

**Accessibility and Accommodations Procedures, Including for  
Students with Disabilities and EL Students  
(Appendix A, excerpted from the Fall 2021/Winter 2022 Legacy PAM)**

## **Appendix A**

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**Accessibility and Accommodations Procedures,  
Including for Students with Disabilities and  
EL Students**

# Appendix A—Accessibility and Accommodations Procedures, Including for Students with Disabilities and EL Students

## 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. Any that require special materials must be ordered in advance in the Student Registration/Personal Needs Profile (SR/PNP), the student registration system in PearsonAccess<sup>next</sup> (PAN).

**Table 1. Universal Accessibility Features Available to All Students**

#	Universal Accessibility Features
<b>UF1</b>	<b>Highlighter</b> Yellow highlighters may be used in test booklets and answer booklets. Highlighters in colors other than yellow may be used in test booklets only.
<b>UF2</b>	<b>Colored overlays or tinted lens(es)</b>
<b>UF3</b>	<b>Magnification tool/device</b> or low-vision aid
<b>UF4</b>	<b>Enlarged pencil/modified writing instrument</b>
<b>UF5</b>	<b>Tracking device</b> , such as a straight edge or similar tool
<b>UF6</b>	<b>Mask text or answer(s)</b> using a blank card or cutout
<b>UF7</b>	<b>Use a pencil to eliminate answer choices</b> in test booklet
<b>UF8</b>	<b>Use a blank place marker</b> to mark a question for later review
<b>UF9</b>	<b>Audio aids</b> (e.g., amplification device) <b>Note:</b> a smart phone may not be used.
<b>UF10</b>	<b>Scratch paper</b> (required for all students)
<b>UF11</b>	<b>Test administrator reads aloud</b> (or <b>signs</b> , in the case of a student who is Deaf or Hard-of-Hearing) <b>selected words</b> on the Mathematics and/or February Biology test, as requested by the student (this feature is <b>not permitted</b> on the ELA test). The student will point to the word or phrase to be read aloud or signed. Test administrator quietly reads aloud or signs the selected word to the student. Students using this feature may be tested alongside other students in groups of any size.
<b>UF12</b>	<b>Test administrator redirects student's attention to the test</b> 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.")
<b>UF13</b>	<b>Test administrator reads aloud, repeats, or clarifies general test administration directions (from the Test Administration Manual scripts)</b> to student, as needed.

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### B Designated Accessibility Features (DFs)

Although most students will be tested in their regular classrooms according to the guidelines and schedule intended for all students, principals have the flexibility to test *any* student, including non-disabled and non-EL students, 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 Individualized Education Program (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	<b>Small group test administration</b> (May include up to a total of 10 students.)
DF2	<b>Individual (one-to-one) test administration</b> (Student must be tested in a separate setting.)
DF3	<b>Frequent brief supervised breaks</b>
DF4	<b>Separate or alternate test location</b>
DF5	<b>Seating in a specific area</b> of the testing room, including the use of a study carrel
DF6	<b>Adaptive or specialized furniture</b> (seating, desk, or lighting)
DF7	<b>Noise buffer</b> or noise-canceling earmuffs/headphones (Music or other recordings may not be played on headphones worn during testing unless granted as a unique accommodation by the Department.)
DF8	<b>Familiar test administrator</b>
DF9	<b>Student reads test aloud to self.</b> Student must be tested in a separate setting, unless a low-volume device such as a "Whisperphone" is used.
DF10	<b>Specific time of day</b>
DF11	<b>"Stop Testing" policy:</b> 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. <b>(Note:</b> The student should be given the opportunity to attempt each test session.)

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## II. MCAS Accommodations for Students with Disabilities

### A Accommodations for Students with Disabilities

#### 1. Purpose of Test Accommodations

A test accommodation is a change in the way a test is administered or the way in which a student responds to test questions. Test accommodations are intended to accomplish the following:

- offset the effects of the student’s disability and remove barriers to participation in the assessment;
- provide the necessary conditions for a student to demonstrate knowledge and skills effectively on statewide assessments;
- provide the opportunity to report the test results of students who require accommodations;
- provide comparable test results to those students who did not receive accommodations; and
- yield results that do not affect the validity or reliability of the interpretation of scores for their intended purposes.

Based on the information and guidance found on the following pages, the IEP or 504 plan for each student with a disability must be revised as needed, either during routinely scheduled meetings prior to testing or through the amendment process.

The principal is responsible for ensuring that all students are provided with the test accommodations listed in their IEPs or 504 plans. It is also advisable (though not required) to list the *designated accessibility features* (see Table 2) in the plans of students to ensure these will be provided.

Use of test accommodations should never replace appropriate and rigorous instruction based on grade-level standards in the subject being tested.

#### 2. Eligibility for Test Accommodations

##### **ELIGIBLE: students with disabilities served by an IEP or 504 plan**

The right of students with disabilities to receive allowable accommodations on MCAS tests is protected by both federal and state laws. Students’ IEPs or 504 plans must specify precisely which MCAS accommodation(s) they will receive, and the IEP must be approved in writing by the parent/guardian (or student over 18) before an accommodation may be used by the student. Similarly, a student’s 504 plan must already be in place or under development. In cases in which a 504 plan is under development, the school personnel responsible for writing the plan must have already met and agreed upon the necessary MCAS accommodation(s) before the accommodation may be provided.

##### **NOT ELIGIBLE: students without documented disabilities and students with documented disabilities who are not served by an IEP or 504 plan**

A student who does not have a documented disability and is not served by either an IEP or 504 plan is not eligible to receive accommodations on MCAS tests, regardless of whether the student already receives instructional support or accommodations.

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### 3. General Requirements for Use of Test Accommodations

The use of accommodations is based on the individual needs of a student with a disability and may only be provided when all of the following conditions have been met:

- a. The student **has a disability** that is documented in an IEP or 504 plan and **requires the use of one or more accommodations** to participate in MCAS testing.

AND
- b. The accommodation is listed in this manual (or prior written approval has been obtained from the Department for a unique accommodation); the **accommodation is listed** in the student's IEP under "State- and District-Wide Assessment;" and the **IEP has been signed** by the student's parent(s)/guardian(s) prior to the date of test administration; or is listed as an MCAS accommodation in a 504 plan developed for the student.

AND
- c. The student **uses the accommodation routinely** (with rare exceptions) during classroom instruction and assessment in the subject, both before and after the MCAS test is administered, and the student is comfortable and familiar with its use. Use of an accommodation during routine instruction does not *necessarily* qualify a student to receive the same accommodation during MCAS testing; for example, the student must meet additional criteria to receive a **special access accommodation** on an MCAS test.

AND
- d. If a **special access accommodation** will be provided, the student meets all of the criteria to receive the accommodation, as shown in Table 5.

IEP teams must reconvene at least annually and determine which accommodations will be needed for state- and district-wide assessments.

Accommodations may **not**

- alter, explain, simplify, paraphrase, or eliminate any test question, reading passage, writing prompt, or multiple-choice answer option;
- provide verbal or nonverbal clues or suggestions that hint at or give away the correct response to the student;
- contradict test administration requirements or result in a violation of test security; for example:
  - test questions may not be modified, reordered, or reformatted in any way for any student;
  - paper-based tests may not be photocopied, photographed, scanned, altered, or duplicated;
  - screen shots of computer-based tests may not be taken or reproduced;
  - English-language dictionaries are allowed **only** for legacy ELA Composition test sessions. English-language dictionaries are **not** permitted for any student on the Mathematics, February Biology, or legacy ELA Reading Comprehension tests.

If the above conditions have been met, and the accommodation is listed in the IEP or 504 plan, the accommodation(s) **must be provided** to the student during MCAS testing. If an accommodation is provided that does not meet the conditions stated above, the student's test score may be **invalidated**.

In the event a student was provided a test accommodation that was not listed in their IEP or 504 plan, or if a student was not provided a test accommodation listed in their plan, the school should immediately contact the Department at 781-338-3625 or by email at [mcas@doe.mass.edu](mailto:mcas@doe.mass.edu).

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## 4. Updating IEPs and 504 Plans

IEPs and 504 plans should be updated, as needed, for all students with disabilities for the November 2021 retests and the February 2022 Biology test, to reflect the policies and accommodations described in this manual. Proper notation of accommodations in students' IEPs and 504 plans will ensure that students receive all the necessary supports to which they are entitled. Although not a requirement, the Department also recommends the inclusion of Designated Accessibility Features in the plans of students to guarantee their provision during testing.

## 5. If a Student Refuses an Accommodation

If a student refuses to use an accommodation listed in their plan, the school should document in writing that the student refused the accommodation and keep this documentation on file at the school. The student should be told that the accommodation will remain available should they need it during testing. The student should *not* be asked to sign an agreement acknowledging that they have refused an accommodation, nor waiving their right to receive an accommodation. A sample form (optional) for documenting a student's refusal of an accommodation is available at [www.doe.mass.edu/mcas/testadmin/legacy-retests/forms](http://www.doe.mass.edu/mcas/testadmin/legacy-retests/forms).

If a student refuses an accommodation, and 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 listed in the plan "as requested by the student"). Written approval must be obtained from the parent/guardian (or student, if over 18 years of age) for all new or amended IEPs.

Similarly, 504 plans must reflect only those accommodations that are required by the student, as determined by one or more 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.

## 6. 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 the Department for use of a unique accommodation. Unique accommodations must **not** accomplish any of the following:

- fundamentally change the test or the construct being measured by the test,  
OR
- assist the student to obtain the answers to test questions,  
OR
- violate test security requirements.

The school may request approval (via email or fax) for use of the unique accommodation by submitting the request to [mcas@doe.mass.edu](mailto:mcas@doe.mass.edu) or by fax at 781-338-3630 at least two weeks prior to testing. If approved by the Department, the accommodation must also be listed in the IEP or 504 plan of a student with a disability.

## 7. Nondisclosure 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/legacy-retests/forms](http://www.doe.mass.edu/mcas/testadmin/legacy-retests/forms) and is required for the administration of the following accommodations:

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

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### 8. Description of MCAS Accommodations for Students with Disabilities

Tables 3–5 list the MCAS accommodations available to students with disabilities. The accommodations are grouped into the following categories:

- **Test Presentation:** allowable changes to the format in which the test is presented (Table 3);
- **Response:** allowable 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 to offset the effects of a disability that would otherwise severely limit or prevent their participation in the assessment, and that may impact the interpretation of the test results (Table 5).

**Note:** Accommodations listed with the "(SR/PNP)" designation in the tables below must be identified in the Student Registration/Personal Needs Profile for each student in PearsonAccess<sup>next</sup>.

**Table 3. Test Presentation Accommodations for Students with Disabilities**

#	Test Presentation Accommodations
<b>A1</b>	N/A – Accommodation A1 (paper-based test) is only applicable to computer-based testing
<b>A2</b> <i>(SR/PNP)</i>	<p><b>Large-print edition</b> (approximately 18-point font size on 11x17-inch paper)</p> <ul style="list-style-type: none"> <li>• All responses in the large-print answer booklet <b>must be transcribed</b> verbatim from the large-print answer booklet to the student's standard answer booklet, and returned according to instructions in this manual, so the student can receive credit.</li> <li>• Large-print special instructions will accompany the large-print test.</li> <li>• Students may either use the <b>large-print booklet</b> to respond to test questions, in which case the answers will need to be transcribed, either by the student (at the time of testing) or a test administrator (anytime during the test window); <b>OR</b> the student may write answers directly in the standard answer booklet. IEPs and 504 plans should indicate how students taking the large-print test will record their answers.</li> <li>• Test administrators for students with disabilities using accommodation A2 must sign an MCAS Nondisclosure Acknowledgment before viewing secure test materials (see <a href="http://www.doe.mass.edu/mcas/testadmin/legacy-retests/forms">www.doe.mass.edu/mcas/testadmin/legacy-retests/forms</a>).</li> </ul>
<b>A3.2</b> <i>(SR/PNP)</i>	<p><b>A3.2 – Braille edition</b> (hard copy)</p> <ul style="list-style-type: none"> <li>• All answers must be either scribed or transcribed verbatim into the student's answer booklet and returned according to instructions in this manual so the student can receive credit.</li> <li>• Braille special instructions will accompany the Braille test.</li> <li>• The November retests will be available in EBAE with Nemeth code and full UEB format; the February Biology test will be available in full UEB format.</li> <li>• Test administrators for students with disabilities using accommodation A3.2 must sign an MCAS Nondisclosure Acknowledgment before viewing secure test materials (see <a href="http://www.doe.mass.edu/mcas/testadmin/legacy-retests/forms">www.doe.mass.edu/mcas/testadmin/legacy-retests/forms</a>).</li> </ul>
<b>A4.2</b> <i>(SR/PNP)</i>	<p><b>A4.2 – Kurzweil 3000</b> electronic text reader for the <b>Mathematics</b> retest, <b>ELA Composition</b> retest, and <b>February Biology</b> test.</p> <ul style="list-style-type: none"> <li>• Kurzweil 3000 format for the <b>ELA Reading Comprehension</b> retest is a <i>special access</i> accommodation (SA 1.1). See Table 5 for guidelines and criteria to receive this accommodation.</li> <li>• Kurzweil 3000 tests are in read-only format. Responses must be recorded in the student's answer booklet.</li> <li>• Kurzweil 3000 special instructions will be sent to the school with the test.</li> </ul>

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**Table 3. Test Presentation Accommodations for Students with Disabilities**

#	Test Presentation Accommodations
A5	<p><b>Human read-aloud</b> for the <b>February Biology</b> test, <b>Mathematics</b> retest, or <b>ELA Composition</b> retest.</p> <ul style="list-style-type: none"> <li>The entire test must be read word-for-word, exactly as it appears. The test administrator may not provide assistance to the student regarding the meanings of words, intent of any test item, or responses to test items. The test administrator should read with emphasis only when indicated by bold or italicized text.</li> <li><b>Note:</b> Reading aloud <b>selected words</b> on the Mathematics and/or February Biology tests, as requested by the student, is UF11.</li> <li>The test must be administered in a <b>separate setting</b>, either <b>individually</b> or to a <b>small group of 2–5 students</b> (or up to 10 students for the ELA Composition test), all of whom are being provided the human read-aloud accommodation.</li> <li><b>Reading aloud the ELA Reading Comprehension test</b> is a <i>special access</i> accommodation. See Table 5 for guidelines and criteria to receive this accommodation.</li> <li>Test administrators for students with disabilities using accommodation A5 must sign an MCAS Nondisclosure Acknowledgment before viewing secure test materials (see <a href="http://www.doe.mass.edu/mcas/testadmin/legacy-retests/forms">www.doe.mass.edu/mcas/testadmin/legacy-retests/forms</a>).</li> </ul>
A6.1	<p><b>Human signer</b> for the Mathematics retest, the February Biology test, and signing test questions (but not passages) for ELA, for a student who is Deaf or Hard-of-Hearing</p> <ul style="list-style-type: none"> <li>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 item, or responding to test questions. The signer may finger-spell key words in addition to providing the sign for a term, in cases where a signed term may be unfamiliar to the student. The signer may read with emphasis only when indicated by bold or italicized text.</li> <li>The test must be administered in a <b>separate setting</b>, either <b>individually</b> or to a <b>small group of 2–5 students</b>, all of whom are receiving the human signer accommodation.</li> <li>Test administrators for students with disabilities using accommodation A6.1 must sign an MCAS Nondisclosure Acknowledgment before viewing secure test materials (see <a href="http://www.doe.mass.edu/mcas/testadmin/legacy-retests/forms">www.doe.mass.edu/mcas/testadmin/legacy-retests/forms</a>).</li> </ul> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>Under secure conditions supervised by the principal, interpreters may review the test materials once they are delivered to the school, for the purpose of preparing to sign the test. Test materials may not be removed from the school. Test administrators and interpreters who review the test prior to testing will be asked to sign nondisclosure acknowledgments.</li> <li>If preferred, selected words, phrases, or sections of the Mathematics and/or February Biology test(s) may be signed to the student, as requested, rather than signing the entire test.</li> <li><b>Signing the ELA Reading Comprehension test passages</b> is a <i>special access</i> accommodation. See Table 5 for guidelines and criteria to receive this accommodation.</li> </ul>
A7	<b>Human signer for test directions only</b> for a student who is Deaf or Hard-of-Hearing
A8	<p><b>Track test items</b> by assisting the student to move from one test question to the next</p> <ul style="list-style-type: none"> <li>Test administrators for students with disabilities using accommodation A8 must sign an MCAS Nondisclosure Acknowledgment before viewing secure test materials (see <a href="http://www.doe.mass.edu/mcas/testadmin/legacy-retests/forms">www.doe.mass.edu/mcas/testadmin/legacy-retests/forms</a>).</li> </ul>

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**Table 4. Response Accommodations for Students with Disabilities**

#	Response Accommodations									
A9	<p><b>Use a Department approved graphic organizer, checklist, or supplemental reference sheet</b></p> <p><b>February Biology test</b></p> <ul style="list-style-type: none"> <li>• A student may use the sample reference sheets on the Department’s website or submit a customized reference sheet to the Department for approval.</li> <li>• All customized reference sheets submitted for approval must be accompanied by a completed cover sheet (<a href="http://www.doe.mass.edu/mcas/testadmin/legacy-retests/forms">see www.doe.mass.edu/mcas/testadmin/legacy-retests/forms</a>).</li> </ul> <p><b>English Language Arts and Mathematics retests</b></p> <ul style="list-style-type: none"> <li>• Students may continue to use individualized ELA graphic organizers and supplemental mathematics reference sheets and checklists provided they have been submitted and approved by the Department prior to testing.</li> <li>• All customized organizers, checklists, and reference sheets submitted for approval must be accompanied by a completed cover sheet (<a href="http://www.doe.mass.edu/mcas/testadmin/legacy-retests/forms">see www.doe.mass.edu/mcas/testadmin/legacy-retests/forms</a>).</li> <li>• Individualized mathematics reference sheets approved prior to the 2019–2020 school year must be resubmitted for use on the 2021–2022 retests and STE tests.</li> </ul> <p><b>Notes on the use of graphic organizers for the ELA retest:</b></p> <ul style="list-style-type: none"> <li>• The student may use no more than <b>three</b> different graphic organizers per test session.</li> <li>• Graphic organizers and checklists may <i>not</i> include definitions, specific examples, or sentence starters.</li> </ul> <p><b>Notes on the use of individualized reference sheets for the Mathematics retest:</b></p> <ul style="list-style-type: none"> <li>• The reference sheet must: <ul style="list-style-type: none"> <li>➢ be developed in response to the student’s specific learning needs;</li> <li>➢ be no more than 3 pages in length; and</li> <li>➢ conform to the Approval Guide for Individualized Mathematics Reference Sheets (<a href="http://www.doe.mass.edu/mcas/accessibility">see www.doe.mass.edu/mcas/accessibility</a>).</li> </ul> </li> <li>• Individualized graphic organizer/reference sheet submission deadlines:</li> </ul> <table border="1"> <thead> <tr> <th>Test Administration Date</th> <th>MCAS Test</th> <th>Materials Submission Deadline</th> </tr> </thead> <tbody> <tr> <td>November 2021</td> <td>ELA and Mathematics (retests)</td> <td><b>October 14, 2021</b></td> </tr> <tr> <td>February 2022</td> <td>High School Biology</td> <td><b>January 7, 2022</b></td> </tr> </tbody> </table> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>• Approved graphic organizers and supplemental reference sheets are available on the Department’s website. These have been developed for use on next-generation 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 previously approved versions and proposed changes submitted by schools.</li> <li>• Graphic organizers <i>without</i> any text may also be used without Department approval by students with disabilities who have this accommodation listed in their plan.</li> </ul>	Test Administration Date	MCAS Test	Materials Submission Deadline	November 2021	ELA and Mathematics (retests)	<b>October 14, 2021</b>	February 2022	High School Biology	<b>January 7, 2022</b>
Test Administration Date	MCAS Test	Materials Submission Deadline								
November 2021	ELA and Mathematics (retests)	<b>October 14, 2021</b>								
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**Table 4. Response Accommodations for Students with Disabilities**

#	Response Accommodations
<b>A10.1 and A10.2</b>	<p><b>Scribe responses</b> for the Mathematics retest, February Biology test, or ELA Reading Comprehension test using either:</p> <ul style="list-style-type: none"> <li>• a <b>human scribe</b> (A10.1) who will record the student's responses verbatim (i.e., as dictated by the student) <i>at the time of testing</i> in the student's answer booklet. The student must be tested in a separate setting.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• <b>speech-to-text</b> (A10.2); a speech recognition program that converts spoken to written language (other than a smartphone) used to generate responses to test questions. Speech-to-text must be used under the direct supervision of a test administrator. The school must transcribe the student's responses verbatim into the student's answer booklet <i>anytime prior to the end of the testing window</i>. The student must be tested in a separate setting.</li> </ul> <p>If the student is unable to use their hand or arm at the time of testing due to a <b>recent fracture, injury, or recovery from surgery</b>, the scribe accommodation may be provided</p> <ul style="list-style-type: none"> <li>• if this is listed in a 504 plan or an approved IEP (approval by the Department is not required);</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• in cases where a 504 plan is under development, the staff responsible for writing the plan must already have met and agreed upon the need for the scribe accommodation before providing to a student.</li> </ul> <ul style="list-style-type: none"> <li>• Test administrators for students with disabilities using accommodation A10 must sign an MCAS Nondisclosure Acknowledgment before viewing secure test materials (see <a href="http://www.doe.mass.edu/mcas/testadmin/legacy-retests/forms">www.doe.mass.edu/mcas/testadmin/legacy-retests/forms</a>).</li> </ul>
<b>A11</b>	<p><b>Responses recorded by student in test booklet or on special paper</b>, rather than in the answer booklet.</p> <ul style="list-style-type: none"> <li>• Responses must be transcribed by the school into the student's answer booklet anytime during the testing window.</li> <li>• If <b>students transcribe</b> their own responses, then transcription must occur <i>during the test session</i> and be completed on the day in which the test session began.</li> </ul> <ul style="list-style-type: none"> <li>• Test administrators for students with disabilities using accommodation A11 must sign an MCAS Nondisclosure Acknowledgment before viewing secure test materials (see <a href="http://www.doe.mass.edu/mcas/testadmin/legacy-retests/forms">www.doe.mass.edu/mcas/testadmin/legacy-retests/forms</a>).</li> </ul>
<b>A12</b>	<p><b>Typed responses</b></p> <ul style="list-style-type: none"> <li>• <b>Transcription of typed responses into the answer booklet is NOT necessary.</b></li> <li>• Responses must be printed out, one per page, and inserted in the student's answer booklet with all required information on each page (see Appendix B of this manual).</li> <li>• After printing out, responses <b>must</b> be deleted from the word processor or device.</li> </ul> <ul style="list-style-type: none"> <li>• Test administrators for students with disabilities using accommodation A12 must sign an MCAS Nondisclosure Acknowledgment before viewing secure test materials (see <a href="http://www.doe.mass.edu/mcas/testadmin/legacy-retests/forms">www.doe.mass.edu/mcas/testadmin/legacy-retests/forms</a>).</li> </ul>

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**Table 4. Response Accommodations for Students with Disabilities**

#	Response Accommodations
A13	<p><b>Student records responses on an external recording device</b> (other than a smartphone) for the purpose of playing back and transcribing recorded segment(s). Student may use text-to-speech software or audio recording device. Responses must be deleted from the device once transcription into student answer booklet is completed.</p> <ul style="list-style-type: none"> <li>Test administrators for students with disabilities using accommodation A13 must sign an MCAS Nondisclosure Acknowledgment before viewing secure test materials (see <a href="http://www.doe.mass.edu/mcas/testadmin/legacy-retests/forms">www.doe.mass.edu/mcas/testadmin/legacy-retests/forms</a>).</li> </ul>
A14	<p><b>Responses signed onto video (for a student who is Deaf or Hard-of Hearing)</b>, then transcribed by the student into the answer booklet during playback. The video must be deleted after transcription.</p>
A15	<p><b>Monitor placement of responses</b> in the answer booklet by the test administrator</p> <ul style="list-style-type: none"> <li>Test administrators for students with disabilities using accommodation A15 must sign an MCAS Nondisclosure Acknowledgment before viewing secure test materials (see <a href="http://www.doe.mass.edu/mcas/testadmin/legacy-retests/forms">www.doe.mass.edu/mcas/testadmin/legacy-retests/forms</a>).</li> </ul>
A16	<p><b>Braille note-taker</b> (specific external device used in conjunction with hard-copy Braille test)</p> <p><b>Note:</b> Braille notes should be returned with the school's shipment of test materials.</p>
A17	<p><b>Braille writer</b> (specific external device used in conjunction with the hard-copy Braille test). A printout of each question response may be printed out and inserted in the student's answer booklet, with all required information on each page (see the instructions for submitting typed responses in Appendix B).</p>

**A note regarding the transcription of student responses:** The process of transcribing a student's responses into the answer booklet by a test administrator (e.g., from the large-print answer booklet) may occur at any time during the testing window, and must be monitored and supervised by the principal, test coordinator, or another test administrator.

### 9. Special Access Accommodations for Students with Disabilities

*Special access* accommodations are intended for use by a *very small number of students with the most significant cognitive disabilities* 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 may 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 took the test using special access accommodations must be interpreted with caution by parents and schools who should not infer that the student has expertise in the skill being accommodated. A notation will accompany the results of students who used a *special access* accommodation.

The Department will review each district's rate of use of special access accommodations. To ensure that IEP teams and 504 plan coordinators carefully review and apply appropriate criteria for use of special access accommodations, districts must do the following:

- train members of IEP teams and 504 plan coordinators on the use of accommodations, including *special access* accommodations;
- review all guidelines with staff for special access accommodations listed in Table 5; and
- revise the IEPs and 504 plans of students with disabilities as needed.

## Appendix A—Accessibility and Accommodations Procedures, Including for Students with Disabilities and EL Students

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 on the following pages.

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

**Table 5. Special Access Accommodations for Students with Disabilities**

#	Special Access Accommodations
<b>SA1.2 and SA1.3 (SR/PNP)</b>	<p><b>Kurzweil 3000 (SA1.3) electronic text reader or Human read-aloud (SA1.2) for the ELA Reading Comprehension test</b>, including oral presentation of test questions, response options, and passages.</p> <p>This accommodation is intended for a small number of students with disabilities that <b>severely limit or prevent them from reading</b>, as documented in locally administered diagnostic evaluations.</p> <p>The student must meet all of the following criteria:</p> <ul style="list-style-type: none"> <li>• be <b>virtually unable to read</b>, 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), as determined by locally administered diagnostic evaluations; and</li> <li>• receive <b>ongoing intervention</b> to learn the skill; and</li> <li>• use this accommodation routinely (except during instruction in learning to read).</li> </ul> <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 has not yet learned (or is unable to use) Braille on the tests listed above. If the student will use a screen reader, 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> <p>The student</p> <ul style="list-style-type: none"> <li>• may be tested in a typical-sized group if using Kurzweil with headphones;</li> <li>• must be tested individually, in a separate setting, if Kurzweil will be used <i>without</i> headphones; and</li> <li>• may be tested in a group of up to five students if a human read aloud will be used.</li> </ul> <p>Test administrators for students with disabilities using accommodation SA1.2 must sign an MCAS Nondisclosure Acknowledgment before viewing secure test materials (see <a href="http://www.doe.mass.edu/mcas/testadmin/legacy-retests/forms">www.doe.mass.edu/mcas/testadmin/legacy-retests/forms</a>).</p>

## Appendix A—Accessibility and Accommodations Procedures, Including for Students with Disabilities and EL Students

**Table 5. Special Access Accommodations for Students with Disabilities**

#	Special Access Accommodations
SA2	<p><b>Human Signer for ELA Reading Comprehension test</b>, including reading passages, questions, and answer options, for a student who is Deaf or Hard-of-Hearing</p> <p>This accommodation is intended for students who are Deaf or Hard-of-Hearing, and who are <b>severely limited or prevented from reading</b>, as documented in locally administered diagnostic evaluations.</p> <p>The student must meet all of the following criteria:</p> <ul style="list-style-type: none"> <li>• be <b>virtually unable to read</b>, 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; and</li> <li>• uses this accommodation routinely, except during reading instruction; and</li> <li>• receives ongoing intervention to learn the skill.</li> </ul> <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> <ul style="list-style-type: none"> <li>• Test administrators for students with disabilities using accommodation SA2 must sign an MCAS Nondisclosure Acknowledgment before viewing secure test materials (see <a href="http://www.doe.mass.edu/mcas/testadmin/legacy-retests/forms">www.doe.mass.edu/mcas/testadmin/legacy-retests/forms</a>).</li> </ul>
SA3.1 and SA3.2	<p><b>Scribe responses on the ELA Composition test</b>, using either:</p> <ul style="list-style-type: none"> <li>• a <b>human scribe</b> (SA3.1) who records the student's responses verbatim during testing OR</li> <li>• <b>speech-to-text</b> (SA3.2), a speech recognition program that converts spoken language to written text, used under the direct supervision of a test administrator to generate responses to test questions. The school must transcribe the student's responses verbatim in the student's answer booklet at any time <i>prior to the end of the testing window</i>.</li> </ul> <p>This accommodation is intended for a student who either:</p> <ol style="list-style-type: none"> <li>1. has a <b>language-processing (or other) disability</b> and requires the dictation of virtually all written responses to a scribe or an electronic speech-to-text conversion device to generate responses. OR</li> <li>2. who is unable to use their hand or arm at the time of testing due to a <b>fracture, severe injury, or recovery from surgery</b>. In this case, the accommodation must either be <ol style="list-style-type: none"> <li>a. listed in a 504 plan or an approved IEP (no additional approval by the Department is required); OR</li> <li>b. in cases where a 504 plan is under development, school personnel responsible for writing the plan must have already met and agreed upon the necessary MCAS accommodation(s) before a student may be provided the accommodation(s).</li> </ol> </li> </ol> <p>Clarification on the <b>role of a scribe</b> for the ELA test:</p> <ul style="list-style-type: none"> <li>• The test must be administered individually in a separate setting.</li> <li>• The scribe must enter student responses in the student's answer booklet at the time of testing.</li> </ul>

## Appendix A—Accessibility and Accommodations Procedures, Including for Students with Disabilities and EL Students

**Table 5. Special Access Accommodations for Students with Disabilities**

#	Special Access Accommodations
<b>SA3.1 and SA3.2 cont.</b>	<ul style="list-style-type: none"> <li>The scribe must write exactly what the student dictates. The scribe may not edit or alter the student's dictation in any way. When scribing, the scribe may assume that each sentence begins with an upper-case letter and ends with a period. All other capitalization, punctuation, and paragraph breaks are the responsibility of the student.</li> <li>After the student has finished dictating their response(s), the scribe must ask the student to: <ul style="list-style-type: none"> <li>Review the draft and make any necessary edits, including capitalization, punctuation, spelling, and paragraph breaks.</li> <li>The student may make edits independently or may direct the scribe to make the edits.</li> <li>The scribe must not assist the student in making decisions during the editing process.</li> </ul> </li> <li>Test administrators for students with disabilities using accommodations SA3.1 and SA3.2 must sign an MCAS Nondisclosure Acknowledgment before viewing secure test materials (see <a href="http://www.doe.mass.edu/mcas/testadmin/legacy-retests/forms">www.doe.mass.edu/mcas/testadmin/legacy-retests/forms</a>).</li> </ul>
<b>SA4</b>	<p><b>Calculation device or other mathematics tool</b> (including addition/subtraction or multiplication/division tables; or manipulatives) on the <i>noncalculator session</i> of the Mathematics retest</p> <p>This accommodation is intended for a small number of students with documented disabilities that <b>severely limit or prevent them from performing basic calculations</b> 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 all of the following criteria:</p> <ul style="list-style-type: none"> <li>be <b>virtually unable to calculate</b> (i.e., unable to perform single-digit addition, subtraction, multiplication, or division without a calculation device or other mathematics tool); and</li> <li>uses the calculation device or tool during routine instruction in mathematics; and</li> <li>receives ongoing intervention to learn the skill.</li> </ul> <p>The student's IEP or 504 plan must specify which calculation device or tool will be used (e.g., calculator or multiplication table).</p> <p>Manipulatives and other mathematics tools (excluding calculators and arithmetic tables) must be approved by the Department prior to their use on MCAS tests. Please contact Student Assessment Services at 781-338-3625 or <a href="mailto:mcas@doe.mass.edu">mcas@doe.mass.edu</a> to request approval.</p>
<b>SA5</b>	<p><b>Spell-checker for the ELA Composition test</b>, including an external spell-checking device; or in conjunction with the typed response accommodation</p> <p>This accommodation is intended for a small number of students with disabilities that <b>severely limit or prevent them from spelling correctly</b>, even after varied and repeated attempts to teach the student to do so.</p> <p>The student must meet all of the following criteria:</p> <ul style="list-style-type: none"> <li>be <b>virtually unable to spell simple words</b> (i.e., at the beginning stages of learning how to spell), as documented by locally-administered diagnostic evaluations; and</li> <li>produces understandable written work only when provided this accommodation, which the student uses during routine instruction; and</li> <li>receives ongoing intervention to learn the skill.</li> </ul> <p>The student may <i>not</i> use grammar check or access the internet during the test.</p>

## Appendix A—Accessibility and Accommodations Procedures, Including for Students with Disabilities and EL Students

**Table 5. Special Access Accommodations for Students with Disabilities**

#	Special Access Accommodations
<b>SA6</b>	<p><b>Word prediction for the ELA Composition test</b>, using an external device or application.</p> <p>Word prediction provides student with a bank of frequently or recently used words after the student keyboards the first few letters of a word.</p> <p>This accommodation is intended for a small number of students who:</p> <ul style="list-style-type: none"> <li>have disabilities that <b>severely limit or prevent them from recalling and processing language</b> to write or keyboard responses; AND</li> <li>can access written expression only through the use of word prediction software, application, or device that they use routinely to generate written responses.</li> </ul> <p>A test administrator should facilitate the transfer of information from the external device, application, or software to the answer booklet. Written responses must either be transcribed by the student at the time of testing or be transcribed by an adult prior to the end of the testing window.</p> <p>During testing, internet access must be turned off/restricted; and functions that <i>automatically</i> select words for the student must be turned off.</p> <ul style="list-style-type: none"> <li>Test administrators for students with disabilities using accommodation SA6 must sign an MCAS Nondisclosure Acknowledgment before viewing secure test materials (see <a href="http://www.doe.mass.edu/mcas/testadmin/legacy-retests/forms">www.doe.mass.edu/mcas/testadmin/legacy-retests/forms</a>).</li> </ul>

### 10. Procedures for Students with Diabetes Who Use a Cell Phone to Control a Continuous Glucose Monitor (CGM) or an Insulin Pump

New

For students with diabetes who use a cell phone application to monitor blood glucose levels with a CGM, or to control an insulin pump, the Department 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 regards to remote monitoring of blood glucose levels. The student may retain the cell phone during testing in order to monitor his or her own glucose levels, or to control the pump, 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 phone is not used for any other purpose.

### 11. MCAS Test Accommodations for Adults with Disabilities for Participation in the Retests and February Biology Test

Adults who want to earn a high school diploma and have not yet met the testing requirements of the CD may participate in testing at the high school they most recently attended, another high school, or an alternative/external diploma program.

#### Universal and Designated Accessibility Features (UFs and DFs)

Adult test takers may use UFs and DFs in the same manner as other students, without the need for a documented disability.

# Appendix A—Accessibility and Accommodations Procedures, Including for Students with Disabilities and EL Students

## Required Documentation

In order for an adult with a disability to participate in testing using accommodations, prior to testing the individual must produce **one of the following pieces of documentation:**

- a letter from a diagnostician qualified in the area of the disability (e.g., medical doctor, neuro-psychologist, psychologist, speech pathologist) describing the nature of the individual's disability  
**OR**
- an approved IEP that documents the accommodations needed for statewide testing from the past five years (i.e., any year from 2016 through 2021)  
**OR**
- a 504 plan that documents the accommodations needed for statewide testing from the past five years (i.e., any year from 2016 through 2021)

**Section A** notes **the accommodations allowed for all adult test-takers**, provided that the adult produces the required documentation of the disability and requests the accommodation before testing. Note that some of these accommodations require test-takers to provide their own devices or equipment. Adults must submit their request to the school for specific accommodations in writing if the accommodations are not clearly listed in their last approved IEPs or their last 504 plans.

**Section B** identifies **accommodations that are allowed ONLY with prior Department approval**. High schools should request approval from the Department **at least one week prior to testing**.

**Section C** lists **accommodations not necessarily available** to adult test-takers.

## **B Accommodations Allowed for All Adult Test-Takers**

The following accommodations are allowed for all adult test-takers, provided that the adult produces the required documentation of the disability and requests the accommodation before testing. Refer to tables 3–6 of this appendix for full descriptions of these accommodations.

#	Accommodations for Adult Test-Takers
<b>A2</b>	<b>Large-Print:</b> This edition must be requested at the time of registration.
<b>A3.2</b>	<b>Braille:</b> This edition must be requested at the time of registration.

## Appendix A—Accessibility and Accommodations Procedures, Including for Students with Disabilities and EL Students

### C Accommodations That Are Allowed ONLY with Prior Department Approval

The following accommodations are allowed **only** with prior approval from the Department. See the instructions/sample form at [www.doe.mass.edu/mcas/testadmin/legacy-retests/forms](http://www.doe.mass.edu/mcas/testadmin/legacy-retests/forms) and refer to tables 3–5 of this appendix for full descriptions of these accommodations.

#	Accommodations Allowed ONLY with Prior Department Approval
A4.2	Use of an Electronic Text Reader for the ELA Composition, Mathematics, or Biology Test
A5	Test Administrator Reads Aloud the ELA Composition, Mathematics, or Biology Test to the Adult
A6	Test Administrator Signs the ELA Composition, Mathematics, or Biology Test to an Adult Who is Deaf or Hard of Hearing
A8	Track Test Questions
A9	Organizer, Checklist, or Reference Sheet: must be approved by the Department prior to use
A10	Test Administrator Scribes the ELA Reading Comprehension, Mathematics, or Biology Test; or Adult Uses a Speech-to-Text Conversion Device
A11	Answers Recorded in the Test Booklet
A12	Typed Responses
A15	Monitor Placement of Responses
SA1.2	Test Administrator Reads Aloud the ELA Reading Comprehension Test
SA1.3	Electronic Text Reader for the ELA Reading Comprehension Test
SA2	Test Administrator Signs the ELA Reading Comprehension Test for an Adult Who is Deaf or Hard of Hearing
SA3.1	Scribe the ELA Composition
SA4	Calculation Devices
SA5	Spell checker for the ELA Composition
SA6	Word prediction for the ELA Composition

### D Accessibility Features NOT Available to Adult Test-Takers

The Designated Accessibility features listed below are not necessarily available to adult test-takers (availability is based on school capacity to administer these accommodations). Refer to Table 2 for full descriptions of these accommodations.

#	Accommodations NOT Available for Adult Test-Takers
DF8	Familiar Test Administrator
DF10	Time of Day

## Appendix A—Accessibility and Accommodations Procedures, Including for Students with Disabilities and EL Students

### III. Testing Procedures and Accommodations for Students Who Are English Learners (ELs)

#### A Definition of an EL Student

An EL student is defined by the Department as “a student whose first language is a language other than English and who is unable to perform ordinary classroom work in English.”

Students who have been evaluated by the school district and meet the above criteria are considered English learners regardless of whether their parent or guardian “opts out” of a program of language support or services.

#### B Identification and Reporting of EL Students

Districts are required to have a procedure in place to evaluate the English proficiency of all students whose home language is not English to determine whether they are ELs. Students must be evaluated in the areas of reading, writing, listening, and speaking (603 CMR 14.02).

In addition, districts must have a procedure in place for determining when a student is no longer an EL.

Questions regarding the **identification screening, placement, and initial assessment of EL students** should be directed to the Office of English Language Acquisition and Academic Achievement at 781-338-3584 or via email at [ell@doe.mass.edu](mailto:ell@doe.mass.edu).

The Department uses data submitted by districts in SIMS as the source for student information when reporting results for assessment and accountability purposes. Because of this, districts must report a student’s EL status in SIMS in October, March, and June and remove the designation when the student is no longer identified as an EL.

Questions about SIMS data should be directed to the district’s SIMS contact (see page ii for instructions for finding your district’s contact).

#### C Spanish/English Edition of the MCAS Mathematics Retest

##### 1. Eligibility

Spanish-speaking EL students who have been enrolled in U.S. schools for **fewer than three years** may choose to take the Spanish/English edition of the Mathematics retest if they can read and write in Spanish at or near grade level. Students who are eligible to take the Spanish/English MCAS Mathematics test take the test during the same time period in which the English edition of the test is administered.

##### 2. Spanish/English Test Materials

Spanish/English test booklets are issued in side-by-side Spanish/English format, with identical test questions presented on opposing pages in two languages: left-facing pages present the questions in Spanish; right-facing pages present the same questions in English.

Spanish answer booklets (in which students mark their answers) and the reference materials issued to students for use during MCAS Mathematics test sessions are not presented in bilingual format.

Spanish/English editions are available for the grade 10 Mathematics test and high school Mathematics legacy tests only.

## Appendix A—Accessibility and Accommodations Procedures, Including for Students with Disabilities and EL Students

### 3. Spanish/English Test Administration Guidelines

Guidelines for administering the Spanish/English MCAS Mathematics retest are provided in Appendix A of the *Test Administrator’s Manual*. These guidelines contain Spanish-language scripts to be read aloud by test administrators to students, as well as instructions to the test administrator (not to be read aloud) in English. Students may write their answers to open-response questions in either Spanish or English. In order to administer the Spanish/English Mathematics retest, authorized test administrators must be fluent in both Spanish and English.

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

EL students, including those who have been identified as EL in the past, 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)
- Biology—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, handwritten notes, and other information are prohibited. Electronic devices are also not allowed.

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

A list of authorized bilingual dictionaries and glossaries is available on the Department’s website at [www.doe.mass.edu/mcas/accessibility](http://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.

### E CD Requirements Related to EL Students

All Massachusetts students, including EL students, are required to meet the CD standard in ELA, mathematics, and STE, in order to be eligible for a diploma in Massachusetts (see Part II).

Students eligible to take the Spanish/English edition of the Mathematics retest may meet the CD requirement in mathematics through this test but must also pass ELA and STE tests in English.

Since the CD requirement may present a challenge for EL students who have recently enrolled in a U.S. school, some EL students may need to continue their education beyond grade 12 in order to attain the requisite knowledge and skills in ELA, mathematics, and STE. After grade 12, students who still need to pass one or more of the required MCAS tests may take the MCAS retests or an STE test at the school in which they were last enrolled. Some students may also be eligible for an MCAS performance appeal (see [www.doe.mass.edu/mcasappeals](http://www.doe.mass.edu/mcasappeals)).

For more information on meeting the graduation requirement, please refer to the Department’s website at [www.doe.mass.edu/mcas/graduation.html](http://www.doe.mass.edu/mcas/graduation.html).

## Appendix A—Accessibility and Accommodations Procedures, Including for Students with Disabilities and EL Students

### F Accommodations for Students Who Are English Learners (ELs)

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 the Student Registration/Personal Needs Profile (SR/PNP) in PearsonAccess<sup>next</sup> when students are registered for the test. 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.).

**Table 6. Accommodations for Students Who Are ELs**

#	Accommodations for EL Students
<b>EL1</b>	<b>N/A</b> – EL1 (paper-based test) only applies to computer-based testing
<b>EL2</b>	<b>Approved Bilingual Word-to-Word Dictionary and Glossary</b> (English/Native language)  <b>(Note:</b> this accommodation is also available to former ELs)
<b>EL3.2 and EL3.3 (SR/PNP)</b>	<p><b>Human read-aloud</b> (EL 3.2) for the ELA Composition retest, Mathematics retest, or February Biology test; or <b>Kurzweil 3000</b> (EL3.3) for the Mathematics retest, ELA Composition test and/or the February Biology test</p> <ul style="list-style-type: none"> <li>• If a human reader is used, the test must be read word for word in English, exactly as written. The test administrator may not provide assistance to the student regarding the translation or meaning of words. The test administrator should read with emphasis only when indicated by bold or italicized text.</li> <li>• If a human reader is used, the test must be administered in a separate setting either <b>individually</b> or to a <b>group of 2–5 students</b> all of whom are receiving the human reader accommodation.</li> </ul> <p><b>Note:</b> Reading aloud <b>selected words</b> on the Mathematics and/or February Biology tests is a universal accessibility feature (UF11). See Table 1.</p> <ul style="list-style-type: none"> <li>• Test administrators for students with disabilities using accommodation EL3.2 must sign an MCAS Nondisclosure Acknowledgment before viewing secure test materials (see <a href="http://www.doe.mass.edu/mcas/testadmin/legacy-retests/forms">www.doe.mass.edu/mcas/testadmin/legacy-retests/forms</a>).</li> </ul>
<b>EL4.1 and EL4.2</b>	<p><b>Scribe</b> for Mathematics test responses, February Biology test responses, or ELA <i>Reading Comprehension</i> test responses, consisting either of</p> <ul style="list-style-type: none"> <li>• a <b>human scribe</b>, who records student's responses verbatim <i>at the time of testing</i> (EL4.1); or</li> <li>• student dictates responses using <b>speech-to-text</b>, an external communication device, with subsequent transcription by an adult, in the student's answer booklet (EL4.2).</li> </ul> <ul style="list-style-type: none"> <li>• Test administrators for students with disabilities using accommodation EL4 must sign an MCAS Nondisclosure Acknowledgment before viewing secure test materials (see <a href="http://www.doe.mass.edu/mcas/testadmin/legacy-retests/forms">www.doe.mass.edu/mcas/testadmin/legacy-retests/forms</a>).</li> </ul>
<b>EL5</b>	<b>Test administrator reads aloud/repeats/clarifies general administration directions (from the Test Administration Manual scripts) in English</b>
<b>EL6</b>	<b>Test administrator reads aloud/repeats/clarifies general administration directions (from the Test Administration Manual scripts) in student's native language</b> (if native language speaker is available)
<b>EL7</b>	<p><b>Spanish/English</b> version of the Mathematics retest</p> <ul style="list-style-type: none"> <li>• The test consists of English-Spanish facing pages (side-by-side);</li> <li>• Intended for Spanish-speaking EL students who have been in the U.S. for less than 3 years</li> <li>• Student may respond in either Spanish or English. (<b>Note:</b> For all other MCAS test versions, students must respond in English.)</li> </ul>