Test Administrator’s Manual
Grade 10
March–April 2015
(ELA Reading Comprehension, Composition, Composition Make-Up)

Massachusetts Comprehensive Assessment System

Note: Test administrators must comply with the requirements and instructions contained in this manual.
Important Contact Information and Resources

MCAS Test Administration Information and Online Services

MCAS Service Center

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

MCAS Policy Information

Massachusetts Department of Elementary and Secondary Education

Student Assessment Services Unit

Web: www.doe.mass.edu/mcas/testadmin
Email: mcas@doe.mass.edu
Telephone: 781-338-3625
# Grade 10 ELA Test Administration Schedule

## March–April 2015

<table>
<thead>
<tr>
<th>Test</th>
<th>Sessions¹</th>
<th>Allowable Administration Dates</th>
<th>Session Length (Avg. Number of Minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA Composition</td>
<td>Sessions A and B</td>
<td>March 24</td>
<td>45</td>
</tr>
<tr>
<td>ELA Reading Comprehension</td>
<td>Sessions 1 and 2</td>
<td>March 25</td>
<td>45</td>
</tr>
<tr>
<td>ELA Reading Comprehension</td>
<td>Session 3</td>
<td>March 26</td>
<td>45</td>
</tr>
<tr>
<td>ELA Composition Make-Up</td>
<td>Sessions A and B</td>
<td>April 2</td>
<td>45</td>
</tr>
</tbody>
</table>

¹ Each test session must be administered simultaneously to all grade 10 students at your school. With the exception of the ELA Composition Make-Up, schools may administer make-up sessions after the scheduled dates, through April 6, according to the policies detailed in the Principal’s Administration Manual (PAM). Your principal will provide you with instructions for administering make-up sessions.

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

<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Important Contact Information and Resources</td>
<td>i</td>
</tr>
<tr>
<td>Grade 10 ELA Test Administration Schedule March–April 2015</td>
<td>ii</td>
</tr>
<tr>
<td>Part I MCAS Test Security Requirements</td>
<td>1</td>
</tr>
<tr>
<td>A. Responsibilities of the Principal and Designee</td>
<td>3</td>
</tr>
<tr>
<td>B. Shared Responsibilities of Principals, Test Administrators, and Other School Personnel Authorized to Have Access to Secure Materials</td>
<td>4</td>
</tr>
<tr>
<td>C. Responsibilities of Test Administrators</td>
<td>5</td>
</tr>
<tr>
<td>D. Testing Irregularities</td>
<td>7</td>
</tr>
<tr>
<td>Part II Spring 2015 MCAS Test Administration Protocols</td>
<td>9</td>
</tr>
<tr>
<td>A. Supervising Test Administration</td>
<td>10</td>
</tr>
<tr>
<td>B. Testing Time</td>
<td>10</td>
</tr>
<tr>
<td>C. Test Administration Interruptions</td>
<td>12</td>
</tr>
<tr>
<td>D. Planning for Required and Prohibited Materials</td>
<td>12</td>
</tr>
<tr>
<td>E. Materials Required/Permitted during Testing</td>
<td>13</td>
</tr>
<tr>
<td>F. Materials Prohibited during Testing</td>
<td>13</td>
</tr>
<tr>
<td>G. Accounting for Secure Materials</td>
<td>14</td>
</tr>
<tr>
<td>H. Damaged or Defective Answer Booklets</td>
<td>15</td>
</tr>
<tr>
<td>I. Contaminated Test Materials</td>
<td>15</td>
</tr>
<tr>
<td>J. Administering Accommodated Tests</td>
<td>15</td>
</tr>
<tr>
<td>Part III Tasks to Complete Prior to Test Administration</td>
<td>17</td>
</tr>
<tr>
<td>A. Receive This Manual and Document Receipt</td>
<td>18</td>
</tr>
<tr>
<td>B. Attend Test Administrators’ Training</td>
<td>18</td>
</tr>
<tr>
<td>C. Prepare the Testing Space</td>
<td>20</td>
</tr>
<tr>
<td>D. Complete Front Covers of Answer Booklets</td>
<td>20</td>
</tr>
<tr>
<td>Part IV Administering ELA Composition Test Sessions A and B:</td>
<td>21</td>
</tr>
<tr>
<td>Tuesday, March 24 or Administering ELA Composition Make-Up Test</td>
<td></td>
</tr>
<tr>
<td>Sessions A and B: Thursday, April 2</td>
<td></td>
</tr>
<tr>
<td>A. Materials Needed for Composition Sessions A and B</td>
<td>22</td>
</tr>
<tr>
<td>B. Before Students Arrive</td>
<td>23</td>
</tr>
<tr>
<td>C. As Students Arrive</td>
<td>23</td>
</tr>
<tr>
<td>D. Administer Session A</td>
<td>24</td>
</tr>
<tr>
<td>E. Supervised Break</td>
<td>27</td>
</tr>
<tr>
<td>F. Administer Session B</td>
<td>27</td>
</tr>
<tr>
<td>Part V Administering the Practice Test</td>
<td>33</td>
</tr>
<tr>
<td>Part VI Administering Grade 10 ELA Reading Comprehension Test Sessions 1 and 2 (Wednesday, March 25)</td>
<td>35</td>
</tr>
<tr>
<td>A. Materials Needed for Session 1</td>
<td>36</td>
</tr>
<tr>
<td>B. Before Students Arrive</td>
<td>36</td>
</tr>
<tr>
<td>C. As Students Arrive</td>
<td>37</td>
</tr>
<tr>
<td>D. Administer Session 1</td>
<td>37</td>
</tr>
<tr>
<td>E. Administer Session 2</td>
<td>43</td>
</tr>
</tbody>
</table>
## Table of Contents

**Part VII**  
Administering Grade 10 ELA Reading Comprehension Test Session 3  
(Thursday, March 26) .................................................. 49  
A. Materials Needed for Session 3 .......................................... 50  
B. Before Students Arrive ................................................... 50  
C. As Students Arrive ......................................................... 51  
D. Administer Session 3 ....................................................... 51  

**Appendix A**  
Procedures for Administering the Braille Edition of the Test ............ 57  

**Appendix B**  
Procedures for Administering the Large-Print Edition of the Test .......... 59  

**Appendix C**  
Procedures for Administering the Test to Students  
Who Type Their Responses .................................................. 61  

**Appendix D**  
Procedures for Signing the Test for Students  
Who Are Deaf or Hard of Hearing ........................................... 65  

**Appendix E**  
Procedures for Approving Bilingual Word-to-Word Dictionaries .......... 69
Part I

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

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

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

**Section C** describes responsibilities of test administrators.

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

---

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

---

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

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

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

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

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

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

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

---

2 The term “secure test booklets and answer booklets” also refers to Braille test materials, large-print test materials, and Kurzweil 3000 CDs.
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.
   • Your superintendent may ask you to use the optional Superintendent’s Assurance of Proper Test Administration form in Appendix E of the PAM to document your preparations.

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

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

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

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

6. Monitor the receipt and return of all test materials.
   • Inventory materials immediately upon receipt and investigate any discrepancies in counts of materials as described in the PAM.
   • Return all materials to the testing contractor according to the prescribed packing instructions and the deadlines in the PAM.

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

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

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

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

4. Ensure the security of test questions, test booklets, and other secure materials.
   • Do not leave MCAS materials unattended unless they are locked in secure storage.
   • Do not review the contents of test booklets or answer booklets before, during, or after a test administration, except as noted in this manual.
   • Do not discuss or in any way reveal the contents of test booklets or answer booklets before, during, or after test administration, except as noted in this manual. Because MCAS test questions are secure and confidential until the Department releases them publicly, test administrators should not discuss or review test questions with students or adults even after testing has been completed.
   • Do not duplicate any portion of test or answer booklets, including but not limited to audiotaping, videotaping, photographing, photocopying, typing, or copying by hand.3

---

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

- Do not remove test materials from the school. For example, do not share test booklets or answer booklets with another school or program housed in your building.\(^4\)
- Do not allow any portion of test booklets or answer booklets to be retained, discarded, recycled, removed, or destroyed.\(^5\)
- Do not allow students access to secure test questions prior to testing.
- Do not read or review any student responses.
- Do not change any student responses.

C. Responsibilities of Test Administrators

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

2. Administer all tests according to appropriate protocols.
   - Administer tests during the prescribed testing window, on the prescribed days, and in the prescribed order.
   - Follow the directions and read the scripts in 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 20).
   - Provide students with all required test materials as listed in this manual. Supplemental or reference sheets are not allowed (except as approved by the Department).
   - Prevent the use of prohibited materials (see pages 12–14 for lists of required/permitted and prohibited materials). Note that results will be invalidated for students who use cell phones or other electronic devices during a test session, including after a student turns in his or her test materials, during a break, and during the transition to a test completion area.

---

\(^4\) The only 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.

\(^5\) The only exception is for test materials that have become contaminated; contact the principal or designee immediately for instructions.
MCAS Test Security Requirements

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

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

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

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

7. Follow proper procedures for students with disabilities.
   • Ensure that students are only provided accommodations that are listed specifically for use during MCAS testing in an approved IEP or a 504 plan.
MCAS Test Security Requirements

- Follow guidelines on proper provision of MCAS accommodations as prescribed in Appendix B of the PAM and in Requirements for the Participation of Students with Disabilities in MCAS.
- Test administrators for students who will be provided certain accommodations must sign an MCAS Nondisclosure Agreement prior to their receipt of secure test materials. Principals must keep signed Nondisclosure Agreements in the school files for three years. See Appendix B of the PAM for more information about which test administrators this requirement applies to, and see Appendix E of the PAM for the MCAS Nondisclosure Agreement.

D. Testing Irregularities

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

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

Department observers will confirm that all test security requirements in Part I of the PAM are being met, including the following:

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

1. Mandatory Reporting of Irregularities by All Personnel

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

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

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

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

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

2. Investigations into Irregularities

In response to a report of a serious irregularity, the Department may contact the school principal or district superintendent, ask that he or she conduct a local fact-finding investigation into the alleged irregularity, and require that he or she report back to the Department in writing, within an established time frame, regarding the results of the investigation.

Prior to making a final determination, the Department will review the report and will request, if necessary, additional information or documentation. The Department may also conduct its own independent investigation. Once the Department has determined whether an irregularity took place, the Department will notify the school and district about any potential consequences, such as the invalidation of results, which may follow from this determination.

3. Investigations Based on Statewide Data Analysis

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

4. Consequences

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

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

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

Spring 2015 MCAS Test Administration Protocols
A. Supervising Test Administration

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

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

B. Testing Time

1. Requirements for Testing Time

   Session Length

   Test sessions are designed to be completed within 45 minutes, as indicated on page ii. However, all MCAS test administrations are untimed.

   Prescribed Test Administration Dates

   The grade 10 tests have prescribed test administration dates. These dates are specified on test booklet covers and test administrators are required to read a script in this manual to students to ensure that they have the correct booklet for that day’s test.

   Requirements and Recommendations for Scheduling Testing

   Test Sessions

   It is important for all testing to occur during regular school days and to begin at the start of the regular school day, to ensure equivalent testing conditions in schools across the state and to ensure that all students, including students with disabilities and English language learner (ELL) students, are afforded an equal opportunity to benefit from untimed tests. The Department suggests that schools schedule a two-hour block for each test session. For example, if ELA Reading Comprehension Session 1 is scheduled to begin at 8:30 a.m., Session 2 should be scheduled to begin no earlier than 10:30 a.m.

   Test Completion

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

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

   - If a student has not completed Session 1 by the time that his or her class begins Session 2, he or she must be given the opportunity to finish working in Session 1 before beginning Session 2. Session 2 can be administered to the student in a separate setting from the regularly administered session (as always, the test administrator must follow all protocols in this manual).
For the administration of the ELA Composition test, the Department suggests that test administrators read the directions for Session B to all students together following the supervised break. After the directions are given, students who need more time for their first drafts may continue to work in their test booklets while students who are ready to start Session B may write their final compositions in their answer booklets.

**Same-Day Requirement**

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

ELA Composition Sessions A and B must be completed on the same day. Therefore, for the ELA Composition, test administrators read a script in this manual to instruct students to begin working in their Session B answer booklets with sufficient time from the end of the school day (at least 45 minutes) to finish their final draft for scoring.

The scripts in this manual that are read aloud throughout the session will help remind students how much time they have, so **extra time should not generally be needed**. However, a principal may provide a student with a **maximum** of 15 additional minutes to review and complete his or her work, provided that

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

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

**Breaks and Lunch**

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

For scheduling purposes, remember there is a break between ELA Composition Sessions A and B.

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

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

**2. Concurrent Administration Requirement**

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

C. Test Administration Interruptions

Circumstances over which you have no control (e.g., power failures) may interrupt testing. If such an interruption does occur during testing, instruct students to close their 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. Test administrators are responsible for maintaining test security according to requirements in Part I while any student is out of the room.

D. Planning for Required and Prohibited Materials

Principals are responsible for developing local procedures to ensure that students are provided required materials for testing and that they do not access prohibited materials (see sections E and F below).

Principals must communicate these expectations to test administrators, and must keep students and parents/guardians informed about the policies on prohibited materials so that they can plan accordingly.

• Test administrators need to make sure that students have all the required materials for testing (e.g., Mathematics reference sheets and rulers on appropriate Mathematics tests, English-language dictionaries for the ELA Composition test).

• Test administrators must monitor the room actively to ensure that students do not access prohibited materials (e.g., cell phones, notes), and must know how to handle a situation if a student is found with a prohibited item.

• Students and parents/guardians need to know that cell phones and other electronic devices are not permitted during testing and that students may not contact their parents/guardians via cell phone during the test session, even after turning in their own test materials.

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

• Test administrators may collect cell phones from students and keep them at the front of the room during testing.

• Students may put their cell phones away in their lockers.
E. Materials Required/Permitted during Testing

1. Materials Required for Student Use

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

- #2 pencils (wooden)
- printed copies of English-language dictionaries for ELA Composition and Composition Make-Up only (See below for more information.)

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

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

2. Materials Permitted for Student Use

The following materials may be used by students:

- pens and highlighters for use in test booklets only (No writing instruments other than #2 pencils may be used by students to mark their responses in answer booklets.)
- printed copies of bilingual word-to-word dictionaries and glossaries for current and former ELL students (See Appendix E for more information.)

F. Materials Prohibited during Testing

Prohibited materials include, but are not limited to, materials that must be covered or removed from the testing space (see page 20) as well as the materials listed below. Materials listed in section 1 below are not permitted at any time during test sessions, and materials listed in section 2 may only be provided after a student has turned in his or her test materials. None of the materials in section 1 or 2 are permitted while a student has his or her test materials.

1. Materials Not Permitted at Any Time during the Session

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

- cell phones (See the following page for more information.)
- other electronic devices (See the following page for more information.)
  - e-book readers or electronic dictionaries
  - music players for one student’s personal use or that of the whole class, earphones, ear buds, or headphones
  - any device capable of taking photographs
  - game consoles
  - pocket translators
  - computers or electronic tablets
  - any device that provides access to the Internet, including calculators
  - editing devices (e.g., spelling or grammar checkers)
Spring 2015 MCAS Test Administration Protocols

- English-language dictionaries or thesauruses (See the previous page for the sole exception.)
- encyclopedias
- accommodation materials unless specified by a student’s approved IEP or his or her 504 plan (e.g., graphic organizers, whisper phones)

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

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

- extra paper (e.g., scratch paper, flags, sticky notes, blank sheets, handwritten notes)
- books (Exception: Students taking the Composition or Composition Make-Up may not read books after finishing Session A.)
- textbooks for subjects other than the one being tested

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

G. Accounting for Secure Materials

It is the responsibility of the test administrator to account for secure test materials by inventorying the materials received for students assigned to you. (See pages 22, 36, and 50 for lists of the materials you should receive.) It is also your responsibility to document on the Test Material Internal Tracking Forms the receipt from and return to your principal of a specific quantity of secure test materials. All secure materials assigned to you must be returned to the principal following each test administration.

The school and district will be held responsible for any secure materials that were received at the school but not returned.
H. Damaged or Defective Answer Booklets

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

1. Collect the damaged/defective booklet from the student.
2. Issue the student a replacement answer booklet. All information on the front cover of the replacement booklet must be completed.
3. Instruct the student to continue working in the replacement answer booklet.
4. Fill in the VOID ANSWER BOOKLET circle on the back cover of the student’s damaged/defective answer booklet.
5. Write “VOID” in large letters across the front cover.
6. Set the void booklet aside to be returned to your principal along with the student’s replacement answer booklet at the end of the test session.
7. Notify your principal that you are returning a damaged answer booklet. Your principal must ensure that all of the student’s answers marked in the void answer booklet are accurately transcribed into the student’s replacement booklet.

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

I. Contaminated Test Materials

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

J. Administering Accommodated Tests

Your principal will inform you if your group of students includes one or more students being tested with accommodations. The table below shows where you can find more information about specific accommodations.

<table>
<thead>
<tr>
<th>Special Edition/Accommodation</th>
<th>Instructions to Follow</th>
</tr>
</thead>
<tbody>
<tr>
<td>Braille (accommodation 12)</td>
<td>Appendix A</td>
</tr>
<tr>
<td>Large-print (accommodation 11)</td>
<td>Appendix B</td>
</tr>
<tr>
<td>Typed responses (accommodation 23)</td>
<td>Appendix C</td>
</tr>
<tr>
<td>Signing the test for a student who is deaf or hard of hearing (accommodation 17 and nonstandard accommodation 27)</td>
<td>Appendix D</td>
</tr>
<tr>
<td>Kurzweil 3000 CD (accommodation 18 and nonstandard accommodation 28)</td>
<td>Special instructions contained in Kurzweil CD packet</td>
</tr>
</tbody>
</table>

Test administrators for students with disabilities using accommodations 11, 12, 14, 16, 17, 19, 23, 24, 26, 27, and 29 must sign an MCAS Nondisclosure Agreement prior to reviewing secure test materials. Your principal will provide you with the agreement to sign and return to him or her.
Part III

Tasks to Complete Prior to Test Administration
Tasks to Complete Prior to Test Administration

A. Receive This Manual and Document Receipt
Test administrators will receive their TAMs to review before the school’s training session and should familiarize themselves with test security requirements, protocols, and procedures. Your principal will ask you to document that you have received your manual.

B. Attend Test Administrators’ Training
Before each test administration window, your school principal will schedule a training session for all test administrators to explain the testing procedures that will be followed at the school. Test administrators must sign in to demonstrate that they attended a training session. Test administrators must also sign an acknowledgment that they received TAMs for the test(s) they will administer, and all school personnel who have access to secure materials must sign an acknowledgment that they received a copy of the test security requirements (see sample form in Appendix E of the PAM).
Principals will retain in their school files for three years the following: agendas, sign-in sheets, and any other relevant documentation to demonstrate they trained test administrators and other school personnel authorized to have access to secure test materials.

Following is a list of essential topics that must be covered at these training sessions.

Test Security
The principal will emphasize the following:

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

Administration Schedule and Logistics
The principal will inform test administrators of the school’s policies, procedures, and logistics regarding the following:

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

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

- Maintain security in their testing space.
- Read the scripts in this manual verbatim to students, including students taking make-up sessions and students starting late.
- Write on the board the question numbers that students will be answering during each test session or test completion session.
- Write on the board the test administrator’s name (students must write this on the front covers of their answer booklets for all subjects, and on their test booklets for ELA Composition Session A).
- Monitor students to confirm they do not have access to prohibited materials (see pages 12–14 for lists of required/permitted and prohibited materials).
- Provide the principal with a list of any assigned students who were not tested so that they can be scheduled for make-up testing.

Test Administration and Resource Materials
The principal will familiarize test administrators with the following policies:

- Test materials required for each test session are listed in this manual.
- Students may use printed copies of English-language dictionaries for the ELA Composition tests.
Tasks to Complete Prior to Test Administration

- Writing instruments other than #2 pencils may be used only in test booklets. Students may use only #2 pencils in answer booklets (the use of pens and highlighters in answer booklets is prohibited).
- Current and former ELL students may use printed copies of bilingual word-to-word dictionaries and glossaries (see Appendix E for more information).

C. Prepare the Testing Space
Before each test session, the testing space must be prepared as follows:
- Ensure that the room is free from noise or distractions and is adequately lit, ventilated, and furnished so that students can work comfortably and without disruption.
- Ensure that each student will have adequate work space and be sufficiently separated from other students to support a secure test environment.
- Cover or remove from the testing space all materials containing content in the subject area being tested, including any materials that might help students answer test questions. Examples of materials that must be covered or removed include, but are not limited to, posters, maps, charts, graphic organizers, word lists, definitions, and writing formulas. It is not necessary to cover or remove calendars, posters displaying the alphabet or consonant blends, posters displaying the Pledge of Allegiance, or posters displaying the READ acronym associated with answering ELA open-response questions (www.doe.mass.edu/mcas/tdd/answeror.pdf).
- Prepare a sign that reads “MCAS Testing—Please Do Not Disturb” to be posted on the door during each MCAS administration session.

D. Complete Front Covers of Answer Booklets
Your principal will inform you at the Test Administrators’ Training whether Student ID Labels are to be applied to answer booklets before testing sessions or by students immediately after answer booklets are distributed. To ensure the proper application of labels, the Department strongly recommends that labels be applied by test administrators.

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

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

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

Administering ELA Composition Test
Sessions A and B: Tuesday, March 24
or
Administering ELA Composition Make-Up Test
Sessions A and B: Thursday, April 2
Administering ELA Composition or Composition Make-Up Test Session A

A. Materials Needed for Composition Sessions A and B

1. Prior to testing, you will receive the following materials for students assigned to you:6
   - this manual
   - ELA Composition test booklets (with the date March 24 on the front cover) or ELA Composition Make-Up test booklets (with the date April 2 on the front cover)
   - ELA answer booklets
   - 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 the 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 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

2. You will also need the following materials available in your testing space prior to testing:
   - “Do Not Disturb” sign
   - printed copies of English-language dictionaries
     At least one English-language dictionary must be available in the testing space for student use during testing. The principal may choose to provide additional dictionaries so that each student has one for reference. If there are fewer than one per student, only one student at a time may use any dictionary.
   - printed copies of bilingual word-to-word dictionaries for current and former ELL 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 booklets (including ELA Composition test booklets, 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 or the Kurzweil CD packet for more information.
Administering ELA Composition or Composition Make-Up
Test Session A

PART IV—ELA Composition or Composition Make-Up Session A

B. Before Students Arrive
1. Make sure the testing space has been appropriately prepared (see page 20).
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 names of your school and district on the board.

C. As Students Arrive
1. Collect books from students who brought them to read after finishing their compositions.
   Do not return these books to students until they turn in their final compositions in Session B. Due to the nature of the writing prompt, grade 10 students are not allowed to read books in Session A if they finish their composition drafts early.
2. Approve any bilingual dictionaries brought by current and former ELL students to use during the test session according to the guidelines in Appendix E.
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 and 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 cell phones, music players, game consoles, or other electronic devices during testing or after turning in test materials. Please turn off your cell phone or any other electronic device now.”
5. If your principal has instructed you to do so, read the following recommended script:
   “Remember you were given instructions recently at a student meeting about appropriate activities you can do when you finish testing and those you will not be allowed to do. Do you have any questions about appropriate things you can do during this session when you finish testing or what you are not allowed to do?”
   Answer any questions students have. Then say:
   “If you brought your cell phone, music player, game console, or any other electronic device with you, please make sure it is now turned off and put it in your backpack and leave it by the side of the room. You will be able to access it after the session has been completed.”
   Pause to make sure that students have turned cell phones and other electronic devices off and have placed them in their backpacks.
6. Make sure that students’ desks are clear, except for dictionaries, including approved bilingual dictionaries for current and former ELL students, and #2 pencils. Students may also have pens and highlighters to use in their test booklets.
Administering ELA Composition or Composition Make-Up Test Session A

D. Administer Session A

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

1. Say to the students:

   “We are about to begin Session A of the MCAS English Language Arts Composition test. This is the first of two test sessions you will take today. You will take Session A now, and you will take Session B (announce the start time for Session B).

   The results of this test will be used to help improve your academic performance and will also be used to partially determine whether you receive a high school diploma. Your test results will be reported to your parents or guardians and to the school. It is very important that you try to do your best work during this and every test session. Does everybody understand?”

   Answer any questions that students may have. Then say:

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

2a. If you are administering the March 24 ELA Composition test, distribute the test booklets. Once the test booklets have been distributed, say:

   “Please look at the date on the front cover of your test booklet. If there is any date other than today’s date, March 24, raise your hand, and I will collect your booklet.”

   Collect any booklets with the wrong date and give booklets with today’s date to students.

2b. If you are administering the April 2 ELA Composition Make-Up test, distribute the test booklets. Once the test booklets have been distributed, say:

   “Please look at the date on the front cover of your test booklet. If there is any date other than today’s date, April 2, raise your hand, and I will collect your booklet.”

   Collect any booklets with the wrong date and give booklets with today’s date to students.

3. Then say:

   “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.”

4. 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.
5. Once this is done, say:

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

   Pause and check that students are completing this task correctly.

6. When ready, say:

   “During this session, you will write the first draft of a composition in your test
   booklet. In the next session, you will write a second, final composition in a
   separate answer booklet, which I will hand out at the beginning of that session.

   You should know that the first draft you write during this session will not
   be scored and that this test booklet will be shredded and recycled by the
   Department of Elementary and Secondary Education after testing.

   No scratch paper is allowed. However, you may use pens or highlighters in your
   test booklet during this session.”

7. Then say:

   “You are allowed to use a dictionary during both of today’s test sessions.”

   Show students where the dictionary or dictionaries are located. If each student has been
   provided with a dictionary, it may be kept at his or her desk.

   If dictionaries will be shared, say:

   “Remember that only one student at a time may use an available dictionary.”

8. Say to the students:

   “During this test session, you should use the space in your test booklet to
   • plan what you are going to write;
   • make notes or outlines and carry out other prewriting activities; and
   • write a FIRST DRAFT of your composition.

   YOUR FINAL COMPOSITION WILL BE LIMITED TO FOUR PAGES. IT IS
   IMPORTANT THAT YOU PLAN ACCORDingly. You may use all of the space in
   the test booklet to plan your final composition.

   Please turn to page 1 in the booklet and review the scoring information printed
   there. Although your first draft will not be scored, if you use this information as
   you write your first draft, you will increase your chances of writing a composition
   that receives a high score. Part of your final composition score will be for
   correct spelling and grammar.”

   Pause while students read the information.
Administering ELA Composition or Composition Make-Up
Test Session A

9. Then say:

“This test session is scheduled to be ____________ (state length of test session) long. If you have not finished your draft 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 to complete your final composition in Session B, as long as you are working productively, but you should not need that much time.

If you finish your first draft before the end of the session, you should review your work. Remember that you may turn back to the beginning of your test booklet to review the information in the box there. When you are satisfied with your work, bring all of your test materials to me.

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

Because of the nature of the writing task, you may not read a book during this session, even if you finish your composition draft early and turn it in to me. Books may only be read after turning in your final composition during the second of today’s two sessions.

Please turn to page 2 of your test booklet. Read the writing assignment silently, and begin writing your first draft now.”

10. Circulate among the students while they write their drafts to see that they are working steadily and not using cell phones or other electronic devices. It is your responsibility to ensure a secure testing environment.

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

“The session is half over. Remember to use the scoring information on page 1 to review your work.”

12. At the end of the session, say to the students:

“This is the end of the time scheduled for this session. Please put your pencil down and close your test booklets. If you need more time to finish your first draft, raise your hand.”

13. Note which students need more time and then tell the students they may lower their hands. Say to the students:

“I will now pick up your test booklets. After I am sure that I have all test booklets, you will begin your break.”

14. Pick up each test booklet. Verify that you have a used test booklet from each student.

15. For students who need more time to finish, follow the instructions given by your principal.

The Department suggests that test administrators give instructions for Session B to all students together following the supervised break. After the instructions are given, students who need more time may continue to work on their drafts in their test booklets, while students who are ready to start Session B may write their final compositions in their answer booklets.
Administering ELA Composition or Composition Make-Up
Test Session B

Test administrators should instruct students to begin working in their Session B answer booklets with sufficient time from the end of the school day (at least 45 minutes) to finish their final draft for scoring.

Therefore, if the end of the school day is approaching and the student has not yet begun Session B, say to the student:

“The school day ends in ______ (state time remaining in school day). You must begin Session B in your answer booklet now, or you may not have time to finish.”

E. Supervised Break

Retain students’ test materials while they take a supervised break of approximately 10 minutes. Remind students they may not use cell phones or other electronic devices or read a book, and instruct students not to discuss the test. Be sure to keep test materials secure during the break.

F. Administer Session B

1. Make sure that students’ desks are clear, except for dictionaries, including approved bilingual dictionaries for current and former ELL students, and #2 pencils.

2. Make sure that students still do not have access to cell phones or other electronic devices during testing. Say to the students:

“Before we begin testing again, I want to remind you that cell phones and other electronic devices are still not allowed for any reason during this session, even after you turn in your materials. Results will be invalidated for students with cell phones, music players, game consoles, or other electronic devices during testing or after turning in test materials. Please keep your cell phone or any other electronic device turned off.”

3. Say to the students:

“We are about to begin Session B of the Composition test. This is the second of two test sessions you are taking today.

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

4a. If you are administering the March 24 ELA Composition test, 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 any 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.”

4b. If you are administering the April 2 ELA Composition Make-Up test, 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.
Administering ELA Composition or Composition Make-Up Test Session B

Once the answer booklets have been distributed, say:

“These answer booklets are the same ones you used for the Reading Comprehension test. Make sure you have your own answer booklet. If you have someone else’s booklet, raise your hand now.”

If any students raise their hands, give them their correct answer booklets. Then skip to step 13.

5. Collect any defective booklets and fill in the VOID circle on the back cover of each. Then write “VOID” in large letters across the front cover of each. Set aside these booklets to be returned to the principal. Give new booklets to those students who had defective materials. (See page 15.)

6. 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 12 of this section.

7. 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.”

8. Then say:

“At the top of the front cover, under the heading ‘Test Administrator’s Name(s),’ print my name on the line after ‘Composition Session B.’ 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 answer booklets.

9. Then say:

“Print the school name and the district name on the appropriate line. 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.

10. 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.
11. 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.

12. If all of the students in your assigned group are using answer booklets with Student ID Labels, skip to step 13. 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.

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.

13. Then say:

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

14. Distribute the test booklets to their original owners. Note: It is your responsibility to ensure that each student receives his or her own original test booklet.
Administering ELA Composition or Composition Make-Up Test Session B

15. Once the test booklets have been distributed, say:

“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.

16. Then say:

“During this test session, you will write a final composition that is based on the first draft you wrote during Session A. This time, you will write in your answer booklet. You must use ONLY a #2 pencil. If you use any other writing instrument or leave any stray marks in your answer booklet, your composition may not be scored.

You may use a dictionary during this test session and you may review the scoring information on page 1 of your test booklet as you write your final composition. Also remember that part of your final composition score will be for correct spelling and grammar.

The answer booklet provides four pages on which to write your final composition. YOU MUST LIMIT YOUR WRITING TO THESE FOUR PAGES; BE SURE TO PLAN ACCORDINGLY.”

17. Say to the students:

“This test session is scheduled to be ___________ (state length of test session) long. If you have not finished your final composition by the end of that time, you will be given more time to finish.

If you finish your composition before the end of the session, you should review your work. When you are satisfied with your work, bring all of your test materials to me.

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

Also, no scratch paper is allowed.”

18. Then say:

“Open your answer booklet to page 2. You may begin writing your final composition on that page now. You must write your final composition in your answer booklet. The first draft you wrote 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.”

19. 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 writing in their answer booklets. It is your responsibility to ensure a secure testing environment.

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

“This session is half over. Remember to use the scoring information on page 1 of your test booklet to help you review your composition.”
21a. Read aloud or point to this script for any student who finishes early:

“Before you hand me your booklets, I want to remind you that you were supposed to write your composition in your answer booklet during this session. Remember, once you hand me your test materials, you will not be permitted to go back to your composition.

I want to remind you that cell phones, music players, game consoles, and other electronic devices are still not allowed during the remainder of this session or your results may be invalidated.”

Permit students to check whether their composition is in their answer booklet or whether they want to write more.

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

“This is the end of the time scheduled for this session. Before I collect your booklets, I want to remind you that you were supposed to write your composition in your answer booklet during this session. Remember, once you hand me your test materials, you will not be permitted to go back to your composition.

Please put down your pencil and close both of your booklets. If you need more time to finish your composition, please raise your hand.”

22. Note which students need more time and then pick up each student’s booklets. Verify that you have a used answer booklet and a used test booklet from each student. For students who need more time, follow the instructions given by your principal. Remind students of when ELA Reading Comprehension Session 1 will begin.

23a. If you administered the March 24 ELA Composition test, make a list of all students in your assigned group who were not tested. These students should be scheduled to take the ELA Composition Make-Up test on April 2, 2015. If all the students assigned to you took the ELA Composition test, notify your principal of this.

Return the list to your principal with other test materials.

23b. IMPORTANT: If you administered the April 2 ELA Composition Make-Up test, fill in the “Participation in Composition Make-Up Test” circle on the outside back covers of students’ answer booklets.

Make a list of all students in your assigned group who were not tested. If all the students assigned to you took the ELA Composition Make-Up test, notify your principal of this. Return the list to your principal with other test materials. Based on guidelines in the PAM, your principal will determine whether students who were absent for both the ELA Composition test and ELA Composition Make-Up test will be allowed to take the make-up test on another day before materials must be packed for return.

24. 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.
25. Group test materials into the following separate piles:
   • used test booklets
   • used answer booklets
   • void answer booklets
   • void test booklets
   • unused test materials
   • Student Responsibilities during MCAS Testing forms, if applicable
   • 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 booklets (including ELA Composition test booklets, 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.
Part V

Administering the Practice Test
Administering the Practice Test

The administration of the practice test is optional.

Your principal will provide you with a schedule for administering the ELA Reading Comprehension practice test if it will be administered at your school. Large-print and Braille editions are also available, and your principal will provide them, if applicable. The test should take approximately 20 minutes to administer and review. See the instructions included with Kurzweil materials for information about how to access sample test questions for the Kurzweil edition.

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

Follow the instructions below to administer the practice test.

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

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

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 English Language Arts Reading Comprehension test. The practice test has the same kinds of questions that you will see on the real test, but your answers to questions on this practice test do not count toward your MCAS score.

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

3. You may assist students during the practice test session. Be sure that students in your group clearly understand how to
   • fill in multiple-choice answer circles completely and correctly;
   • answer open-response questions completely, including how to respond to open-response questions that have more than one part to answer and label; and
   • indicate responses on a separate answer document.

   This is the only session in which you may help the students while they are answering questions. After students have completed their work on the practice test, you may review their answers with them. You may not answer student questions once students have begun the actual MCAS test.

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

Administering Grade 10 ELA Reading Comprehension Test Sessions 1 and 2
(Wednesday, March 25)
Administering Grade 10 ELA Reading Comprehension Test Session 1

A. Materials Needed for Session 1

1. Prior to testing, you will receive the following materials for students assigned to you:7
   - this manual
   - ELA Reading Comprehension test booklets, Sessions 1 and 2
   - ELA answer booklets
   - optional: ELA Reading Comprehension practice tests (if not previously administered)
   - a list of students’ SASIDs, if applicable
   - Student ID Labels, if applicable
   - 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 ELA Reading Comprehension test.

2. You will also need the following materials available in your testing space prior to testing:
   - “Do Not Disturb” sign
   - printed copies of bilingual word-to-word dictionaries for current and former ELL 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 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.

B. Before Students Arrive

1. Make sure the testing space has been appropriately prepared (see page 20).
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 names of your school and district on the board.
5. Write on the board: “You will answer questions 1–18 in this session.”

---

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.
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 ELL students to use during the test session according to the guidelines in Appendix E.

   All other dictionaries are prohibited during this session.

3. Make sure that students do not have access to cell phones or other electronic devices during testing. These devices are prohibited, and their use for any purpose will result in the invalidation of test results.

4. Say to the students:

   “Before we begin testing, you need to know that cell phones and 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 cell phones, music players, game consoles, or other electronic devices during testing or after turning in test materials. Please turn off your cell phone or any other electronic device now.”

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

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

   Answer any questions students have. Then say:

   If you brought your cell phone, music player, game console, or any other electronic device with you, please make sure it is now turned off and put it in your backpack and leave it by the side of the room. You will be able to access it after the session has been completed.”

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

6. Make sure that students’ desks are clear, except for approved bilingual dictionaries for current and former ELL students and #2 pencils. Students may also have pens and highlighters to use in their test booklets.

D. Administer Session 1

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

   “We are about to begin the MCAS English Language Arts Reading Comprehension test. This is the first of three sessions.

   You will take Sessions 1 and 2 today. 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. Later today, beginning at ______________ (say the start time of Session 2), you will answer the questions in the ‘Session 2’ section. You will take Session 3 on another day. This is different from your experience with the Reading Comprehension test in grade 8, during which there were two sessions in total. For this test, there will be three sessions in total, and you must finish Sessions 1 and 2 today. Does everyone understand?”

   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 receive a high school diploma. Your test results will also be reported to your parents or guardians and to the school. It is very important that you try to do your best work during this and every test session.

   I will now distribute your answer booklets. Do not open them until I instruct you to do so.”

2. 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. 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 27–29 in steps 4a–7 and 9–12 (skip step 8).

   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.

3. Say:

   “On 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.

4. Then say:

   “I will now distribute the test booklets for Sessions 1 and 2. Do not open your booklet until I instruct you to do so.”

5. Do not sort the test booklets; randomly distribute them. Once the test booklets have been distributed, say:

   “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.

6. 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.

7. 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.

8. 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 7. 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 are filling in their form numbers correctly.

9. Then say to all students:

“During this test session, you will answer questions 1–18, which consist of multiple-choice and open-response questions.

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.

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.”

10. Say to the students:

“You may not use an English-language dictionary during the Reading Comprehension test.
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.

No scratch paper is allowed. You may use pens or highlighters to help you in your test 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 in your answer booklet, your answers may not be scored.”

12. Say to the students:

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

Once you begin the test, each test 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.

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

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.

13. Then say:

“Keep your answer booklet open to page 7, which says ‘March 25, 2015 – ELA Reading Comprehension Session 1’ at the top. You will mark your answers for Session 1 beginning on this page.”

14. Say:

“Now turn to page 1 in your test booklet, which says ‘Grade 10 English Language Arts Reading Comprehension: Session 1’ at the top. You may begin Session 1 now.”
15. It is your responsibility to ensure a secure testing environment.

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

Circulate among the students while they take the test to see that they are working steadily, are not using cell phones or other electronic devices, and are in the correct section 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 section. A test administrator may not review booklets to confirm whether a student has marked all his or her responses.

16. 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.”

17a. Read aloud or point to this script for any student who finishes early:

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

• you were supposed to answer questions 1 through 18 during this session; and
• 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 that 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, game consoles, and other electronic devices are still not allowed during the remainder of this session or your results may be invalidated.”

Permit students to check whether they have skipped any questions.

17b. At the end of the session, say to any students still working:

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

• you were supposed to answer questions 1 through 18 during this session; and
• 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 that 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.
18. 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.”

19. Note which students need more time and then pick up each student’s booklets. Verify that you have a used answer booklet and a used test booklet from each student. For students who need more time to finish, follow the instructions given by your principal. Test administrators should instruct students to begin Session 2 with sufficient time from the end of the school day (at least 45 minutes) to finish this session.

Therefore, if the end of the school day is approaching and the student has not yet begun Session 2, say to the student:

“The school day ends in ____ (state time remaining in school day). You must begin Session 2 now, or you may not have time to finish.”

20. Then say:

“You will begin Session 2 at ____ (state time).”

21. 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.

22. Group test materials into the following separate piles:

- used test booklets
- used answer booklets
- void answer booklets
- void test booklets
- unused test materials
- practice tests (if applicable)
- contaminated test materials, if applicable (Remember to notify your principal or designee.)

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

24. Securely store all test materials until Session 2 is administered as instructed by your principal. Remember to keep tracking documents with test materials.

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. Administer Session 2

1. Write your name on the board.

2. Write the following on the board: “You will answer questions 19–36 in this session.”

3. Make sure that the “Do Not Disturb” sign is posted on the outside of the door of the testing space.

4. Collect books from students who brought them to read in the event they finish their work before the end of the test session.

5. Approve any bilingual dictionaries brought by current and former ELL students to use during the test session according to the guidelines in Appendix E.

   All other dictionaries are prohibited during this session.

6. 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. Say to the students:

   “Before we begin testing, you need to know that cell phones and 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 cell phones, music players, game consoles, or other electronic devices during testing or after turning in test materials. Please turn off your cell phone or any other electronic device now.”

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

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

   Answer any questions students have. Then say:

   “If you brought your cell phone, music player, game console, or any other electronic device with you, please make sure it is now turned off and put it in your backpack and leave it by the side of the room. You will be able to access it after the session has been completed.”

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

8. Make sure that students’ desks are clear, except for approved bilingual dictionaries for current and former ELL students and #2 pencils. Students may also have pens and highlighters to use in their test booklets.

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

“We are about to begin Session 2 of the MCAS English Language Arts Reading Comprehension test. This is the second of three test sessions, and it is the last session you will take today. You will take Session 3 on another day.

I will now distribute your answer booklets. Do not open them until I instruct you to do so.”

10. 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.

11. Say:

“On the front cover, under the heading ‘Test Administrator 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.

12. Then say:

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

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

13. Once the test booklets have been distributed, say:

“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.

14. Then say to all students:

“During this test session, you will answer questions 19–36, which consist of multiple-choice and open-response questions.

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.

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."

15. Say to the students:

“You may not use an English-language dictionary during the Reading Comprehension test.

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.

No scratch paper is allowed. You may use pens or highlighters to help you in your test 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 in your answer booklet, your answers may not be scored.”

16. Say to the students:

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

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

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.

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

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 any other session in your answer booklet. Please read the information in the box now.”

Pause while students review the information.

17. Then say:

“Open your answer booklet to page 12, which says ‘March 25, 2015 – ELA Reading Comprehension Session 2’ at the top. You will mark your answers for Session 2 beginning on this page."
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 section 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 section. A test administrator may not review booklets to confirm whether a student has marked all his or her responses.

19. 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 2 and reviewing your work, return your test materials to me.”

20a. Read aloud or point to this script for any student who finishes early:

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

• you were supposed to answer questions 19 through 36 during this session; and
• the last response to a question should be on page 13 of your answer booklet.

All your responses must be in your answer booklet—not your test booklet. You should make sure that 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, game consoles, and other electronic devices are still not allowed during the remainder of this session or your results may be invalidated.”

Permit students to check whether they have skipped any questions.

20b. At the end of the session, say to any students still working:

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

• you were supposed to answer questions 19 through 36 during this session; and
• the last response to a question should be on page 13 of your answer booklet.

All your responses must be in your answer booklet—not your test booklet. You should make sure that you have not skipped any questions. Remember,
21. 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.”

22. Note which students need more time and pick up each student’s booklets. Verify that you have a used answer booklet and a used test booklet from each student. For students who need more time to finish, follow the instructions given by your principal.

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.

24. Then say:

“Session 3 will begin at ___________ (announce date and time of Session 3).”

25. Group test materials into the following separate piles:

• used test booklets
• used answer booklets
• void answer booklets
• void test 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 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.
Part VII

Administering Grade 10 ELA Reading Comprehension Test Session 3
(Thursday, March 26)
Administering Grade 10 ELA Reading Comprehension Test Session 3

A. Materials Needed for Session 3

1. Prior to testing, you will receive the following materials for students assigned to you:8
   • this manual
   • ELA Reading Comprehension test booklets, Session 3
   • ELA answer booklets
   • a list of students’ SASIDs, if applicable
   • Student ID Labels, if applicable
   • 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 ELA Reading Comprehension test.

2. You will also need the following materials available in your testing space prior to testing:
   • “Do Not Disturb” sign
   • printed copies of bilingual word-to-word dictionaries for current and former ELL 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 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.

B. Before Students Arrive

1. Make sure the testing space has been appropriately prepared (see page 20).
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 names of your school and district on the board.
5. Write on the board: “You will answer questions 37–54 in this session.”

---

8 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.
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 ELL students to use during the test session according to the guidelines in Appendix E.

   All other dictionaries are prohibited during this session.

3. Make sure that students do not have access to cell phones or other electronic devices during testing. These devices are prohibited, and their use for any purpose will result in the invalidation of test results.

4. Say to the students:

   “Before we begin testing, you need to know that cell phones and 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 cell phones, music players, game consoles, or other electronic devices during testing or after turning in test materials. Please turn off your cell phone or any other electronic device now.”

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

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

   Answer any questions students have. Then say:

   “If you brought your cell phone, music player, game console, or any other electronic device with you, please make sure it is now turned off and put it in your backpack and leave it by the side of the room. You will be able to access it after the session has been completed.”

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

6. Make sure that students’ desks are clear, except for approved bilingual dictionaries for current and former ELL students and #2 pencils. Students may also have pens and highlighters to use in their test booklets.

D. Administer Session 3

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.

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 27–29 in steps 4a–7 and 9–12 (skip step 8).
Administering Grade 10 ELA Reading Comprehension Test Session 3

Say to the students:

“We are about to begin Session 3 of the MCAS English Language Arts Reading Comprehension test. This is the last of three test sessions. The results of this test will be used to help improve your academic performance and to partially determine whether you receive a high school diploma. Your test results will also be reported to your parents or guardians and to the school. It is very important that you try to do your best work during this test session.

I will now distribute the 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. Say:

“On the front cover, under the heading ‘Test Administrator’s Name(s),’ print my name on the line after ‘Session 3.’ 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 distribute the test booklets. Do not open your booklet until I instruct you to do so.”

4. Do not sort the test booklets; randomly distribute them. Once the test booklets have been distributed, say:

“Please look at the date on the front cover of your test booklet. If there is any date other than today’s date, raise your hand, and I will collect your booklet.”

Collect any booklets with the wrong date and give the students booklets with today’s date. Then say:

“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.”

5. 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.

6. 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.
7. 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 15. 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.”

8. 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 are filling in their form numbers correctly.

9. Then say to all students:

“During this test session, you will answer questions 37–54, which consist of multiple-choice and open-response questions.

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.

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.”

10. Say to the students:

“You may not use an English-language dictionary during the Reading Comprehension test.

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.

No scratch paper is allowed. You may use pens or highlighters to help you in your test 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 in your answer booklet, your answers may not be scored.”

11. Say to the students:

“This test session is scheduled to be ____________ (state length of test session) long. If you have not finished answering the questions at the end of that time, you will be given more time to finish. At most, you will have until the end of the school day, as long as you are working productively, but you should not need that much time.
Administering Grade 10 ELA Reading Comprehension Test Session 3

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 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.

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

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 any other session in your answer booklet. Any answers you make to questions from Session 1 or 2 during this session will be invalidated. Please read the information in the box now.”

Pause while students review the information.

12. Then say:

“Keep your answer booklet open to page 15, which says ‘March 26, 2015 – ELA Reading Comprehension Session 3’ at the top. You will mark your answers for Session 3 beginning on this page.”

13. Then say to all students:

“Now open your test booklet to page 1, which says ‘Grade 10 English Language Arts Reading Comprehension: Session 3’ at the top. You may begin Session 3 now.”

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 section 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 section. A test administrator may not review booklets to confirm whether a student has marked all his or her responses.

15. 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 3 and reviewing your work, return your test materials to me.”
Administering Grade 10 ELA Reading Comprehension
Test Session 3

16a. Read aloud or point to this script for any student who finishes early:

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

• you were supposed to answer questions 37 through 54 during this session;
and

• the last response to a question should be on page 17 of your answer booklet.

All your responses must be in your answer booklet—not your test booklet. You should make sure that you have not skipped any questions. Remember, once you hand me your test materials, you will not be permitted to go back to Session 3.

I want to remind you that cell phones, music players, game consoles, and other electronic devices are still not allowed during the remainder of this session or your results will be invalidated.”

Permit students to check whether they have skipped any questions.

16b. 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 37 through 54 during this session;
and

• the last response to a question should be on page 17 of your answer booklet.

All your responses must be in your answer booklet—not your test booklet. You should make sure that you have not skipped any questions. Remember, once you hand me your test materials, you will not be permitted to go back to Session 3.”

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

17. 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.”

18. Note which students need more time and pick up each student’s booklets. Verify that you have a used answer booklet and a used test booklet from each student. For students who need more time to finish, follow the instructions given by your principal.

19. Make a list of all students in your assigned group who were not tested. These students will need to take Session 3 during the make-up period. If all the students assigned to you took Session 3, notify your principal of this.

20. Group test materials into the following separate piles:

• used test booklets
• used answer booklets
• void answer booklets
• void test booklets
• unused test materials
• contaminated test materials, if applicable (Remember to notify your principal or
designee.)

21. Complete appropriate tracking documents, as instructed by your principal.
22. 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.
Appendix A

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

Use the instructions below when administering the Braille edition to a student with a disability whose IEP or 504 team determines that the student will participate in MCAS testing using standard accommodation 12.

Test administrators for students with disabilities using accommodation 12 must sign an MCAS Nondisclosure Agreement prior to reviewing 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 answer booklet in order for the student to receive credit for his or her work.

   If the student has accommodation 23 listed in his or her IEP or 504 plan and will be submitting typed responses, follow the instructions in Appendix C. Please note that multiple-choice responses must be transcribed into the standard answer booklet; they may not be typed. Otherwise, the student will not receive credit for his or her work.

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

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

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

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

Use the instructions below when administering the large-print edition to a student with a disability whose IEP or 504 team determines that the student will participate in MCAS testing using standard accommodation 11.

Test administrators for students with disabilities using accommodation 11 must sign an MCAS Nondisclosure Agreement prior to reviewing 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 answer booklet into the student’s standard answer booklet in order for the student to receive credit for his or her work.

If the student has accommodation 23 listed in his or her IEP or 504 plan and will be submitting typed responses, follow the instructions in Appendix C. Please note that multiple-choice responses must be transcribed into the standard answer booklet; they may not be typed. Otherwise, the student will not receive credit for his or her work.

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

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

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

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

Use the instructions below when administering the test to a student with a disability whose IEP or 504 team determines that the student will participate in MCAS testing using standard accommodation 23.

Test administrators for students with disabilities using accommodation 23 must sign an MCAS Nondisclosure Agreement prior to reviewing secure test materials.

General Information

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

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

- typed on paper and inserted inside the student’s answer booklet;
- written by the student; or
- transcribed into the student’s answer booklet (if the student also used accommodation 19, 24, or 29).

All of the responses for an individual student do not need to be submitted using the same method. Regardless of which method is used, submit only one response per question. Any draft typed responses (including compositions) are to be marked “DRAFT” and returned in the nonscorable shipment. Some students may choose to handwrite their draft compositions; this should be done in their Session A test booklets.

Test Administration Instructions

Instruct all students using accommodation 23 to save their work often, in case of computer malfunctions.

Security Information

Test administrators are responsible for

- maintaining the security of all computers used by students who receive accommodation 23;
- ensuring that students do not have access to the Internet or any files on the computer hard drive or network during testing as results may be invalidated for students who access the Internet or files 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 an answer booklet. Student responses are secure and confidential and must not be accessible to unauthorized individuals.
Appendix C—Procedures for Administering the Test to Students Who Type Their Responses

Information Required for Each Page
You must 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.

- student name
- student SASID
- answer booklet serial number (the 10-digit number located on the lower right corner of the front cover; not applicable for ELA Composition or Composition Make-Up Session A)
- subject
- question number
- for the ELA Composition only, page x of y, where x = 1 (page 1) and y = the last page number

A sample template for a typed response is included on the following page. See formatting requirements below.

Formatting Requirements

Formatting:
- 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.

IMPORTANT – Page limits:

For responses to open-response and short-answer questions:
- Submit a separate page for each open-response or short-answer question.
- A maximum of one page may be submitted for each response.

For the ELA Composition:
- A maximum of four pages may be submitted.

After Test Administration
A student’s responses to multiple-choice questions cannot be submitted as typed responses; they must be marked by the student or transcribed into his or her standard answer booklet. Otherwise, the student will not receive credit for his or her work.

The typed response pages must be placed inside the front cover of the student’s standard answer booklet without clips, tape, or staples. All information requested on the front cover and back cover of the student’s answer booklet must be properly completed by the principal or designee, including the circle for accommodation 23 on the inside back cover.

Immediately after testing, return all test materials to your principal using appropriate tracking documents, as instructed by your principal. Your principal or designee will submit the typed responses using instructions in the PAM.
Sample MCAS Typed Response Template

Student Name: Jonathan Ward
Student SASID: 1012345678
Answer Booklet Serial Number*: 1234567890
Subject: ELA Reading Comprehension
Question Number: 35

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

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

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

Procedures for Signing the Test for Students Who Are Deaf or Hard of Hearing
Appendix D—Procedures for Signing the Test to 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 team determines that the student will participate in MCAS testing using standard accommodation 17 or nonstandard accommodation 27.

Test administrators for students with disabilities using accommodation 17 or 27 must sign an MCAS Nondisclosure Agreement prior to reviewing 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 (accommodation 4) either individually (accommodation 5) or to a small group (accommodation 3).

3. Under secure conditions supervised by the principal, sign interpreters may review test materials up to four days prior to test administration. Test materials may not be removed from the school and must be returned to the testing contractor by the principal following test administration.

4. All students who will have the test sign-language interpreted will be given the same form number of the test.

When ordering test materials, the principal had the opportunity to order a quantity of the same form number of test booklets for students who are deaf or hard of hearing and are having the test signed to them. For the ELA Reading Comprehension test, for up to every five students indicated as needing a test signed, an additional test was shipped for the test administrator. All booklets are individually shrink-wrapped and are labeled as a “Test Booklet for Signing to a Deaf Student.” If these booklets were not ordered, students and the test administrator should use Form 1.

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 answer booklet.

5. 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 Signing the Test to Students Who Are Deaf or Hard of Hearing

Procedures for Using Test Accommodations 17 and 27: Signing MCAS Tests to a Small Group of Deaf Students

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

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

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

Any ELL student, including a student who has been identified as ELL in the past, may use an authorized bilingual word-to-word dictionary and glossary on the MCAS tests. Bilingual dictionary and glossary use for MCAS tests is limited to those that provide word-to-word translations. Dictionaries and glossaries that include definitions, synonyms, antonyms, phrases, handwritten notes, and other information are prohibited. Electronic devices are not allowed.

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