Supplement to the MCAS ELA Test Administrator’s Manual: Grades 4–8, March–April 2015 for Schools Using the ALTERNATE Administration Dates

NOTE: This supplement replaces page ii and Part IV of the original manual that was shipped to schools. Principals MUST print these pages and distribute them to test administrators prior to testing.

In addition to these new pages, test administrators must be provided with different test booklets than originally intended for the ELA Composition and Composition Make-Up, as follows:

<table>
<thead>
<tr>
<th>Alternate Administration Date</th>
<th>Test Administered</th>
<th>Booklet to Administer</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 2</td>
<td>ELA Composition</td>
<td>English Language Arts Composition Form 1 (Date on cover: Tuesday, March 24, 2015)</td>
</tr>
<tr>
<td>April 8</td>
<td>ELA Composition Make-Up</td>
<td>English Language Arts Composition Make-Up (Date on cover: Thursday, April 2, 2015)</td>
</tr>
</tbody>
</table>
# Grades 4–8 ELA Alternate Administration Schedule March–April 2015

<table>
<thead>
<tr>
<th>Grade</th>
<th>Test*</th>
<th>Allowable Administration Dates**</th>
<th>Session Length (Avg. Number of Minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 4</td>
<td>ELA Composition Sessions A and B (Form 1)</td>
<td>April 2</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>ELA Reading Comprehension</td>
<td>March 23–April 13***</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>ELA Composition Make-Up (Make-Up form)</td>
<td>April 8</td>
<td>45</td>
</tr>
<tr>
<td>Grade 5</td>
<td>ELA Reading Comprehension</td>
<td>March 23–April 13</td>
<td>60</td>
</tr>
<tr>
<td>Grade 6</td>
<td>ELA Reading Comprehension</td>
<td>March 23–April 13</td>
<td>60</td>
</tr>
<tr>
<td>Grade 7</td>
<td>ELA Composition Sessions A and B (Form 1)</td>
<td>April 2</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>ELA Reading Comprehension</td>
<td>March 23–April 13***</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>ELA Composition Make-Up (Make-Up form)</td>
<td>April 8</td>
<td>45</td>
</tr>
<tr>
<td>Grade 8</td>
<td>ELA Reading Comprehension</td>
<td>March 23–April 13</td>
<td>60</td>
</tr>
</tbody>
</table>

* For each grade, each test session must be administered simultaneously to all 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 13, according to the policies detailed in the Principal’s Administration Manual (PAM). Your principal will provide you with instructions for administering make-up sessions.

** Each test is designed to be administered in two sessions.

***Schools using the alternate schedule for ELA may administer the grades 4 and 7 ELA Reading Comprehension test before the Composition test this year, if needed.

Note: Review this manual before the Test Administrators’ Training with your school principal.
Administering ELA Composition Test

Sessons A and B: Thursday, April 2

or

Administering ELA Composition Make-Up Test

Sessons A and B: Wednesday, April 8

(Grades 4 and 7 Only)

(Alternate Administration Dates)

<table>
<thead>
<tr>
<th>Alternate Administration Date</th>
<th>Test Administered</th>
<th>Booklet to Administer</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 2</td>
<td>ELA Composition</td>
<td>English Language Arts Composition Form 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Date on cover: Tuesday, March 24, 2015)</td>
</tr>
<tr>
<td>April 8</td>
<td>ELA Composition Make-Up</td>
<td>English Language Arts Composition Make-Up</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Date on cover: Thursday, April 2, 2015)</td>
</tr>
</tbody>
</table>
A. Materials Needed for Composition Sessions A and B

1. Prior to testing, you will receive the following materials for students assigned to you:*
   - this manual
   - test booklets
     - if you are administering the ELA Composition test on April 2: ELA Composition test booklets with the date “March 24” on the front cover
     or
     - if you are administering the ELA Composition Make-Up test on April 8: ELA Composition 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, grade 7: 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.

* 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.
B. Before Students Arrive

1. Make sure the testing space has been appropriately prepared (see page 20 of the original TAM).
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 in the event they finish their drafts 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.
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.
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. 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 ELA Composition test on the alternate administration date of April 2, 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. Although this date is not accurate because of a change in the testing schedule, it should say March 24. If there is any date other than March 24 on the cover, raise your hand, and I will collect your booklet.”

   Collect any booklets that do not have March 24 on the cover, and give correct booklets to students.

2b. If you are administering the ELA Composition Make-Up test on the alternate make-up administration date of April 8, 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. Although this date is not accurate because of a change in the testing schedule, it should say April 2. If there is any date other than April 2 on the cover, raise your hand, and I will collect your booklet.”

   Collect any booklets that do not have April 2 on the cover, and give correct booklets 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.
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.

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.

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 a 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, 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 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 ELA Composition test on the alternate administration date of April 2, distribute the answer booklets. If your school already administered Reading Comprehension sessions, follow the instructions in step 4b instead. 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 ELA Composition Make-Up test on the alternate make-up administration date of April 8, 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:

“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 of the original TAM).

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 lines. I have written the school and district names on the board.”

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

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.

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 the students:

“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, 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.

23a. If you administered the ELA Composition test on the alternate date of April 2, 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 8, 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. If you administered the ELA Composition Make-Up test on the alternate make-up date of April 8, 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. **IMPORTANT:** If you administered the ELA Composition test on the alternate administration date of April 2, fill in the “Participation in Composition Make-Up Test” circle on the outside back covers of students’ answer booklets. Do NOT fill in this circle if you administered the ELA Composition Make-Up test on the alternate make-up administration date of April 8.

25. 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.

26. 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.)

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

28. 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.