electronic device, looking at another student’s test, allowing another student to see your test, passing notes, or talking to other students. All students are expected to be honest and not cheat in any way.”

10. 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. At most, you will have until the end of the school day, as long as you are working productively.

11. If you are administering

   the GRADE 10 TEST, 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.

   Please open your test & answer booklet to the first page that says ‘Grade 10 English Language Arts Session 2’ at the top.”

   ONE OF THE GRADES 3–8 TESTS, 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 _____ (state the grade) English Language Arts Session 2’ at the top.”

12. Then say:

   “Read the directions on this page. You may begin Session 2 now.”

13. If you are administering the test to any students with disabilities using accommodation A12 (Typed Responses), turn to page 127 in Appendix D for the script to read to these students at this time.
Administering ELA Test Session 2

14. 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.

15. (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 ______ (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.”

16. 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.”

17. Say to ANY STUDENT WHO FINISHES EARLY:

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

• during this session you were supposed to answer questions ______.
  (If reading the script aloud, say the question numbers that you wrote on the board at the start of the session. If the student is reading the script, write the correct question numbers into the blank.)

• 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.”

Permit students to check whether they have skipped any questions.
Administering ELA Test Session 2

18. At the **END OF THE SESSION, TO ANY STUDENTS STILL WORKING**, 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 ______.**
     (If reading the script aloud, say the question numbers that you wrote on the board at the start of the session. If the student is reading the script, write the correct question numbers into the blank.)
   • **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.

19. 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.”

20. 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.

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 128 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.

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.
Administering ELA Test Session 2

24. **FOR GRADE 10**, 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
   - 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.
Part VII

Administering Session 1 of the Mathematics Tests and the Grades 5 and 8 STE Tests
Administering Session 1 of the Mathematics Tests
and the Grades 5 and 8 STE Tests

A Materials Needed for Session 1

1. Prior to testing, you will receive the following materials for students assigned to you:4
   • this manual
   • FOR THE GRADES 3–8 MATHEMATICS TESTS: Mathematics test & answer booklets
   • FOR THE GRADE 10 MATHEMATICS TEST: Mathematics Session 1 test & answer booklets
   • FOR THE SCIENCE AND TECHNOLOGY/ENGINEERING (STE) TESTS: STE test & answer booklets
   • scratch paper (blank, lined, or graph)
   • for the Mathematics tests
      › GRADES 3–8: MCAS rulers
      › GRADES 5–8 AND 10: Mathematics reference sheets
   • FOR THE GRADES 5 AND 8 STE TESTS: 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 or Science and Technology/Engineering practice tests, if not previously administered

   Note: calculators are not allowed during Session 1 of the Mathematics tests.

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
   • calculators for grades 5 and 8 STE only for students who do not provide their own
      › grade 5: a five-function calculator
      › grade 8: a scientific calculator
   • Each student must have sole access to a calculator for the grades 5 and 8 STE tests. Schools must provide a calculator for 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.

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.

4 If applicable for any student in your assigned group, you will also receive Braille test materials or large-print test materials.
Administering Session 1 of the Mathematics Tests
and the Grades 5 and 8 STE Tests

B Before Students Arrive

1. Make sure the testing space has been appropriately prepared (see page 23).
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 x–y in this session.” (Fill in x and y from the table below.)
6. If you are administering the English/Spanish edition of the grade 10 Mathematics test, write on the board: “Responderán a las preguntas 1 a 26 en esta sesión.”

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>First question in this session</th>
<th>Last question in this session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3, 4, 5, 6</td>
<td>1</td>
<td>22</td>
</tr>
<tr>
<td>7 and 8</td>
<td>1</td>
<td>23</td>
</tr>
<tr>
<td>10</td>
<td>1</td>
<td>26</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science and Technology/Engineering</th>
<th>First question in this session</th>
<th>Last question in this session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 and 8</td>
<td>1</td>
<td>24</td>
</tr>
</tbody>
</table>

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 F.
   
   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. If you are administering the English/Spanish edition of the grade 10 Mathematics test, turn to page 102 for the Spanish script to read to students.
5. 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.”
Administering Session 1 of the Mathematics Tests and the Grades 5 and 8 STE Tests

6. 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.

7. 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.**

8. 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 12).

9. **For the Mathematics tests, make sure that students do not have calculators, since all calculators are prohibited during Mathematics Session 1.**
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. If you are administering
   ▶ the GRADE 10 MATHEMATICS TEST, say to the students:
   
   “We are about to begin the MCAS Mathematics test. This is the first of two sessions that you will take. 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 will be sent to your parents or guardians as well as your teachers. They will also partially determine whether you receive a high school diploma. It is important that you try to do your best work during this and every test session.”
   
   ▶ ONE OF THE GRADES 3–8 MATHEMATICS TESTS, or the GRADE 5 OR 8 STE TEST, say to the students:
   
   “We are about to begin the MCAS __________ (say the grade and 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 will 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.
Administering Session 1 of the Mathematics Tests
and the Grades 5 and 8 STE Tests

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.

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 18).

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.

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.”
Administering Session 1 of the Mathematics Tests and the Grades 5 and 8 STE Tests

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

12. If you are administering **ONE OF THE MATHEMATICS TESTS**, say:

   “I will now hand out the ____________.” (fill in from the table below)

<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 and 4</td>
<td>MCAS rulers</td>
</tr>
<tr>
<td>5, 6, 7, 8</td>
<td>MCAS rulers and Mathematics reference sheets</td>
</tr>
<tr>
<td>10</td>
<td>Mathematics reference sheets</td>
</tr>
</tbody>
</table>

Distribute the appropriate materials to the students, according to the chart.

13. If you are administering the **GRADE 5 OR 8 STE TEST**, say:

   “I will now hand out the MCAS rulers.”

Distribute the MCAS rulers to the students.

14. If you are administering the **GRADE 5, 6, 7, 8, OR 10 MATHEMATICS TEST**, say:

   “Print your name in the upper right 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.”

15. 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 _______.**” (Say the question numbers that you wrote on the board at the start of the session.)

   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.”

16. If you are administering **ONE OF THE MATHEMATICS TESTS**, say:

   “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.”

17. 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.”
Administering Session 1 of the Mathematics Tests and the Grades 5 and 8 STE Tests

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.”

18. 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 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.

If you are administering ONE OF THE MATHEMATICS TESTS, say:

“You may use your __________ (fill in from the table below) to help you answer questions at any time during this session. However, you may not use a calculator or English-language dictionary. 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.”

<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 and 4</td>
<td>MCAS ruler</td>
</tr>
<tr>
<td>5, 6, 7, 8</td>
<td>MCAS ruler and Mathematics reference sheet</td>
</tr>
<tr>
<td>10</td>
<td>Mathematics reference sheet</td>
</tr>
</tbody>
</table>

If you are administering the GRADE 5 OR 8 STE TEST, say:

“You may use your calculator and MCAS ruler to answer questions at any time during this session. However, you may not use an English-language dictionary. 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.”

19. Say to the students:

“It is important that MCAS tests are fair to all students. Therefore, giving or receiving help is not allowed. This includes using notes, books, or other reference materials, accessing a cell phone or other electronic device, looking at another student’s test, allowing another student to see your test, passing notes, or talking to other students. All students are expected to be honest 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.
Administering Session 1 of the Mathematics Tests 
and the Grades 5 and 8 STE Tests

20. 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.

21. If you are administering

☞ the GRADE 10 MATHEMATICS TEST, 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.”

☞ ONE OF THE GRADES 3–8 MATHEMATICS TESTS, or the GRADE 5 OR 8 STE TEST, 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.”

22. Then say:

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

23. If you are administering the test to any students with disabilities using accommodation A12 (Typed Responses), turn to page 127 in Appendix D for the script to read to these students at this time.

24. 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.
Administering Session 1 of the Mathematics Tests 
and the Grades 5 and 8 STE Tests

PART VII—Mathematics and G5 & 8 STE Session 1

25. (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 _____ (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.”

26. 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.”

27. 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 ______.
  (If reading the script aloud, say the question numbers that you wrote on the board at the start of the session. If the student is reading the script, write the correct question numbers into the blank.)

• 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.”

Permit students to check whether they have skipped any questions.

28. At the END OF THE SESSION, TO ANY STUDENTS STILL WORKING, 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 ______.
  (If reading the script aloud, say the question numbers that you wrote on the board at the start of the session. If the student is reading the script, write the correct question numbers into the blank.)

• 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.
Administering Session 1 of the Mathematics Tests and the Grades 5 and 8 STE Tests

29. If you are administering the

   ◦ GRADE 3 OR 4 MATHEMATICS TEST, 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.”
     Note which students need more time and then pick up each student’s materials. 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.

   ◦ GRADE 5, 6, 7, OR 8 MATHEMATICS TEST, say:
     “Please put your pencil down and close your booklet. Place your reference sheet and ruler inside 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. Verify that you have a used test & answer booklet, a ruler, a reference sheet, 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.

   ◦ GRADE 10 MATHEMATICS TEST, 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. 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. Remind students of when Session 2 will begin.

   ◦ GRADE 5 OR 8 STE TEST, 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.”
     Note which students need more time and then pick up each student’s materials. 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.

30. 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 128 in Appendix D for further instructions.

31. 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.”
Administering Session 1 of the Mathematics Tests and the Grades 5 and 8 STE Tests

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.

32. 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.

33. 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.

34. Group test materials into the following separate piles:
   - used test & answer booklets, with rulers inside (for grades 3 and 4 Mathematics, and grades 5 and 8 STE)
   - used test & answer booklets, with rulers and reference sheets inside (for grades 5, 6, 7, and 8 Mathematics)
   - used test & answer booklets and reference sheets (for grade 10 Mathematics)
   - 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.)

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

36. 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 Session 1 of the Mathematics Tests and the Grades 5 and 8 STE Tests

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, 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 VIII

Administering Session 2 of the Mathematics Tests and the Grades 5 and 8 STE Tests
Administering Session 2 of the Mathematics Tests
and the Grades 5 and 8 STE Tests

A Materials Needed for Session 2

1. Prior to testing, you will receive the following materials for students assigned to you:5

   - this manual
   - FOR THE GRADES 3–8 MATHEMATICS TESTS: Mathematics test & answer booklets
   - FOR THE GRADE 10 MATHEMATICS TEST: Mathematics Session 2 test & answer booklets
   - FOR THE SCIENCE AND TECHNOLOGY/ENGINEERING (STE) TESTS: STE test & answer booklets
   - scratch paper (blank, lined, or graph)
   - for the Mathematics tests
     › GRADES 3–8: MCAS rulers (inside test & answer booklets)
     › GRADES 5–8: Mathematics reference sheets (inside test & answer booklets)
     › GRADE 10: Mathematics reference sheets
   - FOR THE GRADES 5 AND 8 STE TESTS: MCAS rulers (inside test & answer booklets)
   - FOR GRADE 10 MATHEMATICS:
     › 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: Calculators are not allowed during the grades 3–6 Mathematics tests.

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
   - for the Mathematics tests:
     › calculators for students in grades 7, 8, and 10 only who do not provide their own
       Each student must have sole access to a calculator for grades 7, 8, and 10 Mathematics Session 2. Schools must provide a calculator for each student who does not provide his or her own, as follows:
       – grade 7 Mathematics Session 2 only: a five-function calculator
       – grade 8 Mathematics Session 2 only: a scientific calculator
       – grade 10 Mathematics Session 2 only: a scientific calculator
     - Test administrators must ensure that students do not have access to calculator instructions or formula sheets that accompany calculators.

5 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 Mathematics Tests and the Grades 5 and 8 STE Tests

- for the STE tests
  - calculators for grades 5 and 8 STE for students who do not bring their own
    - grade 5: a five-function calculator
    - grade 8: a scientific calculator
    - Each student must have sole access to a calculator for the grades 5 and 8 STE tests. Schools must provide a calculator for 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.

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.

Before Students Arrive

1. Make sure the testing space has been appropriately prepared (see page 23).
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 x–y in this session.” (Fill in x and y from the table below.)
5. If you are administering the English/Spanish edition of the grade 10 Mathematics test, write on the board: “Responderán a las preguntas 27 a 52 en esta sesión.”

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Grade(s)</th>
<th>First question in this session</th>
<th>Last question in this session</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3, 4, 5, 6</td>
<td>23</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>7 and 8</td>
<td>24</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>27</td>
<td>52</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science and Technology/Engineering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade(s)</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Administering Session 2 of the Mathematics Tests and the Grades 5 and 8 STE Tests

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 F. 
   **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. Turn to page 111 in Appendix A for the Spanish script to read to students taking the English/Spanish edition of the grade 10 Mathematics test.

5. 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.”

6. 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.

7. 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.**

8. 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 12).

9. Make sure that students taking the grades 3, 4, 5, and 6 Mathematics tests do not have calculators, since calculators are only permitted for grades 7, 8, and 10 Mathematics, and grades 5 and 8 STE.
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. 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.”

   If you are administering GRADE 10 MATHEMATICS, say:

   “I will also now hand out your reference sheets.”

   Distribute the test & answer booklets and one sheet of scratch paper to each student.

   FOR GRADES 3–8, distribute test & answer booklets back to their original owners. Note: It is your responsibility to ensure that each student receives his or her original test & answer booklet.

   FOR GRADE 10, 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. Say to STUDENTS IN GRADES 3–8:

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

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

   Then say:

   “On the front cover, print my name on the line next to ‘Test Administrator Name (Session 2).’”

   Pause and check that students are completing this task correctly.

4. 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.”
5. Say to STUDENTS IN GRADE 10:

“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 18).

6. If you are administering the test to STUDENTS IN GRADES 3–8, skip to step 8. (However, any students who have not filled out the covers of their test & answer booklets must do so according to the instructions in step 7.)

7. If you are administering the test to STUDENTS IN GRADE 10: 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.”
Administering Session 2 of the Mathematics Tests
and the Grades 5 and 8 STE Tests

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 8. 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.

8. 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 _______.” (Say the question numbers that you wrote on the board at the start of the session.)

Read each question carefully and then answer it as well as you can.
Administering Session 2 of the Mathematics Tests and the Grades 5 and 8 STE Tests

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.

9. If you are administering ONE OF THE MATHEMATICS TESTS, say:

“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.”

10. 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.”

11. 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 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.”

12. If you are administering the

GRADE 3, 4, 5, or 6 MATHEMATICS TEST, say:

“You may use your __________ (fill in from the table below) to help you answer questions at any time during this session. However, you may not use a calculator or English-language dictionary. 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.”

<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 and 4</td>
<td>MCAS ruler</td>
</tr>
<tr>
<td>5 and 6</td>
<td>MCAS ruler and Mathematics reference sheet</td>
</tr>
</tbody>
</table>
Administering Session 2 of the Mathematics Tests
and the Grades 5 and 8 STE Tests

GRADE 7, 8, or 10 MATHEMATICS TEST, say:
“You may use your ______________ (fill in from the table below) to help you answer questions at any time during this session. However, you may not use an English-language dictionary. 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.”

<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 and 8</td>
<td>MCAS ruler, your Mathematics reference sheet,</td>
</tr>
<tr>
<td></td>
<td>and your calculator</td>
</tr>
<tr>
<td>10</td>
<td>Mathematics reference sheet and your calculator</td>
</tr>
</tbody>
</table>

GRADE 5 or 8 STE TEST, say:
“You may use your calculator and MCAS ruler to help you answer questions at any time. However, you may not use an English-language dictionary. 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.”

13. If you are administering the GRADE 5, 6, 7, 8, or 10 MATHEMATICS TEST, say:
“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.”

14. Say to the students:
“It is important that MCAS tests are fair to all students. Therefore, giving or receiving help is not allowed. This includes using notes, books, or other reference materials, accessing a cell phone or other electronic device, looking at another student’s test, allowing another student to see your test, passing notes, or talking to other students. All students are expected to be honest 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.

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.”
Administering Session 2 of the Mathematics Tests and the Grades 5 and 8 STE Tests

16. If you are administering
   > the GRADE 10 MATHEMATICS TEST, 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.”
   > ONE OF THE GRADES 3–8 MATHEMATICS TESTS, or the GRADE 5 OR 8 STE TEST, 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 answer you make to questions from Session 1 during this session will be invalidated.”

17. Then say:
   “Now open your test & answer booklet to the first page that says ‘Grade _______ (say the grade and the name of the test) Session 2’ at the top. Be sure to read all the directions. You may begin Session 2 now.”

18. If you are administering the test to any students with disabilities using accommodation A12 (Typed Responses), turn to page 127 in Appendix D 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 _____ (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.”

21. 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.”
22. 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 ______.
  (If reading the script aloud, say the question numbers that you wrote on the board at the start of the session. If the student is reading the script, write the correct question numbers into the blank.)
- 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.”

Permit students to check whether they have skipped any questions.

23. At the END OF THE SESSION, TO ANY STUDENTS STILL WORKING, 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 ______.
  (If reading the script aloud, say the question numbers that you wrote on the board at the start of the session. If the student is reading the script, write the correct question numbers into the blank.)
- 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.

24. If you are administering the

GRADE 3 OR 4 MATHEMATICS TEST, say:

“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.”

Note which students need more time and then pick up each student’s materials. 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.

GRADE 5, 6, 7, OR 8 MATHEMATICS TEST, say:

“Please put your pencil down and close you booklet. Place your reference sheet and ruler 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. Verify that you have a used test & answer booklet, a ruler, a reference sheet, and scratch paper from each student. For students who need more time, follow the instructions given by your principal.
Administering Session 2 of the Mathematics Tests and the Grades 5 and 8 STE Tests

› **GRADE 10 MATHEMATICS TEST**, 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. 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.

› **GRADE 5 OR 8 STE TEST**, say:

   “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.”

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

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 128 in Appendix D 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, 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.

27. 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.

28. **FOR GRADE 10 MATHEMATICS**, 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 Session 2 of the Mathematics Tests
and the Grades 5 and 8 STE Tests

29. 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)
   • MCAS rulers (if applicable)
   • unused test materials
   • 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, 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 IX

Administering Operational High School STE Test
Session 1
Administering High School STE Test Session 1

A Materials Needed for Session 1

1. Prior to testing, you will receive the following materials for students assigned to you:6
   - this manual
   - test booklets for Biology, Chemistry, Introductory Physics, or Technology/Engineering
   - answer booklets for Biology, Chemistry, Introductory Physics, or Technology/Engineering
   - Chemistry formula and constants sheets/Periodic Table of the Elements, if you are administering the Chemistry test
   - Physics reference sheets, if you are administering the Introductory Physics test
   - Technology/Engineering formula sheets and MCAS rulers, if you are administering the Technology/Engineering test
   - scratch paper (blank, lined, or graph)
   - a list of students' SASIDs, if applicable
   - Student ID Labels, if labels were not previously applied to answer booklets
     If your principal has instructed you to apply Student ID Labels to answer booklets before testing, do so before the students arrive for testing.
   - optional, Student Responsibilities during MCAS Testing forms
     If your principal has instructed you, have grade 9 students and any other students who did not complete a form in March read the statement, sign the document, and return it to you.
   - a tracking form to assist you and your principal in maintaining the security of test materials
   - optional: practice tests, if not previously administered

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
   - calculators for students who do not provide their own
     Each student must have sole access to a five-function calculator during both sessions of the Chemistry, Introductory Physics, and Technology/Engineering tests. Students are permitted to have calculators with them during the Biology test (see pages 12–15 for further information).
     Test administrators must ensure that students do not have access to calculator instructions or formula sheets that accompany calculators.

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

6 If applicable for any student in your assigned group, you will also receive Braille test materials, large print test materials, and/or Kurzweil 3000 CDs. See the appendices and/or the Kurzweil CD packet for more information.
Before Students Arrive

1. Make sure the testing space has been appropriately prepared (see page 23).
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 the school and district on the board.
5. If you are administering the
   ♦ **BIOLOGY OR INTRODUCTORY PHYSICS TEST**, write on the board: “You will answer questions 1–30 in this session.”
   ♦ **CHEMISTRY OR TECHNOLOGY/ENGINEERING TEST**, write on the board: “You will answer questions 1–35 in this session.”

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 F.
   
   **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 the use of cell phones 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.**”

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, calculators, and #2 pencils. Students may also have colored pencils and yellow highlighters (see page 13).
Administering High School STE Test Session 1

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 Session 1 of the MCAS test for ______________ (announce the subject you are administering). This is the first of two sessions that you will take. Test questions for both sessions will be in your test booklet, but you will only be answering the questions in the ‘Session 1’ section during this session. You will take Session 2 ______________ (announce the date and time for Session 2). 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. I will now distribute the answer booklets. Do not open them until I instruct you to do so.”

2. Distribute the answer booklets. If Student ID Labels have already been applied to the answer booklets, make sure that you give each student his or her assigned answer booklet.

   Then say:
   “Please pick up your answer booklet and QUICKLY flip through the pages to see if there are missing pages, completely blank pages, or pages that were printed upside down. Raise your hand if you have an answer booklet with missing pages, blank pages, or upside-down pages.”

3. 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 18).

4. 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 answer booklet to you. If the student’s SASID is correct on the label, the student may use the labeled answer 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 answer booklet, according to the instructions in step 10 of this section.
5. 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 answer booklet. It is extremely important that you complete all of this information CORRECTLY, and that you use ONLY a #2 pencil in your answer booklet. You may NOT use a pen or any other writing instrument.”

6. Then say:

“At the top of the front cover, under the heading ‘Test Administrator’s 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 this task correctly.

7. Then say:

“Print the school name and the district name on the appropriate lines. I have written the school and district names on the board.”

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

8. 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.

9. 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.

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

Say to the students:

“If your 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.’

Whenever you fill in circles, it is important to COMPLETELY fill the circles and make DARK MARKS. It is also important to erase COMPLETELY any mark you want to change and any stray marks on the page.”

Pause and check that students are completing this task correctly.
Administering High School STE 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.

11. If you are administering the

› BIOLOGY TEST, say:

“The Biology test was designed to be taken without the aid of a calculator. You may have your calculator with you if you want, but you should not need it to answer the questions.”

› CHEMISTRY TEST, distribute Chemistry formula and constants sheets/Periodic Table of the Elements and say:

“Please write your name in the upper right-hand corner of your formula sheet. You may use the Chemistry formula and constants sheet/Periodic Table of the Elements and your calculator to help you answer questions at any time during this test.”

› INTRODUCTORY PHYSICS TEST, distribute Physics reference sheets and say:

“Please write your name in the upper right-hand corner of your reference sheet. You may use the Physics reference sheet and your calculator to help you answer questions at any time during this test.”

› TECHNOLOGY/ENGINEERING TEST, distribute the Technology/ Engineering formula sheets and MCAS rulers and say:

“Please write your name in the upper right-hand corner of your formula sheet. You may use the Technology/Engineering formula sheet, MCAS ruler, and your calculator to help you answer questions at any time during this test.”
Administering High School STE Test Session 1

12. Then say to all students:

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

13. Do not sort the test booklets; randomly distribute them. Distribute one sheet of scratch paper to each student. 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 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 booklet with missing pages, blank pages, or upside-down pages.”

14. Collect any defective booklets and write “VOID” in large letters on 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 18).

15. Once this is done, say:

   “On the front cover, print your name on the first line, above ‘Student Name.’ Print the school and district names on the second and third lines. The school and district names are written on the board for you to copy.”

   Pause and check that students are completing this task correctly.

16. If you are administering the

   CHEMISTRY OR TECHNOLOGY/ENGINEERING TEST, say to the students:

   “Look at the front cover of your test booklet. In the top right-hand corner, you will see the word ‘Form,’ followed by a letter or number. Now open your answer booklet to page 2. In the top right-hand corner of THAT page, you will see a small box with the title ‘Form.’ Write the letter or number that is on your test booklet in the empty box below that title. Then, below the small box, fill in the circle to the right of the correct form letter or number.”

   BIOLOGY OR INTRODUCTORY PHYSICS TEST, say to the students:

   “Look at the front cover of your test booklet. In the top right-hand corner, you will see the word ‘Form,’ followed by a number. Now open your answer booklet to page 2. In the top right-hand corner of THAT page, you will see a small box with the title ‘Form Number.’ Write the number that is on your test booklet in the empty box below that title. Then, below the small box, fill in the circle to the right of the correct form number.”

   Pause to allow students to print and fill in the circle for the form number on their answer booklets. This is the only time that you may check to confirm that students have filled in their form numbers correctly.
Administering High School STE Test Session 1

17. If you are administering the

➤ BIOLOGY OR INTRODUCTORY PHYSICS TEST, say:

“This is the first of two sessions for the MCAS test for ____________ (announce the subject you are administering). During this test session, you will answer questions 1–30, which consist of multiple-choice and open-response questions.”

➤ CHEMISTRY OR TECHNOLOGY/ENGINEERING TEST, say:

“This is the first of two sessions for the MCAS test for ____________ (announce the subject you are administering). During this test session, you will answer questions 1–35, which consist of multiple-choice and open-response questions.”

18. Then say to all students:

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

To answer a multiple-choice question, you will choose the best answer—either A, B, C, or D—and mark your choice by filling in the circle in your answer booklet. Remember to fill in the circle completely and make a dark mark. It is also important to erase COMPLETELY any mark you want to change.

To answer an open-response question, you will write on lines that are in a large answer box on the page. Words that you write outside the answer box will NOT be included in your score.

On each page where you will answer an open-response question in your answer booklet, there is a small grid. Some open-response questions require you to use these grids. If a question does not require you to use the grid, you may still use it or you may write over the grid if you want.

Your answers to open-response questions will not be scored for spelling or grammar. You should try your best to use proper spelling and grammar, but your score will not be lowered if you make a mistake in spelling or grammar. Remember to read open-response questions CAREFULLY and answer them COMPLETELY. If an open-response question has more than one part or asks for more than one answer, be sure to answer EVERY part of the question and label each part of your answer ‘a,’ ‘b,’ etc.”

19. Say to all students:

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

You may not use an English-language dictionary during this test session. You must mark all of your answers in your answer booklet. Any answers written in your test booklet will not be scored, and your test booklet will be shredded and recycled by the Department of Elementary and Secondary Education after testing. You may use pens or highlighters to help you in your test booklet, and you may use a yellow highlighter in your answer booklet, BUT you must write all of your responses in your answer booklet in #2 pencil ONLY. If you use any other writing instrument or leave any stray marks with a pencil in your answer booklet, your answers may not be scored.”
Administering High School STE Test Session 1

It is important that MCAS tests are fair to all students. Therefore, giving or receiving help is not allowed. This includes using notes, books, or other reference materials, accessing a cell phone or other electronic device, looking at another student’s test, allowing another student to see your test, passing notes, or talking to other students. All students are expected to be honest and not cheat in any way.

At any time during this 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.”

Answer any questions students have.

20. Say to the students:

“It is important for you to know that any figures, diagrams, or illustrations in your test booklet are not necessarily drawn to scale.

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 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. 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. Any answers you make to questions from Session 2 during this session may not be scored.

Please open your test booklet to the inside front cover for important instructions. The information in the box on the right-hand page will help you to answer open-response questions. You are allowed to turn back to this page at any time during testing to remind yourself of how to answer open-response questions. Please read the information in the box now.”

Pause while students read the information.

21. Say:

“Keep your answer booklet open to page 2. You will mark your answers for Session 1 beginning on this page.”

22. Then say to all students:

“Now turn to page 1 in your test booklet. You may begin Session 1 now.”

23. If you are administering the test to any students with disabilities using accommodation A12 (Typed Responses), turn to page 127 in Appendix D for the script to read to these students at this time.
Administering High School STE Test Session 1

24. 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 booklets and 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.

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

“The session time is half over. Remember to use the information in the box at the beginning of your test booklet as you review your answers to open-response questions. Make sure that you do not skip any questions in this test session. When you are finished answering all of the questions in Session 1 and reviewing your work, return your test materials to me.”

26. If you are administering the

➤ BIOLOGY OR INTRODUCTORY PHYSICS TEST, say to 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 30 during this session; and
• the last response to a question should be on page 4 of your answer booklet.

All your responses must be in your answer booklet—not your test booklet. 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.

➤ CHEMISTRY OR TECHNOLOGY/ENGINEERING TEST, say to 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 35 during this session; and
• the last response to a question should be on page 4 of your answer booklet.

All your responses must be in your answer booklet—not your test booklet. 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.”
Administering High School STE Test Session 1

Permit students to check whether they have skipped any questions.

27. If you are administering the

▸ BIOLOGY OR INTRODUCTORY PHYSICS TEST, 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 30 during this session; and
• the last response to a question should be on page 4 of your answer booklet.

All your responses must be in your answer booklet—not your test booklet. 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.

▸ CHEMISTRY OR TECHNOLOGY/ENGINEERING TEST, 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 35 during this session; and
• the last response to a question should be on page 4 of your answer booklet.

All your responses must be in your answer booklet—not your test booklet. 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.

28. If you have administered the

▸ BIOLOGY TEST, say to the students:

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

▸ CHEMISTRY TEST, say to the students:

“Please put your pencil down and close your booklets. Place your Chemistry formula and constants sheet/Periodic Table of the Elements inside your test booklet. If you need more time to answer any questions, raise your hand.”

▸ INTRODUCTORY PHYSICS TEST, say to the students:

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

▸ TECHNOLOGY/ENGINEERING TEST, say to the students:

“Please put your pencil down and close your booklets. Place your Technology/Engineering formula sheet and MCAS ruler inside your test booklet. If you need more time to answer any questions, raise your hand.”
Administering High School STE Test Session 1

29. Note which students need more time and then pick up each student’s booklets. Verify that you have scratch paper, a used answer booklet, and a used test booklet (with any formula sheets and/or rulers if applicable) from each student. For students who need more time to finish, follow the instructions given by your principal. Remind students of when Session 2 will begin.

30. 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 128 in Appendix D for further instructions.

31. 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.

32. 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. Return the list to your principal with the other test materials. 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 answer booklets to check whether students have completed testing.

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

34. Group booklets into the following separate piles:
   • used test booklets, with formula sheets and/or MCAS rulers inside (if applicable)
   • used answer booklets
   • used scratch paper
   • unused scratch paper
   • void answer booklets
   • void test booklets
   • unused test materials
   • practice tests (if applicable)
   • Student Responsibilities during MCAS Testing forms (if applicable)
   • contaminated test materials, if applicable (Remember to notify your principal or designee.)
Administering High School STE Test Session 1

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

36. Immediately return all test materials and the list of students to your principal.

Remember that all test booklets (including large-print booklets, Braille booklets, Kurzweil CDs, and Braille Administrator’s Copies) and answer booklets 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, 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 Operational High School STE Test
Session 2
Part X — HS STE Session 2

Administering High School STE Test Session 2

A Materials Needed for Session 2

1. Prior to testing, you will receive the following materials for students assigned to you:7

- this manual
- test booklets for Biology, Chemistry, Introductory Physics, or Technology/Engineering
- answer booklets for Biology, Chemistry, Introductory Physics, or Technology/Engineering
- Chemistry formula and constants sheets/Periodic Table of the Elements (inside test booklets), if you are administering the Chemistry test
- Physics reference sheets (inside test booklets), if you are administering the Introductory Physics test
- Technology/Engineering formula sheets and MCAS rulers (inside test booklets), if you are administering the Technology/Engineering test
- scratch paper (blank, lined, or graph)
- a tracking form to assist you and your principal in maintaining the security of test materials

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
- calculators for students who do not provide their own

Each student must have sole access to a five-function calculator during both sessions of the Chemistry, Introductory Physics, and Technology/Engineering tests. Students are permitted to have calculators with them during the Biology test (see pages 12–15 for further information).

Test administrators must ensure that students do not have access to calculator instructions or formula sheets that accompany calculators.

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

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7 If applicable for any student in your assigned group, you will also receive Braille test materials, large-print test materials, and/or Kurzweil 3000 CDs. See the appendices or the Kurzweil CD packet for more information.
Administering High School STE Test Session 2

B Before Students Arrive
1. Make sure the testing space has been appropriately prepared (see page 23).
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. If you are administering the
   ▶ BIOLOGY OR INTRODUCTORY PHYSICS TEST, write on the board: “You will answer questions 31–59 in this session.”
   ▶ CHEMISTRY OR TECHNOLOGY/ENGINEERING TEST, write on the board: “You will answer questions 36–67 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 F.
   **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 the use of cell phones 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:
   “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, #2 pencils, and calculators. Students may also have colored pencils and yellow highlighters (see page 13).
Administering High School STE 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. 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 answer booklets with the front covers completed, these students will need to do so. Instructions for completing the front covers of answer booklets appear in this manual on pages 80–81 in steps 4–5 and 7–10 (skip step 6).

   Say to the students:
   
   "We are about to begin Session 2 of the MCAS test for ________________ (announce the subject you are administering). This is the last of two test sessions. I will now hand out your answer booklets. Do not open them until I instruct you to do so."

   Distribute the answer booklets to their original owners. Note: It is your responsibility to ensure that each student receives his or her own original answer booklet.

   Once the answer booklets have been distributed, say:
   
   "Make sure you have your own answer booklet. If you have someone else’s answer booklet, raise your hand now."

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

2. 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.

3. Then say:
   
   "I will now hand out the test booklets and scratch paper. Do not open your booklet until I instruct you to do so."

   Distribute the test booklets to their original owners. Distribute one sheet of scratch paper to each student. Note: It is your responsibility to ensure that each student receives his or her own original test booklet (with formula sheets and/or MCAS rulers inside, as appropriate).

4. If you are administering the
   
   **BIOLOGY TEST**, say:
   
   "The Biology test was designed to be taken without the aid of a calculator. You may have your calculator with you if you want, but you should not need it to answer the questions."

   **CHEMISTRY TEST**, say:
   
   "Your Chemistry formula and constants sheet/Periodic Table of the Elements should be inside your test booklet. You may use the Chemistry formula and constants sheet/Periodic Table of the Elements and your calculator to help you answer questions at any time during this test."
Administering High School STE Test Session 2

▶ INTRODUCTORY PHYSICS TEST, say:

“Your Physics reference sheet should be inside your test booklet. You may use the Physics reference sheet and your calculator to help you answer questions at any time during this test.”

▶ TECHNOLOGY/ENGINEERING TEST, say:

“Your Technology/Engineering formula sheet and MCAS ruler should be inside your test booklet. You may use the Technology/Engineering formula sheet, MCAS ruler, and your calculator to help you answer questions at any time during this test.”

5. Once the test 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 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.

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

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

6. If you are administering the

▶ BIOLOGY OR INTRODUCTORY PHYSICS TEST, say:

“During this test session, you will answer questions 31–59, which consist of multiple-choice and open-response questions.”

▶ CHEMISTRY OR TECHNOLOGY/ENGINEERING TEST, say:

“During this test session, you will answer questions 36–67, which consist of multiple-choice and open-response questions.”

7. If everyone in your group has already completed Session 1, skip to step 8. If your group includes students who did not take Session 1 previously, say:

“Now I am going to tell you some information about the types of questions you will be answering. To answer a multiple-choice question, you will choose the best answer—either A, B, C, or D—and mark your choice by filling in the circle in your answer booklet. Remember to fill in the circle completely and make a dark mark. It is also important to erase COMPLETELY any mark you want to change.

To answer an open-response question, you will write on lines that are in a large answer box on the page. Words that you write outside the answer box will NOT be included in your score.

On each page where you will answer an open-response question in your answer booklet, there is a small grid. Some open-response questions require you to use these grids. If a question does not require you to use the grid, you may still use it or you may write over the grid if you want.”
Administering High School STE Test Session 2

Your answers to open-response questions will not be scored for spelling or grammar. You should try your best to use proper spelling and grammar, but your score will not be lowered if you make a mistake in spelling or grammar. Remember to read open-response questions CAREFULLY and answer them COMPLETELY. If an open-response question has more than one part or asks for more than one answer, be sure to answer EVERY part of the question and label each part of your answer ‘a,’ ‘b,’ etc.

8. Say to the students:

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

You may not use an English-language dictionary during this test session. You must mark all of your answers in your answer booklet. Any answers written in your test booklet will not be scored, and your test booklet will be shredded and recycled by the Department of Elementary and Secondary Education after testing. You may use pens or highlighters to help you in your test booklet, and you may use a yellow highlighter in your answer booklet, BUT you must write all of your responses in your answer booklet in #2 pencil ONLY. If you use any other writing instrument or leave any stray marks with a pencil in your answer booklet, your answers may not be scored.

It is important that MCAS tests are fair to all students. Therefore, giving or receiving help is not allowed. This includes using notes, books, or other reference materials, accessing a cell phone or other electronic device, looking at another student’s test, allowing another student to see your test, passing notes, or talking to other students. All students are expected to be honest and not cheat in any way.

At any time during this 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.”

Answer any questions students have.

9. Say to the students:

“It is important for you to know that any figures, diagrams, or illustrations in your test booklet are not necessarily drawn to scale.

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.

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.”
Administering High School STE Test Session 2

Please open your test booklet to the beginning and review the information in the box. You are allowed to turn back to this page at any time during testing to remind yourself of how to answer open-response questions, but you may not turn back to Session 1 in your answer booklet.”

Pause while students review the information.

10. Say:
    “Open your answer booklet to page 6, which says ‘Session 2’ at the top. You will mark your answers for Session 2 beginning on this page.”

11. Then say to all students:
    “Now open your test booklet to the first page that says ‘Session 2’ at the top. You may begin Session 2 now.”

12. If you are administering the test to any students with disabilities using accommodation A12 (Typed Responses), turn to page 127 in Appendix D for the script to read to these students at this time.

13. 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 booklets and 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.

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

    “The session time is half over. Remember to use the information in the box at the beginning of your test booklet as you review your answers to open-response questions. Make sure you do not skip any questions in this test session. When you are finished answering all of the questions in Session 2 and reviewing your work, return your test materials to me.”

15. If you are administering the

    ❚ BIOLOGY OR INTRODUCTORY PHYSICS TEST, say to ANY STUDENT WHO FINISHES EARLY:

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

    • you were supposed to answer questions 31 through 59 during this session; and
    • the last response to a question should be on page 9 of your answer booklet.”
Administering High School STE Test Session 2

All your responses must be in your answer booklet—not your test booklet. 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 may be invalidated.”

Permit students to check whether they have skipped any questions.

º CHEMISTRY OR TECHNOLOGY/ENGINEERING TEST, say to ANY STUDENT WHO FINISHES EARLY:

“Before you hand me your booklets, I want to remind you that
• you were supposed to answer questions 36 through 67 during this session; and
• the last response to a question should be on page 9 of your answer booklet.
All your responses must be in your answer booklet—not your test booklet. 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 may be invalidated.”

Permit students to check whether they have skipped any questions.

16. If you are administering the
º BIOLOGY OR INTRODUCTORY PHYSICS TEST, 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 31 through 59 during this session; and
• the last response to a question should be on page 9 of your answer booklet.
All your responses must be in your answer booklet—not your test booklet. 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.

º CHEMISTRY OR TECHNOLOGY/ENGINEERING TEST, 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 36 through 67 during this session; and
• the last response to a question should be on page 9 of your answer booklet.
All your responses must be in your answer booklet—not your test booklet. 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 High School STE Test Session 2

17. If you have administered the
   ⚫ BIOLOGY TEST, say to the students:
   “Please put your pencil down and close your booklets. If you need more time to answer any questions, raise your hand.”
   ⚫ CHEMISTRY TEST, say to the students:
   “Please put your pencil down, close your booklets, and place your Chemistry formula and constants sheet/Periodic Table of the Elements on your desk. If you need more time to answer any questions, raise your hand.”
   ⚫ INTRODUCTORY PHYSICS TEST, say to the students:
   “Please put your pencil down, close your booklets, and place your Physics reference sheet on your desk. If you need more time to answer any questions, raise your hand.”
   ⚫ TECHNOLOGY/ENGINEERING TEST, say to the students:
   “Please put your pencil down, close your booklets, and place your Technology/Engineering formula sheet and MCAS ruler on your desk. If you need more time to answer any questions, raise your hand.”

18. Note which students need more time and pick up each student’s booklets. Verify that you have scratch paper, a used answer booklet, a used test booklet, and any formula sheets and/or rulers if applicable from each student. For students who need more time to finish, follow the instructions given by your principal.

19. 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 128 in Appendix D for further instructions.

20. 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.

21. 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. Return the list to your principal with the other test materials. 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 answer booklets to check whether students have completed testing.
Administering High School STE Test Session 2

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

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

24. Immediately return all test materials and the list of students to your principal.

Remember that all test booklets (including large-print booklets, Braille booklets, Kurzweil CDs, and Braille Administrator’s Copies) and answer booklets 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, 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 A

Administering the English/Spanish Edition of the Grade 10 Mathematics Test
Administer the Practice Test

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

   “Por favor no abran su prueba de práctica hasta que yo les indique.”

2. When the tests have been distributed, say:

   “La prueba de práctica que les acabo de entregar les ayudará a entender cómo
   y dónde responder a las preguntas de la prueba de Matemáticas del MCAS. La
   prueba de práctica contiene los mismos tipos de preguntas que verán en la prueba
   real, pero las respuestas a las preguntas de esta prueba de práctica no afectarán
   de ninguna manera las calificaciones en las pruebas MCAS.

   Pueden abrir sus pruebas, leer las instrucciones y empezar la prueba de práctica.”

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
   • answer gridded-response questions correctly
   • 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 and return them to the
   principal.

As Students Arrive for Mathematics Session 1

1. Say to the students:

   “Antes de comenzar las pruebas, deben saber que los teléfonos celulares,
   reproductores de música, lectores de libros electrónicos u otros dispositivos
   electrónicos no están permitidos bajo ningún motivo durante esta sesión, incluso
   después de entregar los materiales. A los estudiantes que tengan cualquiera de
   estos dispositivos durante la prueba o después de entregar los materiales de la
   prueba se les invalidarán los resultados”.

2. If your principal has instructed you to do so, read the following recommended script:

   “Recuerden que recibieron instrucciones durante una reunión de estudiantes
   reciente sobre las actividades apropiadas que se permiten hacer cuando terminen
   la prueba y las que no se permiten hacer. Levanten la mano si tienen cualquier
   pregunta sobre las actividades apropiadas que se permiten hacer durante esta
   sesión cuando terminen la prueba o lo que no se permite hacer”.

   Answer any questions students have. Then say:

   “Si ustedes tienen un dispositivo electrónico, asegúrense de que esté apagado,
   pónganlo en su mochila y déjena a un lado del salón. Podrán volver a tenerlo
   cuando se les dé permiso para hacerlo”.

   APPENDIX A—English/Spanish Edition Grade 10 Mathematics
Pause to make sure that students have turned cell phones and other electronic devices off and have placed them in their backpacks.

3. 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.**

4. 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 12).

5. **Make sure that students do not have calculators, since all calculators are prohibited during Mathematics Session 1.**

**C 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 F 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:

   “**Estamos a punto de comenzar la Prueba de Matemáticas del MCAS para 10.° grado. Esta es la primera de dos sesiones que tendrán. La Sesión 2 tendrá lugar ________** (announce the date and time for Session 2). **Por favor, levanten la mano si tienen cualquier pregunta sobre el horario de la prueba**.

   Answer any questions that students may have.

   “**Los resultados de esta prueba se usarán para ayudarlos a mejorar su rendimiento académico, y se compartirán con sus padres o tutores legales y también con sus profesores. Es importante que intenten hacer su mejor trabajo durante esta sesión y en cada una de las sesiones de la prueba**”.

   Then say:

   “**Los resultados de esta prueba determinarán parcialmente si reciben un diploma de escuela superior**”.

2. Say to the students:

   “**Ahora voy a distribuir los folletos de prueba y respuestas y su papel borrador. No abran sus folletos hasta que yo les diga que lo hagan**”.

   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.
Appendix A—Administering the English/Spanish Edition of the Grade 10 Mathematics Test

3. Then say:

“Pueden usar su papel borrador en cualquier momento durante esta prueba. Si en cualquier momento necesitan más, levanten la mano y les daré otra hoja de papel. Pueden tener hasta tres hojas de papel borrador por vez. Si necesitan más de tres hojas, tendrán que devolver su papel borrador usado”.

Ahora recojan sus folletos de prueba y respuestas y hojeen rápidamente las páginas para ver si hay páginas que faltan, páginas completamente en blanco o páginas que se imprimieron al revés.

Por favor, levanten la mano si tienen un folleto combinado de prueba y respuestas al que le faltan páginas o tiene páginas en blanco o páginas impresas al revés”.

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 18).

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:

“Antes de comenzar esta sesión de la prueba, deben completar algunos datos en la portada de su folleto de respuestas. Es importante que completen toda esta información CORRECTAMENTE y que usen SOLAMENTE lápiz n.º 2. NO deben usar bolígrafos ni otros instrumentos de escritura”.

7. Then say:

“En la parte superior de la portada, debajo del título ‘Nombre del administrador de la prueba’, escriban mi nombre en letra de imprenta en la línea provista. Mi nombre está en la pizarra para que lo copien. 

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

8. Then say:

“Escriban el nombre de la escuela y el del distrito en las líneas provistas. Pueden copiar los nombres de la escuela y del distrito que escribí en la pizarra”.

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

9. Then say:

“Debajo de los datos que acaban de escribir se encuentra el título ‘Cuadrícula para el Nombre del Estudiante.’
Escriban en imprenta las letras de su APELLIDO en las casillas que están debajo de ese título. Escriban una letra en cada casilla, comenzando en la primera casilla del lado izquierdo. Observen la línea divisoria entre la palabra ‘Apellido’ y la palabra ‘Nombre’. Si su apellido no cabe en el espacio provisto, escriban las letras que quepan antes de la línea divisoria. Si su apellido incluye un guion o un espacio, escriban las dos partes juntas como una sola palabra, sin guion ni espacio”.

Pause for students to complete this section.

10. Then say:

“Escriban las letras de su PRIMER nombre comenzando en la primera casilla que se encuentra a la derecha de la línea divisoria. NO escriban sobrenombres ni escriban su nombre de una manera diferente de la habitual. Si su nombre contiene un guion, escriban las dos partes juntas sin guion, como una sola palabra. Escriban la inicial de su segundo nombre en la última casilla, bajo las letras ‘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 this step.

Say to the students:

“Si su folleto de respuestas no tiene una etiqueta de identificación del estudiante en la esquina inferior derecha, rellenarán los círculos debajo de cada una de las letras que escribieron debajo del título ‘CUADRÍCULA PARA EL NOMBRE DEL ESTUDIANTE’”.

Pause and check that students are completing this task correctly.

Say:

“En la esquina superior derecha de la página, hay una sección titulada ‘FECHA DE NACIMIENTO’ con las abreviaturas de los meses del año. Rellenen el círculo que está a la derecha del MES en que nacieron. Por ejemplo, si nacieron en agosto, deben rellenar el círculo ‘8’ a la derecha de A-G-O.

Después escriban los dos números de su DÍA de nacimiento, uno en cada casilla debajo de la palabra ‘DÍA’. Si su fecha de nacimiento contiene un solo número, escriban un cero antes de ese número. Por ejemplo, si su fecha de nacimiento es el 2 de agosto, deberán escribir los números ‘cero, dos’ en las casillas debajo de la palabra ‘DÍA’.

Ahora escriban los números del AÑO en que nacieron en la casilla debajo de la palabra ‘AÑO’.

Por último, debajo de cada número que escribieron, rellenen el círculo que tiene el mismo número”.

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

“Localicen el recuadro titulado ‘NÚMERO DE IDENTIFICACIÓN DEL ESTUDIANTE ASIGNADO POR EL ESTADO’. Yo les proporcionaré sus números de identificación del estudiante asignados por el estado para que puedan escribir los datos y rellenen los círculos correspondientes”.
Provide each student with his or her SASID. Check that students are completing this task correctly.

12. Then say:

“Ahora yo distribuiré las hojas de referencia de matemáticas”.

Distribute the reference sheets.

13. Say to the students:

“Escriban claramente su nombre en la esquina superior derecha en su hoja de referencia. No escriban nada más en su hoja de referencia. Si lo necesitan, usen su papel borrador o su folleto para averiguar lo que necesiten durante la prueba. No pueden usar ninguna otra hoja de referencia excepto la que yo les doy”.

14. Say to the students:

“Ahora voy a darles algo de información sobre el tipo de preguntas que van a responder”.

Durante esta sesión de prueba van a responder a las preguntas _______”. (Say the question numbers that you wrote on the board at the start of the session.)

Asegúrense de leer cada pregunta cuidadosamente y contéstena lo mejor que puedan.

Para algunas preguntas, marcarán sus respuestas llenando los círculos que están en sus folletos de prueba y respuestas. Asegúrense de llenar el círculo completamente haciendo una marca oscura. No hagan ningún tipo de marca fuera de los círculos. Si necesitan cambiar una respuesta, asegúrense de borrar su primera respuesta completamente”.

15. Then say:

“Para otras preguntas llenarán una cuadrícula para respuestas. Para ello, deben escribir sus respuestas en los recuadros para respuestas en la parte superior de la cuadrícula para respuestas Y llenar completamente los círculos correspondientes abajo. Se proporcionan instrucciones adicionales sobre cómo completar las preguntas con cuadrículas para respuestas en sus folletos de prueba y respuestas. Pueden escribir sus respuestas en español o en inglés”.

16. Say to the students:

“Si una pregunta les pide mostrar o explicar su trabajo, deben hacerlo para recibir el crédito completo. Escriban su respuesta en el espacio provisto. Solamente se calificarán las respuestas ingresadas en el espacio provisto para respuestas.

Si no saben la respuesta a una pregunta, pueden continuar con la próxima pregunta. Más tarde deben revisar sus respuestas y volver a cualquier pregunta que no hayan contestado en esta sesión.

Asegúrense de que al final de la sesión de prueba hayan respondido a todas las preguntas y que no hayan dejado nada en blanco o sin responder”.
17. Say to the students:

“Ahora les voy a hablar sobre algunas cosas que se permiten y algunas que no se permiten durante esta sesión.

Tienen que escribir todas sus respuestas en los folletos de prueba y respuestas usando SOLAMENTE un lápiz n.° 2. NO se pueden usar resaltadores en sus folletos de prueba y respuestas.

18. Then say:

“Pueden usar sus hojas de referencia de matemáticas para ayudarse a contestar las preguntas en cualquier momento durante esta sesión. Sin embargo, no pueden usar una calculadora o diccionario de inglés. Es importante que sepan que cualquier figura, diagrama o ilustración en sus folletos de prueba y respuestas no están dibujados necesariamente a escala”.

19. Say to the students:

“Es importante que las Pruebas de MCAS sean justas para todos los alumnos. Por lo tanto, no está permitido brindar ayuda o recibir ayuda. Esto incluye el uso de apuntes o libros, el uso de Internet, mirar la prueba de otro estudiante, permitir que otro estudiante mire su prueba, pasar notas o hablar con otros estudiantes. Se espera que todos los estudiantes sean honestos y que no hagan trampa de ninguna manera.

En cualquier momento durante la sesión, pueden levantar la mano si desean que yo les lea una palabra de la prueba. Deberán señalarme la palabra, se la leeré en voz baja y se la repetiré si es necesario. No obstante, no podré decirles el significado de la palabra y no podré darles otro apoyo o ayuda durante esta sesión. Por favor, levanten la mano si tienen cualquier pregunta sobre esto”.

Pause to answer any questions students may have.

20. Say to the students:

“Esta sesión de la prueba durará ____________ (state length of test session). Si al finalizar la sesión no han terminado de responder a las preguntas, se les dará más tiempo para terminar. Como máximo, tendrán hasta el final del día escolar siempre que sigan trabajando de una manera productiva.

Una vez que hayan empezado la prueba, observarán la leyenda ‘CONTINÚA’ en la esquina inferior derecha de cada página del folleto de prueba y respuestas. Sigan respondiendo preguntas hasta que hayan contestado la última pregunta de la Sesión 1 en la página que dice ‘PARA’ en la parte inferior”.

21. Then say:

“Si terminan de responder a las preguntas antes de que termine la sesión de la prueba, aprovechen para revisar su trabajo de esta sesión”.

22. Then say:

“Ahora abran su folleto de prueba y respuestas en la página 2, donde dice ‘Sesión 1 de Matemáticas para 10.° grado’ en la parte superior. Asegúrense de leer todas las instrucciones. Pueden empezar la Sesión 1 ahora”.
Appendix A—Administering the English/Spanish Edition of the Grade 10 Mathematics Test

23. If you are administering the test to any students with disabilities using accommodation A12 (Typed Responses), turn to page 119 in Appendix A for the script to read to these students at this time.

24. 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.

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

“Ahora pueden tomar un descanso breve durante el cual pueden ponerse de pie y estirarse. Durante el descanso no pueden hablar de la prueba. Si no quieren tomar un descanso, pueden seguir trabajando. El descanso será de _____ (state the length of the break) minutos. Por favor, pongan su papel borrador y su lápiz dentro de su folleto de respuestas en la página donde estén trabajando, y cierren sus folletos”.

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

“El descanso ha terminado. Por favor, abran sus folletos de prueba y respuestas y empiecen a trabajar de nuevo ahora”.

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

“Hemos llegado a la mitad de la sesión. Asegúrense de que no hayan omitido ninguna pregunta”.

Cuando terminen de responder a todas las preguntas de la Sesión 1 y de revisar su trabajo, devuélvanme sus materiales de prueba”.

27. Say to ANY STUDENT WHO FINISHES EARLY:

“Antes de que me entreguen sus folletos, quiero recordarles que

• durante esta sesión deben haber respondido las preguntas _____;

  (If reading the script aloud, say the question numbers that you wrote on the board at the start of the session. If the student is reading the script, write the correct question numbers into the blank.)

• deben asegurarse de no haber omitido ninguna pregunta.

Recuerden que una vez que me hayan entregado sus materiales de prueba, no se les permitirá volver a la Sesión 1.

Quiero recordarles que aún no se permiten los teléfonos celulares, reproductores de música, lectores de libros electrónicos y otros dispositivos electrónicos hasta que les dé permiso”.

The Massachusetts Comprehensive Assessment System: Test Administrator’s Manual for Paper-Based Testing, Spring 2019
Appendix A—Administering the English/Spanish Edition of the Grade 10 Mathematics Test

Permit students to check whether they have skipped any questions.

28. At the END OF THE SESSION, TO ANY STUDENTS STILL WORKING, say:

“Se ha terminado el tiempo programado para esta sesión. Antes de recoger los folletos quiero recordarles que

• durante esta sesión deben haber respondido las preguntas ______.
  (If reading the script aloud, say the question numbers that you wrote on the board at the start of the session. If the student is reading the script, write the correct question numbers into the blank.)

• deben asegurarse de no haber omitido ninguna pregunta.

Recuerden que una vez que me hayan entregado sus materiales de prueba, no se les permitirá volver a la Sesión 1”.

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

Then say:

“Por favor, dejen el lápiz y cierren sus folletos. Pongan la hoja de referencia en su mesa. Si necesitan más tiempo para responder las preguntas, levanten la mano”.

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 reference sheet, 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.

29. 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 128 in Appendix D for further instructions.

30. 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:

“Si aún no han terminado su trabajo en esta sesión, se les trasladará a ______ (location) para completar la prueba. Tendrán hasta el final de la jornada escolar para terminar su trabajo, con tal de que trabajen productivamente.

Se les llevarán los materiales de la prueba. Los teléfonos celulares y otros dispositivos electrónicos deben permanecer apagados, y no pueden acceder a ellos hasta que yo u otro administrador de la prueba les demos permiso para hacerlo”.

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.

31. 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.
Appendix A—Administering the English/Spanish Edition of the Grade 10 Mathematics Test

32. 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.

33. Group test materials into the following separate piles:
   - used test & answer booklets
   - reference sheets
   - 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.)

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

35. 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.
Appendix A—Administering the English/Spanish Edition of the
Grade 10 Mathematics Test

D As Students Arrive for Mathematics Session 2
1. Say to the students:
   “Antes de comenzar las pruebas, quiero recordarles que los teléfonos celulares y otros dispositivos electrónicos no están permitidos bajo ningún motivo durante esta sesión, hasta que yo les dé permiso para acceder a ellos”.
2. If your principal has instructed you to do so, read the following recommended script:
   “Si ustedes tienen un dispositivo electrónico, asegúrense de que esté apagado, pónganlo en su mochila y déjenla a un lado del salón. Podrán volver a tenerlo cuando se les dé permiso para hacerlo”.
   Pause to make sure that students have turned cell phones and other electronic devices off and have placed them in their backpacks.
3. 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.
4. 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 12).

E 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 F 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:
   “Estamos a punto de empezar la Sesión 2 de la Prueba de Matemáticas de MCAS. Esta es la última de dos sesiones de prueba.
   Ahora distribuiré los folletos de prueba y respuestas y papel borrador. No abran su folleto hasta que yo les indique”.
   Distribute the test & answer booklets to the students. Note: Give one sheet of scratch paper to each student.
2. Then say:
   “Pueden usar su papel borrador en cualquier momento durante esta prueba. Si en cualquier momento necesitan más, levanten la mano y les daré otra hoja de papel. Pueden tener hasta tres hojas de papel borrador por vez. Si necesitan más de tres hojas tendrán que devolver su papel borrador usado.”
Ahora recojan sus folletos de prueba y respuestas y hojeen rápidamente las páginas para ver si hay páginas que faltan, páginas completamente en blanco o páginas que se imprimieron al revés.

3. 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 18).

4. 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 10 of this section.

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

   “Antes de comenzar esta sesión de la prueba, deben completar algunos datos en la portada de su folleto de respuestas. Es importante que completen toda esta información CORRECTAMENTE y que usen SOLAMENTE lápiz n.° 2. NO deben usar bolígrafos ni otros instrumentos de escritura”.

6. Then say:

   “En la parte superior de la portada, debajo del título ‘Nombre del administrador de la prueba’, escriban mi nombre en letra de imprenta en la línea provista. Mi nombre está en la pizarra para que lo copien.

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

7. Then say:

   “Escriban el nombre de la escuela y el del distrito en las líneas provistas. Pueden copiar los nombres de la escuela y del distrito que escribí en la pizarra”.

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

8. Then say:

   “Debajo de los datos que acaban de escribir se encuentra el título ‘Cuadrícula para el Nombre del Estudiante.’

Escriban en imprenta las letras de su APELLIDO en las casillas que están debajo de ese título. Escriban una letra en cada casilla, comenzando en la primera casilla del lado izquierdo. Observen la línea divisoria entre la palabra ‘Apellido’ y la palabra ‘Nombre.’ Si su apellido no cabe en el espacio provisto, escriban las letras que quepan antes de la línea divisoria. Si su apellido incluye un guion o un espacio, escriban las dos partes juntas como una sola palabra, sin guion ni espacio”.

Pause for students to complete this section.
9. Then say:

“Escriban las letras de su PRIMER nombre comenzando en la primera casilla que se encuentra a la derecha de la línea divisoria. NO escriban sobrenombres ni escriban su nombre de una manera diferente de la habitual. Si su nombre contiene un guion, escriban las dos partes juntas sin guion, como una sola palabra. Escriban la inicial de su segundo nombre en la última casilla, bajo las letras ‘MI’”.

Pause for students to complete this section.

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

Say to the students:

“Si su folleto de respuestas no tiene una etiqueta de identificación del estudiante en la esquina inferior derecha, rellenarán los círculos debajo de cada una de las letras que escribieron debajo del título ‘CUADRÍCULA PARA EL NOMBRE DEL ESTUDIANTE’.

Pause and check that students are completing this task correctly.

Say:

“En la esquina superior derecha de la página, hay una sección titulada ‘FECHA DE NACIMIENTO’ con las abreviaturas de los meses del año. Rellenen el círculo que está a la derecha del MES en que nacieron. Por ejemplo, si nacieron en agosto, deben rellenar el círculo ‘8’ a la derecha de A-G-O.

Después escriban los dos números de su DÍA de nacimiento, uno en cada casilla debajo de la palabra ‘DÍA’. Si su fecha de nacimiento contiene un solo número, escriban un cero antes de ese número. Por ejemplo, si su fecha de nacimiento es el 2 de agosto, deberán escribir los números ‘cero, dos’ en las casillas debajo de la palabra ‘DÍA’.

Ahora escriban los números del AÑO en que nacieron en la casilla debajo de la palabra ‘AÑO’.

Por último, debajo de cada número que escribieron, rellenen el círculo que tiene el mismo número”.

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

“Localicen el recuadro titulado ‘NÚMERO DE IDENTIFICACIÓN DEL ESTUDIANTE ASIGNADO POR EL ESTADO’. Yo les proporcionaré sus números de identificación del estudiante asignados por el estado para que puedan escribir los datos y rellenen los círculos correspondientes”.

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

11. Then say:

“Ahora yo distribuiré las hojas de referencia de matemáticas”.

Give the students their reference sheets from Session 1 (with their names written on them).
12. Say to the students:

“No escriban nada más en su hoja de referencia. Si lo necesitan, usen su papel borrador o su folleto para averiguar lo que necesiten durante la prueba. No pueden usar ninguna otra hoja de referencia excepto la que yo les doy”.

13. Say to the students:

“Ahora voy a darles algo de información sobre el tipo de preguntas que van a responder”.

Durante esta sesión de prueba van a responder a las preguntas _______”. (Say the question numbers that you wrote on the board at the start of the session.)

Asegúrense de leer cada pregunta cuidadosamente y contestenla lo mejor que puedan.

Para algunas preguntas, marcarán sus respuestas llenando los círculos que están en sus folletos de prueba y respuestas. Asegúrense de llenar el círculo completamente haciendo una marca oscura. No hagan ningún tipo de marca fuera de los círculos. Si necesitan cambiar una respuesta, asegúrense de borrar su primera respuesta completamente”.

14. Then say:

“Para otras preguntas llenarán una cuadrícula para respuestas. Para ello, deben escribir sus respuestas en los recuadros para respuestas en la parte superior de la cuadrícula para respuestas Y llenar completamente los círculos correspondientes abajo. Se proporcionan instrucciones adicionales sobre cómo completar las preguntas con cuadrículas para respuestas en sus folletos de prueba y respuestas. Pueden escribir sus respuestas en español o en inglés”.

15. Say to the students:

“Si una pregunta les pide mostrar o explicar su trabajo, deben hacerlo para recibir el crédito completo. Escriban sus respuestas en el espacio provisto. Solamente se calificarán las respuestas escritas dentro del espacio provisto.

Si no saben la respuesta a una pregunta, pueden continuar con la próxima pregunta. Más tarde deben revisar sus respuestas y volver a cualquier pregunta que no hayan contestado en esta sesión.

Asegúrense de que al final de la sesión de prueba hayan respondido a todas las preguntas y que no hayan dejado nada en blanco o sin responder”.

16. Say to the students:

“Ahora les voy a hablar sobre algunas cosas que se permiten y algunas que no se permiten durante esta sesión.

Tienen que escribir todas sus respuestas en los folletos de prueba y respuestas usando SOLAMENTE un lápiz n.° 2. NO se pueden usar resaltadores en sus folletos de prueba y respuestas”.
17. Then say:

“Pueden usar sus hojas de referencia de matemáticas y sus calculadoras para ayudarse a contestar las preguntas en cualquier momento durante esta sesión. Sin embargo, no pueden usar un diccionario de inglés. Es importante que sepan que cualquier figura, diagrama o ilustración en sus folletos de prueba y respuestas no están dibujados necesariamente a escala.

No escriban en su hoja de referencia. Si lo necesitan, usen su papel borrador o su folleto para averiguar lo que necesiten durante la prueba. No pueden usar ninguna otra hoja de referencia excepto la que yo les doy”.

18. Say to the students:

“Es importante que las Pruebas de MCAS sean justas para todos los alumnos. Por lo tanto, no está permitido brindar ayuda o recibir ayuda. Esto incluye el uso de apuntes o libros, el uso de Internet, mirar la prueba de otro estudiante, permitir que otro estudiante mire su prueba, pasar notas o hablar con otros estudiantes. Se espera que todos los estudiantes sean honestos y que no hagan trampa de ninguna manera.

En cualquier momento durante la sesión, pueden levantar la mano si desean que les lea una palabra de la prueba. Deberán señalarme la palabra, se la leeré en voz baja y se la repetiré si es necesario. No obstante, no podrá decirles el significado de la palabra y no podrán darles otro apoyo o ayuda durante esta sesión. Por favor, levanten la mano si tienen cualquier pregunta sobre esto”.

Pause to answer any questions students may have.

19. Say to the students:

“Esta sesión de la prueba durará ______ (state length of test session). Si al finalizar la sesión no han terminado de responder a las preguntas, se les dará más tiempo para terminar. Como máximo, tendrán hasta el final del día escolar siempre que sigan trabajando de una manera productiva”.

20. Then say:

“Si terminan de responder las preguntas antes de que termine la sesión de la prueba, aprovechen para revisar su trabajo de esta sesión”.

21. Then say:

“Ahora abran su folleto de prueba y respuestas en la primera página que dice ‘Sesión 2 de Matemáticas para 10.° grado’ en la parte superior. Asegúrense de leer todas las instrucciones. Pueden empezar la Sesión 2 ahora”.

22. If you are administering the test to any students with disabilities using accommodation A12 (Typed Responses), turn to page 119 in Appendix A for the script to read to these students at this time.
23. 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.

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

“Ahora pueden tomar un descanso breve durante el cual pueden ponerse de pie y estirarse. Durante el descanso no pueden hablar de la prueba. Si no quieren tomar un descanso, pueden seguir trabajando. El descanso será de _____ (state the length of the break) minutos. Por favor, pongan su papel borrador y su lápiz dentro de su folleto de respuestas en la página donde estén trabajando, y cierren sus folletos”.

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

“El descanso ha terminado. Por favor, abran sus folletos de prueba y respuestas y empiecen a trabajar de nuevo ahora”.

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

“Hemos llegado a la mitad de la sesión. Asegúrense de que no hayan omitido ninguna pregunta.

Cuando terminen de responder a todas las preguntas de la Sesión 2 y de revisar su trabajo, devuélvanme sus materiales de prueba”.

26. Say to ANY STUDENT WHO FINISHES EARLY:

“Antes de que me entreguen sus folletos, quiero recordarles que

• durante esta sesión deben haber respondido las preguntas _____;
  (If reading the script aloud, say the question numbers that you wrote on the board at the start of the session. If the student is reading the script, write the correct question numbers into the blank.)

• deben asegurarse de no haber omitido ninguna pregunta.

Recuerden que una vez que me hayan entregado sus materiales de prueba, no se les permitirá volver a la Sesión 2.

Quiero recordarles que aún no se permiten los teléfonos celulares, reproductores de música, lectores de libros electrónicos y otros dispositivos electrónicos hasta que les dé permiso”.

Permit students to check whether they have skipped any questions.
27. At the **END OF THE SESSION, TO ANY STUDENTS STILL WORKING**, say:

   “Se ha terminado el tiempo programado para esta sesión. Antes de recoger los folletos quiero recordarles que
   - durante esta sesión deben haber respondido las preguntas ______.
     (If reading the script aloud, say the question numbers that you wrote on the board at the start of the session. If the student is reading the script, write the correct question numbers into the blank.)
   - deben asegurarse de no haber omitido ninguna pregunta.
Recuerden que una vez que me hayan entregado sus materiales de prueba, no se les permitirá volver a la Sesión 2”.

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

28. Then say:

   “Por favor, dejen el lápiz y cierren sus folletos. Pongan la hoja de referencia en su mesa. Si necesitan más tiempo para responder las preguntas, levanten la mano”.

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 reference sheet, and scratch paper from each student.** For students who need more time, follow the instructions given by your principal.

29. 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 128 in Appendix D for further instructions.

30. 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:

   “Si aún no han terminado su trabajo en esta sesión, se les trasladará a ________ (location) para completar la prueba. Tendrán hasta el final de la jornada escolar para terminar su trabajo, con tal de que trabajen productivamente.

   Se les llevarán los materiales de la prueba. Los teléfonos celulares y otros dispositivos electrónicos deben permanecer apagados, y no pueden acceder a ellos hasta que yo o el administrador de la prueba les demos permiso para hacerlo”.

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.

31. 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.
Appendix A— Administering the English/Spanish Edition of the Grade 10 Mathematics Test

32. 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.

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

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

35. 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:

   “Ahora es hora de almorzar. Ustedes podrán continuar las pruebas después del almuerzo, y tendrán hasta el final de la jornada escolar para terminar sus trabajos, con tal de que trabajen productivamente.

   Ustedes van a ir a ____________ (location) después de su almuerzo supervisado para terminar la prueba, y se les llevarán allí los materiales de su prueba. Los teléfonos celulares u otros dispositivos electrónicos deben permanecer apagados durante el almuerzo y no podrán acceder a ellos hasta que el administrador de la prueba les dé permiso para hacerlo. Además, durante el almuerzo no pueden hablar sobre la prueba”.

   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:

   “Ustedes no pueden recuperar o acceder a su teléfono celular o a cualquier material prohibido mientras estén fuera de la sala”.

   If your principal has directed you to follow a different procedure, do so at this time.
Script for Students Using Accommodation A12 (Typed Responses)

1. After reading
   › step 23 of the session 1 English/Spanish Mathematics script on page 108,
   › step 22 of the session 2 English/Spanish Mathematics script on page 115,
   say to the students:
   “Ahora tengo información adicional sobre cómo usar su computadora. Durante esta sesión, ustedes escribirán su trabajo. Asegúrense de guardar su archivo de forma frecuente en caso de que haya problemas con la computadora.

   Como ya saben, no tienen permitido acceder al internet. Hacer una búsqueda en la red, jugar juegos en línea o acceder a una página web resultará en que los resultados de la prueba se invaliden.

   Podrán enviar un máximo de una página impresa para cada pregunta. Organicen su trabajo como corresponde.”

2. Say to the students:
   “Durante esta sesión, si llegan a una pregunta en la que les gustaría crear un gráfico, dibujar una figura o trazar coordenadas en una cuadrícula, pero no pueden hacerlo usando su computadora, por favor levanten la mano.”

   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:
   “Una vez que completen su trabajo, lo imprimiré para que tengan la oportunidad de revisarlo y confirmar que su trabajo está listo para ser enviado.”

4. After reading this script, return to
   › step 24 of the session 1 English/Spanish Mathematics script on page 108.
   › step 23 of the session 2 English/Spanish Mathematics script on page 116.
Appendix B

Procedures for Administering the Braille Edition of the Test
Appendix B—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 (or standard answer booklet for the operational high school STE tests)* in order for the student to receive credit for his or her work.

3. 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 D. Please note that multiple-choice responses must be transcribed into the standard test & answer booklet (or standard answer booklet for the operational high school STE tests); 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 (or standard answer booklet for the operational high school STE tests).

4. 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 C

Procedures for Administering the Large-Print Edition of the Test
Appendix C—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 (or standard answer booklet for the operational high school STE tests) 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 D. Please note that multiple-choice responses must be transcribed into the standard test & answer booklet (or standard answer booklet for the operational high school STE tests); 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 (or standard answer booklet for the operational high school STE tests).

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 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 operational high school STE tests);
- written by the student; or
- transcribed into the standard test & answer booklet (or standard answer booklet for the operational high school STE tests) (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 (or standard answer booklet for the operational high school STE tests). 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 129.

   - 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. Make sure each page contains no more than one response.
Appendix D—Procedures for Administering the Test to Students Who Type Their Responses

During Test Administration

1. After reading
   - ELA Session 1, step 17 on page 34,
   - ELA Session 2, step 13 on page 45,
   - Mathematics/STE grades 5 and 8 Session 1, step 23 on page 58,
   - Mathematics/STE grades 5 and 8 Session 2, step 18 on page 72,
   - Operational high school STE Session 1, step 23 on page 85, or
   - Operational high school STE Session 2, step 12 on page 97,

   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 operational high school STE) 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 operational high school STE tests).

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 34,
   ◦ ELA session 2, step 14 on page 46,
   ◦ Mathematics/STE grades 5 and 8 Session 1, step 24 on page 58,
   ◦ Mathematics/STE grades 5 and 8 Session 2, step 19 on page 72,
   ◦ Operational high school STE Session 1, step 24 on page 86, or
   ◦ Operational high school STE Session 2, step 13 on page 97.

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 operational high school STE tests). 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 operational high school STE tests) 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 operational high school STE tests). 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.
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 operational high school STE tests).
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  
**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 or answer booklet front cover)
Appendix E

Procedures for Signing the Test for Students Who Are Deaf or Hard of Hearing
Appendix E—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. With the exception of the operational high school STE tests, there is only one test form for paper-based testing in 2019, so all test & answer booklets are the same. For high school STE, based on their PNPs, schools will receive “read-aloud” packs in their materials shipment that contain six booklets of the same form.

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 or answer booklet for the operational high school STE tests.

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 F

Procedures for Approving Bilingual Word-to-Word Dictionaries
Appendix F—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 (accommodation EL2).

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](http://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.