** MCAS Test Administration Checklist for Principals**

| **Responses** | **Considerations**  |
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|  | **Data Entry into PearsonAccess Next** * Who will enter student data?
* Who will enter accommodations for students with disabilities?
* Who will enter accommodations for English learners?
* Who will re-activate accounts for staff who did not renew their accounts?
* Who will reset passwords for staff?
* Who will name PAN Sessions? (G\_\_Subject Teacher Rm\_\_\_)
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|  | **Data Entry into the District Spreadsheets*** Who will create the student testing spreadsheets? (Color code)
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|  | **Accessibility Features and Accommodations for Students with Disabilities** * How many small groups?
* How many computers will you need for test administrators? (1:1 read aloud TAs need two devices – one for the TA, and one for the student)
* Do any students need headphones? (text-to-speech)
* Check (and double-check!) accommodations.
* **Special Education Team Chairs** need to be involved and know the accommodations of EVERY student and double-check the entries in the system.
* What is the policy for students with disabilities who need more time? Do they move to an “overflow” classroom, or do they stay with their small group?
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|  | **English Learners** * How many small groups?
* How many computers will you need for test administrators? (1:1 read aloud TAs need two devices – one for the TA, and one for the student)
* Do any students need headphones? (text-to-speech)
* Check (and double-check!) accommodations.
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|  | **Schedule*** Who are the test administrators?
* Which rooms are you using?
* Bathroom breaks – who are your “runners?”
* What is the policy for students with disabilities who need more time?
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|  | **Distributing and Return of Materials to and from Test Administrators** * Printing testing tickets – colored paper
* Organizing testing tickets
* Arranging for pickup
* Arranging for drop-off
* Providing scratch paper, Math and STE reference sheets, writing utensils, equation editor tips, graphic organizers for students with disabilities with that accommodation
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|  | **Room arrangements*** Administrator needs to check the room set-up to ensure test security (student view)
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|  | **Infrastructure Trial** * When is your infrastructure trial date? (To do a whole-school trial, schedule with tech team between Feb. 12 and March 12. To do individual grades/classes, ok do to on your own.)
* Which grades will do the infrastructure trial?
* What is the date for training teachers (before the infrastructure trial)?
* What is the date for training students (before the infrastructure trial)?
* What is the plan for creating groups for the infrastructure trial?
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|  | **Computer Mice*** Determine the location for distribution.
* Do test administrators need mice?
* Count the mice you have, and determine the # needed.
* Order more if needed.
* Determine how to effectively distribute and store securely for the year.
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|  | **Computers*** Booking carts in advance
* Shutting off and plugging in all computers each night before testing
* Count all the available computers. Are there any missing from your carts?
* Who has the computers in your building? Which tutors/ESPs?
* Determine computer needs for each grade and test.
* Determine how to distribute computers/carts.
* Color code the carts for more effective distribution/return.
* Ensure students get the same computers for the entire test administration. How to record which students have which devices? Do teachers assign computers?
* Ensure that all computers will be put away correctly.
* Do you have a few back-up computers, just in case?
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|  | **Student Training*** Who will do training on the test tools, FAQs, and what to expect?
* Will you use the DESE student tutorial as is, or will you pair it with the scavenger hunt?
* Will you train all students, or only train new students?
* When will the training happen?
	+ Does training happen during infrastructure trials?
	+ Do teachers embed training into their classroom time in February and March?
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|  | **Teacher Training*** DESE requires that all test administrators be trained every year for MCAS procedures.
* Who are your back-up test administrators? Will you train specialists?
* Who will do the training?
* What materials will they use? Example from last year
* When will the training occur?
* Set up grade-level “buddies” to help teachers log in during the actual test.
* Remind test administrators they cannot help students during the test with any test questions, but they can help with technology questions.
* Make sure test administrators know their schedule, who their students are, and when they are coming to their rooms.
* Make sure test administrators know how to get student’s computers (carts or elsewhere).
* Train on the PearsonAccess Next site and the training site (brown) vs. the live site (blue).
* Remind test administrators not to click on “Resume Upload” – and to only click “Resume.”
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|  | **During Testing*** Who will be providing support to test administrators if something goes wrong?
* Create a troubleshooting document with steps to take for specific situations.
* Who will be monitoring the school progress during testing?
* What will you do if a student is absent?
* What is the process for assigning emergency accommodations?
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|  | **Make-Up Testing*** Who will keep track of students who are absent each day?
* When will the students be scheduled for make-up testing?
* Who will be the test administrators for make-up sessions? Are they trained?
* Who will communicate to parents/guardians regarding absent students?
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