** 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\_\_\_) |
|  | **Data Entry into the District Spreadsheets**   * Who will create the student testing spreadsheets? (Color code) |
|  | **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? |
|  | **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. |
|  | **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? |
|  | **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 |
|  | **Room arrangements**   * Administrator needs to check the room set-up to ensure test security (student view) |
|  | **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? |
|  | **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. |
|  | **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? |
|  | **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? |
|  | **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.” |
|  | **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? |
|  | **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? |