

Accessibility and Accommodations
(Appendix C, excerpted from the Winter 2025 PAM)

Appendix C

.....

Accessibility and Accommodations



Appendix C—Accessibility and Accommodations

Part I: Accessibility Features for All Students

A Universal Accessibility Features (UFs)

Universal Accessibility features are tools and supports that are available to **all** students on the MCAS tests and are either built into the MCAS Student Kiosk (the MCAS computer-based testing platform) or provided by a test administrator on either the computer- or paper-based tests.

Table 1. Universal Accessibility Features Available to All Students

Universal Accessibility Features		
#	Computer-Based Testing	Paper-Based Testing
UF1	Highlighter tool Highlights text in four colors: yellow, pink, purple, and green.	Highlighter/colored pencils Colored pencils and yellow highlighters may be used, but students must use a #2 pencil only to answer all test questions.
UF2	Color contrast Changes the background color and text color during testing.	Colored overlays or tinted lens(es)
UF3	Screen Zoom tool Enlarges screen content from 100% to 150%, 200%, and 300%.	Magnification tool/device or low-vision aid
UF4	Enlarged cursor/Mouse pointer tool Students can select an enlarged and colored cursor.	Enlarged pencil/modified writing instrument
UF5	Line reader tool Masks text so only part of the text can be viewed at one time.	Tracking device , such as a straight edge or similar tool
UF6	Answer masking (available for multiple-choice items) Students can click an icon of an eye to toggle between hiding answer choices and having them reappear.	Mask text or answer(s) using a blank card or cutout.
UF7	Answer eliminator (available for multiple-choice items) Students can mark an "X" through each answer option the student believes is incorrect. (Note: Answer choices cannot be selected while crossed out.)	Use a pencil to eliminate answer choices in test booklet. Note: The student should take care not to eliminate answer bubble options, as stray marks will lead to an incorrect score.
UF8	Item flag/bookmark Students can select the star icon to save a question to come back to later and can select the down arrow to access a review screen to navigate to another test question.	Use a blank place marker to mark a question for later review. (Note: Sticky notes are <i>not</i> allowed.)
UF9	Audio aid (e.g., amplification device) Note: Smartphones may not be used.	
UF10	Notepad Students can use this tool to type in their own notes on each test question.	Scratch paper (required for all students)

Appendix C—Accessibility and Accommodations

Universal Accessibility Features <i>continued</i>		
#	Computer-Based Testing	Paper-Based Testing
UF11	<p>Test administrator reads aloud selected words (or signs selected words, in the case of a student who is Deaf or Hard-of-Hearing) <i>for Mathematics and Science only</i> as requested by the student (this feature is not permitted on the ELA tests).</p> <p>The student may point to a word or phrase and request the word to be read aloud or signed. Test administrator quietly reads aloud or signs the selected word(s) or phrase; test administrator may not explain or define words. Students using this feature may be tested alongside other students in groups of any size.</p>	
UF12	<p>Test administrator redirects student's attention to the test without coaching or assisting the student to answer any questions (e.g., test administrator reminds student to stay focused; it is not permissible to say, "Add more to your response" or "Make sure to answer all questions").</p>	
UF13	<p>Test administrator repeats or clarifies general test administration directions from the appropriate Test Administrator's Manual scripts to the student, as needed.</p>	
UF14	<p>New for 2025: General masking</p> <p>Students can mask certain parts of the test.</p>	<p>Masking</p> <p>Student can use blank paper/index card to mask test content.</p>
UF15	<p>New for 2025: Reverse Contrast</p> <p>Students can invert all colors on screen.</p>	N/A

B Designated Accessibility Features (DFs)

Most students will be tested in their regular classrooms according to the guidelines and schedule intended for all students. However, principals have the flexibility to test **any** student, including those without identified disabilities and non-ELs, using the designated accessibility features described in Table 2, as long as all requirements for testing conditions, test security, and staffing are met.

It is advisable, although not required, to include designated accessibility features in the IEP or 504 plan of a student with a disability who requires them.

Table 2. Designated Accessibility Features available to any student, at the principal's discretion

#	Designated Accessibility Feature
DF1	Small group test administration (May include up to a total of 10 students.)
DF2	Individual (one-to-one) test administration (Student must be tested in a separate setting.)
DF3	Frequent brief supervised breaks
DF4	Separate or alternate test location (Can be a group of one or more students; the location should be specified, e.g., library, homeroom)
DF5	Seating in a specific area of the testing room, including the use of a study carrel (If listed in an IEP or 504 plan, the specific area should be described.)
DF6	Adaptive or specialized furniture (e.g., seating, desk, or lighting)
DF7	Noise buffer , such as noise-canceling earmuffs/headphones or white noise (Note: Music or other recordings may not be played unless granted as a <i>unique accommodation</i> by DESE.)
DF8	Familiar test administrator

Appendix C—Accessibility and Accommodations

#	Designated Accessibility Feature
DF9	Student reads test aloud to self: Student must be tested in a separate setting, unless a low-volume device (e.g., a Whisperphone) is used.
DF10	Specific time of day
DF11	“Stop Testing” policy: The student should be given the opportunity to attempt each test session. If the student does not appear to be responding to test questions after a period of 15–20 minutes, the test administrator may ask if the student is finished. If so, the test administrator may collect the student’s test materials and the student can either sit quietly or be excused from the test setting.

Part II: MCAS Accommodations for Students with Disabilities

A Accommodations for Students with Disabilities

Information about the purpose of accommodations, eligibility and general requirements for accommodations, and updating IEPs and 504 plans can be found in the *Accessibility and Accommodations Manual for the 2025 MCAS Administrations* (available at www.doe.mass.edu/mcas/accessibility).

1. If a Student Refuses an Accommodation

If a student refuses to use an accommodation listed in their plan during testing, the school should document in writing that the student was offered an accommodation but refused it, and they should keep this documentation on file. The student should be told that the accommodation will remain available during testing if they need it. The student should **not** be asked to sign an agreement acknowledging that they have refused an accommodation, nor should they be asked to waive their right to receive an accommodation that is listed in their IEP or 504 plan. An optional sample form for documenting a student’s refusal of an accommodation is available at www.doe.mass.edu/mcas/testadmin/retest/forms.

If the IEP team agrees that the listed accommodation is no longer needed by the student, the accommodation should be removed from the plan at the next scheduled meeting (or should be listed in the plan “as requested by the student”). Written approval must be obtained from the parent/guardian (or student over 18 years of age) for new or amended IEPs before a change in accommodations can go into effect.

Similarly, 504 plans must reflect only those accommodations that are required by the student, as determined by educators familiar with the student. Consent by the parent/guardian is **not** required for a new or amended 504 plan, although the parent/guardian must be notified of any changes.

2. Unique Accommodations Requests

If a student with a disability or an English learner requires an accommodation that is not listed in Tables 1–6, the school may request approval from DESE to use a unique accommodation. Unique accommodations may **not** do any of the following:

- fundamentally change the test or the construct being measured by the test
- assist the student in obtaining the answers to test questions
- violate test security requirements

The school may request approval (via email) for the use of a unique accommodation by submitting the request to mcas@mass.gov **at least two weeks prior to testing**. If approved by DESE, the IEP or 504 plan of the student must be amended to include the approved unique accommodation.

3. Nondisclosure Acknowledgment Forms

Test administrators for students using certain accommodations must sign an MCAS Nondisclosure Acknowledgment prior to testing. The form can be downloaded from www.doe.mass.edu/mcas/testadmin/retest/forms and is required for the administration of the following accommodations:

A2, A3.1, A3.2, A3.3, A5, A6.1, A8, A10.1, A10.2, A11, A12, A13, A14, A15, SA1.2, SA2, SA3.1, SA3.2, SA6, EL3.2, EL4.1, EL4.2

See page 29 for more information about Nondisclosure Acknowledgment Forms.

4. Description of MCAS Accommodations for Students with Disabilities

Tables 3–5 list the MCAS accommodations available to students with disabilities on the computer-based test, and where applicable, the comparable accommodation on the paper-based test. MCAS accommodations are grouped into the following categories:

- **Test Presentation:** changes to the format in which the test is presented to the student (Table 3);
- **Response:** changes to the procedures, supports, or devices used to facilitate a student's response to test questions (Table 4); and
- **Special Access:** accommodations intended for a small number of students with significant delays in reading, writing, or performing calculations to offset the effects of a disability that would otherwise severely limit or prevent their participation in the assessment, and that may affect the interpretation of the test results (Table 5).

Note: Accommodations listed with the “(SR)” designation in the tables on the following pages must be identified in the Student Registration prior to the start of testing.

The following form-dependent accommodations must be assigned correctly before testing. If not assigned correctly, a student's test will need to be stopped and a new test will need to be set up, and the student may need to retake a portion of the test. More information about these accommodations is available in the *MCAS Student Registration Guide*.

Form-dependent accommodations for CBT

- Screen reader
- Spanish/English test editions
- Compatible assistive technology
- Human read-aloud
- Human signer




Form-dependent accommodations for PBT

- Large-print
- Braille

Instructions for completing the Student Registration are available in the *MCAS Student Registration Guide*.

Appendix C—Accessibility and Accommodations


Table 3. Test Presentation Accommodations for Students with Disabilities

Test Presentation Accommodations		
#	Computer-Based Test	Paper-Based Test
A1 (SR)	Paper-based edition of the MCAS test may be administered as an accommodation to a student who is unable to use a computer or take the computer-based test due to a disability. (Note: This must be listed as an accommodation in the student's IEP or 504 plan.)	N/A
A2 (SR)	N/A (See UF3 and UF4 in Table 1 on page 82 for information on screen magnification and enlarge cursor/pointer tool.)	Large print New for 2025 , large-print materials will be presented as approximately 24-point font size on 8.5" x 11" paper (i.e., a standard-sized test booklet): <ul style="list-style-type: none">• Large-print special instructions will accompany the large-print test.• Either the student or the test administrator must transcribe the student's responses verbatim from the large-print test & answer booklet into the standard test & answer booklet. (See additional procedures listed in section 8 in this appendix.)•  See the <i>MCAS Student Registration Guide</i> for important information about assigning this accommodation.• Test administrators for students using accommodation A2 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/retest/forms) before administering this accommodation.
A3.1 (SR) A3.2 (SR) A3.3 (SR)	A3.1 – Screen reader: ONLY for a student who is blind and uses the assistive technology program JAWS or NVDA. <ul style="list-style-type: none">• A separate hard-copy Braille edition test with the appropriate Braille graphics will automatically be sent for this accommodation.• All responses must be entered onscreen, either by the student or test administrator.•  See the <i>MCAS Student Registration Guide</i> for important information about assigning this accommodation.• Test administrators for students using accommodation A3.1 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/retest/forms) before administering this accommodation.	A3.2 – Braille edition (hard copy) <ul style="list-style-type: none">• All answers must be either scribed or transcribed verbatim into the student's standard booklet and returned according to instructions in this manual so the student will receive credit. (See additional procedures listed in section 8 in this appendix.)• Braille special instructions will accompany the Braille test.•  See the <i>MCAS Student Registration Guide</i> for important information about assigning this accommodation.• Test administrators for students using accommodation A3.2 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/retest/forms) before administering this accommodation.

Appendix C—Accessibility and Accommodations

Test Presentation Accommodations <i>continued</i>		
#	Computer-Based Test	Paper-Based Test
A3.1 (SR) A3.2 (SR) A3.3 (SR) <i>continued</i>	<p>A3.3 – Assistive Technology: Students who are not blind but use JAWS, NVDA, and ZoomText may use this form to allow their assistive technology program to integrate with the computer-based test. A separate hard-copy Braille edition test will not be automatically sent; schools that need one should call the MCAS Service Center to request one.</p> <ul style="list-style-type: none"> ⚠ See the <i>MCAS Student Registration Guide</i> for important information about assigning this accommodation. See Appendix D of the <i>Accessibility and Accommodations Manual for the 2025 MCAS Administrations</i> at www.doe.mass.edu/mcas/accessibility for additional guidelines for using assistive technology. Test administrators for students using accommodation A3.3 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/retest/forms) before administering this accommodation. 	
	<p>Note for A3.1, A3.2, and A3.3</p> <p>Previewing Braille test content by test administrators: Under secure conditions supervised by the principal, Braille test administrators may review Braille test materials up to four days prior to testing once they are received by the school for the purpose of preparing to orient the student. Test materials may not be removed from the school.</p>	
A4 (SR)	<p>Text-to-speech (TTS): computer reads text aloud for Mathematics and Science (not ELA)</p> <ul style="list-style-type: none"> For students who require that text be read aloud, IEP teams should consider whether TTS is preferable to a human reader (or vice versa). Human read-aloud provides the same accessibility support as TTS, and the two can be used interchangeably, unless otherwise specified (e.g., “text-to-speech is preferable, but human reader is acceptable”). TTS may be used either with headphones or without headphones in a separate setting. Students should view the tutorial and take an online TTS practice test prior to testing. Note: TTS for ELA is a special access accommodation (SA1.1). See Table 5 for guidelines and criteria to receive this accommodation. 	N/A

Appendix C—Accessibility and Accommodations

Test Presentation Accommodations <i>continued</i>		
#	Computer-Based Test	Paper-Based Test
A5 (SR)	<p>Human read-aloud for Mathematics and Science (not ELA)</p> <ul style="list-style-type: none"> • Human read-aloud provides the same accessibility support as TTS, and the two can be used interchangeably unless otherwise specified (e.g., “text-to-speech is preferable, but human reader is acceptable”). • Note: For computer-based testing, schools may choose to have test administrators read the test over the student’s shoulder, or create test administrator logins so that test administrators can sign in to their own test on their own device in order to read aloud. • If using test administrator logins, test administrators will need their own computer to sign in to their own version of the test. (Students will sign in and record responses using their student logins.) • Note: Reading aloud the ELA tests is a special access accommodation (SA1). See Table 5 for guidelines and criteria to receive this accommodation. • For additional procedures, including instructions on creating test administrator logins, refer to section 7 in this appendix. •  See the <i>MCAS Student Registration Guide</i> for important information about assigning this accommodation. • Test administrators for students using accommodation A5 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/retest/forms) before administering this accommodation. 	
	<p>Human signer for the Mathematics tests, Science tests, and for ELA test questions (but not ELA reading passages)</p> <ul style="list-style-type: none"> • Note: For computer-based testing, schools may choose to have test administrators read the test over the student’s shoulder, or they may choose to create test administrator logins so that test administrators can sign in to their own test on their own device in order to sign. • If using test administrator logins, test administrators will need their own computer to sign in to their own version of the test. (Students will sign in and record responses using their student logins.) • For instructions on creating test administrator logins, refer to section 7 in this appendix. • The test must be signed exactly as it appears. The signer may not provide assistance to the student regarding the meaning of words, intent of any test question, or how to respond to any test questions. The signer may finger-spell key words in addition to providing the sign for a term. The signer may sign emphasis only when indicated by bold or italicized text. • The test must be administered either individually or to a small group of 2–5 students receiving the human signer accommodation. • If preferred, selected words, phrases, or sections may be signed to the student, as requested, rather than signing the entire test. • Signing the ELA reading passages is a special access accommodation (SA2). See Table 5 for guidelines and criteria to receive this accommodation. 	
A6.1 (SR)		

Appendix C—Accessibility and Accommodations

Test Presentation Accommodations <i>continued</i>		
A6.1 (SR) <i>continued</i>	<p>Previewing test content by human signers: Under secure conditions supervised by the principal, interpreters may review test materials up to four days prior to testing (unless given special permission for an earlier review). Test materials may not be removed from the school nor accessed online outside of the school.</p> <ul style="list-style-type: none"> ⚠ See the <i>MCAS Student Registration Guide</i> for important information about assigning this accommodation. Test administrators for students using accommodation A6.1 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/retest/forms) before administering this accommodation. 	
A6.2 (SR)	<p>ASL Video for computer-based testing</p> <ul style="list-style-type: none"> Not available for Winter tests. (See A6.1 for Human Signer.) 	N/A (See A6.1 for Human Signer)
A7	<p>Human signer for test directions only (from the appropriate Test Administrator's Manual scripts) for a student who is Deaf or Hard-of-Hearing</p>	
A8	<p>Track student progress by assisting the student to move from one test question to the next</p> <ul style="list-style-type: none"> Students requiring this accommodation may have attention challenges and require supports and redirection to participate in multi-page assessments. Test administrators for students using accommodation A8 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/retest/forms) before administering this accommodation. 	

Table 4. Response Accommodations for Students with Disabilities

Response Accommodations		
#	Computer-Based Test	Paper-Based Test
A9 (SR)	<p>Use of approved graphic organizers, checklists, or supplemental reference sheets:</p> <p>Only the approved ELA organizers and supplemental mathematics reference sheets made available by DESE (new for 2025, posted in PDF format at www.doe.mass.edu/mcas/accessibility/organizers) may be used as accommodations on ELA and Mathematics tests. These have been developed for use on MCAS tests based on the most current versions of the curriculum framework standards measured by the tests, the MCAS test design, expectations for how student essays and text-based responses will be scored, and educator input.</p> <p>Exception: ELA graphic organizers <i>without</i> text (e.g., paper with only lines, arrows and dots) may be used without Department approval by students who have this accommodation listed in their IEP or 504 plans.</p> <p>For Science, students may use a sample reference sheet or schools may submit a customized reference sheet for DESE approval by the following deadlines:</p> <ul style="list-style-type: none"> February High School Science – January 10, 2025 <p>Notes:</p> <ul style="list-style-type: none"> Individualized reference sheets approved prior to the 2022–23 school year must be resubmitted for approval for use on the 2025 Science tests. All science reference sheets submitted for approval must be accompanied by a completed cover sheet (available at www.doe.mass.edu/mcas/accessibility/organizers). 	

Appendix C—Accessibility and Accommodations

Response Accommodations <i>continued</i>		
#	Computer-Based Test	Paper-Based Test
A9 (SR) <i>continued</i>	<ul style="list-style-type: none"> Students may not use reference sheets that have already been filled out prior to the beginning of the test administration, and test administrators must check to confirm that they are providing students with blank sheets. 	
A10.1 (SR)	<p>Scribe responses (A10.1) for Mathematics and Science (not ELA)</p> <p>A human scribe will record the student’s responses verbatim (i.e., as dictated or signed by the student) <i>at the time of testing</i>, either on the computer-based test or in the student’s paper-based test. The student must be tested in a separate setting. (See section 8 in this appendix for specific guidance on providing the scribe accommodation.)</p> <p>For students with motor, processing, or expressive language difficulties, or who have had a recent injury (such as a broken hand or arm):</p> <ul style="list-style-type: none"> Department approval is not required for using a scribe with a 504 plan that is under development for student with a recent injury. <p>Scribing responses for ELA is a special access accommodation (SA3.1). See Table 5 for guidelines and criteria to receive this accommodation.</p> <ul style="list-style-type: none"> Test administrators for students using accommodation A10.1 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/retest/forms) before administering this accommodation. 	
A10.2 (SR)	<p>Speech-to-text (A10.2) for Mathematics and Science (not ELA)</p> <p>Students use a computer-based voice recognition program (other than a smartphone) that generates responses by converting speech into text.</p> <ul style="list-style-type: none"> A speech-to-text accommodation provides the same access as a human scribe, and the two can be used interchangeably, unless otherwise specified. If the student will use both scribe and speech-to-text on one test, schools should select speech-to-text during Student Registration or in the MCAS Portal user interface instead of human scribe. All answers must be either scribed or transcribed verbatim into the student’s standard booklet and returned according to instructions in the PAM so the student will receive credit. Students who use speech-to-text will need headphones/Whisperphones unless they are tested individually in a separate setting. <p>Note: Speech-to-text for ELA is a special access accommodation (SA3.2). See Table 5 for guidelines and criteria to receive this accommodation.</p> <p>Refer to Appendix E of the <i>Accessibility and Accommodations Manual for the 2025 MCAS Administrations</i> (available at www.doe.mass.edu/mcas/accessibility) for a step-by-step guide on accessing and using this feature.</p> <ul style="list-style-type: none"> Test administrators for students using accommodation A10.2 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/retest/forms) before administering this accommodation. 	

Appendix C—Accessibility and Accommodations

Response Accommodations <i>continued</i>		
#	Computer-Based Test	Paper-Based Test
A11	<p>Responses recorded by student on special paper or specialized device:</p> <ul style="list-style-type: none"> Responses must be transcribed into the student’s computer-based test or test & answer booklet by a test administrator <i>anytime during the testing window</i>. Students who transcribe their own responses must do so <i>during the test session</i> and must finish on the day in which the test session began. See additional procedures listed in section 8 in this appendix. Test administrators for students using accommodation A11 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/retest/forms) before administering this accommodation. 	
A12 (SR)	N/A	<p>Typed responses:</p> <ul style="list-style-type: none"> Responses must be printed out, one per page, and inserted in the student’s test & answer booklet with all required header information typed on each page (see section 9 in this appendix and the sample typed response on page 102). Schools should not transcribe students’ responses into their test & answer booklet. After being printed, responses must be deleted from the device. Test administrators for students using accommodation A12 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/retest/forms) before administering this accommodation.
A13	<p>Student records responses on a device (other than a smartphone) for the purpose of playing back and transcribing the recorded segment(s). Students that use stand-alone text-to-speech software or an audio recording device to listen to their draft response should also have accommodation A11 listed in their IEP or 504 plan. Responses must be deleted from the device once they have been transcribed into the student’s test.</p> <ul style="list-style-type: none"> Test administrators for students using accommodation A13 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/retest/forms) before administering this accommodation. 	
A14	<p>Responses signed onto video (for a student who is Deaf or Hard-of Hearing), then transcribed by the student onscreen or into the test & answer booklet during playback. The video must be deleted after transcription.</p> <ul style="list-style-type: none"> Test administrators for students using accommodation A14 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/retest/forms) before administering this accommodation. 	
A15	<p>Monitor placement of responses in the appropriate area onscreen or in the test & answer booklet by the test administrator.</p> <ul style="list-style-type: none"> Test administrators for students using accommodation A15 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/retest/forms) before administering this accommodation. 	

Appendix C—Accessibility and Accommodations

Response Accommodations <i>continued</i>		
A16	Refreshable Braille Display/Braille note-taker (specific external device used in conjunction with screen reader for student who is blind or has a vision impairment) A hard-copy edition of the Braille test must also be ordered, and the screen reader test must be selected.	Braille note-taker (specific external device used in conjunction with hard-copy Braille test) Braille notes should be placed in the school's return shipment.
A17	Braille writer (specific external device used in conjunction with screen reader and hard-copy Braille test) A hard-copy edition of the Braille test must also be ordered and the screen reader test must be selected.	Braille writer (specific external device used in conjunction with the hard-copy Braille test) A printout of each response may be generated and inserted in the student's test & answer booklet, with all required information on each page (see section 9 in this appendix for more information).
A18 (SR)	Word Prediction for Mathematics and Science (not ELA) An assistive technology tool for writing that provides a list of suggested words for the student to select based on letters typed by the student. Note: Word Prediction for ELA is a special access accommodation (SA6). See Table 6 for guidelines and criteria to receive this accommodation.	

5. Special Access Accommodations for Students with Disabilities

Special access accommodations are intended for use by a **very small number of students with significant delays in word decoding/reading, writing, or performing basic numerical calculations** who would not otherwise be able to access the test because a disability severely limits or prevents them from performing the skill in question. Teams must exercise caution when considering whether a student requires a special access accommodation, since these accommodations alter part of what the test is designed to measure. Teams must carefully review the guidelines and criteria described for each special access accommodation listed in Table 5.

Test results for students who take the test using special access accommodations should be interpreted with caution. Parents/guardians and schools should not infer that the student has expertise in the skill being accommodated. For this reason, a notation will accompany the results of students who used a special access accommodation during testing.

The Department continues to review each district's rate of use of special access accommodations.


Although test accommodations should generally be consistent with accommodations used for instruction, the use of a special access accommodation during instruction does not automatically qualify a student to receive the same accommodation on an MCAS test, unless the student meets the guidelines and criteria described in Table 5 and on the following pages.

IEP and 504 teams should make consistent, appropriate, and defensible decisions regarding the use of special access accommodations for each student, based on locally administered diagnostic assessments. Teams should amend the IEPs and 504 plans of students who have been previously designated for special access accommodations, but do not meet the criteria listed in Table 5.


Schools should be careful to provide special access accommodations only to students who are entitled to them. Students who receive these accommodations but do not have them listed in their IEPs **are likely to have their tests invalidated**.

Appendix C—Accessibility and Accommodations

Table 5. Special Access Accommodations for Students with Disabilities

Special Access Accommodations	
#	Computer- and Paper-Based Tests
SA1.1 (SR) and SA1.2 (SR)	<p>Text-to-speech (SA1.1) or Human read-aloud (SA1.2) for the ELA tests, including oral presentation of test questions, response options, and passages</p> <ul style="list-style-type: none"> Text-to-speech may be used either with or without headphones. If headphones are used, the student may be tested in a typical-sized group. If headphones are not used, the student must be tested individually. Text-to-speech and human read-aloud may be used interchangeably, unless otherwise specified. A human reader may either read aloud from the computer-based test (signed in to a nearby computer or sitting next to the student) or from the paper-based test. A human reader may read aloud to a group of up to five students. <p>This accommodation is intended for a very small number of students with disabilities that severely limit or prevent them from reading, as documented in locally administered diagnostic evaluations. To receive the text-to-speech or human read-aloud accommodation for ELA tests, the student must meet all of the following criteria:</p> <ul style="list-style-type: none"> be virtually unable to read, even after varied and repeated attempts to teach the student to do so (i.e., the student is at the beginning stages of learning to read, and not simply reading below grade level), as determined by locally administered diagnostic evaluations (reading below the second grade-level) receive ongoing intervention to learn the skill of reading use this accommodation routinely (except during instruction in learning to read) <p>The human read-aloud (SA1.2) may also be provided to a student who is blind or has a visual impairment and uses a screen reader and/or is unable to use Braille on the tests listed above. If the student will use a screen reader and if the screen reader accommodation is indicated, a separate hard copy Braille test edition will be sent to the school to allow the student to access the appropriate Braille graphics (see accommodation A3.1).</p> <ul style="list-style-type: none">  See the <i>MCAS Student Registration Guide</i> for important information about assigning this accommodation. <p>For additional procedures on SA1.2, including instructions on creating test administrator logins, refer to section 7 in this appendix.</p> <ul style="list-style-type: none"> Note: For computer-based testing, schools may choose to have test administrators read the test over the student's shoulder, or create test administrator logins so that test administrators can log in to their own test on their own device in order to read aloud. If using test administrator logins, test administrators will need their own computer to sign in to their own version of the test. (Students will sign in and record responses using their student testing logins.) Test administrators for students using accommodation SA1.2 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/retest/forms) before administering this accommodation.

Appendix C—Accessibility and Accommodations

Special Access Accommodations <i>continued</i>	
#	Computer- and Paper-Based Tests
SA2 (SR)	<p>Human signer for ELA, including reading passages, questions, and answer options:</p> <p>This accommodation is intended for students who are Deaf or Hard-of-Hearing and who are severely limited or prevented from reading, as documented in locally administered diagnostic evaluations. The student must meet all the following criteria:</p> <ul style="list-style-type: none"> • be virtually unable to read (i.e., decode text), even after varied and repeated attempts to teach the student to do so (i.e., the student is at the very beginning stages of learning to read, and not simply reading below grade level), due to a documented disability and/or history of early and prolonged lack of exposure to and use of language • use this accommodation routinely, except during reading instruction • receive ongoing intervention to learn the skill <p>The student must be tested in a group of no more than five students, unless approval is obtained from the Department to increase the group size in rare circumstances.</p> <p>See additional procedures listed in section 7 in this appendix.</p> <ul style="list-style-type: none"> •  See the <i>MCAS Student Registration Guide</i> for important information about assigning this accommodation. • Test administrators for students using accommodation SA2 must sign an MCAS Nondisclosure Acknowledgment(see www.doe.mass.edu/mcas/testadmin/retest/forms) before administering this accommodation.
SA3.1 (SR)	<p>Scribe responses for ELA:</p> <p>A human scribe (SA3.1) will record the student’s responses verbatim (i.e., as dictated by the student) at the time of testing, either onscreen (computer-based test) or in the student’s test & answer booklet (paper-based test).</p> <p>This accommodation is intended for students who have the following:</p> <ul style="list-style-type: none"> • documented significant motor or processing difficulties • a recent injury (such as a broken hand or arm) that makes it difficult to produce responses <p>For many of these students, dictating to a scribe is the only way to demonstrate their composition skills. Students will dictate their responses to a human, who will then record the students’ responses verbatim. A human scribe and speech-to-text provide the same access and can be used interchangeably, if the student is familiar with the features. Students should be allowed to develop planning notes via the scribe and to view the scribed material. The student must be tested in a separate setting.</p> <ul style="list-style-type: none"> • Test administrators for students using accommodation SA3.1 must sign an MCAS Nondisclosure Acknowledgment(see www.doe.mass.edu/mcas/testadmin/retest/forms) before administering this accommodation.

Appendix C—Accessibility and Accommodations

Special Access Accommodations <i>continued</i>	
#	Computer- and Paper-Based Tests
SA3.2 (SR)	<p>Speech-to-text (SA3.2) for ELA:</p> <p>Students use a speech recognition program that converts voice to written text.</p> <p>This accommodation is intended for students who have the following:</p> <ul style="list-style-type: none"> • documented significant motor or processing difficulties • a recent injury (such as a broken hand or arm) that makes it difficult to produce responses • Students taking the computer-based test will be able to use an embedded speech-to-text tool that functions within the MCAS Student Kiosk. This embedded assistive technology will allow students to dictate their responses directly into the computer-based test without using a separate adjacent (external) device. Refer to Appendix E of the <i>Accessibility and Accommodations Manual for the 2025 MCAS Administrations</i> (available at www.doe.mass.edu/mcas/accessibility) for a step-by-step guide on accessing and using this feature. <ul style="list-style-type: none"> ➢ If students use their own AT devices, all assessment content must be deleted from these devices after the test for security purposes. • Students who use speech-to-text will need headphones/Whisperphones, unless they are tested individually in a separate setting. <p>This accommodation is intended for students who have significant challenges producing written text, which can result from significant motor or processing difficulties.</p> <ul style="list-style-type: none"> • Test administrators for students using accommodation SA3.2 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/retest/forms) before administering this accommodation.
SA4 (SR)	<p>Calculation device or other mathematics tool (including addition/subtraction or multiplication/division tables) on a <i>noncalculator session</i> for Mathematics:</p> <p>Students taking the computer-based test will be able to use an embedded calculator (or a handheld calculator). This accommodation is intended for a small number of students with documented disabilities that severely limit or prevent them from performing basic calculations without a calculation device or other mathematics tool, as documented in locally administered diagnostic evaluations, even after varied and repeated attempts to teach the student to do so.</p> <p>The student must meet the following criteria:</p> <ul style="list-style-type: none"> • be virtually unable to calculate (i.e., unable to perform single-digit addition, subtraction, multiplication, or division without a calculation device or other mathematics tool) • use the calculation device or tool during routine instruction in mathematics • receive ongoing intervention to learn the skill <p>Students using handheld calculators to fulfill SA4 should be tested in their own group to minimize confusion during test administration.</p>

Appendix C—Accessibility and Accommodations

Special Access Accommodations <i>continued</i>	
#	Computer- and Paper-Based Tests
SA5 (SR)	<p>Spell-checker for the ELA tests, including an external spell-checking device for the paper-based test; or in conjunction with the typed response accommodation for the paper-based test:</p> <p>This accommodation is intended for a small number of students with disabilities that severely limit or prevent them from spelling correctly, even after varied and repeated attempts to teach the student to do so.</p> <p>The student must meet the following criteria:</p> <ul style="list-style-type: none"> be unable to spell simple words (i.e., at the beginning stages of learning how to spell), as documented by locally administered diagnostic evaluations produce understandable written work only when provided this accommodation, which the student uses during routine instruction receive ongoing intervention to learn the skill <p>The student may <i>not</i> use grammar check or access the internet during the test.</p>
SA6 (SR)	<p>Word prediction for the ELA tests:</p> <p>Students using the word prediction special access accommodation for the computer-based ELA test will be able to use an embedded word prediction that functions within the MCAS Student Kiosk. Refer to Appendix E of the <i>Accessibility and Accommodations Manual for the 2025 MCAS Administrations</i> (available at www.doe.mass.edu/mcas/accessibility) for a step-by-step guide to accessing and using this feature.</p> <p>For paper-based tests, a word prediction application must be used at a separate external computer station, and a test administrator or the student must transcribe the selected word(s) into the student's test & answer booklet. (See section 8 in this appendix for information and guidelines on transcribing student responses.)</p> <p>This accommodation is intended for a small number of students who meet the following criteria:</p> <ul style="list-style-type: none"> have a disability that results in significant challenges to generate written responses requires access to word prediction to produce basic written expression commensurate with the student's skills Test administrators for students using accommodation SA6 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/retest/forms) before administering this accommodation.

6. Procedures for Students Who Use a Cell Phone or Smartwatch to Monitor Medical Information

For students with medical conditions who use a cell phone or smartwatch to monitor their health (e.g., a student with diabetes who uses a continuous glucose monitor [CGM] or insulin pump, or a student with a heart condition who uses a heart monitor), DESE recommends that the school test coordinator consult with the school nurse, and that the school nurse follow the student's Individual Health Care Plan and/or 504 plan/IEP in regard to remote medical monitoring.

A student may have a cell phone or smartwatch with them during testing in order to monitor medical information, **provided that the student is tested in a small group (no more than 10 students) or individually** so that the test administrator can closely monitor the student and ensure that the device is not used for any other purpose.

Appendix C—Accessibility and Accommodations

7. Procedures for Using Test Accommodations A5, A6.1, SA1.2, SA2, and EL3.2: Human read-aloud or Human signer

The test administrator may read the test aloud or sign the test to a small group of students, provided that each student has an IEP, 504 plan, or EL plan that lists either accommodation A5/A6.1/EL3.2 (for Mathematics or Science) or special access accommodation SA1.2/SA2 (for the ELA tests). Reading the ELA tests aloud to a student who is not entitled to special access accommodation SA1.2 will result in the student's test results being invalidated, so be sure that any students receiving that accommodation are eligible.

The procedures below must be followed:

- No more than five students may be grouped together for reading tests aloud or signing the tests, since students typically proceed through the test at different rates.
- See the appendices in the CBT TAM for instructions on how to administer these accommodations for computer-based testing.
- For PBT, student booklets may not be opened or reviewed by students or test administrators prior to testing.
- For PBT, test administrators should read aloud to the students using a booklet from the school's shipment; the shipment includes an overage and all booklets will be the same test form.
- For CBT, test administrators may read over a student's shoulder, or a school may create test administrator logins.

Setting up Human Read-Aloud/Human Signer Sessions with Test Administrator Logins

If schools want their test administrators to be able to read or sign from their own computers when administering these accommodations, then the test coordinator must use the following instructions to generate test administrator logins, which will give the test administrator access to the test in the MCAS Student Kiosk. A test administrator login must be created for each human read-aloud/human signer class. This will allow the test administrator to see the same test questions that their students see, in order to read aloud or sign the test.

1. There are two options for adding a test administrator login to the MCAS Portal.

Option 1: Manually add a student to the MCAS Portal using the field definitions outlined below.

Option 2: Add the test administrator login as a student during the Student Registration upload.

Test administrator logins should use the following field definitions:

- a. SASID (column C of the Student Registration file) should begin with the 8-digit school code.

Add "01," "02," etc. to the end of the school code for each test administrator login needed.

Example: For a school whose code is 77665555, their test administrator login SASIDs would be 7766555501, 7766555502, 7766555503, etc.

- b. Student grade (column D) should be the grade level for the test that is being administered.

Appendix C—Accessibility and Accommodations

- c. Last name (column E) should be TA LOGIN.
 - d. First name (column F) should be the test administrator's first name.
 - e. Date of birth (column I) should be 01/01/1900.
 - f. Test code (column J) should be the test code for the test that is being administered.
 - g. The accommodation for human read-aloud or human signer should be assigned (column T, U, Z, or AA).
2. Once the test administrator logins have been added to the MCAS Portal, create a class for the students requiring a human read-aloud (or human signer) accommodation for that content area.
 - a. Add the appropriate student(s) to the class.
 - b. Add the test administrator login to the class.
 - c. Save the class.
3. Schedule the class to take the appropriate test.
4. Ensure all students, including the test administrator login, are assigned the human read-aloud (or human signer) accommodated form.
5. After testing, these test administrator logins should be voided by school test coordinators.

8. Guidelines for Scribing and Transcribing Student Responses

Administering the Human Scribe Accommodation

- A scribe may administer this accommodation only to **one student at a time** during a test session. The student must be tested in a separate setting.
- If scribing responses into a paper-based booklet, the scribe must produce legible text. For computer-based tests, the scribe will type directly into the student's computer-based test.
- The scribe must transcribe the student's responses verbatim and may not prompt, correct, or question the student regarding the content of the responses.
- The scribe may request that the student restate (or sign) words, phrases, or sentences, as needed. The scribe may not edit or alter the student's dictated response in any way.
- A student using a scribe must be given the same opportunities as other students to plan and draft a written response. The scribe may write an outline, plan, or draft as directed by the student, and must record the draft response or outline exactly as dictated.

Additional Guidance for Scribing ELA Tests (SA3.1)

- The scribe will spell all words correctly.
- The scribe will assume all sentences begin with a capital letter and end with a period. Other than that, at the beginning of a sentence the scribe should request clarification from the student about the use of capitalization and punctuation. The scribe must also allow the student to review and edit what the scribe has written.
- The scribe will orally confirm spelling of homonyms and commonly confused homophones, e.g., *than* and *then*; *to*, *two*, and *too*; *there*, *their*, and *they're*.
- The scribe will make student requested changes, even if incorrect.

Appendix C—Accessibility and Accommodations

- After the student has finished dictating their response(s), the scribe must do the following:
 - › ask the student to review the draft and make any necessary edits, including capitalization, punctuation, and paragraph breaks.
 - › either allow the student to make edits independently or have the student direct the scribe to make the edits.
 - › not assist the student in making decisions during the editing process.
- The student will confirm the correctness of the response.

Transcribing Student Responses

Circumstances may occur during test administration that may require a test administrator to **transcribe** a student's responses onscreen or in their test & answer booklet. These situations may include the following:

- Answers were recorded in an incorrectly assigned computer-based test or test & answer booklet, or in the wrong section of a test.
- A student took the test using a special test format requiring that answers be transcribed; e.g., Braille or large-print. (Braille responses must be transcribed by persons fluent in Braille.)
- A student used speech-to-text software, or augmentative communication, or an assistive technology device **that is not compatible with the MCAS Student Kiosk** and printed their responses for transcription by a test administrator.
- A student recorded answers on blank paper as an accommodation, instead of in the computer-based test or test & answer booklet.
- The test & answer booklet or document became unusable (e.g., torn, wrinkled, or contaminated).

If a student's responses must be transcribed after test administration is completed, the following steps must be followed:

- At least two persons must be present during the transcription of student responses. At least one of the individuals must be an authorized test administrator; the other should be the principal or the principal's designee.
- One of these persons will be the transcriber, and the other will be an observer confirming the accuracy of the transcription.
- The student's response must be transcribed verbatim into the booklet or computer-based test.
- The student's original printed responses must either be securely shredded or be placed in the school's return shipment.

9. Procedures for Submitting Typed Responses for Paper-Based Testing (Accommodation A12)

General Information

A student's response to each test question (including all sub-parts — e.g., a, b, c, d) must be submitted entirely using one of the following methods:

- typed on paper and inserted inside the front cover of the student's booklet;
- written by the student; or
- transcribed into the student's test & answer booklet (if the student also used accommodation A10/A10.2, SA3.2, or EL4.1/4.2).

Appendix C—Accessibility and Accommodations

All of the responses for an individual student do not need to be submitted using the same method. **Regardless of which method is used, submit only one response per question.**

Only responses to constructed-response, short-answer, and essay questions may be submitted as typed responses. A student's responses to multiple-choice questions must be marked in the student's standard booklet.

Any draft responses are to be marked "DRAFT" and placed in the return shipment.

Before Test Administration

1. Provide a standard booklet along with appropriate tracking documents to each test administrator.
2. Ensure that test administrators understand and follow the instructions in the PBT TAM regarding the following:
 - security information, including the prohibition against students accessing the internet
 - formatting requirements (See requirements below and the template at the end of this appendix. Also see Appendix D in the PBT TAM for further instructions.)
 - instructions for submitting a typed response for the Mathematics or Science administrations for students using a graphic in their response to a question
 - scripts in the TAM to be read aloud to students
3. Disable access to the internet from the student's device. If a student will be using an electronic tablet, please contact the Department prior to testing.

Formatting Requirements

- Use a font size between 8-point (minimum) and 12-point (maximum).
- Set margins to be one inch.
- Set line-spacing to be single-spaced.

IMPORTANT—Page limits:

For ELA responses:

- The booklets will indicate the number of pages available for written responses. Do not exceed these page limits.

For Mathematics and Science responses:

- Submit a separate page for each constructed-response or short-answer question.
- A maximum of one page may be submitted for each response.

After Test Administration

A student's responses to multiple-choice questions cannot be submitted as typed responses. Instead, they must be marked by the student or transcribed into the standard booklet.

Otherwise, the student will not receive credit.

1. Fill in all information requested on the front and back covers of the student's standard booklet, including the circle for accommodation A12 on the inside back cover.
2. Refer to Appendix D in the PBT TAM for instructions on preparing typed responses for submission.

Appendix C—Accessibility and Accommodations

3. Mark drafts of typed responses “DRAFT” and place them in the return shipment.
4. Ensure that all student responses are deleted from the computer by test administrators according to the instructions in the TAM.
5. Submit the standard booklet according to the instructions in Appendix B of this manual.

Appendix C—Accessibility and Accommodations

Sample MCAS Typed Response Template

Student Name: Jonathan Ward
Student SASID: 1012345678
Booklet Serial Number*: 1234567890
Subject: English Language Arts
Question Number: 35

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

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

** (located on the lower right corner of the test & answer booklet front cover)*

Part III: Testing Procedures and Accommodations for EL Students

A Participation Requirements for EL Students

EL students must be given the same opportunities as all other students to participate in the retests for scholarship purposes. Questions regarding the identification screening, placement, and reclassification of EL students should be directed to the Office of English Language Acquisition at 781-338-3584 or via email at el@doe.mass.edu. For additional details, refer to the Guidance on Identification, Assessment, Placement, and Reclassification of English Learners (www.doe.mass.edu/ele/guidance/?section=guidance).

B Use of Bilingual Word-to-Word Dictionaries and Glossaries by EL Students on MCAS Tests

EL students, including those who have ever been identified as ELs in the past, but are no longer reported as ELs, may use an authorized bilingual word-to-word dictionary or glossary on the following MCAS tests:

- ELA—authorized word-to-word dictionary (if available)
- Mathematics—authorized word-to-word dictionary and glossary (if available)
- Science—authorized word-to-word dictionary and glossary (if available)

Bilingual dictionary and glossary use for MCAS tests is limited to those that provide word-to-word translations. Dictionaries and glossaries that include definitions, synonyms, antonyms, phrases, sample sentences, handwritten notes, and other information are prohibited.

Schools are strongly encouraged to provide word-to-word dictionaries and glossaries for students who do not bring their own to the test administration.

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

See Appendix G of the *Accessibility and Accommodations Manual for the 2025 MCAS Administrations* (posted at www.doe.mass.edu/mcas/accessibility) for information about using electronic bilingual word-to-word dictionaries for MCAS testing.


C Accommodations for EL Students

In addition to universal features and designated features available to all students, the accommodations listed in Table 6 are available to all ELs, either with or without disabilities, on MCAS tests.


Note that **some** EL accommodations must be **requested in advance** in the Student Registration. The names of accommodations and the process for their selection are identical to accommodations for students with disabilities, although the EL accommodations have a unique code (e.g., EL1).

Appendix C—Accessibility and Accommodations

Table 6. Accommodations for Students Who Are ELs

#	Accommodations for EL Students
EL1 (SR)	<p>Paper-based edition: ELs in their first year of schooling in the U.S. or ELs with little or no familiarity with technology may take the MCAS paper-based test as an accommodation.</p> <ul style="list-style-type: none"> • ELs should have the opportunity to take computer-based practice tests prior to selecting the paper-based test. • Administering the ELA test to a first-year EL is <i>optional</i>.
EL2	<p>Approved Bilingual Word-to-Word Dictionary and Glossary (English/native language)</p> <ul style="list-style-type: none"> • This accommodation is available to students who are currently or were ever reported as ELs. • Paper bilingual word-to-word dictionaries and glossaries are permitted during MCAS testing. Schools should make sure that EL students are familiar with and comfortable using these paper editions. • Schools that currently use e-book versions, such as from wordtoward.com, in regular instruction and classroom assessments may use them during MCAS testing. See Appendix G of the <i>Accessibility and Accommodations Manual for the 2025 MCAS Administrations</i>.
EL3.1 (SR) and EL3.2 (SR)	<p>Text-to-speech (TTS) (EL3.1) computer reads text aloud for Mathematics and Science (not ELA):</p> <ul style="list-style-type: none"> • The TTS and human read-aloud accommodations provide the same access and can be used interchangeably, if necessary. • TTS is in English only. <p>Human read-aloud (EL 3.2) for Mathematics and Science (not ELA):</p> <ul style="list-style-type: none"> • The test must be administered in a separate setting either individually or to a group of 2–5 students all of whom are receiving the human reader accommodation. <p>See Appendix C of the CBT TAM and section 7 in this appendix for more information about providing the human read-aloud accommodation.</p> <ul style="list-style-type: none"> •  See the <i>MCAS Student Registration Guide</i> for important information about assigning this accommodation. • Test administrators for students using accommodation EL3.2 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/retest/forms) before administering this accommodation.
EL4.1 (SR) and EL4.2 (SR)	<p>Scribe or speech-to-text for Mathematics or Science test responses (not ELA), consisting either of:</p> <ul style="list-style-type: none"> • a human scribe (EL4.1), who records student’s responses verbatim at the time of testing. See section 8 in this appendix for specific guidance on providing the scribe accommodation; or • a speech-to-text (EL4.2) computer program that converts voice to written text <p>A speech-to-text accommodation provides the same access as a human scribe, and the two can be used interchangeably, unless otherwise specified.</p> <p>Students using the speech-to-text accommodation for the high school Biology test will be able to use an embedded speech-to-text feature that functions within the MCAS Student Kiosk.</p> <ul style="list-style-type: none"> • Test administrators for students using accommodation EL4.1 or EL4.2 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/retest/forms) before administering these accommodations.
EL5	<p>Test administrator reads aloud/repeats/clarifies general administration directions in English (from the appropriate Test Administrator’s Manual scripts)</p>

Appendix C—Accessibility and Accommodations

#	Accommodations for EL Students <i>continued</i>
EL6	Test administrator reads aloud/repeats/clarifies general administration directions (from the appropriate Test Administrator’s Manual scripts) in student’s native language , if a native-language speaker is available
EL7	<p>Spanish/English edition of the Mathematics test and the Biology and Introductory Physics tests:</p> <ul style="list-style-type: none"> Spanish/English tests are available in computer- and paper-based formats. The computer-based tests consist of stacked text, Spanish text above English text; paper-based tests consist of Spanish and English on facing pages (side-by-side). These tests are intended for Spanish-speaking ELs who have been in the U.S. less than 3 years. Students may respond either in Spanish or English. (Note that for all other MCAS tests, students may respond only in English.) When signing in to the computer-based Spanish/English test, students may select the language (Spanish or English) in which they would like to see the MCAS Student Kiosk icons and directions. This selection is made prior to entering the test.  See the <i>MCAS Student Registration Guide</i> for important information about assigning this accommodation.
EL8 (SR)	<p>Word prediction for Mathematics and Science tests, which provides a choice of frequently used words after the student types the first few letters of a word:</p> <p>Students using the word prediction accommodation for the computer-based Mathematics and Science tests will be able to use an embedded word prediction that functions within the MCAS Student Kiosk. Refer to Appendix E of the <i>Accessibility and Accommodations Manual for the 2025 MCAS Administrations</i> for a step-by-step guide on accessing and using this feature.</p> <p>For paper-based tests, a word prediction application must be used at a separate external computer, and a test administrator or the student must transcribe the selected word(s) into the student’s test & answer booklet.</p>

Appendix C—Accessibility and Accommodations

Table 7 provides guidance regarding the suitability of EL accommodations based on the English language proficiency (ELP) level of the student.

Table 7. Guidance on Selecting Accommodations for English Learners

Key	● Highly recommended for use by English learners at this ELP level ⊙ Recommended for use by English learners at this ELP level ○ May not be appropriate for students at this ELP level			
#	Accommodation	Level of Proficiency		
		Beginning	Intermediate	Advanced
EL1	Paper-based editions for ELs with low levels of English proficiency and/or no familiarity with technology who are in their first calendar year of enrollment in a U.S. school	⊙	○	○
EL2	Approved bilingual word-to-word dictionary and glossary (English/native language)	○	●	●
EL3.1 and EL3.2	Text-to-speech for the computer-based Mathematics or Science tests (in English <i>only</i>); OR Human read-aloud for Mathematics or Science	●	⊙	○
EL4.1 and EL4.2	Human scribe or speech-to-text for Mathematics or Science responses	●	⊙	○
EL5	Test administrator reads aloud/repeats/clarifies general administration <u>directions</u> in English	●	⊙	○
EL6	Test administrator reads aloud/repeats/clarifies general administration <u>directions</u> in student's native language	●	⊙	○
EL7	Spanish/English edition of Mathematics, Biology, and Introductory Physics	●	⊙	○
EL8	Word prediction on the Mathematics and Science tests	●	⊙	○

Appendix C—Accessibility and Accommodations

Part IV: Lists of MCAS Accessibility Features and Accommodations

The tables below present lists of all MCAS accessibility features and accommodations, as well as the corresponding column in the Student Registration file, if applicable.

Table 8. List of Universal Accessibility Features and Designated Accessibility Features

Feature Number	Accessibility Feature	Student Registration Column
UF1	Highlighter tool	N/A
UF2	Color contrast	N/A
UF3	Zoom in/out tool	N/A
UF4	Enlarged cursor/Mouse pointer tool	Column Q
UF5	Line reader tool	N/A
UF6	Answer masking	N/A
UF7	Answer eliminator	N/A
UF8	Item flag/bookmark	N/A
UF9	Audio aid	N/A
UF10	Notepad	N/A
UF11	Test administrator reads aloud (or signs) selected words	N/A
UF12	Test administrator redirects student's attention to the test	N/A
UF13	Test administrator reads aloud, repeats, or clarifies general test administration directions	N/A
DF1	Small group test administration (may include up to a total of 10 students)	N/A
DF2	Individual (one-to-one) test administration	N/A
DF3	Frequent brief supervised breaks	N/A
DF4	Separate or alternate test location	N/A
DF5	Seating in a specified area	N/A
DF6	Adaptive or specialized furniture	N/A
DF7	Noise buffer	N/A
DF8	Familiar test administrator	N/A
DF9	Student reads test aloud to self	N/A
DF10	Specific time of day	N/A
DF11	Stop Testing policy	N/A

Appendix C—Accessibility and Accommodations

Table 9. List of Test Presentation Accommodations and Response Accommodations

Accommodation Number	Accommodation	Student Registration Column
A1	Paper-based test	Column L
A2	Large-print <i>PBT only</i>	Column AI
A3.1	Screen reader	Column AL
A3.2	Braille edition	Column AJ
A3.3	Screen reader	Column AL
A4.1	Text-to-speech <i>Mathematics and Science tests only</i>	Column S
A5	Human read-aloud <i>Mathematics and Science tests only</i>	Column T
A6.1	Human signer <i>Mathematics and Science tests only</i>	Column U
A7	Human signer for test directions only	N/A
A8	Track test items	N/A
A9	Approved graphic organizer or supplemental reference sheet	Column R
A10.1	Scribe responses <i>Mathematics and Science tests only</i>	Column V
A10.2	Speech-to-text <i>Mathematics and Science tests only</i>	Column W
A11	Responses recorded on special paper	N/A
A12	Typed responses	Column AH
A13	Student records responses on a recording device	N/A
A14	Responses signed onto a video	N/A
A15	Monitor placement of responses	N/A
A16	Refreshable Braille display	N/A
A16	Braille note-taker	N/A
A17	Braille writer	N/A
A18	Word Prediction <i>Mathematics and Science tests only</i>	Column X

Appendix C—Accessibility and Accommodations

Table 10. List of Special Access Accommodations

Accommodation Number	Special Access Accommodation	Student Registration Column
SA1.1	Text-to-speech for the ELA tests	Column Y
SA1.2	Human Reader for the ELA tests	Column Z
SA2	Human Signer for the ELA tests	Column AA
SA3.1	Scribe for the ELA tests	Column AB
SA3.2	Speech-to-text for the ELA tests	Column AC
SA4	Calculator for the noncalculator session of the Mathematics tests	Column AF
SA5	Spell Checker for the ELA tests	Column AG
SA6	Word Prediction for the ELA tests	Column AD

Table 11. List of EL Accommodations

Accommodation Number	Accommodation	Student Registration Column
EL1	Paper-based test	Column L
EL2	Word-to word dictionary and glossary	N/A
EL3.1	Text-to-speech	Column S
EL3.2	Human read-aloud <i>Mathematics and Science tests only</i>	Column T
EL4.1	Scribe responses <i>Mathematics and Science tests only</i>	Column V
EL4.2	Speech-to-text <i>Mathematics and Science tests only</i>	Column W
EL5	Test administrator reads aloud, repeats, or clarifies general test administration directions	N/A
EL6	Test administrator reads aloud/repeats/clarifies general administration directions in student's native language	N/A
EL7	Spanish/English edition of the Mathematics tests, the Biology test, or the Introductory Physics test	Column AE
EL8	Word prediction <i>Mathematics and Science tests only</i>	Column X