



Massachusetts Comprehensive Assessment System

TEST ADMINISTRATOR'S MANUAL



Paper-Based Tests

Including the Spanish/English editions

GRADES 3–8

ELA	March 24–April 18
Mathematics	April 28–May 23
STE (Grades 5 and 8)	April 28–May 23
Civics (Grade 8)	April 28–June 6

HIGH SCHOOL

Grade 10 ELA	March 25–26
Grade 10 Mathematics	May 20–21
Biology and Introductory Physics	June 4–5

SPRING 2025



This document was prepared by the Massachusetts Department of Elementary and Secondary Education

Russell D. Johnston
Acting Commissioner

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Important Contact Information and Resources

Contact	MCAS Service Center
For questions on:	<ul style="list-style-type: none"> • general test administration support • the MCAS Portal such as <ul style="list-style-type: none"> › user accounts › viewing student records and organizations › the student registration process and loading files • logistical support, including filling out the Materials Summary and the PCPA • locating resources • shipments of materials
Hours	7:00 a.m.–5:00 p.m., Monday–Friday
Web	mcas.onlinehelp.cognia.org Use this website to access training modules and other materials to support test administration, including a link to the MCAS Service Center website (mcasservicecenter.com) where schools will access the PCPA and order additional materials.
Email	mcas@cognia.org
Telephone	1-800-737-5103 TTY: 888-222-1671

Contact	DESE Office of Student Assessment Services
For questions on:	<ul style="list-style-type: none"> • policy, such as assigning accessibility features and accommodations • student participation • testing irregularities, including test security incidents • voiding a test • student data and SIMS (See note below regarding SIMS.) Questions regarding SIMS data should be directed to your district's SIMS contact (go to profiles.doe.mass.edu/search/search.aspx?leftNavID=11239, select SIMS Contact from the Function menu, and click Get Results).
Hours	8:00 a.m.–5:00 p.m., Monday–Friday Schools that need logistical support between 7:00 a.m. and 8:00 a.m. should call the MCAS Service Center at 1-800-737-5103.
Web	www.doe.mass.edu/mcas/testadmin
Email	mcas@mass.gov
Telephone	781-338-3625

Spring 2025 Test Administration Schedule


Grades 3–8

MCAS Subject Area Test	Administration Window	Recommended Testing Times
Grades 3–8 ELA	March 24–April 18	2 to 2½ hours per session
Grades 3–8 Mathematics	April 28–May 23	1½ hours per session
Grades 5 and 8 STE	April 28–May 23	1 to 1½ hours per session
Grade 8 Civics	April 28–June 6	State Performance Task: 1 hour End-of-Course test: 1 hour

Grade 10/High School

MCAS Subject Area Test	Sessions	Administration Dates	Recommended Testing Times
Grade 10 ELA	Session 1	March 25	2½ hours
	Session 2	March 26	1½ to 2 hours
Grade 10 Mathematics	Session 1	May 20	1½ to 2 hours
	Session 2	May 21	1½ to 2 hours
Biology and Introductory Physics	Session 1	June 4	1½ hours
	Session 2	June 5	1½ hours

Notes:

- The  icon is used in this manual to indicate information related to accessibility, accommodations, students with disabilities, and EL students.
- **Review this manual before the Test Administrators' Training with your school principal.**

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Part I

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MCAS Test Security Requirements

MCAS Test Security Requirements

The purpose of the Massachusetts Comprehensive Assessment System (MCAS) is to elicit valid results showing what students know and can do in the tested subjects. The purpose of the MCAS Test Security Requirements is to protect the validity of those results.

Principals and school staff members must follow the requirements listed below and may not participate in, direct, assist in, encourage, or fail to report any testing irregularity or act of misconduct.

Principals are responsible for ensuring that all test administrators and school staff members authorized to have access to secure materials and test content are trained in and comply with the requirements and instructions contained in this part of the *Principal's Administration Manual (PAM)* and in the *Test Administrator's Manuals (TAMs)*.

Please note the following definitions for the purposes of this section and this manual:

- **“Secure”** content and materials include the following:
 - › test questions not publicly released by the Department
 - › test & answer booklets
 - › test booklets and answer booklets for the Spanish/English test editions
 - › student responses to test questions
 - › used scratch paper

The following secure testing materials must be tracked using internal tracking forms:

- › test & answer booklets
- › test booklets and answer booklets for the Spanish/English test editions
- › used scratch paper must be accounted for on tracking forms but individual sheets do not need to be counted.
- **“Access”** refers to handling secure testing materials such as booklets, but does not include viewing test content or student responses, which is prohibited (except when administering certain accommodations listed in Appendix C of the PAM). Students may never transport secure testing materials, including from their initial testing room to a test completion room.
- **“Locked storage area”** refers to the central locked area that must be used to store all secure MCAS testing materials when they are not in use. Principals must restrict access to the locked storage area to only those school staff members authorized by the principal to handle secure materials. For example, custodial or cleaning staff may not enter or access the locked area where the principal stores secure materials.

Each principal must complete the Principal's Certification of Proper Test Administration (PCPA) to certify that the school has followed proper MCAS test security requirements and test administration protocols. See www.doe.mass.edu/mcas/testadmin/forms for the certification statements to which the principal must attest.

A Responsibilities of the Principal and Test Coordinator

1. **Before testing, principals must review their plans for maintaining test security with the superintendent so that the superintendent is comfortable with the procedures in the school building.**
 - As part of that review, superintendents may ask their district's principals to use the optional Superintendent's Assurance of Proper Test Administration form found at www.doe.mass.edu/mcas/testadmin/forms to document your preparations (a form is not required but the review is).
 - The superintendent may assign another district employee (e.g., a district test coordinator) to be the liaison between schools and the central office. Districts are encouraged to take a hands-on approach to MCAS testing, to provide assistance and coordination (especially for new principals), and to visit schools and observe testing firsthand.
2. **Authorize specific staff members to serve as test administrators, and train them to properly administer MCAS tests. Designate other staff members for specific roles, as needed (e.g., hallway or restroom monitors, technology coordinators), and train them in MCAS security requirements.**
 - Before the training session, distribute
 - › a copy of the appropriate TAM to every test administrator, and
 - › a copy of the test security requirements to all school staff members who have access to secure materials (available at www.doe.mass.edu/mcas/testadmin).
 - Document that all test administrators have received TAMs and that school staff members who have access to secure materials have received the test security requirements (see the sample form at www.doe.mass.edu/mcas/testadmin/forms).
 - Train test administrators prior to the spring test administration. See Part III, section B, for more information about training.
 - For test administrators who provide accommodations to students with disabilities, or English learners (EL students), provide training in the administration of accommodations in accordance with Appendix C of the PAM and the *Accessibility and Accommodations Manual for the 2025 MCAS Administrations* (available at www.doe.mass.edu/mcas/accessibility).
3. **Instruct students in MCAS test security requirements.**
 - Student test results may be invalidated if they engage in any of the following activities during a test session (including after turning in their test materials, during a break, or during the transition to a test completion area):
 - › duplicating any portion of secure test content
 - › accessing prohibited materials such as cell phones or other electronic devices (see lists in Part II, section B) for any purpose, including accessing the internet
 - › communicating with other students (e.g., talking, whispering, writing notes)
 - › looking at any other student's test materials
 - › asking for or receiving help from anyone
 - › providing help to another student
 - › consulting notes, books, or instructional materials during testing

MCAS Test Security Requirements

- Students' test results may also be invalidated if they discuss secure test content or their responses to questions with anyone, including teachers, with the exception of reporting a concern about a test question to their test administrator.
- 4. Develop local policies and procedures to ensure proper test security at all times.**
 - Schedule tests to avoid conflicts with recess or lunch (see Part II, section C for more information about scheduling test sessions).
 - Ensure that tests are administered during the prescribed administration window, in the prescribed order, and (for high school) on the prescribed days.
 - Ensure that hallways are properly monitored during testing so that students are supervised at all times when they leave testing rooms (e.g., to use the restroom or transition to a test completion room).
 - 5. Keep secure MCAS materials in locked central storage when MCAS tests are not being administered.**
 - Account for all secure materials at the end of each test session and keep them in the locked storage area when not in use.
 - Restrict access to the locked storage area to a small number of school staff members who need access.
 - 6. Monitor distribution and collection of materials for testing.**
 - All booklets must be accounted for during testing.
 - Internal tracking forms must be used to maintain the chain of custody of secure materials.
 - Used scratch paper must be accounted for during testing.
 - 7. Oversee the receipt from and return to the testing contractor of all paper-based test materials.**
 - Inventory paper-based materials immediately upon receipt and investigate any discrepancies in count of materials.
 - Return all paper-based materials to the testing contractor according to the prescribed packing instructions in the PAM and the deadlines listed at www.doe.mass.edu/mcas/cal.html.
 - 8. Destroy secure materials after testing.**
 - Used scratch paper (i.e., written on by students) must be securely destroyed (e.g., shredded) following testing.
 - Used scratch paper must be stored securely until it is shredded. It may not be viewed by school staff members.

B Shared Responsibilities of Principals, Test Coordinators, Test Administrators, and Other School Staff Members Authorized to Have Access to Secure Materials

- 1. Receive training in test security requirements and test administration protocols.**
 - Department staff will host two training sessions on test security and administration protocols during the winter: a session for returning staff, and a session for new staff. Recordings of the sessions will be available at the MCAS Resource Center (mcas.onlinehelp.cognia.org/training-webinars) approximately one week after each training date.

- All principals and test coordinators are encouraged to participate in the appropriate training session for their school, especially those who have not run an MCAS administration before.
- Test administrators, test coordinators, and other school staff members authorized to have access to secure materials must attend a school training session. See www.doe.mass.edu/mcas/testadmin/forms for a sample form that principals may use to document participation, and see www.doe.mass.edu/mcas/testadmin for sample training slides that can be used (and adapted) to train test administrators. More information about training can be found in Part III, section B.

2. Document the location of secure materials at all times according to the instructions in Part II, section A.

- Track secure materials using the sample Secure Materials Internal Tracking Form at www.doe.mass.edu/mcas/testadmin/forms or a similar document (principals keep these forms on file for three years). See Part III, section A.2, of the Spring PAM for more information about requirements for internal tracking forms.
- The principal/test coordinator and each test administrator must independently count booklets and sign the tracking forms before transferring custody of the booklets.
- Do not leave booklets or other secure MCAS materials unattended at any time unless they are locked in the secure storage area.

3. Ensure the security of testing rooms.

- Do not allow unauthorized persons to enter the testing room. This includes parents, researchers, reporters, students not scheduled to be testing at the time, and any school staff members (including teachers) not assigned to the room as test administrators.
- School administrators, district staff, and Department observers may enter testing rooms to monitor and observe testing procedures.
- See Part III, section C, for more details about preparing testing rooms.

4. Ensure the security of test content.

- Do not discuss or in any way reveal the contents of test questions or student responses to test questions before, during, or after test administration. Because MCAS test questions are secure and confidential until the Department releases them publicly, school staff members should not discuss or review test questions with students or adults even after testing has been completed, with the exception of reporting a student's concern about a test question to the Department.
- Do not duplicate any secure test content, including but not limited to audiotaping, videotaping, photographing, photocopying, typing, or copying by hand.¹
- Do not remove testing materials from the school.²
- Do not allow scratch paper to be retained, discarded, or otherwise removed by students.
- Do not allow any portion of test & answer booklets (or separate test booklets and answer booklets) to be retained, discarded, recycled, removed, or destroyed.³

¹ The only exceptions are for test administrators who must transcribe student responses into answer booklets for students with disabilities receiving certain accommodations or for students who did some or all of their work in damaged, defective, or void booklets.

² The only exception is for principals who receive prior written permission from the Department to test a student in an alternate setting. Alternate setting requests must be resubmitted to the Department for approval for each test administration, even if approved for a previous administration.

³ The only exception is for test materials that have become contaminated; contact the principal or test coordinator immediately for instructions.

MCAS Test Security Requirements

- Be sure that used scratch paper has been securely destroyed after testing.
- Do not allow students access to secure test questions prior to testing.
- Do not read or view any secure test content or student responses except when administering certain accommodations listed in Appendix C of the PAM.

C Responsibilities of Test Administrators

1. Receive training from the principal or test coordinator in how to administer MCAS tests.

- Review this manual and all relevant test security requirements before administering test sessions.
- Attend the training session led by the principal or test coordinator before test administration. See www.doe.mass.edu/mcas/testadmin/forms for a sample form that principals may use to document participation in training and receipt of TAMs.
- Understand and follow the protocols related to administering tests to students with disabilities and EL students (if applicable), and protocols related to administering accessibility features.

2. Administer all tests according to appropriate protocols.

- Administer tests during the prescribed testing window.
- Follow the directions and read the scripts in this manual (and in any subsequent updates provided to principals by the Department) verbatim to students.
- Remove or cover any classroom displays that provide information related to the content being assessed or to test-taking strategies (see page 24).
- Provide students with all required test materials as listed in this manual.
- Prevent the use of prohibited materials (see pages 12–16 for lists of required/permitted and prohibited materials). Note that results may be invalidated for students who use cell phones or other electronic devices during a test session, including after they turn in their test materials, during a break, and during the transition to a test completion area.
- Return all testing materials to the secure central storage area immediately following each test session.
- A test administrator may view students' test booklets only for the purposes of confirming that students are working in the correct test session, or in order to read aloud selected words during the Mathematics or STE tests as part of Universal Accessibility Feature 11 (UF11).
- Students must work only on the test session being administered. If a test administrator observes a student working in the incorrect test session of the answer booklet or reviewing the incorrect test session of the answer booklet or test booklet, this is a testing irregularity that must be reported immediately to the principal. The principal must then report the irregularity to the Department.
- Return all testing materials to the secure central storage area immediately following each test session.

3. Focus full attention on the testing environment at all times.

- Monitor the testing process by circulating around the room frequently. When not circulating around the room, test administrators should maintain a clear view of the students and keep their attention focused on them.
- Ensure that students are not left unsupervised during testing, including during breaks and during transitions to test completion locations.

4. Ensure that students provide answers that are strictly their own and do not participate in any form of cheating.

- Students must not
 - › copy answers from anyone else
 - › use notes, books, extra reference sheets, or any kind of class materials
 - › write notes to, or talk to other students
 - › provide help or answers to any other student
 - › ask for or receive help from anyone else in answering the questions
 - › access cell phones or other electronic devices during testing

5. Do not give students any assistance or make suggestions for responding to any test question.

- Test administrators must not coach students during testing or alter or interfere with students' responses in any way. Examples of coaching include
 - › providing answers to a student
 - › indicating that a student has answered a question incorrectly or left a question blank
 - › defining words or providing synonyms
 - › spelling words
 - › influencing a student's responses by offering hints, cues, gestures, facial expressions, nods, or changes in voice inflection or body language
 - › monitoring or evaluating whether students are using their scratch paper or using specific testing strategies
 - › altering, explaining, simplifying, or paraphrasing any test question, reading passage, writing prompt, or multiple-choice answer option
 - › providing any manner of assistance that could impact a student's answers, including testing strategies
 - › suggesting that a student write more on a question, check previous work, or review or reconsider a question
- At any time during a test session, a test administrator may repeat a portion of the TAM script if necessary for clarification.
- Test administrators may remind the entire class to check their work before submitting their tests (the scripts contain language instructing students to do this).
- Statements of encouragement such as "Just do your best" or "Answer it as well as you can" are permitted.

MCAS Test Security Requirements

6. Follow proper procedures for administering accommodations to students with disabilities and EL students.



- Ensure that students are only provided accommodations that are listed specifically for use during MCAS testing in an approved IEP or a 504 plan, or that were documented as accommodations for EL students.
- Follow guidelines on proper provision of MCAS accommodations as prescribed in Appendix C of the PAM and in the *Accessibility and Accommodations Manual for the 2025 MCAS Administrations*.
- Test administrators for students using certain accommodations must sign an MCAS Nondisclosure Acknowledgment prior to their receipt of secure test materials. Principals must keep signed Nondisclosure Acknowledgments in the school files for three years. See page 20 for the list of accommodations this requirement applies to, and see www.doe.mass.edu/mcas/testadmin/forms for the MCAS Nondisclosure Acknowledgment.

D Testing Irregularities

Testing irregularities are incidents that represent a deviation from prescribed testing procedures. Testing irregularities may include student impropriety, errors in providing accommodations, educator misconduct, or the mishandling of secure test materials.

1. School Observations

In order to ensure the security and proper administration of the MCAS program, the Department conducts announced and unannounced monitoring visits to schools to observe the procedures followed during test administration. This may include entering testing rooms to observe students and test administrators directly. Principals and test coordinators should be prepared to meet observers upon their arrival and also be available during the observation to answer questions. School staff may contact the Department's Student Assessment Services Unit at 781-338-3625 to verify the identity of Department observers.

Department observers will confirm that all test security requirements are being met, including the following:

- Materials are stored properly.
- Staff have been trained.
- Test administrators are administering tests appropriately.
- The testing environment is secure.

2. Mandatory Reporting of Irregularities by All Staff Members

Principals must contact their superintendent and the Department at 781-338-3625 immediately after an irregularity occurs. Test administrators and other school staff members must contact their principal or superintendent and the Department. If any school or district employee with knowledge of a test irregularity has questions about reporting obligations, the Department can be consulted at 781-338-3625. Failure to report irregularities may result in sanctions.

It is recommended that parents/guardians be informed when a student-specific irregularity is reported to the Department.

Before reporting an irregularity to the Department, gather the following information:

- a description of the incident and the date it occurred (be sure to speak to any students and test administrators involved)
- the name(s) of the individual(s) involved in the incident
- the specific test(s) and specific session(s) affected
- copies of documents if needed (e.g., notes that were passed, unauthorized reference materials)
- any accommodations used by the students
- in student-specific reports: the student's name, date of birth, grade, and State-Assigned Student Identifier (SASID)

3. Anonymous Reporting of Testing Irregularities

On occasion, individuals contact the Department anonymously to allege that testing irregularities have taken place. These allegations are investigated if sufficient information is provided. Testing irregularities can be reported anonymously in the following ways:

- calling the Student Assessment Services office at 781-338-3625
- emailing information about the irregularity to mcas@mass.gov

4. Investigations into Irregularities

In response to a report of a serious irregularity, the Department may contact the school principal or district superintendent and ask the school or district to conduct a local fact-finding investigation into the alleged irregularity and report back to the Department in writing. The Department may also conduct its own independent investigation. Once the Department determines whether an irregularity has taken place, the Department will notify the school and district about any potential consequences which may follow from this determination.

5. Investigations Based on Statewide Data Analysis

In order to ensure the validity of MCAS data and the integrity of the assessment system, the Department performs statewide data analysis on all schools' and districts' MCAS test results. Anomalous results are examined more closely and may be investigated. A school's MCAS test results may be placed under review until the investigation is concluded.

6. Consequences

Testing irregularities or misconduct may result in any or all of the following:

- delay in the reporting of district, school, or student results
- invalidation of district, school, or student results
- prohibition of school staff members from participating in a future MCAS test administration, with required training from Department staff prior to administering MCAS tests again
- formal letter of reprimand for licensed educators
- licensure sanctions for licensed educators
- criminal sanctions

Consequences imposed by the Department or law enforcement do not limit a local district's authority to impose its own sanctions up to and including termination.

Part II

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MCAS Test Administration Protocols

MCAS Test Administration Protocols

A Accounting for Secure Materials

It is the responsibility of the test administrator to account for secure materials and to document the following on the Secure Materials Internal Tracking Forms:

- the receipt from the principal or test coordinator of a specific number of booklets
- the return to the principal or test coordinator of a specific number of booklets
- the return to the principal or test coordinator of all used scratch paper

Test administrators must independently count booklets and sign the tracking form before receiving and returning secure materials. All secure materials assigned to you must be returned to the principal immediately following each test session.

Note that in spring 2025, paper-based tests are being produced as follows:

Grades/Subjects	Type of Booklets	Number of Booklets and Description
Grades 3–8 Tests	Combined test & answer booklets	• One combined test & answer booklet per subject (both sessions in each subject together in one booklet)
Grade 10 ELA	Combined test & answer booklets	• One combined test & answer booklet for each session (two booklets total)
Grade 10 Mathematics	Combined test & answer booklets	• One combined test & answer booklet for each session (two booklets total)
Biology and Introductory Physics	Combined test & answer booklets	• For each subject, one combined test & answer booklet for each session (two booklets total)
Spanish/English test editions (grades 3–8 and 10 Mathematics, grades 5 and 8 STE, grade 8 Civics, Biology, Introductory Physics)	Separate test booklets and answer booklets	• For each subject, one test booklet and one answer booklet for each session (four booklets total)

Note: Large-print booklets are also available for students using accommodation A2.

B Materials Required, Permitted, and Prohibited during Testing

Cell phones may be used by test administrators for test administration-related purposes such as communicating with the test coordinator or school administration. At no time should test administrators be using cell phones for any purpose unrelated to testing, or in any way that distracts them from focusing their full attention on the testing room.



1. Materials REQUIRED for Student Use

The following materials **must be provided for student use** during testing:



- #2 pencils (wooden)
- scratch paper
 - › Test administrators must supply at least one sheet of unused scratch paper (blank, lined, or graph) for each student for each test session.
 - › Students may request more scratch paper if needed. Test administrators may provide up to three pages at one time. If students need additional pages beyond three, they will need to turn in used scratch paper. Upon request, students may view the pages they already turned in, as long as they only have three pages at one time.

- › Test administrators are responsible for collecting all used scratch paper to be securely destroyed (e.g., shredded) after test administration.
- › Schools may reuse scratch paper if the paper is completely blank.
- › Scratch paper that has been written on during Session 1 of a test may not be used in Session 2; students will need new paper.
- calculators for designated test sessions only (see the following tables)
- reference sheets and MCAS rulers that are included in shipments of Mathematics and STE materials **for designated test sessions only** (see the following tables)





































2. Calculators, Reference Sheets, and Rulers REQUIRED for Mathematics and Science Tests

Icon in the Following Tables	Description
	<p>Students must have access to an appropriate calculator on the tests listed below. Test administrators must ensure that students do not have access to calculator instructions or formula sheets that accompany calculators. The memory should be cleared from any calculator with the ability to store information (other than basic numbers). Calculators that can access the internet are not allowed.</p> <ul style="list-style-type: none"> • Mathematics Session 2 only <p>Each student must have sole access to a calculator for grades 7, 8, and 10 Mathematics Session 2. Students may use their own calculators, including graphing calculators. Schools must provide a calculator for each student who does not already have one, as follows:</p> <ul style="list-style-type: none"> › grade 7 Mathematics Session 2 only <ul style="list-style-type: none"> – recommended: a basic calculator or scientific calculator – minimum: a basic calculator › grade 8 Mathematics Session 2 only <ul style="list-style-type: none"> – recommended: a scientific calculator or graphing calculator – minimum: a basic calculator › grade 10 Mathematics Session 2 only <ul style="list-style-type: none"> – recommended: a scientific calculator or graphing calculator – minimum: a basic calculator • STE tests <p>Each student must have sole access to a calculator for the following STE tests. Students may use their own calculators, including graphing calculators. Schools must provide a calculator for each student who does not already have one, as follows:</p> <ul style="list-style-type: none"> › grade 5 STE: a basic calculator or scientific calculator › grade 8 STE: a scientific calculator or graphing calculator › Biology and Introductory Physics: a scientific calculator or graphing calculator
	<p>Calculators are not permitted for grades 3–6 Mathematics (both sessions) or for Session 1 of grades 7–8 and 10 Mathematics.</p>








MCAS Test Administration Protocols

Icon in the Following Tables	Description
	Students must be provided with the reference or formula sheets included in shipments of test materials for the following tests: <ul style="list-style-type: none"> grades 5–8 and 10 Mathematics Introductory Physics
	Students must be provided an MCAS ruler (included in shipments of test materials) for the following tests: <ul style="list-style-type: none"> grades 3–8 Mathematics grades 5 and 8 STE

a. Tools Available for Mathematics by Session

Grade	Tools Available for Session 1			Tools Available for Session 2		
3			 MCAS ruler			 MCAS ruler
4			 MCAS ruler			 MCAS ruler
5		 reference sheet	 MCAS ruler		 reference sheet	 MCAS ruler
6		 reference sheet	 MCAS ruler		 reference sheet	 MCAS ruler
7		 reference sheet	 MCAS ruler	 basic or scientific	 reference sheet	 MCAS ruler
8		 reference sheet	 MCAS ruler	 scientific or graphing	 reference sheet	 MCAS ruler
10		 reference sheet		 scientific or graphing	 reference sheet	

b. Tools Available for STE (both sessions)

Grade/Subject	Tools Available
5	 basic or scientific  MCAS ruler
8	 scientific or graphing  MCAS ruler
Biology	 scientific or graphing
Introductory Physics	 scientific or graphing  Introductory Physics reference sheet

3. Materials PERMITTED for Student Use

The following materials **may be used** by students:

- colored pencils and yellow highlighters
Note: Students may use a colored pencil (e.g., for marking or underlining passages) or a yellow highlighter, but must use a #2 pencil only to answer all test questions.
- for the grades 3–8 and 10 Mathematics tests, printed copies of the Guidelines for Completing Answer Grids (available under “Mathematics Gridded Response Guidelines” at mcas.onlinehelp.cognia.org/practice)
- authorized bilingual word-to-word dictionaries and glossaries for students who are currently or were ever reported as ELs (See Appendix K for more information.)

4. Materials PROHIBITED during Testing

Materials listed in section a below are not permitted at any time during test sessions, and materials listed in section b may only be provided to individual students after they have turned in their test materials. None of the materials in section a or b are permitted while students have their test materials.

a. Materials PROHIBITED at Any Time during a Test Session

Materials listed in this section **are NOT permitted at any time during test sessions**, including after students turn in their individual test materials, during a break, or during the transition to a test completion area. See www.doe.mass.edu/mcas/testadmin/forms for a poster that can be displayed during testing showing examples of prohibited materials.

- cell phones (See the following page for more information.)
- other electronic devices
 - smartwatches
 - e-book readers or electronic dictionaries
 - music players for one student’s personal use or that of the whole class, earphones, ear buds, or headphones (other than noise blocking headphones; see DF7 in Appendix C of the PAM)

MCAS Test Administration Protocols

- › any device capable of taking photographs
- › game consoles
- › electronic translators
- › calculators (except during the tests/sessions listed on pages 13–15)
- › computers or electronic tablets
- › any device that provides access to the internet (such as certain calculators and fitness trackers)
- › editing devices (e.g., spelling or grammar checkers)
- unauthorized reference sheets (e.g., formula sheets, multiplication grids, conversion tables)
- English-language dictionaries or thesauruses
- rulers other than those distributed at the start of testing for certain tests (see pages 14–15 for tables of which tests use rulers)
- accommodation materials unless specified by a student’s approved IEP or 504 plan (e.g., graphic organizers)

b. Materials PROHIBITED until after Students Have Completed Testing

Materials listed in this section may be provided to individual students **only AFTER** they have completed testing (i.e., turned in their individual test materials), and at the principal’s discretion. These materials are prohibited during testing.

- books
- textbooks for subjects other than the one being tested
- notebooks or other notes, as well as flags or sticky notes
- pens

Cell Phones and Other Electronic Devices

It is the responsibility of the principal and test administrators to ensure that students do not have access to cell phones or other electronic devices during testing. **Results may be invalidated for students who use cell phones or other electronic devices at any time during a test session.**

During the Test Administrators’ Training, the principal will inform test administrators either to read the script in this manual instructing students before each test session to turn off their cell phones and other electronic devices and place them in their backpacks, or to follow another procedure to ensure that students do not have access to cell phones or other electronic devices.

C Scheduling Test Sessions

Below is information that will be useful as you prepare for administration.

1. Recommended Testing Times

MCAS test sessions are untimed. However, test sessions have been designed to be completed within the following recommended testing times.

Subject for Grades 3–8	Recommended Time per Session
ELA	2 to 2½ hours
Mathematics	1½ hours
Grades 5 and 8 STE	1 to 1½ hours
Grade 8 Civics	State Performance Task: 1 hour End-of-Course test: 1 hour

Subject for High School	Recommended Time per Session
Grade 10 ELA	Session 1: 2½ hours Session 2: 1½ to 2 hours
Grade 10 Mathematics	1½ to 2 hours
Biology, Introductory Physics	1½ hours

2. Test Completion

Students who require time beyond the regularly scheduled test session may take it, as long as they are working productively. To that end, test administrators read scripts in this manual to guide students through the test session and inform them of the time available. Students may be moved to another location to finish testing but must be supervised at all times during the transition.

If a school is administering more than one test session on the same day (allowed for grades 3–8 testing and for high school make-up testing), any students who have not completed the first test session by the time that the class begins the next test session must finish working in the first test session before beginning the next one. The next test session can be administered in a separate setting from the regularly administered one.

3. Same-Day Requirement

No test session may extend beyond the end of the regular school day, and any individual test session must be completed on the same day on which it begins, with the following exception: any students who become ill during a test session and cannot continue testing should be scheduled for a make-up session (see section 5 on the following page).

The scripts in this manual that are read aloud throughout the session will help remind students how much time they have, so extra time should not generally be needed beyond the end of a regular school day. However, a principal may provide students with a **maximum** of 15 additional minutes to review and complete their work, provided that

- the students request the additional time themselves;
- transportation is arranged if necessary (e.g., the school bus is held for the student, the student's parent/guardian is contacted); and
- a test administrator stays with the students until the end of the allotted time.

MCAS Test Administration Protocols

If testing must occur on an “early release” day, arrangements must be made for test administrators to stay with students who have not finished their work until the time at which school would end on a regular school day.

4. Breaks and Lunch

Extended breaks, including recess for younger students, may not be scheduled in the middle of a test session. The Department recommends that students be provided snacks, drinks, and the opportunity to use the restroom before the beginning of the test session. However, students are permitted to use the restroom one student at a time during the test session. **Students must be supervised at all times between the testing room and the restroom, as well as any other time they are out of the testing room.**

Principals should try to schedule tests to avoid conflicts with lunch; however, if a lunch break is required during testing, test materials must be secured and students must be escorted to the lunchroom, instructed that they may not have conversations and that they still may not access any prohibited materials, **sufficiently monitored to prevent discussion of test questions during the entire lunch period**, and escorted back to the testing location.

Schools may plan for one short, supervised break (3–5 minutes) to be given at each test administrator’s discretion approximately halfway through each session. Students may continue working during the break if they wish. Test administrators must maintain security during the break and should follow the instructions in the scripts in this manual.

5. Procedures for Students Who Become Ill During a Test Session

If a student becomes ill during testing and cannot complete the session that day, the school may allow the student to complete the session on another day. The student should be instructed not to discuss the test with anyone, and the school should provide a closely-monitored make-up session, during which the student may complete the test, but may not return to any questions that were previously answered.

6. Test Administration Interruptions

Circumstances over which you have no control (e.g., power failures) may interrupt testing. If such an interruption does occur during testing, instruct students to close their booklets. Collect and secure the booklets.

In the event of an emergency, be sure to follow your school’s safety instructions. When normal conditions are restored, redistribute booklets to their original owners and resume testing. No interruption should reduce the total amount of time that students are given to complete the interrupted test session. Report any major disruption to your principal, who then must report the disruption to the Department.

Your principal will provide guidance on handling regular interruptions, such as students requesting to use the restroom or to go to the nurse’s office. Students may not remove secure materials from the room at any time.

D Damaged or Defective Booklets

If a student's assigned booklet becomes damaged or is discovered to be defective at any time during testing, it must be replaced. In such cases:

1. Collect the damaged/defective booklet from the student.
2. Issue the student a replacement booklet. All information on the front cover of the replacement booklet must be completed.
3. Instruct the student to continue working in the replacement booklet.
4. Fill in the VOID BOOKLET circle on the back cover of the student's damaged/defective booklet.
5. Write "VOID" in large letters across the front cover.
6. Set the void booklet aside to be returned to your principal along with the student's replacement booklet at the end of the test session.
7. Notify your principal that you are returning a damaged or defective booklet. Your principal must ensure that all of the student's answers marked in the void booklet are accurately transcribed into the student's replacement booklet.

Students will not receive credit for any work in void booklets that was not transcribed into replacement booklets.

E Contaminated Test Materials

If a booklet or other test material becomes contaminated with bodily fluids, contact the principal or test coordinator immediately for instructions.

F Administering Accommodations, including for Students with a Recent Injury to their Writing Hand or Arm

Your principal will inform you if your group of students includes one or more students being tested with accommodations, including students with a recent injury to their writing hand or arm (e.g., broken bone). Many schools give a scribe accommodation (accommodation A10.1/special access accommodation SA3.1) or the typed response accommodation (accommodation A12) for students with a recent injury to their writing arm. Principals must develop a 504 plan for these students; see your principal for details. Appendix J contains instructions for administering the scribe accommodation.

The table below shows where you can find more information in this manual about specific accommodations. See Appendix C of the PAM for a full description of MCAS accommodations and accessibility features.

Special Edition/Accommodation	Instructions to Follow
Braille (accommodation A3.2)	Appendix F
Large-print (accommodation A2)	Appendix G
Typed responses (accommodation A12)	Appendix H
Signing the test for a student who is deaf or hard of hearing (accommodation A6.1 and special access accommodation SA2)	Appendix I
Approving bilingual word-to-word dictionaries (English learner accommodation EL2)	Appendix K

MCAS Test Administration Protocols

Accommodations that Require the Nondisclosure Acknowledgment Form

Test administrators for students with disabilities using accommodations A2, A3.1, A3.2, A3.3, A5, A6.1, A8, A10.1, A10.2, A11, A12, A13, A14, and A15, special access accommodations SA1.2, SA2, SA3.1, SA3.2, and SA6, or English learner accommodations EL3.2, EL4.1, and EL4.2 must sign an MCAS Nondisclosure Acknowledgment prior to viewing secure test materials. Your principal will provide you with the form to sign and return.

Part III

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Tasks to Complete Prior to Test Administration

Tasks to Complete Prior to Test Administration

A Receive This Manual and Document Receipt

Test administrators will receive their TAMs to review before the school's training session and should familiarize themselves with test security requirements, protocols, and procedures.

Your principal will ask you to document that you have received your manual.

B Attend Test Administrators' Training

1. Training in Test Security and Test Administration Protocols

Before test administration, the principal or test coordinator must meet with test administrators and other staff members authorized to have access to secure materials to explain the test security protocols and procedures that will be followed at the school.

The Department has outlined topics for the test administrator training session in a set of sample training slides posted at www.doe.mass.edu/mcas/testadmin. Use of the slides is optional, but principals are expected to address the topics covered in the slides. A short quiz on MCAS protocols is also available for schools to download and use as part of their test administrator training if they wish.

During the training session, the principal will need to do the following:

- describe the test security requirements and test administrator protocols contained in Part I and Part II of this manual
- describe local procedures for meeting test security and administration protocols
- provide an orientation to the major tasks that will be completed during test administration
- review the schedule for testing, including the scheduled length of test sessions
- emphasize that all test administrators must read and familiarize themselves with the appropriate TAM before administering MCAS tests
- answer any questions that test administrators have about the school's procedures or about MCAS protocols
- inform test administrators about resources they can use to find answers to any questions they have after the training

This manual contains optional scripts as described below. Test administrators must be informed at the training session about the decisions that have been made regarding these scripts such as

- whether test administrators will read the recommended script in the "As Students Arrive" sections of this manual instructing students to put away cell phones and other electronic devices in their backpacks at the side of the room, or if a locally developed script will be used instead
- whether test administrators will read the scripts for students going to a supervised lunch, students moving to a test completion room, and students going to the restroom

Test administrators must also be informed about the decisions that have been made regarding other procedures such as

- whether student ID labels will be applied to booklets in advance of testing by the testing coordinator or applied by test administrators on the morning of testing before booklets are distributed to students
- whether students who arrive late for testing will be read the scripts quietly in the room, read the scripts outside the room, or scheduled for make-up testing

Tasks to Complete Prior to Test Administration

- how students will be supervised when they are out of the testing room, e.g., for a restroom break (hallway monitors, restroom monitors, escorts, etc.)
- how students who need more time beyond the scheduled test session will be handled (e.g., will they be moved to a test completion room?)
- how to contact the school administration if there are any problems during testing, including if any test materials become contaminated
- whether test administrators are expected to come to the central storage area to pick up testing materials or testing materials will be delivered to them
- whether students who finish early may be dismissed or must wait until the end of the scheduled session

Reporting a Concern about a Test Question

The principal should inform test administrators of the procedures to follow if a student reports a concern about a test question. Test administrators should note the form number, question number, and the nature of the student's concern and report this information to the principal or test coordinator, who will then call the Department for guidance. School staff should not reproduce the question itself or the answer choices, and both students and school staff should refrain from discussing secure test content except as needed to report the issue. School staff may not write down the question or answer choices but may write down the form number, question number, and nature of the concern to report it to the Department.

2. Training for Test Administrators Who Will Administer Accommodations

Test administrators who will administer accommodations to students with disabilities or EL students should receive additional training at another time to ensure that accommodations are correctly provided. In addition, these test administrators must also understand the differences between instructional accommodations and testing accommodations, especially regarding the prohibition on coaching and assisting students during testing.

Additional training may include one or more of the following:

- participating in or reviewing the Accessibility and Accommodations webinars:
 - › Registration is available at the MCAS Training Opportunities website: www.doe.mass.edu/mcas/training.html
 - › Previously recorded webinars are available at mcas.onlinehelp.cognia.org/training-webinars
- reviewing the Department's *Accessibility and Accommodations Manual for the 2025 MCAS Administrations* (available at www.doe.mass.edu/mcas/accessibility)

It is the principal's responsibility to ensure that all test administrators who will be providing accommodations receive adequate training to provide those accommodations correctly.

3. Required Documentation

Schools must document that their test administrators attended a training session and that test administrators received TAMs for the test(s) they will administer. In addition, other school staff members who have access to secure materials must sign an acknowledgment that they received a copy of the test security requirements. A sample form for documenting attendance at training and receipt of the TAM can be found at www.doe.mass.edu/mcas/testadmin/forms but schools may develop their own forms instead.

Tasks to Complete Prior to Test Administration

Principals must retain the following in their school files for three years: agendas, sign-in sheets, and any other relevant documentation to demonstrate that test administrators and other school staff members who have access to secure materials were properly trained.

Nondisclosure Acknowledgment Forms

Test administrators who have been assigned to administer certain accommodations (listed on page 20, and described in Appendix C of the PAM) are required to sign an MCAS Nondisclosure Acknowledgment form before administering the test. The training session may be a convenient time to have these test administrators sign the form, but it can be done any time before testing. Nondisclosure forms must be signed every year, but test administrators must only sign the form once for the spring administration (e.g., someone who signs the form before administering ELA tests does not need to sign another form before administering Mathematics or STE tests). The nondisclosure acknowledgment form can be found in Appendix E of the PAM and at www.doe.mass.edu/mcas/testadmin/forms.

C Prepare the Testing Space

Before each test session, the testing space must be prepared as follows (most of these steps can be done several days in advance):

- Ensure that the room is free from noise or distractions and is adequately lit, ventilated, and furnished so that students can work comfortably and without disruption.
- Ensure that each student will have adequate work space and be sufficiently separated from other students to support a secure test environment.
- Cover or remove from the testing space all materials containing content in the subject area being tested, including any materials that might help students answer test questions. Examples of materials that must be covered or removed include posters, maps, charts, graphic organizers, reading and writing strategies, word lists, number lines, multiplication tables, definitions, writing formulas, and mathematical formulas/theorems. It is not necessary to cover or remove calendars, posters displaying the alphabet or consonant blends, or posters displaying the Pledge of Allegiance.
- Prepare a sign that reads “MCAS Testing—Do Not Disturb” to be posted on the door during each MCAS administration session (one is available to download and print from www.doe.mass.edu/mcas/testadmin/forms).

Regardless of how testing rooms are arranged, students must not be able to view any booklets but their own.

D Prepare to Provide Universal Accessibility Features (UFs) and Designated Accessibility Features (DFs)



Your principal will inform you if any students in your assigned group will be using UFs or DFs. Some of these accessibility features require special tools (e.g., colored overlay, magnification tool, straight edge) and some require changes in test administration (e.g., frequent breaks, specific time of day, alternate test location).

The list of UFs and DFs can be found in Appendix C of the PAM.

Tasks to Complete Prior to Test Administration

E Complete Front Covers of Test & Answer Booklets

Your principal or test coordinator will inform you at the Test Administrators' Training whether student ID labels will be applied to the front covers of booklets in advance of testing sessions or by test administrators on the morning of testing before booklets are distributed to students.

For grades 3–8, each student will have one test & answer booklet that contains both sessions. A label will need to be applied (and information filled out) for the booklet in order for the test to be properly scored and reported.

For the grade 10 ELA and Mathematics tests and the Biology and Introductory Physics tests, each student will have two booklets: one test & answer booklet for Session 1 and one test & answer booklet for Session 2. Labels will need to be applied (and information filled out) for **each booklet** in order for students' tests to be properly scored and reported.

For the Spanish/English test editions, each student will have a Session 1 answer booklet and a Session 2 answer booklet (as well as a test booklet for each session). Labels will need to be applied (and information filled out) for **each answer booklet** in order for students' tests to be properly scored and reported.

Labels with incorrect SASIDs must not be applied to booklets. If your school did not receive student ID labels for some students, or received labels with incorrect SASIDs, all information requested on the front covers of the booklets must be completed according to the instructions in this manual.

If some of the information on the labels is incorrect, they may still be used as long as the SASID is correct.

Sample booklet covers, with and without student ID labels, are provided at www.doe.mass.edu/mcas/testadmin/forms. See your principal with any questions.

Part IV

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Administering the Practice Test

Administering the Practice Test

The administration of the practice test is optional.

Your principal will provide you with a schedule for administering practice tests for each subject if they will be administered at your school. Large-print and Braille editions are also available, and your principal will provide them, if applicable.

The format of the practice test closely resembles the format of the actual test. Follow the instructions below to administer the practice test.

If you are administering one of the Spanish/English practice test editions, turn to page 126 in Appendix A for the Spanish script to read to students.

1. Distribute the practice test to each student and say:

“Do not open the practice test until I instruct you to do so.”

2. When the tests have been distributed, say:

“I have just handed out a practice test that will help you understand how to answer questions on the MCAS test for _____ (announce the subject you are administering).”

The practice test has the same kinds of questions that you will see on the actual test, but your answers to questions on this practice test do not count toward your MCAS score.

You may open your test, read the directions, and begin the practice test.”

3. You may assist students during the practice test session. Be sure that students in your group understand how to respond to all question types (e.g., constructed-response questions, gridded-response questions).
4. After students have completed their work on the practice test, you may review their answers with them.

Part V

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Administering Session 1 of the Grades 3–8 and 10 ELA Tests

Administering Session 1 of the Grades 3–8 and 10 ELA Tests

A Materials Needed for Session 1

1. Prior to testing, you will receive the following materials for students assigned to you:⁴
 - this manual
 - a roster of testing students
 - test & answer booklets
 - **FOR GRADES 3–8:** English Language Arts test & answer booklets
 - **FOR GRADE 10:** English Language Arts Session 1 test & answer booklets
 - scratch paper (blank, lined, or graph)
 - a list of students' SASIDs, if applicable
 - student ID labels, if labels were not previously applied to booklets
 - optional, grade 6 and above: Student Responsibilities during MCAS Testing forms

If your principal has instructed you, have the students read the statement, sign the document, and return it to you.

 - a tracking form to assist you and your principal in maintaining the security of test materials
 - "MCAS Testing—Do Not Disturb" sign
 - authorized bilingual word-to-word dictionaries for students who are currently or were ever reported as ELs
 - #2 pencils

Note: English-language dictionaries are not allowed during MCAS testing.

2. You will likely receive more materials than needed for your group of students. Notify your principal immediately if you need additional materials. Set aside unassigned materials and **keep them secure** until you return them to your principal.

Remember that all test & answer booklets (including large-print booklets, Braille booklets, and Braille Administrator's Copies) are secure materials and must be tracked properly from the time you receive them until you return them to your principal.

B Before Students Arrive

1. Make sure the testing space has been appropriately prepared (see page 24).
2. Post the "MCAS Testing—Do Not Disturb" sign on the outside of the door of the testing space.
3. Apply student ID labels to booklets if this has not already been done. If you are missing labels for some students, these students will need to fill in additional information on the front covers of their booklets as described in step 10 of the Session 1 script.
4. Write your name on the board.
5. Write the name of your school and district on the board.

⁴ If applicable for any student in your assigned group, you will also receive Braille test materials or large-print test materials.

Administering Session 1 of the Grades 3–8 and 10 ELA Tests

6. Write on the board: “You will answer questions x–y in this session.” (Fill in x and y from the table below.)

English Language Arts		
Grade(s)	First question in Session 1	Last question in Session 1
3–8	1	23
10	1	22

C As Students Arrive

1. Collect books from students who brought them to read in the event they finish their work before the end of the test session.
2. Based on the guidelines in Appendix K, approve any bilingual dictionaries brought by students who are currently or were ever reported as ELs.

All other dictionaries are prohibited.

3. Make sure that students do not have access to cell phones or other electronic devices during testing. These devices are **prohibited**, and their use for any purpose may result in the invalidation of test results.
4. Say to the students:
“Before we begin the test, you need to know that cell phones, smartwatches, ear buds, and other electronic devices are not allowed for any reason during this session, even after you turn in your materials. Results may be invalidated for students with any of these devices during testing or after turning in test materials.”

5. If your principal has instructed you to do so, read the following recommended script:

“If you have a cell phone or other electronic device with you, please make sure it is now turned off, put it in your backpack, and leave it by the side of the room. You may not access it until you are dismissed from the testing room.”

Pause to make sure that students have turned cell phones and other electronic devices off and have placed them in their backpacks.

6. If your principal has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession, do so at this time. **Schools are ultimately responsible for implementing procedures that ensure students do not possess cell phones or other electronic devices during testing.**
7. Make sure that students’ desks are clear, except for #2 pencils (for all students) and authorized bilingual dictionaries (for students who are currently or were ever reported as ELs). Students may also have colored pencils and yellow highlighters (see page 15).
8. Make sure that students are seated in a way that supports a secure test environment, and that no one can see anyone else’s booklets.

Administering Session 1 of the Grades 3–8 and 10 ELA Tests

D Administer Session 1

To ensure that all students across the state have access to the same information and receive the same instructions, test administrators must read the following script verbatim to their students. At any time during the test session, you may repeat a portion of the script if necessary for clarification.

If your principal has instructed you to do so, you will need to turn to section E at appropriate points during the session to read recommended scripts for students going to a supervised lunch or going to the restroom.

1. Say:

“We are about to begin the MCAS English Language Arts test. This is the first of two sessions that you will take. You will take Session 2 _____ (announce the date and time for Session 2).

The results of this test will be used to help track your academic progress, and will be sent to your parents or guardians as well as your teachers. It is important that you try to do your best work during this and every test session.”

2. Say to the students:

“I will now hand out the test & answer booklets and scratch paper. Do not open your booklet until I tell you to do so.”

Distribute the test & answer booklets and one sheet of scratch paper to each student. Make sure that you give each student the correct assigned booklet.

3. Say to the students:

“You may use your scratch paper at any time during this test. If at any point you need more, raise your hand and I will give you another sheet. You may have up to three sheets of scratch paper at one time. If you need more than three sheets, you will have to turn in some of your used scratch paper.”

Then say:

“Now pick up your test & answer booklet and QUICKLY flip through the pages to see if there are any missing pages, completely blank pages, or pages that were printed upside down.

Please raise your hand if you have a test & answer booklet with missing pages, blank pages, or upside-down pages.”

4. Collect any defective booklets and fill in the VOID circle on the back cover of each. Then write “VOID” in large letters across the front cover of each. Set aside these booklets to be returned to the principal. Give new booklets to those students who had defective materials (see section D on page 19).

5. Say to the students:

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

Administering Session 1 of the Grades 3–8 and 10 ELA Tests

6. Then say:

“Near the top of the front cover is the heading for the Test Administrator name. Print my name on the line provided for this session. My name is on the board for you to copy.”

Pause and check that students are completing the information correctly on the front covers of their test & answer booklets.

7. Then say:

“Print the school name and the district name on the lines provided. I have written the school and district names on the board for you to copy.”

Pause and check that students are completing the information correctly on the front covers of their test & answer booklets.

8. Then say:

“Below the information you just printed is the title ‘Student Name Grid.’

Print the letters of your LAST name in the boxes below that title. Write one letter in each box, starting in the first box on the left. Between the printed words ‘Last Name’ and ‘First Name,’ you will see a dividing line. If your last name is longer than the space provided, fill in as much as will fit in front of the dividing line. If your last name has a hyphen or space, write the two names together as one word, without the hyphen or space.”

Pause for students to complete this section.

9. Then say:

“Print the letters of your FIRST name, starting with the box to the right of the dividing line. Do NOT write your nickname or use a different spelling of your name than usual. If your first name has a hyphen, write the two names together as one word, without the hyphen. Print your middle initial in the last box, under ‘MI.’”

Pause for students to complete this section.

10. If **all** of the students in your assigned group are using test & answer booklets with student ID labels, skip to step 11. Otherwise, continue with this step.

Say to the students:

“If your test & answer booklet does not have a student ID label on the lower right corner, you will now fill in the circles under each letter that you printed under the ‘STUDENT NAME GRID.’”

Pause and check that students are completing this task correctly.

Say:

“On the upper right side of the page, there is a section labeled ‘BIRTHDATE,’ with abbreviations for the months of the year. Fill in the circle to the right of the MONTH in which you were born. For example, if your birthday is in August, you will fill in the ‘8’ circle to the right of A-U-G.”

Administering Session 1 of the Grades 3–8 and 10 ELA Tests

Next, print the two numbers for the DAY on which you were born, one in each box underneath the word 'DAY.' If your birthdate is a single number, print a zero first. For example, if your birthday is on the second of the month, you will print the numbers 'zero, two' in the boxes underneath 'DAY.'

Now print the numbers of the YEAR in which you were born in the boxes underneath 'YEAR.'

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

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

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

Provide students with their SASIDs. Check that students are completing this task correctly.

11. Then say:

"Now I am going to tell you some information about the types of questions you will be answering.

During this test session you will answer questions _____. (Say the question numbers that you wrote on the board at the start of the session.)

Read each passage and question carefully. Then answer each question as well as you can.

For most questions, you will mark your answers by filling in the circles in your test & answer booklet. Make sure you darken the circles completely. Do not make any marks outside the circles. If you need to change an answer, be sure to erase your first answer completely.

Some questions will ask you to write a response. Write your response in the space provided. Only responses written within the provided space will be scored.

If you do not know the answer to a question, you may go on to the next question. Later, you should review your responses and go back to any questions you did not answer in this session.

Be sure at the end of the test session that you have responded to every question and not left anything blank or unanswered."

12. Say to the students:

"Next, I am going to tell you about some things that are allowed and some that are not allowed during this session.

You may use a yellow highlighter in your booklet if you like; however, you must write all your answers in your booklet using a #2 pencil ONLY.

Administering Session 1 of the Grades 3–8 and 10 ELA Tests

It is important that MCAS tests are fair to all students. Therefore, the following things are not allowed: copying answers from anyone else; using notes, books, extra reference sheets, or any kind of class materials; writing notes to, or talking to other students; and providing answers or help to any other student. You must not ask for or receive help from anyone else in answering the questions. Also, you may not have a cell phone or any other electronic device with you during testing. All students are expected to be honest, do their best, and not cheat in any way."

Pause to answer any questions students may have.

13. Say to the students:

"This test session is scheduled to be _____ (state length of test session) long. If you have not finished answering the questions at the end of that time, you will be given more time to finish. At most, you will have until the end of the school day, as long as you are working productively.

Once you begin the test, each test & answer booklet page for this session will say 'GO ON' at the bottom right corner of the page. Keep answering questions until you have answered the last question on the page that says 'STOP' at the bottom."

(Optional) Pause to show students a sample page of a test & answer booklet that says "STOP" at the bottom.

14. If you are administering

GRADES 3–8, say:

"If you finish answering the questions before the end of the test session, you should review your work. However, you may NOT look ahead to the next test session.

Now open your test & answer booklet to page 2, which says, 'Grade ____ (state the grade) English Language Arts Session 1.' Be sure to read all the directions. You may begin working now."

GRADE 10, say to the students:

"If you finish answering the questions before the end of the test session, you should review your work.

Now open your test & answer booklet to page 2, which says, 'Grade 10 English Language Arts Session 1.' Be sure to read all the directions. You may begin working now."

15. If you are administering the test to any students with disabilities using accommodation A12 (Typed Responses), turn to page 209 in Appendix H for the script to read to these students at this time.

Administering Session 1 of the Grades 3–8 and 10 ELA Tests

16. It is your responsibility to ensure a secure testing environment.

Test security requirements are described in Part I, and other test administration protocols are described throughout this manual.

Circulate among the students while they take the test to see that they are working steadily, are not using cell phones or other electronic devices, and are in the correct session of their test & answer booklets.

Remember that you may view students' booklets for the sole purpose of confirming that students are working in the correct session. A test administrator may not review booklets to confirm whether students have marked all their responses.

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

"The scheduled session time is half over. Make sure that you answer every question in this session. When you are finished answering all of the questions in this session and reviewing your work, you may hand in your test materials to me. Remember, if you are still working at the end of the scheduled session, you will be given more time to finish your test."

18. (Optional) Then say to students:

"You may now have a short break during which you may stand up and stretch. During the break, you may not have conversations with other students. If you do not want to take a break, you may continue working. The break will be _____ (state the length of the break) minutes long. Please place your scratch paper and your pencil inside your booklet at the page you are working on, and close your booklet."

The break may be scheduled for 3–5 minutes, at the test administrator's discretion. When the break is completed, say to the students:

"The break is now over. You should begin working again."

Resume monitoring the testing room.

19. Say to **ANY STUDENT WHO FINISHES EARLY**:

"Before you hand me your booklet, I want to remind you that

- **during this session you were supposed to answer questions _____.**
(Say the question numbers that you wrote on the board at the start of the session.)
- **you should make sure you have answered every question and not left anything blank or unanswered.**

Remember, once you turn in your test, you will not be permitted to go back to Session 1.

I want to remind you that cell phones, smartwatches, ear buds, and other electronic devices are *still* not allowed until you are dismissed from the testing room."

Permit students to check whether they have answered every question.

Administering Session 1 of the Grades 3–8 and 10 ELA Tests

20. At the **END OF THE SESSION**, say:

“This is the end of the time scheduled for this session. Before I collect your booklets, I want to remind you that

- **during this session you were supposed to answer questions _____.**
(Say the question numbers that you wrote on the board at the start of the session.)
- **you should make sure you have answered every question and not left anything blank or unanswered.**

Remember, once you turn in your test, you will not be permitted to go back to Session 1.”

Pause to allow students to check whether they have answered every question.

21. Say to the students:

“Please put your pencil down and close your booklet. If you need more time to answer any questions, raise your hand.”

22. Note which students need more time and then pick up each student’s booklet and scratch paper, keeping the materials of students who need more time separate from the others. Verify that you have a used test & answer booklet and scratch paper from each student. Remind students of when they will take Session 2.
23. If you are administering the test to any students using accommodation A12 (Typed Responses), ask students to review their printed typed responses. **Do not dismiss students until they have confirmed that their printed typed responses are ready to submit.** After these students have completed testing, see page 210 in Appendix H for further instructions.
24. For students who need more time, if your principal has instructed you to do so, read the following recommended script to students who are moving to a test completion room:

“If you have not yet finished your work in this session, you will be moved to _____ (location) to complete the test. You will have until the end of the school day to finish your work, as long as you are working productively.

Your test materials will be brought there for you. Your cell phone and any other electronic devices must remain off, and you may not access them until you are dismissed from the test completion room.”

If your principal has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession while moving to a test completion room, do so at this time.

Be sure to complete appropriate tracking documents and follow your principal’s instructions for maintaining the security of test materials for students in a test completion room.

25. Make a list of all students in your assigned group who were not tested. These students will be able to take Session 1 during the make-up period. If all the students assigned to you took Session 1, notify your principal of this. It is important to keep accurate records of who has been tested, as it is not permissible to look through assigned test & answer booklets to check whether students have completed testing.
26. Verify that any students who filled in circles for their names, dates of birth, and SASIDs on the front covers of test & answer booklets have done so correctly. If not, correct the information on the front covers at this time.

Administering Session 1 of the Grades 3–8 and 10 ELA Tests

27. Group test materials into the following separate piles:
 - used test & answer booklets
 - used scratch paper
 - unused scratch paper
 - void test & answer booklets
 - unused test materials
 - Student Responsibilities during MCAS Testing forms, if applicable
 - contaminated test materials, if applicable (Remember to notify your principal or test coordinator.)
28. Complete appropriate tracking documents, as instructed by your principal.
29. Immediately return **all** test materials and the list of students who were not tested to your principal.

Remember that all test & answer booklets (including large-print booklets, Braille booklets, and Braille Administrator's Copies) are secure materials and must be tracked properly from the time you receive them until you return them to your principal.

E Recommended Scripts to Read for a Supervised Lunch or Restroom Break

1. **For students who will be escorted to a SUPERVISED LUNCH**, if your principal has instructed you to do so, read the following recommended script to students:

"It is now time for lunch. You will be able to continue testing after lunch, and you will have until the end of the school day to finish your work, as long as you are working productively.

You will be going to _____ (location) after your supervised lunch to finish testing, and your test materials will be brought there for you. Your cell phone and other electronic devices must remain off during lunch, and you may not access them until you are dismissed from the test completion room. Also, you may not have conversations during your lunch break."

If your principal has directed you to follow a different procedure to ensure that students have a supervised lunch and security is maintained, do so at this time.

Be sure to complete appropriate tracking documents and follow your principal's instructions for maintaining the security of test materials for these students.

2. **For students who ask to use the RESTROOM during the test session**, if your principal has instructed you to do so, read or point to this recommended script:

"You may not retrieve or access your cell phone or any prohibited materials while you are out of the room."

If your principal has directed you to follow a different procedure, do so at this time.

Part VI

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Administering Session 2 of the Grades 3–8 and 10 ELA Tests

Administering Session 2 of the Grades 3–8 and 10 ELA Tests

A Materials Needed for Session 2

1. Prior to testing, you will receive the following materials for students assigned to you:⁵
 - this manual
 - a roster of testing students
 - scratch paper (blank, lined, or graph)
 - a tracking form to assist you and your principal in maintaining the security of test materials
 - **FOR GRADES 3–8:** English Language Arts test & answer booklets
 - **FOR GRADE 10:**
 - › English Language Arts Session 2 test & answer booklets
 - › a list of students' SASIDs, if applicable
 - › student ID labels, if labels were not previously applied to booklets
 - "MCAS Testing—Do Not Disturb" sign
 - authorized bilingual word-to-word dictionaries for students who are currently or were ever reported as ELs
 - #2 pencils

Note: English-language dictionaries are not allowed during MCAS testing.

2. You will likely receive more materials than needed for your group of students. Notify your principal immediately if you need additional materials. Set aside unassigned materials and **keep them secure** until you return them to your principal.

Remember that all test & answer booklets (including large-print booklets, Braille booklets, and Braille Administrator's Copies) are secure materials and must be tracked properly from the time you receive them until you return them to your principal.

B Before Students Arrive

1. Make sure the testing space has been appropriately prepared (see page 24).
2. Post the "MCAS Testing—Do Not Disturb" sign on the outside of the door of the testing space.
3. Write your name on the board.
4. If you are administering **GRADE 10**, write the name of your school and district on the board. Apply student ID labels to booklets if this has not already been done. If you are missing labels for some students, these students will need to fill in additional information on the front covers of their booklets as described in step 11 of the Session 2 script.

⁵ If applicable for any student in your assigned group, you will also receive Braille test materials or large-print test materials.

Administering Session 2 of the Grades 3–8 and 10 ELA Tests

- Write on the board: “You will answer questions x–y during this session.” (Fill in x and y from the table below.)

English Language Arts		
Grade(s)	First question in Session 2	Last question in Session 2
3–8	24	49
10	23	43

C As Students Arrive

- Collect books from students who brought them to read in the event they finish their work before the end of Session 2.
- Based on the guidelines in Appendix K, approve any bilingual dictionaries brought by students who are currently or were ever reported as ELs.

All other dictionaries are prohibited.

- Make sure that students do not have access to cell phones or other electronic devices during testing. These devices are **prohibited**, and their use for any purpose may result in the invalidation of test results.
- Say to the students:
“Before we begin the test, I want to remind you that cell phones and other electronic devices are not allowed for any reason during this session.”
- If your principal has instructed you to do so, read the following recommended script:
“If you have a cell phone or other electronic device with you, please make sure it is now turned off, put it in your backpack, and leave it by the side of the room. You may not access it until you are dismissed from the testing room.”

Pause to make sure that students have turned cell phones and other electronic devices off and have placed them in their backpacks.

- If your principal has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession, do so at this time. **Schools are ultimately responsible for implementing procedures that ensure students do not possess cell phones or other electronic devices during testing.**
- Make sure that students’ desks are clear, except for #2 pencils (for all students) and authorized bilingual dictionaries (for students who are currently or were ever reported as ELs). Students may also have colored pencils and yellow highlighters (see page 15).
- Make sure that students are seated in a way that supports a secure test environment, and that no one can see anyone else’s booklets.

Administering Session 2 of the Grades 3–8 and 10 ELA Tests

D Administer Session 2

To ensure that all students across the state have access to the same information and receive the same instructions, test administrators must read the following script verbatim to their students. At any time during the test session, you may repeat a portion of the script if necessary for clarification.

If your principal has instructed you to do so, you will need to turn to section E at appropriate points during the session to read recommended scripts for students going to a supervised lunch or going to the restroom.

1. Say to the students:

“We are about to begin Session 2 of the MCAS English Language Arts test. This is the second of two sessions that you will take.”

2. Say:

“I will now hand out the test & answer booklets and scratch paper. Do not open your booklet until I tell you to do so.”

Distribute the test & answer booklets and one sheet of scratch paper to each student.

If you are administering

GRADES 3–8, distribute test & answer booklets back to their original owners. **Note:** It is your responsibility to ensure that all students receive their own original test & answer booklets.

GRADE 10, make sure that each student receives the correct assigned booklet.

3. If you are administering

GRADES 3–8, say to the students:

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

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

Then say:

“On the front cover, print my name on the line provided for Session 2. My name is on the board for you to copy.”

Pause and check that students are completing this task correctly.

4. Then say to the students:

“You may use your scratch paper at any time during this test. If at any point you need more, raise your hand and I will give you another sheet. You may have up to three sheets of scratch paper at one time. If you need more than three sheets, you will have to turn in some of your used scratch paper.”

5. If you are administering

GRADE 10, say to the students:

“Now pick up your test & answer booklet and QUICKLY flip through the pages to see if there are any missing pages, completely blank pages, or pages that were printed upside down.

Please raise your hand if you have a test & answer booklet with missing pages, blank pages, or upside-down pages.”

Administering Session 2 of the Grades 3–8 and 10 ELA Tests

Collect any defective booklets and fill in the VOID circle on the back cover of each. Then write “VOID” in large letters across the front cover of each. Set aside these booklets to be returned to the principal. Give new booklets to those students who had defective materials (see section D on page 19).

6. If you are administering

GRADES 3–8, skip to step 12. (However, any students who have not filled out the covers of their test & answer booklets must do so according to the instructions in steps 7–10.)

7. If you are administering

GRADE 10, say:

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

8. Then say:

“Near the top of the front cover is the heading for the Test Administrator name. Print my name on the line provided for this session. My name is on the board for you to copy.”

Pause and check that students are completing the information correctly on the front covers of their test & answer booklets.

Then say:

“Print the school name and the district name on the lines provided. I have written the school and district names on the board for you to copy.”

Pause and check that students are completing the information correctly on the front covers of their test & answer booklets.

9. Then say:

“Below the information you just printed is the title ‘Student Name Grid.’

Print the letters of your LAST name in the boxes below that title. Write one letter in each box, starting in the first box on the left. Between the printed words ‘Last Name’ and ‘First Name,’ you will see a dividing line. If your last name is longer than the space provided, fill in as much as will fit in front of the dividing line. If your last name has a hyphen or space, write the two names together as one word, without the hyphen or space.”

Pause for students to complete this section.

10. Then say:

“Print the letters of your FIRST name, starting with the box to the right of the dividing line. Do NOT write your nickname or use a different spelling of your name than usual. If your first name has a hyphen, write the two names together as one word, without the hyphen. Print your middle initial in the last box, under ‘MI.’”

Pause for students to complete this section.

Administering Session 2 of the Grades 3–8 and 10 ELA Tests

11. If **all** of the students in your assigned group are using test & answer booklets with student ID labels, skip to step 12. Otherwise, continue with this step.

Say to the students:

“If your test & answer booklet does not have a student ID label on the lower right corner, you will now fill in the circles under each letter that you printed under the ‘STUDENT NAME GRID.’”

Pause and check that students are completing this task correctly.

Say:

“On the upper right side of the page, there is a section labeled ‘BIRTHDATE,’ with abbreviations for the months of the year. Fill in the circle to the right of the MONTH in which you were born. For example, if your birthday is in August, you will fill in the ‘8’ circle to the right of A-U-G.

Next, print the two numbers for the DAY on which you were born, one in each box underneath the word ‘DAY.’ If your birthdate is a single number, print a zero first. For example, if your birthday is on the second of the month, you will print the numbers ‘zero, two’ in the boxes underneath ‘DAY.’

Now print the numbers of the YEAR in which you were born in the boxes underneath ‘YEAR.’

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

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

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

Provide students with their SASIDs. Check that students are completing this task correctly.

12. If everyone in your group took Session 1 on the scheduled day, skip to step 13. If your group includes students who did not take Session 1 (e.g., students who were absent) or if you are administering Session 2 as a make-up session, say:

“Now I am going to tell you some information about the types of questions you will be answering.

During this test session you will answer questions _____. (Say the question numbers that you wrote on the board at the start of the session.)

Read each passage and question carefully. Then answer each question as well as you can.

For most questions, you will mark your answers by filling in the circles in your test & answer booklet. Make sure you darken the circles completely. Do not make any marks outside the circles. If you need to change an answer, be sure to erase your first answer completely.

Administering Session 2 of the Grades 3–8 and 10 ELA Tests

Some questions will ask you to write a response. Write your response in the space provided. Only responses written within the provided space will be scored.

If you do not know the answer to a question, you may go on to the next question. Later, you should review your responses and go back to any questions you did not answer in this session.

Be sure at the end of the test session that you have responded to every question and not left anything blank or unanswered."

13. Say to the students:

"Next, I am going to tell you about some things that are allowed and some that are not allowed during this session.

You may use a yellow highlighter in your booklet if you like; however, you must write all your answers in your booklet using a #2 pencil ONLY.

It is important that MCAS tests are fair to all students. Therefore, the following things are not allowed: copying answers from anyone else; using notes, books, extra reference sheets, or any kind of class materials; writing notes to, or talking to other students; and providing answers or help to any other student. You must not ask for or receive help from anyone else in answering the questions. Also, you may not have a cell phone or any other electronic device with you during testing. All students are expected to be honest, do their best, and not cheat in any way."

Pause to answer any questions the students may have.

14. Say to the students:

"This session is scheduled to be _____ (state length of test session) long. If you have not finished answering the questions at the end of that time, you will be given more time to finish. At most, you will have until the end of the school day, as long as you are working productively."

15. If you are administering

GRADES 3–8, say:

"If you finish answering the questions before the end of the test session, you should review your work. However, you may NOT review the first test session.

Now open your test & answer booklet to the first page that says 'Grade _____ (state the grade) English Language Arts Session 2' at the top. Be sure to read all the directions. You may begin working now."

GRADE 10, say to the students:

"If you finish answering the questions before the end of the test session, you should review your work.

Now open your test & answer booklet to page 2, which says 'Grade 10 English Language Arts Session 2' at the top. Be sure to read all the directions. You may begin working now."

Administering Session 2 of the Grades 3–8 and 10 ELA Tests

16. If you are administering the test to any students with disabilities using accommodation A12 (Typed Responses), turn to page 209 in Appendix H for the script to read to these students at this time.
17. It is your responsibility to ensure a secure testing environment.

Test security requirements are described in Part I, and other test administration protocols are described throughout this manual.

Circulate among the students while they take the test to see that they are working steadily, are not using cell phones or other electronic devices, and are in the correct session of their test & answer booklets.

Remember that you may view students' booklets for the sole purpose of confirming that students are working in the correct session. A test administrator may not review booklets to confirm whether students have marked all their responses.

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

"The scheduled session time is half over. Make sure that you answer every question in this session. When you are finished answering all of the questions in Session 2 and reviewing your work, you may hand in your test materials to me. Remember, if you are still working at the end of the scheduled session, you will be given more time to finish your test."

19. (Optional) Then say to students:

"You may now have a short break during which you may stand up and stretch. During the break, you may not have conversations with other students. If you do not want to take a break, you may continue working. The break will be _____ (state the length of the break) minutes long. Please place your scratch paper and your pencil inside your booklet at the page you are working on, and close your booklet."

The break may be scheduled for 3–5 minutes, at the test administrator's discretion. When the break is completed, say to the students:

"The break is now over. You should begin working again."

Resume monitoring the testing room.

20. Say to **ANY STUDENT WHO FINISHES EARLY**:

"Before you hand me your booklet, I want to remind you that

- **during this session you were supposed to answer questions _____.**
(Say the question numbers that you wrote on the board at the start of the session.)
- **you should make sure you have answered every question and not left anything blank or unanswered.**

Remember, once you turn in your test, you will not be permitted to go back to Session 2.

I want to remind you that cell phones, smartwatches, ear buds, and other electronic devices are *still* not allowed until you are dismissed from the testing room."

Permit students to check whether they have answered every question.

Administering Session 2 of the Grades 3–8 and 10 ELA Tests

21. At the **END OF THE SESSION**, say:

“This is the end of the time scheduled for this session. Before I collect your booklets, I want to remind you that

- **during this session you were supposed to answer questions _____.**
(Say the question numbers that you wrote on the board at the start of the session.)
- **you should make sure you have answered every question and not left anything blank or unanswered.**

Remember, once you turn in your test, you will not be permitted to go back to Session 2.”

Pause to allow students to check whether they have answered every question.

22. Say to the students:

“Please put your pencil down and close your booklet. If you need more time to answer any questions, raise your hand.”

23. Note which students need more time and then pick up each student’s booklet and scratch paper, keeping the materials of students who need more time separate from the others. Verify that you have a used test & answer booklet and scratch paper from each student.
24. If you are administering the test to any students using accommodation A12 (Typed Responses), ask students to review their printed typed responses. **Do not dismiss students until they have confirmed that their printed typed responses are ready to submit.** After these students have completed testing, see page 210 in Appendix H for further instructions.
25. For students who need more time, if your principal has instructed you to do so, read the following recommended script to students who are moving to a test completion room:

“If you have not yet finished your work in this session, you will be moved to _____ (location) to complete the test. You will have until the end of the school day to finish your work, as long as you are working productively.

Your test materials will be brought there for you. Your cell phone and any other electronic devices must remain off, and you may not access them until you are dismissed from the test completion room.”

If your principal has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession while moving to a test completion room, do so at this time.

Be sure to complete appropriate tracking documents and follow your principal’s instructions for maintaining the security of test materials for students in a test completion room.

26. Make a list of all students in your assigned group who were not tested. These students will be able to take Session 2 during the make-up period. If all the students assigned to you took Session 2, notify your principal of this. It is important to keep accurate records of who has been tested, as it is not permissible to look through assigned test & answer booklets to check whether students have completed testing.

Administering Session 2 of the Grades 3–8 and 10 ELA Tests

27. **FOR GRADE 10**, verify that any students who filled in circles for their names, dates of birth, and SASIDs on the front covers of test & answer booklets have done so correctly. If not, correct the information on the front covers at this time.
28. Group test materials into the following separate piles:
 - used test & answer booklets
 - used scratch paper
 - unused scratch paper
 - void test & answer booklets
 - unused test materials
 - contaminated test materials, if applicable (Remember to notify your principal or test coordinator.)
29. Complete appropriate tracking documents, as instructed by your principal.
30. Immediately return **all** test materials and the list of students who were not tested to your principal.

Remember that all test & answer booklets (including large-print booklets, Braille booklets, and Braille Administrator's Copies) are secure materials and must be tracked properly from the time you receive them until you return them to your principal.

E Recommended Scripts to Read for a Supervised Lunch or Restroom Break

1. **For students who will be escorted to a SUPERVISED LUNCH**, if your principal has instructed you to do so, read the following recommended script to students:

"It is now time for lunch. You will be able to continue testing after lunch, and you will have until the end of the school day to finish your work, as long as you are working productively.

You will be going to _____ (location) after your supervised lunch to finish testing, and your test materials will be brought there for you. Your cell phone and other electronic devices must remain off during lunch, and you may not access them until you are dismissed from the test completion room. Also, you may not have conversations during your lunch break."

If your principal has directed you to follow a different procedure to ensure that students have a supervised lunch and security is maintained, do so at this time.

Be sure to complete appropriate tracking documents and follow your principal's instructions for maintaining the security of test materials for these students.

2. **For students who ask to use the RESTROOM during the test session**, if your principal has instructed you to do so, read or point to this recommended script:

"You may not retrieve or access your cell phone or any prohibited materials while you are out of the room."

If your principal has directed you to follow a different procedure, do so at this time.

Part VII

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Administering Session 1 of the Grades 3–8 and 10 Mathematics Tests

Administering Session 1 of the Grades 3–8 and 10 Mathematics Tests

If you are administering the Spanish/English edition of the Mathematics test, please turn to page 128 in Appendix B.

A Materials Needed for Session 1

1. Prior to testing, you will receive the following materials for students assigned to you:⁶
 - this manual
 - a roster of testing students
 - scratch paper (blank, lined, or graph)
 - a list of students' SASIDs, if applicable
 - student ID labels, if labels were not previously applied to booklets
 - a tracking form to assist you and your principal in maintaining the security of test materials
 - **FOR GRADES 3 AND 4**
 - › test & answer booklets
 - › MCAS rulers
 - **FOR GRADES 5–8**
 - › test & answer booklets
 - › MCAS rulers
 - › reference sheets
 - **FOR GRADE 10**
 - › Session 1 test & answer booklets
 - › reference sheets

Note: Calculators are not allowed during Session 1 of any Mathematics test (with the sole exception of students who have special access accommodation SA4 in their IEPs or 504 plans).

 - “MCAS Testing—Do Not Disturb” sign
 - authorized bilingual word-to-word dictionaries for students who are currently or were ever reported as ELs
 - #2 pencils
2. You will likely receive more materials than needed for your group of students. Notify your principal immediately if you need additional materials. Set aside unassigned materials and **keep them secure** until you return them to your principal.

Remember that all test & answer booklets (including large-print booklets, Braille booklets, and Braille Administrator's Copies) are secure materials and must be tracked properly from the time you receive them until you return them to your principal.

⁶ If applicable for any student in your assigned group, you will also receive Braille test materials or large-print test materials.

Administering Session 1 of the Grades 3–8 and 10 Mathematics Tests

B Before Students Arrive

1. Make sure the testing space has been appropriately prepared (see page 24).
2. Post the “MCAS Testing—Do Not Disturb” sign on the outside of the door of the testing space.
3. Apply student ID labels to booklets if this has not already been done. If you are missing labels for some students, these students will need to fill in additional information on the front covers of their booklets as described in step 10 of the Session 1 script.
4. Write your name on the board.
5. Write the name of your school and district on the board.
6. Write on the board: “You will answer questions x–y during this session.” (Fill in x and y from the table below.)

Mathematics		
Grade(s)	First question in Session 1	Last question in Session 1
3, 4, 5, 6	1	23
7 and 8	1	24
10	1	27

C As Students Arrive

1. Collect books from students who brought them to read in the event they finish their work before the end of the test session.
2. Based on the guidelines in Appendix K, approve any bilingual dictionaries brought by students who are currently or were ever reported as ELs.

All other dictionaries are prohibited.

3. Make sure that students do not have access to cell phones or other electronic devices during testing. These devices are **prohibited**, and their use for any purpose may result in the invalidation of test results.
4. Say to the students:

“Before we begin the test, you need to know that cell phones, smartwatches, ear buds, and other electronic devices are not allowed for any reason during this session, even after you turn in your materials. Results may be invalidated for students with any of these devices during testing or after turning in test materials.”
5. If your principal has instructed you to do so, read the following recommended script:

“If you have a cell phone or other electronic device with you, please make sure it is now turned off, put it in your backpack, and leave it by the side of the room. You may not access it until you are dismissed from the testing room.”

Pause to make sure that students have turned cell phones and other electronic devices off and have placed them in their backpacks.

Administering Session 1 of the Grades 3–8 and 10 Mathematics Tests

6. If your principal has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession, do so at this time. **Schools are ultimately responsible for implementing procedures that ensure students do not possess cell phones or other electronic devices during testing.**
7. Make sure that students' desks are clear, except for #2 pencils (for all students) and authorized bilingual dictionaries (for students who are currently or were ever reported as ELs). Students may also have colored pencils and yellow highlighters (see page 15).
8. Make sure that students are seated in a way that supports a secure test environment, and that no one can see anyone else's booklets.

D Administer Session 1

To ensure that all students across the state have access to the same information and receive the same instructions, test administrators must read the following script verbatim to their students. At any time during the test session, you may repeat a portion of the script if necessary for clarification.

If your principal has instructed you to do so, you will need to turn to section E at appropriate points during the session to read recommended scripts for students going to a supervised lunch or going to the restroom.

1. Say to the students:

"We are about to begin the MCAS Mathematics test. This is the first of two sessions that you will take. You will take Session 2 _____ (announce the date and time for Session 2).

The results of this test will be used to help track your academic progress, and will be sent to your parents or guardians as well as your teachers. It is important that you try to do your best work during this and every test session."

2. Say to the students:

"I will now hand out the test & answer booklets and scratch paper. Do not open your booklet until I tell you to do so."

Distribute the test & answer booklets. Make sure that you give each student the correct assigned booklet. Distribute one sheet of scratch paper to each student.

3. Then say:

"You may use your scratch paper at any time during this test. If at any point you need more, raise your hand and I will give you another sheet. You may have up to three sheets of scratch paper at one time. If you need more than three sheets, you will have to turn in some of your used scratch paper.

Now pick up your test & answer booklet and QUICKLY flip through the pages to see if there are any missing pages, completely blank pages, or pages that were printed upside down.

Please raise your hand if you have a test & answer booklet with missing pages, blank pages, or upside-down pages."

Administering Session 1 of the Grades 3–8 and 10 Mathematics Tests

4. Collect any defective booklets and fill in the VOID circle on the back cover of each. Then write “VOID” in large letters across the front cover of each. Set aside these booklets to be returned to the principal. Give new booklets to those students who had defective materials (see section D on page 19).

5. Say to the students:

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

6. Then say:

“Near the top of the front cover is the heading for the Test Administrator name. Print my name on the line provided for this session. My name is on the board for you to copy.”

Pause and check that students are completing the information correctly on the front covers of their test & answer booklets.

7. Then say:

“Print the school name and the district name on the lines provided. I have written the school and district names on the board for you to copy.”

Pause and check that students are completing the information correctly on the front covers of their booklets.

8. Then say:

“Below the information you just printed is the title ‘Student Name Grid.’

Print the letters of your LAST name in the boxes below that title. Write one letter in each box, starting in the first box on the left. Between the printed words ‘Last Name’ and ‘First Name,’ you will see a dividing line. If your last name is longer than the space provided, fill in as much as will fit in front of the dividing line. If your last name has a hyphen or space, write the two names together as one word, without the hyphen or space.”

Pause for students to complete this section.

9. Then say:

“Print the letters of your FIRST name, starting with the box to the right of the dividing line. Do NOT write your nickname or use a different spelling of your name than usual. If your first name has a hyphen, write the two names together as one word, without the hyphen. Print your middle initial in the last box, under ‘MI.’”

Pause for students to complete this section.

Administering Session 1 of the Grades 3–8 and 10 Mathematics Tests

10. If **all** of the students in your assigned group are using test & answer booklets with student ID labels, skip to step 11. Otherwise, continue with this step.

Say to the students:

“If your test & answer booklet does not have a student ID label on the lower right corner, you will now fill in the circles under each letter that you printed under the ‘STUDENT NAME GRID.’”

Pause and check that students are completing this task correctly.

Say:

“On the upper right side of the page, there is a section labeled ‘BIRTHDATE,’ with abbreviations for the months of the year. Fill in the circle to the right of the MONTH in which you were born. For example, if your birthday is in August, you will fill in the ‘8’ circle to the right of A-U-G.

Next, print the two numbers for the DAY on which you were born, one in each box underneath the word ‘DAY.’ If your birthdate is a single number, print a zero first. For example, if your birthday is on the second of the month, you will print the numbers ‘zero, two’ in the boxes underneath ‘DAY.’

Now print the numbers of the YEAR in which you were born in the boxes underneath ‘YEAR.’

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

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

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

Provide students with their SASIDs. Check that students are completing this task correctly.

11. Then say:

“I will now hand out the _____.” (fill in from the table below)

Grade(s)	Items
3 and 4	MCAS rulers
5, 6, 7, 8	MCAS rulers and Mathematics reference sheets
10	Mathematics reference sheets

Distribute the appropriate materials to the students, according to the table above.

12. If you are administering

GRADE 5, 6, 7, 8, OR 10, say:

“Please write your name in the upper right corner of your reference sheet. Otherwise, do not write on your reference sheet. Instead, use your scratch paper or booklet for any figuring you need to do during the test. You may not use any reference sheets other than what I give you.”

Administering Session 1 of the Grades 3–8 and 10 Mathematics Tests

13. Say to the students:

“Now I am going to tell you some information about the types of questions you will be answering.

During this test session you will answer questions _____. (Say the question numbers that you wrote on the board at the start of the session.)

Read each question carefully and then answer it as well as you can.

For some questions, you will mark your answers by filling in the circles in your test & answer booklet. Make sure you darken the circles completely. Do not make any marks outside the circles. If you need to change an answer, be sure to erase your first answer completely.”

14. Then say:

“For other questions, you will fill in an answer grid. To do so, you must enter your answer in the answer boxes at the top of the answer grid AND completely fill the matching circles below. Additional directions for completing questions with answer grids are provided in your test & answer booklet.”

15. Say to the students:

“If a question asks you to show or explain your work, you must do so to receive full credit. Write your response in the space provided. Only responses written within the provided space will be scored.

If you do not know the answer to a question, you may go on to the next question. Later, you should review your responses and go back to any questions you did not answer in this session.

Be sure at the end of the test session that you have responded to every question and not left anything blank or unanswered.”

16. Say to the students:

“Next, I am going to tell you about some things that are allowed and some that are not allowed during this session.

You must write all your responses in your test & answer booklet, using a #2 pencil ONLY. You may use a yellow highlighter in your booklet if you like, however you must write all your answers in your booklet using a #2 pencil ONLY.”

17. Then say:

“You may use your _____ (fill in from the table below) to help you answer questions at any time during this session. It is also important for you to know that any figures, diagrams, or illustrations in your test & answer booklet are not necessarily drawn to scale. You may NOT use a calculator at any time during this Mathematics session.”



Grade(s)	Items
3 and 4	MCAS ruler
5, 6, 7, 8	MCAS ruler and Mathematics reference sheet
10	Mathematics reference sheet

Administering Session 1 of the Grades 3–8 and 10 Mathematics Tests

18. Say to the students:

“It is important that MCAS tests are fair to all students. Therefore, the following things are not allowed: copying answers from anyone else; using notes, books, extra reference sheets, or any kind of class materials; writing notes to, or talking to other students; and providing answers or help to any other student. You must not ask for or receive help from anyone else in answering the questions. Also, you may not have a cell phone or any other electronic device with you during testing. All students are expected to be honest, do their best, and not cheat in any way.

At any time during the session, you may raise your hand if you would like me to read aloud a word from the test to you. You will need to point to the word, and I will read it quietly to you and repeat it if necessary. But I will not be able to tell you what the word means, and I cannot give you any other help or assistance during this session. Please raise your hand if you have any questions about this.”

Pause to answer any questions students may have.

19. Say to the students:

“This test session is scheduled to be _____ (state length of test session) long. If you have not finished answering the questions at the end of that time, you will be given more time to finish. At most, you will have until the end of the school day, as long as you are working productively.

Once you begin the test, each test & answer booklet page for this session will say ‘GO ON’ at the bottom right corner of the page. Keep answering questions until you have answered the last question in Session 1 on the page that says ‘STOP’ at the bottom.”

(Optional) Pause to show students a sample page of a test & answer booklet that says “STOP” at the bottom.

20. If you are administering

GRADES 3–8, say:

“If you finish answering the questions before the end of the test session, you should review your work. However, you may NOT look ahead to the next test session.

Now open your test & answer booklet to page 2, which says ‘_____ (say the grade) Mathematics Session 1’ at the top. Be sure to read all the directions. You may begin working now.”

GRADE 10, say:

“If you finish answering the questions before the end of the test session, you should review your work.

Now open your test & answer booklet to page 2, which says ‘Grade 10 Mathematics Session 1’ at the top. Be sure to read all the directions. You may begin working now.”

21. If you are administering the test to any students with disabilities using accommodation A12 (Typed Responses), turn to page 209 in Appendix H for the script to read to these students at this time.

Administering Session 1 of the Grades 3–8 and 10 Mathematics Tests

22. It is your responsibility to ensure a secure testing environment.

Test security requirements are described in Part I, and other test administration protocols are described throughout this manual.

Circulate among the students while they take the test to see that they are working steadily, are not using cell phones or other electronic devices, and are in the correct session of their test & answer booklets.

Remember that you may view students' booklets for the sole purpose of confirming that students are working in the correct session. A test administrator may not review booklets to confirm whether students have marked all their responses.

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

"The scheduled session time is half over. Make sure that you answer every question in this session. When you are finished answering all of the questions in Session 1 and reviewing your work, you may hand in your test materials to me. Remember, if you are still working at the end of the scheduled session, you will be given more time to finish your test."

24. (Optional) Then say to students:

"You may now have a short break during which you may stand up and stretch. During the break, you may not have conversations with other students. If you do not want to take a break, you may continue working. The break will be _____ (state the length of the break) minutes long. Please place your scratch paper and your pencil inside your booklet at the page you are working on, and close your booklet."

The break may be scheduled for 3–5 minutes, at the test administrator's discretion. When the break is completed, say to the students:

"The break is now over. You should begin working again."

Resume monitoring the testing room.

25. Say to **ANY STUDENT WHO FINISHES EARLY**:

"Before you hand me your booklet, I want to remind you that

- **during this session you were supposed to answer questions _____.**
(Say the question numbers that you wrote on the board at the start of the session.)
- **you should make sure you have answered every question and not left anything blank or unanswered.**

Remember, once you turn in your test, you will not be permitted to go back to Session 1.

I want to remind you that cell phones, smartwatches, ear buds, and other electronic devices are *still* not allowed until you are dismissed from the testing room."

Permit students to check whether they have answered every question.

Administering Session 1 of the Grades 3–8 and 10 Mathematics Tests

26. At the **END OF THE SESSION**, say:

“This is the end of the time scheduled for this session. Before I collect your booklets, I want to remind you that

- **during this session you were supposed to answer questions _____.**
(Say the question numbers that you wrote on the board at the start of the session.)
- **you should make sure you have answered every question and not left anything blank or unanswered.**

Remember, once you turn in your test, you will not be permitted to go back to Session 1.”

Pause to allow students to check whether they have answered every question.

27. If you are administering

GRADE 3 OR 4, say:

“Please put your pencil down and close your booklet. Place your ruler inside your booklet. If you need more time to answer any questions, raise your hand.”

Note which students need more time and then pick up each student’s materials, keeping the materials of students who need more time separate from the others. Verify that you have a used test & answer booklet, a ruler, and scratch paper from each student. Remind students of when they will take Session 2.

GRADE 5, 6, 7, OR 8, say:

“Please put your pencil down and close your booklet. Place your ruler and reference sheet inside your booklet. If you need more time to answer any questions, raise your hand.”

Note which students need more time and then pick up each student’s materials, keeping the materials of students who need more time separate from the others. Verify that you have a used test & answer booklet, a ruler, a reference sheet, and scratch paper from each student. Remind students of when they will take Session 2.

GRADE 10, say:

“Please put your pencil down and close your booklet. Place your reference sheet on your desk. If you need more time to answer any questions, raise your hand.”

Note which students need more time and then pick up each student’s materials, keeping the materials of students who need more time separate from the others. Verify that you have a used test & answer booklet, a reference sheet, and scratch paper from each student. Remind students of when they will take Session 2.

28. If you are administering the test to any students using accommodation A12 (Typed Responses), ask students to review their printed typed responses. **Do not dismiss students until they have confirmed that their printed typed responses are ready to submit.** After these students have completed testing, see page 210 in Appendix H for further instructions.

Administering Session 1 of the Grades 3–8 and 10 Mathematics Tests

29. For students who need more time, if your principal has instructed you to do so, read the following recommended script to students who are moving to a test completion room:

“If you have not yet finished your work in this session, you will be moved to _____ (location) to complete the test. You will have until the end of the school day to finish your work, as long as you are working productively.

Your test materials will be brought there for you. Your cell phone and any other electronic devices must remain off, and you may not access them until you are dismissed from the test completion room.”

If your principal has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession while moving to a test completion room, do so at this time.

Be sure to complete appropriate tracking documents and follow your principal’s instructions for maintaining the security of test materials for students in a test completion room.

30. Make a list of all students in your assigned group who were not tested. These students will be able to take Session 1 during the make-up period. If all the students assigned to you took Session 1, notify your principal of this. It is important to keep accurate records of who has been tested, as it is not permissible to look through assigned test & answer booklets to check whether students have completed testing.
31. Verify that any students who filled in circles for their names, dates of birth, and SASIDs on the front covers of test & answer booklets have done so correctly. If not, correct the information on the front covers at this time.
32. Group test materials into the following separate piles:
- used test & answer booklets
 - used scratch paper
 - unused scratch paper
 - void test & answer booklets
 - reference sheets (for grade 10)
 - MCAS rulers, if applicable
 - unused test materials
 - contaminated test materials, if applicable (Remember to notify your principal or test coordinator.)
33. Complete appropriate tracking documents, as instructed by your principal.
34. Immediately return **all** test materials and the list of students who were not tested to your principal.

Remember that all test & answer booklets (including large-print booklets, Braille booklets, and Braille Administrator’s Copies) are secure materials and must be tracked properly from the time you receive them until you return them to your principal.

Administering Session 1 of the Grades 3–8 and 10 Mathematics Tests

E Recommended Scripts to Read for a Supervised Lunch or Restroom Break

1. **For students who will be escorted to a SUPERVISED LUNCH**, if your principal has instructed you to do so, read the following recommended script to students:

“It is now time for lunch. You will be able to continue testing after lunch, and you will have until the end of the school day to finish your work, as long as you are working productively.

You will be going to _____ (location) after your supervised lunch to finish testing, and your test materials will be brought there for you. Your cell phone and other electronic devices must remain off during lunch, and you may not access them until you are dismissed from the test completion room. Also, you may not have conversations during your lunch break.”

If your principal has directed you to follow a different procedure to ensure that students have a supervised lunch and security is maintained, do so at this time.

Be sure to complete appropriate tracking documents and follow your principal's instructions for maintaining the security of test materials for these students.

2. **For students who ask to use the RESTROOM during the test session**, if your principal has instructed you to do so, read or point to this recommended script:

“You may not retrieve or access your cell phone or any prohibited materials while you are out of the room.”

If your principal has directed you to follow a different procedure, do so at this time.

Part VIII

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Administering Session 2 of the Grades 3–8 and 10 Mathematics Tests

Administering Session 2 of the Grades 3–8 and 10 Mathematics Tests

If you are administering the Spanish/English edition of the Mathematics test, please turn to page 139 in Appendix B.

A Materials Needed for Session 2

1. Prior to testing, you will receive the following materials for students assigned to you:⁷
 - this manual
 - a roster of testing students
 - scratch paper (blank, lined, or graph)
 - a tracking form to assist you and your principal in maintaining the security of test materials
 - **FOR GRADES 3–4**
 - › test & answer booklets
 - › MCAS rulers (inside test & answer booklets)
 - **FOR GRADES 5–8**
 - › test & answer booklets
 - › MCAS rulers (inside test & answer booklets)
 - › reference sheets (inside test & answer booklets)
 - **FOR GRADE 10**
 - › a list of students' SASIDs, if applicable
 - › student ID labels, if labels were not previously applied to booklets
 - › Session 2 test & answer booklets
 - › reference sheets from Session 1
2. You will also need the following materials available in your testing space prior to testing:
 - “MCAS Testing—Do Not Disturb” sign
 - authorized bilingual word-to-word dictionaries for students who are currently or were ever reported as ELs
 - #2 pencils
 - calculators for students in **grades 7, 8, and 10 only** who did not bring their own
Each student must have sole access to a calculator for grades 7, 8, and 10 Mathematics Session 2. Students may use their own calculators, including graphing calculators.
Schools must provide a calculator for each student who does not already have one, as follows:
 - › grade 7 Mathematics **Session 2 only**
 - recommended: a basic calculator or scientific calculator
 - minimum: a basic calculator
 - › grade 8 Mathematics **Session 2 only**
 - recommended: a scientific calculator or graphing calculator
 - minimum: a basic calculator

⁷ If applicable for any student in your assigned group, you will also receive Braille test materials or large-print test materials.

Administering Session 2 of the Grades 3–8 and 10 Mathematics Tests

- › grade 10 Mathematics **Session 2 only**
 - recommended: a scientific calculator or graphing calculator
 - minimum: a basic calculator

Test administrators must ensure that students do not have access to calculator instructions or formula sheets that accompany calculators. The memory should be cleared from any calculator with the ability to store information (other than basic numbers).

Note: Calculators are not allowed during the grades 3–6 Mathematics tests.

3. You will likely receive more materials than needed for your group of students. Notify your principal immediately if you need additional materials. Set aside unassigned materials and **keep them secure** until you return them to your principal.

Remember that all test & answer booklets (including large-print booklets, Braille booklets, and Braille Administrator's Copies) are secure materials and must be tracked properly from the time you receive them until you return them to your principal.

B Before Students Arrive

1. Make sure the testing space has been appropriately prepared (see page 24).
2. Post the “MCAS Testing—Do Not Disturb” sign on the outside of the door of the testing space.
3. Write your name on the board.
4. If you are administering **GRADE 10**, write the name of your school and district on the board. Apply student ID labels to booklets if this has not already been done. If you are missing labels for some students, these students will need to fill in additional information on the front covers of their booklets as described in step 11 of the Session 2 script.
5. Write on the board: “You will answer questions x–y during this session.” (Fill in x and y from the table below.)

Mathematics		
Grade(s)	First question in Session 2	Last question in Session 2
3, 4, 5, 6	24	46
7 and 8	25	48
10	28	54

Administering Session 2 of the Grades 3–8 and 10 Mathematics Tests

C As Students Arrive

1. Collect books from students who brought them to read in the event they finish their work before the end of the test session.
2. Based on the guidelines in Appendix K, approve any bilingual dictionaries brought by students who are currently or were ever reported as ELs.

All other dictionaries are prohibited.

3. Make sure that students do not have access to cell phones or other electronic devices during testing. These devices are **prohibited**, and their use for any purpose may result in the invalidation of test results.
4. Say to the students:

“Before we begin the test, I want to remind you that cell phones and other electronic devices are not allowed for any reason during this session.”

5. If your principal has instructed you to do so, read the following recommended script:

“If you have a cell phone or other electronic device with you, please make sure it is now turned off, put it in your backpack, and leave it by the side of the room. You may not access it until you are dismissed from the testing room.”

Pause to make sure that students have turned cell phones and other electronic devices off and have placed them in their backpacks.

6. If your principal has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession, do so at this time. **Schools are ultimately responsible for implementing procedures that ensure students do not possess cell phones or other electronic devices during testing.**
7. Make sure that students’ desks are clear, except for #2 pencils (for all students) and authorized bilingual dictionaries (for students who are currently or were ever reported as ELs). Students may also have colored pencils and yellow highlighters (see page 15).
8. Make sure that students are seated in a way that supports a secure test environment, and that no one can see anyone else’s booklets.

Administering Session 2 of the Grades 3–8 and 10 Mathematics Tests

D Administer Session 2



Mathematics Grades 3, 4, 5, and 6



Mathematics Grades 7, 8, and 10

To ensure that all students across the state have access to the same information and receive the same instructions, test administrators must read the following script verbatim to their students. At any time during the test session, you may repeat a portion of the script if necessary for clarification.

If your principal has instructed you to do so, you will need to turn to section E at appropriate points during the session to read recommended scripts for students going to a supervised lunch or going to the restroom.

1. Say to the students:

“We are about to begin Session 2 of the MCAS _____ (say the name of the test) test. This is the second of two sessions that you will take.”

2. If you are administering

GRADES 3 OR 4, say:

“I will now hand out the test & answer booklets and scratch paper. Your ruler should be in your booklet. Do not open your booklet until I tell you to do so.”

Distribute the test & answer booklets back to their original owners and distribute one sheet of scratch paper to each student. **Note:** It is your responsibility to ensure that all students receive their original test & answer booklets.

GRADES 5 OR 6, say:

“I will now hand out the test & answer booklets and scratch paper. Your ruler and reference sheet should be in your booklet. Do not open your booklet until I tell you to do so.”

Distribute the test & answer booklets back to their original owners and distribute one sheet of scratch paper to each student. **Note:** It is your responsibility to ensure that all students receive their original test & answer booklets.

GRADES 7 OR 8, say:

“I will now hand out the test & answer booklets and scratch paper, as well as a calculator for any of you who did not bring your own. Your ruler and reference sheet should be in your booklet. Do not open your booklet until I tell you to do so.”

Distribute the test & answer booklets back to their original owners and distribute one sheet of scratch paper to each student. **Note:** It is your responsibility to ensure that all students receive their original test & answer booklets. Distribute calculators to those students who did not bring their own.

GRADE 10, say:

“I will now hand out the test & answer booklets, scratch paper, and reference sheets, as well as a calculator for any of you who did not bring your own. Do not open your booklet until I tell you to do so.”

Administering Session 2 of the Grades 3–8 and 10 Mathematics Tests

Distribute the test & answer booklets and one sheet of scratch paper to each student. Make sure that each student receives the correct assigned booklet. Give students their reference sheets from Session 1 (with their names written on them). Distribute calculators to those students who did not bring their own.

3. If you are administering

GRADES 3–8, say:

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

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

Then say:

“On the front cover, print my name on the line provided for Session 2. My name is on the board for you to copy.”

Pause and check that students are completing this task correctly.

4. Then say to the students:

“You may use your scratch paper at any time during this test. If at any point you need more, raise your hand and I will give you another sheet. You may have up to three sheets of scratch paper at one time. If you need more than three sheets, you will have to turn in some of your used scratch paper.”

5. If you are administering

GRADE 10, say:

“Now pick up your test & answer booklet and QUICKLY flip through the pages to see if there are any missing pages, completely blank pages, or pages that were printed upside down.

Please raise your hand if you have a test & answer booklet with missing pages, blank pages, or upside-down pages.”

Collect any defective booklets and fill in the VOID circle on the back cover of each. Then write “VOID” in large letters across the front cover of each. Set aside these booklets to be returned to the principal. Give new booklets to those students who had defective materials (see section D on page 19).

6. If you are administering

GRADES 3–8, skip to step 12. (However, any students who have not filled out the covers of their test & answer booklets must do so according to the instructions in steps 7–10.)

7. If you are administering

GRADE 10, say:

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

Administering Session 2 of the Grades 3–8 and 10 Mathematics Tests

8. Then say:

“Near the top of the front cover is the heading for the Test Administrator name. Print my name on the line provided for this session. My name is on the board for you to copy.”

Pause and check that students are completing the information correctly on the front covers of their test & answer booklets.

9. Then say:

“Print the school name and the district name on the lines provided. I have written the school and district names on the board for you to copy.”

Pause and check that students are completing the information correctly on the front covers of their test & answer booklets.

10. Then say:

“Below the information you just printed is the title ‘Student Name Grid.’

Print the letters of your LAST name in the boxes below that title. Write one letter in each box, starting in the first box on the left. Between the printed words ‘Last Name’ and ‘First Name,’ you will see a dividing line. If your last name is longer than the space provided, fill in as much as will fit in front of the dividing line. If your last name has a hyphen or space, write the two names together as one word, without the hyphen or space.”

Pause for students to complete this section.

Then say:

“Print the letters of your FIRST name, starting with the box to the right of the dividing line. Do NOT write your nickname or use a different spelling of your name than usual. If your first name has a hyphen, write the two names together as one word, without the hyphen. Print your middle initial in the last box, under ‘MI.’”

Pause for students to complete this section.

11. If **all** of the students in your assigned group are using test & answer booklets with student ID labels, skip to step 12. Otherwise, continue with this step.

Say to the students:

“If your test & answer booklet does not have a student ID label on the lower right corner, you will now fill in the circles under each letter that you printed under the ‘STUDENT NAME GRID.’”

Pause and check that students are completing this task correctly.

Say:

“On the upper right side of the page, there is a section labeled ‘BIRTHDATE,’ with abbreviations for the months of the year. Fill in the circle to the right of the MONTH in which you were born. For example, if your birthday is in August, you will fill in the ‘8’ circle to the right of A-U-G.”

Administering Session 2 of the Grades 3–8 and 10 Mathematics Tests

Next, print the two numbers for the DAY on which you were born, one in each box underneath the word 'DAY.' If your birthdate is a single number, print a zero first. For example, if your birthday is on the second of the month, you will print the numbers 'zero, two' in the boxes underneath 'DAY.'

Now print the numbers of the YEAR in which you were born in the boxes underneath 'YEAR.'

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

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

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

Provide students with their SASIDs. Check that students are completing this task correctly.

12. If everyone in your group took Session 1 on the scheduled day, skip to step 14. If your group includes students who did not take Session 1 (e.g., students who were absent) or if you are administering Session 2 as a make-up session, say:

"Now I am going to tell you some information about the types of questions you will be answering."

During this test session you will answer questions _____." (Say the question numbers that you wrote on the board at the start of the session.)

Read each question carefully and then answer it as well as you can.

For some questions, you will mark your answers by filling in the circles in your test & answer booklet. Make sure you darken the circles completely. Do not make any marks outside the circles. If you need to change an answer, be sure to erase your first answer completely."

13. Then, say:

"For other questions, you will fill in an answer grid. To do so, you must enter your answer in the answer boxes at the top of the answer grid AND completely fill the matching circles below. Additional directions for completing questions with answer grids are provided in your test & answer booklet."

14. Say to the students:

"If a question asks you to show or explain your work, you must do so to receive full credit. Write your response in the space provided. Only responses written within the provided space will be scored."

If you do not know the answer to a question, you may go on to the next question. Later, you should review your responses and go back to any questions you did not answer in this session."

Be sure at the end of the test session that you have responded to every question and not left anything blank or unanswered."

Administering Session 2 of the Grades 3–8 and 10 Mathematics Tests

15. Say to the students:

“Next, I am going to tell you about some things that are allowed and some that are not allowed during this session.

You must write all your responses in your test & answer booklet using a #2 pencil ONLY. You may use a yellow highlighter in your booklet if you like, however you must write all your answers in your booklet using a #2 pencil ONLY.”

16. If you are administering

GRADE 3, 4, 5, OR 6, say:

“You may use your _____ (fill in from the table below) to help you answer questions at any time during this session. It is also important for you to know that any figures, diagrams, or illustrations in your test & answer booklet are not necessarily drawn to scale. You may NOT use a calculator at any time during this Mathematics test session.”



Grade(s)	Items
3 and 4	MCAS ruler
5 and 6	MCAS ruler and Mathematics reference sheet

GRADE 7, 8, OR 10, say:

“You may use your _____ (fill in from the table below) to help you answer questions at any time during this session. It is also important for you to know that any figures, diagrams, or illustrations in your test & answer booklet are not necessarily drawn to scale.”

Grade(s)	Items
7 and 8	MCAS ruler, your Mathematics reference sheet, and your calculator
10	Mathematics reference sheet and your calculator

17. If you are administering

GRADE 5, 6, 7, 8, OR 10, say:

“Do not write on your reference sheet. Instead, use your scratch paper or booklet for any figuring you need to do during the test. You may not use any reference sheets other than what I give you.”

18. Say to the students:

“It is important that MCAS tests are fair to all students. Therefore, the following things are not allowed: copying answers from anyone else; using notes, books, extra reference sheets, or any kind of class materials; writing notes to, or talking to other students; and providing answers or help to any other student. You must not ask for or receive help from anyone else in answering the questions. Also, you may not have a cell phone or any other electronic device with you during testing. All students are expected to be honest, do their best, and not cheat in any way.

Administering Session 2 of the Grades 3–8 and 10 Mathematics Tests

At any time during the session, you may raise your hand if you would like me to read aloud a word from the test to you. You will need to point to the word, and I will read it quietly to you and repeat it if necessary. But I will not be able to tell you what the word means, and I cannot give you any other help or assistance during this session. Please raise your hand if you have any questions about this."

Pause to answer any questions students may have.

19. Say to the students:

"This test session is scheduled to be _____ (state length of test session) long. If you have not finished answering the questions at the end of that time, you will be given more time to finish. At most, you will have until the end of the school day, as long as you are working productively."

20. If you are administering

GRADES 3–8, say:

"If you finish answering the questions before the end of the test session, you should review your work. However, you may NOT review the first test session. Any answers you make to questions from Session 1 during this session will be invalidated."

Now open your test & answer booklet to the first page that says 'Grade _____ (say the grade) Mathematics Session 2' at the top. Be sure to read all the directions. You may begin working now."

GRADE 10, say to the students:

"If you finish answering the questions before the end of the test session, you should review your work."

Now open your test & answer booklet to page 2, which says 'Grade 10 Mathematics Session 2' at the top. Be sure to read all the directions. You may begin working now."

21. If you are administering the test to any students with disabilities using accommodation A12 (Typed Responses), turn to page 209 in Appendix H for the script to read to these students at this time.
22. It is your responsibility to ensure a secure testing environment.

Test security requirements are described in Part I, and other test administration protocols are described throughout this manual.

Circulate among the students while they take the test to see that they are working steadily, are not using cell phones or other electronic devices, and are in the correct session of their test & answer booklets.

Remember that you may view students' booklets for the sole purpose of confirming that students are working in the correct session. A test administrator may not review booklets to confirm whether students have marked all their responses.

Administering Session 2 of the Grades 3–8 and 10 Mathematics Tests

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

“The scheduled session time is half over. Make sure that you answer every question in this session. When you are finished answering all of the questions in Session 2 and reviewing your work, you may hand in your test materials to me. Remember, if you are still working at the end of the scheduled session, you will be given more time to finish your test.”

24. (Optional) Then say to students:

“You may now have a short break during which you may stand up and stretch. During the break, you may not have conversations with other students. If you do not want to take a break, you may continue working. The break will be _____ (state the length of the break) minutes long. Please place your scratch paper and your pencil inside your booklet at the page you are working on, and close your booklet.”

The break may be scheduled for 3–5 minutes, at the test administrator’s discretion. When the break is completed, say to the students:

“The break is now over. You should begin working again.”

Resume monitoring the testing room.

25. Say to **ANY STUDENT WHO FINISHES EARLY**:

“Before you hand me your booklet, I want to remind you that

- **during this session you were supposed to answer questions _____.**
(Say the question numbers that you wrote on the board at the start of the session.)
- **you should make sure you have answered every question and not left anything blank or unanswered.**

Remember, once you turn in your test, you will not be permitted to go back to Session 2.

I want to remind you that cell phones, smartwatches, ear buds, and other electronic devices are *still* not allowed until you are dismissed from the testing room.”

Permit students to check whether they have answered every question.

26. At the **END OF THE SESSION**, say:

“This is the end of the time scheduled for this session. Before I collect your booklets, I want to remind you that

- **during this session you were supposed to answer questions _____.**
(Say the question numbers that you wrote on the board at the start of the session.)
- **you should make sure you have answered every question and not left anything blank or unanswered.**

Remember, once you turn in your test, you will not be permitted to go back to Session 2.”

Pause to allow students to check whether they have answered every question.

Administering Session 2 of the Grades 3–8 and 10 Mathematics Tests

27. If you are administering

GRADE 3 OR 4, say:

“Please put your pencil down and close your booklet. Place your ruler on your desk. If you need more time to answer any questions, raise your hand.”

Note which students need more time and then pick up each student’s materials, keeping the materials of students who need more time separate from the others. Verify that you have a used test & answer booklet, a ruler, and scratch paper from each student. For students who need more time, follow the instructions given by your principal.

GRADE 5, 6, 7, OR 8, say:

“Please put your pencil down and close your booklet. Place your ruler and reference sheet on your desk. If you need more time to answer any questions, raise your hand.”

Note which students need more time and then pick up each student’s materials, keeping the materials of students who need more time separate from the others. Verify that you have a used test & answer booklet, a ruler, a reference sheet, and scratch paper from each student. For students who need more time, follow the instructions given by your principal.

GRADE 10, say:

“Please put your pencil down and close your booklet. Place your reference sheet on your desk. If you need more time to answer any questions, raise your hand.”

Note which students need more time and then pick up each student’s materials, keeping the materials of students who need more time separate from the others. Verify that you have a used test & answer booklet, a reference sheet, and scratch paper from each student. For students who need more time, follow the instructions given by your principal.

28. If you are administering the test to any students using accommodation A12 (Typed Responses), ask students to review their printed typed responses. **Do not dismiss students until they have confirmed that their printed typed responses are ready to submit.** After these students have completed testing, see page 210 in Appendix H for further instructions.
29. For students who need more time, if your principal has instructed you to do so, read the following recommended script to students who are moving to a test completion room:

“If you have not yet finished your work in this session, you will be moved to _____ (location) to complete the test. You will have until the end of the school day to finish your work, as long as you are working productively.

Your test materials will be brought there for you. Your cell phone and any other electronic devices must remain off, and you may not access them until you are dismissed from the test completion room.”

If your principal has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession while moving to a test completion room, do so at this time.

Be sure to complete appropriate tracking documents and follow your principal’s instructions for maintaining the security of test materials for students in a test completion room.

Administering Session 2 of the Grades 3–8 and 10 Mathematics Tests

30. Make a list of all students in your assigned group who were not tested. These students will be able to take Session 2 during the make-up period. If all the students assigned to you took Session 2, notify your principal of this. It is important to keep accurate records of who has been tested, as it is not permissible to look through assigned test & answer booklets to check whether students have completed testing.
31. **FOR GRADE 10**, verify that any students who filled in circles for their names, dates of birth, and SASIDs on the front covers of test & answer booklets have done so correctly. If not, correct the information on the front covers at this time.
32. **FOR GRADES 4 AND 10**: If your school will be administering the student questionnaire right after Session 2, turn to Part XI on page 103 now, and then return to this page for steps 33–35.
33. Group test materials into the following separate piles:
 - used test & answer booklets
 - used scratch paper
 - unused scratch paper
 - void test & answer booklets
 - reference sheets, if applicable
 - MCAS rulers, if applicable
 - unused test materials
 - contaminated test materials, if applicable (Remember to notify your principal or test coordinator.)
34. Complete appropriate tracking documents, as instructed by your principal.
35. Immediately return **all** test materials and the list of students who were not tested to your principal.

Remember that all test & answer booklets (including large-print booklets, Braille booklets, and Braille Administrator's Copies) are secure materials and must be tracked properly from the time you receive them until you return them to your principal.

E Recommended Scripts to Read for a Supervised Lunch or Restroom Break

1. **For students who will be escorted to a SUPERVISED LUNCH**, if your principal has instructed you to do so, read the following recommended script to students:

“It is now time for lunch. You will be able to continue testing after lunch, and you will have until the end of the school day to finish your work, as long as you are working productively.

You will be going to _____ (location) after your supervised lunch to finish testing, and your test materials will be brought there for you. Your cell phone and other electronic devices must remain off during lunch, and you may not access them until you are dismissed from the test completion room. Also, you may not have conversations during your lunch break.”

If your principal has directed you to follow a different procedure to ensure that students have a supervised lunch and security is maintained, do so at this time.

Be sure to complete appropriate tracking documents and follow your principal's instructions for maintaining the security of test materials for these students.

2. **For students who ask to use the RESTROOM during the test session**, if your principal has instructed you to do so, read or point to this recommended script:

“You may not retrieve or access your cell phone or any prohibited materials while you are out of the room.”

If your principal has directed you to follow a different procedure, do so at this time.

Part IX

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Administering Session 1 of the Science and Technology/Engineering Tests

Administering Session 1 of the Science and Technology/Engineering Tests

If you are administering the Spanish/English edition of the Science and Technology/Engineering Tests, please turn to page 154 in Appendix C.

A Materials Needed for Session 1

1. Prior to testing, you will receive the following materials for students assigned to you:⁸

- this manual
- a roster of testing students
- scratch paper (blank, lined, or graph)
- a list of students' SASIDs, if applicable
- student ID labels, if labels were not previously applied to booklets
- a tracking form to assist you and your principal in maintaining the security of test materials

- **FOR GRADES 5 AND 8 STE**

- › test & answer booklets
- › MCAS rulers
- › calculators for students who did not bring their own

Each student must have sole access to a calculator for the grades 5 and 8 STE tests. Students may use their own calculators, including graphing calculators. Schools must provide a calculator for each student who does not already have one.

- grade 5: a basic calculator or scientific calculator
- grade 8: a scientific calculator or graphing calculator

Test administrators must ensure that students do not have access to calculator instructions or formula sheets that accompany calculators. The memory should be cleared from any calculator with the ability to store information (other than basic numbers).

- **FOR BIOLOGY**

- › Session 1 Biology test & answer booklets
- › scientific or graphing calculators for students who did not bring their own

Each student must have sole access to a scientific or graphing calculator for the Biology test. Students may use their own calculators, including graphing calculators. Schools must provide a calculator to each student who does not already have one.

- **FOR INTRODUCTORY PHYSICS**

- › Session 1 Introductory Physics test & answer booklets
- › Introductory Physics reference sheets
- › scientific or graphing calculators for students who did not bring their own

Each student must have sole access to a scientific or graphing calculator for the Introductory Physics test. Students may use their own calculators, including graphing calculators. Schools must provide a calculator to each student who does not already have one.

⁸ If applicable for any student in your assigned group, you will also receive Braille test materials or large-print test materials.

Administering Session 1 of the Science and Technology/Engineering Tests

- “MCAS Testing—Do Not Disturb” sign
 - authorized bilingual word-to-word dictionaries for students who are currently or were ever reported as ELs
 - #2 pencils
2. You will likely receive more materials than needed for your group of students. Notify your principal immediately if you need additional materials. Set aside unassigned materials and **keep them secure** until you return them to your principal.

Remember that all test & answer booklets (including large-print booklets, Braille booklets, and Braille Administrator’s Copies) are secure materials and must be tracked properly from the time you receive them until you return them to your principal.

B Before Students Arrive

1. Make sure the testing space has been appropriately prepared (see page 24).
2. Post the “MCAS Testing—Do Not Disturb” sign on the outside of the door of the testing space.
3. Apply student ID labels to booklets if this has not already been done. If you are missing labels for some students, these students will need to fill in additional information on the front covers of their booklets as described in step 10 of the Session 1 script.
4. Write your name on the board.
5. Write the name of your school and district on the board.
6. If you are administering

GRADES 5 OR 8 STE, write on the board:

“You will answer questions 1–25 during the session.”

BIOLOGY, write on the board:

“You will answer questions 1–29 during this session.”

INTRODUCTORY PHYSICS, write on the board:

“You will answer questions 1–30 during the session.”

Administering Session 1 of the Science and Technology/Engineering Tests

C As Students Arrive

1. Collect books from students who brought them to read in the event they finish their work before the end of the test session.
2. Based on the guidelines in Appendix K, approve any bilingual dictionaries brought by students who are currently or were ever reported as ELs.

All other dictionaries are prohibited.

3. Make sure that students do not have access to cell phones or other electronic devices during testing. These devices are **prohibited**, and their use for any purpose may result in the invalidation of test results.
4. Say to the students:
“Before we begin the test, you need to know that cell phones, smartwatches, ear buds, and other electronic devices are not allowed for any reason during this session, even after you turn in your materials. Results may be invalidated for students with any of these devices during testing or after turning in test materials.”
5. If your principal has instructed you to do so, read the following recommended script:

“If you have a cell phone or other electronic device with you, please make sure it is now turned off, put it in your backpack, and leave it by the side of the room. You may not access it until you are dismissed from the testing room.”

Pause to make sure that students have turned cell phones and other electronic devices off and have placed them in their backpacks.

6. If your principal has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession, do so at this time. **Schools are ultimately responsible for implementing procedures that ensure students do not possess cell phones or other electronic devices during testing.**
7. Make sure that students’ desks are clear, except for #2 pencils (for all students) and authorized bilingual dictionaries (for students who are currently or were ever reported as ELs). Students may also have colored pencils and yellow highlighters (see page 15).
8. Make sure that students are seated in a way that supports a secure test environment, and that no one can see anyone else’s booklets.

Administering Session 1 of the Science and Technology/Engineering Tests

D Administer Session 1

To ensure that all students across the state have access to the same information and receive the same instructions, test administrators must read the following script verbatim to their students. At any time during the test session, you may repeat a portion of the script if necessary for clarification.

If your principal has instructed you to do so, you will need to turn to section E at appropriate points during the session to read recommended scripts for students going to a supervised lunch or going to the restroom.

1. Say to the students:

“We are about to begin the MCAS _____ (say the name of the test) test. This is the first of two sessions that you will take. You will take Session 2 _____ (announce the date and time for Session 2).”

The results of this test will be used to help track your academic progress, and will be sent to your parents or guardians as well as your teachers. It is important that you try to do your best work during this and every test session.”

2. Say to the students:

“I will now hand out the test & answer booklets and scratch paper. Do not open your booklet until I tell you to do so.”

Distribute the test & answer booklets. Make sure that you give each student the correct assigned booklet. Distribute one sheet of scratch paper to each student.

3. Then say:

“You may use your scratch paper at any time during this test. If at any point you need more, raise your hand and I will give you another sheet. You may have up to three sheets of scratch paper at one time. If you need more than three sheets, you will have to turn in some of your used scratch paper.”

Now pick up your test & answer booklet and QUICKLY flip through the pages to see if there are any missing pages, completely blank pages, or pages that were printed upside down.

Please raise your hand if you have a test & answer booklet with missing pages, blank pages, or upside-down pages.”

4. Collect any defective booklets and fill in the VOID circle on the back cover of each. Then write “VOID” in large letters across the front cover of each. Set aside these booklets to be returned to the principal. Give new booklets to those students who had defective materials (see section D on page 19).

5. Say to the students:

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

Administering Session 1 of the Science and Technology/Engineering Tests

6. Then say:

“Near the top of the front cover is the heading for the Test Administrator name. Print my name on the line provided for this session. My name is on the board for you to copy.”

Pause and check that students are completing the information correctly on the front covers of their booklets.

7. Then say:

“Print the school name and the district name on the lines provided. I have written the school and district names on the board for you to copy.”

Pause and check that students are completing the information correctly on the front covers of their booklets.

8. Then say:

“Below the information you just printed is the title ‘Student Name Grid.’

Print the letters of your LAST name in the boxes below that title. Write one letter in each box, starting in the first box on the left. Between the printed words ‘Last Name’ and ‘First Name,’ you will see a dividing line. If your last name is longer than the space provided, fill in as much as will fit in front of the dividing line. If your last name has a hyphen or space, write the two names together as one word, without the hyphen or space.”

Pause for students to complete this section.

9. Then say:

“Print the letters of your FIRST name, starting with the box to the right of the dividing line. Do NOT write your nickname or use a different spelling of your name than usual. If your first name has a hyphen, write the two names together as one word, without the hyphen. Print your middle initial in the last box, under ‘MI.”

Pause for students to complete this section.

10. If **all** of the students in your assigned group are using test & answer booklets with student ID labels, skip to step 11. Otherwise, continue with this step.

Say to the students:

“If your test & answer booklet does not have a student ID label on the lower right corner, you will now fill in the circles under each letter that you printed under the ‘STUDENT NAME GRID.’”

Pause and check that students are completing this task correctly.

Say:

“On the upper right side of the page, there is a section labeled ‘BIRTHDATE,’ with abbreviations for the months of the year. Fill in the circle to the right of the MONTH in which you were born. For example, if your birthday is in August, you will fill in the ‘8’ circle to the right of A-U-G.”

Administering Session 1 of the Science and Technology/Engineering Tests

Next, print the two numbers for the DAY on which you were born, one in each box underneath the word 'DAY.' If your birthdate is a single number, print a zero first. For example, if your birthday is on the second of the month, you will print the numbers 'zero, two' in the boxes underneath 'DAY.'

Now print the numbers of the YEAR in which you were born in the boxes underneath 'YEAR.'

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

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

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

Provide students with their SASIDs. Check that students are completing this task correctly.

11. If you are administering

GRADE 5 OR 8 STE, say:

"I will now hand out the MCAS rulers, as well as a calculator for any of you who did not bring your own. You may use your calculator and MCAS ruler to answer questions at any time. It is also important for you to know that any figures, diagrams, or illustrations in your test & answer booklet are not necessarily drawn to scale."

Distribute the MCAS rulers to the students. Distribute calculators to those students who did not bring their own.

If you are administering

BIOLOGY, say:

"I will now hand out calculators to any students who did not bring their own. You may use your calculator to help you answer questions at any time."

Distribute calculators to any students who did not bring their own.

If you are administering

INTRODUCTORY PHYSICS, say:

"I will now hand out reference sheets and calculators for students who did not bring their own."

Distribute reference sheets to the students. Distribute calculators to any students who did not bring their own.

Then say:

"You may use the Introductory Physics reference sheet and your calculator to help you answer questions at any time. Please write your name in the upper right corner of your reference sheet. Otherwise, do not write on your reference sheet. Instead, use your scratch paper or booklet for any figuring you need to do during the test. You may not use any reference sheets other than what I give you."

Administering Session 1 of the Science and Technology/Engineering Tests

12. Say to the students:

“Now I am going to tell you some information about the types of questions you will be answering.

During this test session you will answer questions _____. (Say the question numbers that you wrote on the board at the start of the session.)

Read each question carefully and then answer it as well as you can.

For some questions, you will mark your answers by filling in the circles in your test & answer booklet. Make certain you darken the circles completely. Do not make any marks outside the circles. If you need to change an answer, be sure to erase your first answer completely.”

13. Say to the students:

“If a question asks you to show or explain your work, you must do so to receive full credit. Write your response in the space provided. Only responses written within the provided space will be scored.

If you do not know the answer to a question, you may go on to the next question. Later, you should review your responses and go back to any questions you did not answer in this session.

Be sure at the end of the test session that you have responded to every question and not left anything blank or unanswered.”

14. Say to the students:

“Next, I am going to tell you about some things that are allowed and some that are not allowed during this session.

You must write all your responses in your test & answer booklet, using a #2 pencil ONLY. You may use a yellow highlighter in your booklet if you like, however you must write all your answers in your booklet using a #2 pencil ONLY.

It is also important for you to know that any figures, diagrams, or illustrations in your test & answer booklet are not necessarily drawn to scale.”

15. Say to the students:

“It is important that MCAS tests are fair to all students. Therefore, the following things are not allowed: copying answers from anyone else; using notes, books, extra reference sheets, or any kind of class materials; writing notes or talking to other students; and providing answers or help to any other student. You must not ask for or receive help from anyone else in answering the questions. Also, you may not have a cell phone or any other electronic device with you during testing. All students are expected to be honest, do their best, and not cheat in any way.

At any time during the session, you may raise your hand if you would like me to read aloud a word from the test to you. You will need to point to the word, and I will read it quietly to you and repeat it if necessary. But I will not be able to tell you what the word means, and I cannot give you any other help or assistance during this session. Please raise your hand if you have any questions about this.”

Pause to answer any questions students may have.

Administering Session 1 of the Science and Technology/Engineering Tests

16. Say to the students:

“This test session is scheduled to be _____ (state length of test session) long. If you have not finished answering the questions at the end of that time, you will be given more time to finish. At most, you will have until the end of the school day, as long as you are working productively.

Once you begin the test, each test & answer booklet page for this session will say ‘GO ON’ at the bottom right corner of the page. Keep answering questions until you have answered the last question in Session 1 on the page that says ‘STOP’ at the bottom.”

(Optional) Pause to show students a sample page of a test & answer booklet that says “STOP” at the bottom.

17. If you are administering

GRADE 5 OR 8 STE, say:

“If you finish answering the questions before the end of the test session, you should review your work. However, you may NOT look ahead to the next test session.

Now open your test & answer booklet to page 2, which says ‘_____ (say the grade) Science and Technology/Engineering Session 1’ at the top. Be sure to read all the directions. You may begin working now.”

BIOLOGY OR INTRODUCTORY PHYSICS, say:

“If you finish answering the questions before the end of the test session, you should review your work.

Now open your test & answer booklet to page 2, which says _____ (say the name of the test) Session 1’ at the top. Be sure to read all the directions. You may begin working now.”

18. If you are administering the test to any students with disabilities using accommodation A12 (Typed Responses), turn to page 209 in Appendix H for the script to read to these students at this time.
19. It is your responsibility to ensure a secure testing environment.

Test security requirements are described in Part I, and other test administration protocols are described throughout this manual.

Circulate among the students while they take the test to see that they are working steadily, are not using cell phones or other electronic devices, and are in the correct session of their test & answer booklets.

Remember that you may view students’ booklets for the sole purpose of confirming that students are working in the correct session. A test administrator may not review booklets to confirm whether students have marked all their responses.

Administering Session 1 of the Science and Technology/Engineering Tests

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

“The scheduled session time is half over. Make sure that you answer every question in this session. When you are finished answering all of the questions in Session 1 and reviewing your work, you may hand in your test materials to me. Remember, if you are still working at the end of the scheduled session, you will be given more time to finish your test.”

21. (Optional) Then say to students:

“You may now have a short break during which you may stand up and stretch. During the break, you may not have conversations with other students. If you do not want to take a break, you may continue working. The break will be _____ (state the length of the break) minutes long. Please place your scratch paper and your pencil inside your booklet at the page you are working on, and close your booklet.”

The break may be scheduled for 3–5 minutes, at the test administrator’s discretion. When the break is completed, say to the students:

“The break is now over. You should begin working again.”

Resume monitoring the testing room.

22. Say to **ANY STUDENT WHO FINISHES EARLY**:

“Before you hand me your booklet, I want to remind you that

- **during this session you were supposed to answer questions _____.**
(Say the question numbers that you wrote on the board at the start of the session.)
- **you should make sure you have answered every question and not left anything blank or unanswered.**

Remember, once you turn in your test, you will not be permitted to go back to Session 1.

I want to remind you that cell phones, smartwatches, ear buds, and other electronic devices are *still* not allowed until you are dismissed from the testing room.”

Permit students to check whether they have answered every question.

23. At the **END OF THE SESSION**, say:

“This is the end of the time scheduled for this session. Before I collect your booklets, I want to remind you that

- **during this session you were supposed to answer questions _____.**
(Say the question numbers that you wrote on the board at the start of the session.)
- **you should make sure you have answered every question and not left anything blank or unanswered.**

Remember, once you turn in your test, you will not be permitted to go back to Session 1.”

Pause to allow students to check whether they have answered every question.

Administering Session 1 of the Science and Technology/Engineering Tests

24. If you are administering

GRADE 5 OR 8 STE, say:

“Please put your pencil down and close your booklet. Place your ruler inside your booklet. If you need more time to answer any questions, raise your hand.”

Note which students need more time and then pick up each student’s materials, keeping the materials of students who need more time separate from the others. Verify that you have a used test & answer booklet, a ruler, and scratch paper from each student. Remind students of when they will take Session 2.

BIOLOGY, say:

“Please put your pencil down and close your booklet. If you need more time to answer any questions, raise your hand.”

Note which students need more time and then pick up each student’s materials, keeping the materials of students who need more time separate from the others. Verify that you have a used test & answer booklet and scratch paper from each student. Remind students of when they will take Session 2.

INTRODUCTORY PHYSICS, say:

“Please put your pencil down and close your booklet. Place your reference sheet on your desk. If you need more time to answer any questions, raise your hand.”

Note which students need more time and then pick up each student’s materials, keeping the materials of students who need more time separate from the others. Verify that you have a used test & answer booklet, a reference sheet, and scratch paper from each student. Remind students of when they will take Session 2.

25. If you are administering the test to any students using accommodation A12 (Typed Responses), ask students to review their printed typed responses. **Do not dismiss students until they have confirmed that their printed typed responses are ready to submit.** After these students have completed testing, see page 210 in Appendix H for further instructions.
26. For students who need more time, if your principal has instructed you to do so, read the following recommended script to students who are moving to a test completion room:

“If you have not yet finished your work in this session, you will be moved to _____ (location) to complete the test. You will have until the end of the school day to finish your work, as long as you are working productively.

Your test materials will be brought there for you. Your cell phone and any other electronic devices must remain off, and you may not access them until you are dismissed from the test completion room.”

If your principal has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession while moving to a test completion room, do so at this time.

Be sure to complete appropriate tracking documents and follow your principal’s instructions for maintaining the security of test materials for students in a test completion room.

Administering Session 1 of the Science and Technology/Engineering Tests

27. Make a list of all students in your assigned group who were not tested. These students will be able to take Session 1 during the make-up period. If all the students assigned to you took Session 1, notify your principal of this. It is important to keep accurate records of who has been tested, as it is not permissible to look through assigned test & answer booklets to check whether students have completed testing.
28. Verify that any students who filled in circles for their names, dates of birth, and SASIDs on the front covers of test & answer booklets have done so correctly. If not, correct the information on the front covers at this time.
29. Group test materials into the following separate piles:
 - used test & answer booklets
 - reference sheets, if applicable
 - used scratch paper
 - unused scratch paper
 - void test & answer booklets
 - unused test materials
 - contaminated test materials, if applicable (Remember to notify your principal or test coordinator.)
30. Complete appropriate tracking documents, as instructed by your principal.
31. Immediately return **all** test materials and the list of students who were not tested to your principal.

Remember that all test & answer booklets (including large-print booklets, Braille booklets, and Braille Administrator's Copies) are secure materials and must be tracked properly from the time you receive them until you return them to your principal.

E Recommended Scripts to Read for a Supervised Lunch or Restroom Break

1. **For students who will be escorted to a SUPERVISED LUNCH**, if your principal has instructed you to do so, read the following recommended script to students:

“It is now time for lunch. You will be able to continue testing after lunch, and you will have until the end of the school day to finish your work, as long as you are working productively.

You will be going to _____ (location) after your supervised lunch to finish testing, and your test materials will be brought there for you. Your cell phone and other electronic devices must remain off during lunch, and you may not access them until you are dismissed from the test completion room. Also, you may not have conversations during your lunch break.”

If your principal has directed you to follow a different procedure to ensure that students have a supervised lunch and security is maintained, do so at this time.

Be sure to complete appropriate tracking documents and follow your principal’s instructions for maintaining the security of test materials for these students.

2. **For students who ask to use the RESTROOM during the test session**, if your principal has instructed you to do so, read or point to this recommended script:

“You may not retrieve or access your cell phone or any prohibited materials while you are out of the room.”

If your principal has directed you to follow a different procedure, do so at this time.

Part X

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Administering Session 2 of the Science and Technology/Engineering Tests

Administering Session 2 of the Science and Technology/Engineering Tests

If you are administering the Spanish/English edition of the Science and Technology/Engineering Tests, please turn to page 165 in Appendix C.

A Materials Needed for Session 2

1. Prior to testing, you will receive the following materials for students assigned to you:⁹
 - this manual
 - a roster of testing students
 - scratch paper (blank, lined, or graph)
 - a list of students' SASIDs, if applicable
 - student ID labels, if labels were not previously applied to booklets
 - a tracking form to assist you and your principal in maintaining the security of test materials
 - **FOR GRADES 5 AND 8 STE**
 - › test & answer booklets
 - › MCAS rulers
 - › calculators for students who did not bring their own

Each student must have sole access to a calculator for the grades 5 and 8 STE tests. Students may use their own calculators, including graphing calculators. Schools must provide a calculator for each student who does not already have one.

 - grade 5: a basic calculator or scientific calculator
 - grade 8: a scientific calculator or graphing calculator

Test administrators must ensure that students do not have access to calculator instructions or formula sheets that accompany calculators. The memory should be cleared from any calculator with the ability to store information (other than basic numbers).
 - **FOR BIOLOGY**
 - › Session 2 Biology test & answer booklets
 - › scientific or graphing calculators for students who did not bring their own

Each student must have sole access to a scientific or graphing calculator for the Biology test. Students may use their own calculators, including graphing calculators. Schools must provide a calculator to each student who does not already have one.
 - **FOR INTRODUCTORY PHYSICS**
 - › Session 2 Introductory Physics test & answer booklets
 - › Introductory Physics reference sheets from Session 1
 - › scientific or graphing calculators for students who did not bring their own

Each student must have sole access to a scientific or graphing calculator for the Introductory Physics test. Students may use their own calculators, including graphing calculators. Schools must provide a calculator to each student who does not already have one.

⁹ If applicable for any student in your assigned group, you will also receive Braille test materials or large-print test materials.

Administering Session 2 of the Science and Technology/Engineering Tests

- “MCAS Testing—Do Not Disturb” sign
 - authorized bilingual word-to-word dictionaries for students who are currently or were ever reported as ELs
 - #2 pencils
2. You will likely receive more materials than needed for your group of students. Notify your principal immediately if you need additional materials. Set aside unassigned materials and **keep them secure** until you return them to your principal.

Remember that all test & answer booklets (including large-print booklets, Braille booklets, and Braille Administrator’s Copies) are secure materials and must be tracked properly from the time you receive them until you return them to your principal.

B Before Students Arrive

1. Make sure the testing space has been appropriately prepared (see page 24).
2. Post the “MCAS Testing—Do Not Disturb” sign on the outside of the door of the testing space.
3. If you are administering **BIOLOGY OR INTRODUCTORY PHYSICS**, apply student ID labels to booklets if this has not already been done. If you are missing labels for some students, these students will need to fill in additional information on the front covers of their booklets as described in step 12 of the Session 2 script.
4. Write your name on the board.
5. Write the name of your school and district on the board.
6. If you are administering

GRADES 5 OR 8 STE, write on the board:

“You will answer questions 26–49 during the session.”

BIOLOGY, write on the board:

“You will answer questions 30–58 during this session.”

INTRODUCTORY PHYSICS, write on the board:

“You will answer questions 31–60 during the session.”

Administering Session 2 of the Science and Technology/Engineering Tests

C As Students Arrive

1. Collect books from students who brought them to read in the event they finish their work before the end of the test session.
2. Based on the guidelines in Appendix K, approve any bilingual dictionaries brought by students who are currently or were ever reported as ELs.

All other dictionaries are prohibited.

3. Make sure that students do not have access to cell phones or other electronic devices during testing. These devices are **prohibited**, and their use for any purpose may result in the invalidation of test results.
4. Say to the students:

“Before we begin the test, I want to remind you that cell phones and other electronic devices are not allowed for any reason during this session.”
5. If your principal has instructed you to do so, read the following recommended script:

“If you have a cell phone or other electronic device with you, please make sure it is now turned off, put it in your backpack, and leave it by the side of the room. You may not access it until you are dismissed from the testing room.”

Pause to make sure that students have turned cell phones and other electronic devices off and have placed them in their backpacks.

6. If your principal has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession, do so at this time. **Schools are ultimately responsible for implementing procedures that ensure students do not possess cell phones or other electronic devices during testing.**
7. Make sure that students’ desks are clear, except for #2 pencils (for all students) and authorized bilingual dictionaries (for students who are currently or were ever reported as ELs). Students may also have colored pencils and yellow highlighters (see page 15).
8. Make sure that students are seated in a way that supports a secure test environment, and that no one can see anyone else’s booklets.

D Administer Session 2

To ensure that all students across the state have access to the same information and receive the same instructions, test administrators must read the following script verbatim to their students. At any time during the test session, you may repeat a portion of the script if necessary for clarification.

If your principal has instructed you to do so, you will need to turn to section E at appropriate points during the session to read recommended scripts for students going to a supervised lunch or going to the restroom.

1. Say to the students:

“We are about to begin Session 2 of the MCAS _____ (say the name of the test) test. This is the second of two sessions that you will take.”

2. If you are administering

GRADE 5 OR 8 STE, say:

“I will now hand out the test & answer booklets and scratch paper, as well as a calculator for any of you who did not bring your own. Your ruler should be in your booklet. Do not open your booklet until I tell you to do so.”

Distribute the test & answer booklets back to their original owners and distribute one sheet of scratch paper to each student. **Note:** It is your responsibility to ensure that all students receive their original test & answer booklets. Distribute calculators to any students who did not bring their own.

BIOLOGY, say:

“I will now hand out test & answer booklets, scratch paper, and calculators for students who did not bring their own. Do not open your booklet until I tell you to do so.”

Distribute the Session 2 test & answer booklets and one sheet of scratch paper to each student. Make sure that each student receives the correct assigned booklet. Distribute calculators to any students who did not bring their own.

INTRODUCTORY PHYSICS, say:

“I will now hand out test & answer booklets, scratch paper, reference sheets, and calculators for students who did not bring their own. Do not open your booklet until I tell you to do so.”

Distribute the Session 2 test & answer booklets and one sheet of scratch paper to each student. Make sure that each student receives the correct assigned booklet. Give students their reference sheets from Session 1 (with their names written on them). Distribute calculators to any students who did not bring their own.

3. Then say:

“You may use your scratch paper at any time during this test. If at any point you need more, raise your hand and I will give you another sheet. You may have up to three sheets of scratch paper at one time. If you need more than three sheets, you will have to turn in some of your used scratch paper.”

Administering Session 2 of the Science and Technology/Engineering Tests

4. If you are administering

GRADE 5 OR 8 STE, say:

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

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

Then say:

“On the front cover, print my name on the line provided for Session 2. My name is on the board for you to copy.”

Pause and check that students are completing this task correctly.

5. If you are administering

BIOLOGY OR INTRODUCTORY PHYSICS, say

“Now pick up your test & answer booklet and QUICKLY flip through the pages to see if there are any missing pages, completely blank pages, or pages that were printed upside down.

Please raise your hand if you have a test & answer booklet with missing pages, blank pages, or upside-down pages.”

Collect any defective booklets and fill in the VOID circle on the back cover of each. Then write “VOID” in large letters across the front cover of each. Set aside these booklets to be returned to the principal. Give new booklets to those students who had defective materials (see section D on page 19).

6. If you are administering

GRADE 5 OR 8 STE, skip to step 13. (However, any students who have not filled out the covers of their test & answer booklets must do so according to the instructions in steps 7–12.)

7. Say to the students:

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

8. Then say:

“At the top of the front cover is the heading for the Test Administrator name. Print my name on the line provided for this session. My name is on the board for you to copy.”

Pause and check that students are completing the information correctly on the front covers of their test & answer booklets.

9. Then say:

“Print the school name and the district name on the lines provided. I have written the school and district names on the board for you to copy.”

Pause and check that students are completing the information correctly on the front covers of their test & answer booklets.

Administering Session 2 of the Science and Technology/Engineering Tests

10. Then say:

“Below the information you just printed is the title ‘Student Name Grid.’

Print the letters of your LAST name in the boxes below that title. Write one letter in each box, starting in the first box on the left. Between the printed words ‘Last Name’ and ‘First Name,’ you will see a dividing line. If your last name is longer than the space provided, fill in as much as will fit in front of the dividing line. If your last name has a hyphen or space, write the two names together as one word, without the hyphen or space.”

Pause for students to complete this section.

11. Then say:

“Print the letters of your FIRST name, starting with the box to the right of the dividing line. Do NOT write your nickname or use a different spelling of your name than usual. If your first name has a hyphen, write the two names together as one word, without the hyphen. Print your middle initial in the last box, under ‘MI.’”

Pause for students to complete this section.

12. If **all** of the students in your assigned group are using test & answer booklets with student ID labels, skip to step 13. Otherwise, continue with this step.

Say to the students:

“If your test & answer booklet does not have a student ID label on the lower right corner, you will now fill in the circles under each letter that you printed under the ‘STUDENT NAME GRID.’”

Pause and check that students are completing this task correctly.

Say:

“On the upper right side of the page, there is a section labeled ‘BIRTHDATE,’ with abbreviations for the months of the year. Fill in the circle to the right of the MONTH in which you were born. For example, if your birthday is in August, you will fill in the ‘8’ circle to the right of A-U-G.

Next, print the two numbers for the DAY on which you were born, one in each box underneath the word ‘DAY.’ If your birthdate is a single number, print a zero first. For example, if your birthday is on the second of the month, you will print the numbers ‘zero, two’ in the boxes underneath ‘DAY.’

Now print the numbers of the YEAR in which you were born in the boxes underneath ‘YEAR.’

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

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

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

Provide students with their SASIDs. Check that students are completing this task correctly.

Administering Session 2 of the Science and Technology/Engineering Tests

13. Say to the students:

“Now I am going to tell you some information about the types of questions you will be answering.

During this test session you will answer questions _____. (Say the question numbers that you wrote on the board at the start of the session.)

Read each question carefully and then answer it as well as you can.

For some questions, you will mark your answers by filling in the circles in your test & answer booklet. Make certain you darken the circles completely. Do not make any marks outside the circles. If you need to change an answer, be sure to erase your first answer completely.”

14. If everyone in your group took Session 1 on the scheduled day, skip to step 15. If your group includes students who did not take Session 1 (e.g., students who were absent) or if you are administering Session 2 as a make-up session, say:

“If a question asks you to show or explain your work, you must do so to receive full credit. Write your response in the space provided. Only responses written within the provided space will be scored.

If you do not know the answer to a question, you may go on to the next question. Later, you should review your responses and go back to any questions you did not answer in this session.

Be sure at the end of the test session that you have responded to every question and not left anything blank or unanswered.”

15. Say to the students:

“Next, I am going to tell you about some things that are allowed and some that are not allowed during this session.

You must write all your responses in your test & answer booklet using a #2 pencil ONLY. You may use a yellow highlighter in your booklet if you like, however you must write all your answers in your booklet using a #2 pencil ONLY.

It is also important for you to know that any figures, diagrams, or illustrations in your test & answer booklet are not necessarily drawn to scale.”

16. If you are administering

GRADE 5 OR 8 STE, say:

“You may use your calculator and MCAS ruler to help you answer questions at any time. It is also important for you to know that any figures, diagrams, or illustrations in your test & answer booklet are not necessarily drawn to scale.”

BIOLOGY, say:

“You may use your calculator to help you answer questions at any time.”

INTRODUCTORY PHYSICS, say:

“You may use the Introductory Physics reference sheet and your calculator to answer questions at any time. Do not write on your reference sheet. Instead, use your scratch paper or booklet for any figuring you need to do. You may not use any reference sheets other than what I give you.”

Administering Session 2 of the Science and Technology/Engineering Tests

17. Say to the students:

"It is important that MCAS tests are fair to all students. Therefore, the following things are not allowed: copying answers from anyone else; using notes, books, extra reference sheets, or any kind of class materials; writing notes or talking to other students; and providing answers or help to any other student. You must not ask for or receive help from anyone else in answering the questions. Also, you may not have a cell phone or any other electronic device with you during testing. All students are expected to be honest, do their best, and not cheat in any way.

At any time during the session, you may raise your hand if you would like me to read aloud a word from the test to you. You will need to point to the word, and I will read it quietly to you and repeat it if necessary. But I will not be able to tell you what the word means, and I cannot give you any other help or assistance during this session. Please raise your hand if you have any questions about this."

Pause to answer any questions students may have.

18. Say to the students:

"This test session is scheduled to be _____ (state length of test session) long. If you have not finished answering the questions at the end of that time, you will be given more time to finish. At most, you will have until the end of the school day, as long as you are working productively."

19. If you are administering

GRADE 5 OR 8 STE, say:

"If you finish answering the questions before the end of the test session, you should review your work. However, you may NOT review the first test session.

Now open your test & answer booklet to the first page that says 'Grade _____ (say the grade) Science and Technology/Engineering Session 2' at the top. Be sure to read all the directions. You may begin working now."

BIOLOGY OR INTRODUCTORY PHYSICS, say:

"If you finish answering the questions before the end of the test session, you should review your work.

Now open your test & answer booklet to page 2, which says '_____ (say the name of the test) Session 2' at the top. Be sure to read all the directions. You may begin working now."

20. If you are administering the test to any students with disabilities using accommodation A12 (Typed Responses), turn to page 209 in Appendix H for the script to read to these students at this time.

Administering Session 2 of the Science and Technology/Engineering Tests

21. It is your responsibility to ensure a secure testing environment.

Test security requirements are described in Part I, and other test administration protocols are described throughout this manual.

Circulate among the students while they take the test to see that they are working steadily, are not using cell phones or other electronic devices, and are in the correct session of their test & answer booklets.

Remember that you may view students' booklets for the sole purpose of confirming that students are working in the correct session. A test administrator may not review booklets to confirm whether students have marked all their responses.

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

"The scheduled session time is half over. Make sure that you answer every question in this session. When you are finished answering all of the questions in Session 2 and reviewing your work, you may hand in your test materials to me. Remember, if you are still working at the end of the scheduled session, you will be given more time to finish your test."

23. (Optional) Then say to students:

"You may now have a short break during which you may stand up and stretch. During the break, you may not have conversations with other students. If you do not want to take a break, you may continue working. The break will be _____ (state the length of the break) minutes long. Please place your scratch paper and your pencil inside your booklet at the page you are working on, and close your booklet."

The break may be scheduled for 3–5 minutes, at the test administrator's discretion. When the break is completed, say to the students:

"The break is now over. You should begin working again."

Resume monitoring the testing room.

24. Say to **ANY STUDENT WHO FINISHES EARLY**:

"Before you hand me your booklet, I want to remind you that

- **during this session you were supposed to answer questions _____.**
(Say the question numbers that you wrote on the board at the start of the session.)
- **you should make sure you have answered every question and not left anything blank or unanswered.**

Remember, once you turn in your test, you will not be permitted to go back to Session 2.

I want to remind you that cell phones, smartwatches, ear buds, and other electronic devices are *still* not allowed until you are dismissed from the testing room."

Permit students to check whether they have answered every question.

Administering Session 2 of the Science and Technology/Engineering Tests

25. At the **END OF THE SESSION**, say:

“This is the end of the time scheduled for this session. Before I collect your booklets, I want to remind you that

- **during this session you were supposed to answer questions _____.**
(Say the question numbers that you wrote on the board at the start of the session.)
- **you should make sure you have answered every question and not left anything blank or unanswered.**

Remember, once you turn in your test, you will not be permitted to go back to Session 2.”

Pause to allow students to check whether they have answered every question.

26. If you are administering

GRADE 5 OR 8 STE, say:

“Please put your pencil down and close your booklet. Place your ruler on your desk. If you need more time to answer any questions, raise your hand.”

Note which students need more time and then pick up each student’s materials, keeping the materials of students who need more time separate from the others. Verify that you have a used test & answer booklet, a ruler, and scratch paper from each student.

BIOLOGY, say:

“Please put your pencil down and close your booklet. If you need more time to answer any questions, raise your hand.”

Note which students need more time and then pick up each student’s materials, keeping the materials of students who need more time separate from the others. Verify that you have a used test & answer booklet, and scratch paper from each student.

INTRODUCTORY PHYSICS, say:

“Please put your pencil down and close your booklet. Place your reference sheet on your desk. If you need more time to answer any questions, raise your hand.”

Note which students need more time and then pick up each student’s materials, keeping the materials of students who need more time separate from the others. Verify that you have a used test & answer booklet, a reference sheet, and scratch paper from each student.

27. If you are administering the test to any students using accommodation A12 (Typed Responses), ask students to review their printed typed responses. **Do not dismiss students until they have confirmed that their printed typed responses are ready to submit.** After these students have completed testing, see page 210 in Appendix H for further instructions.
28. For students who need more time, if your principal has instructed you to do so, read the following recommended script to students who are moving to a test completion room:

“If you have not yet finished your work in this session, you will be moved to _____ (location) to complete the test. You will have until the end of the school day to finish your work, as long as you are working productively.

Your test materials will be brought there for you. Your cell phone and any other electronic devices must remain off, and you may not access them until you are dismissed from the test completion room.”

Administering Session 2 of the Science and Technology/Engineering Tests

If your principal has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession while moving to a test completion room, do so at this time.

Be sure to complete appropriate tracking documents and follow your principal's instructions for maintaining the security of test materials for students in a test completion room.

29. Make a list of all students in your assigned group who were not tested. These students will be able to take Session 2 during the make-up period. If all the students assigned to you took Session 2, notify your principal of this. It is important to keep accurate records of who has been tested, as it is not permissible to look through assigned test & answer booklets to check whether students have completed testing.
30. Verify that any students who filled in circles for their names, dates of birth, and SASIDs on the front covers of test & answer booklets have done so correctly. If not, correct the information on the front covers at this time.
31. **FOR GRADES 5 AND 8 STE:** If your school will be administering the student questionnaire right after Session 2, turn to Part XI on page 103 now, and then return to this page for steps 32–34.
32. Group test materials into the following separate piles:
 - used test & answer booklets
 - reference sheets, if applicable
 - used scratch paper
 - unused scratch paper
 - void test & answer booklets
 - unused test materials
 - MCAS rulers, if applicable
 - contaminated test materials, if applicable (Remember to notify your principal or test coordinator.)
33. Complete appropriate tracking documents, as instructed by your principal.
34. Immediately return **all** test materials and the list of students who were not tested to your principal.

Remember that all test & answer booklets (including large-print booklets, Braille booklets, and Braille Administrator's Copies) are secure materials and must be tracked properly from the time you receive them until you return them to your principal.

E Recommended Scripts to Read for a Supervised Lunch or Restroom Break

1. **For students who will be escorted to a SUPERVISED LUNCH**, if your principal has instructed you to do so, read the following recommended script to students:

“It is now time for lunch. You will be able to continue testing after lunch, and you will have until the end of the school day to finish your work, as long as you are working productively.

You will be going to _____ (location) after your supervised lunch to finish testing, and your test materials will be brought there for you. Your cell phone and other electronic devices must remain off during lunch, and you may not access them until you are dismissed from the test completion room. Also, you may not have conversations during your lunch break.”

If your principal has directed you to follow a different procedure to ensure that students have a supervised lunch and security is maintained, do so at this time.

Be sure to complete appropriate tracking documents and follow your principal’s instructions for maintaining the security of test materials for these students.

2. **For students who ask to use the RESTROOM during the test session**, if your principal has instructed you to do so, read or point to this recommended script:

“You may not retrieve or access your cell phone or any prohibited materials while you are out of the room.”

If your principal has directed you to follow a different procedure, do so at this time.

Part XI

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Administering the Student Questionnaire

**After Session 2 of the Grades 4 and 10 Mathematics Tests or
After Session 2 of the Grades 5 and 8 STE Tests**

Administering the Student Questionnaire

The student questionnaire is available in a PBT format for students participating in paper-based testing. A Braille edition is not available; however, it is allowable to read aloud, sign, or translate questions and assist students to record their responses in their test & answer booklets.

Administering the student questionnaire is optional, but the Department encourages schools to do so because of the value of receiving data on school climate and learning. For any students who do not answer the questionnaire, collect their test & answer booklets to return to the principal or test coordinator.

The student questionnaire will take approximately 20 minutes to complete.

Administering the Questionnaire

1. Verify that students are at the correct part of their booklets to answer the questionnaire.

If you are administering

GRADE 4, the questionnaire is the final section of the Mathematics test & answer booklet, appearing after Session 2.

GRADE 5 OR 8, the questionnaire is the final section of the STE test & answer booklet, appearing after Session 2.

GRADE 10, the questionnaire is the final section of the Session 2 Mathematics test & answer booklet, appearing after Session 2.

2. If you are administering the questionnaire to students in

GRADE 4 OR 5, say:

“This questionnaire asks about what it’s like to be a student in our school. Students helped develop this questionnaire. There are no right or wrong answers. Your teachers and principal will not see your answers; your answers will be combined with those of your classmates. The school will use these combined answers to better understand what school life is like for students.

When you read each statement, think about the last 30 days in school. Please answer honestly so our school knows how you really feel.

You can ask me for help if you are not sure where or how to mark your answers to these questions.

You may begin completing the questionnaire now.”

GRADE 8 OR 10, say:

“The MCAS questionnaire provides students a voice on topics that are important to your education and learning environment. The first two questions on the questionnaire ask about your college and career plans. The remaining questions ask what it’s like to be a student in our school.

Students helped develop the questions about your school environment. There are no right or wrong answers. Your teachers and principal will not see your answers; your answers will be combined with those of your classmates. Our school will use these combined answers to better understand what school life is like for students.

Administering the Student Questionnaire

When you read each statement, think about the last 30 days in school. Please answer honestly so our school knows how you really feel.

You can ask me for help if you are not sure how to complete this questionnaire.

You may begin completing the questionnaire now.”

3. After students have completed the questionnaire, collect the test & answer booklets.

If you were administering

- grade 4 or 10 **MATHEMATICS**, return to step 33 on page 73.
- grade 5 or 8 **STE**, return to step 32 on page 100.

Remember that all test & answer booklets (including large-print booklets, Braille booklets, and Braille Administrator’s Copies) are secure materials and must be tracked properly from the time you receive them until you return them to your principal.

Part XII

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Administering the Grade 8 Civics State Performance Task

Administering the Grade 8 Civics State Performance Task

If you are administering the Spanish/English edition of the Civics Tests, please turn to page 184 in Appendix E.

A Materials Needed for the State Performance Task

1. Prior to testing, you will receive the following materials for students assigned to you:¹⁰
 - this manual
 - a roster of testing students
 - Civics test & answer booklets
 - scratch paper (blank, lined, or graph)
 - a list of students' SASIDs, if applicable
 - student ID labels, if labels were not previously applied to booklets
 - a tracking form to assist you and your principal in maintaining the security of test materials
 - "MCAS Testing—Do Not Disturb" sign
 - authorized bilingual word-to-word dictionaries for students who are currently or were ever reported as ELs
 - #2 pencils

Note: English-language dictionaries are not allowed during MCAS testing.

2. You will likely receive more materials than needed for your group of students. Notify your principal immediately if you need additional materials. Set aside unassigned materials and **keep them secure** until you return them to your principal.

Remember that all test & answer booklets (including large-print booklets, Braille booklets, and Braille Administrator's Copies) are secure materials and must be tracked properly from the time you receive them until you return them to your principal.

B Before Students Arrive

1. Make sure the testing space has been appropriately prepared (see page 24).
2. Post the "MCAS Testing—Do Not Disturb" sign on the outside of the door of the testing space.
3. Apply student ID labels to booklets if this has not already been done. If you are missing labels for some students, these students will need to fill in additional information on the front covers of their booklets as described in step 10 of the Session 1 script.
4. Write your name on the board.
5. Write the name of your school and district on the board.
6. Write on the board: "You will answer questions 1–15 during this session."

¹⁰ If applicable for any student in your assigned group, you will also receive Braille test materials or large-print test materials.

Administering the Grade 8 Civics State Performance Task

C As Students Arrive

1. Collect books from students who brought them to read in the event they finish their work before the end of the test session.
2. Based on the guidelines in Appendix K, approve any bilingual dictionaries brought by students who are currently or were ever reported as ELs.

All other dictionaries are prohibited.

3. Make sure that students do not have access to cell phones or other electronic devices during testing. These devices are **prohibited**, and their use for any purpose may result in the invalidation of test results.
4. Say to the students:
“Before we begin the test, you need to know that cell phones, smartwatches, ear buds, and other electronic devices are not allowed for any reason during this session, even after you turn in your materials. Results may be invalidated for students with any of these devices during testing or after turning in test materials.”
5. If your principal has instructed you to do so, read the following recommended script:
“If you have a cell phone or other electronic device with you, please make sure it is now turned off, put it in your backpack, and leave it by the side of the room. You may not access it until you are dismissed from the testing room.”

Pause to make sure that students have turned cell phones and other electronic devices off and have placed them in their backpacks.

6. If your principal has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession, do so at this time. **Schools are ultimately responsible for implementing procedures that ensure students do not possess cell phones or other electronic devices during testing.**
7. Make sure that students’ desks are clear, except for #2 pencils (for all students) and authorized bilingual dictionaries (for students who are currently or were ever reported as ELs). Students may also have colored pencils and yellow highlighters (see page 15).
8. Make sure that students are seated in a way that supports a secure test environment, and that no one can see anyone else’s booklets.

Administering the Grade 8 Civics State Performance Task

D Administer the State Performance Task

To ensure that all students across the state have access to the same information and receive the same instructions, test administrators must read the following script verbatim to their students. At any time during the test session, you may repeat a portion of the script if necessary for clarification.

If your principal has instructed you to do so, you will need to turn to section E at appropriate points during the session to read recommended scripts for students going to a supervised lunch or going to the restroom.

1. Say to the students:

“We are about to begin the Grade 8 MCAS Civics test. The Civics test consists of two parts: the State Performance Task, which you will take today, and the End-of-Course test, which you will take on _____ (announce the date for the EOC test). Test questions for both parts will be in your test & answer booklet, but you will only be answering the questions from the State Performance Task now.

The results of this test will be used to help track your academic progress, and will be sent to your parents or guardians as well as your teachers. It is important that you try to do your best work during this and every test session.”

2. Say to the students:

“I will now hand out the test & answer booklets and scratch paper. Do not open your booklet until I tell you to do so.”

Distribute the test & answer booklets and one sheet of scratch paper to each student. Make sure that you give each student the correct assigned booklet.

3. Say to the students:

“You may use your scratch paper at any time during this test. If at any point you need more, raise your hand and I will give you another sheet. You may have up to three sheets of scratch paper at one time. If you need more than three sheets, you will have to turn in some of your used scratch paper.”

Then say:

“Now pick up your test & answer booklet and QUICKLY flip through the pages to see if there are any missing pages, completely blank pages, or pages that were printed upside down.

Please raise your hand if you have a test & answer booklet with missing pages, blank pages, or upside-down pages.”

4. Collect any defective booklets and fill in the VOID circle on the back cover of each. Then write “VOID” in large letters across the front cover of each. Set aside these booklets to be returned to the principal. Give new booklets to those students who had defective materials (see section D on page 19).
5. Say to the students:

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

Administering the Grade 8 Civics State Performance Task

6. Then say:

“Near the top of the front cover is the heading for the Test Administrator name. Print my name on the line provided for this session. My name is on the board for you to copy.”

Pause and check that students are completing the information correctly on the front covers of their test & answer booklets.

7. Then say:

“Print the school name and the district name on the lines provided. I have written the school and district names on the board for you to copy.”

Pause and check that students are completing the information correctly on the front covers of their test & answer booklets.

8. Then say:

“Below the information you just printed is the title ‘Student Name Grid.’

Print the letters of your LAST name in the boxes below that title. Write one letter in each box, starting in the first box on the left. Between the printed words ‘Last Name’ and ‘First Name,’ you will see a dividing line. If your last name is longer than the space provided, fill in as much as will fit in front of the dividing line. If your last name has a hyphen or space, write the two names together as one word, without the hyphen or space.”

Pause for students to complete this section.

9. Then say:

“Print the letters of your FIRST name, starting with the box to the right of the dividing line. Do NOT write your nickname or use a different spelling of your name than usual. If your first name has a hyphen, write the two names together as one word, without the hyphen. Print your middle initial in the last box, under ‘MI.’”

Pause for students to complete this section.

10. If **all** of the students in your assigned group are using test & answer booklets with student ID labels, skip to step 11. Otherwise, continue with this step.

Say to the students:

“If your test & answer booklet does not have a student ID label on the lower right corner, you will now fill in the circles under each letter that you printed under the ‘STUDENT NAME GRID.’”

Pause and check that students are completing this task correctly.

Say:

“On the upper right side of the page, there is a section labeled ‘BIRTHDATE,’ with abbreviations for the months of the year. Fill in the circle to the right of the MONTH in which you were born. For example, if your birthday is in August, you will fill in the ‘8’ circle to the right of A-U-G.”

Administering the Grade 8 Civics State Performance Task

Next, print the two numbers for the DAY on which you were born, one in each box underneath the word 'DAY.' If your birthdate is a single number, print a zero first. For example, if your birthday is on the second of the month, you will print the numbers 'zero, two' in the boxes underneath 'DAY.'

Now print the numbers of the YEAR in which you were born in the boxes underneath 'YEAR.'

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

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

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

Provide students with their SASIDs. Check that students are completing this task correctly.

11. Then say:

"Now I am going to tell you some more information about the test and the types of questions you will be answering.

The Civics State Performance Task contains two sections. In Section 1, you will be answering questions 1–11. In Section 2, you will be answering questions 12–15. While you are working in Section 1, you may revisit any of the Section 1 questions as many times as you like. When you have completed Section 1 and are ready to move on, you will then begin Section 2. Once you begin Section 2, you may not turn back to Section 1. You may only work in Section 2 at that point until you complete the test. To help you make sure you are in the right part of your booklet, Section 1 and Section 2 have different colors.

Read and examine each source and question carefully. Then answer each question as well as you can.

For most questions, you will mark your answers by filling in the circles in your test & answer booklet. Make sure you darken the circles completely. Do not make any marks outside the circles. If you need to change an answer, be sure to erase your first answer completely.

Some questions will ask you to write a response. Write your response in the space provided. Only responses written within the space provided will be scored.

Be sure at the end of each section that you have responded to every question and not left anything blank or unanswered."

12. Say to the students:

"Next, I am going to tell you about some things that are allowed and some that are not allowed during this session.

You may use a yellow highlighter in your booklet if you like; however, you must write all your answers in your booklet using a #2 pencil ONLY.

Administering the Grade 8 Civics State Performance Task

It is important that MCAS tests are fair to all students. Therefore, the following things are not allowed: copying answers from anyone else; using notes, books, extra reference sheets, or any kind of class materials; writing notes to, or talking to other students; and providing answers or help to any other student. You must not ask for or receive help from anyone else in answering the questions. Also, you may not have a cell phone or any other electronic device with you during testing. All students are expected to be honest, do their best, and not cheat in any way.

At any time during the session, you may raise your hand if you would like me to read aloud a word from the test to you. You will need to point to the word, and I will read it quietly to you and repeat it if necessary. But I will not be able to tell you what the word means, and I cannot give you any other help or assistance during this session. Please raise your hand if you have any questions about this.”

Pause to answer any questions the students may have.

13. Say to the students:

“This test is scheduled to be _____ (state length of test session) long. If you have not finished answering the questions at the end of that time, you will be given more time to finish. At most, you will have until the end of the school day, as long as you are working productively.”

(Optional) Pause to show students a sample page of a test & answer booklet that says “STOP” at the bottom.

14. Then say:

“If you finish answering the questions before the end of the scheduled testing time, you should review your work in Section 2. However, you may NOT review Section 1. You may NOT look ahead to the End-of-Course test in your test & answer booklet.

Now open your test & answer booklet to page 2, which says, ‘Grade 8 Civics State Performance Task.’ Be sure to read all the directions. You may begin working now.”

15. If you are administering the test to any students with disabilities using accommodation A12 (Typed Responses), turn to page 209 in Appendix H for the script to read to these students at this time.
16. It is your responsibility to ensure a secure testing environment.

Test security requirements are described in Part I, and other test administration protocols are described throughout this manual.

Circulate among the students while they take the test to see that they are working steadily, are not using cell phones or other electronic devices, and are in the correct session of their test & answer booklets.

Remember that you may view students’ booklets for the sole purpose of confirming that students are working in the correct section. Based on the color of the booklet pages, you will be able to tell at a glance which section students are working in. Make sure no students go back to Section 1 after beginning work in Section 2. A test administrator may not review booklets to confirm whether students have marked all their responses.

Administering the Grade 8 Civics State Performance Task

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

“The scheduled time is half over. Make sure that you answer every question in this test. When you are finished answering all of the questions in Section 2 and reviewing your work, you may hand in your test materials to me. Remember, if you are still working at the end of the scheduled session, you will be given more time to finish your test.”

18. (Optional) Then say to students:

“You may now have a short break during which you may stand up and stretch. During the break, you may not have conversations with other students. If you do not want to take a break, you may continue working. The break will be _____ (state the length of the break) minutes long. Please place your scratch paper and your pencil inside your booklet at the page you are working on, and close your booklet.”

The break may be scheduled for 3–5 minutes, at the test administrator’s discretion. When the break is completed, say to the students:

“The break is now over. You should begin working again.”

Resume monitoring the testing room.

19. Say to **ANY STUDENT WHO FINISHES EARLY**:

“Before you hand me your booklet, I want to remind you that you should make sure you have answered every question in Section 2 and not left anything blank or unanswered. You may not go back to Section 1.

I want to remind you that cell phones, smartwatches, ear buds, and other electronic devices are *still* not allowed until you are dismissed from the testing room.”

Permit students to check whether they have answered every question in Section 2. Do not permit them to return to Section 1.

20. At the **END OF THE SESSION**, say:

“This is the end of the time scheduled for this session. Before I collect your booklets, I want to remind you that you should make sure you have answered every question in Section 2 and not left anything blank or unanswered. You may not go back to Section 1.”

Pause to allow students to check whether they have answered every question in Section 2. Do not permit them to return to Section 1.

21. Say to the students:

“Please put your pencil down and close your booklet. If you need more time to answer any questions, raise your hand.”

22. Note which students need more time and then pick up each student’s booklet and scratch paper, keeping the materials of students who need more time separate from the others. Verify that you have a used test & answer booklet and scratch paper from each student. Remind students of when they will take the End-of-Course test.

Administering the Grade 8 Civics State Performance Task

23. If you are administering the test to any students using accommodation A12 (Typed Responses), ask students to review their printed typed responses. **Do not dismiss students until they have confirmed that their printed typed responses are ready to submit.** After these students have completed testing, see page 210 in Appendix H for further instructions.
24. For students who need more time, if your principal has instructed you to do so, read the following recommended script to students who are moving to a test completion room:

“If you have not yet finished your work in this session, you will be moved to _____ (location) to complete the test. You will have until the end of the school day to finish your work, as long as you are working productively.

Your test materials will be brought there for you. Your cell phone and any other electronic devices must remain off, and you may not access them until you are dismissed from the test completion room.”

If your principal has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession while moving to a test completion room, do so at this time.

Be sure to complete appropriate tracking documents and follow your principal’s instructions for maintaining the security of test materials for students in a test completion room.

25. Make a list of all students in your assigned group who were not tested. These students will be able to take the State Performance Task during the make-up period. If all the students assigned to you took the test, notify your principal of this. It is important to keep accurate records of who has been tested, as it is not permissible to look through assigned test & answer booklets to check whether students have completed testing.
26. Verify that any students who filled in circles for their names, dates of birth, and SASIDs on the front covers of test & answer booklets have done so correctly. If not, correct the information on the front covers at this time.
27. Group test materials into the following separate piles:
 - used test & answer booklets
 - used scratch paper
 - unused scratch paper
 - void test & answer booklets
 - unused test materials
 - contaminated test materials, if applicable (Remember to notify your principal or test coordinator.)
28. Complete appropriate tracking documents, as instructed by your principal.
29. Immediately return **all** test materials and the list of students who were not tested to your principal.

Remember that all test & answer booklets (including large-print booklets, Braille booklets, and Braille Administrator’s Copies) are secure materials and must be tracked properly from the time you receive them until you return them to your principal.

Administering the Grade 8 Civics State Performance Task

E Recommended Scripts to Read for a Supervised Lunch or Restroom Break

1. **For students who will be escorted to a SUPERVISED LUNCH**, if your principal has instructed you to do so, read the following recommended script to students:

“It is now time for lunch. You will be able to continue testing after lunch, and you will have until the end of the school day to finish your work, as long as you are working productively.

You will be going to _____ (location) after your supervised lunch to finish testing, and your test materials will be brought there for you. Your cell phone and other electronic devices must remain off during lunch, and you may not access them until you are dismissed from the test completion room. Also, you may not have conversations during your lunch break.”

If your principal has directed you to follow a different procedure to ensure that students have a supervised lunch and security is maintained, do so at this time.

Be sure to complete appropriate tracking documents and follow your principal's instructions for maintaining the security of test materials for these students.

2. **For students who ask to use the RESTROOM during the test session**, if your principal has instructed you to do so, read or point to this recommended script:

“You may not retrieve or access your cell phone or any prohibited materials while you are out of the room.”

If your principal has directed you to follow a different procedure, do so at this time.

Part XIII

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Administering the Grade 8 Civics End-of-Course Test

Administering the Grade 8 Civics End-of-Course Test

If you are administering the Spanish/English edition of the Civics Tests, please turn to page 193 in Appendix E.

A Materials Needed for the End-of-Course Test

1. Prior to testing, you will receive the following materials for students assigned to you:¹¹
 - this manual
 - a roster of testing students
 - scratch paper (blank, lined, or graph)
 - a tracking form to assist you and your principal in maintaining the security of test materials
 - Civics test & answer booklets
 - “MCAS Testing—Do Not Disturb” sign
 - authorized bilingual word-to-word dictionaries for students who are currently or were ever reported as ELs
 - #2 pencils

Note: English-language dictionaries are not allowed during MCAS testing.

2. You will likely receive more materials than needed for your group of students. Notify your principal immediately if you need additional materials. Set aside unassigned materials and **keep them secure** until you return them to your principal.

Remember that all test & answer booklets (including large-print booklets, Braille booklets, and Braille Administrator’s Copies) are secure materials and must be tracked properly from the time you receive them until you return them to your principal.

B Before Students Arrive

1. Make sure the testing space has been appropriately prepared (see page 24).
2. Post the “MCAS Testing—Do Not Disturb” sign on the outside of the door of the testing space.
3. Write your name on the board.
4. Write on the board: “You will answer questions 1–38 during this session.”

¹¹ If applicable for any student in your assigned group, you will also receive Braille test materials or large-print test materials.

C As Students Arrive

1. Collect books from students who brought them to read in the event they finish their work before the end of the test session.
2. Based on the guidelines in Appendix K, approve any bilingual dictionaries brought by students who are currently or were ever reported as ELs.

All other dictionaries are prohibited.

3. Make sure that students do not have access to cell phones or other electronic devices during testing. These devices are **prohibited**, and their use for any purpose may result in the invalidation of test results.
4. Say to the students:
“Before we begin the test, I want to remind you that cell phones and other electronic devices are not allowed for any reason during this session.”
5. If your principal has instructed you to do so, read the following recommended script:
“If you have a cell phone or other electronic device with you, please make sure it is now turned off, put it in your backpack, and leave it by the side of the room. You may not access it until you are dismissed from the testing room.”
Pause to make sure that students have turned cell phones and other electronic devices off and have placed them in their backpacks.
6. If your principal has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession, do so at this time. **Schools are ultimately responsible for implementing procedures that ensure students do not possess cell phones or other electronic devices during testing.**
7. Make sure that students’ desks are clear, except for #2 pencils (for all students) and authorized bilingual dictionaries (for students who are currently or were ever reported as ELs). Students may also have colored pencils and yellow highlighters (see page 15).
8. Make sure that students are seated in a way that supports a secure test environment, and that no one can see anyone else’s booklets.

Administering the Grade 8 Civics End-of-Course Test

D Administer the End-of-Course Test

To ensure that all students across the state have access to the same information and receive the same instructions, test administrators must read the following script verbatim to their students. At any time during the test session, you may repeat a portion of the script if necessary for clarification.

If your principal has instructed you to do so, you will need to turn to section E at appropriate points during the session to read recommended scripts for students going to a supervised lunch or going to the restroom.

1. Say to the students:

“We are about to begin the second and final part of the Grade 8 Civics test: the End-of-Course test.”

2. Say:

“I will now hand out the test & answer booklets and scratch paper. Do not open your booklet until I tell you to do so.”

Distribute the test & answer booklets back to their original owners and distribute one sheet of scratch paper to each student. **Note:** It is your responsibility to ensure that all students receive their original test & answer booklets.

3. Say to the students:

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

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

Then say:

“On the front cover, print my name on the line provided for Session 2. My name is on the board for you to copy.”

Pause and check that students are completing this task correctly.

4. Then say to the students:

“You may use your scratch paper at any time during this test. If at any point you need more, raise your hand and I will give you another sheet. You may have up to three sheets of scratch paper at one time. If you need more than three sheets, you will have to turn in some of your used scratch paper.”

5. Any students who have not filled out the covers of their test & answer booklets must do so according to the instructions in steps 7–10 on pages 111–112 of this manual.

6. Say to the students:

“Now I am going to tell you some more information about the test.

The Civics End-of-Course test contains two sections. In Section 1, you will be answering questions 1–19. In Section 2, you will be answering questions 20–38. While you are working in Section 1, you may revisit any of the Section 1 questions as many times as you like. When you have completed Section 1 and are ready to move on, you will then begin Section 2. Once you begin Section 2, you may not turn back to Section 1. You may only work in Section 2 at that point until you complete the test. To help you make sure you are in the right part of your booklet, Section 1 and Section 2 have different colors.

Administering the Grade 8 Civics End-of-Course Test

Read and examine each source and question carefully. Then answer each question as well as you can.

You will mark your answers by filling in the circles in your test & answer booklet. Make sure you darken the circles completely. Do not make any marks outside the circles. If you need to change an answer, be sure to erase your first answer completely.

Be sure at the end of each section that you have responded to every question and not left anything blank or unanswered.”

7. Say to the students:

“Next, I am going to tell you about some things that are allowed and some that are not allowed during this test.

You may use a yellow highlighter in your booklet if you like; however, you must write all your answers in your booklet using a #2 pencil ONLY.

It is important that MCAS tests are fair to all students. Therefore, the following things are not allowed: copying answers from anyone else; using notes, books, extra reference sheets, or any kind of class materials; writing notes to, or talking to other students; and providing answers or help to any other student. You must not ask for or receive help from anyone else in answering the questions. Also, you may not have a cell phone or any other electronic device with you during testing. All students are expected to be honest, do their best, and not cheat in any way.

At any time during the session, you may raise your hand if you would like me to read aloud a word from the test to you. You will need to point to the word, and I will read it quietly to you and repeat it if necessary. But I will not be able to tell you what the word means, and I cannot give you any other help or assistance during this session. Please raise your hand if you have any questions about this.”

Pause to answer any questions the students may have.

8. Say to the students:

“This test is scheduled to be _____ (state length of session) long. If you have not finished answering the questions at the end of that time, you will be given more time to finish. At most, you will have until the end of the school day, as long as you are working productively.”

9. Then say:

“If you finish answering the questions before the end of the scheduled testing time, you should review your work in Section 2. However, you may NOT review Section 1 and you may not review your answers to the State Performance Task.

Now open your test & answer booklet to the first page that says ‘Grade 8 Civics End-of-Course Test’ at the top. Be sure to read all the directions. You may begin working now.”

10. If you are administering the test to any students with disabilities using accommodation A12 (Typed Responses), turn to page 209 in Appendix H for the script to read to these students at this time.

Administering the Grade 8 Civics End-of-Course Test

11. It is your responsibility to ensure a secure testing environment.

Test security requirements are described in Part I, and other test administration protocols are described throughout this manual.

Circulate among the students while they take the test to see that they are working steadily, are not using cell phones or other electronic devices, and are in the correct session of their test & answer booklets.

Remember that you may view students' booklets for the sole purpose of confirming that students are working in the correct session. Based on the color of the booklet pages, you will be able to tell at a glance which section students are working in. Make sure no students go back to Section 1 after beginning work in Section 2.

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

"The scheduled time is half over. Make sure that you answer every question in this test. When you are finished answering all of the questions in Section 2 and reviewing your work, you may hand in your test materials to me. Remember, if you are still working at the end of the scheduled session, you will be given more time to finish your test."

13. (Optional) Then say to students:

"You may now have a short break during which you may stand up and stretch. During the break, you may not have conversations with other students. If you do not want to take a break, you may continue working. The break will be ____ (state the length of the break) minutes long. Please place your scratch paper and your pencil inside your booklet at the page you are working on, and close your booklet."

The break may be scheduled for 3–5 minutes, at the test administrator's discretion. When the break is completed, say to the students:

"The break is now over. You should begin working again."

Resume monitoring the testing room.

14. Say to **ANY STUDENT WHO FINISHES EARLY**:

"Before you hand me your booklet, I want to remind you that you should make sure you have answered every question in Section 2 and not left anything blank or unanswered. You may not go back to Section 1.

I want to remind you that cell phones, smartwatches, ear buds, and other electronic devices are *still* not allowed until you are dismissed from the testing room."

Permit students to check whether they have answered every question in Section 2. Do not permit them to return to Section 1.

15. At the **END OF THE SESSION**, say:

"This is the end of the time scheduled for this session. Before I collect your booklets, I want to remind you that you should make sure you have answered every question in Section 2 and not left anything blank or unanswered. You may not go back to Section 1."

Pause to allow students to check whether they have answered every question in Section 2. Do not permit them to return to Section 1.

16. Say to the students:

“Please put your pencil down and close your booklet. If you need more time to answer any questions, raise your hand.”

17. Note which students need more time and then pick up each student’s booklet and scratch paper, keeping the materials of students who need more time separate from the others. Verify that you have a used test & answer booklet and scratch paper from each student.
18. If you are administering the test to any students using accommodation A12 (Typed Responses), ask students to review their printed typed responses. **Do not dismiss students until they have confirmed that their printed typed responses are ready to submit.** After these students have completed testing, see page 210 in Appendix H for further instructions.
19. For students who need more time, if your principal has instructed you to do so, read the following recommended script to students who are moving to a test completion room:

“If you have not yet finished your work in this session, you will be moved to _____ (location) to complete the test. You will have until the end of the school day to finish your work, as long as you are working productively.

Your test materials will be brought there for you. Your cell phone and any other electronic devices must remain off, and you may not access them until you are dismissed from the test completion room.”

If your principal has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession while moving to a test completion room, do so at this time.

Be sure to complete appropriate tracking documents and follow your principal’s instructions for maintaining the security of test materials for students in a test completion room.

20. Make a list of all students in your assigned group who were not tested. These students will be able to take the End-of-Course test during the make-up period. If all the students assigned to you took the End-of-Course test, notify your principal of this. It is important to keep accurate records of who has been tested, as it is not permissible to look through assigned test & answer booklets to check whether students have completed testing.
21. Verify that any students who filled in circles for their names, dates of birth, and SASIDs on the front covers of test & answer booklets have done so correctly. If not, correct the information on the front covers at this time.
22. Group test materials into the following separate piles:
- used test & answer booklets
 - used scratch paper
 - unused scratch paper
 - void test & answer booklets
 - unused test materials
 - contaminated test materials, if applicable (Remember to notify your principal or test coordinator.)
23. Complete appropriate tracking documents, as instructed by your principal.

Administering the Grade 8 Civics End-of-Course Test

24. Immediately return **all** test materials and the list of students who were not tested to your principal.

Remember that all test & answer booklets (including large-print booklets, Braille booklets, and Braille Administrator's Copies) are secure materials and must be tracked properly from the time you receive them until you return them to your principal.

E Recommended Scripts to Read for a Supervised Lunch or Restroom Break

1. **For students who will be escorted to a SUPERVISED LUNCH**, if your principal has instructed you to do so, read the following recommended script to students:

"It is now time for lunch. You will be able to continue testing after lunch, and you will have until the end of the school day to finish your work, as long as you are working productively.

You will be going to _____ (location) after your supervised lunch to finish testing, and your test materials will be brought there for you. Your cell phone and other electronic devices must remain off during lunch, and you may not access them until you are dismissed from the test completion room. Also, you may not have conversations during your lunch break."

If your principal has directed you to follow a different procedure to ensure that students have a supervised lunch and security is maintained, do so at this time.

Be sure to complete appropriate tracking documents and follow your principal's instructions for maintaining the security of test materials for these students.

2. **For students who ask to use the RESTROOM during the test session**, if your principal has instructed you to do so, read or point to this recommended script:

"You may not retrieve or access your cell phone or any prohibited materials while you are out of the room."

If your principal has directed you to follow a different procedure, do so at this time.

Appendix A

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Administering the Spanish/English Edition of the Practice Test

Appendix A—Administering the Spanish/English Edition of the Practice Test

The administration of the practice test is optional.

Your principal will provide you with a schedule for administering practice tests for each subject if they will be administered at your school.

The format of the practice test closely resembles the format of the actual test. Follow the instructions below to administer the practice test.

1. Distribute the practice test to each student and say:

“No abran la prueba de práctica hasta que se los indique”.

2. When the tests have been distributed, say:

“Acabo de entregarles la prueba de práctica que les ayudará a comprender cómo responder a las preguntas de la prueba de MCAS de _____ (announce the subject you are administering).

La prueba de práctica contiene el mismo tipo de preguntas que verán en la prueba real, pero sus respuestas en esta prueba de práctica no se tendrán en cuenta para su puntuación MCAS.

Pueden abrir la prueba, leer las instrucciones y comenzar con la prueba de práctica”.

3. You may assist students during the practice test session. Be sure that students in your group understand how to respond to all question types (e.g., constructed-response questions, gridded-response questions).
4. After students have completed their work on the practice test, you may review their answers with them.

Appendix B

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Administering the Spanish/English Editions of the Mathematics Tests

Appendix B—Administering the Spanish/English Editions of the Mathematics Tests

A Materials Needed for Session 1

1. Prior to testing, you will receive the following materials for students assigned to you:
 - this manual
 - a roster of testing students
 - scratch paper (blank, lined, or graph)
 - a list of students' SASIDs, if applicable
 - student ID labels, if labels were not previously applied to booklets
 - a tracking form to assist you and your principal in maintaining the security of test materials
 - **FOR GRADES 3 AND 4**
 - › Spanish/English Session 1 answer booklets
 - › Spanish/English Session 1 test booklets
 - › MCAS rulers
 - **FOR GRADES 5–8**
 - › Spanish/English Session 1 answer booklets
 - › Spanish/English Session 1 test booklets
 - › MCAS rulers
 - › reference sheets
 - **FOR GRADE 10**
 - › Spanish/English Session 1 answer booklets
 - › Spanish/English Session 1 test booklets
 - › reference sheets

Note: Calculators are not allowed during Session 1 of any Mathematics test.

- “MCAS Testing—Do Not Disturb” sign
 - authorized bilingual word-to-word dictionaries for students who are currently or were ever reported as ELs
 - #2 pencils
2. You will likely receive more materials than needed for your group of students. Notify your principal immediately if you need additional materials. Set aside unassigned materials and **keep them secure** until you return them to your principal.

Remember that all test booklets and answer booklets are secure materials and must be tracked properly from the time you receive them until you return them to your principal.

Appendix B—Administering the Spanish/English Editions of the Mathematics Tests

B Before Students Arrive

1. Make sure the testing space has been appropriately prepared (see page 24).
2. Post the “MCAS Testing—Do Not Disturb” sign on the outside of the door of the testing space.
3. Apply student ID labels to booklets if this has not already been done. If you are missing labels for some students, these students will need to fill in additional information on the front covers of their booklets as described in step 10 of the Session 1 script.
4. Write your name on the board.
5. Write the name of your school and district on the board.
6. Write on the board: “Responderán a las preguntas x a y durante esta sesión”. (Fill in x and y from the table below.)

Mathematics		
Grade(s)	First question in Session 1	Last question in Session 1
3, 4, 5, 6	1	23
7 and 8	1	24
10	1	27

C As Students Arrive for Session 1

1. Collect books from students who brought them to read in the event they finish their work before the end of the test session.
2. Based on the guidelines in Appendix K, approve any bilingual dictionaries brought by students who are currently or were ever reported as ELs.

All other dictionaries are prohibited.

3. Make sure that students do not have access to cell phones or other electronic devices during testing. These devices are **prohibited**, and their use for any purpose may result in the invalidation of test results.
4. Say to the students:
“Antes de comenzar la prueba, deben saber que no está permitido el uso de teléfonos celulares, relojes inteligentes, auriculares y otros dispositivos electrónicos por ningún motivo durante esta sesión, aún después de haber entregado sus materiales. Se podrán anular los resultados de los estudiantes que tengan cualquiera de estos dispositivos durante la prueba o después de haber entregado los materiales para la prueba”.
5. If your principal has instructed you to do so, read the following recommended script:
“Si tienen un teléfono celular u otro dispositivo electrónico, asegúrense de que ahora esté apagado, guárdenlo en su mochila y déjenlo a un lado de la habitación. No volverán a tener acceso a ellos hasta que se retiren del salón de pruebas”.

Pause to make sure that students have turned cell phones and other electronic devices off and have placed them in their backpacks.

6. If your principal has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession, do so at this time. **Schools are ultimately responsible for implementing procedures that ensure students do not possess cell phones or other electronic devices during testing.**
7. Make sure that students’ desks are clear, except for #2 pencils (for all students) and authorized bilingual dictionaries (for students who are currently or were ever reported as ELs). Students may also have colored pencils and yellow highlighters (see page 15).
8. Make sure that students are seated in a way that supports a secure test environment, and that no one can see anyone else’s booklets.
9. **Make sure that students do not have calculators during this session. All calculators are prohibited during Mathematics Session 1.**

D Administer Session 1

To ensure that all students across the state have access to the same information and receive the same instructions, test administrators must read the following script verbatim to their students. At any time during the test session, you may repeat a portion of the script if necessary for clarification.

If your principal has instructed you to do so, you will need to turn to section I at appropriate points during the session to read recommended scripts for students going to a supervised lunch or going to the restroom.

1. Say to the students:

“Estamos a punto de comenzar prueba de Matemáticas del MCAS. Esta es la primera de las dos sesiones que tendrán realizar. La Sesión 2 se llevará a cabo el _____ (announce the date and time for Session 2)”.

Then say:

“Los resultados de esta prueba se utilizarán para ayudar a realizar un seguimiento de su progreso académico y se compartirán con sus padres o tutores, así como con sus profesores. Es muy importante que traten de hacer su mejor trabajo durante esta sesión y en cada sesión de la prueba”.

2. Say to the students:

“Ahora voy a distribuir los folletos de respuestas y el papel borrador. No abran sus folletos hasta que yo les diga que lo hagan”.

Distribute the Session 1 answer booklets. Make sure that you give each student the correct assigned booklet. Distribute one sheet of scratch paper to each student.

3. Then say:

“Pueden usar hojas borrador en cualquier momento de esta sesión. Si en cualquier momento necesitan más, levanten su mano y les entregaré otra hoja. Pueden tener hasta tres hojas borrador a la vez. Si necesitan más de tres hojas, tendrán que entregar algunas de las que ya utilizaron.

Ahora recojan sus folletos de respuestas y hojeen rápidamente las páginas para ver si hay páginas que faltan, páginas completamente en blanco o páginas que se imprimieron al revés.

Por favor, levanten la mano si tienen un folleto de respuestas al que le faltan páginas o tiene páginas en blanco o páginas impresas al revés”.

4. Collect any defective booklets and fill in the VOID circle on the back cover of each. Then write “VOID” in large letters across the front cover of each. Set aside these booklets to be returned to the principal. Give new booklets to those students who had defective materials (see section D on page 19).
5. Say to the students:

“Antes de comenzar esta sesión de la prueba, deben completar algunos datos en la portada de su folleto de respuestas. Es importante que completen toda esta información CORRECTAMENTE y que usen SOLAMENTE lápiz n.º 2. NO deben usar bolígrafos ni otros instrumentos de escritura”.

Appendix B—Administering the Spanish/English Editions of the Mathematics Tests

6. Then say:

“Cerca de la parte superior de la portada se encuentra el encabezado para escribir el nombre del Administrador de la Prueba. Escriban mi nombre en la línea correspondiente para esta sesión. Mi nombre está en la pizarra para que lo puedan copiar”.

Pause and check that students are completing the information correctly on the front covers of their booklets.

7. Then say:

“Escriban el nombre de la escuela y del distrito en las líneas correspondientes. Escribí el nombre de la escuela y del distrito en la pizarra para que lo puedan copiar”.

Pause and check that students are completing the information correctly on the front covers of their booklets.

8. Then say:

“Debajo de los datos que acaban de escribir se encuentra el título ‘Cuadrícula para el Nombre del Estudiante.’

Escriban las letras de su APELLIDO en las casillas situadas debajo del título. Escriban una letra en cada casilla, comenzando por la primer casilla de la izquierda. Entre las palabras ‘Apellido’ y ‘Nombre’, encontrarán una línea divisoria. Si su apellido es más largo que el espacio proporcionado, rellenen todo lo que quepa antes de la línea divisoria. Si su apellido tiene un guión o un espacio, escriban los dos nombres juntos como una sola palabra, sin el guión ni el espacio”.

Pause for students to complete this section.

9. Then say:

“Escriban las letras de su PRIMER nombre comenzando en la primera casilla que se encuentra a la derecha de la línea divisoria. NO escriban sobrenombres ni escriban su nombre de una manera diferente de la habitual. Si su nombre contiene un guion, escriban las dos partes juntas sin guion, como una sola palabra. Escriban la inicial de su segundo nombre en la última casilla, bajo las letra ‘I’”.

Pause for students to complete this section.

10. If **all** of the students in your assigned group are using answer booklets with student ID labels, skip to step 11. Otherwise, continue with this step.

Say to the students:

“Si su folleto de respuestas no tiene una etiqueta de identificación del estudiante en la esquina inferior derecha, rellentarán los círculos debajo de cada una de las letras que escribieron debajo del título ‘CUADRÍCULA PARA EL NOMBRE DEL ESTUDIANTE”.

Pause and check that students are completing this task correctly.

Appendix B—Administering the Spanish/English Editions of the Mathematics Tests

Say:

“En la parte superior derecha de la página, hay una sección etiquetada como ‘FECHA DE NACIMIENTO’, con las abreviaturas para los meses del año. Rellenen el círculo situado a la derecha del MES en el que nacieron. Por ejemplo, si agosto es el mes de su nacimiento, rellenarán el octavo círculo a la derecha de A-G-O.

Luego, escriban los dos números correspondientes al DÍA en que nacieron, uno en cada casilla debajo de la palabra ‘DÍA’. Si su fecha de nacimiento es un número singular, escriban un cero primero. Por ejemplo, si su fecha de nacimiento es el segundo día del mes, escribirán los números ‘cero, dos’ en las casillas debajo de ‘DÍA’.

Ahora escriban los números del AÑO en que nacieron en las casillas debajo de ‘AÑO’.

Por último, debajo de cada número que hayan escrito, rellenen el círculo que contenga el mismo número”.

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

“Encuentren la casilla etiquetada como ‘IDENTIFICADOR DE ESTUDIANTE ASIGNADO POR EL ESTADO’. Les proporcionaré a cada uno su número de Identificación de Estudiante asignado por el Estado así pueden escribir la información y rellenar los círculos correspondientes”.

Provide students with their SASIDs. Check that students are completing this task correctly.

11. Then say:

“Ahora distribuiré _____”. (fill in from the table below)

Grade(s)	Items
3 and 4	los folletos de prueba y Reglas MCAS
5, 6, 7, 8	los folletos de prueba, Reglas MCAS y Hojas de referencia de Matemáticas
10	los folletos de prueba y Hojas de referencia de Matemáticas

Distribute the appropriate materials to the students, according to the table above.

12. Once this is done, say to the students:

“Tomen su folleto de prueba y revísenlo RÁPIDAMENTE para asegurarse de que no le falten páginas, ni tenga páginas en blanco o páginas impresas al revés.

Por favor, levanten la mano si encuentran que a su folleto de prueba le faltan páginas o tiene páginas en blanco o páginas impresas al revés”.

13. Collect any defective booklets and write “VOID” in large letters on the front cover of each. Set aside these booklets to be returned to the principal. Give new booklets to those students who had defective materials.
14. Once this is done, say:

“En la portada, escriban su nombre en la primera línea, arriba de donde dice ‘Nombre del estudiante’. Escriban el nombre de la escuela y el del distrito en la segunda y tercera líneas. Los nombres de la escuela y del distrito están escritos en la pizarra para que los copien”.

Pause and check that students are completing this task correctly.

Appendix B—Administering the Spanish/English Editions of the Mathematics Tests

15. If you are administering

GRADE 5, 6, 7, OR 8, say to the students:

“Por favor, escriban su nombre en la esquina superior derecha de su hoja de referencia. No escriban otra cosa en su hoja de referencia. En su lugar, utilicen sus hojas borrador o su folleto para cualquier anotación que necesiten hacer durante la prueba. No pueden utilizar hojas de referencia que no sean las que yo les dé.”

16. Say to the students:

“Ahora voy a brindarles información acerca de los tipos de preguntas que van a responder.

Durante esta sesión de la prueba, responderán las preguntas _____ (say the question numbers that you wrote on the board at the start of the session).

Lean cuidadosamente cada pregunta y luego respondan de la mejor manera posible.

Para algunas preguntas, marcarán sus respuestas llenando los círculos que están en sus folletos de respuestas. Asegúrense de llenar el círculo completamente haciendo una marca oscura. No hagan ningún tipo de marca fuera de los círculos. Si necesitan cambiar una respuesta, asegúrense de borrar su primera respuesta completamente”.

17. Then say:

“Para otras preguntas llenarán una cuadrícula para respuestas. Para ello, deben escribir sus respuestas en los recuadros para respuestas en la parte superior de la cuadrícula para respuestas Y llenar completamente los círculos correspondientes abajo. Se proporcionan instrucciones adicionales sobre cómo completar las preguntas con cuadrículas para respuestas en sus folletos de respuestas”.

18. Say to the students:

“Si una pregunta les pide que muestren o expliquen su trabajo, deben hacerlo para recibir el crédito completo. Escriban su respuesta en el espacio correspondiente. Solo las respuestas escritas en el espacio correspondiente serán calificadas.

Si no saben la respuesta de una pregunta, pueden continuar con la siguiente pregunta. Luego, deberían revisar sus respuestas y regresar a cualquier pregunta que no hayan contestado en esta sesión.

Al final de la sesión de la prueba, asegúrense haber respondido todas las preguntas y no haber dejado nada en blanco o sin responder”.

19. Say to the students:

“A continuación, voy a hablarles sobre algunas cosas que están permitidas y otras que no lo están durante esta sesión.

Tienen que escribir todas sus respuestas en los folletos de respuestas usando SOLAMENTE un lápiz n.º 2. Pueden usar un marcador amarillo en su folleto si lo desean, pero deben escribir todas sus respuestas en el folleto de respuestas usando SOLAMENTE un lápiz n.º 2”.

Appendix B—Administering the Spanish/English Editions of the Mathematics Tests

20. Then say:

“Pueden utilizar su _____ (fill in from the table below) para ayudarlos a responder a las preguntas en cualquier momento de esta sesión. Además, es importante que sepan que las figuras, diagramas e ilustraciones en su folleto de prueba no están representadas necesariamente a escala. No pueden utilizar una calculadora en ningún momento de esta sesión de Matemáticas”.

Grade(s)	Items
3 and 4	Regla MCAS
5, 6, 7, 8	Regla MCAS y Hoja de referencia de Matemáticas
10	Hoja de referencia de Matemáticas

21. Say to the students:

“Es muy importante que las pruebas MCAS sean justas para todos los estudiantes. Por lo tanto, las siguientes cosas no están permitidas: copiar las respuestas de otra persona; utilizar apuntes, libros, hojas de referencia adicionales, o cualquier tipo de material de clase; escribir notas o hablar a otros estudiantes; y proporcionar respuestas o ayuda a cualquier otro estudiante. No deben pedir ni recibir ayuda de nadie más cuando respondan a las preguntas. Además, no tendrán su teléfono celular ni ningún otro dispositivo electrónico con ustedes durante la prueba. Se espera que todos los estudiantes sean honestos, hagan lo mejor posible y que no hagan trampas de ninguna forma.

En cualquier momento de la sesión, pueden levantar la mano si necesitan que les lea una palabra de la prueba en voz alta. Tendrán que señalar la palabra y se las leeré en voz baja y lo repetiré si es necesario. Pero no podré decirles el significado de la palabra o brindarles cualquier otra ayuda durante la sesión. Levanten la mano si tienen alguna duda con respecto a esto”.

Pause to answer any questions students may have.

22. Say to the students:

“Esta sesión de la prueba está programada para durar _____ (state length of test session). Si no han terminado de responder las preguntas una vez finalizado ese tiempo, se les otorgará más tiempo para terminar. Como máximo, tendrán hasta el final de la jornada escolar, siempre que estén trabajando de forma productiva.

Una vez que hayan empezado la prueba, observarán la leyenda ‘CONTINÚA’ en la esquina inferior derecha de cada página del folleto de prueba. Sigán respondiendo preguntas hasta que hayan contestado la última pregunta de la Sesión 1 en la página que dice ‘PARA’ en la parte inferior”.

(Optional) Pause to show students a sample page of a test booklet that says “STOP” at the bottom.

23. Then say:

“Si terminan de responder las preguntas antes de que termine la sesión de la prueba, deben revisar su trabajo”.

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24. Then say:

“Abran su folleto de respuestas a la página 2, donde dice ‘_____’ (say the name of the test) Sesión 1’ en la parte superior. Marquen la respuestas de la Sesión 1 a partir de esta página.

Ahora abran su folleto de prueba en la página 2, donde dice ‘_____’ (say the name of the test) Sesión 1’ en la parte superior. Ahora pueden empezar la Sesión 1”.

25. If you are administering the test to any students with disabilities using accommodation A12 (Typed Responses), turn to page 152 in Appendix B for the script to read to these students at this time.
26. It is your responsibility to ensure a secure testing environment.

Test security requirements are described in Part I, and other test administration protocols are described throughout this manual.

Circulate among the students while they take the test to see that they are working steadily, are not using cell phones or other electronic devices, and are in the correct session of their test booklets and answer booklets.

Remember that you may view students’ booklets for the sole purpose of confirming that students are working in the correct session. A test administrator may not review booklets to confirm whether students have marked all their responses.

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

“Ya ha pasado la mitad del tiempo programado para la sesión. Asegúrense de responder a todas las preguntas de esta sesión. Cuando hayan terminado de responder a todas las preguntas de la Sesión 1 y de revisar su trabajo, pueden entregarme los materiales de la prueba. Recuerden que si aún están trabajando al terminar el tiempo programado para la sesión, se les otorgará más tiempo para terminar la prueba”.

28. (Optional) Then say to students:

“Ahora pueden tomar un descanso breve durante el cual pueden ponerse de pie y estirarse. Durante el descanso, no pueden hablar con otros alumnos. Si no quieren tomar un descanso, pueden seguir trabajando. El descanso será de _____ (state the length of the break) minutos. Por favor, pongan su papel borrador y su lápiz dentro de su folleto de respuestas en la página donde estén trabajando, y cierren sus folletos”.

The break may be scheduled for 3–5 minutes, at the test administrator’s discretion. When the break is completed, say to the students:

“Se ha terminado el descanso. Deben comenzar a trabajar nuevamente”.

Resume monitoring the testing room.

29. Say to **ANY STUDENT WHO FINISHES EARLY**:

“Antes de entregarme su folleto, quiero recordarles que

- **durante esta sesión, debían responder a las preguntas _____**
(say the question numbers that you wrote on the board at the start of the session).

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- **deben asegurarse de haber respondido a todas las preguntas y de no haber dejado nada en blanco o sin responder.**

Recuerden que una vez que hayan entregado su prueba, no podrán regresar a la Sesión 1.

Quiero recordarles que todavía no están permitidos los teléfonos celulares, relojes inteligentes, auriculares y otros dispositivos electrónicos hasta que salgan del salón de pruebas”.

Permit students to check whether they have answered every question.

30. At the **END OF THE SESSION**, say:

“Se ha terminado el tiempo programado para esta sesión. Antes de recoger sus folletos, quiero recordarles que

- **durante esta sesión, debían responder a las preguntas _____**
(say the question numbers that you wrote on the board at the start of the session).
- **deben asegurarse de haber respondido a todas las preguntas y de no haber dejado nada en blanco o sin responder.**

Recuerden que una vez que hayan entregado su prueba, no podrán regresar a la Sesión 1”.

Pause to allow students to check whether they have answered every question.

31. If you are administering

GRADE 3 OR 4, say:

“Por favor, dejen el lápiz y cierren sus folletos. Pongan la regla en su mesa. Si necesitan más tiempo para responder cualquier pregunta, levanten la mano”.

Note which students need more time and then pick up each student’s materials, keeping the materials of students who need more time separate from the others. Verify that you have a used test booklet and answer booklet, a ruler, and scratch paper from each student. Remind students of when they will take Session 2.

GRADE 5, 6, 7, OR 8, say:

“Por favor, dejen el lápiz y cierren sus folletos. Pongan la hoja de referencia y regla en su mesa. Si necesitan más tiempo para responder cualquier pregunta, levanten la mano”.

Note which students need more time and then pick up each student’s materials, keeping the materials of students who need more time separate from the others. Verify that you have a used test booklet and answer booklet, a ruler, a reference sheet, and scratch paper from each student. Remind students of when they will take Session 2.

GRADE 10, say:

“Por favor, dejen el lápiz y cierren sus folletos. Pongan la hoja de referencia en su mesa. Si necesitan más tiempo para responder cualquier pregunta, levanten la mano”.

Note which students need more time and then pick up each student’s materials, keeping the materials of students who need more time separate from the others. Verify that you have a used test booklet and answer booklet, a reference sheet, and scratch paper from each student. Remind students of when they will take Session 2.

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32. If you are administering the test to any students using accommodation A12 (Typed Responses), ask students to review their printed typed responses. **Do not dismiss students until they have confirmed that their printed typed responses are ready to submit.** After these students have completed testing, see page 210 in Appendix H for further instructions.

33. For students who need more time, if your principal has instructed you to do so, read the following recommended script to students who are moving to a test completion room:

“Si todavía no han terminado de trabajar en esta sesión, se los llevará a _____ (location) para completar la prueba. Tendrán hasta el final de la jornada escolar para terminar su trabajo, siempre que estén trabajando de forma productiva.

Se les entregará el material de la prueba. Sus teléfonos celulares y otros dispositivos electrónicos deben permanecer apagados y no pueden acceder a ellos hasta que se retiren del salón de pruebas”.

If your principal has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession while moving to a test completion room, do so at this time.

Be sure to complete appropriate tracking documents and follow your principal’s instructions for maintaining the security of test materials for students in a test completion room.

34. Make a list of all students in your assigned group who were not tested. These students will be able to take Session 1 during the make-up period. If all the students assigned to you took Session 1, notify your principal of this. It is important to keep accurate records of who has been tested, as it is not permissible to look through assigned answer booklets to check whether students have completed testing.
35. Verify that any students who filled in circles for their names, dates of birth, and SASIDs on the front covers of answer booklets have done so correctly. If not, correct the information on the front covers at this time.
36. Group test materials into the following separate piles:
- used answer booklets
 - used test booklets
 - used scratch paper
 - unused scratch paper
 - void answer booklets
 - void test booklets
 - reference sheets, if applicable
 - MCAS rulers, if applicable
 - unused test materials
 - contaminated test materials, if applicable (Remember to notify your principal or test coordinator.)

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37. Complete appropriate tracking documents, as instructed by your principal.
38. Immediately return **all** test materials and the list of students who were not tested to your principal.

Remember that all test booklets and answer booklets are secure materials and must be tracked properly from the time you receive them until you return them to your principal.

E Materials Needed for Session 2

1. Prior to testing, you will receive the following materials for students assigned to you:
 - this manual
 - a roster of testing students
 - scratch paper (blank, lined, or graph)
 - a list of students' SASIDs, if applicable
 - student ID labels, if labels were not previously applied to booklets
 - a tracking form to assist you and your principal in maintaining the security of test materials
 - **FOR GRADES 3–4**
 - › Spanish/English Session 2 answer booklets
 - › Spanish/English Session 2 test booklets
 - › MCAS rulers
 - **FOR GRADES 5–8**
 - › Spanish/English Session 2 answer booklets
 - › Spanish/English Session 2 test booklets
 - › MCAS rulers
 - › reference sheets from Session 1
 - **FOR GRADE 10**
 - › Spanish/English Session 2 answer booklets
 - › Spanish/English Session 2 test booklets
 - › reference sheets from Session 1
2. You will also need the following materials available in your testing space prior to testing:
 - “MCAS Testing—Do Not Disturb” sign
 - authorized bilingual word-to-word dictionaries for students who are currently or were ever reported as ELs
 - #2 pencils
 - calculators for students in **grades 7, 8, and 10 only** who did not bring their own

Each student must have sole access to a calculator for grades 7, 8, and 10 Mathematics Session 2. Students may use their own calculators, including graphing calculators.

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Schools must provide a calculator for each student who does not already have one, as follows:

- › grade 7 Mathematics **Session 2 only**
 - recommended: a basic calculator or scientific calculator
 - minimum: a basic calculator
- › grade 8 Mathematics **Session 2 only**
 - recommended: a scientific calculator or graphing calculator
 - minimum: a basic calculator
- › grade 10 Mathematics **Session 2 only**
 - recommended: a scientific calculator or graphing calculator
 - minimum: a basic calculator

Test administrators must ensure that students do not have access to calculator instructions or formula sheets that accompany calculators. The memory should be cleared from any calculator with the ability to store information (other than basic numbers).

Note: Calculators are not allowed during the grades 3–6 Mathematics tests.

3. You will likely receive more materials than needed for your group of students. Notify your principal immediately if you need additional materials. Set aside unassigned materials and **keep them secure** until you return them to your principal.

Remember that all test booklets and answer booklets are secure materials and must be tracked properly from the time you receive them until you return them to your principal.

F Before Students Arrive

1. Make sure the testing space has been appropriately prepared (see page 24).
2. Post the “MCAS Testing—Do Not Disturb” sign on the outside of the door of the testing space.
3. Write your name on the board.
4. Write the name of your school and district on the board.
5. Apply student ID labels to booklets if this has not already been done. If you are missing labels for some students, these students will need to fill in additional information on the front covers of their booklets as described in step 10 of the Session 2 script.
6. Write on the board: “Responderán a las preguntas x a y durante esta sesión”. (Fill in x and y from the table below.)

Mathematics		
Grade(s)	First question in Session 2	Last question in Session 2
3, 4, 5, 6	24	46
7 and 8	25	48
10	28	54

G As Students Arrive for Session 2

1. Collect books from students who brought them to read in the event they finish their work before the end of the test session.
2. Based on the guidelines in Appendix K, approve any bilingual dictionaries brought by students who are currently or were ever reported as ELs.

All other dictionaries are prohibited.

3. Make sure that students do not have access to cell phones or other electronic devices during testing. These devices are **prohibited**, and their use for any purpose may result in the invalidation of test results.
4. Say to the students:
“Antes de comenzar la prueba, quiero recordarles que no está permitido el uso de teléfonos celulares y otros dispositivos electrónicos por ningún motivo durante esta sesión”.
5. If your principal has instructed you to do so, read the following recommended script:
“Si tienen un teléfono celular u otro dispositivo electrónico, asegúrense de que ahora esté apagado, guárdenlo en su mochila y déjenlo a un lado de la habitación. No volverán a tener acceso a ellos hasta que se retiren del salón de pruebas”.

Pause to make sure that students have turned cell phones and other electronic devices off and have placed them in their backpacks.

6. If your principal has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession, do so at this time. **Schools are ultimately responsible for implementing procedures that ensure students do not possess cell phones or other electronic devices during testing.**
7. Make sure that students’ desks are clear, except for #2 pencils (for all students) and authorized bilingual dictionaries (for students who are currently or were ever reported as ELs). Students may also have colored pencils and yellow highlighters (see page 15).
8. Make sure that students are seated in a way that supports a secure test environment, and that no one can see anyone else’s booklets.

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H Administer Session 2



Mathematics Grades 3, 4, 5, and 6



Mathematics Grades 7, 8, and 10

To ensure that students across the state have access to the same information and receive the same instructions, test administrators must read the following script verbatim to their students. As a reminder, at any time during the test session, you may repeat a portion of the script if necessary for clarification.

If your principal has instructed you to do so, you will need to turn to section I at appropriate points during the session to read recommended scripts for students going to a supervised lunch or going to the restroom.

1. Say to the students:

“Estamos a punto de comenzar la Sesión 2 de la prueba de _____ (say the name of the test) del MCAS. Esta es la segunda de las dos sesiones que tendrán realizar”.

2. If you are administering

GRADES 3 OR 4, say:

“Ahora distribuiré los folletos de respuestas de la Sesión 2 y reglas. No abran su folleto hasta que se los indique”.

Distribute the Session 2 answer booklets and one MCAS ruler to each student. Make sure that each student receives the correct assigned booklet.

GRADES 5 OR 6, say:

“Ahora distribuiré los folletos de respuestas de la Sesión 2, sus hojas de referencia y reglas. No abran su folleto hasta que se los indique”.

Distribute the Session 2 answer booklets and one MCAS ruler to each student. Make sure that each student receives the correct assigned booklet. Give students their reference sheets from Session 1 (with their names written on them).

GRADES 7 OR 8, say:

“Ahora distribuiré los folletos de respuestas de la Sesión 2, sus hojas de referencia, y reglas y también una calculadora para aquellos que no hayan traído la suya. No abran su folleto hasta que se los indique”.

Distribute the Session 2 answer booklets to each student. Make sure that each student receives the correct assigned booklet. Give students their reference sheets from Session 1 (with their names written on them). Distribute calculators to those students who did not bring their own.

GRADE 10, say:

“Ahora distribuiré los folletos de respuestas de la Sesión 2 y sus hojas de referencia y también una calculadora para aquellos que no hayan traído la suya. No abran su folleto hasta que se los indique”.

Distribute the Session 2 answer booklets to each student. Make sure that each student receives the correct assigned booklet. Give students their reference sheets from Session 1 (with their names written on them). Distribute calculators to those students who did not bring their own.

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3. Then say:

“Ahora recojan sus folletos de respuestas y hojeen rápidamente las páginas para ver si hay páginas que faltan, páginas completamente en blanco o páginas que se imprimieron al revés.

Por favor, levanten la mano si tienen un folleto de respuestas al que le faltan páginas o tiene páginas en blanco o páginas impresas al revés”.

4. Collect any defective booklets and fill in the VOID circle on the back cover of each. Then write “VOID” in large letters across the front cover of each. Set aside these booklets to be returned to the principal. Give new booklets to those students who had defective materials (see section D on page 19).

5. Say to the students:

“Antes de comenzar esta sesión de la prueba, deben completar algunos datos en la portada de su folleto de respuestas. Es importante que completen toda esta información CORRECTAMENTE y que usen SOLAMENTE lápiz n.º 2. NO deben usar bolígrafos ni otros instrumentos de escritura”.

6. Then say:

“En la parte superior de la portada, debajo del título ‘Nombre del administrador de la prueba’, escriban mi nombre en letra de imprenta en la línea provista para la Sesión 2. Mi nombre está en la pizarra para que lo copien”.

Pause and check that students are completing the information correctly on the front covers of their booklets.

7. Then say:

“Escriban el nombre de la escuela y del distrito en las líneas correspondientes. Escribí el nombre de la escuela y del distrito en la pizarra para que lo puedan copiar”.

Pause and check that students are completing the information correctly on the front covers of their booklets.

8. Then say:

“Debajo de la información que acaban de escribir se encuentra el título ‘Cuadrícula para el Nombre del Estudiante’.

Escriban las letras de su APELLIDO en las casillas situadas debajo del título.

Escriban una letra en cada casilla, comenzando por la primer casilla de la izquierda. Entre las palabras ‘Apellido’ y ‘Nombre’, encontrarán una línea divisoria. Si su apellido es más largo que el espacio proporcionado, rellenen todo lo que quepa antes de la línea divisoria. Si su apellido tiene un guión o un espacio, escriban los dos nombres juntos como una sola palabra, sin el guión ni el espacio”.

Pause for students to complete this section.

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9. Then say:

“Escriban las letras de su PRIMER nombre comenzando en la primera casilla que se encuentra a la derecha de la línea divisoria. NO escriban sobrenombres ni escriban su nombre de una manera diferente de la habitual. Si su nombre contiene un guion, escriban las dos partes juntas sin guion, como una sola palabra. Escriban la inicial de su segundo nombre en la última casilla, bajo la letra ‘I’”.

Pause for students to complete this section.

10. If **all** of the students in your assigned group are using answer booklets with student ID labels, skip to step 11. Otherwise, continue with this step.

Say to the students:

“Si su folleto de respuestas no tiene una etiqueta de identificación del estudiante en la esquina inferior derecha, rellenarán los círculos debajo de cada una de las letras que escribieron debajo del título ‘CUADRÍCULA PARA EL NOMBRE DEL ESTUDIANTE’.

Pause and check that students are completing this task correctly.

Say:

“En la parte superior derecha de la página, hay una sección etiquetada como ‘FECHA DE NACIMIENTO’, con las abreviaturas para los meses del año. Rellenen el círculo situado a la derecha del MES en el que nacieron. Por ejemplo, si agosto es el mes de su nacimiento, rellenarán el octavo círculo a la derecha de A-G-O.

Luego, escriban los dos números correspondientes al DÍA en que nacieron, uno en cada casilla debajo de la palabra ‘DÍA’. Si su fecha de nacimiento es un número singular, escriban un cero primero. Por ejemplo, si su fecha de nacimiento es el segundo día del mes, escribirán los números ‘cero, dos’ en las casillas debajo de ‘DÍA’.

Ahora escriban los números del AÑO en que nacieron en las casillas debajo de ‘AÑO’. Por último, debajo de cada número que hayan escrito, rellenen el círculo que contenga el mismo número”.

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

“Encuentren la casilla etiquetada como ‘IDENTIFICADOR DE ESTUDIANTE ASIGNADO POR EL ESTADO’. Les proporcionaré a cada uno su número de Identificación de Estudiante asignado por el Estado así pueden escribir la información y rellenar los círculos correspondientes”.

Provide students with their SASIDs. Check that students are completing this task correctly.

11. Then say:

“Ahora voy a repartir los folletos de prueba y la hoja papel borrador. No abran sus folletos hasta que yo les indique que lo hagan”.

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12. Distribute the Session 2 test booklets and one sheet of scratch paper. Once they have been distributed, say:

“Pueden usar su hoja de papel borrador en cualquier momento durante la prueba. Si en algún momento necesitan más, levanten la mano y les daré una hoja adicional. Pueden tener hasta tres hojas de papel borrador al mismo tiempo. Si necesitan más de tres hojas, tendrán que devolver su papel borrador usado.

Tomen su folleto de prueba y revísenlo RÁPIDAMENTE para asegurarse de que no le falten páginas, ni tenga páginas en blanco o páginas impresas al revés.

Por favor, levanten la mano si encuentran que a su folleto de prueba le faltan páginas o tiene páginas en blanco o páginas impresas al revés”.

13. Collect any defective booklets and write “VOID” in large letters on the front cover of each. Set aside these booklets to be returned to the principal. Give new booklets to those students who had defective materials.

14. Once this is done, say:

“En la portada, escriban su nombre en la primera línea, arriba de donde dice ‘Nombre del estudiante’. Escriban el nombre de la escuela y el del distrito en la segunda y tercera líneas. Los nombres de la escuela y del distrito están escritos en la pizarra para que los copien”.

Pause and check that students are completing this task correctly.

Say to the students:

“Durante esta sesión de la prueba, responderán las preguntas _____
(say the question numbers that you wrote on the board at the start of the session)”.

15. If everyone in your group took Session 1 on the scheduled day, skip to step 16. If your group includes students who did not take Session 1 (e.g., students who were absent) or if you are administering Session 2 as a make-up session, say:

“Ahora voy a brindarles información acerca de los tipos de preguntas que van a responder.

Lean cuidadosamente cada pregunta y luego respondan de la mejor manera posible.

Para algunas preguntas, marcarán sus respuestas llenando los círculos que están en sus folletos de respuestas. Asegúrense de llenar el círculo completamente haciendo una marca oscura. No hagan ningún tipo de marca fuera de los círculos. Si necesitan cambiar una respuesta, asegúrense de borrar su primera respuesta completamente”.

16. Then, say:

“Para otras preguntas llenarán una cuadrícula para respuestas. Para ello, deben escribir sus respuestas en los recuadros para respuestas en la parte superior de la cuadrícula para respuestas Y llenar completamente los círculos correspondientes abajo. Se proporcionan instrucciones adicionales sobre cómo completar las preguntas con cuadrículas para respuestas en sus folletos de respuestas”.

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17. Say to the students:

“Si una pregunta les pide que muestren o expliquen su trabajo, deben hacerlo para recibir el crédito completo. Escriban su respuesta en el espacio correspondiente. Solo las respuestas escritas en el espacio correspondiente serán calificadas.

Si no saben la respuesta de una pregunta, pueden continuar con la siguiente pregunta. Luego, deberían revisar sus respuestas y regresar a cualquier pregunta que no hayan contestado en esta sesión.

Al final de la sesión de la prueba, asegúrense haber respondido todas las preguntas y no haber dejado nada en blanco o sin responder”.

18. Say to the students:

“A continuación, voy a hablarles sobre algunas cosas que están permitidas y otras que no lo están durante esta sesión.

Tienen que escribir todas sus respuestas en los folletos de respuestas usando SOLAMENTE un lápiz n.º 2. Pueden usar un marcador amarillo en su folleto si lo desean, pero deben escribir todas sus respuestas en el folleto de respuestas usando SOLAMENTE un lápiz n.º 2”.

19. If you are administering

GRADE 3, 4, 5, OR 6, say:



“Pueden utilizar su _____ (fill in from the table below) para ayudarlos a responder a las preguntas en cualquier momento de esta sesión. Además, es importante que sepan que las figuras, diagramas e ilustraciones en su folleto de prueba no están representadas necesariamente a escala. No pueden utilizar una calculadora en ningún momento de esta sesión de prueba de Matemáticas”.

Grade(s)	Items
3 and 4	Regla MCAS
5 and 6	Regla MCAS y Hoja de referencia de Matemáticas

GRADE 7, 8, OR 10, say:

“Pueden utilizar su _____ (fill in from the table below) para ayudarlos a responder a las preguntas en cualquier momento de esta sesión. Además, es importante que sepan que las figuras, diagramas e ilustraciones en su folleto de prueba no están representadas necesariamente a escala”.

Grade(s)	Items
7 and 8	Regla MCAS, su Hoja de referencia de Matemáticas, y calculadora
10	su Hoja de referencia de Matemáticas y su calculadora

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20. Say to the students:

“Es muy importante que las pruebas MCAS sean justas para todos los estudiantes. Por lo tanto, las siguientes cosas no están permitidas: copiar las respuestas de otra persona; utilizar apuntes, libros, hojas de referencia adicionales, o cualquier tipo de material de clase; escribir notas o hablar a otros estudiantes; y proporcionar respuestas o ayuda a cualquier otro estudiante. No deben pedir ni recibir ayuda de nadie más cuando respondan a las preguntas. Además, no tendrán su teléfono celular ni ningún otro dispositivo electrónico con ustedes durante la prueba. Se espera que todos los estudiantes sean honestos, hagan lo mejor posible y que no hagan trampas de ninguna forma.

En cualquier momento de la sesión, pueden levantar la mano si necesitan que les lea una palabra de la prueba en voz alta. Tendrán que señalar la palabra y se las leeré en voz baja y lo repetiré si es necesario. Pero no podré decirles el significado de la palabra o brindarles cualquier otra ayuda durante la sesión. Levanten la mano si tienen alguna duda con respecto a esto”.

Pause to answer any questions students may have.

21. Say to the students:

“Esta sesión de la prueba está programada para durar _____ (state length of test session). Si no han terminado de responder las preguntas una vez finalizado ese tiempo, se les otorgará más tiempo para terminar. Como máximo, tendrán hasta el final de la jornada escolar, siempre que estén trabajando de forma productiva”.

22. Then say:

“Si terminan de responder las preguntas antes de que termine la sesión de la prueba, deberán revisar sus respuestas”.

23. Then say:

“Abran su folleto de respuestas en la primera página que dice ‘_____ (say the name of the test) Sesión 2’ en la parte superior. Marquen la respuestas de la Sesión 2 a partir de esta página.

Ahora abran su folleto de prueba en la página 2, donde dice ‘_____ (say the name of the test) Sesión 2’ en la parte superior. Ahora pueden empezar la Sesión 2”.

24. If you are administering the test to any students with disabilities using accommodation A12 (Typed Responses), turn to page 152 in Appendix B for the script to read to these students at this time.

25. It is your responsibility to ensure a secure testing environment.

Test security requirements are described in Part I, and other test administration protocols are described throughout this manual.

Circulate among the students while they take the test to see that they are working steadily, are not using cell phones or other electronic devices, and are in the correct session of their test booklets and answer booklets.

Remember that you may view students’ booklets for the sole purpose of confirming that students are working in the correct session. A test administrator may not review booklets to confirm whether students have marked all their responses.

Appendix B—Administering the Spanish/English Editions of the Mathematics Tests

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

“Ya ha pasado la mitad del tiempo programado para la sesión. Asegúrense de responder a todas las preguntas de esta sesión. Cuando hayan terminado de responder a todas las preguntas de la Sesión 2 y de revisar su trabajo, pueden entregarme los materiales de la prueba. Recuerden que si aún están trabajando al terminar el tiempo programado para la sesión, se les otorgará más tiempo para terminar la prueba”.

27. (Optional) Then say to students:

“Ahora pueden tomar un descanso breve durante el cual pueden ponerse de pie y estirarse. Durante el descanso, no pueden hablar con otros alumnos. Si no quieren tomar un descanso, pueden seguir trabajando. El descanso será de _____ (state the length of the break)) minutos. Por favor, pongan su papel borrador y su lápiz dentro de su folleto de respuestas en la página donde estén trabajando, y cierren sus folletos”.

The break may be scheduled for 3–5 minutes, at the test administrator’s discretion. When the break is completed, say to the students:

“Se ha terminado el descanso. Deben comenzar a trabajar nuevamente”.

Resume monitoring the testing room.

28. Say to **ANY STUDENT WHO FINISHES EARLY**:

“Antes de entregarme su folleto, quiero recordarles que

- **durante esta sesión, debían responder a las preguntas _____**
(say the question numbers that you wrote on the board at the start of the session).
- **deben asegurarse de haber respondido a todas las preguntas y de no haber dejado nada en blanco o sin responder.**

Recuerden que una vez que hayan entregado su prueba, no podrán regresar a la Sesión 2.

Quiero recordarles que todavía no están permitidos los teléfonos celulares, relojes inteligentes, auriculares y otros dispositivos electrónicos hasta que salgan del salón de pruebas”.

Permit students to check whether they have answered every question.

29. At the **END OF THE SESSION**, say:

“Se ha terminado el tiempo programado para esta sesión. Antes de recoger sus folletos, quiero recordarles que

- **durante esta sesión, debían responder a las preguntas _____**
(say the question numbers that you wrote on the board at the start of the session).
- **deben asegurarse de haber respondido a todas las preguntas y de no haber dejado nada en blanco o sin responder.**

Recuerden que una vez que hayan entregado su prueba, no podrán regresar a la Sesión 2”.

Pause to allow students to check whether they have answered every question.

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30. If you are administering

GRADE 3 OR 4, say:

“Por favor, dejen el lápiz y cierren sus folletos. Pongan la regla en su mesa. Si necesitan más tiempo para responder cualquier pregunta, levanten la mano”.

Note which students need more time and then pick up each student’s materials, keeping the materials of students who need more time separate from the others. Verify that you have a used test booklet and answer booklet, a ruler, and scratch paper from each student. For students who need more time, follow the instructions given by your principal.

GRADE 5, 6, 7, OR 8, say:

“Por favor, dejen el lápiz y cierren sus folletos. Pongan la regla y hoja de referencia en su mesa. Si necesitan más tiempo para responder cualquier pregunta, levanten la mano”.

Note which students need more time and then pick up each student’s materials, keeping the materials of students who need more time separate from the others. Verify that you have a used test booklet and answer booklet, a ruler, a reference sheet, and scratch paper from each student. For students who need more time, follow the instructions given by your principal.

GRADE 10, say:

“Por favor, dejen el lápiz y cierren sus folletos. Pongan la hoja de referencia en su mesa. Si necesitan más tiempo para responder cualquier pregunta, levanten la mano”.

Note which students need more time and then pick up each student’s materials, keeping the materials of students who need more time separate from the others. Verify that you have a used test booklet and answer booklet, a reference sheet, and scratch paper from each student. For students who need more time, follow the instructions given by your principal.

31. If you are administering the test to any students using accommodation A12 (Typed Responses), ask students to review their printed typed responses. **Do not dismiss students until they have confirmed that their printed typed responses are ready to submit.** After these students have completed testing, see page 210 in Appendix H for further instructions.
32. For students who need more time, if your principal has instructed you to do so, read the following recommended script to students who are moving to a test completion room:

“Si todavía no han terminado de trabajar en esta sesión, se los llevará a _____ (location) para completar la prueba. Tendrán hasta el final de la jornada escolar para terminar su trabajo, siempre que estén trabajando de forma productiva. Se les entregará el material de la prueba. Sus teléfonos celulares y otros dispositivos electrónicos deben permanecer apagados y no pueden acceder a ellos hasta que se retiren del salón de pruebas”.

If your principal has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession while moving to a test completion room, do so at this time.

Be sure to complete appropriate tracking documents and follow your principal’s instructions for maintaining the security of test materials for students in a test completion room.

Appendix B—Administering the Spanish/English Editions of the Mathematics Tests

33. Make a list of all students in your assigned group who were not tested. These students will be able to take Session 2 during the make-up period. If all the students assigned to you took Session 2, notify your principal of this. It is important to keep accurate records of who has been tested, as it is not permissible to look through assigned answer booklets to check whether students have completed testing.
34. Verify that any students who filled in circles for their names, dates of birth, and SASIDs on the front covers of answer booklets have done so correctly. If not, correct the information on the front covers at this time.
35. **FOR GRADES 4 AND 10:** If your school will be administering the student questionnaire right after Session 2, turn to Appendix D on page 179 now, and then return to this page for steps 36–38.
36. Group test materials into the following separate piles:
 - used answer booklets
 - used test booklets
 - reference sheets, if applicable
 - used scratch paper
 - unused scratch paper
 - void answer booklets
 - void test booklets
 - unused test materials
 - contaminated test materials, if applicable (Remember to notify your principal or test coordinator.)
37. Complete appropriate tracking documents, as instructed by your principal.
38. Immediately return **all** test materials and the list of students who were not tested to your principal.

Remember that all test booklets and answer booklets are secure materials and must be tracked properly from the time you receive them until you return them to your principal.

I Recommended Scripts to Read for a Supervised Lunch or Restroom Break

1. **For students who will be escorted to a SUPERVISED LUNCH**, if your principal has instructed you to do so, read the following recommended script to students:

“Es la hora del almuerzo. Podrán continuar con la prueba luego del almuerzo, y tendrán hasta el final de la jornada escolar para terminar su trabajo, siempre que estén trabajando de forma productiva.

Después del almuerzo supervisado, irán a _____ (location) para terminar la prueba, y sus materiales para la prueba serán llevados hasta allí para ustedes. Sus teléfonos celulares y otros dispositivos electrónicos deben permanecer apagados y no pueden acceder a ellos hasta que se retiren del salón de pruebas. Además, no podrán conversar durante el descanso para almorzar”.

If your principal has directed you to follow a different procedure to ensure that students have a supervised lunch and security is maintained, do so at this time.

Be sure to complete appropriate tracking documents and follow your principal’s instructions for maintaining the security of test materials for these students.

2. **For students who ask to use the RESTROOM during the test session**, if your principal has instructed you to do so, read or point to this recommended script:

“No pueden recuperar o acceder a sus teléfonos celulares o a cualquier material prohibido mientras están fuera del salón”.

If your principal has directed you to follow a different procedure, do so at this time.

J Script for Students Using Accommodation A12 (Typed Responses)

1. After reading

step 25 of the Session 1 Spanish/English script on page 136,

step 24 of the Session 2 Spanish/English script on page 147,

say to the students:

“Ahora tengo información adicional sobre cómo usar su computadora. Durante esta sesión, ustedes escribirán su trabajo. Asegúrense de guardar su archivo de forma frecuente en caso de que haya problemas con la computadora.

Como ya saben, no tienen permitido acceder al internet. Hacer una búsqueda en la red, jugar juegos en línea o acceder a una página web resultará en que los resultados de la prueba se invaliden.

Podrán enviar un máximo de una página impresa para cada pregunta. Organicen su trabajo como corresponde”.

2. Say to the students:

“Durante esta sesión, si llegan a una pregunta en la que les gustaría crear un gráfico, dibujar una figura o trazar coordenadas en una cuadrícula, pero no pueden hacerlo usando su computadora, por favor levanten la mano”.

In such cases, a student may either write the graphic portion of the response in the answer booklet or request that the test administrator scribe the graphic response into the answer booklet exactly as dictated by the student. **If the student also typed any portion of the response to the same question, you must later transcribe verbatim the portion that was typed into the student’s answer booklet.** It is suggested that you use a piece of paper to mark the student’s answer booklet for later transcription.

3. Say to the students:

“Una vez que completen su trabajo, lo imprimiré para que tengan la oportunidad de revisarlo y confirmar que su trabajo está listo para ser enviado”.

4. After reading this script, return to

step 26 of the Session 1 Spanish/English script on page 136.

step 25 of the Session 2 Spanish/English script on page 147.

Appendix C

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Administering the Spanish/English Editions of the Science and Technology/Engineering Tests

Appendix C—Administering the Spanish/English Editions of the Science and Technology/Engineering Tests

A Materials Needed for Session 1

1. Prior to testing, you will receive the following materials for students assigned to you:
 - this manual
 - a roster of testing students
 - scratch paper (blank, lined, or graph)
 - a list of students' SASIDs, if applicable
 - student ID labels, if labels were not previously applied to booklets
 - a tracking form to assist you and your principal in maintaining the security of test materials
 - **FOR GRADES 5 AND 8 STE**
 - › Spanish/English STE Session 1 answer booklets
 - › Spanish/English STE Session 1 test booklets
 - › MCAS rulers
 - › calculators for students who did not bring their own

Each student must have sole access to a calculator for the grades 5 and 8 STE tests. Students may use their own calculators, including graphing calculators. Schools must provide a calculator for each student who does not already have one.

 - grade 5: a basic calculator or scientific calculator
 - grade 8: a scientific calculator or graphing calculator

Test administrators must ensure that students do not have access to calculator instructions or formula sheets that accompany calculators. The memory should be cleared from any calculator with the ability to store information (other than basic numbers).
 - **FOR BIOLOGY**
 - › Spanish/English Biology Session 1 answer booklets
 - › Spanish/English Biology Session 1 test booklets
 - › scientific or graphing calculators for students who did not bring their own

Each student must have sole access to a scientific or graphing calculator for the Biology test. Students may use their own calculators, including graphing calculators. Schools must provide a calculator to each student who does not already have one.
 - **FOR INTRODUCTORY PHYSICS**
 - › Spanish/English Introductory Physics Session 1 answer booklets
 - › Spanish/English Introductory Physics Session 1 test booklets
 - › Introductory Physics reference sheets
 - › scientific or graphing calculators for students who did not bring their own

Each student must have sole access to a scientific or graphing calculator for the Introductory Physics test. Students may use their own calculators, including graphing calculators. Schools must provide a calculator to each student who does not already have one.
 - “MCAS Testing—Do Not Disturb” sign

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- authorized bilingual word-to-word dictionaries for students who are currently or were ever reported as ELs
 - #2 pencils
2. You will likely receive more materials than needed for your group of students. Notify your principal immediately if you need additional materials. Set aside unassigned materials and **keep them secure** until you return them to your principal.

Remember that all test booklets and answer booklets are secure materials and must be tracked properly from the time you receive them until you return them to your principal.

B Before Students Arrive

1. Make sure the testing space has been appropriately prepared (see page 24).
2. Post the “MCAS Testing—Do Not Disturb” sign on the outside of the door of the testing space.
3. Apply student ID labels to booklets if this has not already been done. If you are missing labels for some students, these students will need to fill in additional information on the front covers of their booklets as described in step 10 of the Session 1 script.
4. Write your name on the board.
5. Write the name of your school and district on the board.
6. If you are administering

GRADES 5 OR 8 STE, write on the board:

“Responderán a las preguntas 1 a 25 durante esta sesión”.

BIOLOGY, write on the board:

“Responderán a las preguntas 1 a 29 durante esta sesión”.

INTRODUCTORY PHYSICS, write on the board:

“Responderán a las preguntas 1 a 30 durante esta sesión”.

C As Students Arrive for Session 1

1. Collect books from students who brought them to read in the event they finish their work before the end of the test session.
2. Based on the guidelines in Appendix K, approve any bilingual dictionaries brought by students who are currently or were ever reported as ELs.
All other dictionaries are prohibited.
3. Make sure that students do not have access to cell phones or other electronic devices during testing. These devices are **prohibited**, and their use for any purpose may result in the invalidation of test results.

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4. Say to the students:

“Antes de comenzar la prueba, deben saber que no está permitido el uso de teléfonos celulares, relojes inteligentes, auriculares y otros dispositivos electrónicos por ningún motivo durante esta sesión, aún después de haber entregado sus materiales. Se podrán anular los resultados de los estudiantes que tengan cualquiera de estos dispositivos durante la prueba o después de haber entregado los materiales para la prueba”.

5. If your principal has instructed you to do so, read the following recommended script:

“Si tienen un teléfono celular u otro dispositivo electrónico, asegúrense de que ahora esté apagado, guárdenlo en su mochila y déjenlo a un lado de la habitación. No volverán a tener acceso a ellos hasta que se retiren del salón de pruebas”.

Pause to make sure that students have turned cell phones and other electronic devices off and have placed them in their backpacks.

6. If your principal has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession, do so at this time. **Schools are ultimately responsible for implementing procedures that ensure students do not possess cell phones or other electronic devices during testing.**
7. Make sure that students’ desks are clear, except for #2 pencils (for all students) and authorized bilingual dictionaries (for students who are currently or were ever reported as ELs). Students may also have colored pencils and yellow highlighters (see page 15).
8. Make sure that students are seated in a way that supports a secure test environment, and that no one can see anyone else’s booklets.

D Administer Session 1

To ensure that all students across the state have access to the same information and receive the same instructions, test administrators must read the following script verbatim to their students. At any time during the test session, you may repeat a portion of the script if necessary for clarification.

If your principal has instructed you to do so, you will need to turn to section I at appropriate points during the session to read recommended scripts for students going to a supervised lunch or going to the restroom.

1. Say to the students:

“Estamos a punto de comenzar la prueba de _____ (say the name of the test) del MCAS. Esta es la primera de las dos sesiones que tendrán realizar. La Sesión 2 se llevará a cabo el _____ (announce the date and time for Session 2)”.

Then say:

“Los resultados de esta prueba se utilizarán para ayudar a realizar un seguimiento de su progreso académico y se compartirán con sus padres o tutores, así como con sus profesores. Es muy importante que traten de hacer su mejor trabajo durante esta sesión y en cada sesión de la prueba”.

2. Say to the students:

“Ahora voy a distribuir los folletos de respuestas y el papel borrador. No abran sus folletos hasta que yo les diga que lo hagan”.

Distribute the Session 1 answer booklets. Make sure that you give each student the correct assigned booklet. Distribute one sheet of scratch paper to each student.

3. Then say:

“Pueden usar hojas borrador en cualquier momento de esta sesión. Si en cualquier momento necesitan más, levanten su mano y les entregaré otra hoja. Pueden tener hasta tres hojas borrador a la vez. Si necesitan más de tres hojas, tendrán que entregar algunas de las que ya utilizaron.

Ahora recojan sus folletos de respuestas y hojeen rápidamente las páginas para ver si hay páginas que faltan, páginas completamente en blanco o páginas que se imprimieron al revés.

Por favor, levanten la mano si tienen un folleto de respuestas al que le faltan páginas o tiene páginas en blanco o páginas impresas al revés”.

4. Collect any defective booklets and fill in the VOID circle on the back cover of each. Then write “VOID” in large letters across the front cover of each. Set aside these booklets to be returned to the principal. Give new booklets to those students who had defective materials (see section D on page 19).
5. Say to the students:

“Antes de comenzar esta sesión de la prueba, deben completar algunos datos en la portada de su folleto de respuestas. Es importante que completen toda esta información CORRECTAMENTE y que usen SOLAMENTE lápiz n.º 2. NO deben usar bolígrafos ni otros instrumentos de escritura”.

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6. Then say:

“Cerca de la parte superior de la portada se encuentra el encabezado para escribir el nombre del Administrador de la Prueba. Escriban mi nombre en la línea correspondiente para esta sesión. Mi nombre está en la pizarra para que lo puedan copiar”.

Pause and check that students are completing the information correctly on the front covers of their booklets.

7. Then say:

“Escriban el nombre de la escuela y del distrito en las líneas correspondientes. Escribí el nombre de la escuela y del distrito en la pizarra para que lo puedan copiar”.

Pause and check that students are completing the information correctly on the front covers of their booklets.

8. Then say:

“Debajo de la información que acaban de escribir se encuentra el título ‘Cuadrícula para el Nombre del Estudiante’.

Escriban las letras de su APELLIDO en las casillas situadas debajo del título. Escriban una letra en cada casilla, comenzando por la primer casilla de la izquierda. Entre las palabras ‘Apellido’ y ‘Nombre’, encontrarán una línea divisoria. Si su apellido es más largo que el espacio proporcionado, rellenen todo lo que quepa antes de la línea divisoria. Si su apellido tiene un guión o un espacio, escriban los dos nombres juntos como una sola palabra, sin el guión ni el espacio”.

Pause for students to complete this section.

9. Then say:

“Escriban las letras de su PRIMER nombre comenzando en la primera casilla que se encuentra a la derecha de la línea divisoria. NO escriban sobrenombres ni escriban su nombre de una manera diferente de la habitual. Si su nombre contiene un guion, escriban las dos partes juntas sin guion, como una sola palabra. Escriban la inicial de su segundo nombre en la última casilla, bajo la letra ‘I’”.

Pause for students to complete this section.

10. If **all** of the students in your assigned group are using answer booklets with student ID labels, skip to step 11. Otherwise, continue with this step.

Say to the students:

“Si su folleto de respuestas no tiene una etiqueta de identificación del estudiante en la esquina inferior derecha, rellentarán los círculos debajo de cada una de las letras que escribieron debajo del título ‘CUADRÍCULA PARA EL NOMBRE DEL ESTUDIANTE’”.

Pause and check that students are completing this task correctly.

Say:

“En la parte superior derecha de la página, hay una sección etiquetada como ‘FECHA DE NACIMIENTO’, con las abreviaturas para los meses del año. Rellenen el círculo situado a la derecha del MES en el que nacieron. Por ejemplo, si agosto es el mes de su nacimiento, rellenarán el octavo círculo a la derecha de A-G-O.

Luego, escriban los dos números correspondientes al DÍA en que nacieron, uno en cada casilla debajo de la palabra ‘DÍA’. Si su fecha de nacimiento es un número singular, escriban un cero primero. Por ejemplo, si su fecha de nacimiento es el segundo día del mes, escribirán los números ‘cero, dos’ en las casillas debajo de ‘DÍA’.

Ahora escriban los números del AÑO en que nacieron en las casillas debajo de ‘AÑO’.

Por último, debajo de cada número que hayan escrito, rellenen el círculo que contenga el mismo número”.

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

“Encuentren la casilla etiquetada como ‘IDENTIFICADOR DE ESTUDIANTE ASIGNADO POR EL ESTADO’. Les proporcionaré a cada uno su número de Identificación de Estudiante asignado por el Estado así pueden escribir la información y rellenar los círculos correspondientes”.

Provide students with their SASIDs. Check that students are completing this task correctly.

11. If you are administering

GRADE 5 OR 8 STE, say:

“Ahora distribuiré los folletos de prueba de la Sesión 1 y las reglas de MCAS, y también una calculadora para aquellos que no hayan traído la suya. Pueden utilizar su calculadora y la regla de MCAS para responder a las preguntas en cualquier momento de esta sesión. Además, es importante que sepan que las figuras, diagramas e ilustraciones en su folleto de prueba no están representadas necesariamente a escala”.

Distribute the MCAS rulers and Session 1 STE test booklets to the students. Distribute calculators to those students who did not bring their own.

BIOLOGY, say:

“Ahora distribuiré los folletos de prueba de la Sesión 1 y una calculadora para aquellos que no hayan traído la suya. No abran sus folletos hasta que yo les indique que lo hagan”.

Distribute the Session 1 Biology test booklets. Give calculators to students who did not bring their own.

INTRODUCTORY PHYSICS, say:

“Ahora distribuiré los folletos de prueba de la Sesión 1, hojas de referencia, y una calculadora para aquellos que no hayan traído la suya. No abran sus folletos hasta que yo les indique que lo hagan”.

Distribute the Session 1 Introductory Physics test booklets and reference sheets to all the students. Give calculators to students who did not bring their own.



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Then say:

“Pueden utilizar la hoja de referencia de Introducción a la Física y su calculadora para responder a las preguntas en cualquier momento durante esta prueba. Por favor, escriban su nombre en la esquina superior derecha de su hoja de referencia. No escriban otra cosa en su hoja de referencia. En su lugar, utilicen sus hojas borrador o su folleto para cualquier anotación que necesiten hacer durante la prueba. No pueden utilizar hojas de referencia que no sean las que yo les dé”.

12. Once this is done, say to the students:

“Tomen su folleto de prueba y revísenlo RÁPIDAMENTE para asegurarse de que no le falten páginas, ni tenga páginas en blanco o páginas impresas al revés.

Por favor, levanten la mano si encuentran que a su folleto de prueba le faltan páginas o tiene páginas en blanco o páginas impresas al revés”.

13. Collect any defective booklets and write “VOID” in large letters on the front cover of each. Set aside these booklets to be returned to the principal. Give new booklets to those students who had defective materials.

14. Once this is done, say:

“En la portada, escriban su nombre en la primera línea, arriba de donde dice ‘Nombre del estudiante’. Escriban el nombre de la escuela y el del distrito en la segunda y tercera líneas. Los nombres de la escuela y del distrito están escritos en la pizarra para que los copien”.

Pause and check that students are completing this task correctly.

15. Say to the students:

“Ahora voy a brindarles información acerca de los tipos de preguntas que van a responder.

Durante esta sesión de la prueba, responderán las preguntas _____

(say the question numbers that you wrote on the board at the start of the session).

Lean cuidadosamente cada pregunta y luego respondan de la mejor manera posible.

Para algunas preguntas, marcarán sus respuestas llenando los círculos que están en sus folletos de respuestas. Asegúrense de llenar el círculo completamente haciendo una marca oscura. No hagan ningún tipo de marca fuera de los círculos. Si necesitan cambiar una respuesta, asegúrense de borrar su primera respuesta completamente”.

16. Say to the students:

“Si una pregunta les pide que muestren o expliquen su trabajo, deben hacerlo para recibir el crédito completo. Escriban su respuesta en el espacio correspondiente. Solo las respuestas escritas en el espacio correspondiente serán calificadas.

Si no saben la respuesta de una pregunta, pueden continuar con la siguiente pregunta. Luego, deberían revisar sus respuestas y regresar a cualquier pregunta que no hayan contestado en esta sesión.

Al final de la sesión de la prueba, asegúrense haber respondido todas las preguntas y no haber dejado nada en blanco o sin responder”.

17. Say to the students:

“A continuación, voy a hablarles sobre algunas cosas que están permitidas y otras que no lo están durante esta sesión.

Tienen que escribir todas sus respuestas en los folletos de respuestas usando SOLAMENTE un lápiz n.º 2. Pueden usar un marcador amarillo en su folleto si lo desean, pero deben escribir todas sus respuestas en el folleto de respuestas usando SOLAMENTE un lápiz n.º 2”.

18. Say to the students:

“Es muy importante que las pruebas MCAS sean justas para todos los estudiantes. Por lo tanto, las siguientes cosas no están permitidas: copiar las respuestas de otra persona; utilizar apuntes, libros, hojas de referencia adicionales, o cualquier tipo de material de clase; escribir notas o hablar a otros estudiantes; y proporcionar respuestas o ayuda a cualquier otro estudiante. No deben pedir ni recibir ayuda de nadie más cuando respondan a las preguntas. Además, no tendrán su teléfono celular ni ningún otro dispositivo electrónico con ustedes durante la prueba. Se espera que todos los estudiantes sean honestos, hagan lo mejor posible y que no hagan trampas de ninguna forma.

En cualquier momento de la sesión, pueden levantar la mano si necesitan que les lea una palabra de la prueba en voz alta. Tendrán que señalar la palabra y se las leeré en voz baja y lo repetiré si es necesario. Pero no podré decirles el significado de la palabra o brindarles cualquier otra ayuda durante la sesión. Levanten la mano si tienen alguna duda con respecto a esto”.

Pause to answer any questions students may have.

19. Say to the students:

“Esta sesión de la prueba está programada para durar _____ (state length of test session). Si no han terminado de responder las preguntas una vez finalizado ese tiempo, se les otorgará más tiempo para terminar. Como máximo, tendrán hasta el final de la jornada escolar, siempre que estén trabajando de forma productiva.

Una vez que hayan empezado la prueba, observarán la leyenda ‘CONTINÚA’ en la esquina inferior derecha de cada página del folleto de prueba. Sigán respondiendo preguntas hasta que hayan contestado la última pregunta de la Sesión 1 en la página que dice ‘PARA’ en la parte inferior”.

(Optional) Pause to show students a sample page of a test booklet that says “STOP” at the bottom.

20. Then say:

“Si terminan de responder las preguntas antes de que termine la sesión de la prueba, deben revisar su trabajo”.

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21. Then say:

“Abran su folleto de respuestas a la página 2, donde dice ‘_____’ (say the name of the test) Sesión 1’ en la parte superior. Marquen la respuestas de la Sesión 1 a partir de esta página.

Ahora abran su folleto de prueba en la página 2, donde dice ‘_____’ (say the name of the test) Sesión 1’ en la parte superior. Ahora pueden empezar la Sesión 1”.

22. If you are administering the test to any students with disabilities using accommodation A12 (Typed Responses), turn to page 177 in Appendix C for the script to read to these students at this time.

23. It is your responsibility to ensure a secure testing environment.

Test security requirements are described in Part I, and other test administration protocols are described throughout this manual.

Circulate among the students while they take the test to see that they are working steadily, are not using cell phones or other electronic devices, and are in the correct session of their test booklets and answer booklets.

Remember that you may view students’ booklets for the sole purpose of confirming that students are working in the correct session. A test administrator may not review booklets to confirm whether students have marked all their responses.

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

“Ya ha pasado la mitad del tiempo programado para la sesión. Asegúrense de responder a todas las preguntas de esta sesión. Cuando hayan terminado de responder a todas las preguntas de la Sesión 1 y de revisar su trabajo, pueden entregarme los materiales de la prueba. Recuerden que si aún están trabajando al terminar el tiempo programado para la sesión, se les otorgará más tiempo para terminar la prueba”.

25. (Optional) Then say to students:

“Ahora pueden tomar un descanso breve durante el cual pueden ponerse de pie y estirarse. Durante el descanso, no pueden hablar con otros alumnos. Si no quieren tomar un descanso, pueden seguir trabajando. El descanso será de _____ (state the length of the break) minutos. Por favor, pongan su papel borrador y su lápiz dentro de su folleto de respuestas en la página donde estén trabajando, y cierren sus folletos”.

The break may be scheduled for 3–5 minutes, at the test administrator’s discretion. When the break is completed, say to the students:

“Se ha terminado el descanso. Deben comenzar a trabajar nuevamente”.

Resume monitoring the testing room.

26. Say to **ANY STUDENT WHO FINISHES EARLY**:

“Antes de entregarme su folleto, quiero recordarles que

- **durante esta sesión, debían responder a las preguntas _____**
(say the question numbers that you wrote on the board at the start of the session).

- **deben asegurarse de haber respondido a todas las preguntas y de no haber dejado nada en blanco o sin responder.**

Recuerden que una vez que hayan entregado su prueba, no podrán regresar a la Sesión 1.

Quiero recordarles que todavía no están permitidos los teléfonos celulares, relojes inteligentes, auriculares y otros dispositivos electrónicos hasta que salgan del salón de pruebas”.

Permit students to check whether they have answered every question.

27. At the **END OF THE SESSION**, say:

“Se ha terminado el tiempo programado para esta sesión. Antes de recoger sus folletos, quiero recordarles que

- **durante esta sesión, debían responder a las preguntas _____**
(say the question numbers that you wrote on the board at the start of the session).
- **deben asegurarse de haber respondido a todas las preguntas y de no haber dejado nada en blanco o sin responder.**

Recuerden que una vez que hayan entregado su prueba, no podrán regresar a la Sesión 1”.

Pause to allow students to check whether they have answered every question.

28. If you are administering

GRADE 5 OR 8 STE, say:

“Por favor, dejen el lápiz y cierren sus folletos. Pongan la regla en su mesa. Si necesitan más tiempo para responder las preguntas, levanten la mano”.

Note which students need more time and then pick up each student’s materials, keeping the materials of students who need more time separate from the others. Verify that you have a used test booklet, an answer booklet, a ruler, and scratch paper from each student. Remind students of when they will take Session 2.

BIOLOGY, say:

“Por favor, dejen el lápiz y cierren sus folletos. Si necesitan más tiempo para responder las preguntas, levanten la mano”.

Note which students need more time and then pick up each student’s materials, keeping the materials of students who need more time separate from the others. Verify that you have a used test booklet, an answer booklet, and scratch paper from each student. Remind students of when they will take Session 2.

INTRODUCTORY PHYSICS, say:

“Por favor, dejen el lápiz y cierren sus folletos. Pongan la hoja de referencia en su mesa. Si necesitan más tiempo para responder las preguntas, levanten la mano”.

Note which students need more time and then pick up each student’s materials, keeping the materials of students who need more time separate from the others. Verify that you have a used test booklet, an answer booklet, a reference sheet, and scratch paper from each student. Remind students of when they will take Session 2.

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29. If you are administering the test to any students using accommodation A12 (Typed Responses), ask students to review their printed typed responses. **Do not dismiss students until they have confirmed that their printed typed responses are ready to submit.** After these students have completed testing, see page 210 in Appendix H for further instructions.
30. For students who need more time, if your principal has instructed you to do so, read the following recommended script to students who are moving to a test completion room:

“Si todavía no han terminado de trabajar en esta sesión, se los llevará a _____ (location) para completar la prueba. Tendrán hasta el final de la jornada escolar para terminar su trabajo, siempre que estén trabajando de forma productiva.

Se les entregará el material de la prueba. Sus teléfonos celulares y otros dispositivos electrónicos deben permanecer apagados y no pueden acceder a ellos hasta que se retiren del salón de pruebas”.

If your principal has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession while moving to a test completion room, do so at this time.

Be sure to complete appropriate tracking documents and follow your principal’s instructions for maintaining the security of test materials for students in a test completion room.

31. Make a list of all students in your assigned group who were not tested. These students will be able to take Session 1 during the make-up period. If all the students assigned to you took Session 1, notify your principal of this. It is important to keep accurate records of who has been tested, as it is not permissible to look through assigned answer booklets to check whether students have completed testing.
32. Verify that any students who filled in circles for their names, dates of birth, and SASIDs on the front covers of answer booklets have done so correctly. If not, correct the information on the front covers at this time.
33. Group test materials into the following separate piles:
 - used answer booklets
 - used test booklets
 - reference sheets, if applicable
 - MCAS rulers, if applicable
 - used scratch paper
 - unused scratch paper
 - void answer booklets
 - void test booklets
 - unused test materials
 - contaminated test materials, if applicable (Remember to notify your principal or test coordinator.)

34. Complete appropriate tracking documents, as instructed by your principal.
35. Immediately return **all** test materials and the list of students who were not tested to your principal.

Remember that all test booklets and answer booklets are secure materials and must be tracked properly from the time you receive them until you return them to your principal.

E Materials Needed for Session 2

1. Prior to testing, you will receive the following materials for students assigned to you:
 - this manual
 - a roster of testing students
 - scratch paper (blank, lined, or graph)
 - a list of students' SASIDs, if applicable
 - student ID labels, if labels were not previously applied to booklets
 - a tracking form to assist you and your principal in maintaining the security of test materials
 - **FOR GRADES 5 AND 8 STE**
 - › Spanish/English STE Session 2 answer booklets
 - › Spanish/English STE Session 2 test booklets
 - › MCAS rulers
 - › calculators for students who did not bring their own

Each student must have sole access to a calculator for the grades 5 and 8 STE tests. Students may use their own calculators, including graphing calculators. Schools must provide a calculator for each student who does not already have one.

 - grade 5: a basic calculator or scientific calculator
 - grade 8: a scientific calculator or graphing calculator

Test administrators must ensure that students do not have access to calculator instructions or formula sheets that accompany calculators. The memory should be cleared from any calculator with the ability to store information (other than basic numbers).
 - **FOR BIOLOGY**
 - › Spanish/English Biology Session 2 answer booklets
 - › Spanish/English Biology Session 2 test booklets
 - › scientific or graphing calculators for students who did not bring their own

Each student must have sole access to a scientific or graphing calculator for the Biology test. Students may use their own calculators, including graphing calculators. Schools must provide a calculator to each student who does not already have one.
 - **FOR INTRODUCTORY PHYSICS**
 - › Spanish/English Introductory Physics Session 2 answer booklets
 - › Spanish/English Introductory Physics Session 2 test booklets
 - › Introductory Physics reference sheets

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- › scientific or graphing calculators for students who did not bring their own
- Each student must have sole access to a scientific or graphing calculator for the Introductory Physics test. Students may use their own calculators, including graphing calculators. Schools must provide a calculator to each student who does not already have one.
- “MCAS Testing --Do Not Disturb” sign
 - authorized bilingual word-to-word dictionaries for students who are currently or were ever reported as ELs
 - #2 pencils
2. You will likely receive more materials than needed for your group of students. Notify your principal immediately if you need additional materials. Set aside unassigned materials and **keep them secure** until you return them to your principal.

Remember that all test booklets and answer booklets are secure materials and must be tracked properly from the time you receive them until you return them to your principal.

F Before Students Arrive

1. Make sure the testing space has been appropriately prepared (see page 24).
2. Post the “MCAS Testing—Do Not Disturb” sign on the outside of the door of the testing space.
3. Apply student ID labels to booklets if this has not already been done. If you are missing labels for some students, these students will need to fill in additional information on the front covers of their booklets as described in step 10 of the Session 2 script.
4. Write your name on the board.
5. Write the name of your school and district on the board.
6. If you are administering

GRADES 5 OR 8 STE, write on the board:

"Responderán a las preguntas 26 a 49 durante esta sesión".

BIOLOGY, write on the board:

“Responderán a las preguntas 30 a 58 durante esta sesión”.

INTRODUCTORY PHYSICS, write on the board:

“Responderán a las preguntas 31 a 60 durante esta sesión”.

G As Students Arrive for Session 2

1. Collect books from students who brought them to read in the event they finish their work before the end of the test session.
2. Based on the guidelines in Appendix K, approve any bilingual dictionaries brought by students who are currently or were ever reported as ELs.

All other dictionaries are prohibited.

3. Make sure that students do not have access to cell phones or other electronic devices during testing. These devices are **prohibited**, and their use for any purpose may result in the invalidation of test results.
4. Say to the students:
“Antes de comenzar la prueba, quiero recordarles que no está permitido el uso de teléfonos celulares y otros dispositivos electrónicos por ningún motivo durante esta sesión”.
5. If your principal has instructed you to do so, read the following recommended script:
“Si tienen un teléfono celular u otro dispositivo electrónico, asegúrense de que ahora esté apagado, guárdenlo en su mochila y déjenlo a un lado de la habitación. No volverán a tener acceso a ellos hasta que se retiren del salón de pruebas”.
Pause to make sure that students have turned cell phones and other electronic devices off and have placed them in their backpacks.
6. If your principal has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession, do so at this time. **Schools are ultimately responsible for implementing procedures that ensure students do not possess cell phones or other electronic devices during testing.**
7. Make sure that students’ desks are clear, except for #2 pencils (for all students) and authorized bilingual dictionaries (for students who are currently or were ever reported as ELs). Students may also have colored pencils and yellow highlighters (see page 15).
8. Make sure that students are seated in a way that supports a secure test environment, and that no one can see anyone else’s booklets.

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H Administer Session 2

To ensure that students across the state have access to the same information and receive the same instructions, test administrators must read the following script verbatim to their students. As a reminder, at any time during the test session, you may repeat a portion of the script if necessary for clarification.

If your principal has instructed you to do so, you will need to turn to section I at appropriate points during the session to read recommended scripts for students going to a supervised lunch or going to the restroom.

1. Say to the students:

“Estamos a punto de comenzar la Sesión 2 de la prueba de _____ (say the name of the test) del MCAS. Esta es la segunda de las dos sesiones que tendrán realizar”.

2. If you are administering

GRADE 5 OR 8 STE, say:

“Ahora distribuiré su folleto de respuestas y reglas y también una calculadora para aquellos que no hayan traído la suya. No abran su folleto hasta que se los indique”.

Distribute the answer booklets and MCAS rulers. Make sure that each student receives the correct assigned booklet. Distribute calculators to any students who did not bring their own.

If you are administering

INTRODUCTORY PHYSICS, say:

“Ahora distribuiré su folleto de respuestas y sus hojas de referencia y también una calculadora para aquellos que no hayan traído la suya. No abran el folleto de respuestas hasta que yo les indique”.

Distribute the Session 2 answer booklets. Make sure that you give each student the correct assigned booklet. Give students their reference sheets from Session 1 (with their names written on them). Distribute calculators to those students who did not bring their own.

Once the answer booklets and reference sheets have been distributed, say:

“Asegúrense de que tienen su propio hoja de referencia. Levante la mano quien tenga la hoja de referencia de otra persona”.

If any students raise their hands, give them their correct reference sheet.

If you are administering

BIOLOGY, say:

“Ahora distribuiré su folleto de respuestas y también una calculadora para aquellos que no hayan traído la suya. No abran el folleto de respuestas hasta que yo les indique”.

Distribute the Session 2 answer booklets. Make sure that you give each student the correct assigned booklet. Distribute calculators to those students who did not bring their own.

3. Then say:

“Ahora recojan sus folletos de respuestas y hojeen RÁPIDAMENTE las páginas para ver si hay páginas que faltan, páginas completamente en blanco o páginas que se imprimieron al revés.”

Por favor, levanten la mano si tienen un folleto de respuestas al que le faltan páginas o tiene páginas en blanco o páginas impresas al revés”.

4. Collect any defective booklets and fill in the VOID circle on the back cover of each. Then write “VOID” in large letters across the front cover of each. Set aside these booklets to be returned to the principal. Give new booklets to those students who had defective materials (see section D on page 19).
5. Say to the students:

“Antes de comenzar esta sesión de la prueba, deben completar algunos datos en la portada de su folleto de respuestas. Es importante que completen toda esta información CORRECTAMENTE y que usen SOLAMENTE lápiz n.º 2. NO deben usar bolígrafos ni otros instrumentos de escritura”.

6. Then say:

“En la parte superior de la portada, debajo del título ‘Nombre del administrador de la prueba’, escriban mi nombre en letra de imprenta en la línea provista para la Sesión 2. Mi nombre está en la pizarra para que lo copien”.

Pause and check that students are completing the information correctly on the front covers of their booklets.

7. Then say:

“Escriban el nombre de la escuela y del distrito en las líneas correspondientes. Escribí el nombre de la escuela y del distrito en la pizarra para que lo puedan copiar”.

Pause and check that students are completing the information correctly on the front covers of their booklets.

8. Then say:

“Debajo de la información que acaban de escribir se encuentra el título ‘Cuadrícula para el Nombre del Estudiante’.

Escriban las letras de su APELLIDO en las casillas situadas debajo del título. Escriban una letra en cada casilla, comenzando por la primer casilla de la izquierda. Entre las palabras ‘Apellido’ y ‘Nombre’, encontrarán una línea divisoria. Si su apellido es más largo que el espacio proporcionado, rellenen todo lo que quepa antes de la línea divisoria. Si su apellido tiene un guión o un espacio, escriban los dos nombres juntos como una sola palabra, sin el guión ni el espacio”.

Pause for students to complete this section.

9. Then say:

“Escriban las letras de su PRIMER nombre comenzando en la primera casilla que se encuentra a la derecha de la línea divisoria. NO escriban sobrenombres ni escriban su nombre de una manera diferente de la habitual. Si su nombre contiene un guion, escriban las dos partes juntas sin guion, como una sola palabra. Escriban la inicial de su segundo nombre en la última casilla, bajo la letra ‘I’”.

Pause for students to complete this section.

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10. If **all** of the students in your assigned group are using answer booklets with student ID labels, skip to step 11. Otherwise, continue with this step.

Say to the students:

“Si su folleto de respuestas no tiene una etiqueta de identificación del estudiante en la esquina inferior derecha, rellenarán los círculos debajo de cada una de las letras que escribieron debajo del título ‘CUADRÍCULA PARA EL NOMBRE DEL ESTUDIANTE’.”

Pause and check that students are completing this task correctly.

Say:

“En la parte superior derecha de la página, hay una sección etiquetada como ‘FECHA DE NACIMIENTO’, con las abreviaturas para los meses del año. Rellenen el círculo situado a la derecha del MES en el que nacieron. Por ejemplo, si agosto es el mes de su nacimiento, rellenarán el octavo círculo a la derecha de A-G-O.

Luego, escriban los dos números correspondientes al DÍA en que nacieron, uno en cada casilla debajo de la palabra ‘DÍA’. Si su fecha de nacimiento es un número singular, escriban un cero primero. Por ejemplo, si su fecha de nacimiento es el segundo día del mes, escribirán los números ‘cero, dos’ en las casillas debajo de ‘DÍA’.

Ahora escriban los números del AÑO en que nacieron en las casillas debajo de ‘AÑO’.

Por último, debajo de cada número que hayan escrito, rellenen el círculo que contenga el mismo número”.

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

“Encuentren la casilla etiquetada como ‘IDENTIFICADOR DE ESTUDIANTE ASIGNADO POR EL ESTADO’. Les proporcionaré a cada uno su número de Identificación de Estudiante asignado por el Estado así pueden escribir la información y rellenar los círculos correspondientes”.

Provide students with their SASIDs. Check that students are completing this task correctly.

11. Then say:

“Ahora voy a repartir los folletos de prueba y la hoja papel borrador. No abran sus folletos hasta que yo les indique que lo hagan”.

12. Distribute the Session 2 test booklets and one sheet of scratch paper. Once they have been distributed, say:

“Pueden usar hojas borrador en cualquier momento de esta sesión. Si en cualquier momento necesitan más, levanten su mano y les entregaré otra hoja. Pueden tener hasta tres hojas borrador a la vez. Si necesitan más de tres hojas, tendrán que entregar algunas de las que ya utilizaron.

Tomen su folleto de prueba y revísenlo RÁPIDAMENTE para asegurarse de que no le falten páginas, ni tenga páginas en blanco o páginas impresas al revés.

Por favor, levanten la mano si encuentran que a su folleto de prueba le faltan páginas o tiene páginas en blanco o páginas impresas al revés”.

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13. Collect any defective booklets and write “VOID” in large letters on the front cover of each. Set aside these booklets to be returned to the principal. Give new booklets to those students who had defective materials.

14. Once this is done, say:

“En la portada, escriban su nombre en la primera línea, arriba de donde dice ‘Nombre del estudiante’. Escriban el nombre de la escuela y el del distrito en la segunda y tercera líneas. Los nombres de la escuela y del distrito están escritos en la pizarra para que los copien”.

Pause and check that students are completing this task correctly.

Say to the students:

“Ahora voy a brindarles información acerca de los tipos de preguntas que van a responder.

Lean cuidadosamente cada pregunta y luego respondan de la mejor manera posible.

Para algunas preguntas, marcarán sus respuestas llenando los círculos que están en sus folletos de respuestas. Asegúrense de llenar el círculo completamente haciendo una marca oscura. No hagan ningún tipo de marca fuera de los círculos. Si necesitan cambiar una respuesta, asegúrense de borrar su primera respuesta completamente”.

15. If everyone in your group took Session 1 on the scheduled day, skip to step 16. If your group includes students who did not take Session 1 (e.g., students who were absent) or if you are administering Session 2 as a make-up session, say:

“Si una pregunta les pide mostrar o explicar su trabajo, deben hacerlo para recibir el crédito completo. Escriban sus respuestas en el espacio provisto.

Si no saben la respuesta de una pregunta, pueden continuar con la siguiente pregunta. Luego, deberían revisar sus respuestas y regresar a cualquier pregunta que no hayan contestado en esta sesión.

Al final de la sesión de la prueba, asegúrense haber respondido todas las preguntas y no haber dejado nada en blanco o sin responder”.

16. Say to the students:

“A continuación, voy a hablarles sobre algunas cosas que están permitidas y otras que no lo están durante esta sesión.

Tienen que escribir todas sus respuestas en los folletos de respuestas usando SOLAMENTE un lápiz n.º 2. Pueden usar un marcador amarillo en su folleto si lo desean, pero deben escribir todas sus respuestas en el folleto de respuestas usando SOLAMENTE un lápiz n.º 2”.

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17. If you are administering

GRADE 5 OR 8 STE, say:

“Pueden utilizar la calculadora y la regla de MCAS para responder a las preguntas en cualquier momento. Además, es importante que sepan que las figuras, diagramas e ilustraciones en su folleto de prueba no están representadas necesariamente a escala”.

INTRODUCTORY PHYSICS, say:

“Pueden utilizar la hoja de referencia de Introducción a la Física y su calculadora para responder a las preguntas en cualquier momento. No escriban en su hoja de referencia. En su lugar, utilicen sus hojas borrador o su folleto para cualquier anotación que necesiten hacer. No pueden utilizar hojas de referencia que no sean las que yo les dé”.

BIOLOGY, say:

“Pueden utilizar la calculadora para responder a las preguntas en cualquier momento”.

18. Say to the students:

“Es muy importante que las pruebas MCAS sean justas para todos los estudiantes. Por lo tanto, las siguientes cosas no están permitidas: copiar las respuestas de otra persona; utilizar apuntes, libros, hojas de referencia adicionales, o cualquier tipo de material de clase; escribir notas o hablar a otros estudiantes; y proporcionar respuestas o ayuda a cualquier otro estudiante. No deben pedir ni recibir ayuda de nadie más cuando respondan a las preguntas. Además, no tendrán su teléfono celular ni ningún otro dispositivo electrónico con ustedes durante la prueba. Se espera que todos los estudiantes sean honestos, hagan lo mejor posible y que no hagan trampas de ninguna forma.

En cualquier momento de la sesión, pueden levantar la mano si necesitan que les lea una palabra de la prueba en voz alta. Tendrán que señalar la palabra y se las leeré en voz baja y lo repetiré si es necesario. Pero no podré decirles el significado de la palabra o brindarles cualquier otra ayuda durante la sesión. Levanten la mano si tienen alguna duda con respecto a esto”.

Pause to answer any questions students may have.

19. Say to the students:

“Esta sesión de la prueba está programada para durar _____ (state length of test session). Si no han terminado de responder las preguntas una vez finalizado ese tiempo, se les otorgará más tiempo para terminar. Como máximo, tendrán hasta el final de la jornada escolar, siempre que estén trabajando de forma productiva”.

20. Then say:

“Si terminan de responder las preguntas antes de que termine la sesión de la prueba, deberán revisar sus respuestas”.

21. Then say:

“Abran su folleto de respuestas en la primera página que dice ‘ _____ (say the name of the test) Sesión 2’ en la parte superior. Marquen la respuestas de la Sesión 2 a partir de esta página.

Ahora abran su folleto de prueba en la página 2, donde dice ‘ _____ (say the name of the test) Sesión 2’ en la parte superior. Ahora pueden empezar la Sesión 2”.

22. If you are administering the test to any students with disabilities using accommodation A12 (Typed Responses), turn to page 177 in Appendix C for the script to read to these students at this time.
23. It is your responsibility to ensure a secure testing environment.

Test security requirements are described in Part I, and other test administration protocols are described throughout this manual.

Circulate among the students while they take the test to see that they are working steadily, are not using cell phones or other electronic devices, and are in the correct session of their test booklets and answer booklets.

Remember that you may view students’ booklets for the sole purpose of confirming that students are working in the correct session. A test administrator may not review booklets to confirm whether students have marked all their responses.

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

“Ya ha pasado la mitad del tiempo programado para la sesión. Asegúrense de responder a todas las preguntas de esta sesión. Cuando hayan terminado de responder a todas las preguntas de la Sesión 2 y de revisar su trabajo, pueden entregarme los materiales de la prueba. Recuerden que si aún están trabajando al terminar el tiempo programado para la sesión, se les otorgará más tiempo para terminar la prueba”.

25. (Optional) Then say to students:

“Ahora pueden tomar un descanso breve durante el cual pueden ponerse de pie y estirarse. Durante el descanso, no pueden hablar con otros alumnos. Si no quieren tomar un descanso, pueden seguir trabajando. El descanso será de _____ (state the length of the break) minutos. Por favor, pongan su papel borrador y su lápiz dentro de su folleto de respuestas en la página donde estén trabajando, y cierren sus folletos”.

The break may be scheduled for 3–5 minutes, at the test administrator’s discretion. When the break is completed, say to the students:

“Se ha terminado el descanso. Deben comenzar a trabajar nuevamente”.

Resume monitoring the testing room.

26. Say to **ANY STUDENT WHO FINISHES EARLY**:

“Antes de entregarme su folleto, quiero recordarles que

- **durante esta sesión, debían responder a las preguntas _____**
(say the question numbers that you wrote on the board at the start of the session).

Appendix C—Administering the Spanish/English Editions of the Science and Technology/Engineering Tests

- **deben asegurarse de haber respondido a todas las preguntas y de no haber dejado nada en blanco o sin responder.**

Recuerden que una vez que hayan entregado su prueba, no podrán regresar a la Sesión 2.

Quiero recordarles que todavía no están permitidos los teléfonos celulares, relojes inteligentes, auriculares y otros dispositivos electrónicos hasta que salgan del salón de pruebas”.

Permit students to check whether they have answered every question.

27. At the **END OF THE SESSION**, say:

“Se ha terminado el tiempo programado para esta sesión. Antes de recoger sus folletos, quiero recordarles que

- **durante esta sesión, debían responder a las preguntas _____**
(say the question numbers that you wrote on the board at the start of the session).
- **deben asegurarse de haber respondido a todas las preguntas y de no haber dejado nada en blanco o sin responder.**

Recuerden que una vez que hayan entregado su prueba, no podrán regresar a la Sesión 2”.

Pause to allow students to check whether they have answered every question.

28. If you are administering

GRADE 5 OR 8 STE, say:

“Por favor, dejen el lápiz y cierren sus folletos. Pongan la regla en su mesa. Si necesitan más tiempo para responder cualquier pregunta, levanten la mano”.

Note which students need more time and then pick up each student’s materials, keeping the materials of students who need more time separate from the others. Verify that you have a used test booklet, an answer booklet, a ruler, and scratch paper from each student.

INTRODUCTORY PHYSICS, say:

“Por favor, dejen el lápiz y cierren sus folletos. Pongan la hoja de referencia en su mesa. Si necesitan más tiempo para responder las preguntas, levanten la mano”.

Note which students need more time and then pick up each student’s materials, keeping the materials of students who need more time separate from the others. Verify that you have a used test booklet, an answer booklet, a reference sheet, and scratch paper from each student.

BIOLOGY, say:

“Dejen el lápiz sobre la mesa y cierren su folleto. Si necesitan más tiempo para responder alguna pregunta, levanten la mano”.

Note which students need more time and then pick up each student’s materials, keeping the materials of students who need more time separate from the others. Verify that you have a used test booklet, an answer booklet, and scratch paper from each student.

29. If you are administering the test to any students using accommodation A12 (Typed Responses), ask students to review their printed typed responses. **Do not dismiss students until they have confirmed that their printed typed responses are ready to submit.** After these students have completed testing, see page 210 in Appendix H for further instructions.

Appendix C—Administering the Spanish/English Editions of the Science and Technology/Engineering Tests

30. For students who need more time, if your principal has instructed you to do so, read the following recommended script to students who are moving to a test completion room:

“Si todavía no han terminado de trabajar en esta sesión, se los llevará a _____ (location) para completar la prueba. Tendrán hasta el final de la jornada escolar para terminar su trabajo, siempre que estén trabajando de forma productiva.

Se les entregará el material de la prueba. Sus teléfonos celulares y otros dispositivos electrónicos deben permanecer apagados y no pueden acceder a ellos hasta que se retiren del salón de pruebas”.

If your principal has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession while moving to a test completion room, do so at this time.

Be sure to complete appropriate tracking documents and follow your principal’s instructions for maintaining the security of test materials for students in a test completion room.

31. Make a list of all students in your assigned group who were not tested. These students will be able to take Session 2 during the make-up period. If all the students assigned to you took Session 2, notify your principal of this. It is important to keep accurate records of who has been tested, as it is not permissible to look through assigned answer booklets to check whether students have completed testing.
32. Verify that any students who filled in circles for their names, dates of birth, and SASIDs on the front covers of answer booklets have done so correctly. If not, correct the information on the front covers at this time.
33. **FOR GRADES 5 AND 8 STE:** If your school will be administering the student questionnaire right after Session 2, turn to Appendix D on page 179 now, and then return to this page for steps 34–36.
34. Group test materials into the following separate piles:
- used answer booklets
 - used test booklets
 - reference sheets, if applicable
 - MCAS rulers, if applicable
 - used scratch paper
 - unused scratch paper
 - void answer booklets
 - void test booklets
 - unused test materials
 - contaminated test materials, if applicable (Remember to notify your principal or test coordinator.)
35. Complete appropriate tracking documents, as instructed by your principal.
36. Immediately return **all** test materials and the list of students who were not tested to your principal.

Remember that all test booklets and answer booklets are secure materials and must be tracked properly from the time you receive them until you return them to your principal.

Appendix C—Administering the Spanish/English Editions of the Science and Technology/Engineering Tests

I Recommended Scripts to Read for a Supervised Lunch or Restroom Break

1. **For students who will be escorted to a SUPERVISED LUNCH**, if your principal has instructed you to do so, read the following recommended script to students:

“Es la hora del almuerzo. Podrán continuar con la prueba luego del almuerzo, y tendrán hasta el final de la jornada escolar para terminar su trabajo, siempre que estén trabajando de forma productiva.

Después del almuerzo supervisado, irán a _____ (location) para terminar la prueba, y sus materiales para la prueba serán llevados hasta allí para ustedes. Sus teléfonos celulares y otros dispositivos electrónicos deben permanecer apagados y no pueden acceder a ellos hasta que se retiren del salón de pruebas. Además, no podrán conversar durante el descanso para almorzar.”

If your principal has directed you to follow a different procedure to ensure that students have a supervised lunch and security is maintained, do so at this time.

Be sure to complete appropriate tracking documents and follow your principal's instructions for maintaining the security of test materials for these students.

2. **For students who ask to use the RESTROOM during the test session**, if your principal has instructed you to do so, read or point to this recommended script:

“No pueden recuperar o acceder a sus teléfonos celulares o a cualquier material prohibido mientras están fuera del salón.”

If your principal has directed you to follow a different procedure, do so at this time.

J Script for Students Using Accommodation A12 (Typed Responses)

1. After reading

step 22 of the Session 1 Spanish/English script on page 162,

step 22 of the Session 2 Spanish/English script on page 173,

say to the students:

“Ahora tengo información adicional sobre cómo usar su computadora. Durante esta sesión, ustedes escribirán su trabajo. Asegúrense de guardar su archivo de forma frecuente en caso de que haya problemas con la computadora.

Como ya saben, no tienen permitido acceder al internet. Hacer una búsqueda en la red, jugar juegos en línea o acceder a una página web resultará en que los resultados de la prueba se invaliden.

Podrán enviar un máximo de una página impresa para cada pregunta. Organicen su trabajo como corresponde”.

2. Say to the students:

“Durante esta sesión, si llegan a una pregunta en la que les gustaría crear un gráfico, dibujar una figura o trazar coordenadas en una cuadrícula, pero no pueden hacerlo usando su computadora, por favor levanten la mano”.

In such cases, a student may either write the graphic portion of the response in the answer booklet or request that the test administrator scribe the graphic response into the answer booklet exactly as dictated by the student. **If the student also typed any portion of the response to the same question, you must later transcribe verbatim the portion that was typed into the student’s answer booklet.** It is suggested that you use a piece of paper to mark the student’s answer booklet for later transcription.

3. Say to the students:

“Una vez que completen su trabajo, lo imprimiré para que tengan la oportunidad de revisarlo y confirmar que su trabajo está listo para ser enviado”.

4. After reading this script, return to

step 23 of the Session 1 Spanish/English script on page 162.

step 23 of the Session 2 Spanish/English script on page 173.

Appendix D

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Administering the Spanish/English Edition of the Student Questionnaire

**After Session 2 of the Grades 4 and 10 Mathematics Tests or
After Session 2 of the Grades 5 and 8 STE Tests**

Appendix D—Administering the Spanish/English Edition of the Student Questionnaire

The student questionnaire is available in a PBT format for students participating in paper-based testing. A Braille edition is not available; however, it is allowable to read aloud, sign, or translate questions and assist students to record their responses in their test & answer booklets.

Administering the student questionnaire is optional, but the Department encourages schools to do so because of the value of receiving data on school climate and learning. For any students who do not answer the questionnaire, collect their test booklets and answer booklets to return to the principal or test coordinator.

The student questionnaire will take approximately 20 minutes to complete.

Administering the Questionnaire

1. Verify that students are at the correct part of their booklets to answer the questionnaire.

If you are administering

GRADE 4, the questionnaire is the final section of the Mathematics test booklet and answer booklet, appearing after Session 2.

GRADE 5 OR 8, the questionnaire is the final section of the STE test booklet and answer booklet, appearing after Session 2.

GRADE 10, the questionnaire is the final section of the Session 2 Mathematics test booklet and answer booklet, appearing after Session 2.

2. If you are administering the questionnaire to students in

GRADE 4 OR 5, say:

“Este cuestionario contiene preguntas sobre cómo es ser un estudiante en su escuela. Los estudiantes ayudaron a elaborar este cuestionario. No hay respuestas correctas o incorrectas. Sus profesores y su director/a no verán sus respuestas; sus respuestas se combinarán con las de sus compañeros de clase. La escuela utilizará estas respuestas combinadas para comprender mejor cómo es la vida escolar para los estudiantes.

Al leer cada afirmación, piensen en los últimos 30 días en la escuela. Por favor, respondan con honestidad para que nuestra escuela sepa cómo se sienten realmente en cuanto a ella.

Pueden pedirme ayuda si no saben dónde o cómo marcar sus respuestas a estas preguntas.

Pueden comenzar a completar ahora”.

GRADE 8 OR 10, say:

“El cuestionario MCAS brinda a los estudiantes la oportunidad de expresar su opinión sobre temas que son importantes para su educación y su entorno de aprendizaje. Las primeras dos preguntas del cuestionario son sobre sus planes para la universidad y su carrera profesional. El resto de las preguntas son acerca de cómo es ser un estudiante en nuestra escuela.

Appendix D—Administering the Spanish/English Edition of the Student Questionnaire

Los estudiantes ayudaron a elaborar las preguntas sobre el ambiente en su escuela. No hay respuestas correctas o incorrectas. Sus profesores y su director/a no verán sus respuestas; sus respuestas se combinarán con las de sus compañeros de clase. Nuestra escuela utilizará estas respuestas combinadas para comprender mejor cómo es la vida escolar para los estudiantes.

Al leer cada afirmación, piensen en los últimos 30 días en la escuela. Por favor, respondan con honestidad para que nuestra escuela sepa cómo se sienten realmente en cuanto a ella.

Pueden pedirme ayuda si no saben cómo completar este cuestionario.

Pueden comenzar a completar ahora”.

3. After students have completed the questionnaire, collect the test booklets and answer booklets.

If you were administering

- grade 4 or 10 **MATHEMATICS**, return to step 36 on page 150.
- grade 5 or 8 **STE**, return to step 34 on page 175.

Remember that all test and answer booklets are secure materials and must be tracked properly from the time you receive them until you return them to your principal.

Appendix E

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Administering the Spanish/English Edition of the Civics Test

A Materials Needed for the State Performance Task

1. Prior to testing, you will receive the following materials for students assigned to you:
 - this manual
 - a roster of testing students
 - Civics State Performance Task answer booklets
 - Civics State Performance Task test booklets
 - scratch paper (blank, lined, or graph)
 - a list of students' SASIDs, if applicable
 - student ID labels, if labels were not previously applied to booklets
 - a tracking form to assist you and your principal in maintaining the security of test materials
 - "MCAS Testing—Do Not Disturb" sign
 - authorized bilingual word-to-word dictionaries for students who are currently or were ever reported as ELs
 - #2 pencils

Note: English-language dictionaries are not allowed during MCAS testing.

2. You will likely receive more materials than needed for your group of students. Notify your principal immediately if you need additional materials. Set aside unassigned materials and **keep them secure** until you return them to your principal.

Remember that all test booklets and answer booklets are secure materials and must be tracked properly from the time you receive them until you return them to your principal.

B Before Students Arrive

1. Make sure the testing space has been appropriately prepared (see page 24).
2. Post the "MCAS Testing—Do Not Disturb" sign on the outside of the door of the testing space.
3. Apply student ID labels to booklets if this has not already been done. If you are missing labels for some students, these students will need to fill in additional information on the front covers of their booklets as described in step 10 of the Session 1 script.
4. Write your name on the board.
5. Write the name of your school and district on the board.
6. Write on the board: "Responderán a las preguntas 1–15 durante esta sesión".

C As Students Arrive

1. Collect books from students who brought them to read in the event they finish their work before the end of the test session.
2. Based on the guidelines in Appendix K, approve any bilingual dictionaries brought by students who are currently or were ever reported as ELs.

All other dictionaries are prohibited.

3. Make sure that students do not have access to cell phones or other electronic devices during testing. These devices are **prohibited**, and their use for any purpose may result in the invalidation of test results.
4. Say to the students:
“Antes de comenzar la prueba, deben saber que no está permitido el uso de teléfonos celulares, relojes inteligentes, auriculares y otros dispositivos electrónicos por ningún motivo durante esta sesión, aún después de haber entregado sus materiales. Se podrán anular los resultados de los estudiantes que tengan cualquiera de estos dispositivos durante la prueba o después de haber entregado los materiales para la prueba”.
5. If your principal has instructed you to do so, read the following recommended script:
“Si tienen un teléfono celular u otro dispositivo electrónico, asegúrense de que ahora esté apagado, guárdenlo en su mochila y déjenlo a un lado de la habitación. No volverán a tener acceso a ellos hasta que se retiren del salón de pruebas”.
Pause to make sure that students have turned cell phones and other electronic devices off and have placed them in their backpacks.
6. If your principal has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession, do so at this time. **Schools are ultimately responsible for implementing procedures that ensure students do not possess cell phones or other electronic devices during testing.**
7. Make sure that students’ desks are clear, except for #2 pencils (for all students) and authorized bilingual dictionaries (for students who are currently or were ever reported as ELs). Students may also have colored pencils and yellow highlighters (see page 15).
8. Make sure that students are seated in a way that supports a secure test environment, and that no one can see anyone else’s booklets.

D Administer the State Performance Task

To ensure that all students across the state have access to the same information and receive the same instructions, test administrators must read the following script verbatim to their students. At any time during the test session, you may repeat a portion of the script if necessary for clarification.

If your principal has instructed you to do so, you will need to turn to section I at appropriate points during the session to read recommended scripts for students going to a supervised lunch or going to the restroom.

1. Say to the students:

“Estamos a punto de comenzar la prueba de Educación Cívica del MCAS para el Grado 8. La prueba de Educación Cívica consiste en dos partes: la prueba de Desempeño a Nivel Estatal, que se llevará a cabo hoy, y la prueba de Fin de Curso, que se llevará a cabo el _____ (announce the date for the EOC test).

Los resultados de esta prueba se utilizarán para ayudar a realizar un seguimiento de su progreso académico y se compartirán con sus padres o tutores, así como con sus profesores. Es muy importante que traten de hacer su mejor trabajo durante esta sesión y en cada sesión de la prueba”.

2. Say to the students:

“Ahora les entregaré los folletos de respuestas y hojas borradores. No abran su folleto hasta que se los indique”.

Distribute the answer booklets and one sheet of scratch paper to each student. Make sure that you give each student the correct assigned booklet.

3. Say to the students:

“Pueden usar hojas borrador en cualquier momento de esta prueba. Si en cualquier momento necesitan más, levanten su mano y les entregaré otra hoja. Pueden tener hasta tres hojas borrador a la vez. Si necesitan más de tres hojas, tendrán que entregar algunas de las que ya utilizaron”.

Then say:

“Ahora agarren su folleto de respuestas y revisen RÁPIDAMENTE si faltan páginas, si hay páginas completamente en blanco o si están impresas al revés.

Levanten la mano si tienen un folleto de respuestas al que le faltan páginas, con páginas en blanco, o con páginas impresas al revés”.

4. Collect any defective booklets and fill in the VOID circle on the back cover of each. Then write “VOID” in large letters across the front cover of each. Set aside these booklets to be returned to the principal. Give new booklets to those students who had defective materials (see section D on page 19).
5. Say to the students:

“Antes de comenzar con esta sesión de la prueba, escribirán algunos datos en la portada de su folleto de respuestas. Es muy importante que completen esta información de forma CORRECTA y que SOLAMENTE utilicen un lápiz #2. NO pueden utilizar un bolígrafo ni ningún otro instrumento de escritura”.

Appendix E—Administering the Spanish/English Edition of the Civics Test

6. Then say:

“Cerca de la parte superior de la portada se encuentra el encabezado para escribir el nombre del Administrador de la Prueba. Escriban mi nombre en la línea correspondiente para esta sesión. Mi nombre está en la pizarra para que lo puedan copiar”.

Pause and check that students are completing the information correctly on the front covers of their answer booklets.

7. Then say:

“Escriban el nombre de la escuela y del distrito en las líneas correspondientes. Escribí el nombre de la escuela y del distrito en la pizarra para que lo puedan copiar”.

Pause and check that students are completing the information correctly on the front covers of their answer booklets.

8. Then say:

“Debajo de la información que acaban de escribir se encuentra el título ‘Cuadrícula para el Nombre del Estudiante’.

Escriban las letras de su APELLIDO en las casillas situadas debajo del título. Escriban una letra en cada casilla, comenzando por la primer casilla de la izquierda. Entre las palabras ‘Apellido’ y ‘Nombre’, encontrarán una línea divisoria. Si su apellido es más largo que el espacio proporcionado, rellenen todo lo que quepa antes de la línea divisoria. Si su apellido tiene un guión o un espacio, escriban los dos nombres juntos como una sola palabra, sin el guión ni el espacio”.

Pause for students to complete this section.

9. Then say:

“Escriban las letras de su PRIMER nombre comenzando en la primera casilla que se encuentra a la derecha de la línea divisoria. NO escriban sobrenombres ni escriban su nombre de una manera diferente de la habitual. Si su nombre contiene un guion, escriban las dos partes juntas sin guion, como una sola palabra. Escriban la inicial de su segundo nombre en la última casilla, bajo la letra ‘I’”.

Pause for students to complete this section.

10. If **all** of the students in your assigned group are using answer booklets with student ID labels, skip to step 11. Otherwise, continue with this step.

Say to the students:

Si su folleto de respuestas no cuenta con una Etiqueta de Identificación del Estudiante en la esquina inferior derecha, ahora rellenan los círculos debajo de cada letra que escribieron en la ‘CUADRICULA PARA EL NOMBRE DEL ESTUDIANTE’”.

Pause and check that students are completing this task correctly.

Appendix E—Administering the Spanish/English Edition of the Civics Test

Say:

“En la parte superior derecha de la página, hay una sección etiquetada como ‘FECHA DE NACIMIENTO’, con las abreviaturas para los meses del año. Rellenen el círculo situado a la derecha del MES en el que nacieron. Por ejemplo, si agosto es el mes de su nacimiento, rellenarán el octavo círculo a la derecha de A-G-O.

Luego, escriban los dos números correspondientes al DÍA en que nacieron, uno en cada casilla debajo de la palabra ‘DÍA’. Si su fecha de nacimiento es un número singular, escriban un cero primero. Por ejemplo, si su fecha de nacimiento es el segundo día del mes, escribirán los números ‘cero, dos’ en las casillas debajo de ‘DÍA’.

Ahora escriban los números del AÑO en que nacieron en las casillas debajo de ‘AÑO’.

Por último, debajo de cada número que hayan escrito, rellenen el círculo que contenga el mismo número”.

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

“Encuentren la casilla etiquetada como ‘IDENTIFICADOR DE ESTUDIANTE ASIGNADO POR EL ESTADO’. Les proporcionaré a cada uno su número de Identificación de Estudiante asignado por el Estado así pueden escribir la información y rellenar los círculos correspondientes”.

Provide students with their SASIDs. Check that students are completing this task correctly.

11. Then say:

“Ahora distribuiré los folletos de prueba. No abran sus folletos hasta que yo les indique que lo hagan”.

Distribute the test booklets. Once this is done, say to the students:

“Tomen su folleto de prueba y revíselo RÁPIDAMENTE para asegurarse de que no le falten páginas, ni tenga páginas en blanco o páginas impresas al revés. Por favor, levanten la mano si encuentran que a su folleto de prueba le faltan páginas o tiene páginas en blanco o páginas impresas al revés”.

Collect any defective booklets and write “VOID” in large letters on the front cover of each. Set aside these booklets to be returned to the principal. Give new booklets to those students who had defective materials.

12. Then say:

“En la portada, escriban su nombre en la primera línea, arriba de donde dice ‘Nombre del estudiante’. Escriban el nombre de la escuela y el del distrito en la segunda y tercera líneas. Los nombres de la escuela y del distrito están escritos en la pizarra para que los copien”.

Pause and check that students are completing this task correctly.

13. Then say:

Ahora voy a brindarles más información acerca de la prueba y los tipos de preguntas que van a responder.

Appendix E—Administering the Spanish/English Edition of the Civics Test

La Prueba de Desempeño a Nivel Estatal contiene dos secciones. En la Sección 1, responderán las preguntas 1–11. En la Sección 2, responderán las preguntas 12–15. Mientras estén trabajando en la Sección 1, pueden revisar cualquiera de las preguntas de la Sección 1 todas las veces que quieran. Una vez que hayan completado la Sección 1 y estén listos para continuar, pueden comenzar con la Sección 2. Una vez que hayan comenzado con la Sección 2, no pueden regresar a la Sección 1. En ese momento sólo podrán trabajar en la Sección 2 hasta que completen la prueba. Para que puedan distinguir en qué sección se encuentran de su folleto, las Secciones 1 y 2 tienen colores diferentes.

Lean y examinen cada fuente. Luego, respondan cada pregunta de la mejor manera posible.

Para la mayoría de las preguntas, marcarán sus respuestas al rellenar los círculos en su folleto de respuestas. Asegúrense de rellenar completamente los círculos. No hagan ningún tipo de marcas fuera de los círculos. Si necesitan cambiar una respuesta, asegúrense de borrar completamente su primer respuesta.

Para algunas preguntas deberán escribir una respuesta. Escriban su respuesta en el espacio correspondiente.

Al final de cada sección de la prueba, asegúrense haber respondido todas las preguntas y no haber dejado nada en blanco o sin responder”.

14. Say to the students:

“A continuación, voy a hablarles sobre algunas cosas que están permitidas y otras que no lo están durante esta sesión.

Pueden utilizar un resaltador amarillo en su folleto si lo desean, pero deben escribir sus respuestas en su folleto SOLAMENTE con un lápiz #2.

Es muy importante que las pruebas MCAS sean justas para todos los estudiantes. Por lo tanto, las siguientes cosas no están permitidas: copiar las respuestas de otra persona; utilizar apuntes, libros, hojas de referencia adicionales, o cualquier tipo de material de clase; escribir notas o hablar a otros estudiantes; y proporcionar respuestas o ayuda a cualquier otro estudiante. No deben pedir ni recibir ayuda de nadie más cuando respondan a las preguntas. Además, no tendrán su teléfono celular ni ningún otro dispositivo electrónico con ustedes durante la prueba. Se espera que todos los estudiantes sean honestos, hagan lo mejor posible y que no hagan trampas de ninguna forma.

En cualquier momento de la sesión, pueden levantar la mano si necesitan que les lea una palabra de la prueba en voz alta. Tendrán que señalar la palabra y se las leeré en voz baja y lo repetiré si es necesario. Pero no podré decirles el significado de la palabra o brindarles cualquier otra ayuda durante la sesión. Levanten la mano si tienen alguna duda con respecto a esto”.

Pause to answer any questions the students may have.

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15. Say to the students:

“Esta prueba está programada para durar _____ (state length of test session). Si no han terminado de responder las preguntas una vez finalizado ese tiempo, se les otorgará más tiempo para terminar. Como máximo, tendrán hasta el final de la jornada escolar, siempre que estén trabajando de forma productiva”.

16. Then say:

“Si terminaron de responder las preguntas antes del tiempo programado para la prueba, deberían revisar su trabajo en la Sección 2. Sin embargo, NO pueden revisar la Sección 1.

Abran su folleto de respuestas a la página 2, donde dice ‘Grade 8 Civics State Performance Task’ en la parte superior. Marquen la respuestas a partir de esta página.

Ahora abran su folleto de prueba en la página 2, donde dice ‘Grade 8 Civics State Performance Task’ en la parte superior. Asegúrense de leer todas las instrucciones. Ahora pueden empezar”.

17. If you are administering the test to any students with disabilities using accommodation A12 (Typed Responses), turn to page 202 in Appendix E for the script to read to these students at this time.

18. It is your responsibility to ensure a secure testing environment.

Test security requirements are described in Part I, and other test administration protocols are described throughout this manual.

Circulate among the students while they take the test to see that they are working steadily, are not using cell phones or other electronic devices, and are in the correct session of their test booklets and answer booklets.

Remember that you may view students’ booklets for the sole purpose of confirming that students are working in the correct section. Based on the color of the booklet pages, you will be able to tell at a glance which section students are working in. Make sure no students go back to Section 1 after beginning work in Section 2. A test administrator may not review booklets to confirm whether students have marked all their responses.

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

“Ya ha pasado la mitad del tiempo programado. Asegúrense de responder a todas las preguntas de la prueba. Cuando hayan terminado de responder a todas las preguntas de la Sección 2 y de revisar su trabajo, pueden entregarme los materiales de la prueba. Recuerden que si aún están trabajando al terminar el tiempo programado para la sesión, se les otorgará más tiempo para terminar la prueba”.

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20. (Optional) Then say to students:

“Ahora pueden tomarse un pequeño descanso durante el cual pueden levantarse y estirar. No pueden hablar con otros estudiantes durante el descanso. Si no quieren tomarse el descanso, pueden continuar con la prueba. El descanso durará _____ (state the length of the break) minutos. Por favor, coloquen sus hojas borrador y su lápiz dentro del folleto en la página en la que se encuentran trabajando y cierren el folleto.”

The break may be scheduled for 3–5 minutes, at the test administrator’s discretion. When the break is completed, say to the students:

“Se ha terminado el descanso. Deben comenzar a trabajar nuevamente.”

Resume monitoring the testing room.

21. Say to **ANY STUDENT WHO FINISHES EARLY**:

“Antes de entregarme su folleto, asegúrense haber respondido a todas las preguntas de la Sección 2 y no haber dejado nada en blanco o sin responder. No pueden regresar a la Sección 1.

Quiero recordarles que todavía no están permitidos los teléfonos celulares, relojes inteligentes, auriculares y otros dispositivos electrónicos hasta que salgan del salón de pruebas.”

Permit students to check whether they have answered every question in Section 2. Do not permit them to return to Section 1.

22. At the **END OF THE SESSION**, say:

“Se ha terminado el tiempo programado para esta sesión. Antes de recoger sus folletos, asegúrense haber respondido a todas las preguntas de la Sección 2 y no haber dejado nada en blanco o sin responder. No pueden regresar a la Sección 1.”

Pause to allow students to check whether they have answered every question in Section 2. Do not permit them to return to Section 1.

23. Say to the students:

“Por favor, dejen el lápiz y cierren sus folletos. Si necesitan más tiempo para responder cualquier pregunta, levanten la mano.”

24. Note which students need more time and then pick up each student’s booklets and scratch paper, keeping the materials of students who need more time separate from the others. Verify that you have a used test booklet and answer booklet and scratch paper from each student. Remind students of when they will take the End-of-Course test.
25. If you are administering the test to any students using accommodation A12 (Typed Responses), ask students to review their printed typed responses. **Do not dismiss students until they have confirmed that their printed typed responses are ready to submit.** After these students have completed testing, see page 210 in Appendix H for further instructions.

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26. For students who need more time, if your principal has instructed you to do so, read the following recommended script to students who are moving to a test completion room:

“Si todavía no han terminado de trabajar en esta sesión, se los llevará a _____ (location) para completar la prueba. Tendrán hasta el final de la jornada escolar para terminar su trabajo, siempre que estén trabajando de forma productiva.

Se les entregará el material de la prueba. Sus teléfonos celulares y otros dispositivos electrónicos deben permanecer apagados y no pueden acceder a ellos hasta que se retiren del salón de pruebas”.

If your principal has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession while moving to a test completion room, do so at this time.

Be sure to complete appropriate tracking documents and follow your principal’s instructions for maintaining the security of test materials for students in a test completion room.

27. Make a list of all students in your assigned group who were not tested. These students will be able to take the State Performance Task during the make-up period. If all the students assigned to you took the test, notify your principal of this. It is important to keep accurate records of who has been tested, as it is not permissible to look through assigned booklets to check whether students have completed testing.
28. Verify that any students who filled in circles for their names, dates of birth, and SASIDs on the front covers of answer booklets have done so correctly. If not, correct the information on the front covers at this time.
29. Group test materials into the following separate piles:
- used answer booklets
 - used test booklets
 - used scratch paper
 - unused scratch paper
 - void answer booklets
 - void test booklets
 - unused test materials
 - contaminated test materials, if applicable (Remember to notify your principal or test coordinator.)
30. Complete appropriate tracking documents, as instructed by your principal.
31. Immediately return **all** test materials and the list of students who were not tested to your principal.

Remember that all test booklets and answer booklets are secure materials and must be tracked properly from the time you receive them until you return them to your principal.

E Materials Needed for the End-of-Course Test

1. Prior to testing, you will receive the following materials for students assigned to you:
 - this manual
 - a roster of testing students
 - scratch paper (blank, lined, or graph)
 - a tracking form to assist you and your principal in maintaining the security of test materials
 - Civics End-of-Course answer booklets
 - Civics End-of-Course test booklets
 - “MCAS Testing—Do Not Disturb” sign
 - authorized bilingual word-to-word dictionaries for students who are currently or were ever reported as ELs
 - #2 pencils

Note: English-language dictionaries are not allowed during MCAS testing.

2. You will likely receive more materials than needed for your group of students. Notify your principal immediately if you need additional materials. Set aside unassigned materials and **keep them secure** until you return them to your principal.

Remember that all test booklets and answer booklets are secure materials and must be tracked properly from the time you receive them until you return them to your principal.

F Before Students Arrive

1. Make sure the testing space has been appropriately prepared (see page 24).
2. Post the “MCAS Testing—Do Not Disturb” sign on the outside of the door of the testing space.
3. Write your name on the board.
4. Write on the board: “Responderán a las preguntas 1 a 38 durante esta sesión”.

G As Students Arrive

1. Collect books from students who brought them to read in the event they finish their work before the end of the test session.
2. Based on the guidelines in Appendix K, approve any bilingual dictionaries brought by students who are currently or were ever reported as ELs.

All other dictionaries are prohibited.

3. Make sure that students do not have access to cell phones or other electronic devices during testing. These devices are **prohibited**, and their use for any purpose may result in the invalidation of test results.
4. Say to the students:
“Antes de comenzar la prueba, quiero recordarles que no está permitido el uso de teléfonos celulares y otros dispositivos electrónicos por ningún motivo durante esta sesión”.
5. If your principal has instructed you to do so, read the following recommended script:
“Si tienen un teléfono celular u otro dispositivo electrónico, asegúrense de que ahora esté apagado, guárdenlo en su mochila y déjenlo a un lado de la habitación. No volverán a tener acceso a ellos hasta que se retiren del salón de pruebas”.
Pause to make sure that students have turned cell phones and other electronic devices off and have placed them in their backpacks.
6. If your principal has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession, do so at this time. **Schools are ultimately responsible for implementing procedures that ensure students do not possess cell phones or other electronic devices during testing.**
7. Make sure that students’ desks are clear, except for #2 pencils (for all students) and authorized bilingual dictionaries (for students who are currently or were ever reported as ELs). Students may also have colored pencils and yellow highlighters (see page 15).
8. Make sure that students are seated in a way that supports a secure test environment, and that no one can see anyone else’s booklets.

H Administer the End-of-Course Test

To ensure that all students across the state have access to the same information and receive the same instructions, test administrators must read the following script verbatim to their students. At any time during the test session, you may repeat a portion of the script if necessary for clarification.

If your principal has instructed you to do so, you will need to turn to section I at appropriate points during the session to read recommended scripts for students going to a supervised lunch or going to the restroom.

1. Say to the students:

“Estamos a punto de comenzar con la segunda y última parte de la prueba de Educación Cívica para el Grado 8: la prueba de Fin de Curso”.

2. Say:

“Ahora les entregaré los folletos de respuestas y hojas borradores. No abran su folleto hasta que se los indique”.

Distribute the answer booklets and one sheet of scratch paper to each student. Make sure that you give each student the correct assigned booklet.

3. Then say to the students:

“Pueden usar hojas borrador en cualquier momento de esta prueba. Si en cualquier momento necesitan más, levanten su mano y les entregaré otra hoja. Pueden tener hasta tres hojas borrador a la vez. Si necesitan más de tres hojas, tendrán que entregar algunas de las que ya utilizaron”.

4. Then say:

“Tomen su folleto de respuestas y revísenlo RÁPIDAMENTE para asegurarse de que no le falten páginas, ni tenga páginas en blanco o páginas impresas al revés.

Por favor, levanten la mano si encuentran que a su folleto de respuestas le faltan páginas o tiene páginas en blanco o páginas impresas al revés”.

Collect any defective booklets and fill in the VOID circle on the back cover of each. Then write “VOID” in large letters across the front cover of each. Set aside these booklets to be returned to the principal. Give new booklets to those students who had defective materials (see section D on page 19).

5. Say to the students:

“Antes de comenzar esta sesión de la prueba, deben completar algunos datos en la portada de su folleto de respuestas. Es importante que completen toda esta información CORRECTAMENTE y que usen SOLAMENTE lápiz n.º 2. NO deben usar bolígrafos ni otros instrumentos de escritura”.

6. Then say:

“Cerca de la parte superior de la portada se encuentra el encabezado para escribir el nombre del Administrador de la Prueba. Escriban mi nombre en la línea correspondiente para esta sesión. Mi nombre está en la pizarra para que lo puedan copiar”.

Pause and check that students are completing the information correctly on the front covers of their answer booklets.

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7. Then say:

“Escriban el nombre de la escuela y del distrito en las líneas correspondientes. Escribí el nombre de la escuela y del distrito en la pizarra para que lo puedan copiar”.

Pause and check that students are completing the information correctly on the front covers of their answer booklets.

8. Say to the students:

“Debajo de la información que acaban de escribir se encuentra el título ‘Cuadrícula para el Nombre del Estudiante’.

Escriban las letras de su APELLIDO en las casillas situadas debajo del título. Escriban una letra en cada casilla, comenzando por la primer casilla de la izquierda. Entre las palabras ‘Apellido’ y ‘Nombre’, encontrarán una línea divisoria. Si su apellido es más largo que el espacio proporcionado, rellenen todo lo que quepa antes de la línea divisoria. Si su apellido tiene un guión o un espacio, escriban los dos nombres juntos como una sola palabra, sin el guión ni el espacio”.

Pause for students to complete this section.

9. Then say:

“Escriban las letras de su PRIMER nombre comenzando en la primera casilla que se encuentra a la derecha de la línea divisoria. NO escriban sobrenombres ni escriban su nombre de una manera diferente de la habitual. Si su nombre contiene un guion, escriban las dos partes juntas sin guion, como una sola palabra. Escriban la inicial de su segundo nombre en la última casilla, bajo la letra ‘I’”.

Pause for students to complete this section.

If **all** of the students in your assigned group are using answer booklets with student ID labels, skip to step 11. Otherwise, continue with this step.

10. Say to the students:

Si su folleto de respuestas no cuenta con una Etiqueta de Identificación del Estudiante en la esquina inferior derecha, ahora rellenarán los círculos debajo de cada letra que escribieron en la ‘CUADRICULA PARA EL NOMBRE DEL ESTUDIANTE’”.

Pause and check that students are completing this task correctly.

Say:

“En la parte superior derecha de la página, hay una sección etiquetada como ‘FECHA DE NACIMIENTO’, con las abreviaturas para los meses del año. Rellenen el círculo situado a la derecha del MES en el que nacieron. Por ejemplo, si agosto es el mes de su nacimiento, rellenarán el octavo círculo a la derecha de A-G-O.

Luego, escriban los dos números correspondientes al DÍA en que nacieron, uno en cada casilla debajo de la palabra ‘DÍA’. Si su fecha de nacimiento es un número singular, escriban un cero primero. Por ejemplo, si su fecha de nacimiento es el segundo día del mes, escribirán los números ‘cero, dos’ en las casillas debajo de ‘DÍA’.

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**Ahora escriban los números del AÑO en que nacieron en las casillas debajo de ‘AÑO’.
Por último, debajo de cada número que hayan escrito, rellenen el círculo que
contenga el mismo número”.**

Pause and check that students are completing this task correctly.

If students will be filling in their own SASIDs, say:

**“Encuentren la casilla etiquetada como ‘IDENTIFICADOR DE ESTUDIANTE
ASIGNADO POR EL ESTADO’. Les proporcionaré a cada uno su número de
Identificación de Estudiante asignado por el Estado así pueden escribir la
información y rellenar los círculos correspondientes”.**

Provide students with their SASIDs. Check that students are completing this task correctly.

11. Say to the students:

**“Ahora distribuiré los folletos de prueba. No abran sus folletos hasta que yo les
indique que lo hagan”.**

Distribute the test booklets. Once this is done, say to the students:

**“Tomen su folleto de prueba y revísenlo RÁPIDAMENTE para asegurarse de que
no le falten páginas, ni tenga páginas en blanco o páginas impresas al revés. Por
favor, levanten la mano si encuentran que a su folleto de prueba le faltan páginas
o tiene páginas en blanco o páginas impresas al revés”.**

Collect any defective booklets and write “VOID” in large letters on the front cover of each. Set aside these booklets to be returned to the principal. Give new booklets to those students who had defective materials.

12. Then say:

**“En la portada, escriban su nombre en la primera línea, arriba de donde dice
‘Nombre del estudiante’. Escriban el nombre de la escuela y el del distrito en la
segunda y tercera líneas. Los nombres de la escuela y del distrito están escritos en
la pizarra para que los copien”.**

13. Say to the students:

“Ahora voy a brindarles más información acerca de la prueba.

**La prueba de Fin de Curso contiene dos secciones. En la Sección 1, responderán
las preguntas 1–19. En la Sección 2, responderán las preguntas 20–38. Mientras
estén trabajando en la Sección 1, pueden revisar cualquiera de las preguntas
de la Sección 1 todas las veces que quieran. Una vez que hayan completado la
Sección 1 y estén listos para continuar, pueden comenzar con la Sección 2. Una
vez que hayan comenzado con la Sección 2, no pueden regresar a la Sección 1.
En ese momento sólo podrán trabajar en la Sección 2 hasta que completen la
prueba. Para que puedan distinguir en qué sección se encuentran de su folleto, las
Secciones 1 y 2 tienen colores diferentes.**

**Lean cuidadosamente cada pregunta y luego respondan de la mejor manera
posible.**

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Marcarán sus respuestas al rellenar los círculos en su folleto de respuestas. Asegúrense de rellenar completamente los círculos. No hagan ningún tipo de marcas fuera de los círculos. Si necesitan cambiar una respuesta, asegúrense de borrar completamente su primer respuesta.

Al final de cada sección de la prueba, asegúrense haber respondido todas las preguntas y no haber dejado nada en blanco o sin responder”.

14. Say to the students:

“A continuación, voy a hablarles sobre algunas cosas que están permitidas y otras que no lo están durante la prueba.

Pueden utilizar un resaltador amarillo en su folleto si lo desean, pero deben escribir sus respuestas en su folleto SOLAMENTE con un lápiz #2.

Es muy importante que las pruebas MCAS sean justas para todos los estudiantes. Por lo tanto, las siguientes cosas no están permitidas: copiar las respuestas de otra persona; utilizar apuntes, libros, hojas de referencia adicionales, o cualquier tipo de material de clase; escribir notas o hablar a otros estudiantes; y proporcionar respuestas o ayuda a cualquier otro estudiante. No deben pedir ni recibir ayuda de nadie más cuando respondan a las preguntas. Además, no tendrán su teléfono celular ni ningún otro dispositivo electrónico con ustedes durante la prueba. Se espera que todos los estudiantes sean honestos, hagan lo mejor posible y que no hagan trampas de ninguna forma.

En cualquier momento de la sesión, pueden levantar la mano si necesitan que les lea una palabra de la prueba en voz alta. Tendrán que señalar la palabra y se las leeré en voz baja y lo repetiré si es necesario. Pero no podré decirles el significado de la palabra o brindarles cualquier otra ayuda durante la sesión. Levanten la mano si tienen alguna duda con respecto a esto”.

Pause to answer any questions the students may have.

15. Say to the students:

Esta prueba está programada para durar _____ (state length of session). Si no han terminado de responder las preguntas una vez finalizado ese tiempo, se les otorgará más tiempo para terminar. Como máximo, tendrán hasta el final de la jornada escolar, siempre que estén trabajando de forma productiva”.

16. Then say:

“Si terminaron de responder las preguntas antes del tiempo programado para la prueba, deberían revisar su trabajo en la Sección 2. Sin embargo, NO pueden revisar la Sección 1.

Abran su folleto de respuestas a la página 2, donde dice ‘Grade 8 Civics End-of-Course Test’ en la parte superior. Marquen la respuestas a partir de esta página.

Ahora abran su folleto de prueba en la página 2, donde dice ‘Grade 8 Civics End-of-Course Test’ en la parte superior. Asegúrense de leer todas las instrucciones. Ahora pueden empezar”.

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17. If you are administering the test to any students with disabilities using accommodation A12 (Typed Responses), turn to page 202 in Appendix E for the script to read to these students at this time.
18. It is your responsibility to ensure a secure testing environment.

Test security requirements are described in Part I, and other test administration protocols are described throughout this manual.

Circulate among the students while they take the test to see that they are working steadily, are not using cell phones or other electronic devices, and are in the correct session of their test booklets and answer booklets.

Remember that you may view students' booklets for the sole purpose of confirming that students are working in the correct session. Based on the color of the booklet pages, you will be able to tell at a glance which section students are working in. Make sure no students go back to Section 1 after beginning work in Section 2.

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

“Ya ha pasado la mitad del tiempo programado. Asegúrense de responder a todas las preguntas de la prueba. Cuando hayan terminado de responder a todas las preguntas de la Sección 2 y de revisar su trabajo, pueden entregarme los materiales de la prueba. Recuerden que si aún están trabajando al terminar el tiempo programado para la sesión, se les otorgará más tiempo para terminar la prueba”.

20. (Optional) Then say to students:

“Ahora pueden tomarse un pequeño descanso durante el cual pueden levantarse y estirar. No pueden hablar con otros estudiantes durante el descanso. Si no quieren tomarse el descanso, pueden continuar con la prueba. El descanso durará _____ (state the length of the break) minutos. Por favor, coloquen sus hojas borrador y su lápiz dentro del folleto en la página en la que se encuentran trabajando y cierren el folleto”.

The break may be scheduled for 3–5 minutes, at the test administrator's discretion. When the break is completed, say to the students:

“Se ha terminado el descanso. Deben comenzar a trabajar nuevamente”.

Resume monitoring the testing room.

21. Say to **ANY STUDENT WHO FINISHES EARLY**:

“Antes de entregarme su folleto, asegúrense haber respondido a todas las preguntas de la Sección 2 y no haber dejado nada en blanco o sin responder. No pueden regresar a la Sección 1.

Quiero recordarles que todavía no están permitidos los teléfonos celulares, relojes inteligentes, auriculares y otros dispositivos electrónicos hasta que salgan del salón de pruebas”.

Permit students to check whether they have answered every question in Section 2. Do not permit them to return to Section 1.

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22. At the **END OF THE SESSION**, say:

“Se ha terminado el tiempo programado para esta sesión. Antes de recoger sus folletos, asegúrense haber respondido a todas las preguntas de la Sección 2 y no haber dejado nada en blanco o sin responder. No pueden regresar a la Sección 1”.

Pause to allow students to check whether they have answered every question in Section 2. Do not permit them to return to Section 1.

23. Say to the students:

“Por favor, dejen el lápiz y cierren sus folletos. Si necesitan más tiempo para responder cualquier pregunta, levanten la mano”.

24. Note which students need more time and pick up each student’s booklets and scratch paper, keeping the materials of students who need more time separate from the others. Verify that you have a used test booklet and answer booklet and scratch paper from each student.
25. If you are administering the test to any students using accommodation A12 (Typed Responses), ask students to review their printed typed responses. **Do not dismiss students until they have confirmed that their printed typed responses are ready to submit.** After these students have completed testing, see page 210 in Appendix H for further instructions.
26. For students who need more time, if your principal has instructed you to do so, read the following recommended script to students who are moving to a test completion room:

“Si todavía no han terminado de trabajar en esta sesión, se los llevará a _____ (location) para completar la prueba. Tendrán hasta el final de la jornada escolar para terminar su trabajo, siempre que estén trabajando de forma productiva.

Se les entregará el material de la prueba. Sus teléfonos celulares y otros dispositivos electrónicos deben permanecer apagados y no pueden acceder a ellos hasta que se retiren del salón de pruebas”.

If your principal has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession while moving to a test completion room, do so at this time.

Be sure to complete appropriate tracking documents and follow your principal’s instructions for maintaining the security of test materials for students in a test completion room.

27. Make a list of all students in your assigned group who were not tested. These students will be able to take the End-of-Course test during the make-up period. If all the students assigned to you took the End-of-Course test, notify your principal of this. It is important to keep accurate records of who has been tested, as it is not permissible to look through assigned booklets to check whether students have completed testing.

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28. Group test materials into the following separate piles:
 - used answer booklets
 - used test booklets
 - used scratch paper
 - unused scratch paper
 - void answer booklets
 - void test booklets
 - unused test materials
 - contaminated test materials, if applicable (Remember to notify your principal or test coordinator.)
29. Complete appropriate tracking documents, as instructed by your principal.
30. Immediately return **all** test materials and the list of students who were not tested to your principal.

Remember that all test booklets and answer booklets are secure materials and must be tracked properly from the time you receive them until you return them to your principal.

I Recommended Scripts to Read for a Supervised Lunch or Restroom Break

1. **For students who will be escorted to a SUPERVISED LUNCH**, if your principal has instructed you to do so, read the following recommended script to students:

“Es la hora del almuerzo. Podrán continuar con la prueba luego del almuerzo, y tendrán hasta el final de la jornada escolar para terminar su trabajo, siempre que estén trabajando de forma productiva.

Después del almuerzo supervisado, irán a _____ (location) para terminar la prueba, y sus materiales para la prueba serán llevados hasta allí para ustedes. Sus teléfonos celulares y otros dispositivos electrónicos deben permanecer apagados y no pueden acceder a ellos hasta que se retiren del salón de pruebas. Además, no podrán conversar durante el descanso para almorzar.”

If your principal has directed you to follow a different procedure to ensure that students have a supervised lunch and security is maintained, do so at this time.

Be sure to complete appropriate tracking documents and follow your principal's instructions for maintaining the security of test materials for these students.

2. **For students who ask to use the RESTROOM during the test session**, if your principal has instructed you to do so, read or point to this recommended script:

“No pueden recuperar o acceder a sus teléfonos celulares o a cualquier material prohibido mientras están fuera del salón.”

If your principal has directed you to follow a different procedure, do so at this time.

J Script for Students Using Accommodation A12 (Typed Responses)

1. After reading

step 17 of the Session 1 Spanish/English script on page 190,

step 17 of the Session 2 Spanish/English script on page 199,

say to the students:

“Ahora tengo información adicional sobre cómo usar su computadora. Durante esta sesión, ustedes escribirán su trabajo. Asegúrense de guardar su archivo de forma frecuente en caso de que haya problemas con la computadora.

Como ya saben, no tienen permitido acceder al internet. Hacer una búsqueda en la red, jugar juegos en línea o acceder a una página web resultará en que los resultados de la prueba se invaliden.

Podrán enviar un máximo de una página impresa para cada pregunta. Organicen su trabajo como corresponde”.

2. Say to the students:

“Durante esta sesión, si llegan a una pregunta en la que les gustaría crear un gráfico, dibujar una figura o trazar coordenadas en una cuadrícula, pero no pueden hacerlo usando su computadora, por favor levanten la mano”.

In such cases, a student may either write the graphic portion of the response in the answer booklet or request that the test administrator scribe the graphic response into the answer booklet exactly as dictated by the student. **If the student also typed any portion of the response to the same question, you must later transcribe verbatim the portion that was typed into the student’s answer booklet.** It is suggested that you use a piece of paper to mark the student’s answer booklet for later transcription.

3. Say to the students:

“Una vez que completen su trabajo, lo imprimiré para que tengan la oportunidad de revisarlo y confirmar que su trabajo está listo para ser enviado”.

4. After reading this script, return to

step 18 of the Session 1 Spanish/English script on page 190.

step 18 of the Session 2 Spanish/English script on page 199.

Appendix F

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Procedures for Administering the Braille Edition of the Test (Accommodation A3.2)

Appendix F—Procedures for Administering the Braille Edition of the Test

Use the instructions below when administering the Braille edition to a student with a disability whose IEP or 504 team determines that the student will participate in MCAS testing using **accommodation A3.2**.

Test administrators for students with disabilities using accommodation A3.2 must sign an MCAS Nondisclosure Acknowledgment prior to viewing secure test materials.

1. Your principal will provide you with a shrink-wrapped packet of Braille test materials, which includes the Braille Administrator's Copy and all materials listed on the Braille Special Instructions sheet.

You will have **up to four days** to review these materials before the first test session. It is important that you become familiar with the Braille test questions and Braille transcriptions and understand any differences between the Braille edition page numbers and page number references in this manual. Your review must occur at the school under the supervision of the principal or test coordinator.

2. If a student records answers using Braille paper, the responses must be transcribed verbatim from the Braille paper into the student's **standard test & answer booklet (or standard answer booklet for the Spanish/English test editions) in order for the student to receive credit**. See Appendix J for more information about transcribing student responses.
3. If accommodation A12 is listed in the student's IEP or 504 plan, and the student will be submitting typed responses, follow the instructions in Appendix H. Please note that multiple-choice responses must be transcribed into the standard test & answer booklet (or standard answer booklet for the Spanish/English test editions); they may not be typed. **Otherwise, the student will not receive credit.**

The principal or test coordinator must properly complete all information requested on the front cover and inside and outside back covers of the student's standard test & answer booklet (or standard answer booklet for the Spanish/English test editions).

4. Immediately after testing, return **all** test materials to your principal using appropriate tracking documents, as instructed by your principal.

Remember that all test materials, including the Braille Administrator's Copy, are secure materials and must be tracked properly from the time you receive them until you return them to your principal. Materials must not be removed from the school.

Appendix G

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Procedures for Administering the Large-Print Edition of the Test (Accommodation A2)

Appendix G—Procedures for Administering the Large-Print Edition of the Test

Use the instructions below when administering the large-print edition to a student with a disability whose IEP or 504 team determines that the student will participate in MCAS testing using **accommodation A2**.

Test administrators for students with disabilities using accommodation A2 must sign an MCAS Nondisclosure Acknowledgment prior to viewing secure test materials.

1. Your principal will provide you with the materials listed on the Large-Print Edition Special Instructions sheet in the shrink-wrapped packet of large-print test materials.
2. If a student records answers in the large-print booklet, responses must be transcribed verbatim from the large-print test & answer booklet into the student's standard booklet in order for the student to receive credit. See Appendix J for more information about transcribing student responses.

If accommodation A12 is listed in the student's IEP or 504 plan, and the student will be submitting typed responses, follow the instructions in Appendix H. Please note that multiple-choice responses must be transcribed into the standard test & answer booklet (or standard answer booklet for the Spanish/English test editions); they may not be typed. **Otherwise, the student will not receive credit.**

The principal or test coordinator must properly complete all information requested on the front cover and inside and outside back covers of the student's standard test & answer booklet (or standard answer booklet for the Spanish/English test editions).

3. Immediately after testing, return **all** test materials to your principal using appropriate tracking documents, as instructed by your principal.

Remember that all test materials are secure materials and must be tracked properly from the time you receive them until you return them to your principal. Materials must not be removed from the school.

Appendix H

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Procedures for Administering the Test to Students Who Type Their Responses (Accommodation A12)

Appendix H—Procedures for Administering the Test to Students Who Type Their Responses

Use the instructions below when administering the test to a student with a disability whose IEP or 504 plan indicates that the student will participate in MCAS testing using **accommodation A12**.

Test administrators for students with disabilities using accommodation A12 must sign an MCAS Nondisclosure Acknowledgment prior to viewing secure test materials.

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 test & answer booklet (or answer booklet for the Spanish/English test editions);
- written by the student; or
- transcribed into the standard booklet (if the student also used accommodation A10.1, A11, or SA3.1).

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 written responses to 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.

Prior to Administration

1. If the principal or test coordinator has not already done so, make sure students' computers do not have access to the internet or to spell-check features. If electronic tablets will be used instead, please contact the Department before testing.
2. Prepare to provide the following information on each page of each student's response. The required information listed below may be handwritten, typed, or printed on a label and affixed to each page. A sample template for a typed response is included on page 211.
 - student name
 - student SASID
 - test & answer booklet or answer booklet serial number (the 10-digit number located on the lower right corner of the front cover)
 - subject
 - question number
3. Prepare students' computers and printers:
 - Use plain white paper (8 ½" x 11").
 - 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.
 - Multiple responses cannot be printed on the same page (although sub-parts to a question can be, e.g., a, b, c, d). Make sure each page contains no more than one response.

Appendix H—Procedures for Administering the Test to Students Who Type Their Responses

During Test Administration

1. After reading

ELA Session 1, step 15 on page 35,

ELA Session 2, step 16 on page 46,

Mathematics Session 1, step 21 on page 56,

Mathematics Session 2, step 21 on page 70,

Science and Technology/Engineering Tests Session 1, step 18 on page 83,

Science and Technology/Engineering Tests Session 2, step 20 on page 97,

Civics State Performance Task, step 15 on page 113,

Civics End-of-Course Test, step 10 on page 121,

say to the students:

“Now I have some additional information to explain about using your computer.

During this session, you will be typing your work. Be sure to save your file often in case of computer issues.

As you know, you are not allowed to access the internet. Doing a web search, playing games online, or accessing a web page may cause your test results to be invalidated.

You will be able to submit a maximum of two printed pages for each question. Plan your work accordingly.”

2. **FOR ELA** test sessions, say to the students:

“You should not have access to the spell-check or grammar-check function on your computer during this session, unless you have this accommodation listed in your IEP or 504 plan. If you see it turned on for some reason during this session, please raise your hand.”

3. **FOR MATHEMATICS** test sessions, say to the students:

“During this session, if you come to a question for which you would like to create a graph, draw a figure, or plot coordinates on a grid, but you are unable to do this using your computer, please raise your hand.”

In such cases, a student may either write a description of the graphic portion of the response in the booklet or request that the test administrator scribe the graphic response into the booklet exactly as dictated by the student. **If the student also typed any portion of the response to the same question, you must later transcribe verbatim the portion that was typed into the student’s booklet.** It is suggested that you use a piece of paper to mark the student’s booklet for later transcription.

4. Say to the students:

“Once you complete your work, I will print it out so that you have the opportunity to review it and confirm that your work is ready to be submitted.”

Appendix H—Procedures for Administering the Test to Students Who Type Their Responses

Security Information

Test administrators are responsible for

- ensuring that students do not have access to the internet or any files on the computer hard drive or network during testing;
- ensuring that no response is edited by anyone other than the student and only during the test-taking period; and
- at the end of test administration, deleting all student responses that were temporarily saved on any local computer or computer disk after all student responses have been printed for submission with a standard booklet.

Student responses are secure and confidential and must not be accessible to unauthorized individuals.

5. After reading this script, return to
ELA Session 1, step 16 on page 36.
ELA Session 2, step 17 on page 46.
Mathematics Session 1, step 22 on page 57.
Mathematics Session 2, step 22 on page 70.
Science and Technology/Engineering Tests Session 1, step 19 on page 83.
Science and Technology/Engineering Tests Session 2, step 21 on page 98.
Civics State Performance Task, step 16 on page 113.
Civics End-of-Course Test, step 11 on page 122.

After Test Administration

1. If students typed their responses to multiple-choice questions, transcribe the responses into the students' standard booklet. **Otherwise, the students will not receive credit for their work.**
2. The process of transcribing a student's responses into the standard booklet by a test administrator may occur any time during the testing window, but the process must be monitored and supervised by the principal, test coordinator, or another test administrator to ensure accuracy.
3. Place the student's final typed response pages for scoring inside the front cover of the student's standard test & answer booklet (or standard answer booklet for the Spanish/English test editions). Do not use any clips, tape, or staples. Mark any draft responses as "DRAFT" and ask your principal to place them in the return shipment.
4. If authorized by the principal, fill in the circle for accommodation A12 on the inside back cover of the student's standard booklet.
5. Immediately after testing, return all test materials to your principal using appropriate tracking documents. Your principal or test coordinator will return the typed responses following instructions in the PAM.
6. Once materials are returned to the principal, delete all student responses from the computers.

Appendix H—Procedures for Administering the Test to Students Who Type Their Responses

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)*

Appendix I

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Procedures for Signing the Test for Students Who Are Deaf or Hard of Hearing (Accommodation A6.1/SA2)

Appendix I—Procedures for Signing the Test for Students Who Are Deaf or Hard of Hearing

Use the instructions below when administering the test to a student with a disability whose IEP or 504 plan indicates that the student will participate in MCAS testing using **accommodation A6.1** or **special access accommodation SA2**.

Test administrators for students with disabilities using accommodation A6.1 or SA2 must sign an MCAS Nondisclosure Acknowledgment prior to viewing secure test materials.

1. All passages and test questions must be signed exactly as written, except in cases when doing so would reveal an answer to a question. If a sign visually defines the concept being tested, it must be finger-spelled. Interpreters may not provide assistance to the student regarding the meaning of words, intent of any test questions, or responses to test questions.
2. The test must be administered in a separate setting (DF4) either **individually** (DF2) or to a **small group** (DF1). No more than five students may be grouped together for signing the tests, since students typically proceed through the test at different rates.
3. Under secure conditions supervised by the principal, interpreters may review test materials **up to four days** prior to test administration. Test materials must be reviewed in a secure location supervised by the principal and may not be removed from the school.
4. There is only one test form for paper-based testing, so all test & answer booklets are the same. For students testing with the Human Read-Aloud or Human Signer accommodations, please check the overage of test materials shipped to your school before ordering additional test materials for test administrators who will deliver these accommodations. Additional tests were included in your shipment for this purpose.
5. The principal or test coordinator must properly complete all information requested on the front cover and inside and outside back covers of the student's **standard** booklet.
6. Immediately after testing, return **all** test materials to your principal using appropriate tracking documents, as instructed by your principal.

Remember that all test materials are secure materials and must be tracked properly from the time you receive them until you return them to your principal. Materials must not be removed from the school.

Appendix J

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Procedures for Scribing and Transcribing Student Responses

Appendix J—Procedures for Scribing and Transcribing Student Responses

Procedures Used for Scribing and Transcribing Student Responses

The human scribe (A10.1, SA3.1, EL4.1) and speech-to-text (A10.2, SA3.2, EL4.2) accommodations allow students to respond orally either to a test administrator who will write the responses directly into the student's booklet or into a speech recognition device that converts spoken words into text. Students who receive one of these accommodations may respond to test questions through one of the following:

- verbal dictation to a human scribe
- a speech-to-text device or other augmentative/assistive communication device (e.g., picture/word board)
- signing (e.g., American Sign Language, signed English, Cued Speech)
- gesturing or pointing
- eye-gazing

Guidelines for Administering the Human Scribe Accommodation (A10.1, SA3.1, EL4.1)

- 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.
- When scribing responses into a paper-based test booklet, the scribe must produce legible text.
- 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 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*.
- 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.

Appendix J—Procedures for Scribing and Transcribing Student Responses

Guidelines for Transcribing Student Responses

Circumstances may occur during test administration that may require a test administrator to **transcribe** a student's responses into a booklet. Transcribing responses by a test administrator may occur at any time until the end of the test window under secure conditions supervised by the principal (or test coordinator). These situations may include the following:

- Answers were recorded in the wrong section of a booklet, or in an incorrect booklet.
- 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 uses speech-to-text software, or augmentative communication, or an assistive technology device and printed their responses for transcription by a test administrator.
- A student recorded answers on blank paper as an accommodation, instead of in the required booklet.
- The booklet becomes unusable; e.g., torn, wrinkled, or contaminated.

In cases where 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 a student's 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.
- The student's original printed responses must either be securely shredded or placed in the school's return shipment.

Appendix K

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Procedures for Approving Bilingual Word-to-Word Dictionaries

Appendix K—Procedures for Approving Bilingual Word-to-Word Dictionaries

Any EL student, including a student who has ever been reported as EL in the past, may use an authorized bilingual word-to-word dictionary and glossary on the MCAS tests (**accommodation EL2**).

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.

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

Test administrators should review authorized bilingual word-to-word dictionaries and glossaries to confirm that they are free of any handwritten notes or other prohibited materials.

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



FPO STATIC BARCODE