



Massachusetts Comprehensive Assessment System

PRINCIPAL'S ADMINISTRATION MANUAL

GRADES 3–8

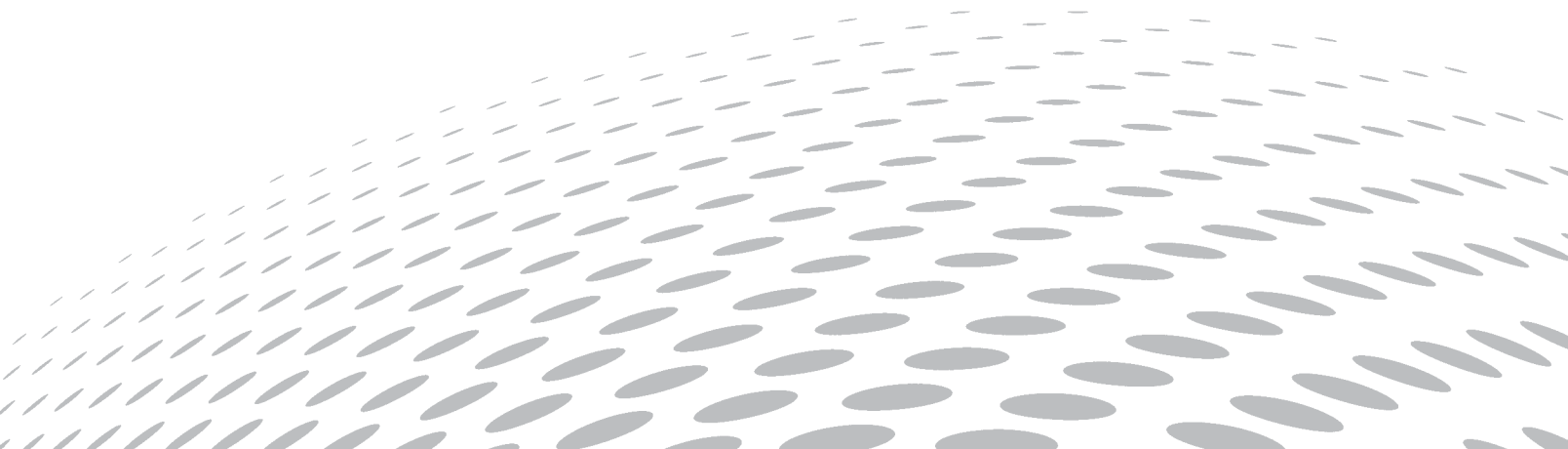
ELA	March 25–April 26
Mathematics	April 23–May 24
STE (Grades 5 and 8)	April 23–May 24

HIGH SCHOOL

Grade 10 ELA	March 26–27
Grade 10 Mathematics	May 21–22
Biology and Introductory Physics	June 4–5



SPRING 2024





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

Jeffrey C. Riley
Commissioner

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Purpose of This Manual

This *Principal's Administration Manual (PAM)* provides the information necessary for principals and school leaders to conduct a smooth and successful MCAS administration. It is meant to be used in conjunction with training modules and other resources posted at the MCAS Resource Center (mcas.pearsonsupport.com), as well as the *MCAS Pre-Administration Guide* and the *Test Administrator's Manuals*, which provide instructions for test administrators as well as scripts to read to students during the test administration sessions.

The Department has high expectations for proper MCAS administration and requests that principals and test administrators take sufficient time to read and understand their respective manuals. In order to have confidence that MCAS tests are eliciting students' independent work and assessing their knowledge and skills in the tested subjects, it is important that test administration protocols are followed across the Commonwealth.

If any information seems unclear, or if you have any special situations, specialists in the Department's Student Assessment Services Unit are available to answer questions. You may also search for a keyword or select hyperlinks (including internal page and section references) in the PDF version of this manual, which is available on the Department's website at www.doe.mass.edu/mcas/testadmin.

The following icons are included in the margins of this manual to designate key areas where a principal may need to consult with others.



technology coordinators



accessibility and accommodations, and information related to students with disabilities and ELs

Additionally, the following two icons are used—one to identify training opportunities, and one to designate areas that are only relevant to high school testing.



training



high schools

The Department counts on your leadership to maintain Massachusetts's reputation for high standards, high-quality assessments based on those standards, and educational excellence.

Important Contact Information and Resources

Contact	MCAS Service Center
For questions on:	<ul style="list-style-type: none"> • general test administration support • PearsonAccess^{next} and TestNav such as <ul style="list-style-type: none"> > user accounts > technology support and readiness > Infrastructure Trials and ProctorCache > viewing student records and organizations > the SR/PNP 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	<p>mcas.pearsonsupport.com</p> <p>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.</p>
Email	mcas@cognia.org
Telephone	1-800-737-5103

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 and technology irregularities/failures • voiding a test • student data and SIMS, call your district SIMS contact (Go to profiles.doe.mass.edu/search/search.aspx?leftNavID=11239, select SIMS Contact from the Function menu, and click Get Results.) • unsubmitting a test, call your district MCAS test coordinator (Go to profiles.doe.mass.edu/search/search.aspx?leftNavID=11239, select MCAS Test Coordinator 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@doe.mass.edu
Telephone	781-338-3625

Important Information about Online Accounts and Passwords

Type of Account	Purpose	How Sign-in Information Is Provided
PearsonAccess^{next} (PAN, mcas.pearsonaccessnext.com)	Schools will use PAN to do the following: <ul style="list-style-type: none"> • Register students for tests • Upload selected accessibility features and accommodations for each student • Create and manage PAN Sessions • Monitor online testing 	Accounts from 2023 will remain active (users must change their passwords for 2024 and be prepared to update their passwords periodically according to requests from the system). Additional accounts should be managed at the district or school level. Accounts that were deactivated due to inactivity must be reactivated by an active user. Contact the MCAS Service Center for support.
PAN training site (trng-mcas.pearsonaccessnext.com)	Schools will use the training site to run their Infrastructure Trial and Preliminary System Test, and to give access to users for practice prior to testing.	Users will receive passwords for the training site around the same time as for the live site (see above). If a user has an account in the PAN live site as well as the PAN training site, the password for both sites will always match.
MCAS Service Center (mcasservicecenter.com)	Schools will use the MCAS Service Center website to do the following: <ul style="list-style-type: none"> • Order additional materials (manuals for CBT, and test materials for PBT) • Complete the Principal's Certification of Proper Test Administration (PCPA) 	The password for the MCAS Service Center can be found in the memo posted to the MCAS 2024 Data folder in Dropbox Central, located in the Department's Security Portal (gateway.edu.state.ma.us). Use the Ship Code printed on the Materials Summary form to order additional materials.

Spring 2024 MCAS Testing Schedule and Administration Deadlines

Spring 2024 MCAS Tests for Grades 3–8 in ELA, Mathematics, and STE		
<i>Before Testing</i>	Complete the pre-administration SR/PNP process	January 22–February 2 ¹
	Extended pre-administration SR/PNP window for CBT ²	ELA: February 5–March 22 Math/STE: February 5–April 22
	Review Best Practices document (mcas.pearsonsupport.com/manuals), and if recommended, download ProctorCache software and conduct an Infrastructure Trial (both suggested in certain circumstances) ³	January 29–March 15
	Receive manuals and any PBT materials that were ordered	ELA (including all manuals): March 11 Math/STE: April 9
	Precache operational test content for spring 2024 testing (optional; see recommendations on precaching at mcas.pearsonsupport.com/manuals)	Operational test content for ELA will be available for precaching on March 18 and available for Math/STE on April 16, but schools should not precache until one week prior to the start of the testing window for each subject area.
	If necessary, order additional manuals and PBT materials, and report packing discrepancies for PBT shipments	ELA: March 11–21 Math/STE: April 9–19
<i>Test Administration</i>	ELA testing window (includes make-up testing)	March 25–April 26
	Mathematics testing window (includes make-up testing)	April 23–May 24 (Unlike in previous years, Math will begin on the same day as STE.)
	STE testing window (grades 5 and 8) (includes make-up testing)	April 23–May 24
<i>After Testing</i>	Deadline for updating SR/PNP information, if necessary	ELA: April 29
	Mark students' tests complete, if necessary	Math/STE: May 28
	Deadline to complete the PCPA (one PCPA for all subject areas and grades tested in the school)	May 28
	(PBT only) Pre-scheduled UPS pickup (and deadline) ⁴	ELA: April 30 Math/STE: May 29

¹ Schools must complete the SR/PNP by this date to receive an on-time initial shipment of manuals as well as PBT materials for students who require them. Schools will **not** receive Student ID Labels (PBT) for students registered in PAN after this initial SR/PNP deadline.

² Schools may update SR/PNP information and accommodations for students participating in CBT during this window, but schools will not receive additional manuals for the new students registered for CBT after the initial SR/PNP window listed above. In addition, PBT materials for students added during this extended SR/PNP window must be ordered online at www.mcasservicecenter.com during the additional materials window.

³ Schools may go to mcas.pearsonsupport.com/technology-setup to schedule a call with Technology Support Specialists for support with technology, ProctorCache, TestNav configurations, and Infrastructure Trials prior to testing. (Call the MCAS Service Center at 800-737-5103 for support during test administration.)

⁴ A UPS driver will automatically come to each school to pick up materials on the date listed in the calendar. However, schools are encouraged to return materials once testing has been completed.

Spring 2024 MCAS Testing Schedule and Administration Deadlines *continued*

Spring 2024 MCAS Grade 10 ELA Test		
<i>Before Testing</i>	Complete the pre-administration SR/PNP process	January 29–February 9 ⁵
	Extended pre-administration SR/PNP window for CBT	February 12–March 25 ⁶
	Review Best Practices document (mcas.pearsonsupport.com/manuals), and if recommended, download ProctorCache software and conduct an Infrastructure Trial ⁷	February 5–March 18
	Receive manuals for grade 10 ELA and Mathematics, and receive any ELA PBT materials that were ordered	March 12
	Precache operational test content for spring 2024 testing (optional; see recommendations on precaching at mcas.pearsonsupport.com/manuals)	Operational test content will be available for precaching on March 19.
	If necessary, order additional manuals and ELA PBT materials, and report packing discrepancies for PBT shipments	March 12–22
<i>Test Administration</i>	ELA Session 1 ⁸	March 26
	ELA Session 2	March 27
	Last date for all make-up testing (Make-up testing can begin for each session after its initial administration date listed above.)	April 4
<i>After Testing</i>	Deadline for updating SR/PNP information, if necessary	April 5
	Mark students' tests complete, if necessary	
	(PBT only) Pre-scheduled UPS pickup (and deadline)	April 8 ⁹

⁵ Schools must complete the SR/PNP by this date to receive an on-time initial shipment of manuals as well as PBT materials for students who require them. Schools will **not** receive Student ID Labels (PBT) for students registered in PAN after this initial SR/PNP deadline.

⁶ Schools may update SR/PNP information and accommodations for students participating in CBT during this window, but schools will not receive additional manuals for the new students registered for CBT after the initial SR/PNP window listed above. In addition, PBT materials for students added during this extended SR/PNP window must be ordered online at www.mcasservicecenter.com during the additional materials window.

⁷ Schools administering grade 10 tests planning to conduct an Infrastructure Trial should do so before ELA and may not need to do another before Mathematics testing if there are no changes to the school's technology set-up. Schools may go to mcas.pearsonsupport.com/technology-setup to schedule a call with Technology Support Specialists for support with technology, ProctorCache, TestNav configurations, and Infrastructure Trials prior to testing. (Call the MCAS Service Center at 800-737-5103 for support during test administration.)

⁸ High schools should test the maximum number of students who can participate concurrently on the prescribed dates (March 26 and 27). On the next two dates (March 28 and 29), schools can test any remaining students who did not participate due to technology/device limitations, or they can begin make-up testing.

⁹ A UPS driver will automatically come to each school to pick up materials on the date listed in the calendar. However, schools are encouraged to return materials once testing has been completed.

Spring 2024 MCAS Testing Schedule and Administration Deadlines *continued*

Spring 2024 MCAS Grade 10 Mathematics Test		
<i>Before Testing</i>	Complete the pre-administration SR/PNP process	January 29–February 9 ¹⁰ (Same as grade 10 ELA)
	Extended pre-administration SR/PNP window for CBT	February 12–May 20 ¹¹
	Receive any Mathematics PBT materials that were ordered (manuals were included in the ELA shipment)	May 7
	Precache operational test content for spring 2024 testing (optional; see recommendations on precaching at mcas.pearsonsupport.com/manuals)	Operational test content will be available for precaching on May 14.
	If necessary, order additional manuals and Mathematics PBT materials, and report packing discrepancies for PBT shipments	May 7–17
<i>Test Administration</i>	Mathematics Session 1 ¹²	May 21 (updated 8/21/23)
	Mathematics Session 2	May 22 (updated 8/21/23)
	Last date for all make-up testing (Make-up testing can begin for each session after its initial administration date listed above.)	May 29
<i>After Testing</i>	Deadline for updating SR/PNP information, if necessary	
	Mark students' tests complete, if necessary	May 30
	Deadline to complete the grade 10 PCPA for ELA and Mathematics	
	(PBT only) Pre-scheduled UPS pickup (and deadline)	May 31 ¹³

¹⁰ Schools must complete the SR/PNP by this date to receive an on-time initial shipment of manuals as well as PBT materials for students who require them. Schools will **not** receive Student ID Labels (PBT) for students registered in PAN after this initial SR/PNP deadline.

¹¹ Schools may update SR/PNP information and accommodations for students participating in CBT during this window, but schools will not receive additional manuals for the new students registered for CBT after the initial SR/PNP window listed above. In addition, PBT materials for students added during this extended SR/PNP window must be ordered online at www.mcasservicecenter.com during the additional materials window.

¹² High schools should test the maximum number of students who can participate concurrently on the prescribed dates (May 21 and 22). On the next two dates (May 23 and 24), schools can test any remaining students who did not participate due to technology/device limitations, or they can begin make-up testing.

¹³ A UPS driver will automatically come to each school to pick up materials on this date. However, schools are encouraged to return materials once testing has been completed.

Spring 2024 MCAS Testing Schedule and Administration Deadlines *continued*

Spring 2024 MCAS High School Science Tests in Biology and Introductory Physics		
<i>Before Testing</i>	Complete the pre-administration SR/PNP process	April 12–30 ¹⁴
	Extended pre-administration SR/PNP window for CBT	May 1–June 3 ¹⁵
	Receive high school Science manuals and PBT materials	May 21
	Precache operational test content for spring 2024 testing (optional; see recommendations on precaching at mcas.pearsonsupport.com/manuals)	Operational test content will be available for precaching on May 28. ¹⁶
	If necessary, order additional manuals and PBT materials, and report packing discrepancies for PBT shipments	May 21–31
<i>Test Administration</i>	High School Science Session 1 ¹⁷	June 4
	High School Science Session 2	June 5
	Last date for all make-up testing (Make-up testing can begin for each session after its initial administration date listed above.)	June 12
<i>After Testing</i>	Deadline for updating SR/PNP information, if necessary	
	Mark students' tests complete, if necessary	June 13
	Deadline to complete the PCPA (one PCPA for both subject areas)	
	(PBT only) Pre-scheduled UPS pickup (and deadline)	June 14 ¹⁸

¹⁴ Schools must complete the SR/PNP by this date to receive an on-time initial shipment of manuals as well as PBT materials for students who require them. Schools will **not** receive Student ID Labels (PBT) for students registered in PAN after this initial SR/PNP deadline.

¹⁵ Schools may update SR/PNP information and accommodations for students participating in CBT during this window, but schools will not receive additional manuals for the new students registered for CBT after the initial SR/PNP window listed above. In addition, PBT materials for students added during this extended SR/PNP window must be ordered online at www.mcasservicecenter.com during the additional materials window.

¹⁶ High schools may not need to complete an Infrastructure Trial for high school Science if they have successfully completed computer-based grade 10 testing and their technology set-up has not changed. Schools may choose to complete an Infrastructure Trial for Science if they have students and staff who have not yet participated in CBT. Schools that choose to complete an Infrastructure Trial for Science should do so between April 22 and May 24.

¹⁷ High schools should test the maximum number of students who can participate concurrently on the prescribed dates (June 4 and 5). On the next two dates (June 6 and 7), schools can test any remaining students who did not participate due to technology/device limitations, or they can begin make-up testing.

¹⁸ A UPS driver will automatically come to each school to pick up materials on this date. However, schools are encouraged to return materials once testing has been completed.

Updates for the Spring 2024 MCAS Test Administrations

Updates listed below are of particular importance but note that this list is not exhaustive.

Topic	General Information
Testing Schedule	<ul style="list-style-type: none"> • New for 2024, the STE window for grades 5 and 8 will begin on the same date as the grades 3–8 Mathematics window instead of one day later. As in the past, grades 5 and 8 STE testing should occur after Mathematics testing when possible. • The full testing schedule is provided in the front matter of this manual.
PearsonAccess^{next} and TestNav	<ul style="list-style-type: none"> • TestNav system requirements were updated for 2023–24 computer-based testing. For more information, refer to support.assessment.pearson.com/display/TN/TestNav+System+Requirement+Policy. The updated requirements are in alignment with the TestNav System Requirement Policy, which brings TestNav system requirements in line with manufacturer-supported operating systems (OSs) and devices. Please see this bulletin for details: support.assessment.pearson.com/TN/testnav---review-and-prepare-for-2023-24-school-year-100204583.html. • Updates to TestNav and PearsonAccess^{next} for 2023–24 are available at www.doe.mass.edu/mcas/testadmin/testnav-pearsonaccess-next.docx.
Accessibility and Accommodations	<ul style="list-style-type: none"> • Appendix C contains new tables that briefly list all accessibility features and accommodations, along with the SR/PNP column they appear in, if applicable. • Some background information about accommodations (e.g., general eligibility) has been removed from Appendix C. This information is available in the <i>Accessibility and Accommodations Manual for the 2023–24 MCAS</i>, which is available at www.doe.mass.edu/mcas/accessibility. • Universal Accessibility Features UF2 (Color contrast) and UF6 (Answer masking) will automatically be available to all students in TestNav and no longer need to be requested in the SR/PNP prior to testing. • A document is available for download that provides a Spanish translation of the TestNav interface for students taking the Spanish/English editions of grade 10 Mathematics, Biology, and Introductory Physics.
Paper-Based Testing (PBT) Procedures	<ul style="list-style-type: none"> • Student ID labels should be applied to booklets by school staff members in advance of testing, as the optional instructions for students to apply labels to their own booklets at the beginning of testing have been removed from the <i>Test Administrator's Manual for Paper-Based Testing</i>.
Test Security and Administration Protocols	<ul style="list-style-type: none"> • Schools no longer need to report certain irregularities involving electronic devices to the Department if students have completed testing and submitted their tests in TestNav prior to the incident. See Part IV, section H. (As always, schools may call DESE for guidance on testing irregularities.)
High School Student Participation	<ul style="list-style-type: none"> • Student participation guidelines for high school testing appear in Part II of this manual.

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Part I



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
 - › any onscreen test content (e.g., ELA passages)
 - › student responses to test questions
 - › student testing tickets
 - › proctor testing tickets (for certain accommodations)
 - › used scratch paper

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

- › student testing tickets
- › proctor testing tickets
- › used scratch paper (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, but does not include viewing test content, which is prohibited (except when administering certain accommodations listed in Appendix C). Students may never transport secure testing materials, including from their initial testing room to a test completion room.

Note: Student testing devices are not considered secure unless they are actively signed in to TestNav. Students may transport testing devices as long as the devices are signed out of TestNav.
- **“Locked storage area”** refers to the central locked area that must be used to store all secure 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, review your plans for maintaining test security with your superintendent so that the superintendent is comfortable with the procedures in the school building.**
 - As part of your review, your superintendent may ask you to use the optional Superintendent’s Assurance of Proper Test Administration form 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 F, 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 and the *Accessibility and Accommodations Manual for the 2023–2024 MCAS* (available at www.doe.mass.edu/mcas/accessibility).
- 3. Instruct students in MCAS test security requirements.**
 - Students’ test results may be invalidated if they engage in any of the following activities during a test session (including after submitting their tests, 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 III, 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 booklet or computer screen
 - › 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 III, 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 printing, distribution, and collection of materials for testing.**
 - Student testing tickets and proctor testing tickets must be printed, securely distributed before testing, and collected after testing.
 - Used scratch paper must be accounted for and tracked during testing.
 - 7. Destroy secure materials after testing.**
 - Student testing tickets, proctor testing tickets, and 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, Technology Staff, 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.pearsonsupport.com/training) 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 administered MCAS 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 F.

2. Document the location of secure materials at all times.

- 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, for more information about requirements for internal tracking forms.
- The principal/test coordinator and each test administrator must independently count testing tickets and sign the tracking forms before transferring custody of the tickets.
- Do not leave testing tickets or other secure MCAS materials unattended at any time unless they are locked in the secure storage area.
- Testing materials should be returned to the principal or test coordinator immediately following the end of the test session.

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.
- Technology staff may enter testing rooms to troubleshoot problems with computer-based testing, but are not permitted to photograph or otherwise duplicate secure test content onscreen.
- See Part III, section D, for more information about setting up appropriate and secure testing spaces.

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.
- Do not remove testing materials from the school.¹⁹
- Do not allow scratch paper to be retained, discarded, or otherwise removed by students.
- Be sure that testing tickets and used scratch paper have been securely destroyed after testing (this step is done by the principal or test coordinator).
- 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.

¹⁹ 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.

MCAS Test Security Requirements

C Responsibilities of Test Administrators

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

- Review the TAMs 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, and (for high school) on the prescribed days.
- Follow the directions and read the scripts in the TAMs (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 33).
- Provide students with all required test materials as listed in the TAMs.
- Prevent the use of prohibited materials (see Part III, section B, 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 submit their tests, 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' tests onscreen only for the purpose of reading aloud selected words during the Mathematics or Science and Technology/Engineering (STE) tests as part of Universal Accessibility Feature 11 (UF11), or in order to assist a student who is having difficulty with the computer interface. See Part II, section D, of the CBT TAM for more information about assisting students with the computer interface.
- Students must work only on the test session being administered, and test administrators may not unlock a test session in PearsonAccess^{next} other than the one being administered. (A student cannot review a prior test session or go ahead to the next test session without the test session being unlocked by a test administrator.)

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 other than their testing device
 - › access any applications other than TestNav 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
 - › indicating that a student has bookmarked or skipped questions
 - › 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.
- 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.



MCAS Test Security Requirements

- Follow guidelines on proper provision of MCAS accommodations as prescribed in Appendix C and in the *Accessibility and Accommodations Manual for the 2023–2024 MCAS*.
- 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 105 in Appendix C 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)
- See page 58 for information about certain irregularities that do not need to be reported to the Department, but can be addressed locally.

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@doe.mass.edu

4. Investigations into Irregularities

In response to a report of a serious irregularity, the Department may contact the school principal or district superintendent to ask that the school or district 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



Student Participation

Student Participation

A General Participation Requirements

Students educated with Massachusetts public funds are required by federal laws and the 1993 Massachusetts Education Reform Law, state law M. G. L. Chapter 69, section 1I, to participate in statewide testing.

The statewide testing requirement includes the following groups of students:

- students enrolled in public schools
- students enrolled in charter schools
- students enrolled in innovation schools
- students enrolled in a Commonwealth of Massachusetts Virtual School (CMVS) or a single-district virtual school
- students enrolled in educational collaboratives
- students enrolled in private schools who receive special education that is publicly funded by the Commonwealth, including approved and unapproved private special education schools within and outside Massachusetts
- students enrolled in institutional settings who receive educational services from the district
- students in military families (See section D on the following page for information about high school students in military families.)
- students in the custody of either the Department of Children and Families (DCF) or the Department of Youth Services (DYS) (See page 16.)
- EL students (See the exception in section B that follows.)
- students with disabilities, including students with temporary disabilities such as a broken hand or arm (See the exception for students with significant cognitive disabilities in section C that follows.)
- students who have been expelled but receive educational services from the district
- foreign exchange students who are coded as #11 under “Reason for Enrollment” in the Student Information Management System (SIMS) in grades 3–8 and 10

Students must participate in MCAS tests only for the grade in which they are enrolled and reported in SIMS (for grades 3–8 and 10); students beyond grade 10 may participate according to the guidelines in section D.²⁰

Additional participation requirements for EL students, students with significant cognitive disabilities, high school students, and students educated in alternate settings are provided in the sections that follow.

All students who are present in school on testing days must participate in the tests for which they are scheduled, with the exception of students who have been diagnosed with a concussion (see detailed participation requirements for students participating in post-concussion “graduated reentry plans” on page 17). See Part III, section C, for information about scheduling test administration, including scheduling make-up sessions for students who are absent on the day of testing.

²⁰ Students must participate in the same grade’s tests in all subject areas. If a student’s grade changes after the March SIMS submission, update it as soon as possible in the School Interoperability Framework (SIF) or June SIMS for non-SIF districts. Otherwise, results may be invalidated. Also note that students must respond to at least one question in each test session to be counted as a participant for accountability purposes.

B Participation Requirements for EL Students

For grades 3–8, EL students must participate in all MCAS testing scheduled for their grade, regardless of the program and services they are receiving, with one exception: participation in English Language Arts (ELA) testing is optional for EL students who are in their first year of enrollment in U.S. schools (i.e., students first enrolled after the March 2023 SIMS submission).

If a first-year EL student participates in ELA testing, results are reported for diagnostic purposes only.

Grade 10 EL students must participate in the grade 10 Mathematics test. Grade 10 EL students must also participate in ELA testing, with the same exceptions for first-year ELs as noted above. EL students in high school must participate in one of the STE tests by the end of grade 10.

In addition, **all** EL students are required to participate in the ACCESS for ELLs tests to comply with federal and state laws.

See Appendix C for more information about EL students and spring 2024 MCAS testing.



C Participation Requirements for Students with Significant Cognitive Disabilities

The MCAS-Alt is available for students with significant cognitive disabilities who meet the criteria to participate and are unable to participate in standard MCAS tests, even with accommodations. The IEP or Section 504 plan must indicate whether a student requires an alternate assessment.

A student may take the standard test in one subject and the alternate assessment in another. The student's IEP or 504 plan must include a separate decision for each subject scheduled for testing. These decisions must be made by the IEP team on an annual basis.

High school students with disabilities who are unable to participate in standard MCAS tests, even with accommodations, can satisfy the CD requirement in an MCAS “competency portfolio” if they can demonstrate a level of achievement comparable to that of a student who has met the CD requirement by taking the standard test. See the *Principal's Manual for MCAS-Alt*, the *Grade-level and Competency Portfolio Manual*, and the *Educator's Manual for MCAS-Alt*, which are posted at www.doe.mass.edu/mcas/alt/resources.html, for more information.

For more information about the MCAS-Alt, refer to www.doe.mass.edu/mcas/alt.



D Participation Requirements and Guidelines for High School Students

1. Competency Determination

All Massachusetts students who are seeking to earn a high school diploma must meet the Competency Determination (CD) standard, in addition to meeting all local graduation requirements. More information about CD requirements, modifications to the CD for certain classes, and MCAS-related scholarships is posted at www.doe.mass.edu/mcas/graduation.html.

2. High School Students in Military Families

If a high school student in a military family moves from another state and enrolls in a Massachusetts public high school in grade 11 or later, the district may, in lieu of having the student participate in MCAS retests, submit to the Department alternative evidence or information that demonstrates that the student has met the CD graduation standard in each required content area.

For more information about the CD requirement for students in military families, refer to www.doe.mass.edu/mcas/Military-GradPolicyForm.docx.



Student Participation

3. Guidelines for Adults Participating in High School Tests

Individuals may continue to participate in ELA and Mathematics retests and Science tests after leaving high school. Adults who want to earn a high school diploma and have not yet met the testing requirements of the CD may participate in testing at the high school they most recently attended, another high school, or an adult/external diploma program. High school principals that have adults contacting them requesting to take the MCAS tests may contact the Department for guidance. See page 120 in Appendix C for information about testing adults with accommodations.

4. Participation Guidelines for the Grade 10 ELA and Mathematics Tests

Eligibility	Spring 2024 Grade 10 ELA and Mathematics Participation Guidelines
Required to participate	<ul style="list-style-type: none"> All first-time grade 10 students Students in grade 11 or 12²¹ who were reported as grade 9 students the previous school year in SIMS and were not counted²² in a school's participation results
Eligible to participate for CD purposes	<ul style="list-style-type: none"> Repeating grade 10 students²³ who have not yet earned a scaled score of at least 455 on the ELA test or at least 469 on the Mathematics test²⁴ Students in grade 11 or 12²⁵ who were unable to participate in the March retests and have not earned their CD in ELA or Mathematics
Eligible to participate to qualify for the Adams Scholarship	<ul style="list-style-type: none"> Repeating grade 10 students²³ and students in grade 11 who are testing for the first time, regardless of whether the students were reported as MED or ABS in grade 10, or are new to a MA public school
Eligible to participate to qualify for the Koplik Award	<ul style="list-style-type: none"> Repeating grade 10 students²³ and students in grade 11 who are attempting to improve their scores for the Koplik Award
Eligible to participate in ELA to qualify for the Seal of Biliteracy	<ul style="list-style-type: none"> Students who are repeating grade 10, or are in grade 11 or 12^{21, 26}

²¹ Results for grade 12 students will be reported according to the regular grade 10 reporting schedule.

²² For the purpose of these guidelines, a student is defined as having counted in a school's participation results if they were reported on an MCAS Student Roster (All Subjects) (report "PE617" in Edwin Analytics) for the previous spring's grade 10 ELA or Mathematics test with any of the following Test Status Codes: T (Tested), NTA (Not Tested Absent), NTL (Not Tested First-Year EL), NTM (Not Tested Medically Documented Absent), or the achievement level INV (test results were invalidated).

²³ Repeating grade 10 students who participate will not be included in MCAS reporting of participation and performance results along with all grade 10 students. Participation in retests is usually a better option for these students and their schools.

²⁴ These are the minimum MCAS test scores to earn a Competency Determination (CD) for the class of 2025, along with an EPP. Refer to www.doe.mass.edu/mcas/graduation.html for additional guidance on the CD.

²⁵ Results for grade 12 students will be reported according to the regular grade 10 reporting schedule. Principals may want to file MCAS performance appeals for eligible grade 12 students in addition to, or instead of, having them participate in grade 10 MCAS tests (participation in retests is generally a better option for these students and their schools). Information about the performance appeals process is posted at www.doe.mass.edu/mcasappeals. Students in grade 12 are permitted to take the March Mathematics retest and then the grade 10 Mathematics test if they do not pass in March, but they are not permitted to take both the March ELA retest and the spring grade 10 ELA test.

²⁶ Although results from the grade 10 ELA test will not be available until early August, the Seal of Biliteracy can be awarded retroactively, so grade 12 students may take the test for this purpose. However, the Department recommends that grade 12 students take the March ELA retest instead. Students should not take both the March ELA retest and the spring grade 10 ELA test.

Eligibility	Spring 2024 Grade 10 ELA and Mathematics Participation Guidelines
Not eligible to participate	<ul style="list-style-type: none"> Grade 9 students²⁷ Adults who exited high school and are attempting to meet the MCAS ELA or Mathematics testing portion of the CD requirement; schools should email mcas@doe.mass.edu for permission (Adults are recommended to take the retests instead.)

5. Participation Guidelines for the High School Science Tests

Eligibility	Spring 2024 High School Science Participation Guidelines
Required to participate	<ul style="list-style-type: none"> Grade 10 students who have not yet taken a high school MCAS Science test²⁸
Eligible to participate for CD purposes	<ul style="list-style-type: none"> Students in grade 9 or 10 who have completed or are expected to complete a high school course in biology or introductory physics and have not yet earned their CD in Science²⁸ Students in grade 11 or 12²⁹ who have not yet earned their CD in Science Adult learners who have not yet earned their CD in Science
Eligible to participate to qualify for the Koplik Award	<ul style="list-style-type: none"> Repeating grade 10 students and students in grade 11
Not eligible to participate	<ul style="list-style-type: none"> Students who have already earned their CD in Science (except students repeating grade 10 or in grade 11 taking the test for Koplik purposes)

6. Additional Student Participation Guidelines for the High School Science Tests

Guidance on Participation in Grade 9 or 10

The Department encourages students taking a Biology or Physics course in grade 9 to participate in the test that corresponds to their course. However, parents/guardians, in consultation with principals and other school personnel, have the option to request that their child participate in testing at grade 10 instead.

Because eligibility for the Adams Scholarship is based on students' first-time MCAS test scores, the Department recommends that schools notify all students and their parents/guardians about this criterion, regardless of whether students participate in grade 9 or 10.

Additional Guidance for Students in Grade 10 and Above

Students in grade 10 and above who previously participated in Science but did not earn a passing score have additional opportunities to take one of the tests for CD purposes, including the same subject area in which they previously tested. For example, grade 10 students who took the Biology test in grade 9 and did not earn their CD may participate in the Biology test the following year, regardless of the science course in which they are then enrolled (or they may take Introductory Physics).

A student who participates in February but does not earn their CD may participate again in June.

²⁷ For repeating grade 9 students to be eligible to participate, their status must be changed from grade 9 to grade 10 by the June SIMS submission.

²⁸ Results will also be used to determine eligibility for the Adams Scholarship

²⁹ Results will not be available in time for graduation. Principals may want to file MCAS performance appeals for eligible grade 12 students in addition to, or instead of, having them participate in June High School Science MCAS tests. Information about the performance appeals process is posted at www.doe.mass.edu/mcasappeals.

Student Participation

Accountability Determinations for Science

School and district accountability determinations are made when students complete grade 10, using the tests in which they participated in grade 9 or 10. Note that determinations also include students in grade 11 or 12 who were in grade 9 the previous school year.

Outreach to Eligible Test-Takers

Refer to www.doe.mass.edu/mcas/highschool.html for additional information.

E Participation Requirements for Students Educated in Alternate Settings

1. Home/Hospital Instruction and Other Settings

For the small number of students who are enrolled in a school but are unable to physically attend school, and therefore receive tutoring services from their district, or have been expelled but receive educational services from the district, every effort must be made to administer the MCAS tests to these students in school.

If a student is unable to participate in school but could participate in an alternate setting, school principals may submit a request to test the student in an alternate setting off-site. The request form is available online at massgov.service-now.com/mcasaltsetting.

If the student is not able to be tested at the school or in an alternate setting, the principal must contact the Department to determine other options for the student's participation in MCAS testing (options may include the use of test accommodations or having the student participate in the MCAS-Alt).

Principals are encouraged to submit requests at least two weeks prior to testing. Requests must be submitted for approval for each test administration, even if approved for a previous test administration.

2. DYS and Placements Conducting an Extended Evaluation for Students with Disabilities

For the small number of students who are enrolled in a school and are in the temporary custody of the Department of Youth Services (DYS) or are in a placement conducting an extended evaluation for a student with a disability, every effort must be made to administer the MCAS tests at the student's placement.

The principal of the sending school is responsible for the following:

- contacting the placement to notify the director of MCAS participation requirements
- confirming that the placement has been established as a site for testing and has a Department district and school code for MCAS testing purposes (If not, refer the facility's director to the Student Assessment Services Unit at 781-338-3625.)
- informing the placement of which test sessions, if any, the student completed at school (**Note:** If a student participates in a session twice, the results may be invalidated.)

If it is determined that the student is not well enough to participate in one or more test sessions, the student should be considered as having a medically documented absence. (See instructions in Appendix D for marking students as having a medically documented absence in PearsonAccess^{next}.)

If a student is removed from school during test administration after participating in a test session, keep records of the student's transfer as part of your school files.

F Participation Guidelines for Students Currently Participating in Post-Concussion “Graduated Reentry Plans”

Massachusetts Department of Public Health regulation 105 CMR 201.010 requires that schools place a student diagnosed with a concussion on a post-concussion graduated reentry plan for academic and extracurricular activities. The graduated reentry plan must also document how the student will participate in MCAS testing.



Students who are determined to be well enough may participate in the standard MCAS test using test accommodations or may participate in the MCAS-Alt if they meet the participation criteria.

A student may be **excused** from testing only if it is determined that participation would impede the student’s recovery or endanger the student’s health. If it is determined that the student is not well enough to participate in one or more test sessions, the student should be considered as having a medically documented absence.

For more information about the participation of students diagnosed with concussions, refer to the Guidelines for Participation in MCAS of Students Diagnosed with Concussions at www.doe.mass.edu/mcas/accessibility/concussions.html.

G Participation Guidelines for Students with an Injury to their Hand or Arm at the Time of Testing



For students with a disability such as a broken bone in their hand or arm, the school must initiate the development of a 504 plan if the students will require the use of a scribe or another accommodation in order to participate in MCAS testing; or a scribe may be added as an IEP amendment.

Do not contact the Department for permission to initiate the development of the 504 plan unless there is a need for specific guidance on accommodations. Many schools give a scribe accommodation (accommodation A10.1 or special access accommodation SA3.1), speech-to-text (accommodation A10.2) for students with a recent injury to their hand or arm, and other accommodations may be appropriate as well. See Appendix C for information on assigning accommodations.

Be sure to ask the district SIMS contact to include the student’s 504 designation in the next SIMS submission.

Part III



MCAS Test Administration Protocols

MCAS Test Administration Protocols

A Accounting for and Distributing Secure Materials

It is the responsibility of the principal to account for secure testing materials throughout test administration.

This requirement includes accounting for secure testing tickets once they are generated and printed, tracking their location throughout test administration, and ensuring that they are securely destroyed after test administration.

Principals must account for secure materials on internal tracking forms, and ensure that used scratch paper is securely destroyed.

1. Printing Student Testing Tickets (and Proctor Testing Tickets, if Used)

Up to two days before testing, principals/test coordinators must print out student testing tickets from PearsonAccess^{next} (refer to the online *PearsonAccess^{next} User Guide* for instructions: support.assessment.pearson.com/x/HxpgAQ). There are options to print one per page, multiple per page (by choosing the “List” option), or multiple per page in two columns (by choosing either the “Grid” or “Multiple Per Page” option). Schools can also print testing tickets for multiple PAN Sessions by using the Generate Test Tickets task on the Sessions page in PAN.

See support.assessment.pearson.com/PAsup/testing/generate-test-tickets-for-sessions for step-by-step instructions.



When printing out testing tickets, note that there is an icon of a person speaking on the student testing tickets for the Human Read-Aloud and Human Signer accommodations. There is an icon of a headset on student testing tickets for the text-to-speech accommodation. Schools using proctor testing tickets may want to print them on colored paper to help distinguish them from student testing tickets and ensure that students do not use them.

After printing, principals/test coordinators should cut the pages to separate the tickets, and secure them until it is time to prepare them for distribution. Student testing tickets should be treated with the same level of security as paper-based test booklets. They must be stored in the central storage location and may not be distributed to test administrators until the day of testing.

2. Establishing a Chain of Custody for Testing Materials

The principal must use the forms listed below to account for and maintain the security of testing materials.

a. Internal Tracking Forms

Principals must establish and follow document tracking procedures so that they can determine at all times the location of materials not in the central secure storage area. Document tracking procedures must also make it possible for principals to trace the movement of materials from the time they are removed from secure storage until they are returned to the central secure storage area.

The Department recommends that principals use one of the Secure Materials Internal Tracking Forms at www.doe.mass.edu/mcas/testadmin/forms. If principals choose to create their own internal tracking form, the following items must be included:

- the specific count of materials at the time of distribution
- the specific count of materials at the time of return
- a place to indicate that used scratch paper has been returned

- a place to indicate that student testing tickets and used scratch paper have been securely destroyed
- signature areas for the test administrator and the test coordinator to sign the form

Test administrators and the test coordinator should independently count materials and sign the internal tracking form before transferring custody of secure materials. Signature stamps may not be used to sign internal tracking forms.

Immediately investigate any irregularity in the use of tracking documents or in the information recorded on them. Call the Department immediately at 781-338-3625 if any situation occurs that could compromise test security.

b. Principal's Certification of Proper Test Administration

The purpose of the PCPA is for the principal to certify that all students participated in testing as required and that test administration and security protocols described in this manual were followed.

For grades 3–8, there is one PCPA to complete at the end of all MCAS testing, i.e., at the end of Mathematics testing (or STE testing for schools with grades 5 or 8). For high schools, there is one PCPA to complete at the end of all grade 10 testing (i.e., a combined PCPA for ELA and Mathematics), and a second one to complete at the end of Science testing.

Instructions for completing the PCPA can be found in Part IV, section I, and the certification statements on the PCPA can be found at www.doe.mass.edu/mcas/testadmin/forms.

While the principal may designate an individual to assist with many other test administration tasks, the PCPA may not be completed by a designee. **The principal must complete the PCPA and is responsible for all information submitted on the form.**

B Materials Required, Permitted, and Prohibited during Testing

1. Materials for Test Administrator Use

- computers for test administrators (required)

Test administrators will need computers to complete tasks in PearsonAccess^{next} during test sessions (separate from the student testing devices). Test administrators administering the Human Read-Aloud or Human Signer accommodations will also need a computer to read or sign the test from.

- proctor testing tickets (required when administering certain accommodations)

Proctor testing tickets contain the sign-in information to access a test administrator version of the test when administering the Human Read-Aloud or Human Signer accommodation. There is one proctor testing ticket assigned to each Human Read-Aloud or Human Signer PAN Session—they are not unique to individual test administrators.

New for 2023–24, when a test is accessed through a proctor testing ticket, TestNav will display a prompt asking for verification that the user is a proctor, not a student, before continuing. **No responses should be entered into the test using a proctor testing ticket, as the responses will not be saved.** (Students will sign in and respond using their student testing tickets.)



New

MCAS Test Administration Protocols

A sample proctor testing ticket is shown below:

Proctor Testing Ticket	
Session Name	ADAMS G10 ELA RM 202
Test	Grade 10 ELA CBT
IMPORTANT NOTE FOR TEST ADMINISTRATORS:	
This PROCTOR TESTING TICKET should ONLY be used by the Test Administrator to log into TestNav when administering the Human Reader or Human Signer accommodation.	
<ul style="list-style-type: none">• Students must log in using their own Student Testing Ticket.• Students should NOT enter their test responses using this Proctor Testing Ticket. Student work will not be saved.• When the Test Administrator is ready to access the test, log into the TestNav app on your device.	
Select Massachusetts in the application.	
Username	proctor245518
Password	2E57BF

- cell phones (permitted)

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.

2. Materials REQUIRED for Student Use

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

- devices for testing that meet technical specifications (support.assessment.pearson.com/x/HwYcAQ)

Note: Newer iPads are compatible with TestNav, but there are known presentation issues with test content while using iPads (e.g., less room to view onscreen content, especially when the software keyboard is activated). The Department strongly recommends using wired external keyboards for tablets, whenever possible, to ensure equitable access to test content, particularly if keyboards are used during instruction and when writing essays.

- 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 can 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 by the principal or test coordinator.
 - > 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.
- writing instruments for use on the scratch paper

MCAS Test Administration Protocols

- student testing tickets

Student testing tickets contain the sign-in information that students need for each test session. There is a separate student testing ticket for each subject (e.g., one student testing ticket for ELA and a separate student testing ticket for Mathematics). The same student testing ticket is used for both sessions of a test. A sample student testing ticket is shown below:

STUDENT TESTING TICKET	
Student:	STUDENT, MOCK J
Student ID:	4400000103
Session:	ADAMS G10 ELA RM 202
Date of Birth:	2007-06-18
Test:	Grade 10 ELA CBT
Please raise your hand if any of the information above is incorrect. Your test administrator will give you instructions before beginning the test. You will need to enter in the username and password below.	
Select Massachusetts in the application.	
Username: 8465212842	Password: 4a7c75
(Optional) School testing device ID: Session 1 _____ Session 2 _____	






Up to two days before testing, principals/test coordinators must print out student testing tickets, cut the pages to separate the tickets, and then prepare them for distribution. Because student testing tickets provide access to secure test content, they must be tracked and accounted for using internal tracking forms. See the instructions in Part IV, section G, step 5.

At the start of each test session, as directed by the CBT TAM, test administrators will distribute student testing tickets to students. Because it is recommended that students use the same testing device for Session 1 and Session 2, there is a line on the student testing ticket for students to write in the testing device ID at the start of each test session.

MCAS Test Administration Protocols





































3. Tools Embedded in the Computer-Based Test for Students

Tools for Mathematics and STE tests are available in TestNav as described below. Students have access to multiple calculators for certain tests (it is recommended that students use the calculator that functions most similarly to the one used in regular instruction).






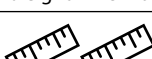



Icon in the Following Tables	Description
	<p>Students will have access to a calculator as follows:</p> <ul style="list-style-type: none"> • Mathematics Session 2 <ul style="list-style-type: none"> › grade 7: a five-function calculator and a scientific calculator › grades 8 and 10: a scientific calculator, a TI-84 graphing calculator, and a Desmos graphing calculator • STE tests <ul style="list-style-type: none"> › grade 5: a five-function calculator › grade 8: a scientific calculator › Biology: a scientific calculator › Introductory Physics: a scientific calculator, a TI-30 scientific calculator, and a Desmos scientific calculator
	<p>For grades 5–8 and 10 Mathematics and Introductory Physics, students can access a reference sheet by clicking on the Exhibits tab on the right-hand side of the screen (shown at right). Note that the Mathematics reference sheet is grade-specific. Students may also use printed reference sheets (see page 26 for more information).</p> 
	<p>Students will have access to two rulers (a centimeter ruler and an eighth-inch ruler) for the following tests:</p> <ul style="list-style-type: none"> • grades 3–8 Mathematics • grades 5 and 8 STE • Biology • Introductory Physics
	<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

a. Tools Available for Mathematics by Session

Grade	Tools Available for Session 1	Tools Available for Session 2
3	  centimeter ruler and eighth-inch ruler	  centimeter ruler and eighth-inch ruler
4	  centimeter ruler and eighth-inch ruler	  centimeter ruler and eighth-inch ruler
5	   reference sheet centimeter ruler and eighth-inch ruler	   reference sheet centimeter ruler and eighth-inch ruler
6	   reference sheet centimeter ruler and eighth-inch ruler	   reference sheet centimeter ruler and eighth-inch ruler
7	   reference sheet centimeter ruler and eighth-inch ruler	   five-function/scientific reference sheet centimeter ruler and eighth-inch ruler
8	   reference sheet centimeter ruler and eighth-inch ruler	   scientific/TI-84/Desmos reference sheet centimeter ruler and eighth-inch ruler
10	  reference sheet	  scientific/TI-84/Desmos reference sheet

b. Tools Available for STE (both sessions)

Grade/Subject	Tools Available
5	  five-function centimeter ruler and eighth-inch ruler
8	  scientific centimeter ruler and eighth-inch ruler
Biology	  scientific centimeter ruler and eighth-inch ruler
Introductory Physics	   scientific/TI-30/Desmos centimeter ruler and eighth-inch ruler reference sheet

MCAS Test Administration Protocols

4. Materials PERMITTED for Student Use

- pens, pencils, highlighters, and colored pencils for use on scratch paper
- handheld calculators for the specific tests/sessions listed in the previous section for students who prefer them to the online calculator
 - › When using a handheld calculator, each student must have sole access to the calculator, and 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).
 - › The Department recommends that handheld calculators be equivalent to the ones embedded online (see the previous section). At a minimum, schools should provide a five-function calculator for students taking the grades 5 and 8 STE tests, the Introductory Physics test, and Session 2 of the grades 7, 8, and 10 Mathematics tests. Students may also use their own handheld calculator, including a graphing calculator. Calculators that access the internet are not allowed.
- printed reference sheets for the grades 5–8 and 10 Mathematics tests and the Introductory Physics test
 - › The Department recommends providing printed reference sheets for students to use in addition to the one that appears in TestNav.
 - › Reference sheets are available at mcas.pearsonsupport.com/student for schools to print (printed copies cannot be ordered).
- equation editor symbol keys for Mathematics, grade 8 STE, and Introductory Physics
 - › Equation editor symbol keys are needed only for students using tablets.
 - › These sheets are available at mcas.pearsonsupport.com/student for schools to print (printed copies cannot be ordered).
- equation editor guides for Mathematics, grade 8 STE, and Introductory Physics
 - › These sheets are available at mcas.pearsonsupport.com/student for schools to print (printed copies cannot be ordered).
- computer mice
- styluses for touch-screen devices, if used in regular instruction
- headphones for students with disabilities using the text-to-speech or screen reader accommodations (See Appendix C for more information.)
- printed copies of authorized bilingual word-to-word dictionaries and glossaries for students who are currently or were ever reported as ELs (See Appendix C for more information.)
- printed copies of the Spanish/English TestNav translations, available at mcas.pearsonsupport.com/student (for students taking the Spanish/English edition of the grade 10 Mathematics test, Biology test, or Introductory Physics test)

5. 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 submitted their tests. 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 submit their individual tests, 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 on page 104)
 - › any device capable of taking photographs
 - › game consoles
 - › electronic translators
 - › calculators (except for the tests and sessions listed previously in section 3)
 - › computers or electronic tablets other than the ones being used for testing
 - › any device that provides access to the internet (such as certain calculators and fitness trackers) other than the ones being used for testing
 - › editing devices (e.g., spelling or grammar checkers)
- unauthorized reference sheets (e.g., formula sheets, multiplication grids, conversion tables)
- English-language dictionaries or thesauruses
- 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., submitted their individual tests), 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
- handheld rulers

MCAS Test Administration Protocols

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.** See page 58 for more information about reporting cell phone irregularities.

During the Test Administrators' Training, the principal will inform test administrators either to read the script in the TAMs 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. See section F on page 35 for more information about the Test Administrators' Training.

C Scheduling Test Sessions

Refer to pages iv–vii of this manual for the testing windows of each administration.

1. Requirements and Recommendations for Scheduling Testing

a. Guidance on Test Dates and Holiday Observances

Principals should be aware that state and federal laws require schools to make reasonable accommodations for the religious needs of students and employees in observance of holy days. Students who are absent from school for a religious observance should participate in a make-up session as soon after the regularly administered session as possible. Please see the memo at www.doe.mass.edu/news/news.aspx?id=26188.

b. Grades 3–8

For grades 3–8, the Department recommends that principals schedule tests in the early part of the testing window to allow ample time for regular test sessions and make-up sessions.

The sequence for administering the spring MCAS tests for grades 3–8 should be as follows when possible:

first ELA
followed by Mathematics
followed by STE (for grades 5 and 8)

Test sessions must be sequential: i.e., Session 1 must be administered before Session 2 (except for students participating in make-up testing; see section 5 on page 31).

c. High School

Grade 10 ELA and Mathematics, and High School Biology and Introductory Physics

High school tests have prescribed testing dates plus a make-up period for students who were absent on either of the prescribed dates. See pages v–vii for details about the high school testing dates.



d. Recommended Testing Times

All 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

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

It is important for all testing to occur during regular school days and to begin at the start of the regular school day, to ensure similar testing conditions in schools across the state and to ensure that all students are afforded an equal opportunity to benefit from untimed tests.

See page 30 for information on breaks.

e. Availability of TestNav and Requesting to Test Outside of Regular Hours

In order to maintain the security of the testing system, TestNav will be available only during the test administration windows listed on pages iv–vii, and during regular school hours, between 7:00 a.m. and 4:00 p.m., Monday–Friday. In addition, TestNav will not be available during the week of Monday, April 15, since it is anticipated that schools will not be in session.

If a school would like to request permission to conduct testing outside of these hours (e.g., an evening high school that will begin testing after 4:00 p.m.), the principal must email mcas@doe.mass.edu. Requests should be submitted **two weeks prior to testing**. The email should include the following information:

- school and district name
- school and district code
- grade(s)
- specific days/times that the school would be testing
- reason for request
- PAN Session Name(s), or indicate whether the entire school would need the alternate schedule

It is important that requests be submitted in a timely manner, since schools need to complete follow-up steps upon receiving approval of their request.

MCAS Test Administration Protocols

f. 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 the TAMs 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 to the student in a separate setting from the regularly administered one.

g. 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.

See section 4 on page 31 for the two exceptions to this policy.

The scripts in the TAMs 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

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

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.

h. 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 per room 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. The Department recommends signing students out of TestNav during a lunch break.

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. Test administrators must maintain security during the break (e.g., students may not have conversations).

Schools may also consider providing designated accessibility features (DFs), which are available to all students, such as DF3 (“Frequent brief supervised breaks”), particularly for younger students.

2. Concurrent Administration Expectation

Each test session must be administered simultaneously to all students taking that particular test in your school (e.g., all grade 7 students take the ELA test at the same time), with the following exceptions:

- make-up testing for students who were absent on scheduled testing days
- testing for students who receive DF10 (Specific Time of Day) or DF3 (Frequent Breaks)

3. Test Session Limitations

It is recommended that students take no more than two test sessions on a single day, including those administered as make-up sessions.

4. Procedures for Students Who Become Ill During a Test Session or Experience a Technology Failure

If a student becomes ill during testing or a student experiences a technology failure 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.

5. Procedures for Make-Up Testing

Students who are absent on the scheduled testing date for their grade for any reason (including illness or other medical condition) should be scheduled for make-up testing when they return to school. Make-up tests may be administered at any time after the scheduled testing date and before the end of the test administration window (see pages iv–vii for dates), however the Department encourages schools to schedule make-up testing for as soon after the regularly scheduled sessions as is feasible. Please call the Department at 781-338-3625 regarding exceptional circumstances related to make-up testing.

Any students who are absent for a session of a test should take the remaining session(s) of the test according to the school’s administration schedule and take the missed session during the make-up period.

See page 59 for more information about make-up sessions, and see page 70 in Appendix A for detailed instructions.

6. Test Administration Interruptions

Circumstances over which you have no control (e.g., power failures) may interrupt testing. The TAMs include specific instructions for test administrators to follow if an interruption occurs. When normal conditions are restored, test administrators should resume testing. No interruption should reduce the total amount of time that students are given to complete the interrupted test session. Principals must report any major disruptions to the Department by calling 781-338-3625.

Technology issues during testing that cannot be resolved quickly by troubleshooting (see Appendix A), including any large technology failure that affects a classroom or more, should be immediately reported to the MCAS Service Center and to the Department.

If possible during an interruption, the test administrator should collect the student testing tickets and instruct the students to exit the test by signing out of TestNav. When normal conditions are restored, the test administrator will need to resume the students’ tests from PearsonAccess^{next}.

MCAS Test Administration Protocols

Principals must also provide guidance to test administrators 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.

7. Severe Weather

If severe weather forces the closure of a school during the test administration window, on the day it reopens the school should administer the test session scheduled for that day and make up the missed session(s) later.

If severe weather forces a delayed opening on a scheduled test administration date, the principal should contact the Department to discuss whether testing should be rescheduled.

8. Scheduling the Student Tutorial and Practice Tests

In order to familiarize students with MCAS question types, as well as to give them experience with TestNav, schools should schedule time for the student tutorial and practice tests in late winter/early spring.

The tutorial should take approximately 20–30 minutes to complete. The practice tests should take approximately 30–45 minutes to complete. The ELA and STE practice tests contain one session, while the Mathematics practice tests contain two sessions.

9. Student Questionnaire (Grades 4, 5, 8, and 10)

The Views of Climate and Learning (VOCAL) survey – referred to in this manual as the student questionnaire – responds to a Massachusetts legislative mandate that requires the Department to provide districts with student survey data related to bullying/cyberbullying. The school climate data collected by the questionnaire is provided to schools in aggregate to ensure that no student can be individually identified. The VOCAL data is also available in Edwin Analytics (School Climate folder: VC301).

Administering the student questionnaire is optional, but the Department encourages schools to participate because of the value of receiving school, district, and statewide data on school climate and learning.

The questionnaire should be administered after the final test session (Mathematics Session 2 for grades 4 and 10, and STE Session 2 for grades 5 and 8). Because students progress through the test at different rates, schools may introduce the topic of the questionnaire and read the script for the questionnaire before administering the test session. Then, as students finish the test session, test administrators can lock the session and open the questionnaire for students to complete (the questionnaire is designated as Session 3 in PAN for all students).

The student questionnaire is available in Text-to-Speech, Screen Reader, and non-Screen Reader accommodated test forms. A paper-based questionnaire is also available for students participating in paper-based testing. Braille, large-print, Spanish/English, and ASL editions are not available. However, it is allowable to read aloud, sign, or translate questions and assist students to record their responses.

Instructions for administering the student questionnaire appear in the TAMs. It will take approximately 15 minutes to administer the student questionnaire. Guidance on informing parents about the questionnaire is provided on page 41. Questions about the VOCAL survey should be directed to the Department at vocalsurveydese@mass.gov.

D Ensuring Appropriate Testing Spaces

It is the responsibility of the principal to ensure that testing spaces are free from noise and distractions and are adequately lit, ventilated, and furnished so that students can work comfortably and without disruption. Principals must ensure that each student assigned to the testing space will have adequate work space and be sufficiently separated from other students to support a secure testing environment.

Designated Accessibility Features (DFs) give principals the flexibility to test students in appropriate groups and testing spaces other than regular classrooms. Principals must identify appropriate testing spaces for students using DFs that require changes in the test setting, presentation, or mode of response. See Appendix C of this manual for details on the DFs available to all students.

The Department recommends against the use of large, open areas (e.g., cafeterias) because of the difficulty of monitoring large groups of students and because of the disruption that can be caused by many students being dismissed as they complete testing. If a school chooses to use such an area, it should ensure that enough test administrators are assigned to maintain the test-administrator-to-student ratio of a typical classroom. In addition, students who finish early should not be dismissed until the scheduled testing time has elapsed to minimize disruption to those students still testing.

To achieve efficiencies for make-up testing, schools may group students taking different tests together if the following conditions are met: the script in the TAM is the same for these different tests and the materials needed for the students are the same (e.g., students will use a reference sheet for both tests). Schools should not group together students doing computer-based testing and any students doing paper-based testing, including for make-up testing.

Each testing room should have a working clock so that students can plan their work. There is no clock or timer in TestNav.

Materials That Must Be Covered/Removed

Prior to testing, principals must verify that test administrators have covered or removed from the testing spaces all materials containing content in the subject areas 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.

Other Security Considerations

The Department suggests that schools use the following seating arrangements as strategies to create a secure environment:

- Seat students at least two seats away from each other.
- Seat students in every other row.
- Seat students at opposite ends of a long lab table.

Physical barriers can also be used:

- privacy screens on computer monitors
- tri-fold display boards around testing devices
- cardboard or heavy cardstock placed on desks or taped to the sides of monitors to create a barrier

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

Note that using physical barriers to shield students from each other can also shield them from test administrators, making it more difficult to see what students are doing (e.g., using notes or a cell phone). Thus, it is especially important that test administrators circulate frequently throughout the room and monitor students when physical barriers are used.

E Preparing the Test Administration Team

1. Qualified Test Administrators

It is the responsibility of the principal to authorize individuals to serve as test administrators. Test administrators' responsibilities are described in the TAMs.

To the extent possible, test administrators should be licensed classroom teachers working in the school. When necessary, other education professionals (such as administrators) employed by the school or district may be authorized to serve as test administrators.

To assist in maintaining security, the Department recommends that whenever possible, principals assign two test administrators per testing space, particularly for the high school tests. It can be especially useful for two test administrators to be present, so that one test administrator has the primary responsibility of actively monitoring the room, and the other has the primary responsibility of completing tasks in PearsonAccess^{next} as well as assisting with monitoring.



The principal must authorize individuals to serve as test administrators for students being tested with accommodations, including students with an injury to their hand at the time of testing (e.g., broken bone in the hand or arm). Test administrators will need to follow instructions in the TAMs, including the appendices, for administering specific accommodations.

2. Technology Staff



The principal should authorize technology staff to assist with set-up prior to testing and troubleshooting during test administration. See Appendix A for the tasks the technology coordinator should complete.

3. Other School Staff Members

The principal may want to authorize other school staff members, such as a test coordinator, to assist with the distribution and return of secure materials.

Also, the Department suggests that principals assign monitors for hallways, restrooms, and other areas to ensure a secure testing environment.

Anyone authorized to have access to secure test materials must be employed by the school or district and must follow the requirements in Part I of this manual. Once test administrators and other school staff members are authorized, principals must train them in test security requirements as well as the logistics that will be followed at the school, including how to contact the principal or test coordinator during testing if necessary.

F Training Test Administrators, Technology Staff, and Other School Staff Members

1. Training in Test Security and Test Administration Protocols

Before test administration, the principal or test coordinator must meet with test administrators, technology staff, 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. Principals also need to meet with the technology coordinator to discuss topics listed in this section and in Appendix A.

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 or test coordinator 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 as well as the TAMs
- 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

The TAMs contain optional scripts as described below. Inform test administrators at the training session if they will read the scripts or if the school will develop an alternative version.

- whether test administrators will read the recommended script 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

Inform test administrators about the decisions you have made regarding other procedures such as

- whether PAN Sessions will be started by the test coordinator, or whether test administrators will do it themselves
- 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
- whether students will be provided printed reference sheets during grades 5–8 and 10 Mathematics testing, in addition to the versions available in TestNav
- 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?)

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- whether testing tickets will be collected from students after they sign in to TestNav, or students will retain their testing tickets until the end of the session
- whether students will write down the ID numbers of their testing devices on their testing tickets
- how to contact the school administration if there are any problems during testing
- 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
- for PBT, when student ID labels will be applied to booklets, and by whom
- 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

Inform test administrators of the following procedures if a student reports a concern about a test question. Test administrators should note the form number, question number, and nature of the student's concern, and report this information to the principal or test coordinator, who should then call the Department for guidance. 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 should be familiarized with 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:

- reviewing the online Accessibility and Accommodations module at mcas.pearsonsupport.com/training
- 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.pearsonsupport.com/training
- reviewing the Department's *Accessibility and Accommodations Manual for the 2023–2024 MCAS* (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.

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 105 in Appendix C) 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).


4. Training in Using PearsonAccess^{next} and Basic Technology

Review Appendix A, and view the online training modules posted at mcas.pearsonsupport.com/training. It is recommended that principals designate individuals to assist with tasks and share the modules as appropriate.



<p>Schools should understand how to perform the following tasks in PearsonAccess^{next}:</p>	<ul style="list-style-type: none"> • Import and export student registration files. (support.assessment.pearson.com/x/IIDy) • Create, edit, and delete student records. (support.assessment.pearson.com/x/F4Dy) • Create, edit, and delete testing groups (for Infrastructure Trials). (support.assessment.pearson.com/x/P4NQAQ) • Create, edit, and delete TestNav configurations (technology coordinator only). (support.assessment.pearson.com/x/L4Dy) (support.assessment.pearson.com/x/ood8AQ) (support.assessment.pearson.com/x/LoDy) (support.assessment.pearson.com/PAsup/setup/import-and-export-data/configure-response-file-backup-locations) • Create, edit, and delete PAN Sessions. (support.assessment.pearson.com/PAsup/testing) • Move a student between PAN Sessions. (support.assessment.pearson.com/PAsup/testing/move-a-student-test-between-sessions) • Precache test content (technology coordinator only). (support.assessment.pearson.com/PAsup/setup/manage-proctor-caching/proctor-caching-checklist/precache-test-content) • Print student test tickets. (support.assessment.pearson.com/x/HxpAQ) Note: Principals and test administrators can download student test tickets; however, this task is primarily completed by principals. • Void student tests. (support.assessment.pearson.com/x/PANgAQ) • Mark tests complete. (support.assessment.pearson.com/x/igQHAQ) • View operational and published reports. (support.assessment.pearson.com/x/Q4Dy)
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MCAS Test Administration Protocols

<p>Test administrators may need to perform the following tasks:</p>	<p>The most common tasks that test administrators perform in PAN are covered in the PAN Overview Video found at mcas.pearsonsupport.com/training. All test administrators, especially those who have not administered MCAS recently, are encouraged to watch this 12-minute video, which reviews the PAN interface and demonstrates the tasks that test administrators are most likely to need to perform. More information about specific tasks can be found below.</p> <ul style="list-style-type: none">• Assign and un-assign student tests and edit existing student tests. (support.assessment.pearson.com/x/G4Dy) (support.assessment.pearson.com/PAsup/testing/edit-student-test-details)• Confirm that their students have the correct test form assigned to them (e.g., text-to-speech) by using the Session Student Roster in the Resources drop-down menu. (support.assessment.pearson.com/x/HxpgAQ)• Start, stop, and resume testing in PAN. (support.assessment.pearson.com/x/JoDy) (support.assessment.pearson.com/x/coJ8AQ) (support.assessment.pearson.com/x/JIDy)• Lock and unlock sessions. (support.assessment.pearson.com/x/JoDy)• Monitor student progress in the online sessions. (support.assessment.pearson.com/x/JYDy)
<p>The Department also recommends that test administrators view the following modules:</p> 	<ul style="list-style-type: none">• Accessibility and Accommodations• Infrastructure Trial for Test Coordinators and Test Administrators• Sessions Management

G Preparing Students for Testing

1. Students' Responsibilities during Testing

To inform students about their responsibilities during testing and the reasons that results may be invalidated, principals may choose to ask students in grades 6 and above to read and sign a form to acknowledge that they understand their responsibilities. See www.doe.mass.edu/mcas/testadmin/forms for an optional sample form for students to sign, as well as an optional sample letter that can be used to notify parents/guardians. If these materials are used, principals should retain them in the school's test administration files.

2. Meetings

a. General Meeting with Students

Feedback from principals and teachers indicates that a serious yet supportive testing environment has a positive impact on student performance. The Department recommends that the principal or test administrators meet with students before each test administration window to give them information about testing procedures at the school, including the following topics.

The Testing Schedule and Recommended Testing Times

- Students will need to come to school on the scheduled test days.
- Most students should be able to finish within the suggested time limits, but they will be allowed additional time to finish their work if they are working productively.
However, no test session may extend past the end of the regular school day.

Preparing for the Tests

- Students should read questions carefully, be thorough in their responses, and answer all parts of multi-part questions. They should also try their best, and answer all the questions on the test.
- Their test administrator will be able to assist with the computer interface, and can read aloud a word during Mathematics and STE testing at their request (UF11), but the test administrator cannot give them any help or answer any question related to test content.
- Students may let their test administrator know if they have a concern about a test question during a test session. Their test administrator will then inform the principal or test coordinator, who will contact the Department for guidance.

CBT Tools and Navigation

- Students will become familiar with the tools available to them and with how to navigate through the test by taking practice tests and the student tutorial.
- For each response, there is a counter at the top right of the response box. As students type, the number will count down to show how many more characters they can type (the only exception is that the AT/Screen Reader forms do not have a character counter). A character is counted as any key that is typed (e.g., letters, numbers, spaces, punctuation).
- Students should be aware that they have limited space for their constructed-responses and essays for ELA, just as they would in a paper-based test.
 - > 1,200 characters for constructed responses (equivalent to one hand-written paragraph)
 - > 2,500 characters for essays in grades 3–5 (equivalent to one hand-written page)
 - > 5,000 characters for essays in grades 6–8 and 10 (equivalent to two hand-written pages)
- During the ELA test, students may use the notepad in TestNav to take notes in addition to using their scratch paper. The notepad cannot be resized, but if a student's writing fills the box, a scroll bar will appear to allow the student to continue typing.
Any notes typed in the notepad on one screen will only remain on that same screen. When a student clicks on the arrow button to go to the next question, there will be a new notepad. However, students can go back to the previous screen to access the previous notepad.
- Students may want to highlight text in a passage, test question, or answer choice. Just as notes they take in the notepad will not carry over from one screen to the next, highlighted text will not carry over from one screen to the next. To highlight, students can drag their cursor over text and then select one of four colors: blue, pink, green, or orange.

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New

- The copy-and-paste feature is available for use on constructed responses and essays. By selecting text and pressing CTRL+C and CTRL+V on the keyboard, students can copy and paste text from ELA passages and Science modules to include as evidence or to support their answers. When using this feature, students should be mindful to limit the amount of text they copy. Copying a large amount of text from a passage may prevent students from demonstrating their essay-writing skills, which may result in a low score.
- Certain words during the ELA test will have a dotted line below them that students may select to display a definition (pop-up glossary feature).
- For some questions with left and right panels, students can use the Expand buttons to expand the left side or right side of the screen and make the content there fill the whole screen (expandable panels feature).

Resources Available during Testing

- Students will have scratch paper available to them, up to three pages at one time (they can turn in used pages to get more if they need it).
- Students may use calculators and reference sheets as described on pages 24–25 of this manual. Any other reference sheets, notes, or study guides are prohibited and may lead to test invalidation, with the exception of approved materials for students with disabilities using certain accommodations.

Testing Irregularities and Invalidations

- Students' test results may be invalidated if they engage in any of the following activities during a test session (including after submitting their tests, 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 III, section B) for any purpose, including accessing the internet for any purpose other than accessing TestNav
 - > communicating with other students (e.g., talking, whispering, writing notes)
 - > looking at any other student's computer screen
 - > consulting notes, books, or instructional materials during testing
- To avoid testing irregularities, students may bring a book to read in case they finish their test early. Students should be informed of the options they have for appropriate activities after testing (see page 27 for the list of materials students may use after completing their tests).

Additional Topics for High School Students

- Students are required to meet CD requirements described at www.doe.mass.edu/mcas/graduation.html as well as local graduation requirements in order to receive their diploma.
- Students will be given multiple opportunities before the end of their senior year (and after high school) to retake tests in any subjects for which they have not met CD requirements.
- Student test scores may be used to determine eligibility for the John and Abigail Adams Scholarship and the Stanley Z. Koplik Certificate of Mastery with Distinction Award.



b. Meeting with EL Students

It is important to communicate the following to EL students:

- They will be participating in tests that they may find difficult because they are still learning English. Particularly for grades 3–8, students should answer as many questions as they can, and should let their test administrator know when they can no longer complete the test.
- The purpose of having them participate is to establish a starting point from which their progress over time can be measured, and because they are required to participate.
- Since participation in the ELA test is optional for first-year ELs, inform them if they will not participate in that test.
- Students who are currently or were ever reported as ELs may use printed copies of authorized bilingual word-to-word dictionaries and glossaries or other EL accommodations (See Appendix C for more information).
- Schools should ensure that EL students are familiar with the bilingual word-to-word dictionaries and glossaries that will be available to them during MCAS testing, and that students have some practice using them in advance of testing.
- For high schools: Students taking the Spanish/English edition of grade 10 Mathematics, Biology, or Introductory Physics may respond to constructed-response questions in either English or Spanish.



c. Meeting with Parents/Guardians

In addition to student meetings, principals are encouraged to share information with parents/guardians before testing about the following topics:

- resources from DESE about MCAS tests that are available at www.doe.mass.edu/mcas/parents
- the ways that the school will prepare their child for testing
- how parents/guardians can support their child
- the days that their child will be testing
- participation requirements
- test security requirements and materials their child will not be permitted to have during testing (e.g., students will not be permitted to contact parents/guardians via cell phone during test sessions, even after submitting their tests)
- how to reach their child during testing if necessary (parents/guardians should not text or call their children during testing)
- for grades 4, 5, 8, and 10: information about the student questionnaire

Schools should inform parents/guardians about students' optional participation in the student questionnaire using their normal procedures for student surveys. Schools may wish to provide parents/guardians the link to the Department's website at www.doe.mass.edu/research/vocal for more information. The prior year's questions (which are the same questions that students will answer in spring 2024) are posted at www.doe.mass.edu/research/vocal/default.html, and FAQs about the questionnaire can be found at www.doe.mass.edu/research/vocal/default.html. Further questions should be directed to the Department at vocalsurveydese@mass.gov.

The Department suggests sharing information in regular parent newsletters.

MCAS Test Administration Protocols

3. Student Tutorial and Practice Tests

The Department strongly encourages schools to have all students view the tutorial and take practice tests to familiarize themselves with the tools and features available in TestNav.

It is important for schools to schedule time for students and educators to familiarize themselves with the different types of test questions, and to gain experience with TestNav, including the tools and accessibility features that will be available during testing.

The table below shows two different ways to access practice tests. Note that the practice tests accessed via the web are the same as the practice tests available in the TestNav application. Upon completion of practice testing, a score for machine-scored test questions is provided for diagnostic purposes. Rubrics are provided for constructed-response questions and essays. (Note that there is a third way to access practice tests through PearsonAccess^{next} for schools to use when conducting an Infrastructure Trial; more information is provided in the *Infrastructure Trial Readiness Guide*.)

Part IV of the CBT TAM contains more information and instructions for test administrators to administer the student tutorial and practice tests.

Item	Web location	Description
Student tutorial	mcas.pearsonsupport.com/student	<p>The tutorial shows students how to use different onscreen tools and accessibility features, and how to review responses before submitting a test.</p> <p>All technology-based accommodations are demonstrated in the student tutorial.</p> <p>The tutorial covers all subject areas, is self-directed with no audio, and is expected to take about 20–30 minutes to complete. Test administrators are expected to go through the tutorial themselves so that they are familiar with TestNav’s features and can answer any questions students have.</p>
Web-based practice tests	mcas.pearsonsupport.com/student	<p>These can easily be shared with parents/guardians and the school community. Web-based practice tests mimic TestNav without the need to download the application.</p> <p>A text-to-speech version of the practice tests will be available for schools to prepare students who will be using this accommodation.</p>
Practice tests accessed via the TestNav app	mcas.pearsonsupport.com/technology-setup Download the TestNav8 application, choose Massachusetts , and select the Practice Tests link on the sign-in screen. This will take you to the options to select the appropriate subject and grade.	<p>This version of the practice tests most closely reflects the actual student testing experience because students will take the test using the TestNav application during actual testing.</p>

4. Additional Resources to Prepare Students for Testing

In addition to the practice tests, the Department recommends that schools familiarize students with the following resources, which are available in the MCAS Resource Center at mcas.pearsonsupport.com/student:

- blank CBT response boxes for ELA and STE, which allow students to practice answering constructed-response and essay questions (Click on “Practice Tests,” and then click on the subject area, and then the grade. The CBT response boxes are in the resources section on the right-hand side.)
- equation editor practice tool for grades 3–6 Mathematics
- equation editor and calculator practice tool for grades 7, 8, and 10 Mathematics
- reference sheets for Mathematics grades 5–8 and 10, and for Introductory Physics
- equation editor guide and symbol key
 - › Students taking the Mathematics tests, the grade 8 STE test, and the Introductory Physics test on desktop computers will be able to hover their pointer over the symbols in the equation editor for a brief explanation of the symbol. Students not using a desktop computer may not be able to do this, so the equation editor symbol key is particularly useful for them.
- Text-to-speech (TTS) guide for students using that accommodation

Part IV






Tasks to Complete for Test Administration






Tasks to Complete for Test Administration

Checklist of Tasks

Use the following checklist of tasks to keep track of responsibilities during MCAS testing during suggested timeframes. Some of the tasks in the checklist are described in other documents, but most are described in the Tasks section that follows. You may use the “Completed?” column to check off when each task has been completed; you may also want to use the column to write in the names of staff who will be helping with each of the tasks.

Task Reference	Task Overview	Completed?
A. Ongoing/Tasks to Complete Beginning in Fall 2023		
1	Familiarize yourself with resources: Student Assessment Updates, the 2024 test designs, and CBT components.	
2	Provide the Department with contact information.	
3	Update student information in SIMS.	
B. Tasks to Complete BEFORE Test Administration – Winter 2024		
1	 Meet with the technology coordinator and establish a plan to ensure that the appropriate technology preparations are made	
2	Participate in DESE training on test security and administration protocols.	
3	Complete the SR/PNP process.	
C. Tasks to Complete BEFORE Test Administration – Late Winter/Early Spring 2024		
1, 2	Develop a test security plan, and review it with your superintendent.	
3	Identify students who will be participating in each grade’s tests.	
4	Determine which accessibility features and accommodations students will need.	
5	Identify test administrators and other school staff members who will have access to secure materials.	
6	Assign and update user roles in PAN.	
7	Establish the school’s testing schedule.	
8	Communicate the test schedule and other important information to the school community, including parents/guardians.	
9	Identify testing spaces and plan how to set up a secure testing environment, and prepare room assignments.	
10	Meet with students to provide information about testing.	
11	Administer the student tutorial and practice tests.	
D. Tasks to Complete At Least Two Weeks BEFORE Test Administration		
1	 Collaborate with your technology coordinator to conduct a Preliminary System Test and (if recommended) an Infrastructure Trial.	
2	Ensure that the SR/PNP is updated according to the instructions in the <i>Guide to the SR/PNP Process</i> (available at mcas.pearsonsupport.com/manuals ; click on the PearsonAccess ^{next} Guidance drop-down).	
3	Create PAN Sessions and assign students to them.	
4	 Verify form assignment in PAN Sessions for form-dependent accommodations.	

Tasks to Complete for Test Administration

Task Reference	Task Overview	Completed?
E. Tasks to Complete Two Weeks BEFORE Test Administration		
1, 2	Verify receipt of manuals, and inventory and store them.	
3, 4	Order additional manuals if necessary, and download materials.	
5	 Prepare to provide accessibility features and accommodations for testing.	
6	Submit any requests to test students in an alternate setting, or to test adults using accommodations.	
F. Tasks to Complete At Least One Week BEFORE Test Administration		
1	Distribute manuals/security requirements, and train staff in test security requirements and test administration protocols.	
2	 Provide additional training to test administrators who will be administering accommodations.	
3	 Precache operational test content in PAN if your school will be using ProctorCache (can be done up to one week before testing but should not be earlier than that).	
G. Tasks to Complete Approximately One or Two Days BEFORE Test Administration		
1	Verify that test administrators have covered or removed prohibited materials from the walls of testing rooms.	
2	 Confirm that the technology coordinator has completed necessary preparations for testing.	
3	 Remove first-year EL students from PAN Sessions for ELA if they will not be participating in this subject area test.	
4	Prepare testing tickets.	
5	Prepare additional materials.	
6	Prepare materials for accommodations.	
7	Prepare and start PAN Sessions.	
H. Tasks to Complete DURING Test Administration		
1	Using your document tracking system, distribute materials for testing.	
2	Monitor test administration.	
3	Manage situations that may occur during testing.	
4	Securely store materials for testing.	
5	Maintain/update the record of test administrators and their students for each test session.	
6	Collect lists of students who were absent for testing and schedule make-up testing for them. Confirm that all students participated.	
7	When test sessions are completed, verify that all secure materials have been returned.	

Tasks to Complete for Test Administration

Task Reference	Task Overview	Completed?
I. Tasks to Complete AFTER Test Administration		
1	Update student information in PAN and SIMS as needed.	
2	Ask your district SIMS contact to make any necessary updates to SIMS.	
3	Complete the PCPA.	
4	Plan to retain materials listed in the PAM for three years.	
5	Recycle or discard materials listed in the PAM.	
6	Securely destroy materials listed in the PAM.	
7	Remove students from PAN Sessions if they were removed from your enrollment.	
8	Make sure each student's test session is in "Complete" or "Marked Complete" status.	
9	Stop PAN Sessions.	

A Ongoing/Tasks to Complete Beginning in Fall 2023

1. Familiarize yourself with resources:

- Read the biweekly Student Assessment Update emails throughout the school year for important MCAS program updates.
Principals, MCAS test coordinators, special education directors, and EL program directors automatically receive the Student Assessment Update based on contact information submitted to the Department. See information at the top of the Student Assessment Updates page (www.doe.mass.edu/mcas/updates.html) for instructions of how to add another staff member who serves in one of those roles. Others may subscribe by clicking the Subscribe link at the bottom of each edition.
- Become familiar with the 2024 test designs, which are available at www.doe.mass.edu/mcas/tdd (click on the subject area, and then click on "Test Design").
- If you are new to computer-based testing, review the components for CBT in Appendix A.

2. Provide the Department with the school's correct contact information to receive important notices via email during test administration.

The steps for updating contact information can be found at www.doe.mass.edu/mcas/updates.html.

3. Update student information in SIMS (Student Information Management System).

Since information from SIMS is used for MCAS reporting, it is critical that schools report that information accurately. District-level SIMS contacts submit data for the entire district; call your district's contact to confirm the accuracy of your school's data being submitted to SIMS (see page ii for instructions on finding your district's contact).

a. SASIDs

SASIDs are required as part of the Student Registration/Personal Needs Profile (SR/PNP) process. If you do not have a student's SASID (e.g., a student new to Massachusetts), create and assign to the student a 10-digit number starting with "88" (instead of "10"). For adults

Tasks to Complete for Test Administration

participating in the high school Science tests, also note that SASIDs cannot be newly assigned for students 22 years of age or older. Call your district SIMS contact with questions on assigning SASIDs.

b. SIF and SIMS

For districts that are using the School Interoperability Framework (SIF), enrollment data will be extracted by the Department approximately one week before the SR/PNP window opens for each test administration.

Enrollments for districts not using SIF will be based on the October 2023 SIMS submission. For non-SIF districts, SIMS is updated in October, March, and June. If a student's information changes (e.g., a student will no longer have an IEP), provide the information to the district's contact to include in the next SIMS update.

B Tasks to Complete BEFORE Test Administration—Winter 2024

1. Meet with the technology coordinator and establish a plan to ensure that the appropriate technology preparations are made.



- See page 66 in Appendix A for the list of tasks that technology coordinators must complete.
- See also the *2023–24 Pre-Administration Guide* (posted at www.doe.mass.edu/mcas/testadmin) for details on completing technology-related tasks.

2. In late January/early February, participate in one of the Department's training sessions on MCAS test security and test administration protocols.



Register for this and other trainings at www.doe.mass.edu/mcas/training.html. See page 4 for more information on the training sessions.

3. Complete the SR/PNP process.

See the *Guide to the Student Registration/Personal Needs Profile (SR/PNP) Process for the 2023–2024 MCAS Tests* at mcas.pearsonsupport.com/manuals under the PearsonAccess^{next} Guidance drop-down menu for the steps to complete.

C Tasks to Complete BEFORE Test Administration—Late Winter/Early Spring 2024

1. Develop a test security plan for your school that will assist you in preventing issues, and if necessary, detecting incidents and determining actions.

- Review the MCAS Test Security Requirements (see Part I).
- Establish a tracking system (see sample internal tracking forms posted at www.doe.mass.edu/mcas/testadmin/forms), and develop local procedures to ensure that the chain of custody of secure materials is maintained and that students are provided with required materials for testing.
- Designate a central locked area for storage of secure materials: student testing tickets, proctor testing tickets, and used scratch paper.
- Develop procedures so that students do not access prohibited materials such as cell phones (see list on page 27). Determine whether test administrators will read the recommended script in the TAM instructing students to put their cell phones and other prohibited devices in their bags, or whether other school procedures will be used.

Tasks to Complete for Test Administration

- Begin planning for the number of staff who will need to be involved in test administration, so that there will be appropriate coverage (e.g., monitors for hallways and restrooms, test administrators, substitute test administrators, test administrators for accommodated students).
- Develop a training plan for staff who will be involved in test administration, including test administrators, technology staff, and hallway monitors. Make sure that staff who will be administering accommodations receive additional training so that all accommodations are correctly given.
- Develop a communication plan for students and parents/guardians to inform them about prohibited items during testing as well as the consequences for having them (see the optional sample form for students and the sample letter for parents/guardians).

2. Review your school's test administration plan with your superintendent.

- Review your school's plans for following test security and administration protocols with your superintendent or a designee from the central office. You may be asked to use the sample Superintendent's Assurance of Proper Test Administration form (www.doe.mass.edu/mcas/testadmin/forms), use a locally developed form, or document the review in another way.

3. Identify all students who will be participating in each grade's tests.

See Part II for participation requirements.



4. Determine which accessibility features and accommodations students will need.

See Appendix C for information on accessibility features and accommodations.

For additional support, staff should view the "Accessibility and Accommodations" module (mcas.pearsonsupport.com/training). Also, Department staff will cover this topic in a training session in January (register at www.doe.mass.edu/mcas/training.html).

5. Identify the individuals who will serve as test administrators and other school staff members who will have access to secure materials.

See Part III, section E for more information about authorizing test administrators and other staff member roles during testing (e.g., hallway monitors), as well as technology staff.

6. Assign and update user roles for test administrators and other school staff members as necessary in PearsonAccess^{next}.

Schools should assign user accounts for test administrators and other school staff members as necessary.

Refer to the *Guide to Managing User Accounts in PearsonAccess^{next}* and the *User Role Matrix for PearsonAccess^{next}*, which are posted at mcas.pearsonsupport.com/pearsonaccessnext (click on the "User Information" drop-down menu), for more information about user roles and creating user accounts.

Continue to update roles throughout the testing window as needed.

7. Establish the school's test administration schedule, and ensure that tests are scheduled during the prescribed testing window.

See Part III, section C for more information about scheduling test sessions.

Tasks to Complete for Test Administration

8. **Communicate the school’s testing schedule and general policies to the school community, (e.g., educators, parents/guardians, students), including the following:**
 - school procedures during testing
 - participation requirements
 - the student questionnaire in grades 4, 5, 8, and 10
 - the resources posted at www.doe.mass.edu/mcas/parents
9. **Prepare the room assignments for students and test administrators.**

Identify adequate testing spaces, and plan strategies to maintain security in each testing space. See Part III, section D for more information about setting up testing spaces.

Document the rooms to which students and test administrators are assigned, and maintain the record in your school files.
10. **(Recommended) Meet with students to instruct them on test security requirements and to provide information about the testing experience.**

See Part III, section G, for more information about meeting with students.
11. **(Strongly recommended) Administer the student tutorial and practice tests, and familiarize students with additional resources.**

See Part III, section G for more information about the student tutorial and practice tests.

D Tasks to Complete At Least Two Weeks BEFORE Test Administration

1. **Collaborate with your technology coordinator to conduct a Preliminary System Test and (if recommended) an Infrastructure Trial.**

Refer to the *Infrastructure Trial Readiness Guide* (mcas.pearsonsupport.com/technology-setup) to determine whether your school should conduct an Infrastructure Trial, Preliminary System Test, or both, and for the steps to do so.

Review the steps below and the suggested assignments for tasks.

- Access the PearsonAccess^{next} (PAN) training site (all participating staff).
- Set up technology (technology coordinator).
- Create sample students in PAN (test coordinator).
- Create a session in PAN (test coordinator).
- Administer a test session (technology staff for a Preliminary System Test; school staff for an Infrastructure Trial).
- Review lessons learned from the Infrastructure Trial and/or Preliminary System Test with the test administration team (e.g., error codes, connectivity issues, issues with signing in to TestNav).

Note: After resolving issues discussed with the team, the technology set-up should not be changed prior to testing.



Tasks to Complete for Test Administration



For additional support, staff should view the “Infrastructure Trial for Technology Coordinators” module and “Infrastructure Trial for Test Coordinators and Test Administrators” module as appropriate based on their roles. Also, Department staff will host training sessions in January on infrastructure trials (register at www.doe.mass.edu/mcas/training.html).

2. Ensure that the SR/PNP is updated with any changes since it was first imported.

It is important to make sure that your SR/PNP is up to date and reflects your current enrollment. Changes can be made through the PAN interface or by exporting, updating, and then re-importing the file. See the instructions in the *Guide to the SR/PNP Process* (available at mcas.pearsonsupport.com/manuals; click on the PearsonAccess^{next} Guidance drop-down).

For students who transferred into your school after the initial SR/PNP submission, you may need to submit an Enrollment Transfer Request. Please see the *Enrollment Transfer Guide* under the PearsonAccess^{next} Guidance drop-down at mcas.pearsonsupport.com/manuals for additional information.

3. Create PAN Sessions and assign students to them.

“PAN Sessions” are separate groupings in PearsonAccess^{next} of the students who will take a test at the same time and in the same testing location. PAN Sessions are used when printing student testing tickets. The principal/school test coordinator and the technology coordinator have the permissions in PAN to create Sessions.

A PAN Session name may contain up to 50 characters. The Department recommends that schools use a naming convention for PAN Sessions that will help test administrators quickly and easily find the test they are administering including the following items:

- test administrator name
- testing location
- grade
- subject area test



Create separate PAN Sessions for each group of students receiving the human read-aloud or human signer accommodation (five students maximum per group), since the students **must** be in a separate PAN Session from other students who do not receive these accommodations in order for PAN to generate a proctor testing ticket.

For more information on creating PAN Sessions, see the *PearsonAccess^{next} User Guide* at support.assessment.pearson.com/x/KoDy.



For additional support, staff should view the “Creating Sessions” module (mcas.pearsonsupport.com/training). Also, Department staff will cover this topic in the “Tasks in PearsonAccess^{next} Before Testing” session to be held in February. (register at www.doe.mass.edu/mcas/training.html).

Tasks to Complete for Test Administration

4. **Verify that students using form-dependent accommodations such as Text-to-Speech (TTS), Screen Reader Edition (SR), Spanish/English edition, compatible Assistive Technology (AT), ASL, Human Read-Aloud, or Human Signer have the correct form assigned to them in PearsonAccess^{next} by following one of the sets of steps below. (Also be sure that these students have these accommodations listed in their IEPs or 504 plans. Results may be invalidated for students who are given improper accommodations.)**



This step is very important because if a student starts a test without the correct form assigned, several additional steps are required to fix the situation, including voiding the student's current test and assigning a new one.

- View a report in “Students in Sessions” in PAN.
 - > Go to **Testing > Students in Sessions**.
 - > Select **Add a Session**.
 - > Type in the PAN Session name to review in **Session Name**, and click **Add Selected**.
 - > Confirm the form-supported accommodation indicator is correctly assigned (it will appear next to a student's SASID).
 - > **Note for Human Reader:** Students requiring a Human Reader for a computer-based test should be placed into specific Human Reader PAN Sessions. To do this, change the Form Group Type to “Human Reader.” If a session is created via the SR/PNP import, the Form Group Type will need to be changed from “Standard” to “Human Reader” from the Create/Edit Sessions page in PAN. If the Human Reader Session has been set up correctly, a proctor testing ticket will be available on the Students in Sessions page.
- View the PNP Report.
 - > Go to **Reports > Operational Reports**.
 - > Check the box for **Students & Registrations**, and select **PNP Report – Accessibility Features and Accommodations for Student Tests**.
 - > This report can be filtered by either choosing all **Accessibility Features and Accommodations** or by choosing a specific one. The PNP Report can also be filtered by a specific organization within the district and/or by a specific test. (See the sample report at www.doe.mass.edu/mcas/testadmin/forms.)
- View the Session Student Roster in PAN.

Note: This step is included in the CBT TAM for test administrators to complete on the day before testing. Alternatively, you may want to print this report for test administrators to review the day prior to testing.

 - > Go to **Testing > Students in Sessions**.
 - > Go to **Resources > Session Student Roster**.

(See the sample report at www.doe.mass.edu/mcas/testadmin/forms.)

Tasks to Complete for Test Administration

E Tasks to Complete Two Weeks BEFORE Test Administration

1. Verify receipt of test administration manuals.

Verify receipt of manuals immediately upon their delivery to your school (see pages iv–vii for the dates that manuals will arrive). Each grade’s manuals are shipped separately. Call the MCAS Service Center if you do not receive materials by the expected date.

For spring 2024, TAMs are being produced as follows:

- **A CBT TAM**, which covers grades 3–8 and 10 ELA and Mathematics, grades 5 and 8 STE, and high school Science
- **A PBT TAM**, which covers grades 3–8 and 10 ELA and Mathematics, grades 5 and 8 STE, and high school Science

2. Inventory your school’s shipment of manuals, and store them.

- Using your Materials Summary form, inventory your shipment of manuals upon receipt. After the inventory, the form can be stored in school files (there is nothing to complete on the form after testing). There is no need to retain shipping cartons, unless your school is also doing PBT (see Appendix B).
- To inventory the manuals, complete the “Qty Received” column of the Materials Summary for each grade according to the “Before Testing” directions on the form.
- Designate an area to store the manuals. You may want to use the secure, locked storage area that you will be using to store testing tickets when printed.

3. Order additional manuals if necessary.

Schools are shipped one copy of the PAM and also receive one copy of each TAM per 15 students (plus one for each small group identified in the SR/PNP).

If your shipment of manuals is not sufficient for your testing needs, complete one of these steps:

- Download copies of the manuals from the Department’s website at www.doe.mass.edu/mcas/testadmin/manual.
- Order additional manuals online at www.mcasservicecenter.com no later than the deadline dates listed on pages iv–vii. You will need the Ship Code from your Materials Summary when placing your order.
 - > **Note:** Orders will be shipped for receipt on the following business day if the order is received before 12:00 p.m.; orders received after 12:00 p.m. will be shipped for receipt on the second business day.

4. Download administration materials.

Forms and sample materials can be downloaded from www.doe.mass.edu/mcas/testadmin/forms. Reference sheets (strongly recommended), equation editor guides, symbol keys, gridded response guidelines, the text-to-speech guide, and the Spanish/English TestNav translation can be downloaded from mcas.pearsonsupport.com/student. See section 4 on page 26 for more information about permitted printed materials.

Tasks to Complete for Test Administration

- 5. Prepare to provide accessibility features and accommodations for testing, including for students with a recent injury to their arm or hand, and confirm that test administrators understand the specific accommodations they will be providing.**

The Department recommends that schools prepare a list or spreadsheet that staff can refer to that includes students' names, grades, subject area, test administrator name, testing location, and accessibility features and accommodations (including the accessibility or accommodation number and a brief description).



Test administrators for students with disabilities using certain accommodations must sign an MCAS Nondisclosure Acknowledgment prior to reviewing secure materials. Principals must keep signed Nondisclosure Acknowledgments in the school files for three years. See page 105 in Appendix C for the list of accommodations this requirement applies to. See page 37 for more information about the requirements of the form. The MCAS Nondisclosure Acknowledgment can be found at www.doe.mass.edu/mcas/testadmin/forms.

See Part II, section G for the steps to take for a student with a recent injury to their arm or hand.

- 6. Submit any requests to test students in an alternate setting, or to test adults using accommodations.**

If you have students who cannot be tested at school (students who are not in school for disciplinary or health reasons, students in DYS custody, etc.), you may submit the form to request an alternate setting by going to massgov.service-now.com/mcasaltsetting.

To request permission to test an adult with accommodations, fill out and submit the form posted at www.doe.mass.edu/mcas/testadmin/forms.

F Tasks to Complete One Week BEFORE Test Administration

- 1. Distribute manuals/security requirements, and train all school staff members authorized to have access to secure materials in test security requirements. Train test administrators, hall monitors, and technology staff in test security requirements, test administration protocols, and the school's local testing procedures (see topics in Part III, section F).**

- In advance of the training session, distribute TAMs to test administrators so that they can familiarize themselves with the security requirements and administration protocols and come to the session prepared with questions. Distribute a copy of the test security requirements to all school staff members who have access to secure materials. (www.doe.mass.edu/mcas/testadmin)
- Document that test administrators and school staff members have received the materials listed above. Principals may use the sample form or create their own. (www.doe.mass.edu/mcas/testadmin/forms)
 - › At the training session, the principal must describe the test security requirements (see Part I) and confirm that all school staff members understand these requirements. In addition, principals must describe school procedures for implementing the test security requirements and test administration protocols, and familiarize test administrators with the tasks they will be completing. Principals should cover the topics included in the slides available at www.doe.mass.edu/mcas/testadmin.

Tasks to Complete for Test Administration

- > School staff members must sign in to demonstrate that they attended the school training session (see the sample form at www.doe.mass.edu/mcas/testadmin/forms; this sample is the same one used to acknowledge that staff received TAMs/test security requirements; schools may use this form or create another or two separate forms).

2. Provide additional training to test administrators administering accommodations.



Test administrators who will be administering accommodations should receive training in the correct administration of their specific accommodations (see page 36 for more information on this topic). Since student test results can be invalidated due to test administrator errors (e.g., giving the Human Read-Aloud accommodation to a student who should not receive this accommodation), it is critical that test administrators understand the protocols for administering their students' accommodations.

3. (If recommended based on Network Check) Precache operational test content in PAN if your school will be using ProctorCache.



For schools with low bandwidth, ProctorCache software allows your school to preload the MCAS test content into a local caching computer to reduce issues with internet connectivity during testing. Precaching (if recommended) should be done one week before each test administration. The technology coordinator should follow the steps outlined at support.assessment.pearson.com/x/dRFgAQ to prepare for testing at the school.

G Tasks to Complete One or Two Days BEFORE Test Administration

1. Verify that test administrators have covered or removed from the walls of each testing space all prohibited materials.

See page 33 for examples of materials that must be covered or removed.



2. Confirm that the technology coordinator has completed the steps in Appendix A of this manual, and that all devices are prepared for testing.

Ensure that all devices to be used for testing are charged prior to each test session. Make sure sufficient power cords and power strips are available as well as extra testing devices if needed. Confirm that accessories, such as external keyboards for tablets and headphones (only used for students receiving the text-to-speech and screen reader accommodations), are available and in working order prior to testing.

Ensure that all students' testing devices have TestNav installed. For details, visit download.testnav.com. Assign computers to test administrators to complete tasks in PearsonAccess^{next}.



3. Remove first-year EL students from PAN Sessions for ELA if they will not be participating in this subject area test.

Participation of first-year EL students in ELA testing is optional (see page 125 for more information). If any nonparticipating students are assigned to an ELA PAN Session, remove them from the session and unassign the ELA test that was assigned to the students. In **Testing > Students in Sessions**, select the **Remove Students from Sessions** and **Manage Student Tests** tasks.

Tasks to Complete for Test Administration

4. Prepare testing tickets.

- Student testing tickets may be printed up to two days in advance, however they may not be distributed to test administrators before the day of testing; once they are printed they must be kept in the school's secure storage area.
- Before printing testing tickets, check the PAN Sessions that were previously created (see steps 3 and 4 on pages 52–53) and confirm that students with the text-to-speech, human read-aloud, and human signer accommodations assigned to their tests are entitled to those accommodations.
- After printing testing tickets, verify that tickets for students with the text-to-speech, human read-aloud, and human signer accommodations have the proper icons on them (see page 20).

5. Prepare additional materials for testing.

- Print copies of reference sheets for students taking Introductory Physics as well as grades 5–8 and 10 Mathematics (strongly recommended).
- Optional for students using tablets: Print copies of the equation editor symbol key (available in the “Equation Editor Guide” drop-downs at mcas.pearsonsupport.com/student) for Mathematics, grade 8 STE, and Introductory Physics.
- Ensure that a sufficient supply of scratch paper will be available for all students, and #2 pencils for students who need them.
- Collect handheld calculators for students who wish to use them for the tests listed on pages 24–25.

6. Prepare materials for accommodations.

- Download graphic organizers and supplemental reference sheets for students who receive accommodation A9 (www.doe.mass.edu/mcas/accessibility/organizers).
- Download the Spanish/English TestNav translation for students taking the Spanish/English editions of the grade 10 Mathematics test or the high school Science tests.
- Gather printed copies of authorized bilingual word-to-word dictionaries and glossaries for students who are currently or were ever reported as ELs.

7. Prepare and start Sessions in PearsonAccess^{next}.

Steps to prepare PAN Sessions can be found at support.assessment.pearson.com/x/24F8AQ. PAN Sessions may be prepared up to two days prior to testing. Test form assignments can be verified after a session has been prepared.

PAN Sessions should not be started earlier than one day prior to testing. They can also be started by test administrators on the day of testing. The CBT TAM contains instructions for test administrators to verify test forms on the day of testing, and explains the steps to start a session. Schools may determine whether they want to have the test coordinator start PAN Sessions or have test administrators do so.

Refer to mcas.pearsonsupport.com/training for the Sessions Management module, and see support.assessment.pearson.com/PAsup/testing/start-a-session-and-unlock-tests-sessions for more information on Starting Sessions in PAN.



Tasks to Complete for Test Administration

H Tasks to Complete DURING Test Administration

1. Using your document tracking system, distribute materials needed for testing.

On the day of testing, distribute testing tickets and other materials to each test administrator. Be sure that test administrators and the test coordinator independently count materials (student testing tickets and proctor testing tickets) and sign the internal tracking form before transferring custody of secure materials. See the appropriate TAM for the specific list of materials necessary for each test session.

2. Monitor your school's test administration by conducting the following tasks.

- Follow test security requirements.
- Ensure that internal tracking forms are used each time that secure materials are moved.
- Report any testing irregularities or security incidents that occur during testing to the Department by calling 781-338-3625. If instructed to do so, complete the online Irregularity Reporting Form using the link sent to you. See section D.2 in Part I of this manual for the information to include in an irregularity report.
- **New for 2024**, incidents involving benign use of electronic devices that occur after a student has completed testing and submitted their test in TestNav (or turned in their test materials for PBT) do not need to be reported to the Department, but may be handled locally, with any school-based consequences at the discretion of the principal. Incidents that occur while a student is actively testing should continue to be reported as usual.

NOTE: This is not a change to any of the policies on prohibited devices described on pages 27–28; accessing cell phones, wireless earbuds, and other electronic devices is still prohibited in the testing room. This is only a change in reporting requirements, i.e., what must be reported to the Department versus what can be handled locally. Schools may contact Student Assessment Services with any questions about reporting irregularities.

3. Manage situations that may occur during testing.

Refer to Appendix A for technology-related situations and resolutions, including steps to take if a student starts testing with an incorrect accommodation (or without the correct accommodation).

a. Steps if a school is closed or has a delayed opening due to severe weather:

See page 32 for information about severe weather situations. The Department will also provide instructions to school principals via email if there is a major situation affecting multiple communities.

b. Steps for test administration interruptions (e.g., power failures):

See page 31 for information about handling interruptions to testing.

c. Steps if a student has a concern about a test question:

See page 36 for information about reporting a student's concern with a test question to the Department.

d. Situations related to student participation

Steps for students with an injury to their hand or arm at the time of testing:

1. Initiate a 504 plan or amend the IEP of any students with a recent injury to their writing hand who need test accommodations.
2. Update the student's PNP with any new accommodations that have been assigned.

Tasks to Complete for Test Administration

For more information, refer to Part II, section G.

Steps if a student refuses to participate:

State law requires all students to participate in statewide standardized testing. However, if students refuse, they may remain in the testing room as long as they are sitting quietly and are not disrupting other students. Any students who become disruptive should be removed from the testing room and placed in a separate location until testing is completed and regular classroom instruction resumes. Schools are not required to provide instruction during MCAS testing to students who refuse to test.

Follow the instructions in section I.8 on page 62 to mark students' tests complete.

Steps if a student is in a placement conducting an extended evaluation of a student with a disability:

Contact the setting, and determine whether the student will be tested at the placement.

If the student was not tested at the original school, unassign the student's test(s) to allow the new setting to register the student (if this is not done and the student returns to the school and continues to be enrolled through June SIMS, the student will be reported with a test status of NTA – Not Tested Absent).

Documented requests to change temporarily transferred students from "Absent" to "Transferred" can be made during the August Discrepancy Resolution window.

Steps for make-up testing for students who are absent:

When the student is ready to make up the missed session, the test administrator will unlock the student's PAN Session and have the student sign in to TestNav. Schools with a large number of students making up test sessions may want to create a separate PAN Session and move students into that new PAN Session. Note that moving students into a new PAN Session will require new student testing tickets, since passwords are linked to PAN Sessions. Additional instructions for make-up testing can be found on page 70 in Appendix A.

Steps for a student who transfers:

Refer to the steps for Enrollment Transfers on page 135 in Appendix D.

4. Appropriately store secure materials between sessions and after each day of testing.

Use your document tracking system to document that all materials are kept secure between sessions and are returned to you each day after testing is completed.

At the end of each test session, test administrators should confirm that students have submitted their responses and have signed out of TestNav. At the end of each test session, test administrators should collect student testing tickets and used scratch paper and immediately return them to the secure storage area.

The Department recommends locking each test session for additional security. Lock test sessions after testing by going to **Testing > Students in Sessions**, select a **Session** from the **Session List**, and select the slider lock for the session(s) you would like to lock.

5. Maintain and, if necessary, update the record of test administrators and their students for each test session, including make-up and test completion sessions.

To confirm that all students have participated in testing, use the following Operational Reports:

- **Students Registered but not Assigned to a Test:** A list of all students who are registered in a test administration but do not have any student tests assigned to them

Tasks to Complete for Test Administration

- **Students with Online Test but not Assigned to Session:** A list of all students who are assigned to take a computer-based test but have not yet been added to a PAN Session
- **Students Tests that have been Assigned but have not yet Completed:** A list of all students who are registered in a test administration and have a student test assigned to them, but the test has not yet been completed
- **Online Student Tests Marked Test Complete:** A list of all students' tests that have been marked "Test Complete" (and Marked Test Complete reasons if applicable). This report allows administrators to view tests that did not complete normally (including due to technology failures) and to investigate prior to the end of the testing window.

Follow the steps below to access these reports:

- In PAN, go to **Reports > Operational Reports**.
- Select the Report Category "Students & Registrations" for the following reports:
 - > Students Registered but not Assigned to a Test
 - > Students with Online Test but not Assigned to Session
- Select the Report Category "Online Testing" for the following report:
 - > Online Student Tests Marked Test Complete
- Select the name of the report you'd like to view.
- Select filters for the report as appropriate and refresh the report.

6. Collect lists of students who were not tested from test administrators, and schedule the students for make-up testing.

See page 31 for information about scheduling make-up sessions.

7. After test sessions are completed, verify that ALL secure materials have been returned to you.

- Use your document tracking system to verify that test administrators have returned all secure materials to you. The Department requires two independent counts to verify that student testing tickets, proctor testing tickets (if used), and used scratch paper have been returned.
- Used scratch paper is secure and must be stored securely until it is shredded. It may not be viewed by school staff members.
- If necessary, investigate any discrepancies between the materials distributed to test administrators and those returned to you.

I Tasks to Complete AFTER Test Administration

1. Update student information after testing according to the instructions in Appendix D.

2. Ask your district SIMS contact to make any necessary updates to SIMS.

Let your SIMS contact know if any students were added to or removed from your school's enrollment (you will need to provide them with students' names and SASIDs), or whether any students had a new IEP or 504 plan developed (e.g., students with a recent injury to their writing hand). See Appendix D for more information on enrollment transfers.

Tasks to Complete for Test Administration

3. Complete the PCPA (one for grades 3–8 testing, one for grade 10 testing, and one for high school Science testing) by the deadlines listed on pages iv–vii.

- Go online to www.mcasservicecenter.com, select **MCAS** from the menu, and then select **Principal’s Certification** from the list of options. Follow the onscreen instructions to read the certification statements and submit the form.
- Type in your name **exactly** as it appears in the Department’s School/District Profiles (profiles.doe.mass.edu); the Department will follow up with schools when the name does not match.
- The principal (**not** a designee) must complete the PCPA form; however, if you are an interim principal or a co-principal, type “interim” or “co-principal” after your name in the signature box.
- Print the confirmation and save it for your school files.

4. RETAIN the following materials in your school files for three years:

Tracking and related materials	<ul style="list-style-type: none"> • Materials Summary forms • printout(s) of PCPA confirmation(s) • Secure Materials Internal Tracking Forms
Materials related to accommodations	<ul style="list-style-type: none"> • approved Request for Permission to Test a Student in an Alternate Setting forms, if applicable • completed MCAS Nondisclosure Acknowledgments from test administrators for ELs and students with disabilities using certain accommodations • completed Student Accommodation Refusal forms, if applicable • accommodations lists/spreadsheets, if applicable
Other local records	<ul style="list-style-type: none"> • agendas, sign-in sheets, and any other relevant documentation from the Test Administrators’ Training and the training session for other authorized school staff members to demonstrate that they have been trained and received TAMs and test security requirements • records of test administrators and their students for each session, including make-up and test completion sessions • completed Student Responsibilities during MCAS Testing forms, if applicable, for students in grades 6 through high school • seating charts, if used • Superintendent’s Assurance of Proper Test Administration forms, if used • documentation for absences due to medical reasons, if applicable • documentation for students who were removed from or added to the school’s enrollment during the testing window

Tasks to Complete for Test Administration

5. RECYCLE OR DISCARD the following materials:

Recycle or discard	<ul style="list-style-type: none"> • <i>Test Administrator's Manuals</i> • this manual, after the completion of the Mathematics/STE testing window • Mathematics reference sheets • Introductory Physics reference sheets • equation editor guides and symbol keys • Do Not Disturb signs • cartons that were used to ship manuals to your school
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6. SECURELY DESTROY (e.g., by shredding) the materials listed below, and indicate on the internal tracking form that this has been done.

Shred	<ul style="list-style-type: none"> • scratch paper used by students • student testing tickets • proctor testing tickets • accommodation materials such as graphic organizers and pre-approved reference sheets • any session student rosters or operational PearsonAccess^{next} reports containing student information
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7. If a student needs to be removed from the school's enrollment after a PAN Session has been prepared or started, you must first remove the student from the PAN Session.

Run the Operational Report **Students Tests that have been Assigned but have not yet Completed**.

In order to remove a student from a Session, the student must be in "Ready" status:

- Go to **Testing > Sessions**.
- Search for the PAN Session Name(s), and place a checkbox to select the Session(s).
- Click **Go to Students in Sessions**.
- Click on the PAN Session under the Session List.
- Place a check box next to a student's SASID.
- In **Select Tasks**, choose **Remove Students from Sessions**.
- Place a checkmark next to the student, and click **Remove**.

Make sure to remove the student from your next SIMS submission.

8. Make sure each student's test session is either in "Complete" or "Marked Complete" status.

Mark tests complete for the following groups of students:

- students who did not complete testing (e.g., students who were absent, students who refused to test) and have at least one test session with a status of Exited, Resumed, or Resume-Upload
- students who started a test session but did not finish it

Tasks to Complete for Test Administration

- students who did not take both sessions of a test
- students in grades 4, 5, 8, and 10 who did not complete the Student Questionnaire

(**Note:** If both sessions of a student’s test are in “Ready” status because the student did not begin either session, simply remove the student from the session (see step 7 above). There is no need in this case to mark the test complete.)

Use the Operational Report “Session Roster” to identify students whose tests need to be marked complete:

- Go to **Reports > Operational Reports**.
- Select **Online Testing** under Report Categories, and then select **Session Roster**.
- Click **Request Report Refresh** to retrieve most up-to-date information. Select organization and test type, then select Refresh Report.
- Refresh the Session Roster, then click **Download Report**. Identify students that are not in a complete, marked complete, or ready status.

After test administration, mark the tests “Complete” in PAN by following these steps:

- Go to **Testing > Students in Sessions**.
- Select the student(s) by placing a checkmark next to the SASID(s).
- In **Select Tasks**, choose **Mark Student Tests Complete**.
- Select the PAN Session by placing a checkmark in the box.
- Type in a reason (e.g., “student refusal”), and then click **Mark Complete**.

Repeat this process for each subject area test assigned to the student for which the student did not participate.

Further instructions can be found here: support.assessment.pearson.com/x/igQHAQ.

9. Stopping Test Sessions in PAN. All PAN Sessions must be stopped after testing.

- Go to **Testing > Sessions**. Search for and select the PAN Sessions that need to be stopped (you can use the Session Status filter on the left side of the screen to find sessions that are in statuses other than Stopped).
- Click **Go to Students in Sessions** next to “Sessions” at the top left of the screen.
- Under **Session List**, select **Combined View**. Confirm all students in the sessions are in “Complete” or “Marked Complete” status. Then, select **Stop All Sessions**.

Appendix A



Tasks and Guidance for Technology Coordinators

Appendix A—Tasks and Guidance for Technology Coordinators

A Background and Overview

Principals, test coordinators, and technology coordinators should become familiar with the terminology describing the components of computer-based testing:

- **PearsonAccess^{next} (PAN)** is the online management system. Note that users will be signed out of PAN after 15 minutes of inactivity.
- **TestNav** is the online testing platform for students. Note that students will be signed out of TestNav after 1 hour of inactivity.
- **Infrastructure Trials:** An Infrastructure Trial is an opportunity for schools to prepare for computer-based testing by simulating test-day network use. The purpose is to identify any school or district logistical issues, and to confirm all testing devices are properly configured and ready for computer-based testing.
- **ProctorCache:** This optional software will be available to all schools as part of TestNav. Precaching is the process of loading (i.e., “caching”) test content locally to a designated proctor caching computer at a school. In schools with lower bandwidth, precaching can reduce test delays from network congestion and can provide students with a more seamless testing experience in the event of disruptions to internet connectivity. (See mcas.pearsonsupport.com/technology-setup for specific ProctorCache recommendations.)

Steps that apply to any technology problems that may occur during testing:

- Resume testing on the same device, if possible.
- Do not turn off the device.
- Make a note of which testing device the student was using.
- If the error persists, move the student to a new device.
- If there is a situation in which a student is waiting for more than 15 minutes, then schedule the student to complete testing at a later time.

In the rare occurrence that TestNav or PearsonAccess^{next} experiences an outage, the MCAS Service Center will email a notification to principals, district and school test coordinators, and technology coordinators. The MCAS System Status page at ma-testnav.statushub.io will be updated until the issue has been resolved. A second email will be sent to schools and districts when service is restored.

B Tasks for Technology Coordinators to Complete

Tasks to Complete in Fall 2023

(See the *2023–24 Pre-Administration Guide* posted at www.doe.mass.edu/mcas/testadmin/pre-admin-guide.pdf for details.)

1. **Review the technology specifications, and prepare the school’s infrastructure.**
2. **Review the Department’s cybersecurity guidance and establish a cybersecurity plan for your school.**
3. **Determine whether your school will participate in “Bring Your Own Device” (BYOD) for MCAS testing.**

Appendix A—Tasks and Guidance for Technology Coordinators

Tasks to Complete at Least Two Months BEFORE Testing

(See the *2023–24 Pre-Administration Guide* posted at www.doe.mass.edu/mcas/testadmin/pre-admin-guide.pdf for details.)

1. **Verify access to PearsonAccess^{next} and the PearsonAccess^{next} training site.**
2. **Ensure that all testing devices have been updated to version 1.12 of the TestNav app, and familiarize yourself with updates to TestNav and PAN.**
3. **View online training modules, and attend additional training sessions.**

Tasks to Complete at Least Two Weeks BEFORE Testing

1. **Configure internet firewalls, content filters, and spam filters.**
 - Review the information on the Network Requirements and Guidelines page (support.assessment.pearson.com/TN/network-requirements-and-guidelines-23074307.html) and configure your network appropriately. Test delivery URLs should be “exempted” or “excluded” from inspection and filtering.
 - Configure the common applications and functions listed below so that they will not launch on any student testing devices during the Infrastructure Trial or during operational testing:
 - › anti-virus software performing automatic updates
 - › power management software on laptops warning of low battery levels
 - › screen savers and sleep mode
 - › email with automessage notification
 - › calendar applications with notifications, such as Google Calendar
 - › pop-up blockers
 - › set automatic updates (iTunes)
 - › Windows Accelerator
 - › MacOS three finger tap gesture on Macintosh computers with trackpads
 - › Siri and Dictation (MacOS)
 - › Cloud Clipboard
 - › Cortana and Game bar (Windows)
 - › international keyboards
 - › translation software or extensions
 - › writing extensions (e.g., Grammarly)
 - › any other application that could have a pop-up message
2. **Set up or disable ProctorCache based on your Network Check.**

The ProctorCache system requirements (support.assessment.pearson.com/x/PQACAO) provide minimum and recommended specifications for computer hardware. In some cases, precaching reduces test delays from network congestion and provides students with a more seamless testing experience in the event of disruptions to internet connectivity. Refer to the *ProctorCache Recommendation for MCAS Computer-Based Testing* posted on the [Technology Setup page](#) at the MCAS Resource Center at mcas.pearsonsupport.com/technology-setup for instructions on how to complete the Network Check and specific ProctorCache recommendations based on the results of your Network Check.

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3. Create the TestNav configuration.

The TestNav Configuration enables you to set up Response File Backup Locations. To create a TestNav Configuration for your organization, select **TestNav Configurations** from the **Setup menu** on the [PearsonAccess^{next} homepage](#), select **Create/Edit Configurations** from the **Select Tasks** drop-down menu, and complete the steps in part IV, step 6 of the *Infrastructure Trial Readiness Guide*.

4. Test the “lock down” settings on student devices.

Student testing devices must be able to operate in a “lock down” state to temporarily disable features and applications that could present a security risk. Schools can test the security lock down settings following these steps:

- For the TestNav app, open TestNav and navigate to the **Massachusetts sign in page**, and then click the **user icon** in the top right and choose “App Check” from the menu.
- A success message should display within a few seconds.
- If there is an error message, review the device setup instructions for the TestNav app or contact the MCAS Service Center. If the Configuration Identifier is entered, the App Check will also verify that the device has the appropriate permissions to the primary and, if specified, the secondary save locations. The identifier can be found in PAN on the Create/Edit TestNav Configuration page (**Setup > TestNav Configurations > Create/Edit TestNav Configurations**).
- **Note:** ChromeOS devices: Peer-to-peer (P2P) networking should be disabled on ChromeOS devices. If it is available, devices can automatically update Chrome from nearby devices of the same model, resulting in an interruption in testing. Turn off this option in the Google Admin Console; it will help reduce errors and/or interruptions during testing.
- **Note:** ChromeOS devices should have accessibility features disabled prior to testing.

5. Conduct a Preliminary System Test.

A Preliminary System Test is a small-scale Infrastructure Trial where technology staff (instead of students) sign in and click through the practice tests in TestNav. It is used to ensure that test content can be successfully downloaded to devices, that local device security settings are correct, and that TestNav can run successfully on student devices.

If your school will not conduct a full-scale Infrastructure Trial with students, DESE strongly recommends running a Device Test and Network Trial. If you will conduct an Infrastructure Trial, DESE recommends running a Preliminary System Test prior to the full-scale Infrastructure Trial. See additional information about the Preliminary System Test in the *Infrastructure Trial Readiness Guide* (mcas.pearsonsupport.com/manuals).

6. Schedule one-on-one support as needed from Pearson’s support specialists (i.e., Field Services Engineering) using the link at mcas.pearsonsupport.com/technology-setup. This is an opportunity for technology coordinators to receive support with the following:

- technology set-up and site readiness
- questions about TestNav
- TestNav configurations in PAN
- Infrastructure Trials (set up as well as debriefing)

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7. Review the Best Practices document at mcas.pearsonsupport.com/technology-setup and, based on guidance, decide whether to conduct an Infrastructure Trial.

- It is recommended to conduct your school's trial at least two weeks before testing.
- Use the *Infrastructure Trial Readiness Guide*, under the PearsonAccess^{next} Guidance drop-down menu, to prepare for and conduct your Infrastructure Trial.
- Schools should not update their technology set up or computers after conducting their trial.
- Who should participate?
 - > test coordinators
 - > technology coordinators
 - > test administrators
 - > students
- Debrief the Infrastructure Trial with your team, and decide if any changes are necessary prior to operational testing.

8. Prepare devices and materials.

- Ensure that devices will be charged prior to each test session.
- Have the following materials available, and confirm if they are in working order:
 - > power cords, power strips, extra batteries, extra computers
 - > if using tablets: external keyboards
 - > if students are using text-to-speech: headphones (Students do not need headphones otherwise.)

Tasks to Complete One Week BEFORE Testing

1. If using ProctorCache, precache test content.

- If your school will use ProctorCache, precache the operational tests by following the steps outlined in the *PearsonAccess^{next} User Guide* (support.assessment.pearson.com/x/LYDy). Schools should not precache secure operational test content until one week prior to the start of their testing window.
- If your school will use ProctorCache, confirm that the tests are precached by entering the following URL into a browser: [http://\[Caching Computer's IP Address\]:4480](http://[Caching Computer's IP Address]:4480).

2. Familiarize yourself with common issues that may arise during testing and how to troubleshoot, as described in sections C, D, and E of this Appendix.

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C Instructions for Make-Up Testing

1. A Student Becomes Ill During a Session

If a student becomes ill during a session and cannot continue testing,

1. Have the student exit TestNav by accessing the user drop-down menu next to the student's name in the upper right corner. Then have the student select **Sign out of TestNav** from the menu.
2. Have the student then select **Save and Return Later**.
3. Lock the student's session by clicking the lock/unlock icon on the **Students in Sessions** screen for the student.

When they are able to make-up the session,

1. Resume the student by first unlocking the session using the indicator on the **Students in Sessions** screen.
2. Then have the student sign back in to TestNav.
3. On the **Students in Sessions** screen for the session, find the student and use the drop-down to change their status from **Exited** to **Resumed**. This will tell the system to check for any answers the student may have already submitted.
4. Follow the normal procedures for having the student(s) submit their answers in TestNav, and then verify their **Completed** test status and lock the session using the lock/unlock indicator on the **Students in Sessions** screen.

Remember that the student is not permitted to return to any questions that were previously answered.

2. A Student Was Absent on the Day of Testing and Will Be Kept in the Same PAN Session for Make-Up Testing

If a student was absent for one or more days of testing, and the principal or test coordinator has decided to keep the student in the original PAN Session,

1. If the original session was locked after other students completed testing, unlock it for the student who was absent at the time of make-up testing. Use the lock/unlock indicator on the **Students in Sessions** screen for the session.
2. Have the student sign in to TestNav using their original assigned credentials. This will change their status on the **Students in Sessions** screen from **Ready** to **Active**.
3. Follow the normal procedures for having the student(s) submit their answers in TestNav, and then verify their **Completed** test status and lock the session using the lock/unlock indicator on the **Students in Sessions** screen.

3. A Student Was Absent on the Day of Testing and Will Be Placed in a New PAN Session for Make-Up Testing.

If a student was absent for one or more days of testing, and the principal or test coordinator has decided to remove the student from the original PAN Session and create a new PAN Session for make-up testing with other students,

1. Remove the student from the session. Go to **Testing > Students in Sessions**, select/check the student and then select **Remove Students from Sessions > Remove**.

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2. Go to **Testing > Sessions > Create/Edit Session**.
3. Fill out the details for the new PAN Session and, using the Students field, find the student (and others who need to do makeup) and add them to the session. Select **Create**.
4. Follow the normal procedures for preparing and starting a session before test day. Print a new student testing ticket for the student.
5. On test day, have the student and others doing make-up testing sign in to TestNav using the new sign-in credentials for the new session (available from Resources on the **Students in Sessions** screen).
6. Follow the normal procedures for having the student(s) submit their answers in TestNav, and then verify their **Completed** test status and lock the session using the lock/unlock indicator on the **Students in Sessions** screen.

D Troubleshooting Situations that Can Occur in Test Sessions

1. **SITUATION: TestNav stops responding or exits a student from the test (e.g., a student device loses connectivity).**

RESOLUTION:

Steps for the Test Administrator:

1. Attempt to identify if there was a loss of connectivity.
2. Resume the student's test.
3. If there are repeated technical interruptions, contact your technology staff.

Steps for the Technology Staff:

Escalate the issue to the principal for a student who is waiting for 15 minutes.

Steps for the Principal:

1. Call the MCAS Service Center at 800-737-5103 if there are issues that cannot be resolved in 15 minutes or less.
2. Call the Department at 781-338-3625 after calling the MCAS Service Center if there is a large-scale technology failure that affects one or more classrooms. (It is not necessary to call the Department if there is a loss in connectivity that can be quickly restored with minimal interruption to student testing.)

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2. **SITUATION: A student turned off the testing device instead of exiting TestNav correctly, and the status in PAN remains “Active” (even though the student is not currently testing).**

RESOLUTION: The student’s responses have not been lost, but the test administrator should verify that the student responded to all the test questions by following these steps in PearsonAccess^{next}:

1. Navigate to the “Students in Sessions” page, and locate the affected test session in the student’s test.
2. Click on the student’s “Active” status to view the “Student Test & Item Progress” screen.
3. Verify whether the student responded to all the test questions.
4. If all the test questions were answered, mark the test session complete.
5. If any responses are missing, locate and upload the student’s responses that were saved locally. For further instructions, follow the instructions in the *TestNav User Guide* (support.assessment.pearson.com/x/DAACAQ). Test administrators may want to contact their technology staff person for support.

3. **SITUATION: TestNav does not appear to be working properly but the student is actually experiencing an expected behavior.**

RESOLUTION:

Steps for the Test Administrator:

The following are expected behaviors in TestNav:

- The Notepad cannot be resized.
- Exhibits (e.g., reference sheets) cannot be resized.
- A test question appears as “Not Answered” in the “Review” menu until all parts of that question have been answered.

If students encounter a situation not listed above, consult with your technology staff, who may then call the MCAS Service Center.

Steps for the Technology Staff:

Escalate the issue to the principal for a student who is waiting for 15 minutes.

4. **SITUATION: A student’s test status is “Resume-Upload”; error codes 1005, 1006, or 1007.**

Resume-Upload status forces TestNav to check for a saved response file (SRF) on the testing machine when the student signs back in to continue. There are times when a student needs to be resumed, but may not be properly signed out of a test, such as if the computer froze or the browser crashed. When this happens, the student may still be listed in **Active** status, but the only option you can choose is **Resume-Upload**.

RESOLUTION: In most cases, resuming a student test in PAN will allow a student to sign back in to TestNav successfully. By default, TestNav will look for any saved responses and upload them. If a student is inadvertently signed out of TestNav and resumes testing on a device that does not have a saved response file (SRF), Resume-Upload can be used to allow a test administrator to search for the SRF on the student’s original testing device. Refer to support.assessment.pearson.com/x/DAACAQ for directions on locating the SRF. If the student is continuing on the same testing device, “Resume” may be selected after “Resume-Upload” is selected.

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When a student is ready to sign back in to the session with a Resume-Upload status, a staff member must be present. When resuming a student from Active status, select “Resume-Upload” and then “Resume.” Have the student attempt to sign in using the original testing device. If the error persists, move the student to a different testing device. If Resume-Upload is selected in PAN, the student or staff can choose “Skip Upload” from the 1005 pop-up message. If the error that caused the initial exit is still present after changing devices, please call the MCAS Service Center. Be prepared to provide the student name, PAN Session, and device type, and request to speak with Technical Support.

5. SITUATION: A student needs to change devices (e.g., a student has to move to a test completion room but is using a desktop computer).

RESOLUTION: The Department strongly recommends that students use only one computer per test session whenever possible. However, if students need to change devices during the same test session, they need to sign out of TestNav on the first device (click on the User icon in the top right corner, select “Sign out of TestNav,” and then follow the prompts). Once students are fully signed out, they can be resumed on the new device.

Note for Chromebook users: Do not power the first device off until the student has been successfully resumed on the second device.

6. SITUATION: A student exits TestNav before completing a test session or before submitting final answers.

RESOLUTION:

1. Verify that TestNav is shut down for the student.
2. Resume the student’s test in PAN.
 - Navigate to the “Students in Sessions” page and find the student who needs to be resumed.
 - > If the student shows as “Exited” in PAN, select the drop-down menu where it says “Exited” and select “Resume.”
 - > If the student shows as “Active” in PAN, select “Resume Upload” then “Resume.” TestNav will automatically load any saved response files (SRFs) that are present.
 - > It is best practice to resume the student on the original testing device. If there is an error that continues to occur or the original device can not be used, then attempt a different device.
3. Have the student sign in to TestNav using the sign-in information on the student testing ticket. The student’s test will resume from the point at which the test was interrupted.

Technology coordinators should contact the MCAS Service Center immediately if there is an issue that cannot be resolved. It is acceptable to contact the Service Center using a cell phone, but it is not permissible to photograph students’ testing devices (e.g., to show an error message). Be prepared to provide logs from the testing devices if the Service Center requests them.

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7. **SITUATION: A student accidentally clicked “submit” but did not actually finish a test session.**

RESOLUTION: Only someone with the district test coordinator role can undo student submissions – it cannot be done at the school level. Schools should contact their district test coordinator who can undo student submissions with the following steps.

1. In PAN, from **Testing**, select **Students in Sessions**.
2. Click on **Add a Session**.
3. Type a session name into the search field and click on the checkbox next to the session.
4. Click on **Add Selected**.
5. Type a student name into the search field and click on the checkbox next to the student test.
6. Click on **Select Tasks**, select **Undo Student Test Submissions**, and click on **Start**.
7. Select the checkbox next to the student test or unit of a test to confirm your selection.
8. Click on **Undo Submissions**.
9. Resume the student’s test in PAN.

E **Resolving Situations that Involve Accommodations**

1. **SITUATION: A student has the wrong accommodation assigned and the student has not signed in to TestNav yet (is still in “Ready” status).**

RESOLUTION: If the student is in a session that has not yet been prepared, the accommodation can be updated by following these steps:

1. In PAN, go to **Setup > Students**.
2. Search for the student and place a checkmark next to the student name.
3. Select **Tasks > Manage Student Tests > Start**.
4. Select the test on the left.
5. Update the Accommodation and click **Save** (repeat if more than one test needs to be updated).

If the student is in a PAN Session that has been prepared, the student may need to be removed from the Session if one of the following accommodations is being used: text-to-speech, screen reader, assistive technology, human read-aloud, human signer, ASL, or Spanish/English edition. This can be done by following these steps:

1. In PAN, go to **Testing > Sessions**.
2. Search for the appropriate PAN Session and place a checkmark next to it.
3. Click on **Go to Students in Sessions**.
4. Click on the PAN Session name under Session List on the left side of the screen.
5. Place a checkmark next to the student whose accommodation needs to be updated.
6. Select **Tasks > Remove Students from Sessions > Start**.
7. Place a checkmark next to the student and click **Remove**.

Once the student has been removed, follow the first five steps in this section (section D.1). When the student’s accommodation has been updated, place the student back into the appropriate PAN Session by going to **Students in Sessions > Add Students to Sessions**.

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2. **SITUATION: A student incorrectly has text-to-speech, screen reader, assistive technology, human read-aloud, human signer, ASL, or Spanish/English edition assigned, and the student has already signed in to TestNav (is still in a status other than “Ready”).**

RESOLUTION: If a student has signed in to TestNav and does not have the proper accommodation needed to test, please follow these steps:

- Have the student sign out of TestNav.
- Contact the test coordinator or principal.
- The test coordinator will need to void the test (**all test sessions**).
 1. In PAN, go to **Testing > Sessions**.
 2. Search for the appropriate session and place a checkmark next to the session.
 3. Click on **Go to Students in Sessions**.
 4. Click on the PAN Session name under Session List on the left side of the screen.
 5. Place a checkmark next to the student whose accommodation needs to be updated.
 6. From the **Tasks** drop-down, select **Mark Student Tests Complete** and **Manage Student Tests**, and click **Start**.
 7. On the **Mark Student Tests Complete** tab, place a checkmark above each of the sessions, enter a reason (Incorrect Accommodation), and click **Mark Complete**.
 8. On the **Manage Student Tests** tab, check the box “Void Test Score Code,” select “Wrong Accommodation” from the Void Test Score Reason drop-down, and click **Save**.
 9. Assign a new test to the student.
 - > Go to **Setup > Students**.
 - > Search for your student and select the checkbox next to the student name.
 - > Select **Tasks > Manage Student Tests > Start**.
 - > Select **Create Student Tests**, enter in the test student information, including the correct accommodations, and click **Create**.
 10. Place the student in a new PAN Session.
 - > Go to **Test > Sessions**.
 - > Select **Tasks > Create / Edit Test Sessions** and click **Start**.
 - > Ensure Create Session is selected, enter in the session details, add the student whose accommodation was updated, and click **Create**.

Note: If the student should have a Human Reader or Human Signer session, select the **Proctor Reads Aloud** checkbox, and then select **Human Read-Aloud** or **Human Signer** from the Form Group Type drop-down.

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3. SITUATION: A student’s form-dependent accommodations (e.g., TTS) are not appearing correctly.

RESOLUTION: Instructions for correcting a large number of errors (SR/PNP Import):

1. In PAN, select the appropriate administration from the administration drop-down.
2. Select **Import / Export Data** from the **Setup** drop-down.
3. Select **Import / Export Data** from the **Select Tasks** drop-down. Click **Start**.
4. Select **Student Registration Export** from the **Type** drop-down. Unless you want to specify results by registration grade and/or subject, leave those fields blank, and leave the values in the Test Status Filter field. Also, leave the “Include tests with Void Test Score Code” box unchecked. Then click **Process**.
5. Once the file is complete, select **Download File**.
6. In the .CSV file, identify all students who have both Text-to-Speech (column Z) and Human Reader or Human Signer (Column Y) selected. Delete all other students from the file.
7. Remove either the Text-to-Speech flag, or the Human Reader or Human Signer flag for those students.
8. Save the file as a .CSV file.
9. In PAN, select **Import / Export Data** from the **Setup** drop-down.
10. Select **Import / Export Data** from the **Select Tasks** drop-down. Click **Start**.
11. Select **Student Registration Import** from the **Type** drop-down.
12. Select **Choose File** and browse for the saved .CSV file. Click **Process**.

Instructions for correcting a small number of errors (PAN interface):

1. In PAN, select the appropriate administration from the administration drop-down.
2. Select **Operational Reports** from the **Reports** drop-down.
3. Check **Students & Registrations** from the **Report Category**.
4. Select the **PNP Report – Accessibility Features and Accommodations for Student Tests** report from the list.
5. Select **Text-to-Speech** from the **Accessibility Features and Accommodations** drop-down. Click **Download CSV**.
6. Identify students on this report that have the Text-to-Speech flag and Human Reader or Human Signer flag selected.
7. In PAN, select **Students** from the **Setup** drop-down.
8. Search for the student that has both flags selected. Select the checkbox to the left of the student and select **Manage Student Tests** from the **Select Tasks** drop-down. Click **Start**.
9. Here, remove either the checkmark next to **Text-to-Speech**, or the checkmark next to **Human Read-Aloud** or **Human Signer**. Click **Save**.

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F Error Codes and TestNav Issues

The table below describes common error codes and TestNav issues and the steps to take to resolve the issues. For many of these situations, a test administrator can resolve a situation, and the student can continue testing without further issues. Others are described below in which test administrators will need to escalate the issue to technology staff if needed. A full list of error codes can be found online at support.assessment.pearson.com/x/DwACAQ. Instruct students to raise their hand if an error code appears during testing.

Error Code Number	Error Code Description	Instructions to Resolve the Issue
1005	No saved response file found.	<p>Student was placed into Resume-Upload status instead of Resume. Select “Skip Upload.”</p> <p>If you are resuming the student on a different device, see support.assessment.pearson.com/x/DwACAQ for instructions.</p>
1009	Unable to download test content	<p>There is a network connection issue between the testing device and the testing subcontractor’s (Pearson’s) servers.</p> <p>Contact your technology coordinator to verify the local internet connection and/or connection to the ProctorCache server as well as ensuring that test delivery URLs are excluded from inspection and filtering in network security services.</p> <p>The technology staff person should contact the MCAS Service Center if the issue cannot be quickly identified or resolved and should be prepared to provide the following information:</p> <ul style="list-style-type: none"> • the error code • the number of students testing • the device type • the PAN Session name
1017/1018	Primary/Alternate SRF location is not writable. Your responses will be saved in primary/alternate save location only. You may choose to continue with the test or exit the test and make the save location writable.	<p>TestNav displays this error when it tries to write to the SRF secondary location but fails. Check the path and verify it is valid, accessible, and that write access is granted. To update the path, sign in to PearsonAccess^{next} and edit the TestNav configuration. A valid SRF path is required for testing.</p> <p>Technology staff should contact the MCAS Service Center. The technology staff should be prepared to provide the following information:</p> <ul style="list-style-type: none"> • the error code • the number of students testing • the device type • the PAN Session name

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Error Code Number	Error Code Description	Instructions to Resolve the Issue
1021	<p>The testing server cannot be reached.</p> <p>All responses have been saved on this computer.</p> <ul style="list-style-type: none"> • Primary location: (primary SRF file location) • Alternate location: Path is Not Available (secondary SRF location if applicable) • Response file name: (SRF name) <p>To see if the connection has been restored, choose Retry.</p> <p>To continue the test at a later time, choose Exit Test.</p>	<p>Follow the instructions in the error message. If the issue persists, contact Pearson Support.</p>
3005	<p>TestNav has detected that another application attempted to become the active window, which may compromise the security of this test. TestNav has been shut down. You may need assistance from your test monitor to restart the test.</p>	<p>This could be caused by one of the following issues:</p> <ul style="list-style-type: none"> • pop-ups in the background • power saving features • system key combinations such as ctrl+alt+del • the student is attempting to switch to a browser or other application (e.g., to look up information for a question) <p>The test administrator should check whether any other applications have been accessed before resuming the student's test. If it appears the student was attempting to access information online, contact the principal to report this to the Department.</p>
3018	<p>The connection to the server has been lost. Please inform your test proctor that the test must close due to a connectivity error.</p>	<p>Contact Pearson Support. Have your log files ready for Level 2 support.</p>
3020	<p>TestNav has detected that either Command + Option + Esc or Command + Option + Eject has been typed. TestNav has been shut down. You may need assistance from your test monitor to restart the test.</p>	<p>TestNav exits the test and displays this error when a student types Command+Option+Esc while testing. The proctor must resume the test before the student can sign in to TestNav again.</p>
3044	<p>You cannot lock the device. Please contact your proctor.</p>	<p>To configure the device, refer to <i>Set up and use TestNav</i> at support.assessment.pearson.com/x/HgACAQ</p> <p>This message applies to iOS, Android, and Windows app.</p>
3050	<p>TestNav is unable to connect to server. Please see your proctor.</p>	<p>TestNav cannot connect to the server to verify it's running the latest version of the product.</p>

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Error Code Number	Error Code Description	Instructions to Resolve the Issue
3055	The TestNav app needs to be restarted. Please close and relaunch to continue testing.	TestNav has automatically downloaded and installed a TestNav patch update. Restart TestNav to continue testing.
3056	Something went wrong in loading the item. The test will be closed. Contact your administrator.	TestNav displays this error when it cannot load the item. To resolve, purge the cached content, and then reload the app. Pearson support requests log files on this error, when possible.
3124	TestNav has closed the test session due to inactivity. To continue testing, ask your proctor to resume your test, and sign in again.	When TestNav displays error 3124, the test state is "Exited." The proctor should change the test state from "Exited" to "Resume," and then have the student sign in again.
3140	Response cannot be saved. The TestNav app needs to be restarted. Please close and relaunch to continue testing.	Follow instructions in the error message.
5032	TestNav has detected a prohibited application '<processname>' running in the background that is preventing you from continuing this test. Please contact the test administrator to stop the prohibited application and resume testing.	Contact your administrator to complete the instructions in the error text.
8029	The installed app is out of date and needs to be updated in order to use TestNav on this device.	Download and install the latest version of the app.

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TestNav Issue	TestNav Message Description	Instructions to Resolve the Issue
No Available Tests	A student signs in to TestNav and sees a message that reads “No Available Tests.”	<p>If a student sees “No available tests” after signing in to TestNav, then that sign-in/password is for a test which has already been completed.</p> <p>Confirm on the student’s testing ticket the test being taken is correct. The sign-in for the student will be the same for each test, but the password will be different.</p> <p>Reprint the correct test ticket for the test the student is trying to access.</p>
Start Button Gray (not blue)	A student signs in to TestNav and sees a gray start bar instead of a blue one.	<p>Ensure the student is using a device with a supported OS version.</p> <p>Verify the test has been started in PAN, and the test is unlocked.</p> <p>For Chromebooks, close TestNav and re-launch the app in Kiosk Mode. (Kiosk Mode Apps are accessed from the Apps link in the lower left of the Chromebook sign-in screen.)</p>

Appendix B



Procedures for Paper-Based Testing

Accommodations A1 and EL1

Appendix B—Procedures for Paper-Based Testing

This appendix contains additional instructions for schools with students who will be taking paper-based tests. These instructions supplement those in the rest of the manual with information relevant to PBT. In some cases, the information here will supersede instructions in the body of the PAM.

Part I: MCAS Test Security Requirements

Additional definitions

- **“Secure”** materials include the following:
 - › Test & answer booklets for grades 3–8, grade 10 ELA and Mathematics, and high school Science
 - › Test booklets and answer booklets for the Spanish/English editions of grade 10 Mathematics, and high school Science
- **“Access”** refers to handling test materials such as booklets, but does not include viewing test content or student responses in booklets. Students may never transport secure booklets, including from their initial testing room to a test completion room.

A Additional Responsibilities of the Principal and Test Coordinator

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 counts of materials.
- Return all paper-based materials to the testing contractor according to the prescribed packing instructions and the deadlines in this manual.

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

Ensure the security of test questions, test & answer booklets, test booklets, and other secure materials.

- Do not remove test materials from the school. For example, do not share booklets with another school or program housed in your building.
- Do not view the contents of booklets before, during, or after a test administration (except when administering certain accommodations listed in Appendix C).
- Do not discuss or in any way reveal the contents of booklets 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 portion of booklets, including but not limited to audiotaping, videotaping, photographing, photocopying, typing, or copying by hand.³⁰
- Do not allow any portion of booklets to be retained, discarded, recycled, removed, or destroyed.³¹

³⁰The only exceptions are for test administrators who must transcribe student responses into 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.

³¹The only exception is for test materials that have become contaminated; see page 84 for procedures.

Appendix B—Procedures for Paper-Based Testing

C Additional Responsibilities of Test Administrators

Focus full attention on the testing environment at all times.

- A test administrator may view students' 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 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 a booklet or reviewing the incorrect test session, this is a testing irregularity that must be reported immediately to the principal. The principal must then report the irregularity to the Department.

Part II: Spring 2024 MCAS Test Administration Protocols

A Accounting for and Distributing Secure Materials

Section A here supersedes information in the body of the PAM in Part III, section A.1.

It is the responsibility of the principal to account for secure test materials through test administration. This means inventorying materials immediately upon receipt, tracking the location of materials throughout test administration, and ensuring that all materials are returned to the testing contractor. The Department recommends that principals account for secure materials using the identification numbers listed on the packing slips and document the identification numbers on internal tracking forms. The Department also recommends having more than one person present to count materials upon receipt and when preparing for their return. The school and district are responsible for any secure materials that were received at the school but not returned.

Note that in spring 2024, 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)
Grade 10 Mathematics – Spanish/English edition	Separate test booklets and answer booklets	• One test booklet and one answer booklet for each session (four booklets total)
Biology and Introductory Physics – Spanish/English edition	Separate test booklets and answer booklets	• For each subject, one test booklet and one answer booklet for each session (four booklets total)

Appendix B—Procedures for Paper-Based Testing

1. Establishing a Chain of Custody for Test Materials

The principal must use the forms listed below to account for and maintain the security of test materials.

a. Materials Summary

The Materials Summary is used to inventory materials immediately upon receipt and to reconcile secure materials being returned at the end of testing. The school receives one combined Materials Summary for all the subjects being tested for each grade in the shipment of materials.

The Materials Summary is used when ordering additional materials, including manuals. Schools need to use the Ship Code printed on the form when placing an additional materials order. The Materials Summary lists only the materials shipped to each school, and schools should check the complete lists of test materials at www.doe.mass.edu/mcas/testadmin to confirm that all materials needed for testing were included in the shipment, and to determine if other materials need to be ordered.

After testing is completed, principals must maintain the Materials Summary in school files (it should not be returned to the testing contractor).

A sample form is provided at www.doe.mass.edu/mcas/testadmin/forms.

b. Packing Slips

A packing slip is included in each carton of test materials. Each packing slip provides the identification number of any secure materials shipped in the carton. Principals who discover a discrepancy between the number of secure materials listed as shipped and the number received at the school can use the identification numbers to determine the specific material(s) missing.

c. Reporting Discrepancies in Shipments

Contact the MCAS Service Center if there are any discrepancies in your materials shipment.

2. Accounting for Contaminated Test Materials

If a booklet becomes contaminated with bodily fluids, the principal or test coordinator must contact the MCAS Service Center immediately for instructions. Procedures for these materials should follow district and school guidelines based on appropriate protocol for universal precautions issued by the Massachusetts Department of Public Health.

B Materials Required/Permitted during Testing for PBT

Section B here supersedes the information in the body of the PAM in Part III, section B.

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.


Appendix B—Procedures for Paper-Based Testing

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 by the principal or test coordinator.
 - › 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.)
 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.
- reference sheets and 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 Student Use

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 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: <ul style="list-style-type: none"> › grade 7 Mathematics Session 2 only <ul style="list-style-type: none"> – recommended: a five-function calculator or scientific calculator – minimum: a five-function calculator › grade 8 Mathematics Session 2 only <ul style="list-style-type: none"> – recommended: a scientific calculator or graphing calculator – minimum: a five-function calculator › grade 10 Mathematics Session 2 only <ul style="list-style-type: none"> – recommended: a scientific calculator or graphing calculator – minimum: a five-function calculator





Appendix B—Procedures for Paper-Based Testing

Icon in the Following Tables	Description
	<ul style="list-style-type: none"> • 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 five-function calculator or scientific calculator > grade 8 STE: a scientific calculator or graphing calculator > Biology and Introductory Physics: a scientific calculator or graphing calculator
	<p>Students must be provided with the reference or formula sheets included in shipments of test materials for the following tests:</p> <ul style="list-style-type: none"> • grades 5–8 and 10 Mathematics • Introductory Physics
	<p>Students must be provided an MCAS ruler (included in shipments of test materials) for the following tests:</p> <ul style="list-style-type: none"> • grades 3–8 Mathematics • grades 5 and 8 STE
	<p>Calculators are not permitted for grades 3–6 Mathematics (both sessions) or for Session 1 of grades 7–8 and 10 Mathematics.</p>








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	   five-function or scientific reference sheet MCAS ruler
8	   reference sheet MCAS ruler	   scientific or graphing reference sheet MCAS ruler

Appendix B—Procedures for Paper-Based Testing

Grade	Tools Available for Session 1	Tools Available for Session 2
10	  reference sheet	  scientific or graphing reference sheet

b. Tools Available for STE (both sessions)

Grade/Subject	Tools Available
5	  five-function 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 in the “Mathematics Gridded Response Guidelines” drop-down at mcas.pearsonsupport.com/student)
- printed copies of authorized bilingual word-to-word dictionaries and glossaries for students who are currently or were ever reported as ELs (See Appendix C 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 after students 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 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.

Appendix B—Procedures for Paper-Based Testing

- cell phones (See below 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 on page 104)
 - › any device capable of taking photographs
 - › game consoles
 - › electronic translators
 - › calculators (except during the tests/sessions listed on pages 85–87)
 - › 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 86–87 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 a Student Has 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.** See page 58 for more information about reporting cell phone irregularities.

During the Test Administrators’ Training, the principal will inform test administrators either to read the script in the TAM 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. See page 35 for more information about the Test Administrators’ Training.

Appendix B—Procedures for Paper-Based Testing

C Scheduling Test Sessions

For scheduling purposes, note that there is no tutorial for the paper-based MCAS tests; however, practice tests are available.

D Additional Topics for Training Test Administrators and Other School Staff Members

Describe school policies and procedures regarding the following topics:

- who to contact in the event that secure test materials become contaminated

Test administrators are required to do the following:

- Closely monitor students during testing to ensure that they do not view one another's booklets or turn back to previously completed test sessions.
- Write their name as well as the school and district name on the board (students will write this information down on the front covers of their booklets).

E Additional Information on Preparing Students for Testing

Meetings

During the meeting, provide students with the following information:

Their 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 the booklets
- looking at any other student's booklet
- working in a test session other than the one being administered, looking at questions or test pages beyond the stop sign, or going back to a previous test session
- damaging their test materials or removing any part of them from the testing room

Practice Tests

Practice tests for paper-based testing are available at the MCAS Resource Center and can be downloaded at mcas.pearsonsupport.com/student.

Resources to Prepare Students for Testing

To assist students in becoming familiar with answering gridded response questions on paper-based Mathematics tests, schools can download the Gridded Response Guidelines from the MCAS Resource Center at mcas.pearsonsupport.com/student.

Appendix B—Procedures for Paper-Based Testing

Part III: Tasks to Complete for the Spring Test Administration

A Additional Steps before Paper-Based Testing

- 1. Verify receipt of test materials immediately upon their delivery to your school. Materials will arrive by the date for each administration listed at pages iv–vii. Call the MCAS Service Center if you do not receive materials by this date.**
- 2. Using your Materials Summary, inventory test materials immediately upon receipt.**

To inventory test materials, complete the “Qty Received” column of the Materials Summary for each grade according to the “Before Testing” directions on the form.

Shrink-wrapped materials must remain unopened until the time specified either in this manual or in the TAMs. Therefore, to inventory your materials, count the spines of the booklets in each shrink-wrapped package.

The Department recommends two independent counts of test materials to verify that all materials have been received by your school.

Retain the Materials Summary to assist in accounting for materials after testing.

- 3. Store materials in the secure, locked storage area that you previously designated. Retain all original shipping cartons for the return of materials following testing.**

All materials will be returned in your original shipping cartons.

- 4. If necessary, order additional test materials or manuals by the dates and times listed on pages iv–vii.**

- Additional materials should be ordered, if necessary, only after a complete inventory, because extra standard test materials are included in the shipment.
- Schools will receive a small overage of test materials (please note that if a school has only one student doing PBT, only one extra set of materials will be shipped). Schools should carefully inventory materials by the deadline to confirm that the shipment meets testing needs.
- Locate the Ship Code on the Materials Summary, and have the code available when you go online to order additional materials at www.mcasservicecenter.com. Follow the onscreen instructions to place your order. Materials ordered online will be shipped for receipt on the following business day if the order is received before 12:00 p.m.; orders received after 12:00 p.m. will be shipped for receipt on the second business day. Packing discrepancies in additional orders must be reported within two business days of receipt of the order.
- It is not necessary to order additional materials for test administrators to administer tests to students requiring the accommodation for Human Read-Aloud or Human Signer. There will be enough materials shipped in overage to cover these additional tests.

Appendix B—Procedures for Paper-Based Testing

New

5. Apply Student ID Labels to the front covers of booklets.

New for 2024, all student ID labels should be applied to booklets in advance of testing by school staff members. Students should not apply labels to their booklets after the booklets have been distributed.

Principals may open packages of **answer booklets** for the Spanish/English editions of grade 10 Mathematics, high school Biology and Introductory Physics up to two days prior to testing in order to apply labels.

The Department recommends that Student ID Labels be applied to **test & answer booklets** on the day of testing, but principals may open packages of test & answer booklets in order to apply labels up to one day prior to testing. If this is done, the booklets must then be sealed in envelopes (supplied by the school) and the inventory documented on the envelopes after the labels are applied. (High schools do not need to seal answer booklets for the Spanish/English edition tests in envelopes prior to testing.)

Envelopes may not be reopened until immediately before testing. Remember that all test security requirements (see Part I) must be followed.

See the sample booklet covers posted at www.doe.mass.edu/mcas/testadmin/forms for examples of the information that needs to be filled in for students with Student ID Labels as well as students without a label.

6. Gather school-supplied testing materials.

- Collect #2 pencils to provide to any students who do not bring them.
- For Mathematics, print copies of the Guidelines for Completing Answer Grids (available in the “Mathematics Gridded Response Guidelines” drop-down at mcas.pearsonsupport.com/student) (optional).
- Have printed copies of authorized bilingual word-to-word dictionaries and glossaries available for students who are currently or were ever reported as ELs. (See Appendix C for more information.)

7. Using your school’s document tracking system, organize test materials for distribution.

Each test administrator should receive extra test materials to replace possible defective booklets. If you did not receive enough materials to distribute extra shrink-wrapped materials to each test administrator, you may open the minimum number of packages necessary to distribute extra materials.

B Additional Tasks to Complete During Test Administration

1. Distribute lists of SASIDs to test administrators if the school does not have Student ID Labels for any students who are testing that day.

- These students will need to fill in additional information (including their SASIDS) on the front covers of their booklets.

2. Monitor your school’s test administration.

- Check testing rooms to ensure that materials are covered on the walls and that the rooms are set up to support a secure testing environment.

Appendix B—Procedures for Paper-Based Testing

3. Maintain, and if necessary, update the record of test administrators and their students for each test session, including make-up and test completion sessions.

It is important to keep accurate records of who has been tested. It is not permissible to look through booklets to check whether students have completed testing.

4. After each test session, verify that ALL test materials have been returned to you.

- If necessary, investigate any discrepancies in amounts of materials distributed to test administrators and the amount returned to you. **Schools are responsible for returning all secure materials that were shipped to them.**

5. If any test materials have become contaminated, call the MCAS Service Center for instructions.

6. If any booklets have become damaged or defective during testing, follow these steps.

- Make sure the “void test & answer booklet” circle is filled in on the outside back cover of each affected booklet, and that “VOID” is written in large letters across the front cover.
- If a student completed any work in a booklet that was later deemed void, the work must be transcribed verbatim (multiple-choice responses as well as constructed-responses) into a replacement booklet so that the student receives credit.
- The process of transcribing a student’s responses may occur any time during the testing window, but must be monitored and supervised by the principal, test coordinator, or another test administrator to ensure accuracy.
- Since there will be no Student ID Label to affix to the front cover of the replacement booklet, all the information on the front cover will need to be completed.

7. If your school administered tests to students using the following accommodations, verify that these responses have been transcribed completely and accurately into standard booklets.

- students taking the Braille edition (accommodation A3.2) who did not also use the typed response accommodation
- students taking the large-print edition (accommodation A2)
- students who recorded their answers on special paper (accommodation A11)

8. If your school administered tests to students using typed responses (accommodation A12), follow these steps.

- Verify that test administrators have returned the typed responses to you properly and that each response has the required header information shown on pages 122–124.

A student’s response to any single question must be submitted using only one method (i.e., all written or all typed).

- Insert typed responses inside the front cover of students’ test & answer booklets or answer booklets (see pages 122–124).
- Once all typed responses are formatted properly and typed responses are prepared for return, instruct test administrators to delete students’ responses from the computers.

Appendix B—Procedures for Paper-Based Testing

C Tasks to Complete after Test Administration

- 1. Update student information after testing according to the instructions in Appendix D.**
- 2. Ask your district SIMS contact to make any necessary updates to SIMS.**
Let your SIMS contact know if any students were added to or removed from your school's enrollment (you will need to provide them with students' names and SASIDs), or whether any students had a new IEP or 504 plan developed (e.g., students with a recent injury to their writing hand). See Appendix D for more information on enrollment transfers.

Part IV: Return Test Materials

Schools are encouraged to complete testing early in the testing window and to return materials as soon as testing is completed for any grade and/or subject (see the deadline for UPS pickup for each administration on pages iv–vii). If testing is completed earlier than the deadline date, follow the instructions below to schedule a UPS pickup.

To facilitate the return of materials and to assist principals, an automatic pickup has been prescheduled for all schools doing PBT. A UPS driver will automatically come to the school on the pickup deadline date for each administration.

A Begin Packing Activities

- 1. Make sure that you have a used booklet assigned to the following students.**

Grades/Subjects	Type of Booklet	Students
Grades 3–8 ELA and Mathematics Grades 5 and 8 STE	One combined test & answer booklet for each subject	<ul style="list-style-type: none"> • students who participated in a subject area test • students who were absent with medical documentation (documentation on file at the school) for one or more test sessions and did not make up the session(s)
Grade 10 ELA Grade 10 Mathematics Biology Introductory Physics	Combined test & answer booklets – one for Session 1 and one for Session 2 for each subject	<ul style="list-style-type: none"> • students who participated in one or both test sessions • students who were absent with medical documentation (documentation on file at the school) and did not make up the session(s)
Grade 10 Mathematics Spanish/English edition Biology Spanish/English edition Introductory Physics Spanish/English edition	Session 1 answer booklets and Session 2 answer booklets for each subject (these tests also have separate test booklets for Sessions 1 and 2 but the test booklets are nonscorable).	<ul style="list-style-type: none"> • students who participated in one or both test sessions • students were absent with medical documentation (documentation on file at the school) and did not make up the session(s)

Appendix B—Procedures for Paper-Based Testing

2. Verify that front covers of booklets contain correct student information, and complete confidential student information on back covers.

See www.doe.mass.edu/mcas/testadmin/forms for sample covers.

- Verify that SASIDs and dates of birth have been entered correctly on booklets for all students who do not have Student ID Labels.
- Complete confidential student information on the inside and outside back covers of booklets, following instructions in the table below.

Situation	Instructions
A student was provided accommodations not initially listed in the SR/PNP.	Update PAN so it accurately reflects the accommodations that the student used (Setup > Students > Manage Student Tests). In addition, if a student used Braille, Large Print, or Typed Responses, fill in the corresponding circle next to the accommodation on the inside back cover of the booklet. Because a student’s IEP or 504 status is reported in SIMS, remember to report students with disabilities to your district SIMS contact, including students for whom a 504 plan was developed because of a temporary disability such as a broken arm.
A student refused accommodations during testing or did not use an accommodation.	Update PAN so it accurately reflects the accommodations that the student used (Setup > Students > Manage Student Tests).
A student had a medically documented absence for one or more test sessions and did not participate in make-up testing.	Fill in the medically documented absence circle in the “Absence” section on the outside back cover of the booklet.
A student was absent for another reason from all test sessions in the subject area test or refused testing.	Do not assign a booklet to a student who did not participate in testing (if one is already assigned, follow the instructions in the “void” section below).
A student was added to or removed from your school’s enrollment after the SR/PNP was submitted.	If the student did not test at all: Do not assign a booklet to a student (if one is already assigned, follow the instructions in the “void” section below). If the student participated in one or more test sessions: Fill in one of the circles in the “Change of Enrollment Status” section on the outside back cover of the booklet. For a student added to your enrollment, add the student to PAN following instructions in the <i>Guide to the SR/PNP Process</i> (available at mcas.pearsonsupport.com/manuals ; click on the PearsonAccess ^{next} Guidance drop-down).
A student’s test needs to be marked “void” (i.e., it will not be scored and no student results will be reported).	Fill in the void circle on the outside back cover of the booklet. Write “VOID” across the front of the booklet. Place the booklet in the Void Envelope in the return shipment.

Appendix B—Procedures for Paper-Based Testing

3. If booklets have already been assigned to the following students, follow the instructions on page 94 to mark the booklets as void.

- students who were absent *without* medical documentation or refused testing
- students who transferred into or out of your school during the testing window and who did not participate in that booklet’s session(s)
- students who participated in the MCAS-Alt for that subject (Note: An MCAS-Alt Student Information Booklet [SIB] must instead be submitted for each student who participates in the MCAS-Alt.)
- students in a DYS facility or placements conducting an extended evaluation who were removed from your school’s enrollment and did not participate in any test sessions in the booklet
- ELA:
 - › first-year EL students who did not participate, since their participation in ELA testing is optional

4. Special instructions for grade 10 ELA and Mathematics, and high school Biology and Introductory Physics:

These tests have separate test & answer booklets for Session 1 and Session 2. Schools should apply labels to both booklets and fill out the inside and outside back covers of both booklets. Booklets without labels also need to have the front cover fully filled out.

If a student transfers out of the school after Session 1 and before Session 2 of a test, fill in the circle on the back cover of the Session 1 booklet to indicate the change of enrollment status. (If the Session 2 booklet has been assigned, follow the instructions on page 94 to mark the booklets as void. If it was not yet assigned, follow the instructions on pages 96–97 for returning unused test materials.)

5. Account for all secure materials being returned using the Materials Summary, and organize the booklets.

Remember that all booklets, including Braille and large-print editions, are secure materials and must be returned. Investigate any discrepancies in the amount of materials received and the amount of materials being returned, using the Materials Summary form and internal tracking forms.

Record on the Materials Summary the quantities of booklets being returned according to the “After Testing” instructions on the form.

As you count, arrange the booklets so that the student name grids on the front covers are facing up (the booklets do not need to be alphabetized). Ensure that used booklets are free of extra materials such as rubber bands, paper clips, binder clips, staples, tape, and extraneous paper.

Retain the Materials Summary form for school files (see section D on page 99).

Appendix B—Procedures for Paper-Based Testing

6. Complete the PCPA (one for grades 3–8 testing, one for grade 10 testing, and one for high school Science testing) by the deadlines listed on pages iv–vii.

Go online to www.mcasservicecenter.com, select **MCAS** from the menu, and then select **Principal’s Certification** from the list of options. Follow the onscreen instructions to submit the form.

Type in your name exactly as it appears in the Department’s School/District Profiles (profiles.doe.mass.edu); the MCAS Service Center will follow up with schools when the name does not match. The principal (**not** a designee) must complete a PCPA form; however, if you are an interim principal or a co-principal, type “interim” or “co-principal” after your name in the signature box.

Print the confirmation and save it for your school files.

7. Place special materials in the Special Handling and Void envelopes, as described below.

- Prior to placing the booklets in the envelopes, mark the counts of the materials down for your school files.
- Place the materials listed below in the Special Handling Envelope.
 - › used *and unused* large-print test & answer booklets, folded in half, with corresponding transcribed standard test & answer booklets
 - › used *and unused* large-print answer booklets and large-print test booklets, folded in half, with corresponding transcribed standard answer booklets (for the Spanish/English editions of grade 10 Mathematics, Biology, and Introductory Physics)
 - › standard test & answer booklets (or answer booklets) containing typed responses
- Place void test & answer booklets (or answer booklets) in the Void Envelope.
 - › Void booklets will not be scored.

8. Place all other used and unused booklets (with the exception of Braille) in the Return Envelope marked with the corresponding subject.

- Used and unused booklets are shipped together in the Return Envelope.
- Prior to placing the booklets in the Return Envelopes, mark the counts of the materials down for your school files.
- For grades 3–8, there will be a separate Return Envelope for each grade and subject area test.
- High schools will have separate Return Envelopes for each subject: ELA, Mathematics, Biology, and Introductory Physics.

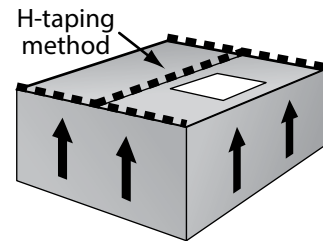
Appendix B—Procedures for Paper-Based Testing

B Pack the Test Materials

1. Make sure that the envelopes being used (i.e., Void, Special Handling, and Return) are sealed.
2. Pack the envelopes and all remaining test materials in your original shipping cartons in the order shown below.

Packing Order and Checklist	
Top of carton	
<input type="checkbox"/>	Return Envelope(s)
<input type="checkbox"/>	Special Handling Envelope(s)
<input type="checkbox"/>	Void Envelope(s)
<input type="checkbox"/>	Unused UPS labels (Note: Save a label for each carton of materials you are returning.)
<input type="checkbox"/>	Unused Return, Special Handling, and Void Envelopes
<input type="checkbox"/>	Unused Student ID Labels
<input type="checkbox"/>	Accommodation materials (e.g., templates, checklists, individualized reference sheets, typed response drafts)
<input type="checkbox"/>	Used and unused Braille booklets and Braille Administrator’s Copies
Bottom of carton	

3. Fill any empty spaces at the tops of the cartons with crumpled paper to keep items from shifting during shipping. Do not use plastic peanuts or shredded paper.
4. Before sealing your cartons, verify that all materials have been packed in them.
5. Use heavy-duty packing tape to seal carton seams using the H-taping method (see diagram).
6. Affix an RS label to the top of each carton.



You may either remove the existing label from the carton or place the new label over it. UPS RS labels were included in your shipment of test materials (see www.doe.mass.edu/mcas/testadmin/forms for a sample label).

If you need more labels, call the MCAS Service Center. UPS RS labels may not be photocopied.

7. Record the UPS tracking numbers from the labels on the cartons you are returning, and retain the list in your school files. In case of any questions later, it is important that schools retain the tracking numbers used.

Appendix B—Procedures for Paper-Based Testing

C Schedule and Confirm UPS Pickup of All Test Materials

1. (Optional/encouraged) If your school will be returning material before the shipping deadline/automatic pickup, schedule your school’s UPS pickup appointment.

- Do not take test materials to UPS yourself or otherwise remove materials from your school.
- Do not schedule a separate pickup for each carton.
- Schedule your pickup appointment online at www.mcasservicecenter.com. To request a pickup, locate a UPS tracking number on one of the RS labels you are using, and have that number available when you go online. Select **MCAS** from the menu, and then select **UPS Pickup Request** from the list of options. Follow the onscreen instructions to complete your request.
- Requests for pickup on the following business day must be placed by 3:00 p.m. Requests for same-day pickup cannot be fulfilled. Requests made two or more days in advance also cannot be fulfilled.
- If you have regularly scheduled UPS service, you may give your cartons to the UPS driver during normal pickup. If you do so, call the MCAS Service Center at 800-737-5103 or email mcas@cognia.org to report that the pickup has been made.

2. Maintain MCAS test materials in the locked storage area until they are given directly to the UPS driver.

3. Confirm that all test materials are picked up by UPS.

Call the MCAS Service Center immediately at 800-737-5103 if your cartons are not picked up as scheduled. It is also recommended that you use your UPS tracking numbers to confirm delivery of all the cartons for your return shipment to Cognia by calling the MCAS Service Center.

Appendix B—Procedures for Paper-Based Testing

D Next Steps

1. RETAIN the following materials in your school files for three years:

<p>Materials related to the return shipment</p>	<ul style="list-style-type: none"> • packing slips from your school’s shipment • Materials Summary forms • printout of PCPA confirmation(s) • Test Materials Internal Tracking Forms • UPS tracking numbers used • printout of UPS pickup request, if applicable • counts of booklets returned in the Return Envelopes • counts of booklets returned in the Special Handling Envelopes and Void Envelopes, if applicable
<p>Materials related to accommodations</p>	<ul style="list-style-type: none"> • approved Cover Sheet(s) for Submitting Customized Materials for Approval on MCAS STE Tests, if applicable • written approval to use a unique accommodation, if applicable • approval for a Request for Permission to Test an Adult with Accommodations for the high school Science Tests, if applicable • completed MCAS Nondisclosure Acknowledgments from test administrators for students using certain accommodations • completed Student Accommodation Refusal forms (optional) • accommodations lists/spreadsheets, if applicable
<p>Other local records</p>	<ul style="list-style-type: none"> • agendas, sign-in sheets, and any other relevant documentation from the Test Administrators’ Training and the training session for other authorized school staff members to demonstrate that they have been trained and received TAMs and test security requirements • records of test administrators and their students for each session, including make-up and test completion sessions • completed Student Responsibilities during MCAS Testing forms for students in grades 6 through high school (optional) • seating charts (optional) • Superintendent’s Assurance of Proper Test Administration forms, if used • documentation for absences due to medical reasons, if applicable • documentation for students who were removed from or added to the school’s enrollment during the testing window • for high school Science: signed nonparticipation forms, if applicable • approval for a Request for Permission to Test a Student in an Alternate Setting, if applicable

Appendix B—Procedures for Paper-Based Testing

2. RECYCLE OR DISCARD the following materials:

Recycle or discard	<ul style="list-style-type: none">• Test Administrator’s Manuals• this manual, after the completion of testing• practice tests, including large-print practice tests, if printed• Mathematics Guidelines for Completing Answer Grids, if applicable• Mathematics reference sheets• blank cards or cutouts used by students who had UF6• blank place markers used by students who had UF8• Introductory Physics reference sheets• signs (e.g., Do Not Disturb sign, Prohibited Materials During MCAS Testing sign)
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- 3. **SECURELY DESTROY (e.g., by shredding) scratch paper used by students, and indicate on the internal tracking form that this has been done.**
- 4. **You may keep MCAS rulers for future classroom use; these materials may not be used for future MCAS testing.**

Appendix C



Accessibility and Accommodations



Appendix C—Accessibility and Accommodations


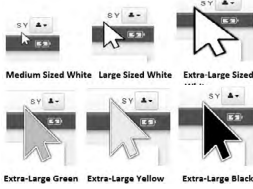
Part I: Accessibility Features for All Students

A Universal Accessibility Features (UFs)

New

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

Table 1. Universal Accessibility Features Available to All Students

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

Appendix C—Accessibility and Accommodations

Universal Accessibility Features <i>continued</i>		
#	Computer-Based Testing	Paper-Based Testing
UF7	<p>Answer eliminator Marks an “X” through each answer option the student believes is incorrect.</p>	<p>Use a pencil to eliminate answer choices in test booklet (available for the Spanish/English editions of the grade 10 Mathematics test and the Biology and Introductory Physics tests). Note: The student should take care not to eliminate answer bubble options, as stray marks will lead to an incorrect score.</p>
UF8	<p>Item flag/bookmark</p>	<p>Use a blank place marker to mark a question for later review. (Note: Sticky notes are <i>not</i> allowed.)</p>
UF9	<p>Audio aid (e.g., amplification device) Note: Smartphones may not be used.</p>	<p>Audio aid (e.g., amplification device) Note: Smartphones may not be used.</p>
UF10	<p>Notepad for notes or calculations</p>	<p>Scratch paper (required for all students)</p>
UF11	<p>Test administrator reads aloud selected words (or signs selected words, in the case of a student who is Deaf or Hard-of-Hearing) <i>for Mathematics and STE only</i> as requested by the student (this feature is not permitted on the ELA tests).</p> <p>The student may point to a word or phrase and request the word to be read aloud or signed. Test administrator quietly reads aloud or signs the selected word(s) or phrase. Students using this feature may be tested alongside other students in groups of any size.</p>	
UF12	<p>Test administrator redirects student’s attention to the test without coaching or assisting the student to answer any questions (e.g., test administrator reminds student to stay focused; it is not permissible to say, “Add more to your response” or “Make sure to answer all questions.”).</p>	
UF13	<p>Test administrator repeats or clarifies general test administration directions from the appropriate Test Administrator’s Manual scripts to the student, as needed.</p>	

Appendix C—Accessibility and Accommodations

B Designated Accessibility Features (DFs)

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

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

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

#	Designated Accessibility Feature
DF1	Small group test administration (May include up to a total of 10 students.)
DF2	Individual (one-to-one) test administration (Student must be tested in a separate setting.)
DF3	Frequent brief supervised breaks
DF4	Separate or alternate test location
DF5	Seating in a specific area of the testing room, including the use of a study carrel
DF6	Adaptive or specialized furniture (e.g., seating, desk, or lighting)
DF7	Noise buffer , such as noise-canceling earmuffs/headphones or white noise (Note: Music or other recordings may not be played unless granted as a <i>unique accommodation</i> by DESE.)
DF8	Familiar test administrator
DF9	Student reads test aloud to self: Student must be tested in a separate setting, unless a low-volume device (e.g., a Whisperphone) is used.
DF10	Specific time of day
DF11	“Stop Testing” policy: The student should be given the opportunity to attempt each test session. If the student does not appear to be responding to test questions after a period of 15–20 minutes, the test administrator may ask if the student is finished. If so, the test administrator may collect the student’s test materials and the student can either sit quietly or be excused from the test setting.

Part II: MCAS Accommodations for Students with Disabilities

A Accommodations for Students with Disabilities

Information about the purpose of accommodations, eligibility and general requirements for accommodations, and updating IEPs and 504 plans can be found in the *Accessibility and Accommodations Manual for the 2023–24 MCAS* (available at www.doe.mass.edu/mcas/accessibility).

1. If a Student Refuses an Accommodation

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

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

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

2. Unique Accommodations Requests

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

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

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

3. Nondisclosure Acknowledgment Forms

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

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

See page 37 for more information about Nondisclosure Acknowledgment Forms.

Appendix C—Accessibility and Accommodations

4. Description of MCAS Accommodations for Students with Disabilities

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

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

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

The following form-dependent accommodations must be assigned correctly before testing. If not assigned correctly, a student’s test will need to be stopped and a new test will need to be set up, and the student may need to retake a portion of the test. More information about these accommodations is available in the *Guide to the SR/PNP Process Appendix A: PAN Guidance for Form-Dependent Accommodations* at mcas.pearsonsupport.com/manuals.

Form-dependent accommodations for CBT

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


Form-dependent accommodations for PBT

- Large-print
- Braille




Instructions for completing the SR/PNP are available in the *Guide to the SR/PNP Process*, which is available at mcas.pearsonsupport.com/manuals (click on the “PearsonAccess^{next}” drop-down).

Appendix C—Accessibility and Accommodations



Table 3. Test Presentation Accommodations for Students with Disabilities

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



Appendix C—Accessibility and Accommodations

Test Presentation Accommodations <i>continued</i>		
#	Computer-Based Test	Paper-Based Test
<p>A3.1 (SR/PNP)</p> <p>A3.2 (SR/PNP)</p> <p>A3.3 (SR/PNP)</p>	<p>A3.1 – Screen reader: ONLY for a student who is blind and uses the assistive technology program JAWS or NVDA.</p> <ul style="list-style-type: none"> A separate hard-copy Braille edition test with the appropriate Braille graphics will automatically be sent for this accommodation. All responses must be entered onscreen, either by the student or test administrator.  See Appendix A of the <i>Guide to the SR/PNP Process</i> at mcas.pearsonsupport.com/manuals for important information about assigning this accommodation. Test administrators for students using accommodation A3.1 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/forms) before administering this accommodation. <p>A3.3 – Assistive Technology: Students who are not blind but use JAWS, NVDA, and ZoomText may use this form to allow their assistive technology program to integrate with the computer-based test. A separate hard-copy Braille edition test will not be automatically sent; schools that need one should call the MCAS Service Center to request one.</p> <ul style="list-style-type: none">  See Appendix A of the <i>Guide to the SR/PNP Process</i> at mcas.pearsonsupport.com/manuals for important information about assigning this accommodation. See Appendix D of the <i>Accessibility and Accommodations Manual for the 2023–2024 MCAS</i> at www.doe.mass.edu/mcas/accessibility for additional guidelines for using assistive technology. Test administrators for students using accommodation A3.3 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/forms) before administering this accommodation. 	<p>A3.2 – Braille edition (hard copy)</p> <ul style="list-style-type: none"> All answers must be either scribed or transcribed verbatim into the student’s standard booklet and returned according to instructions in this manual so the student will receive credit. (See additional procedures listed in section 8 in this appendix.) Braille special instructions will accompany the Braille test.  See Appendix A of the <i>Guide to the SR/PNP Process</i> at mcas.pearsonsupport.com/manuals for important information about assigning this accommodation. Test administrators for students using accommodation A3.2 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/forms) before administering this accommodation.
	<p>Note for A3.1, A3.2, and A3.3</p> <p>Previewing Braille test content by test administrators: Under secure conditions supervised by the principal, Braille test administrators may review Braille test materials up to four days prior to testing once they are received by the school for the purpose of preparing to orient the student. Test materials may not be removed from the school.</p>	

Appendix C—Accessibility and Accommodations

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

Appendix C—Accessibility and Accommodations

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


Appendix C—Accessibility and Accommodations

Test Presentation Accommodations <i>continued</i>	
A8	<p>Track test items by assisting the student to move from one test question to the next</p> <ul style="list-style-type: none"> • Test administrators for students using accommodation A8 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/forms) before administering this accommodation.

Table 4. Response Accommodations for Students with Disabilities

Response Accommodations		
#	Computer-Based Test	Paper-Based Test
A9 <i>(SR/PNP)</i>	<p>Use of approved graphic organizers, checklists, or supplemental reference sheets:</p> <p>Only the approved ELA organizers and supplemental mathematics reference sheets made available by the Department (see www.doe.mass.edu/mcas/accessibility/organizers) may be used as accommodations on ELA and Mathematics tests. These have been developed for use on MCAS tests based on the most current versions of the curriculum framework standards measured by the tests, the MCAS test design, expectations for how student essays and text-based responses will be scored, and educator input.</p> <p>Exception: ELA graphic organizers <i>without</i> text (e.g., paper with only lines, arrows and dots) may be used without Department approval by students who have this accommodation listed in their IEP or 504 plans.</p> <p>For STE, students may use a sample reference sheet. Alternatively, schools may submit a customized reference sheet for Department approval by the following deadlines:</p> <ul style="list-style-type: none"> • Spring Grades 5 and 8 STE – March 8, 2024 • June High School Science – April 26, 2024 <p>Notes:</p> <ul style="list-style-type: none"> • Individualized reference sheets approved prior to the 2021–22 school year must be resubmitted for approval for use on the 2024 STE tests. • All science reference sheets submitted for approval must be accompanied by a completed cover sheet (available at www.doe.mass.edu/mcas/accessibility/organizers). 	
A10.1 <i>(SR/PNP)</i>	<p>Scribe responses (A10.1) for Mathematics and STE (not ELA)</p> <p>A human scribe will record the student’s responses verbatim (i.e., as dictated or signed by the student) <i>at the time of testing</i>, either onscreen (computer-based test) or in the student’s booklet (paper-based test). The student must be tested in a separate setting. (See section 8 in this appendix for specific guidance on providing the scribe accommodation.)</p> <p>For students unable to use their hand to respond to test questions due to a recent injury or recovery from surgery, the scribe accommodation may be provided if either of the following criteria are met:</p> <ul style="list-style-type: none"> • this accommodation is listed in an approved plan (Department approval is not required); or • a 504 plan is under development, and the 504 plan coordinator is responsible for writing and agreeing upon the need for the scribe accommodation before providing it to the student. <p>Scribing responses for ELA is a special access accommodation (SA3.1). See Table 5 for guidelines and criteria to receive this accommodation.</p> <ul style="list-style-type: none"> • Test administrators for students using accommodation A10.1 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/forms) before administering this accommodation. 	

Appendix C—Accessibility and Accommodations

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

Appendix C—Accessibility and Accommodations

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

Appendix C—Accessibility and Accommodations

5. Special Access Accommodations for Students with Disabilities

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

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

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

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



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

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


Table 5. Special Access Accommodations for Students with Disabilities

Special Access Accommodations	
#	Computer- and Paper-Based Tests
SA1.1 (SR/PNP) and SA1.2 (SR/PNP)	<p>Text-to-speech (SA1.1) or Human read-aloud (SA1.2) for the ELA tests, including oral presentation of test questions, response options, and passages</p> <ul style="list-style-type: none"> Text-to-speech may be used either with or without headphones. If headphones are used, the student may be tested in a typical-sized group. If headphones are not used, the student must be tested individually. A human reader may either read aloud from the computer-based test (signed in to a nearby computer or sitting next to the student) or from the paper-based test. A human reader may read aloud to a group of up to five students. <p>This accommodation is intended for a very small number of students with disabilities that severely limit or prevent them from reading, as documented in locally administered diagnostic evaluations. To receive the text-to-speech or human read-aloud accommodation for ELA tests, the student must meet all of the following criteria:</p> <ul style="list-style-type: none"> be virtually unable to read, even after varied and repeated attempts to teach the student to do so (i.e., the student is at the beginning stages of learning to read, and not simply reading below grade level), as determined by locally administered diagnostic evaluations (reading below the second grade-level)

Appendix C—Accessibility and Accommodations

Special Access Accommodations <i>continued</i>	
#	Computer- and Paper-Based Tests
<p>SA1.1 <i>(SR/PNP)</i> and SA1.2 <i>(SR/PNP)</i> <i>continued</i></p>	<ul style="list-style-type: none"> • receive ongoing intervention to learn the skill of reading • use this accommodation routinely (except during instruction in learning to read) <p>The human read-aloud (SA1.2) may also be provided to a student who is blind or has a visual impairment and uses a screen reader and/or is unable to use Braille on the tests listed above. If the student will use a screen reader and if the screen reader accommodation is indicated, a separate hard copy Braille test edition will be sent to the school to allow the student to access the appropriate Braille graphics (see accommodation A3.1).</p> <ul style="list-style-type: none"> •  See Appendix A of the <i>Guide to the SR/PNP Process</i> at mcas.pearsonsupport.com/manuals for important information about assigning this accommodation. <p>See additional procedures listed in section 7 in this appendix for SA1.2.</p> <p>There is a special icon of a person speaking on student testing tickets for students in a Human Read-Aloud session, and there is a special icon of a pair of headphones on student testing tickets for students who have text-to-speech in their PNP.</p> <ul style="list-style-type: none"> • Test administrators for students using accommodation SA1.2 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/forms) before administering this accommodation.
<p>SA2 <i>(SR/PNP)</i></p>	<p>Human signer for the ELA tests, including reading passages, questions, and answer options:</p> <p>This accommodation is intended for students who are Deaf or Hard-of-Hearing and who are severely limited or prevented from reading, as documented in locally administered diagnostic evaluations. The student must meet all the following criteria:</p> <ul style="list-style-type: none"> • be virtually unable to read (i.e., decode text), even after varied and repeated attempts to teach the student to do so (i.e., the student is at the very beginning stages of learning to read, and not simply reading below grade level), due to a documented disability and/or history of early and prolonged lack of exposure to and use of language • use this accommodation routinely, except during reading instruction • receive ongoing intervention to learn the skill <p>The student must be tested in a group of no more than five students, unless approval is obtained from the Department to increase the group size in rare circumstances.</p> <p>See additional procedures listed in section 7 in this appendix.</p> <ul style="list-style-type: none"> •  See Appendix A of the <i>Guide to the SR/PNP Process</i> at mcas.pearsonsupport.com/manuals for important information about assigning this accommodation. • Test administrators for students using accommodation SA2 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/forms) before administering this accommodation.


Appendix C—Accessibility and Accommodations

Special Access Accommodations <i>continued</i>	
#	Computer- and Paper-Based Tests
SA3.1 <i>(SR/PNP)</i>	<p>Scribe responses for the ELA tests:</p> <p>A human scribe (SA3.1) will record the student’s responses verbatim (i.e., as dictated by the student) at the time of testing, either onscreen (computer-based test) or in the student’s test & answer booklet (paper-based test).</p> <p>This accommodation is intended for students who have the following:</p> <ul style="list-style-type: none"> • documented significant motor or processing difficulties • a recent injury (such as a broken hand or arm) that makes it difficult to produce responses <p>For many of these students, dictating to a scribe is the only way to demonstrate their composition skills. Students will dictate their responses to a human, who will then record the students’ responses verbatim. Students should be allowed to develop planning notes via the scribe and to view the scribed material. The student must be tested in a separate setting.</p> <ul style="list-style-type: none"> • Test administrators for students using accommodation SA3.1 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/forms) before administering this accommodation.
SA3.2 <i>(SR/PNP)</i>	<p>Speech-to-text (SA3.2) for the ELA tests:</p> <p>Students use a speech recognition program that converts voice to written text.</p> <ul style="list-style-type: none"> • Students taking the computer-based test will be able to use an embedded speech-to-text web extension that functions within TestNav. This embedded assistive technology will allow students to dictate their responses directly into the computer-based test without using a separate adjacent (external) device. Refer to Appendix D of the <i>Accessibility and Accommodations Manual for the 2023–24 MCAS</i> (available at www.doe.mass.edu/mcas/accessibility) for a step-by-step guide on accessing and using this feature. <ul style="list-style-type: none"> › The Web Extension AT SR/PNP designation must be selected in PearsonAccess^{next} for this embedded tool. › If students use their own AT devices, all assessment content must be deleted from these devices after the test for security purposes. • Speech-to-text technology requires that the student go back through all generated text to correct errors in transcription, including use of writing conventions; thus, prior experience with this accommodation is essential. • Students who use speech-to-text will need headphones/Whisperphones, unless they are tested individually in a separate setting. <p>This accommodation is intended for students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce responses and need to dictate their responses into a voice/speech-to-text device. For many of these students, dictating is the only way to demonstrate their composition skills. Students should be allowed to develop planning notes and to view the dictated material.</p> <ul style="list-style-type: none"> •  See Appendix A of the <i>Guide to the SR/PNP Process</i> at mcas.pearsonsupport.com/manuals for important information about assigning this accommodation. • Test administrators for students using accommodation SA3.2 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/forms) before administering this accommodation.

Appendix C—Accessibility and Accommodations

Special Access Accommodations <i>continued</i>	
#	Computer- and Paper-Based Tests
<p>SA4 (SR/PNP)</p>	<p>Calculation device or other mathematics tool (including addition/subtraction or multiplication/division tables; or manipulatives) on a <i>noncalculator session</i> for Mathematics:</p> <p>Students taking the computer-based test will be able to use an embedded calculator (or a handheld calculator). This accommodation is intended for a small number of students with documented disabilities that severely limit or prevent them from performing basic calculations without a calculation device or other mathematics tool, as documented in locally administered diagnostic evaluations, even after varied and repeated attempts to teach the student to do so.</p> <p>The student must meet all of the following criteria:</p> <ul style="list-style-type: none"> • be virtually unable to calculate (i.e., unable to perform single-digit addition, subtraction, multiplication, or division without a calculation device or other mathematics tool) • use the calculation device or tool during routine instruction in mathematics • receive ongoing intervention to learn the skill <p>The student’s IEP or 504 plan must specify which calculation device or tool will be used (e.g., calculator or multiplication table).</p> <p>Manipulatives and other mathematics tools (excluding calculators and arithmetic tables) must be approved by the Department prior to their use on MCAS tests. Please contact Student Assessment Services at 781-338-3625 or mcas@doe.mass.edu to request approval.</p> <p>Students with special access accommodation SA4 listed in the SR/PNP will only have access to the standard TestNav calculator during the noncalculator session of the Mathematics tests (although students can use a handheld calculator).</p> <p>Students using handheld calculators to fulfill SA4 should be tested in their own group to minimize confusion during test administration.</p>
<p>SA5 (SR/PNP)</p>	<p>Spell-checker for the ELA tests, including an external spell-checking device for the paper-based test; or in conjunction with the typed response accommodation for the paper-based test:</p> <p>This accommodation is intended for a small number of students with disabilities that severely limit or prevent them from spelling correctly, even after varied and repeated attempts to teach the student to do so.</p> <p>The student must meet all of the following criteria:</p> <ul style="list-style-type: none"> • be unable to spell simple words (i.e., at the beginning stages of learning how to spell), as documented by locally administered diagnostic evaluations • produce understandable written work only when provided this accommodation, which the student uses during routine instruction • receive ongoing intervention to learn the skill <p>The student may <i>not</i> use grammar check or access the internet during the test.</p>

Appendix C—Accessibility and Accommodations

Special Access Accommodations <i>continued</i>	
#	Computer- and Paper-Based Tests
SA6 (SR/PNP)	<p>Word prediction for the ELA tests, which provides a choice of frequently used words after the student types the first few letters of a word:</p> <p>Students using the word prediction special access accommodation for the computer-based ELA test will be able to use an embedded word prediction web extension that functions within TestNav. This embedded assistive technology will allow students to use word prediction assistive technology within TestNav without using a separate, adjacent (external) device. Refer to Appendix D of the <i>Accessibility and Accommodations Manual for the 2023–24 MCAS</i> (available at www.doe.mass.edu/mcas/accessibility) for a step-by-step guide to accessing and using this feature.</p> <p>For paper-based tests, a word prediction application must be used at a separate external computer station, and a test administrator or the student must transcribe the selected word(s) into the student’s test & answer booklet. (See section 8 in this appendix for information and guidelines on transcribing student responses.)</p> <p>This accommodation is intended for a small number of students who meet both of the following criteria:</p> <ul style="list-style-type: none"> • have a disability that severely limits or prevents them from recalling and processing language in order to generate written responses • can access written expression only through the use of word prediction software, application, or device during routine instruction in order to generate written responses <p>During testing, internet access must be turned off/restricted and functions that automatically select words for the student must be turned off.</p> <ul style="list-style-type: none"> •  See Appendix A of the <i>Guide to the SR/PNP Process</i> at mcas.pearsonsupport.com/manuals for important information about assigning this accommodation. • Test administrators for students using accommodation SA6 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/forms) before administering this accommodation.

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

For students with diabetes who use a cell phone application to monitor blood glucose levels with a CGM, or to control an insulin pump, the Department recommends that the school test coordinator consult with the school nurse, and that the school nurse follow the student’s Individual Health Care Plan and/or 504 plan/IEP in regard to remote monitoring of blood glucose levels. The student may retain the cell phone during testing in order to monitor blood glucose levels, or to control the pump, provided that the student is tested in a small group (no more than 10 students) or individually, so that the test administrator can closely monitor the student and ensure that the phone is not used for any other purpose.

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

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

The procedures below must be followed:

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

8. Guidelines for Scribing and Transcribing Student Responses

Administering the Human Scribe Accommodation

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

Additional Guidance for Scribing ELA Tests (SA3.1)

- The scribe will spell all words correctly.
- The scribe will assume all sentences begin with a capital letter and end with a period. Other than that, at the beginning of a sentence the scribe should request clarification from the student about the use of capitalization and punctuation. The scribe must also allow the student to review and edit what the scribe has written.
- The scribe will orally confirm spelling of homonyms and commonly confused homophones, e.g., *than* and *then*; *to*, *two*, and *too*; *there*, *their*, and *they're*.
- The scribe will make student requested changes, even if incorrect.
- After the student has finished dictating their response(s), the scribe must do the following:
 - › ask the student to review the draft and make any necessary edits, including capitalization, punctuation, and paragraph breaks.
 - › either allow the student to make edits independently or have the student direct the scribe to make the edits.
 - › not assist the student in making decisions during the editing process.
- The scribe will make the student's requested changes, even if incorrect.
- The student will confirm the correctness of the response.

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Transcribing Student Responses

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

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

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

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

9. MCAS Test Accommodations for ADULTS with Disabilities for the High School Science Tests

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

Universal and Designated Accessibility Features (UFs and DFs)

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

Required Documentation

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

- a letter from a diagnostician qualified in the area of the disability (e.g., medical doctor, neuro-psychologist, psychologist, speech pathologist) describing necessary accommodations based on the identified disability

OR

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- an approved IEP that documents the accommodations needed for statewide testing from the past five years (i.e., any year from 2019 through 2023)
- OR**
- a 504 plan that documents the accommodations needed for statewide testing from the past five years (i.e., any year from 2019 through 2023)

a. Accommodations Allowed for All Adult Test-Takers

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

A2 Large print: This edition must be requested at the time of registration.

A3.2 Braille: This edition must be requested at the time of registration.

b. Accommodations That Are Allowed ONLY with Prior Department Approval

The following accommodations are allowed only with prior approval from the Department. The request form is available online at [mass.gov.service-now.com/mcasaccommodations](https://mass.gov/service-now.com/mcasaccommodations) and should be submitted **at least one week before testing**. Refer to Table 4 of this appendix for full descriptions of these accommodations.

A1 Paper-based test

A3.1 Screen reader

A3.3 Assistive technology

A4 Text-to-speech for the high school Science tests

A5 Human read-aloud for the high school Science tests

A6.1 Human signer for the high school Science tests

A6.2 ASL video for the high school Science tests

A7 Human signer for test directions only

A8 Track test questions

A9 Supplemental reference sheet: must be approved by the Department prior to use

A10.1/A10.2

Scribe responses for the high school Science tests; or speech-to-text for the high school Science tests

A11 Answers recorded on special paper

A12 Typed responses

A13 Student records responses on a device

A14 Responses signed onto video

A15 Monitor placement of responses

A16 Refreshable Braille display/Braille note taker

A17 Braille writer

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

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

DF8 Familiar Test Administrator

DF10 Time of Day

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

General Information

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

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

All of the responses for an individual student do not need to be submitted using the same method.

Regardless of which method is used, submit only one response per question.

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

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

Before Test Administration

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

Formatting Requirements

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

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IMPORTANT—Page limits:

For ELA responses:

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

For Mathematics and STE responses:

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

After Test Administration

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

1. Fill in all information requested on the front and back covers of the student's standard booklet, including the circle for accommodation A12 on the inside back cover.
2. Refer to Appendix D in the PBT TAM for instructions on preparing typed responses for submission.
3. Mark drafts of typed responses "DRAFT" and place them in the return shipment.
4. Ensure that all student responses are deleted from the computer by test administrators according to the instructions in the TAM.
5. Submit the standard booklet according to the instructions in Appendix B of this manual.

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Sample MCAS Typed Response Template

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

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

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

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

Part III: Testing Procedures and Accommodations for EL Students

A Participation Requirements for EL Students

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

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

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

Questions regarding the identification screening, placement, and reclassification of EL students should be directed to the Office of English Language Acquisition at 781-338-3584 or via email at el@doe.mass.edu. For additional details, refer to the *Guidance on Identification, Assessment, Placement, and Reclassification of English Learners* (www.doe.mass.edu/ele/guidance/?section=guidance).

Foreign Exchange Students

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

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

³³ Optional, provided that the student has participated in ACCESS for ELLs testing.

Appendix C—Accessibility and Accommodations

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

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

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

Bilingual dictionary and glossary use for MCAS tests is limited to those that provide word-to-word translations. Dictionaries and glossaries that include definitions, synonyms, antonyms, phrases, sample sentences, handwritten notes, and other information are prohibited. Electronic devices are also not allowed.

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

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

C CD Requirements Related to EL Students

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

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

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



D Accommodations for EL Students

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


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

Appendix C—Accessibility and Accommodations

Table 6. Accommodations for Students Who Are ELs

#	Accommodations for EL Students
EL1 (SR/PNP)	<p>Paper-based edition: ELs in their first year of schooling in the U.S. or ELs with little or no familiarity with technology may take the MCAS paper-based test as an accommodation.</p> <ul style="list-style-type: none"> • ELs should have the opportunity to take computer-based practice tests prior to selecting the paper-based test. • Administering the ELA test to a first-year EL is <i>optional</i>.
EL2	<p>Approved Bilingual Word-to-Word Dictionary and Glossary (English/native language)</p> <ul style="list-style-type: none"> • This accommodation is available to students who are currently or were ever reported as ELs. • Only paper editions of bilingual word-to-word dictionaries and glossaries are permitted during MCAS testing. Schools should make sure that EL students are familiar with and comfortable using these paper editions, especially if students are accustomed to using an electronic dictionary, computer, or phone app for this purpose during instruction or during other tests.
EL3.1 (SR/PNP) and EL3.2 (SR/PNP)	<p>Text-to-speech (TTS) (EL3.1) computer reads text aloud for Mathematics and STE (not ELA):</p> <ul style="list-style-type: none"> • A student using the TTS-enabled English-only edition of the computer-based test with headphones may be tested in a typical-size group. <p>Human read-aloud (EL 3.2) for Mathematics and STE (not ELA):</p> <ul style="list-style-type: none"> • The test must be administered in a separate setting either individually or to a group of 2–5 students all of whom are receiving the human reader accommodation. <p>See Appendix C of the CBT TAM and section 7 in this appendix for more information about providing the human read-aloud accommodation.</p> <ul style="list-style-type: none"> •  See Appendix A of the <i>Guide to the SR/PNP Process</i> at mcas.pearsonsupport.com/manuals for important information about assigning this accommodation. • Test administrators for students using accommodation EL3.2 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/forms) before administering this accommodation.
EL4.1 (SR/PNP) and EL4.2 (SR/PNP)	<p>Scribe or speech-to-text for Mathematics and/or STE test responses (not ELA), consisting either of:</p> <ul style="list-style-type: none"> • a human scribe (EL4.1), who records student’s responses verbatim at the time of testing. See section 8 in this appendix for specific guidance on providing the scribe accommodation; or • a speech-to-text (EL4.2) program that converts voice to written text, use of a test administrator to generate responses to test questions. <p>Students using the speech-to-text accommodation for grade 5 and 8 STE tests and the high school Biology test will be able to use an embedded speech-to-text “web extension” that functions within TestNav.</p> <p>The embedded web extension is not available on the ELA tests; it also does not function on the Mathematics or the Introductory Physics computer-based tests due to incompatibility with the Equation Editor answer box used for open responses on those tests. Refer to Appendix D of the <i>Accessibility and Accommodations Manual for the 2023–24 MCAS</i> (available at www.doe.mass.edu/mcas/accessibility) for a step-by-step guide to accessing and using this feature.</p> <ul style="list-style-type: none"> •  See Appendix A of the <i>Guide to the SR/PNP Process</i> at mcas.pearsonsupport.com/manuals for important information about assigning this accommodation. • Test administrators for students using accommodation EL4.1 or EL4.2 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/forms) before administering these accommodations.

Appendix C—Accessibility and Accommodations

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

Appendix C—Accessibility and Accommodations

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

Table 7. Guidance on Selecting Accommodations for English Learners

#	Accommodation	Level of Proficiency		
		Beginning	Intermediate	Advanced
Key	<ul style="list-style-type: none"> ● Highly recommended for use by English learners at this ELP level ⊙ Recommended for use by English learners at this ELP level ○ May not be appropriate for students at this ELP level 			
EL1	Paper-based editions for ELs with low levels of English proficiency and/or no familiarity with technology who are in their first calendar year of enrollment in a U.S. school	⊙	○	○
EL2	Approved bilingual word-to-word dictionary and glossary (English/native language)	○	●	●
EL3.1 and EL3.2	Text-to-speech for the computer-based Mathematics or STE tests (in English <i>only</i>); OR Human read-aloud for Mathematics or STE	●	⊙	○
EL4.1 and EL4.2	Human scribe or speech-to-text for Mathematics or STE responses	●	⊙	○
EL5	Test administrator reads aloud/repeats/clarifies general administration <u>directions</u> in English	●	⊙	○
EL6	Test administrator reads aloud/repeats/clarifies general administration <u>directions</u> in student’s native language	●	⊙	○
EL7	Spanish/English edition of grade 10 Mathematics, Biology, and Introductory Physics	●	⊙	○

Appendix C—Accessibility and Accommodations

Part IV: Lists of MCAS Accessibility Features and Accommodations

The tables below present lists of all MCAS accessibility features and accommodations, as well as the corresponding column in the SR/PNP, if applicable.

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

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

Appendix C—Accessibility and Accommodations

Table 9. List of Test Presentation Accommodations and Response Accommodations

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

Appendix C—Accessibility and Accommodations

Table 10. List of Special Access Accommodations

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

Table 11. List of EL Accommodations

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

Appendix D



Procedures Related to Student Information and Guidance on Reporting

Appendix D—Procedures Related to Student Information and Guidance on Reporting

It is the responsibility of the principal to provide accurate information for every enrolled student. Consequences for not doing so include inaccurate reporting of MCAS student results as well as those used to determine school and district performance.

Principals will have the opportunity to report data discrepancies prior to the reporting of official results. Principals should view MCAS headlines (www.doe.mass.edu/mcas) in late spring to access the reporting schedule, including the period for reporting data discrepancies. However, since the purpose of discrepancy reporting is to correct SASIDs or test participation status, **it is critical for information to be provided accurately as described below.**

Part I: PearsonAccess^{next}

A SR/PNP Initial Upload

The SR/PNP is used to register students for testing and provides information on selected accessibility features and accommodations that a student will use during testing. It determines the test form students will take for computer-based testing (e.g., text-to-speech) and provides the basis for the initial shipment of manuals and other paper-based materials to schools. See the *Guide to the Student Registration/ Personal Needs Profile (SR/PNP) Process for the Spring 2024 MCAS Tests* posted at mcas.pearsonsupport.com/manuals; click on the PearsonAccess^{next} Guidance drop-down. The Department places a file of students who are required to test in Dropbox Central on or before the opening of the SR/PNP registration window. Schools can edit the file as necessary and then import it into PAN.

B SR/PNP Updates (Before, During, and After Test Administration)

PearsonAccess^{next} is updated as follows:

- **before or during test administration**, for the following situations:
 - > to add students not included in the SR/PNP (e.g., students who recently transferred into the school)
 - > to remove students no longer enrolled
 - > to remove test assignments for students included in the SR/PNP who will not participate (e.g., students who are taking the MCAS-Alt)
 - > to edit accommodations (e.g., to assign a student a different form-based accommodation such as text-to-speech)
 - > to edit demographic information (e.g., last name spelled wrong)
- **after test administration**, for the following situations:
 - > to edit accommodations
 - > to edit demographic information (e.g., last name spelled wrong)

Appendix D—Procedures Related to Student Information and Guidance on Reporting

To update student data in PearsonAccess^{next}, follow the steps below (recommended for a small number of updates) or export the Student Registration File, update the files, and then re-import it (recommended for larger updates). Any changes to student demographic information (name, date of birth, etc.) must also be made in SIMS. If the information is not updated in SIMS, then results will not be linked to the student.

1. View the top of the screen to confirm that you are in the correct administration.
2. Go to **Setup** and select **Students**.
3. Locate the students whose data needs to be updated, and check the box next to their SASIDs.
4. Go to **Select Tasks**, check **Create/Edit Students**, and **Registration** (the system will autocheck all registration tasks) and click **Start**.
5. Make the appropriate changes in these tasks, and click **Save**. Then click **Exit Tasks**.

C Enrollment Transfer Requests

Schools will use the enrollment transfer feature in PAN for students who transfer into or out of their school after the initial SR/PNP. This feature allows a student's PAN record, including all PNP information, to transfer to the new school.

School principals/test coordinators and district test coordinators have the permissions in PAN to manage enrollment transfers. More information about enrollment transfer permissions can be found in the User Role Matrix, which is available at mcas.pearsonsupport.com/pearsonaccessnext.

Step-by-step instructions for completing enrollment transfer requests can be found in the *Enrollment Transfer Guide*, available in the PearsonAccess^{next} Guidance drop-down at mcas.pearsonsupport.com/manuals.

Appendix D—Procedures Related to Student Information and Guidance on Reporting

D Instructions for Updating Student Information for CBT

Situation	Instructions
A student was provided testing accommodations that were not initially included in the SR/PNP.	Update PAN so it accurately reflects the accommodations that the student used (Setup > Students > Manage Student Tests). Because a student’s IEP or 504 status is reported in SIMS, remember to report students with disabilities to your district SIMS contact, including students for whom a 504 plan was developed because of a temporary disability such as a broken arm.
A student refused accommodations during testing or did not use an accommodation.	Update PAN so it accurately reflects the accommodations that the student used (Setup > Students > Manage Student Tests). Text-to-speech, screen reader, and assistive technology cannot be updated in PAN after the student has started a test. Changes to these accommodations will need to be reported to the Department during the formal discrepancy reporting window that occurs after testing.
A student had a medically documented absence for one or both sessions of a test and did not participate in make-up testing.	Go to Setup > Students > Manage Student Tests > Start , check the “Not Tested” code, and select Medical Absence from the drop-down menu; click Save . Follow the instructions in step 8 on page 62 to mark the test complete.
A student was absent for another reason from all test sessions in the subject area test or refused testing.	If the student already started testing, mark the test as “Complete” (see step 8 on page 62). Fill in the reason as “Absent” or “Refusal.” If the student did not begin testing, remove the student from any assigned PAN Sessions (see step 7 on page 62).
A student was added to or removed from your school’s enrollment after the SR/PNP was submitted.	Any student removed from your enrollment should be removed from any assigned PAN Sessions (see step 7 on page 62). For any student removed from your enrollment, “Mark Complete” any tests that the student started but did not finish (see step 8 on page 62). For a student added to your enrollment, add the student to PAN following instructions in section 2 (Steps for Completing the Initial SR/PNP Upload) of the <i>Guide to the SR/PNP Process</i> (available at mcas.pearsonsupport.com/manuals ; click on the PearsonAccess ^{next} Guidance drop-down).
A student’s test needs to be marked “void” (i.e., it will not be scored and no student results will be reported).	Only students who started testing should be marked as Void (e.g., incorrect accommodations were given). Go to Setup > Students > Select a Student > Manage Student Tests > Start . Check the “Void Test Score Code” box for the selected student, and select a reason from the drop-down menu; click Save . For more information, including instructions for assigning the student a new test, see section D.2, step 9, on page 75.

Appendix D—Procedures Related to Student Information and Guidance on Reporting

Part II: Student Information Management System (SIMS)

A Data Elements Collected in SIMS

The Department uses data submitted by districts in SIMS as the source for student information when reporting results and for assessment and accountability purposes. **Therefore, it is critical that principals ensure the accuracy of student information provided in SIMS submissions.**

As required by the federal Elementary and Secondary Education Act (ESEA), student results are disaggregated for the following student groups:

- EL and formerly EL status
- low income
- students with disabilities
- race/ethnicity

As required by other federal and state requirements, results are also disaggregated for the following student groups:

- “high needs” (an unduplicated count of students belonging to any of the following three groups: EL and formerly EL, students with disabilities, low income)
- Title I status
- ever EL (students who have ever been enrolled as an EL in Massachusetts)
- gender

B Uses of SIMS Data

The October SIMS submission is used to establish which students have been enrolled in the same school since October 1, 2023, for MCAS and accountability reporting purposes. School results will be summarized for MCAS and accountability reporting based only on students who were enrolled in a school on or before October 1.

Results for students who first enroll in your school after October 1 will be included only in district performance for MCAS and accountability.

For accountability reporting purposes, single-school districts will receive two reports. The school-level report includes only students enrolled as of October 1. The district-level report includes students enrolled before or after October 1, and students in outplacements.

Data from SIMS – not the SR/PNP – are used as the basis for reporting student enrollment information including:

- whether a student was absent without medical documentation for a test;
- whether a student transferred out of or into the school during the testing window and did not complete a test; and
- whether an EL student is in the first year of enrollment in a U.S. school (i.e., a first-year EL student).

C Questions about SIMS Data

Questions about your SIMS data should be directed to the district’s SIMS contact, who is responsible for submitting the data to the Department. See page ii for instructions for finding your district’s contact.

Appendix D—Procedures Related to Student Information and Guidance on Reporting

Part III: Student Participation and Reporting Guidance

The table below shows the ways that information about student participation will be used for MCAS and accountability reporting. Students are considered participants if they answer at least one question in each session.

Student Group/Situation	How Information Is Used for MCAS Reporting	How Information Is Used for Accountability Reporting
<p>Students with Disabilities</p>	<p>The Department will report whether a student with a disability was tested with accommodations based on the information in the PNP, with the exception of three paper-based accommodations: a student will be reported as having had the large-print, Braille, or typed response accommodation if the accommodation is indicated in the PNP or if the circle for the accommodation is filled in on the booklet back cover.</p>	<p>Students are included in results for the students with disabilities student group if they are reported in SIMS as having an IEP.</p>
<p>Students with a Medically Documented Absence</p>	<p>These students will be reported with a test status code of NTM—Not Tested Medically Documented Absent and will count as nonparticipants for MCAS.</p>	<p>Students with a medically documented absence (reported with a test status code of NTM—Not Tested Medically Documented Absent) will be excluded from the district, school, and group-level participation rate calculation for each subject-area test for which they were absent with medical documentation.</p>
<p>Students Who Are Absent from Testing</p>	<p>Students will be reported as absent if they did not answer any test questions in an entire test session. Their enrollment is reported based on the data in the March and June SIMS submissions.</p> <p>Students will be reported with a test status code of NTA—Not Tested Absent and will count as nonparticipants for MCAS.</p>	<p>A student with a non-medically documented absence will be reported as a nonparticipant in accountability participation rate calculations.</p> <p>At the school and district level, assessment participation rates are calculated separately for English language arts, mathematics, and science for each district and school as a whole with at least 20 students enrolled in tested grades. Any students reported as absent will count against the participation rate for the subject-area tests that they did not take. Districts and schools are expected to maintain a 95 percent participation rate <i>in each subject</i>.</p> <p>At the student group level, assessment participation is calculated for the group as a whole, with all subjects combined (e.g., measuring the percentage of ELA, mathematics, and science tests that were taken by the group). Rates are calculated for each group that has 20 or more students enrolled in at least one subject. Districts and schools are expected to maintain a participation rate of 95 percent or higher for each group.</p>

Appendix D—Procedures Related to Student Information and Guidance on Reporting

Student Group/Situation	How Information Is Used for MCAS Reporting	How Information Is Used for Accountability Reporting
<p>Students Who Refuse to Participate in Testing</p>	<p>If a student was present for testing, but did not answer any questions during a test session, this must be reported during the discrepancy resolution period in August in order for that student to be counted in a school's MCAS participation rate. However, if the student is counted as a participant, then the student will receive a scaled score, achievement level, and student growth percentile, and will be included in aggregations.</p>	<p>Any student reported as absent as a result of refusing to participate in testing will count against the participation rate for each district, school, and student group to which they belong.</p>
<p>Students Who Transfer During the Testing Window</p>	<p>If a student transfers from one school to another between test sessions, and the results from the first and second test sessions can be linked, the student's results will be included in district-level MCAS results in the receiving district, but not in school results (unless the receiving school is the only school in the district). If the student's first and second test sessions cannot be linked to provide complete results, the student will be reported with a test status code of NTO—Not Tested Other, and results will not be included in school and district aggregations.</p>	<p>The district must report the student in June SIMS as a transfer or other non-enrolled status; otherwise, the student will be reported as a nonparticipant in accountability calculations.</p>
<p>First-Year EL Students</p>	<p>EL students reported in SIMS in their first year of enrollment in a U.S. school (i.e., first-year EL students) must participate in MCAS Mathematics and STE tests for diagnostic purposes, but their results are not included in official school and district results, provided they were reported as first-year EL in SIMS. The participation of first-year EL students in ELA tests is optional, and results for students who do participate are not included in school and district results.</p>	<p>Students reported in SIMS as EL (no matter how many years they have been enrolled) are required to participate in ACCESS for ELLs testing. Any EL student who does not participate in ACCESS for ELLs testing will be reported as a nonparticipant in MCAS and accountability ELA participation calculations, even if the student participated in the MCAS ELA tests. In addition, any first-year EL students that do not participate in the Mathematics and/or STE MCAS tests associated with their grade of enrollment in SIMS will be counted as nonparticipants for accountability participation calculations. MCAS results for first-year EL students are not included in accountability achievement calculations.</p>

Appendix D—Procedures Related to Student Information and Guidance on Reporting

Student Group/Situation	How Information Is Used for MCAS Reporting	How Information Is Used for Accountability Reporting
<p>First-Year EL Students <i>continued</i></p>	<p>Students' results are reported with a test status code of NTL–Not Tested First-year EL. Students in grades 3–8 who earn an achievement level of Partially Meeting Expectations or higher receive scaled scores and achievement levels but not student growth percentiles. Students in high school who score high enough to earn their CD receive scaled scores and achievement levels. These students are not included in scaled score or achievement level aggregations, provided they were reported as first-year EL in SIMS.</p>	
<p>Void</p>	<p>The student will be reported with a test status of NTO or NTA, depending on enrollment status in SIMS.</p>	<p>A student with NTA status is reported as a nonparticipant in accountability participation rate calculations.</p>
<p>Students in Out-of-District Placements</p>	<p>If a student is tested at a private school, collaborative, or other out-of-district placement (e.g., district-based alternative program not recognized by the Department as a school), SIMS is used as the source for identifying the sending district and school.</p> <p>Results are aggregated as follows:</p> <p>Results for a student tested at a private school or collaborative are aggregated with the results of the sending district and are included in district accountability calculations.</p> <p>Results for a student tested at a district-based alternative program not recognized by the Department as a school are aggregated with the results of the sending school and district and are included in school and district accountability calculations.</p>	<p>Results for a student tested at a private school or collaborative are aggregated with the results of the sending district and are included in district-level accountability calculations.</p> <p>Results for a student tested at a district-based alternative program not recognized by the Department as a school are aggregated with the results of the sending school and district and are included in school and district accountability calculations.</p> <p>Superintendents must be mindful that each student group, school and district must maintain at least a 95 percent participation rate to meet accountability requirements, and that all students in out-of-district placements are included in district-level participation rates. The 95 percent participation standard applies to students in the aggregate, as well as to students in each of the reported student groups.</p>

Appendix D—Procedures Related to Student Information and Guidance on Reporting

Part IV: Providing Information for Students Taking the MCAS-Alt and Reporting Guidance

The principal or a designee must use the MCAS-Alt SIB to document participation in the MCAS-Alt instead of including the student in the SR/PNP. MCAS-Alt SIBs, along with instructions for completing and returning them, arrive with each school's shipment of MCAS-Alt materials. SIBs are returned to the contractor with students' portfolios. A sample MCAS-Alt SIB front cover is provided at www.doe.mass.edu/mcas/testadmin/forms.

Students participating in the MCAS-Alt are included in school and district achievement level and accountability results.



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