



*Test
Administrator's
Manual:
Grade 10
May–June 2006*
(Mathematics)

Massachusetts Department of Education

Important Contact Information

MCAS Test Administration Information:

MCAS Service Center
(800) 737-5103

Hours of Operation
Monday–Friday: 7:00 a.m.–5:00 p.m.

MCAS Policy Information:

Massachusetts Department of Education
Student Assessment Services Unit

Online: www.doe.mass.edu/mcas/2006/admin

E-mail: mcas@doe.mass.edu

Phone: (781) 338-3625

Grade 10 Mathematics Test Administration Schedule

Subject	Sessions*	2006 Administration Dates	Session Length
Mathematics Session 1	1	May 23	60 minutes
Mathematics Session 2	1	May 24	60 minutes

*Each test session must be administered simultaneously to all grade 10 students in a school.

NOTE: Review this manual before the Test Administrators' Meeting with your school principal.

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Part I

Test Administrator's Information

Test Administrator's Information

A. MCAS Test Security and Ethics Requirements

The validity and reliability of reported MCAS results will be seriously compromised if test security procedures are not strictly followed. Test administrators must comply with all MCAS test security and ethics requirements as indicated throughout this manual. Contact your principal, or the Department of Education at (781) 338-3625, immediately if you have any questions about test security and ethics, or if you believe any part of the test administration process or procedure is being compromised.

Requirements and Restrictions

Security of Test Materials

1. Principals and test administrators are the **only** staff allowed access to any and all test materials.
2. Principals and test administrators are prohibited from removing MCAS test materials from school premises without written permission from the Department of Education (with the sole exceptions of the *Principal's Administration Manual* and the *Test Administrator's Manuals*). Principals and test administrators are also prohibited from sharing MCAS materials with other schools.
3. Principals and test administrators are prohibited from reviewing test booklets and student responses in answer booklets before, during, and after the actual test administration sessions.*
4. Principals and test administrators are prohibited from duplicating MCAS test materials (except the *Principal's Administration Manual*, *Test Administrator's Manuals*, and Materials Summaries) and student responses **in any way**, including but not limited to audiotaping, videotaping, photographing, photocopying, and copying by hand. The only exceptions are transcriptions allowed under standard and nonstandard test accommodations for students with Individualized Education Programs (IEPs) or 504 plans and transcriptions of student answers from void (damaged or defective) answer booklets into replacement answer booklets.
5. Principals and test administrators are prohibited from reviewing, repeating *verbatim* (except when necessary for specified test accommodations), or paraphrasing, in any way, information from MCAS test booklets.

Security of Testing Environment

6. Principals and test administrators are required to remove from the testing environment, before testing, any and all materials containing content in the subject area being tested, including but not limited to classroom support materials such as posters, maps, charts, and graphic organizers.

* The only exception to this rule is the early distribution of test booklets required by test accommodations 12 and 17.

Test Administrator's Information

7. Principals and test administrators must ensure that test sessions are administered to **all students in the tested grade concurrently** according to the testing schedule prescribed in the *Principal's Administration Manual*. Schools are not permitted to administer test sessions earlier than the dates prescribed for each test. Principals and test administrators must ensure that each test session is completed on the same day on which it begins. Principals must follow the instructions in the "Policy on Testing Time" section of this manual (page 5) to provide students with additional time for test sessions.
8. Principals and test administrators must ensure that students are supervised at all times during testing and during any and all breaks. This includes those students who require additional time to complete a test session.
9. No visitors (including but not limited to parents, guardians, researchers, members of the media, and any school personnel not specifically designated as MCAS test administrators) are allowed to have contact with students during any MCAS test session.
10. Principals and test administrators are prohibited from prompting, preparing, or providing information or support to students related to specific MCAS test questions in advance of or during any test session.
11. Principals and test administrators are prohibited from giving students answers, discussing response strategies, suggesting to students that they review a particular portion of any test, or providing any other assistance to students not specified in the *Principal's Administration Manual* or this *Test Administrator's Manual*.
12. Principals and test administrators are prohibited from reviewing student responses during or after testing, except when necessary for specified test accommodations or when answers from a damaged or defective answer booklet must be transcribed into a replacement answer booklet.

If questions arise concerning test security or if any situation occurs that could compromise any part of the test administration process, call the Department of Education immediately at (781) 338-3625.

Test Administrator's Information

B. Department of Education Enforcement and Monitoring

The Department of Education may monitor MCAS test security compliance in any of the following ways:

- visits to schools during MCAS test administration
- requests for written documentation regarding any student claiming a medically documented absence
- visits to investigate cases where an MCAS security violation is alleged to have occurred
- requests by the Commissioner of Education that a superintendent conduct a local investigation

C. Penalties for Noncompliance

Failure to comply with MCAS test administration or security requirements may result in one or more of the following penalties:

- investigation of school personnel by the Massachusetts Board of Education
- public disclosure by the Massachusetts Board of Education of a school's or district's noncompliance and/or security violation(s)
- suspension of principal's, teacher's, and/or other professional's certificate(s)
- revocation of principal's, teacher's, and/or other professional's certificate(s)
- notation in reported scores indicating that the school's tests were "administered under nonstandard testing conditions"
- invalidation of student, school, and/or district scores

Penalties imposed by the Department of Education do not limit the local district's authority to impose its own penalties.

D. Security Requirements for Test Materials

Principals must designate a locked facility for the storage of all MCAS test materials when they are not being used. Test materials must be kept secure (i.e., in a locked storage space when they are not being used) from the time your school receives them until they are returned by the principal.

It is the principal's responsibility to ensure that test materials are not accessed in any way by unauthorized individuals. Under no circumstances should anyone have access to MCAS test materials other than individuals designated by the principal to be directly involved with test distribution or administration, and students during actual test administrations.

The principal will provide instructions on document tracking procedures so the location of materials not in secure storage can be determined at all times.

Immediately report any irregularity in the use of tracking documents or in the information recorded on them, or any other situation that could compromise test security, to your principal.

E. Policy on Testing Time

All MCAS test administrations are untimed.

While individual test sessions are designed to be completed within 60 minutes, some students may need more time to finish. The Department suggests that schools schedule a two-hour block for each test session. For example, if the first test session is scheduled to begin at 8:30 a.m., the second test session should be scheduled to begin no earlier than 10:30 a.m. Those students who require additional time beyond two hours may take it; however, no session may extend beyond the end of the regular school day, and any individual test session must be completed on the same day in which it begins.

Specific guidelines for test completion sessions in your school will be established during the Test Administrators' Meeting with your principal.

Test Administrator's Information

F. Test Administration Interruptions

Circumstances over which you have no control (fire drills or power failures, for example) 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 disruptions to the Department of Education.

G. Approved and Unapproved Resource Materials

During testing, students may use only those resource materials and tools identified as approved in this manual.

Approved Resource Materials

The following are **approved** for student use:

- #2 pencils*
- pen and highlighters in test booklets only*
- bilingual word-to-word dictionaries for current and former LEP students only (see below)
- calculators for Mathematics session 2 only (see below)

Bilingual Dictionaries

Any current or former LEP student may use an approved bilingual word-to-word dictionary during MCAS testing. Approved bilingual dictionaries are limited to those that provide word-to-word translations **without** definitions and that are free of handwriting. See Appendix E for further information.

Calculators for Mathematics Session 2 Only

Each student must have sole access to at least a four-function calculator with a square-root key during session 2 of the Mathematics test.

- Students may provide their own calculators.
- Schools must provide at least a four-function calculator with a square root key for each student who does not provide her or his own calculator.
- More sophisticated calculators are allowed but are not required.

Unapproved Resource Materials

Unapproved materials include, but are not limited to, the following:

- extra paper, notebooks, textbooks
- electronic devices (e.g., cell phones, music players, PDAs)
- computers
- editing devices (e.g., spelling or grammar checkers)
- graphic organizers
- thesauruses, encyclopedias

NOTE: Students with disabilities may be allowed, under certain circumstances, to use as test accommodations certain tools and materials that are otherwise prohibited. 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 Team or 504 team and documented on the student's answer booklet by the principal or designee.

H. Administering Braille, Large-Print, and Other Accommodated Tests

If your assigned group of students includes any student taking the Braille version(s) of the test(s) or a deaf or hard-of-hearing student for whom you will interpret the test using sign language, contact your principal about reviewing the test booklet and answer booklet prior to the first test session.

Page number references in this manual for the test booklet and answer booklet may be incorrect for the Braille tests. Correct page number references for each test session are provided with Braille tests.

For students using the Kurzweil 3000 CD or the new Recording for the Blind & Dyslexic (RFB&D) CD, follow the instructions included in the CD packet you will receive. For students using the American Sign Language video (VHS tape or DVD), follow the instructions included in the video packet you will receive.

For test administrators with students whose responses will be transcribed, **standard MCAS answer booklets with ALL responses transcribed into them MUST be submitted** for students who do not enter their own responses in standard answer booklets. If students use Typed Response Forms, see Appendix D for detailed information. The student information on the front cover and the inside and outside back covers of a standard answer booklet must be properly completed for each student, **including students using Typed Response Forms**.

See Appendix A of this manual for additional information on the use of the Braille tests; Appendix B for additional information on the use of the large-print tests; Appendix C for additional information on signing the tests for students who are deaf or hard of hearing; and Appendix D for additional information regarding the responses of students who use Typed Response Forms.

Test Administrator's Information

I. Student ID Labels

Your school's shipment of test materials includes Student ID Labels if your district properly submitted SIMS (Student Information Management System) data to the Department by October 2005. Your principal will tell you at the Test Administrators' Meeting whether these labels are to be applied to answer booklets before testing sessions or whether they are to be applied by students immediately after answer booklets are distributed. **Labels with incorrect SASIDs should 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 answer booklets must be completed according to the instructions in step 8 on page 19 of this manual.

J. 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 circle **on the back cover** of the student's damaged/defective answer booklet, and write "VOID" in large letters across the front cover.
5. 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.
6. 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.

K. Preparing for Test Administration

Meet with School Principal

Your school principal will schedule a meeting with all test administrators to explain the test administration procedures that will be followed at your school. Read this manual before the meeting. The following is a partial list of essential topics that must be covered at your Test Administrators' Meeting:

Test Security

- MCAS test security requirements, including your school's procedures for distribution and tracking of secure test materials before, during, between, and following test sessions
- supervising test sessions and breaks

Administration Schedule and Logistics

- your school's MCAS testing schedule, including the administration of practice tests (if your school will administer practice tests) and student questionnaires
- assignment of a specific testing space and a specific group of students to each test administrator (including students with disabilities and LEP students)
- standard and nonstandard MCAS test accommodations for students with disabilities
- assigning/distributing booklets to students
- logistics for test completion sessions for students who require additional time to complete a test session
- instructions for dismissing students after they have completed each test session
- the collection and return of books that students may take to test administrations to read if they finish their tests before the end of a test session
- the requirement that, after the administration of each test, test administrators return to the principal lists of all students assigned to them who were not tested so that they can be scheduled to take make-up tests

MCAS Test Materials and Approved Resource Materials

- information regarding the grade 10 Mathematics Reference Sheets
- application of Student ID Labels to answer booklets
- the use of writing instruments other than #2 pencils in test booklets (only #2 pencils allowed in answer booklets)
- the use of calculators for session 2 only of the Mathematics test
- approved and unapproved test administration materials
- approval of bilingual word-to-word dictionaries that contain no handwriting for all current and former LEP students (see Appendix E)

Test Administrator's Information

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, sufficiently separated from other students to ensure test security.
- Obscure or remove from the classroom any and all materials containing content in the subject area being tested, including English-language dictionaries and classroom support materials such as posters, maps, charts, etc.
- Prepare a sign that reads “MCAS Testing—Please Do Not Disturb” to be posted on the door during each MCAS administration session.

Part II

Administering the Practice Test and Student Questionnaire

Administering the Practice Test and Student Questionnaire

A. Administering the Grade 10 Mathematics Practice Test

The administration of the practice test is optional.

Your principal will provide you with a schedule for administering the Mathematics practice test if it will be administered at your school. The practice test should take approximately 20 minutes to administer and review.

The format of the 2006 practice test closely resembles the formats of the actual test booklets and answer booklets.

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 Mathematics 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 booklets, read the directions, and begin the practice test.”

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
- where and how to respond to short-answer questions
- how to answer open-response questions completely, including how to respond to open-response questions that have more than one part to answer and label

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.

3. When students have completed the practice test, collect the booklets for return to the principal.

Administering the Practice Test and Student Questionnaire

B. Administering the Grade 10 Student Questionnaire

Your school principal will schedule the administration of the student questionnaire at a convenient time that will not interfere with the administration of the MCAS tests.

There are no English/Spanish versions of the student questionnaire.

The student questionnaire should take approximately 10 minutes to administer.

Follow the instructions below to administer the student questionnaire.

1. Distribute students' answer booklets to them.
2. Distribute a student questionnaire to each student and say:

“I have just handed out a student questionnaire.

Your answers to these questions will provide the Department of Education with valuable information about students who participate in MCAS tests. When viewed along with test results, this information will help the Department understand more fully students' strengths and challenges and develop appropriate programs to address the challenges. For this reason, it is important for you to answer the questions as accurately as possible.

Your answers to these questions will not affect your scores in any way.

Turn to the inside back cover of your answer booklet. Mark your answers to the questions in the box labeled 'STUDENT QUESTIONNAIRE' at the top of the page.

If you are not sure how to answer any of the questions, please raise your hand and I will explain the question to you individually.

You may begin completing the questionnaire now.”

3. After students have completed the student questionnaire, collect the questionnaires and answer booklets for return to your principal. Follow the instructions given to you by your principal and use appropriate tracking documents to maintain the security of the answer booklets.

Part III

Administering Mathematics Test Session 1 (Tuesday, May 23)

Administering Mathematics Test Session 1

A. Materials Needed for Session 1

Prior to testing, you will receive the following materials from your principal for students assigned to you:

1. *Test Administrator's Manual*
2. *Mathematics Test Booklets*, session 1
3. *Mathematics Answer Booklets*

If there are students in your assigned group who do not have answer booklets with the front covers completed, these students will need to complete the front covers of their answer booklets. Instructions for completing the front covers of answer booklets appear in this manual on pages 17–19 (steps 2–8).

4. grade 10 Mathematics Reference Sheets
5. optional: Mathematics practice tests (if not previously administered)
6. Students' State-Assigned Student Identifiers (SASIDs), if applicable
7. Student ID Labels, if applicable

A tracking form will accompany all test materials to assist your principal in maintaining the security of these materials.

You will also need to have the following materials available in your testing space prior to testing:

1. “Do Not Disturb” sign
2. bilingual word-to-word dictionaries for **current and former LEP students only**
3. #2 pencils

Calculators are NOT allowed during session 1 of the Mathematics test.

If applicable for any student in your assigned group, you will also receive **Braille** test booklets, **large-print** test booklets, **large-print** answer booklets, Kurzweil 3000 CDs, RFB&D CDs, ASL videos, and/or Typed Response Forms.

See Appendix A of this manual for additional information on the use of the Braille edition of the test; Appendix B for additional information on the use of the large-print edition of the test; Appendix C for additional information on signing the test for students who are deaf or hard of hearing; and Appendix D for additional information regarding the responses of students who use Typed Response Forms. Follow the instructions included in the CD packet for students using Kurzweil 3000 or RFB&D CDs.

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.

B. Before Students Arrive

1. Prepare the testing space (see page 10).
2. Post the “Do Not Disturb” sign on the outside of the door to your testing space.
3. Write the name 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 work before the end of the test session.
2. Approve any bilingual dictionaries brought by current and former LEP students to use during the test session. **Approval must be strictly limited to those bilingual dictionaries that provide word-to-word translations WITHOUT definitions and in which there is no handwriting.**

All other dictionaries are prohibited during this session.

3. **Make sure that students do not have calculators with them; all calculators are prohibited during this session.**
4. Make sure that students do not have access to cell phones or other electronic devices during testing.
5. Make sure that students’ desks are clear, except for approved bilingual dictionaries and #2 pencils. Students may also have highlighters and pens to use in their test booklets.

D. Administer Session 1

1. Say to the students:

“We are about to begin the MCAS Mathematics test. 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.

This is the first of two sessions. You will take session 1 today and session 2 tomorrow.

I will now distribute the Mathematics answer booklets. Please do not open them until I instruct you to do so.”

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

Administering Mathematics Test Session 1

“These answer booklets will be used for the Mathematics test. Please pick up your answer booklet and QUICKLY flip through the pages to see if there are missing pages, blank pages, or pages printed upside down. It is not a problem if you find any blank pages at the END of the booklet.

Please raise your hand if you have an answer booklet with missing pages, blank pages that are not at the end, or upside-down pages.”

3. Collect any defective booklets and fill in the VOID circle **on the back cover** of each. Then write “VOID” in large letters across the front cover of each defective answer booklet. Set aside these booklets to be returned to the principal. Give new booklets to those students who had defective materials.
4. If students will apply their own Student ID Labels, distribute the labels now. Instruct students to verify that the information on their labels is correct **before** they apply them. Any student who has a Student ID Label with incorrect information should return her or his label or pre-labeled 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 8 of this section.
5. When all Student ID Labels have been applied, say:

“Before beginning this test session, you will provide some information on the front cover of your answer booklet. It is extremely important that you complete all of this information CORRECTLY, and that you use ONLY a #2 pencil in your answer booklet. You may NOT use a pen or any other writing instrument.

At the top of the front cover, print the school name on the first line and the district name on the second 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.

6. 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, write the two names together as one word, without the hyphen.”

Pause for students to complete this section.

Administering Mathematics Test Session 1

7. 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.

8. If **all** of the students in your assigned group are using answer booklets with Student ID Labels, skip to step 9. Otherwise, continue with step 8.

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 ‘zero, two’ in the boxes underneath ‘DAY.’

Now print the last two numbers of the YEAR in which you were born in the third and fourth boxes underneath ‘YEAR.’ The first two boxes are already filled in with the numbers ‘one’ and ‘nine.’

Last, underneath each number you printed, fill in the circle that contains the same number.”

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

“Locate the box labeled ‘STATE-ASSIGNED STUDENT IDENTIFIER.’ I will provide each of you with your State-Assigned Student Identifier number so you can write the information and fill in the appropriate circles.”

Administering Mathematics Test Session 1

9. Once the students who are not using answer booklets with Student ID Labels have completed the required information, say:

“I will now distribute the test booklets for session 1 and the Mathematics Reference Sheets. Please do not open your test booklet until I instruct you to do so.”
10. Once the test booklets and reference sheets have been distributed, say:

“Please pick up your test booklet and QUICKLY flip through the pages to see if there are any missing pages, blank pages, or pages printed upside down. It is not a problem if you find blank pages at the END of the booklet. Please raise your hand if you have a test booklet with missing pages, blank pages that are not at the end, or upside-down pages.”
11. Collect any defective booklets and write “VOID” in large letters on the front cover of each. Set aside these booklets to be returned to your principal. Give new booklets to those students who had defective booklets.
12. 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.
13. Say to the students:

“Look at the front cover of your test booklet. In the top right-hand corner, you will see the word ‘Form,’ followed by a number. Now open your answer booklet to page 2. At 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.”
14. Pause to allow students to print and bubble the form number on their answer booklets. Then say:

“Now take your Mathematics Reference Sheet and print your name on the upper right corner.”
15. Once this is done, say:

“This is the first of two test sessions for the MCAS Mathematics test. During this test session, you will answer questions 1–26, which consist of multiple-choice questions, short-answer questions, and open-response questions.

To answer multiple-choice questions, you will choose the best answer—either A, B, C, or D—and mark your choice by filling in the circle. 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.

Administering Mathematics Test Session 1

To answer short-answer questions, you will write your answer in a box provided in your answer booklet. Make notes and do any figuring for short-answer questions in your test booklet, not in your answer booklet.

To answer open-response questions, 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.

There are small grids in your answer booklet on pages where you will answer open-response questions. Some open-response questions require you to use these grids. If a question does not require you to use the grid, you may still use it or you may write over the grid if you wish.

Your answers to open-response questions will not be scored for spelling or grammar. You should try your best to use proper spelling and grammar, but your score will not be lowered if you make a mistake in spelling or grammar.

Remember to read open-response questions **CAREFULLY** and answer them **COMPLETELY**. If an open-response question has more than one part or asks for more than one answer, be sure to answer **EVERY** part of the question, and **LABEL** each part of your answer ‘a,’ ‘b,’ etc.

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 instructions and information in the box now.”

Pause while students read the information.

16. Say to the students:

“You may use your Mathematics Reference Sheet to help you answer questions at any time during this session. However, you may not use a calculator during this session.

No scrap paper is allowed. You must write 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 destroyed following test administration.

You may use highlighters or pens 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.

Administering Mathematics Test Session 1

It is also important for you to know that figures, diagrams, and illustrations are not necessarily drawn to scale in your test booklets.”

17. Say to the students:

“This test session is scheduled to be 60 minutes long. If you have not finished answering the questions at the end of that time, you will be given additional time to finish.

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 a 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. Remember that you may turn back to the beginning of your test booklet to review the information in the box there. If you are satisfied with your work and you brought a book to read, bring your test materials to me to exchange for your book.

Be aware that cheating in any form is forbidden and will result in a failing score.”

18. Then say:

“Open your answer booklet to page 2. You will mark your answers for test session 1 beginning on this page.

Now open your test booklet to page 1, which says ‘Mathematics Session 1’ at the top. You may begin test session 1 now.”

19. Circulate among the students while they take the test to see that they are working steadily and are in the **correct section** of their test booklets and answer booklets. It is your responsibility to ensure a secure testing environment.

20. 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. You may also use your reference sheet at any time during this test session. When you are finished answering all of the questions and reviewing your work, return your test materials to me.”

21. 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 both of your booklets. Place your reference sheet inside your answer booklet. If you need more time to answer the questions, raise your hand.”

Administering Mathematics Test Session 1

22. Note which students need more time and then tell the students they may lower their hands.
23. Pick up each student's answer booklet and then each test booklet. **Verify that you have collected a used answer booklet/reference sheet and a used test booklet from each student.**
24. Dismiss students who have **completed** session 1, according to the instructions given by your principal at the Test Administrators' Meeting.
25. For students who need more time to finish, follow the instructions given by your principal at the meeting.

E. End of Session 1 Responsibilities

1. Make a list of all students in your assigned group who were not tested. These students will need to take Mathematics test session 1 during the make-up period.
Return this list to your principal with other test materials. If all of the students assigned to you took Mathematics test session 1, notify your principal of this.
2. Group booklets into the following separate piles:
 - *Mathematics Test Booklets*, session 1 (used)
 - *Mathematics Answer Booklets* (used, with reference sheets inside)
 - void answer booklets
 - void test booklets
 - unassigned test materials
3. Immediately return **all** test materials and the list of students not tested to your principal using appropriate tracking documents, as instructed by your principal.

Part IV

Administering Mathematics Test Session 2 (Wednesday, May 24)

Administering Mathematics Test Session 2

A. Materials Needed for Session 2

Prior to testing, you will receive the following materials from your principal for students assigned to you:

1. *Test Administrator's Manual*
2. *Mathematics Test Booklets, session 2*
3. *Mathematics Answer Booklets*

If there are students in your assigned group who do not have answer booklets with the front covers completed, these students will need to complete the front covers of their answer booklets. Instructions for completing the front covers of answer booklets appear in this manual on pages 17–19 (steps 2–8).

4. grade 10 Mathematics Reference Sheets (inside the answer booklets)
5. Students' State-Assigned Student Identifiers (SASIDs), if applicable
6. Student ID Labels, if applicable

A tracking form will accompany all test materials to assist your principal in maintaining the security of these materials.

You will also need to have the following materials available in your testing space prior to testing:

1. “Do Not Disturb” sign
2. bilingual word-to-word dictionaries for **current and former LEP students only**
3. #2 pencils
4. calculators for students who do not provide their own

NOTE: Each student must have sole access to at least a four-function calculator with a square-root key during session 2 of the Mathematics test. Students may provide their own calculators. However, schools must provide at least a four-function calculator with a square root key for each student who does not provide her or his own calculator, as discussed during the Test Administrators' Meeting

If applicable for any student in your assigned group, you will also receive **Braille** test booklets, **large-print** test booklets, **large-print** answer booklets, Kurzweil 3000 CDs, RFB&D CDs, ASL videos, and/or Typed Response Forms.

See Appendix A of this manual for additional information on the use of the Braille edition of the test; Appendix B for additional information on the use of the large-print edition of the test; Appendix C for additional information on signing the test for students who are deaf or hard of hearing; and Appendix D for additional information regarding the responses of students who use Typed Response Forms. Follow the instructions included in the CD packet for students using Kurzweil 3000 or RFB&D CDs.

Administering Mathematics Test Session 2

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 to be returned to your principal.

B. Before Students Arrive

1. Prepare the testing space (see page 10).
2. Post the “Do Not Disturb” sign on the outside of the door to your testing space.
3. Write the name 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 work before the end of the test session.
2. Approve any bilingual dictionaries brought by current and former LEP students to use during the test session. **Approval must be strictly limited to those bilingual dictionaries that provide word-to-word translations WITHOUT definitions and in which there is no handwriting.**

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

D. Administer Session 2

1. Say to the students:
“We are about to begin test session 2 of the MCAS Mathematics test. 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 session. This is the last of two test sessions.

I will now distribute your answer booklets and reference sheets. Do not open your answer booklets 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 her or his own original answer booklet.

Administering Mathematics Test Session 2

3. Once the answer booklets have been distributed, say:

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

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

4. Then say:

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

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

“Please pick up your test booklet and QUICKLY flip through the pages to see if there are any missing pages, blank pages, or pages printed upside down. It is not a problem if you find blank pages at the END of the booklet. Please raise your hand if you have a test booklet with missing pages, blank pages that are not at the end, 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 your principal. Give new booklets to those students who had defective booklets.

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 9. At 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.”

9. Pause to allow students to print and bubble the form number on their answer booklets. Then say:

“During this test session, you will answer questions 27–52, which consist of multiple-choice and open-response questions.

To answer multiple-choice questions, 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.

Administering Mathematics Test Session 2

To answer open-response questions, 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.

There are small grids in your answer booklet on pages where you will answer open-response questions. Some open-response questions require you to use these grids. If a question does not require you to use the grid, you may still use it or you may write over the grid if you wish.

Your answers to open-response questions will not be scored for spelling or grammar. You should try your best to use proper spelling and grammar, but your score will not be lowered if you make a mistake in spelling or grammar.

Remember to read open-response questions CAREFULLY and answer them COMPLETELY. If an open-response question has more than one part or asks for more than one answer, be sure to answer EVERY part of the question, and LABEL each part of your answer 'a,' 'b,' etc."

10. Say to the students:

"You may use your Mathematics Reference Sheet and your calculator to help you answer questions at any time during this session.

No scrap paper is allowed. You must write 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 destroyed following test administration.

You may use highlighters or pens 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.

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

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."

Pause while students review the information.

11. Say to the students:

"This test session is scheduled to be 60 minutes long. If you have not finished answering the questions at the end of that time, you will be given additional time to finish.

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

Administering Mathematics Test Session 2

until you have answered the last question on a 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. Remember that you may turn back to the beginning of your test booklet to review the information in the box there. If you are satisfied with your work and you brought a book to read, bring your test materials to me to exchange for your book.

Be aware that cheating in any form is forbidden and will result in a failing score.”

12. Then say:

“Open your answer booklet to page 9. You will mark your answers for test session 2 beginning on this page. Now open your test booklet to page 1, which says ‘Mathematics Session 2’ at the top. You may begin test session 2 now.”

13. Circulate among the students while they take the test to see that they are working steadily and are in the **correct section** of their answer booklets. It is your responsibility to ensure a secure testing environment.

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

“The session time is half over. Remember to use the information in the box at the beginning of your test booklet as you review your answers to open-response questions. You may also use your reference sheet and your calculator at any time during this test session. When you are finished answering all of the questions and reviewing your work, return your test materials to me.”

15. 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 both of your booklets. Place your reference sheet inside your test booklet. If you need more time to answer the questions, please raise your hand.”

16. Note which students need more time and then tell the students they may lower their hands.

17. Pick up each student’s answer booklet and then each test booklet and reference sheet. **Verify that you have collected a used answer booklet, a used test booklet, and a reference sheet from each student.**

18. Dismiss students who have **completed** session 2, according to the instructions given by your principal in the Test Administrators’ Meeting.

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

E. End of Session 2 Responsibilities

1. Verify that any students who filled in circles for their names, dates of birth, and SASIDs on the front covers of the answer booklets have done so correctly. If not, correct the information on the front covers at this time.
2. Make a list of all students in your assigned group who were not tested. These students will need to take Mathematics test session 2 during the make-up period.
Return this list to your principal with other test materials. If all the students assigned to you took Mathematics test session 2, notify your principal of this.
3. Group booklets into the following separate piles:
 - *Mathematics Test Booklets*, session 2 (used, with reference sheets inside)
 - *Mathematics Answer Booklets* (used)
 - void answer booklets
 - void test booklets
 - unassigned test materials
4. Immediately return **all** test materials and the list of students not tested to your principal using appropriate tracking documents, as instructed by your principal.

Appendix A

Use of Braille Edition of Test

Appendix A – Braille

Use of Braille Edition of Test

The instructions below are to be followed for any student with a disability whose IEP Team or 504 team determines that the student will participate in MCAS testing using standard accommodation 12.

Accommodation 12. **Braille:** Student uses Braille edition of the test

If your assigned group of students includes a student taking the Braille edition of the test, your principal will provide you with two test booklets, one in text and one in Braille, to review up to four days before the first test session. It is important that you have the opportunity to become familiar with the Braille test items and Braille transcriptions, and to make note of any items that may have been intentionally omitted on the Braille version and any differences between the Braille version page numbers and page number references given in this manual. Correct page number references are provided with the Braille test form. Your review must occur at the school under the supervision of the principal (or designee).

The test administrator MUST transcribe the student's answers *verbatim* into the student's standard answer booklet. Otherwise, the student will not receive credit for her or his work. If the student is also using Typed Response Forms, see Appendix D for further information.

All information requested on the front cover, inside back cover, and outside back cover of the student's standard answer booklet must be properly completed by the principal or designee.

Appendix B

Use of Large-Print Edition of Test

Appendix B – Large-Print

Use of Large-Print Edition of Test

The instructions below are to be followed for any student with a disability whose IEP Team or 504 team determines that the student will participate in MCAS testing using standard accommodation 11.

Accommodation 11. **Large-print:** Student uses large-print edition of the test

If your assigned group of students includes a student taking the large-print edition of the test, your principal will provide you with a large-print test booklet and answer booklet and a standard answer booklet at the beginning of the first test session.

The student's answers (including multiple-choice responses) MUST be transcribed *verbatim* into the student's standard answer booklet. Otherwise, the student will not receive credit for her or his work. If the student is also using Typed Response Forms, see Appendix D for further information.

All information requested on the front cover, inside back cover, and outside back cover of the student's standard answer booklet must be properly completed by the principal or designee for each student taking the large-print edition of the test.

Appendix C

Signing the Test for Students Who Are Deaf or Hard of Hearing

Appendix C – Signing the Test

Signing the Test for Students Who Are Deaf or Hard of Hearing

The instructions below are to be followed for any student with a disability whose IEP Team or 504 team determines that the student will participate in MCAS testing using standard accommodation 17.

Accommodation 17. Test administrator signs test (except ELA Language and Literature test and Reading test): Test administrator sign interprets the ELA Composition writing prompt or Mathematics, Science and Technology/Engineering, and/or History and Social Science passages and test items to a student who is deaf or hard of hearing

Test Administration Information:

- a) All passages and test items must be signed exactly as written, except in cases when doing so would reveal an answer to a test question. Interpreters may not provide assistance to the student regarding the meaning of words, intent of test questions, or responses to test items.
- b) Sign interpreters may sign the test to a group of 2–5 students following the procedures outlined at the end of this appendix.
- c) Under secure conditions supervised by the principal, sign interpreters may review test materials up to four days prior to test administration in order to prepare accurate interpretations of test materials.

If a student does not enter her or his own responses into a standard answer booklet, the student’s answers MUST be transcribed *verbatim* into a standard answer booklet. Otherwise, the student will not receive credit for her or his work. If the student is also using Typed Response Forms, see Appendix D for further information.

All information requested on the front cover, inside back cover, and outside back cover of a standard answer booklet for these students must be properly completed by the principal or designee.

All students who will have the test sign-language interpreted will be given the same form number of the test. Typically, Form 1 is provided to students receiving sign-language interpretation.

Procedures for Using Test Accommodation 17

Signing an MCAS Test to a Small Group of Deaf Students (2–5)

The test administrator may sign interpret test items to a small group of students, provided that each student has an IEP or 504 plan that includes standard accommodation 17. The following procedures must be followed:

- No more than five students may be grouped together, since students typically proceed through the test at different rates.
- Students grouped together must be given test form 1, 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.
- Student test booklets may not be opened or reviewed by students prior to testing.

Appendix D

Use of Typed Response Forms

Appendix D – Typed Response Forms

Use of Typed Response Forms

The instructions below are to be followed for any student with a disability whose IEP Team or 504 team determines that the student will participate in MCAS testing using standard accommodation 23.

Accommodation 23. **Word Processor:** Student uses a word processor, Alpha-Smart, or similar device to type the ELA Composition and/or answers to open-response questions

Test Administration Information:

- a) Typed Response Forms must have been requested on the MCAS Enrollment Verification online form.
- b) For the Typed Response Forms, printer margins must be set at 1.0” (left, right, bottom) and 1.25” (top). The following information must be provided on each page:
 - student’s name
 - student’s SASID
 - answer booklet serial number (found in lower right side of the front cover)
 - subject tested
 - question number
- c) A separate page must be submitted for each open-response. A maximum of one page may be submitted for each open-response question. Note that each Typed Response Form page is labeled page 1.
- d) The Typed Response Form must be placed inside the student’s standard answer booklet and submitted in the Special Handling Envelope.

Detailed instructions for returning answer booklets with typed responses are included in the spring 2006 *Principal’s Administration Manual*.

All information requested on the front cover, inside back cover, and outside back cover of a standard answer booklet must be properly completed by the principal or designee for each student using Typed Response Forms.

Appendix E

Approval of Bilingual Dictionaries

Appendix E – Approval of Bilingual Dictionaries

Approval of Bilingual Dictionaries for Use on MCAS Tests by LEP Students

Principals and their designees may approve bilingual word-to-word dictionaries for use by current and former LEP students. Approval must be strictly limited to those bilingual dictionaries that:

1. provide word-to-word translations without definitions and
2. do not contain handwriting.

The Department authorizes use of the bilingual dictionaries listed in *Approved Bilingual Dictionaries for Use on MCAS Tests by Students with Limited English Proficiency*, which is posted on the Department Web site at www.doe.mass.edu/mcas/2005/news/lep_dictionaries.doc (or .pdf). For information on approval of bilingual dictionaries not listed in that document, see your principal.

Notes
