

Accessibility and Accommodations

(Appendix C, excerpted from the Fall 2023/Winter 2024 PAM)

Appendix C



Accessibility and Accommodations



Appendix C—Accessibility and Accommodations

Part I: List of MCAS Accessibility Features and Accommodations

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

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

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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 retest and February High School Science tests only</i>	Column Y
A6.1	Human signer <i>Mathematics retest and February High School Science tests only</i>	Column AA
A6.2	ASL video <i>Not available for Fall/Winter tests</i>	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 retest and February High School Science tests only</i>	Column AG
A10.2	Speech-to-text <i>Mathematics retest and February High School 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

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

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 retest and February High School Science tests only</i>	Column Y
EL4.1	Scribe responses <i>Mathematics retest and February High School Science tests only</i>	Column AG
EL4.2	Speech-to-text <i>Mathematics retest and February High School 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 retest, the Biology test, or the Introductory Physics test	Column AO


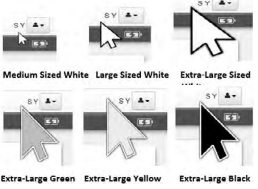
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Part II: Accessibility Features for All Students

A Universal Accessibility Features (UFs)

Universal Accessibility features are tools and supports that are available to **all** students on the MCAS tests and are either built into 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 will not 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 which will differ according to the size of the student’s 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>
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 Mathematics retest, 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>

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Universal Accessibility Features <i>continued</i>		
#	Computer-Based Testing	Paper-Based Testing
UF8	Item flag/bookmark	Use a blank place marker to mark a question for later review. (Note: Sticky notes are <i>not</i> allowed.)
UF9	Audio aid (e.g., amplification device) Note: A smartphone may not be used.	Audio aid (e.g., amplification device) Note: A smartphone may not be used.
UF10	Notepad for notes or calculations	Scratch paper (required for all students)
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) on the Mathematics retest, Biology test, or Introductory Physics test, as requested by the student (this feature is not permitted on the ELA retest).</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. 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 reads aloud, repeats, or clarifies general test administration directions from the Test Administrator’s Manual scripts to student, as needed.</p>	

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 Individualized Education Plan (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.

#	Designated Accessibility Feature
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 III: MCAS Accommodations for Students with Disabilities

A Background and Purpose

The information in this section is intended to guide decision-making regarding the selection, use, and evaluation of accommodations for MCAS testing. As required by 34 CFR 300.160, the state is providing districts with these guidelines for the provision of appropriate accommodations on the MCAS tests, and stipulating that IEP teams and 504 plan coordinators carefully identify and select only those accommodations for each assessment that are needed by the student and do not invalidate the score. IEP teams should be trained annually on these guidelines.

B Accommodations for Students with Disabilities

1. Purpose of Test Accommodations

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

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

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

2. Eligibility for Test Accommodations

ELIGIBLE: students with identified disabilities who are served by an IEP or 504 plan

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

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(though not required) to list any designated accessibility features (DFs—see Table 2) in students' IEPs and 504 plans to ensure these will be provided. IEP teams and 504 plan coordinators should be trained annually on these guidelines.

NOT ELIGIBLE: students without identified disabilities who are not served by an IEP or 504 plan

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

3. General Requirements for Use of Test Accommodations

Accommodations are based on the individual needs of a student with a disability and may only be provided when all of the following conditions have been met:

- The student **has a disability** that is documented in an IEP or 504 plan and **requires the use of one or more accommodations** to participate in MCAS testing.
- The accommodation is listed in this manual (or if not, prior written approval has been obtained from the Department for a unique accommodation); the **accommodation is listed** in the student's IEP under "State- and District-Wide Assessment;" and the **IEP has been signed** by the student's parent(s)/guardian(s) prior to the date of test administration; or the accommodation is listed as an MCAS accommodation in a 504 plan developed for the student.
- The student **uses the accommodation routinely** (with rare exceptions) during classroom instruction and assessment in the subject, both before and after the MCAS test is administered, and the student is **comfortable and familiar** with its use. Use of an accommodation during routine instruction does not **necessarily** qualify a student to receive the same accommodation during MCAS testing; for example, the student must meet additional criteria to receive a **special access accommodation** on an MCAS test.
- If a **special access accommodation** will be provided, the student meets all of the criteria to receive the accommodation, as shown in Table 5.

Accommodations may **not** do any of the following:

- alter, explain, simplify, paraphrase, or eliminate any test question, reading passage, writing prompt, or multiple-choice answer option
- provide verbal or nonverbal clues or suggestions that hint at or give away the correct response to the student
- contradict test administration requirements or result in a violation of test security; such as in these examples:
 - > Test questions may not be modified, reordered, or reformatted in any way for any student.
 - > Paper-based tests may not be photocopied, photographed, scanned, altered, or duplicated.
 - > Screen shots of computer-based tests may not be taken or reproduced.
 - > English-language dictionaries are **not** permitted for any student on MCAS tests.

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

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In the event a test accommodation is provided that was not listed in the student’s IEP or 504 plan, or if a student was not provided a test accommodation listed in the plan, the school should immediately contact the Department at 781-338-3625 or by email at mcas@doe.mass.edu.

4. Updating IEPs and 504 Plans

IEP and 504 teams must reconvene at least annually, so that plans reflect the most current needs of each student. The teams should decide which, if any, accommodations and accessibility features the student needs for MCAS testing and whether the student requires a paper-based rather than a computer-based test, and, if so, in which subjects. The principal is responsible for ensuring that students are provided with the test accommodations listed in their IEPs or 504 plans during testing.

For ELs with disabilities, accommodation decisions should be made by the student’s language-based team—an informal team of adults familiar with the EL student—and documented in writing using the sample (or similar) form provided on the DESE website.

5. 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 should they need it. The student should **not** be asked to sign an agreement acknowledging that they have refused an accommodation, nor should they be asked to waive their right to receive an accommodation that is listed in their IEP or 504 plan. An optional sample form for documenting a student’s refusal of an accommodation is available at www.doe.mass.edu/mcas/testadmin/retest/forms.

If a student refuses an accommodation, and the IEP team agrees that the listed accommodation is no longer needed by the student, the accommodation should be removed from the plan at the next scheduled meeting (or listed in the plan “as requested by the student”). Written approval must be obtained from the parent/guardian (or student, if over 18 years of age) for 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.

6. Unique Accommodations Requests

If a student with a disability or an English learner requires an accommodation (e.g., an assistive technology device or a cell phone to monitor blood glucose levels – see page 106) 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 to obtain 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.

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7. Nondisclosure Acknowledgment Forms

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

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

See page 30 for more information about Nondisclosure Acknowledgment Forms.

8. 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. These accommodations are listed below. 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).

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Table 3. Test Presentation Accommodations for Students with Disabilities

Test Presentation Accommodations		
#	Computer-Based Test	Paper-Based Test
A1 <i>(SR/PNP)</i>	<p>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.)</p>	N/A
A2 <i>(SR/PNP)</i>	<p>N/A (See UF3 and UF4 in Table 1 on page 89 for information on screen magnification and alternate cursor/mouse.)</p>	<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, to 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 12 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/retest/forms) before administering this accommodation.


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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/retest/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 12 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/retest/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/retest/forms) before administering this accommodation. 	
<p>Note for A3.1, A3.2, and A3.3</p> <p>Previewing Braille test content by test administrators: Under secure conditions supervised by the principal, Braille test administrators may review Braille test materials up to four days prior to testing once they are received by the school for the purpose of preparing to orient the student. Test materials may not be removed from the school. Braille test administrators must sign an MCAS Nondisclosure Acknowledgment before viewing secure test materials.</p>		

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Test Presentation Accommodations <i>continued</i>		
#	Computer-Based Test	Paper-Based Test
A4 <i>(SR/PNP)</i>	<p>Text-to-speech (TTS): computer reads text aloud for the Mathematics retest, Biology test, or Introductory Physics test (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 person with 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 <i>(SR/PNP)</i>	<p>Human read-aloud for the Mathematics retest, Biology test, or Introductory Physics test (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 retest is a special access accommodation (SA1). See Table 5 for guidelines and criteria to receive this accommodation. • See additional procedures listed in section 11 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/retest/forms) before administering this accommodation. 	

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Test Presentation Accommodations <i>continued</i>		
#	Computer-Based Test	Paper-Based Test
A6.1 (SR/PNP)	<p>Human signer for the Mathematics retest, Biology test, or Introductory Physics test, or human signer for test questions only (not passages) for ELA:</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 11 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. Test administrators and interpreters who review the test prior to testing must sign an MCAS Nondisclosure Acknowledgment before viewing secure test materials.</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/retest/forms) before administering this accommodation. 	
A6.2 (SR/PNP)	<p>ASL Video for computer-based testing</p> <p>Not available for Fall/Winter tests. (See A6.1 for Human Signer)</p>	N/A (See A6.1 for Human Signer)
A7	<p>Human signer for test directions only (from the appropriate Test Administrator’s Manual scripts) for a student who is Deaf or Hard-of-Hearing</p>	
A8	<p>Track 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/retest/forms) before administering this accommodation. 	

Appendix C—Accessibility and Accommodations

Table 4. Response Accommodations for Students with Disabilities

Response Accommodations		
#	Computer-Based Test	Paper-Based Test
A9 (SR/PNP)	<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 may be used as accommodations on ELA and Mathematics. 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>Notes:</p> <ul style="list-style-type: none"> For February High School Science tests, students may use a sample reference sheet or schools may submit a customized reference sheet for Department approval by January 5, 2024. Individualized reference sheets approved prior to the 2021–22 school year must be resubmitted for approval for use on the 2024 High School Science tests. All science reference sheets submitted for approval must be accompanied by a completed cover sheet. 	
A10.1 (SR/PNP)	<p>Scribe responses (A10.1) for the Mathematics retest, Biology test, or Introductory Physics test (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. Test administrators (and/or sign interpreters) who review the test will be asked to sign nondisclosure acknowledgment forms. (See section 12 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/retest/forms) before administering this accommodation. 	
A10.2 (SR/PNP)	<p>Speech-to-text (A10.2): Students taking the Mathematics retest, Biology Test, or Introductory Physics test (not ELA) 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 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 C of the <i>Accessibility and Accommodations Manual</i> (available at www.doe.mass.edu/mcas/accessibility) for information about accessing and using this feature. 	

Appendix C—Accessibility and Accommodations

Response Accommodations <i>continued</i>		
#	Computer-Based Test	Paper-Based Test
A10.2 (SR/PNP) <i>continued</i>	<ul style="list-style-type: none"> For the Mathematics retest and the Introductory Physics test, students may need to use their own assistive technology (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/retest/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 12 in this appendix. Test administrators for students using accommodation A11 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/retest/forms) before administering this accommodation. 	
A12 (SR/PNP)	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 13 in this appendix and the sample typed response on page 110). 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/retest/forms) before administering this accommodation.

Appendix C—Accessibility and Accommodations

Response Accommodations <i>continued</i>		
#	Computer-Based Test	Paper-Based Test
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/retest/forms) before administering this accommodation. 	
A14	<p>Responses signed onto video (for a student who is Deaf or Hard-of Hearing), then transcribed by the student onscreen or into the test & answer booklet during playback. The video must be deleted after transcription.</p> <ul style="list-style-type: none"> • Test administrators for students using accommodation A14 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/retest/forms) before administering this accommodation. 	
A15	<p>Monitor placement of responses in the appropriate area onscreen or in the test & answer booklet by the test administrator</p> <ul style="list-style-type: none"> • Test administrators for students using accommodation A15 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/retest/forms) before administering this accommodation. 	
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 returned with the school’s nonscorable 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).</p> <p>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 13 in this appendix for more information).</p>

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

9. Special Access Accommodations for Students with Disabilities

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


Appendix C—Accessibility and Accommodations

Test results for students who took the test using special access accommodations must be interpreted with caution. Parents/guardians and schools should not infer that the student has expertise in the skill being accommodated. A notation will accompany the results of students who used a special access accommodation.


The Department 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, but do not meet the criteria listed in Table 5.


Table 5. Special Access Accommodations for Students with Disabilities

Special Access Accommodations	
#	Computer- and Paper-Based Tests
<p>SA1.1 (SR/PNP) and SA1.2 (SR/PNP)</p>	<p>Text-to-speech (SA1.1) or Human read-aloud (SA1.2) for the ELA retest, 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 (logged in to a nearby computer or sitting next to the student) or from the paper-based test. A human reader may read aloud to a group of up to five students. <p>This accommodation is intended for a very small number of students with disabilities that severely limit or prevent them from reading, as documented in locally administered diagnostic evaluations. To receive the text-to-speech or human read-aloud accommodation for ELA tests, the student must meet all of the following criteria:</p> <ul style="list-style-type: none"> be virtually unable to read, even after varied and repeated attempts to teach the student to do so (i.e., the student is at the beginning stages of learning to read, and not simply reading below grade level), as determined by locally administered diagnostic evaluations (reading below the second grade-level) receive ongoing intervention to learn the skill of reading use this accommodation routinely (except during instruction in learning to read) <p>The human read-aloud (SA1.2) may also be provided to a student who is blind or has a visual impairment and uses a screen reader and/or is unable to use Braille on the tests and retests 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 11 in this appendix for SA1.2.</p>


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>	<p>There is a special icon of a person speaking on student testing tickets for students in a Human Read-Aloud, and there is a special icon of a person with 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/retest/forms) before administering this accommodation.
<p>SA2 <i>(SR/PNP)</i></p>	<p>Human signer for the ELA retest, including reading passages, questions, and answer options: 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 11 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/retest/forms) before administering this accommodation.
<p>SA3.1 <i>(SR/PNP)</i></p>	<p>Scribe responses for the ELA retest: 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> <ul style="list-style-type: none"> • The student must be tested in a separate setting. • Test administrators (and/or sign interpreters) who review the test will be asked to sign nondisclosure acknowledgments. (See section 12 in this appendix for specific guidance on providing the scribe accommodation.) <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. 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 then records the students’ responses verbatim. Students should be allowed to develop planning notes via the scribe and to view the scribed material.</p> <ul style="list-style-type: none"> • Test administrators for students using accommodation SA3.1 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/retest/forms) before administering this accommodation.

Appendix C—Accessibility and Accommodations

Special Access Accommodations <i>continued</i>	
#	Computer- and Paper-Based Tests
<p>SA3.2 (SR/PNP)</p>	<p>Speech-to-text (SA3.2) for the ELA retest:</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 C of the <i>Accessibility and Accommodations Manual</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 teste 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/retest/forms) before administering this accommodation.
<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); and use the calculation device or tool during routine instruction in mathematics; and 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>

Appendix C—Accessibility and Accommodations

Special Access Accommodations <i>continued</i>	
#	Computer- and Paper-Based Tests
<p>SA4 (SR/PNP) <i>continued</i></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 retest (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 retest, 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>
<p>SA6 (SR/PNP)</p>	<p>Word prediction for the ELA retest, 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 C of the <i>Accessibility and Accommodations Manual</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 12 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/retest/forms) before administering this accommodation.

Appendix C—Accessibility and Accommodations

10. 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.

11. Procedures for Using Test Accommodations A5, A6.1, SA1.2, and SA2: Reads Aloud or Signs MCAS Tests

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 or 504 plan that lists either accommodation A5/A6.1 (for the Mathematics retest, Biology test, or Introductory Physics test) or special access accommodation SA1.2/SA2 (for the ELA retest). Reading the ELA retest aloud to a student who is not entitled to this special access accommodation will result in the student's test results being invalidated, so be sure that any students receiving the 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 designee 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 use a test from the school's shipment to read aloud to the students; the shipment includes an overage and all tests will be the same number form.

12. 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 the ELA Retest

- 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, punctuation, and must 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.

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.
- 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.
- One of these persons will be the transcriber, and the other will be an observer confirming the accuracy of the transcription. It is recommended that one of the individuals be the school or district test coordinator or principal.
- 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.

Appendix C—Accessibility and Accommodations

13. 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 test & answer booklet.

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

Before Test Administration

1. Provide a standard test & answer 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 retest, Biology test, or Introductory Physics test for students using a graphic in their response to a question
 - scripts in the TAM to be read aloud to students
3. Disable access to the internet from the student’s device. If a student will be using an electronic tablet, please contact the Department prior to testing.

Formatting Requirements

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

IMPORTANT—Page limits:

For ELA responses:

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

For Mathematics, Biology, and Introductory Physics responses:

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

Appendix C—Accessibility and Accommodations

After Test Administration

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

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

Appendix C—Accessibility and Accommodations

Sample MCAS Typed Response Template

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

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

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

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

Part IV: Testing Procedures and Accommodations for EL Students

A Participation Guidelines for EL Students

EL students must be given the same opportunities as all other students to participate in the November and March retests and in February High School Science tests for either scholarship or Competency Determination purposes.

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

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

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

- ELA—authorized word-to-word dictionary (if available)
- Mathematics—authorized word-to-word dictionary and glossary (if available)
- Biology and Introductory Physics—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 the Mathematics retest or the Biology and Introductory Physics tests may meet the CD requirement in those subjects this way, but must also 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.



Appendix C—Accessibility and Accommodations

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).

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 11 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/retest/forms) before administering this accommodation.

Appendix C—Accessibility and Accommodations

#	Accommodations for EL Students <i>continued</i>
EL4.1 <i>(SR/PNP)</i> and EL4.2 <i>(SR/PNP)</i>	<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 12 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 the 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 C of the <i>Accessibility and Accommodations Manual</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 for students using accommodation EL4.1 or EL4.2 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/retest/forms) before administering these accommodations.
EL5	<p>Test administrator reads aloud/repeats/clarifies general administration directions in English (from the appropriate Test Administrator’s Manual scripts)</p>
EL6	<p>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</p>
EL7	<p>Spanish/English edition of the Mathematics retests 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	Most Likely to Benefit English Language Learners at the Following English Proficiency Levels		
		Beginning	Intermediate	Advanced
	<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 Mathematics retest, Biology test, or Introductory Physics test (in English <i>only</i>); OR Human read-aloud for Mathematics, Biology, or Introductory Physics	●	◉	○
EL4.1 and EL4.2	Human scribe or speech-to-text for Mathematics, Biology, or Introductory Physics 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 the Mathematics retest, the Biology test, or the Introductory Physics test	●	◉	○