

**Accessibility and Accommodations**  
**(Appendix C, excerpted from the spring 2024 PAM)**

# Appendix C



## Accessibility and Accommodations



# Appendix C—Accessibility and Accommodations


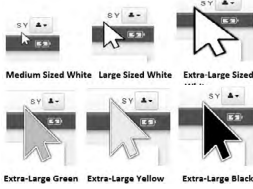
## Part I: Accessibility Features for All Students

### A Universal Accessibility Features (UFs)

**New**

Universal Accessibility features are tools and supports that are available to **all** students on the MCAS tests and are either built into TestNav (the MCAS computer-based testing platform) or provided by a test administrator on either the computer- or paper-based tests. **New for 2023–24**, UF2 and UF6 will automatically be available to all students in TestNav and no longer need to be requested in the SR/PNP prior to testing.

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

Universal Accessibility Features		
#	Computer-Based Testing	Paper-Based Testing
UF1	<p><b>Highlighter tool</b> Four highlighter colors are available: blue, pink, green, and orange.</p>	<p><b>Highlighter/colored pencils</b> Colored pencils and yellow highlighters may be used, but students must use a #2 pencil only to answer all test questions.</p>
UF2	<p><b>Color contrast</b> Students can select a color combination for text and background.</p> 	<p><b>Colored overlays or tinted lens(es)</b></p>
UF3	<p><b>Zoom in/out tool</b> Zoom in/out tool enlarges or reduces the entire screen when the student presses Ctrl + or Ctrl -.</p>	<p><b>Magnification tool/device</b> or low-vision aid</p>
UF4 (SR/PNP)	<p><b>Enlarged cursor/Mouse pointer tool</b> The student can select an enlarged and colored cursor. <b>Note:</b> Pointers are not shown in actual size. Pointer size will differ according to the size of the computer screen.</p> 	<p><b>Enlarged pencil/modified writing instrument</b></p>
UF5	<p><b>Line reader tool</b> Masks text so only part of the text can be viewed at one time.</p>	<p><b>Tracking device</b>, such as a straight edge or similar tool.</p>
UF6	<p><b>Answer masking</b> Student selects which answer choices will be shown on the screen.</p>	<p><b>Mask text or answer(s)</b> using a blank card or cutout</p>

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<b>Universal Accessibility Features <i>continued</i></b>		
#	Computer-Based Testing	Paper-Based Testing
<b>UF7</b>	<p><b>Answer eliminator</b> Marks an “X” through each answer option the student believes is incorrect.</p>	<p><b>Use a pencil to eliminate answer choices</b> in test booklet (available for the Spanish/English editions of the grade 10 Mathematics test and the Biology and Introductory Physics tests). <b>Note:</b> The student should take care not to eliminate answer bubble options, as stray marks will lead to an incorrect score.</p>
<b>UF8</b>	<p><b>Item flag/bookmark</b></p>	<p><b>Use a blank place marker</b> to mark a question for later review. (<b>Note:</b> Sticky notes are <i>not</i> allowed.)</p>
<b>UF9</b>	<p><b>Audio aid</b> (e.g., amplification device) <b>Note:</b> Smartphones may not be used.</p>	<p><b>Audio aid</b> (e.g., amplification device) <b>Note:</b> Smartphones may not be used.</p>
<b>UF10</b>	<p><b>Notepad</b> for notes or calculations</p>	<p><b>Scratch paper</b> (required for all students)</p>
<b>UF11</b>	<p><b>Test administrator reads aloud selected words</b> (or <b>signs selected words</b>, in the case of a student who is Deaf or Hard-of-Hearing) <i>for Mathematics and STE only</i> as requested by the student (this feature is <b>not permitted</b> on the ELA tests).</p> <p>The student may point to a <b>word or phrase</b> and request the word to be read aloud or signed. Test administrator quietly reads aloud or signs the selected word(s) or phrase. Students using this feature may be tested alongside other students in groups of any size.</p>	
<b>UF12</b>	<p><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.”).</p>	
<b>UF13</b>	<p><b>Test administrator repeats or clarifies general test administration directions from the appropriate Test Administrator’s Manual scripts</b> to the student, as needed.</p>	

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### 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
<b>DF1</b>	<b>Small group test administration</b> (May include up to a total of 10 students.)
<b>DF2</b>	<b>Individual (one-to-one) test administration</b> (Student must be tested in a separate setting.)
<b>DF3</b>	<b>Frequent brief supervised breaks</b>
<b>DF4</b>	<b>Separate or alternate test location</b>
<b>DF5</b>	<b>Seating in a specific area</b> of the testing room, including the use of a study carrel
<b>DF6</b>	<b>Adaptive or specialized furniture</b> (e.g., seating, desk, or lighting)
<b>DF7</b>	<b>Noise buffer</b> , such as noise-canceling earmuffs/headphones or white noise ( <b>Note:</b> Music or other recordings may not be played unless granted as a <i>unique accommodation</i> by DESE.)
<b>DF8</b>	<b>Familiar test administrator</b>
<b>DF9</b>	<b>Student reads test aloud to self:</b> Student must be tested in a separate setting, unless a low-volume device (e.g., a Whisperphone) is used.
<b>DF10</b>	<b>Specific time of day</b>
<b>DF11</b>	<b>“Stop Testing” policy:</b> 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 2023–24 MCAS* (available at [www.doe.mass.edu/mcas/accessibility](http://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/forms](http://www.doe.mass.edu/mcas/testadmin/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 the Department 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@doe.mass.edu](mailto:mcas@doe.mass.edu) **at least two weeks prior to testing**. If approved by the Department, the IEP or 504 plan of the student must be amended.

#### 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/forms](http://www.doe.mass.edu/mcas/testadmin/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 37 for more information about Nondisclosure Acknowledgment Forms.

## Appendix C—Accessibility and Accommodations

### 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. The 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 impact the interpretation of the test results (Table 5).

**Note:** Accommodations listed with the “(SR/PNP)” designation in the tables on the following pages must be identified in the SR/PNP 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 *Guide to the SR/PNP Process Appendix A: PAN Guidance for Form-Dependent Accommodations* at [mcas.pearsonsupport.com/manuals](https://mcas.pearsonsupport.com/manuals).

#### Form-dependent accommodations for CBT

- Text-to-speech
- Screen reader
- ASL
- Spanish/English
- Compatible assistive technology
- Human read-aloud
- Human signer

#### Form-dependent accommodations for PBT

- Large-print
- Braille

Instructions for completing the SR/PNP are available in the *Guide to the SR/PNP Process*, which is available at [mcas.pearsonsupport.com/manuals](https://mcas.pearsonsupport.com/manuals) (click on the “PearsonAccess<sup>next</sup>” drop-down).

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



Test Presentation Accommodations		
#	Computer-Based Test	Paper-Based Test
<b>A1</b> <i>(SR/PNP)</i>	<p><b>Paper-based edition</b> 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.)</p>	N/A
<b>A2</b> <i>(SR/PNP)</i>	<p>N/A (See UF3 and UF4 in Table 1 on page 102 for information on screen magnification and alternate cursor/mouse.)</p>	<p><b>Large-print edition</b> (approximately 18-point font size on 11x17-inch paper)</p> <ul style="list-style-type: none"> <li>• Large-print special instructions will accompany the large-print test.</li> <li>• The student may write answers directly in the <b>standard-size test &amp; answer booklet or in the large-print booklet</b>. If students write answers in the large-print booklet, all responses <b>must be transcribed</b> verbatim, either by the student at the time of testing or by a test administrator anytime during the testing window, into the student’s standard booklet and returned according to instructions in this manual, so that the student will receive credit. (See additional procedures listed in section 8 in this appendix.)</li> <li>• IEPs and 504 plans should indicate whether students will record their responses in the standard-size booklet directly or whether the test administrator will need to transcribe the student’s work into the standard booklet.</li> <li>•  See Appendix A of the <i>Guide to the SR/PNP Process</i> at <a href="http://mcas.pearsonsupport.com/manuals">mcas.pearsonsupport.com/manuals</a> for important information about assigning this accommodation.</li> <li>• Test administrators for students using accommodation A2 must sign an MCAS Nondisclosure Acknowledgment (see <a href="http://www.doe.mass.edu/mcas/testadmin/forms">www.doe.mass.edu/mcas/testadmin/forms</a>) before administering this accommodation.</li> </ul>





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Test Presentation Accommodations <i>continued</i>		
#	Computer-Based Test	Paper-Based Test
<p><b>A3.1</b> (SR/PNP)</p> <p><b>A3.2</b> (SR/PNP)</p> <p><b>A3.3</b> (SR/PNP)</p>	<p>A3.1 – <b>Screen reader:</b> ONLY for a student who is <b>blind</b> and uses the assistive technology program JAWS or NVDA.</p> <ul style="list-style-type: none"> <li>A separate hard-copy Braille edition test with the appropriate Braille graphics will automatically be sent for this accommodation.</li> <li>All responses must be entered onscreen, either by the student or test administrator.</li> <li>⚠ See Appendix A of the <i>Guide to the SR/PNP Process</i> at <a href="https://mcas.pearsonsupport.com/manuals">mcas.pearsonsupport.com/manuals</a> for important information about assigning this accommodation.</li> <li>Test administrators for students using accommodation A3.1 must sign an MCAS Nondisclosure Acknowledgment (see <a href="https://www.doe.mass.edu/mcas/testadmin/forms">www.doe.mass.edu/mcas/testadmin/forms</a>) before administering this accommodation.</li> </ul> <p>A3.3 – <b>Assistive Technology:</b> 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"> <li>⚠ See Appendix A of the <i>Guide to the SR/PNP Process</i> at <a href="https://mcas.pearsonsupport.com/manuals">mcas.pearsonsupport.com/manuals</a> for important information about assigning this accommodation.</li> <li>See Appendix D of the <i>Accessibility and Accommodations Manual for the 2023–2024 MCAS</i> at <a href="https://www.doe.mass.edu/mcas/accessibility">www.doe.mass.edu/mcas/accessibility</a> for additional guidelines for using assistive technology.</li> <li>Test administrators for students using accommodation A3.3 must sign an MCAS Nondisclosure Acknowledgment (see <a href="https://www.doe.mass.edu/mcas/testadmin/forms">www.doe.mass.edu/mcas/testadmin/forms</a>) before administering this accommodation.</li> </ul>	<p>A3.2 – <b>Braille edition</b> (hard copy)</p> <ul style="list-style-type: none"> <li>All answers must be either <b>scribed</b> or <b>transcribed</b> 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.)</li> <li>Braille special instructions will accompany the Braille test.</li> <li>⚠ See Appendix A of the <i>Guide to the SR/PNP Process</i> at <a href="https://mcas.pearsonsupport.com/manuals">mcas.pearsonsupport.com/manuals</a> for important information about assigning this accommodation.</li> <li>Test administrators for students using accommodation A3.2 must sign an MCAS Nondisclosure Acknowledgment (see <a href="https://www.doe.mass.edu/mcas/testadmin/forms">www.doe.mass.edu/mcas/testadmin/forms</a>) before administering this accommodation.</li> </ul>
	<p>Note for A3.1, A3.2, and A3.3</p> <p><b>Previewing Braille test content by test administrators:</b> 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>	

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<b>Test Presentation Accommodations <i>continued</i></b>		
#	Computer-Based Test	Paper-Based Test
<b>A4</b> (SR/PNP)	<p><b>Text-to-speech (TTS):</b> computer reads text aloud for <b>Mathematics and STE (not ELA)</b></p> <ul style="list-style-type: none"> <li>For students who require that text be read aloud, IEP teams should consider <b>whether TTS is preferable to a human reader (or vice versa)</b> and list this in each student’s IEP or 504 plan (e.g., “text-to-speech is preferable, but human reader is acceptable”).</li> <li>TTS may be used either with headphones or without headphones in a separate setting.</li> <li>Students should view the tutorial and take an online TTS practice test prior to testing.</li> <li>There is a special icon of a pair of headphones on student testing tickets for students who have text-to-speech in their PNP.</li> <li><b>Note:</b> TTS for ELA is a <b>special access accommodation</b> (SA1.1). See Table 5 for guidelines and criteria to receive this accommodation.</li> <li> See Appendix A of the <i>Guide to the SR/PNP Process</i> at <a href="https://mcas.pearsonsupport.com/manuals">mcas.pearsonsupport.com/manuals</a> for important information about assigning this accommodation.</li> </ul>	N/A
<b>A5</b> (SR/PNP)	<p><b>Human read-aloud for Mathematics and STE (not ELA)</b></p> <ul style="list-style-type: none"> <li>For students who require text read aloud, IEP teams should consider <b>whether TTS is preferable to a human reader (or vice versa)</b> and list this in each student’s IEP or 504 plan (e.g., “text-to-speech is preferable, but human reader is acceptable”).</li> <li>A human reader may read aloud the student’s test. Note that for computer-based testing, test administrators will need their own device next to the student to sign in to their own version of the test using a proctor testing ticket. No responses should be entered into the test using a proctor testing ticket, as the responses will not be saved. (Students will sign in and respond using their student testing tickets.)</li> <li><b>Note:</b> Reading aloud the ELA tests is a <b>special access accommodation</b> (SA1). See Table 5 for guidelines and criteria to receive this accommodation.</li> <li>See additional procedures listed in section 7 in this appendix.</li> <li> See Appendix A of the <i>Guide to the SR/PNP Process</i> at <a href="https://mcas.pearsonsupport.com/manuals">mcas.pearsonsupport.com/manuals</a> for important information about assigning this accommodation.</li> <li>Test administrators for students using accommodation A5 must sign an MCAS Nondisclosure Acknowledgment (see <a href="https://www.doe.mass.edu/mcas/testadmin/forms">www.doe.mass.edu/mcas/testadmin/forms</a>) before administering this accommodation.</li> </ul>	

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Test Presentation Accommodations <i>continued</i>		
#	Computer-Based Test	Paper-Based Test
<b>A6.1</b> (SR/PNP)	<p><b>Human signer</b> for the <b>Mathematics tests, STE tests, and for ELA test questions</b> (but <b>not</b> ELA reading passages)</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 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.</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>If preferred, selected words, phrases, or sections of the <b>Mathematics and STE tests</b> may be signed to the student, as requested, rather than signing the entire test.</li> <li><b>Signing the ELA reading passages</b> is a special access accommodation (SA2). See Table 5 for guidelines and criteria to receive this accommodation.</li> <li>See additional procedures listed in section 7 in this appendix.</li> </ul> <p><b>Previewing test content by human signers:</b> Under secure conditions supervised by the principal, interpreters may review test materials up to four days prior to testing once they become available, either online or shipped to the school, for the purpose of preparing to sign the test. Test materials may not be removed from the school nor accessed online outside of the school.</p> <ul style="list-style-type: none"> <li> See Appendix A of the <i>Guide to the SR/PNP Process</i> at <a href="https://mcas.pearsonsupport.com/manuals">mcas.pearsonsupport.com/manuals</a> for important information about assigning this accommodation.</li> <li>Test administrators for students using accommodation A6.1 must sign an MCAS Nondisclosure Acknowledgment (see <a href="https://www.doe.mass.edu/mcas/testadmin/forms">www.doe.mass.edu/mcas/testadmin/forms</a>) before administering this accommodation.</li> </ul>	
<b>A6.2</b> (SR/PNP)	<p><b>ASL Video</b> editions of the computer-based spring MCAS grade 10 Mathematics and June high school Science tests</p> <ul style="list-style-type: none"> <li>An embedded ASL video is built into these computer-based tests.</li> <li>Students may turn on, turn off, pause, and control the signing speed of the ASL video. The size of the ASL video may be adjusted (using the CTRL+ or - keys) and it may be moved around on the computer screen.</li> <li>Students should view the tutorial and take <b>online ASL practice tests</b> prior to testing to become familiar with the features of the ASL video player. For students who are unable to use the ASL video, but have this accommodation listed in their plans, a human signer may be substituted.</li> <li> See Appendix A of the <i>Guide to the SR/PNP Process</i> at <a href="https://mcas.pearsonsupport.com/manuals">mcas.pearsonsupport.com/manuals</a> for important information about assigning this accommodation.</li> </ul>	N/A (See A6.1 for Human Signer)
<b>A7</b>	<p><b>Human signer for test directions only</b> (from the appropriate Test Administrator’s Manual scripts) for a student who is Deaf or Hard-of-Hearing</p>	


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Test Presentation Accommodations <i>continued</i>	
<b>A8</b>	<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 using accommodation A8 must sign an MCAS Nondisclosure Acknowledgment (see <a href="http://www.doe.mass.edu/mcas/testadmin/forms">www.doe.mass.edu/mcas/testadmin/forms</a>) before administering this accommodation.</li> </ul>

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

Response Accommodations	
#	Computer-Based Test
<b>A9</b> <i>(SR/PNP)</i>	<p><b>Paper-Based Test</b></p> <p><b>Use of approved graphic organizers, checklists, or supplemental reference sheets:</b></p> <p><b>Only the approved ELA organizers and supplemental mathematics reference sheets</b> made available by the Department (see <a href="http://www.doe.mass.edu/mcas/accessibility/organizers">www.doe.mass.edu/mcas/accessibility/organizers</a>) 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><b>Exception:</b> 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 STE, students may use a sample reference sheet. Alternatively, schools may submit a customized reference sheet for Department approval by the following deadlines:</p> <ul style="list-style-type: none"> <li>• Spring Grades 5 and 8 STE – <b>March 8, 2024</b></li> <li>• June High School Science – <b>April 26, 2024</b></li> </ul> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>• Individualized reference sheets approved prior to the 2021–22 school year <b>must be resubmitted for approval</b> for use on the 2024 STE tests.</li> <li>• All science reference sheets submitted for approval must be accompanied by a completed cover sheet (available at <a href="http://www.doe.mass.edu/mcas/accessibility/organizers">www.doe.mass.edu/mcas/accessibility/organizers</a>).</li> </ul>
<b>A10.1</b> <i>(SR/PNP)</i>	<p><b>Scribe responses (A10.1) for Mathematics and STE (not ELA)</b></p> <p>A <b>human scribe</b> will record the student’s responses verbatim (i.e., as dictated or signed by the student) <i>at the time of testing</i>, either onscreen (computer-based test) or in the student’s booklet (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 unable to use their hand to respond to test questions due to a <b>recent injury or recovery from surgery</b>, the scribe accommodation may be provided if either of the following criteria are met:</p> <ul style="list-style-type: none"> <li>• this accommodation is listed in an approved plan (Department approval is not required); or</li> <li>• a 504 plan is under development, and the 504 plan coordinator is responsible for writing and agreeing upon the need for the scribe accommodation before providing it to the student.</li> </ul> <p>Scribing responses for ELA is a <b>special access accommodation</b> (SA3.1). See Table 5 for guidelines and criteria to receive this accommodation.</p> <ul style="list-style-type: none"> <li>• Test administrators for students using accommodation A10.1 must sign an MCAS Nondisclosure Acknowledgment (see <a href="http://www.doe.mass.edu/mcas/testadmin/forms">www.doe.mass.edu/mcas/testadmin/forms</a>) before administering this accommodation.</li> </ul>

## Appendix C—Accessibility and Accommodations

Response Accommodations <i>continued</i>		
#	Computer-Based Test	Paper-Based Test
<b>A10.2</b> <i>(SR/PNP)</i>	<p><b>Speech-to-text (A10.2) for Mathematics and STE (not ELA)</b></p> <p>Students may use a voice recognition program (other than a smartphone) that generates responses by converting speech into text.</p> <ul style="list-style-type: none"> <li>Students using the speech-to-text accommodation for computer-based tests will be able to use an <b>embedded speech-to-text web extension</b> that functions within TestNav. The Web Extension assistive technology (AT) SR/PNP designation must be selected in PAN for this embedded tool.</li> <li><b>The web extension for speech-to-text does not function on Mathematics or Introductory Physics computer-based tests</b>, as it is incompatible with the Equation Editor answer box used for constructed responses. Refer to Appendix D of the <i>Accessibility and Accommodations Manual for the 2023–24 MCAS</i> (available at <a href="http://www.doe.mass.edu/mcas/accessibility">www.doe.mass.edu/mcas/accessibility</a>) for information about accessing and using this feature.</li> <li>For Mathematics tests and the Introductory Physics test, students may need to use their own AT speech-to-text device (separate from their testing device). If students use their own AT devices, all assessment content must be deleted from these devices after the test for security purposes.</li> <li>Speech-to-text technology requires that the student go back through all generated text to correct errors in transcription, including use of writing conventions; thus, prior experience with this accommodation is essential.</li> <li>Students who use speech-to-text will need headphones/Whisperphones unless they are tested individually in a separate setting.</li> </ul> <p><b>Note:</b> Speech-to-text for ELA is a <b>special access accommodation</b> (SA3.2). See Table 5 for guidelines and criteria to receive this accommodation.</p> <ul style="list-style-type: none"> <li> See Appendix A of the <i>Guide to the SR/PNP Process</i> at <a href="http://mcas.pearsonsupport.com/manuals">mcas.pearsonsupport.com/manuals</a> for important information about assigning this accommodation.</li> <li>Test administrators for students using accommodation A10.2 must sign an MCAS Nondisclosure Acknowledgment (see <a href="http://www.doe.mass.edu/mcas/testadmin/forms">www.doe.mass.edu/mcas/testadmin/forms</a>) before administering this accommodation.</li> </ul>	
<b>A11</b>	<p><b>Responses recorded by student on special paper:</b></p> <ul style="list-style-type: none"> <li>Responses <b>must be transcribed</b> into the student’s computer-based test or test &amp; answer booklet by a test administrator <i>anytime during the testing window</i>.</li> <li><b>Students who transcribe</b> their own responses must do so <i>during the test session</i> and must finish on the day in which the test session began.</li> <li>See additional procedures listed in section 8 in this appendix.</li> <li>Test administrators for students using accommodation A11 must sign an MCAS Nondisclosure Acknowledgment (see <a href="http://www.doe.mass.edu/mcas/testadmin/forms">www.doe.mass.edu/mcas/testadmin/forms</a>) before administering this accommodation.</li> </ul>	
<b>A12</b> <i>(SR/PNP)</i>	N/A	<p><b>Typed responses:</b></p> <ul style="list-style-type: none"> <li>Responses must be printed out, one per page, and inserted in the student’s test &amp; answer booklet with all required header information typed on each page (see section 10 in this appendix and the sample typed response on page 124).</li> </ul>

## Appendix C—Accessibility and Accommodations

Response Accommodations <i>continued</i>		
#	Computer-Based Test	Paper-Based Test
A12 (SR/PNP) <i>continued</i>		<ul style="list-style-type: none"> <li>Schools should not also transcribe students' responses into their test &amp; answer booklet.</li> <li>After being printed, responses <b>must</b> be deleted from the device.</li> <li>Test administrators for students using accommodation A12 must sign an MCAS Nondisclosure Acknowledgment (see <a href="http://www.doe.mass.edu/mcas/testadmin/forms">www.doe.mass.edu/mcas/testadmin/forms</a>) before administering this accommodation.</li> </ul>
A13	<p><b>Student records responses</b> on a device (other than a smartphone) for the purpose of playing back and transcribing the recorded segment(s). Student may use text-to-speech software or an audio recording device to listen to their draft response. Responses must be deleted from the device once they have been transcribed into the student's test.</p> <ul style="list-style-type: none"> <li>Test administrators for students using accommodation A13 must sign an MCAS Nondisclosure Acknowledgment (see <a href="http://www.doe.mass.edu/mcas/testadmin/forms">www.doe.mass.edu/mcas/testadmin/forms</a>) before administering this accommodation.</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 onscreen or into the test &amp; answer booklet during playback. The video must be deleted after transcription.</p> <ul style="list-style-type: none"> <li>Test administrators for students using accommodation A14 must sign an MCAS Nondisclosure Acknowledgment (see <a href="http://www.doe.mass.edu/mcas/testadmin/forms">www.doe.mass.edu/mcas/testadmin/forms</a>) before administering this accommodation.</li> </ul>	
A15	<p><b>Monitor placement of responses</b> in the appropriate area onscreen or in the test &amp; answer booklet by the test administrator</p> <ul style="list-style-type: none"> <li>Test administrators for students using accommodation A15 must sign an MCAS Nondisclosure Acknowledgment (see <a href="http://www.doe.mass.edu/mcas/testadmin/forms">www.doe.mass.edu/mcas/testadmin/forms</a>) before administering this accommodation.</li> </ul>	
A16	<p><b>Refreshable Braille Display/Braille note-taker</b> (specific external device used in conjunction with screen reader for student who is blind or has a vision impairment)</p> <p>A hard-copy edition of the Braille test must also be ordered, and the screen reader test must be selected.</p>	<p><b>Braille note-taker</b> (specific external device used in conjunction with hard-copy Braille test)</p> <p>Braille notes should be placed in the school's return shipment.</p>
A17	<p><b>Braille writer</b> (specific external device used in conjunction with screen reader and hard-copy Braille test)</p> <p>A hard-copy edition of the Braille test must also be ordered and the screen reader test must be selected.</p>	<p><b>Braille writer</b> (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 &amp; answer booklet, with all required information on each page (see section 10 in this appendix for more information).</p>

## Appendix C—Accessibility and Accommodations

### 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 reading, writing, or performing 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 accommodation but do not have them listed in their IEPs **are likely to have their tests invalidated**.

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


Special Access Accommodations	
#	Computer- and Paper-Based Tests
SA1.1 (SR/PNP) and SA1.2 (SR/PNP)	<p><b>Text-to-speech (SA1.1) or Human read-aloud (SA1.2) for the ELA tests</b>, including oral presentation of test questions, response options, and passages</p> <ul style="list-style-type: none"> <li>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.</li> <li>A human reader may either read aloud from the <b>computer-based test</b> (signed in to a nearby computer or sitting next to the student) or from the <b>paper-based test</b>. A human reader may read aloud to a group of up to five students.</li> </ul> <p>This accommodation is intended for a very small number of students with disabilities that <b>severely limit or prevent them from reading</b>, 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 <b>all</b> 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 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)</li> </ul>

## Appendix C—Accessibility and Accommodations

<b>Special Access Accommodations <i>continued</i></b>	
<b>#</b>	<b>Computer- and Paper-Based Tests</b>
<p><b>SA1.1</b> <i>(SR/PNP)</i> <b>and</b> <b>SA1.2</b> <i>(SR/PNP)</i> <i>continued</i></p>	<ul style="list-style-type: none"> <li>• receive <b>ongoing intervention</b> to learn the skill of reading</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 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"> <li>•  See Appendix A of the <i>Guide to the SR/PNP Process</i> at <a href="https://mcas.pearsonsupport.com/manuals">mcas.pearsonsupport.com/manuals</a> for important information about assigning this accommodation.</li> </ul> <p>See additional procedures listed in section 7 in this appendix for SA1.2.</p> <p>There is a special icon of a person speaking on student testing tickets for students in a Human Read-Aloud session, and there is a special icon of a pair of headphones on student testing tickets for students who have text-to-speech in their PNP.</p> <ul style="list-style-type: none"> <li>• Test administrators for students using accommodation SA1.2 must sign an MCAS Nondisclosure Acknowledgment (see <a href="https://www.doe.mass.edu/mcas/testadmin/forms">www.doe.mass.edu/mcas/testadmin/forms</a>) before administering this accommodation.</li> </ul>
<p><b>SA2</b> <i>(SR/PNP)</i></p>	<p><b>Human signer for the ELA tests</b>, 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 <b>severely limited or prevented from reading</b>, as documented in locally administered diagnostic evaluations. The student must meet <b>all</b> the following criteria:</p> <ul style="list-style-type: none"> <li>• be <b>virtually unable to read</b> (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</li> <li>• use this accommodation routinely, except during reading instruction</li> <li>• receive 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> <p>See additional procedures listed in section 7 in this appendix.</p> <ul style="list-style-type: none"> <li>•  See Appendix A of the <i>Guide to the SR/PNP Process</i> at <a href="https://mcas.pearsonsupport.com/manuals">mcas.pearsonsupport.com/manuals</a> for important information about assigning this accommodation.</li> <li>• Test administrators for students using accommodation SA2 must sign an MCAS Nondisclosure Acknowledgment (see <a href="https://www.doe.mass.edu/mcas/testadmin/forms">www.doe.mass.edu/mcas/testadmin/forms</a>) before administering this accommodation.</li> </ul>




## Appendix C—Accessibility and Accommodations

<b>Special Access Accommodations <i>continued</i></b>	
#	Computer- and Paper-Based Tests
<b>SA3.1</b> (SR/PNP)	<p><b>Scribe responses for the ELA tests:</b></p> <p><b>A human scribe</b> (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 &amp; answer booklet (paper-based test).</p> <p>This accommodation is intended for students who have the following:</p> <ul style="list-style-type: none"> <li>• documented significant motor or processing difficulties</li> <li>• a recent injury (such as a broken hand or arm) that makes it difficult to produce responses</li> </ul> <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. 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"> <li>• Test administrators for students using accommodation SA3.1 must sign an MCAS Nondisclosure Acknowledgment (see <a href="http://www.doe.mass.edu/mcas/testadmin/forms">www.doe.mass.edu/mcas/testadmin/forms</a>) before administering this accommodation.</li> </ul>
<b>SA3.2</b> (SR/PNP)	<p><b>Speech-to-text (SA3.2) for the ELA tests:</b></p> <p>Students use a speech recognition program that converts voice to written text.</p> <ul style="list-style-type: none"> <li>• Students taking the computer-based test will be able to use an embedded speech-to-text web extension that functions within TestNav. 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 D of the <i>Accessibility and Accommodations Manual for the 2023–24 MCAS</i> (available at <a href="http://www.doe.mass.edu/mcas/accessibility">www.doe.mass.edu/mcas/accessibility</a>) for a step-by-step guide on accessing and using this feature. <ul style="list-style-type: none"> <li>› The Web Extension AT SR/PNP designation must be selected in PearsonAccess<sup>next</sup> for this embedded tool.</li> <li>› If students use their own AT devices, all assessment content must be deleted from these devices after the test for security purposes.</li> </ul> </li> <li>• Speech-to-text technology requires that the student go back through all generated text to correct errors in transcription, including use of writing conventions; thus, prior experience with this accommodation is essential.</li> <li>• Students who use speech-to-text will need headphones/Whisperphones, unless they are tested individually in a separate setting.</li> </ul> <p>This accommodation is intended for students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce responses and need to dictate their responses into a voice/speech-to-text device. For many of these students, dictating is the only way to demonstrate their composition skills. Students should be allowed to develop planning notes and to view the dictated material.</p> <ul style="list-style-type: none"> <li>•  See Appendix A of the <i>Guide to the SR/PNP Process</i> at <a href="http://mcas.pearsonsupport.com/manuals">mcas.pearsonsupport.com/manuals</a> for important information about assigning this accommodation.</li> <li>• Test administrators for students using accommodation SA3.2 must sign an MCAS Nondisclosure Acknowledgment (see <a href="http://www.doe.mass.edu/mcas/testadmin/forms">www.doe.mass.edu/mcas/testadmin/forms</a>) before administering this accommodation.</li> </ul>

## Appendix C—Accessibility and Accommodations

<b>Special Access Accommodations <i>continued</i></b>	
<b>#</b>	<b>Computer- and Paper-Based Tests</b>
<p><b>SA4</b> (SR/PNP)</p>	<p><b>Calculation device or other mathematics tool</b> (including addition/subtraction or multiplication/division tables; or manipulatives) 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 <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 <b>all</b> 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)</li> <li>• use the calculation device or tool during routine instruction in mathematics</li> <li>• receive 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> <p>Students with special access accommodation SA4 listed in the SR/PNP will <b>only</b> have access to the standard TestNav calculator during the noncalculator session of the Mathematics tests (although students can use a handheld calculator).</p> <p>Students using handheld calculators to fulfill SA4 should be tested in their own group to minimize confusion during test administration.</p>
<p><b>SA5</b> (SR/PNP)</p>	<p><b>Spell-checker for the ELA tests</b>, 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 <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 <b>all</b> of the following criteria:</p> <ul style="list-style-type: none"> <li>• be <b>unable to spell simple words</b> (i.e., at the beginning stages of learning how to spell), as documented by locally administered diagnostic evaluations</li> <li>• produce understandable written work only when provided this accommodation, which the student uses during routine instruction</li> <li>• receive 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 C—Accessibility and Accommodations

Special Access Accommodations <i>continued</i>	
#	Computer- and Paper-Based Tests
<b>SA6</b> (SR/PNP)	<p><b>Word prediction for the ELA tests</b>, 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 special access accommodation for the computer-based ELA test will be able to use an embedded word prediction web extension that functions within TestNav. This embedded assistive technology will allow students to use word prediction assistive technology within TestNav without using a separate, adjacent (external) device. Refer to Appendix D of the <i>Accessibility and Accommodations Manual for the 2023–24 MCAS</i> (available at <a href="http://www.doe.mass.edu/mcas/accessibility">www.doe.mass.edu/mcas/accessibility</a>) 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 &amp; 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 both of the following criteria:</p> <ul style="list-style-type: none"> <li>• have a disability that <b>severely limits or prevents them from recalling and processing language</b> in order to generate written responses</li> <li>• can access written expression only through the use of word prediction software, application, or device during routine instruction in order to generate written responses</li> </ul> <p>During testing, internet access must be turned off/restricted and functions that automatically select words for the student must be turned off.</p> <ul style="list-style-type: none"> <li>•  See Appendix A of the <i>Guide to the SR/PNP Process</i> at <a href="http://mcas.pearsonsupport.com/manuals">mcas.pearsonsupport.com/manuals</a> for important information about assigning this accommodation.</li> <li>• Test administrators for students using accommodation SA6 must sign an MCAS Nondisclosure Acknowledgment (see <a href="http://www.doe.mass.edu/mcas/testadmin/forms">www.doe.mass.edu/mcas/testadmin/forms</a>) before administering this accommodation.</li> </ul>

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

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 regard to remote monitoring of blood glucose levels. The student may retain the cell phone during testing in order to monitor blood 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.

### 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 STE) 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.
- The principal or test coordinator must supervise the assignment of students to groups that will have test questions read aloud to them.
- 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.

## 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.
- 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 scribe will make the student's requested changes, even if incorrect.
- The student will confirm the correctness of the response.

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### 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 TestNav** 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. MCAS Test Accommodations for ADULTS with Disabilities for the High School Science Tests

Adults who want to earn a high school diploma and have not yet met the testing requirements of the CD may participate in the high school Science tests 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.

#### 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 necessary accommodations based on the identified disability

**OR**

## Appendix C—Accessibility and Accommodations

- an approved IEP that documents the accommodations needed for statewide testing from the past five years (i.e., any year from 2019 through 2023)
- OR**
- a 504 plan that documents the accommodations needed for statewide testing from the past five years (i.e., any year from 2019 through 2023)
- a. 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 Table 3 of this appendix for full descriptions of these accommodations.
- A2** Large print: This edition must be requested at the time of registration.
- A3.2** Braille: This edition must be requested at the time of registration.
- b. Accommodations That Are Allowed ONLY with Prior Department Approval**
- The following accommodations are allowed only with prior approval from the Department. The request form is available online at [mass.gov.service-now.com/mcasaccommodations](https://mass.gov/service-now.com/mcasaccommodations) and should be submitted **at least one week before testing**. Refer to Table 4 of this appendix for full descriptions of these accommodations.
- A1** Paper-based test
- A3.1** Screen reader
- A3.3** Assistive technology
- A4** Text-to-speech for the high school Science tests
- A5** Human read-aloud for the high school Science tests
- A6.1** Human signer for the high school Science tests
- A6.2** ASL video for the high school Science tests
- A7** Human signer for test directions only
- A8** Track test questions
- A9** Supplemental reference sheet: must be approved by the Department prior to use
- A10.1/A10.2** Scribe responses for the high school Science tests; or speech-to-text for the high school Science tests
- A11** Answers recorded on special paper
- A12** Typed responses
- A13** Student records responses on a device
- A14** Responses signed onto video
- A15** Monitor placement of responses
- A16** Refreshable Braille display/Braille note taker
- A17** Braille writer

## Appendix C—Accessibility and Accommodations

### c. Accessibility Features that Are Available Based on a School’s Capacity

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.

**DF8** Familiar Test Administrator

**DF10** Time of Day

## 10. 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).

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 STE 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.

## Appendix C—Accessibility and Accommodations

### **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 STE 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.
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

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### 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 or answer booklet front cover)*

## Part III: Testing Procedures and Accommodations for EL Students

### A Participation Requirements for EL Students

EL students must participate in all MCAS tests scheduled for their grades, regardless of the language program and services they are receiving or the amount of time they have been in the United States, with the exception of first-year EL students (those who enrolled in a U.S. school after March 1, 2023, and were not reported in the March 2023 SIMS report) for whom ELA testing is optional.

Schools may administer the MCAS ELA tests to first-year ELs if they wish; results will be provided at the school level and will be used for Competency Determination purposes for grade 10 students. Schools must administer the ACCESS for ELLs test to first-year and all other EL students, even those who have opted out of English language programs and services. Students who enter a U.S. school for the first time after ACCESS for ELLs testing is completed are not required to participate in ELA testing. First-year EL students **must** participate in MCAS Mathematics and STE tests, although results will be reported for diagnostic purposes only and students' results will not be included in school and district summary results or in state accountability reporting.

EL Participation Requirements for Spring 2024 MCAS Tests		
Content Area Test	First-Year EL Students <sup>32</sup>	All Other EL Students
ELA	Optional <sup>33</sup>	Required
Mathematics	Required	Required
STE (grades 5 and 8)	Required	Required
High School Science (Biology and Introductory Physics)	Required by the end of grade 10	Required by the end of grade 10

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](mailto: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](http://www.doe.mass.edu/ele/guidance/?section=guidance)).

### Foreign Exchange Students

Foreign exchange students who are coded as #11 under “Reason for Enrollment” in SIMS in grades 3–8 and 10 are required to participate in the MCAS tests specified for the grade in which they are reported. These students are also required to participate in ACCESS for ELLs testing if they are reported in SIMS as English learners.

<sup>32</sup> Results for first-year EL students are not included in MCAS school and district summary results.

<sup>33</sup> Optional, provided that the student has participated in ACCESS for ELLs testing.

## Appendix C—Accessibility and Accommodations

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### **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)
- STE—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. 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 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](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.

### **C 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 of this manual).

Students eligible to take the Spanish/English editions of grade 10 Mathematics, Biology, or Introductory Physics may meet the CD requirement in mathematics and STE through these tests but must pass the ELA test in English.

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).



### **D 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 SR/PNP. 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
<b>EL1</b> (SR/PNP)	<p><b>Paper-based edition:</b> 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"> <li>• ELs should have the opportunity to take computer-based practice tests prior to selecting the paper-based test.</li> <li>• Administering the ELA test to a first-year EL is <i>optional</i>.</li> </ul>
<b>EL2</b>	<p><b>Approved Bilingual Word-to-Word Dictionary and Glossary</b> (English/native language)</p> <ul style="list-style-type: none"> <li>• This accommodation is available to students who are currently or were ever reported as ELs.</li> <li>• <b>Only paper editions</b> of 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, especially if students are accustomed to using an electronic dictionary, computer, or phone app for this purpose during instruction or during other tests.</li> </ul>
<b>EL3.1</b> (SR/PNP) <b>and</b> <b>EL3.2</b> (SR/PNP)	<p><b>Text-to-speech (TTS)</b> (EL3.1) computer reads text aloud for <b>Mathematics and STE (not ELA)</b>:</p> <ul style="list-style-type: none"> <li>• A student using the TTS-enabled English-only edition of the computer-based test with <b>headphones</b> may be tested in a typical-size group.</li> </ul> <p><b>Human read-aloud</b> (EL 3.2) for <b>Mathematics and STE (not ELA)</b>:</p> <ul style="list-style-type: none"> <li>• 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>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"> <li>•  See Appendix A of the <i>Guide to the SR/PNP Process</i> at <a href="https://mcas.pearsonsupport.com/manuals">mcas.pearsonsupport.com/manuals</a> for important information about assigning this accommodation.</li> <li>• Test administrators for students using accommodation EL3.2 must sign an MCAS Nondisclosure Acknowledgment (see <a href="https://www.doe.mass.edu/mcas/testadmin/forms">www.doe.mass.edu/mcas/testadmin/forms</a>) before administering this accommodation.</li> </ul>
<b>EL4.1</b> (SR/PNP) <b>and</b> <b>EL4.2</b> (SR/PNP)	<p><b>Scribe or speech-to-text</b> for Mathematics and/or STE test responses (<b>not ELA</b>), consisting either of:</p> <ul style="list-style-type: none"> <li>• a <b>human scribe</b> (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</li> <li>• a <b>speech-to-text</b> (EL4.2) program that converts voice to written text, use of a test administrator to generate responses to test questions.</li> </ul> <p>Students using the speech-to-text accommodation for grade 5 and 8 STE tests and the high school Biology test will be able to use an embedded speech-to-text “web extension” that functions within TestNav.</p> <p>The embedded web extension <b>is not available on the ELA tests</b>; it also does <b>not function on the Mathematics or the Introductory Physics computer-based tests</b> due to incompatibility with the Equation Editor answer box used for open responses on those tests. Refer to Appendix D of the <i>Accessibility and Accommodations Manual for the 2023–24 MCAS</i> (available at <a href="https://www.doe.mass.edu/mcas/accessibility">www.doe.mass.edu/mcas/accessibility</a>) for a step-by-step guide to accessing and using this feature.</p> <ul style="list-style-type: none"> <li>•  See Appendix A of the <i>Guide to the SR/PNP Process</i> at <a href="https://mcas.pearsonsupport.com/manuals">mcas.pearsonsupport.com/manuals</a> for important information about assigning this accommodation.</li> <li>• Test administrators for students using accommodation EL4.1 or EL4.2 must sign an MCAS Nondisclosure Acknowledgment (see <a href="https://www.doe.mass.edu/mcas/testadmin/forms">www.doe.mass.edu/mcas/testadmin/forms</a>) before administering these accommodations.</li> </ul>

## Appendix C—Accessibility and Accommodations

#	Accommodations for EL Students <i>continued</i>
EL5	<b>Test administrator reads aloud/repeats/clarifies general administration directions in English</b> (from the appropriate Test Administrator’s Manual scripts)
EL6	<b>Test administrator reads aloud/repeats/clarifies general administration directions</b> (from the appropriate Test Administrator’s Manual scripts) <b>in student’s native language</b> , if a native-language speaker is available
EL7	<p><b>Spanish/English</b> edition of the <b>grade 10 Mathematics</b> test and the <b>Biology</b> and <b>Introductory Physics</b> tests:</p> <ul style="list-style-type: none"> <li>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).</li> <li>These tests are intended for Spanish-speaking ELs who have been in the U.S. less than 3 years.</li> <li>Students may respond either in Spanish or English. (Note that for all other MCAS tests, students may respond only in English.)</li> <li> See Appendix A of the <i>Guide to the SR/PNP Process</i> at <a href="https://mcas.pearsonsupport.com/manuals">mcas.pearsonsupport.com/manuals</a> for important information about assigning this accommodation.</li> </ul>

## 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	<ul style="list-style-type: none"> <li>● <b>Highly recommended</b> for use by English learners at this ELP level</li> <li>⊙ <b>Recommended</b> for use by English learners at this ELP level</li> <li>○ <b>May not be appropriate</b> for students at this ELP level</li> </ul>			
	#	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 STE tests (in English <i>only</i> ); OR Human read-aloud for Mathematics or STE	●	⊙	○
EL4.1 and EL4.2	Human scribe or speech-to-text for Mathematics or STE 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 grade 10 Mathematics, Biology, and Introductory Physics	●	⊙	○

## 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 SR/PNP, if applicable.

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

Feature Number	Accessibility Feature	SR/PNP 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 R
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	SR/PNP Column
<b>A1</b>	Paper-based test	Column K
<b>A2</b>	Large-print <i>PBT only</i>	Column U
<b>A3.1</b>	Screen reader	Column V
<b>A3.2</b>	Braille edition	Column X
<b>A3.3</b>	Screen reader	Column V
<b>A4.1</b>	Text-to-speech	Column AC
<b>A5</b>	Human read-aloud <i>Mathematics and science tests only</i>	Column Y
<b>A6.1</b>	Human signer <i>Mathematics and science tests only</i>	Column AA
<b>A6.2</b>	ASL video	Column AF
<b>A7</b>	Human signer for test directions only	N/A
<b>A8</b>	Track test items	N/A
<b>A9</b>	Approved graphic organizer or supplemental reference sheet	Column AP
<b>A10.1</b>	Scribe responses <i>Mathematics and science tests only</i>	Column AG
<b>A10.2</b>	Speech-to-text <i>Mathematics and science tests only</i>	Column AI See Appendix A of the <i>Guide to the SR/PNP Process</i> at <a href="https://mcas.pearsonsupport.com/manuals">mcas.pearsonsupport.com/manuals</a> .
<b>A11</b>	Responses recorded on special paper	N/A
<b>A12</b>	Typed responses	Column AK
<b>A13</b>	Student records responses on a recording device	N/A
<b>A14</b>	Responses signed onto a video	N/A
<b>A15</b>	Monitor placement of responses	N/A
<b>A16</b>	Refreshable Braille display	N/A
<b>A16</b>	Braille note-taker	N/A
<b>A17</b>	Braille writer	N/A



## Appendix C—Accessibility and Accommodations

**Table 10. List of Special Access Accommodations**

Accommodation Number	Special Access Accommodation	SR/PNP Column
<b>SA1.1</b>	Text-to-speech for the ELA tests	Column AC
<b>SA1.2</b>	Human Reader for the ELA tests	Column Z
<b>SA2</b>	Human Signer for the ELA tests	Column AB
<b>SA3.1</b>	Scribe for the ELA tests	Column AH
<b>SA3.2</b>	Speech-to-text for the ELA tests	Column AJ (STT) See Appendix A of the <i>Guide to the SR/PNP Process</i> at <a href="https://mcas.pearsonsupport.com/manuals">mcas.pearsonsupport.com/manuals</a> .
<b>SA4</b>	Calculator for the noncalculator session of the Mathematics tests	Column AL
<b>SA5</b>	Spell Checker for the ELA tests	Column AM
<b>SA6</b>	Word Prediction for the ELA tests and the Biology test	Column AN See Appendix A of the <i>Guide to the SR/PNP Process</i> at <a href="https://mcas.pearsonsupport.com/manuals">mcas.pearsonsupport.com/manuals</a> .

**Table 11. List of EL Accommodations**

Accommodation Number	Accommodation	SR/PNP Column
<b>EL1</b>	Paper-based test	Column K
<b>EL2</b>	Word-to word dictionary and glossary	N/A
<b>EL3.1</b>	Text-to-speech	Column AC
<b>EL3.2</b>	Human read-aloud <i>Mathematics and science tests only</i>	Column Y
<b>EL4.1</b>	Scribe responses <i>Mathematics and science tests only</i>	Column AG
<b>EL4.2</b>	Speech-to-text <i>Mathematics and science tests only</i>	Column AI See Appendix A of the <i>Guide to the SR/PNP Process</i> at <a href="https://mcas.pearsonsupport.com/manuals">mcas.pearsonsupport.com/manuals</a> .
<b>EL5</b>	Test administrator reads aloud, repeats, or clarifies general test administration directions	N/A
<b>EL6</b>	Test administrator reads aloud/repeats/clarifies general administration directions in student’s native language	N/A
<b>EL7</b>	Spanish/English edition of the Mathematics tests, the Biology test, or the Introductory Physics test	Column AO