



# Massachusetts Comprehensive Assessment System

# TEST ADMINISTRATOR'S MANUAL



## Paper-Based Tests

**November ELA and Mathematics Retests** November 8–15, 2023

**February High School Science Tests** February 6–7, 2024

**March ELA and Mathematics Retests** March 4–8, 2024

**FALL 2023/WINTER 2024**



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

Jeffrey C. Riley  
Commissioner

The Massachusetts Department of Elementary and Secondary Education, an affirmative action employer, is committed to ensuring that all of its programs and facilities are accessible to all members of the public. We do not discriminate on the basis of age, color, disability, gender identity, national origin, race, religion, sex or sexual orientation.

Inquiries regarding the Department's compliance with Title IX and other civil rights laws may be directed to the Human Resources Director, 75 Pleasant St., Malden, MA 02148 781-338-6105.

© 2023 Massachusetts Department of Elementary and Secondary Education

*Permission is hereby granted to copy any or all parts of this document for noncommercial educational purposes. Please credit the "Massachusetts Department of Elementary and Secondary Education."*

Massachusetts Department of Elementary and Secondary Education  
75 Pleasant Street, Malden, MA 02148-4906  
Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370  
[www.doe.mass.edu](http://www.doe.mass.edu)



## Important Contact Information and Resources

Contact	<b>MCAS Service Center</b>
<b>For questions on:</b>	<ul style="list-style-type: none"> <li>• general test administration support</li> <li>• PearsonAccess<sup>next</sup> and TestNav such as               <ul style="list-style-type: none"> <li>&gt; user accounts</li> <li>&gt; viewing student records and organizations</li> <li>&gt; the SR/PNP process and loading files</li> </ul> </li> <li>• logistical support, including filling out the Materials Summary and the PCPA</li> <li>• locating resources</li> <li>• shipments of materials</li> </ul>
<b>Hours</b>	7:00 a.m.–5:00 p.m., Monday–Friday
<b>Web</b>	<p><b><a href="https://mcas.pearsonsupport.com">mcas.pearsonsupport.com</a></b></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 (<a href="https://mcasservicecenter.com">mcasservicecenter.com</a>) where schools will access the PCPA and order additional materials.</p>
<b>Email</b>	<b><a href="mailto:mcas@cognia.org">mcas@cognia.org</a></b>
<b>Telephone</b>	1-800-737-5103

Contact	<b>DESE Office of Student Assessment Services</b>
<b>For questions on:</b>	<ul style="list-style-type: none"> <li>• policy, such as assigning accessibility features and accommodations</li> <li>• student participation</li> <li>• testing irregularities, including test security incidents and technology irregularities/failures</li> <li>• voiding a test</li> <li>• student data and SIMS (See note below regarding SIMS.)                Questions regarding SIMS data should be directed to your district’s SIMS contact (go to <a href="https://profiles.doe.mass.edu/search/search.aspx?leftNavID=11239">profiles.doe.mass.edu/search/search.aspx?leftNavID=11239</a>, select <b>SIMS Contact</b> from the Function menu, and click <b>Get Results</b>).</li> </ul>
<b>Hours</b>	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.
<b>Web</b>	<b><a href="https://www.doe.mass.edu/mcas/testadmin/retest">www.doe.mass.edu/mcas/testadmin/retest</a></b>
<b>Email</b>	<b><a href="mailto:mcas@doe.mass.edu">mcas@doe.mass.edu</a></b>
<b>Telephone</b>	781-338-3625



## Test Administration Schedule

Subject	Sessions	Administration Dates <sup>1</sup>	Recommended Time per Session
November ELA Retest	Session 1	November 8	2 ½ hours
	Session 2	November 9	1 ½ to 2 hours
November Mathematics Retest	Session 1	November 14	1 ½ to 2 hours
	Session 2	November 15	1 ½ to 2 hours
February High School Science Tests	Session 1	February 6	1 ½ hours
	Session 2	February 7	1 ½ hours
March ELA Retest	Session 1	March 4	2 ½ hours
	Session 2	March 6 <sup>2</sup>	1 ½ to 2 hours
March Mathematics Retest	Session 1	March 7	1 ½ to 2 hours
	Session 2	March 8	1 ½ to 2 hours

<sup>1</sup> Schools may administer make-up sessions after the scheduled dates, through November 20, February 12, or March 13, according to the policies detailed in the *Principal's Administration Manual*. Your principal will provide you with instructions for administering make-up sessions.

<sup>2</sup> Schools may not use March 5 to administer Session 2.

	<b>Important Contact Information and Resources</b> .....	<b>i</b>
	<b>Test Administration Schedule</b> .....	<b>ii</b>
<b>Part I</b>	<b>MCAS Test Security Requirements</b> .....	<b>1</b>
	A. Responsibilities of the Principal and Designee .....	3
	B. Shared Responsibilities of Principals, Test Coordinators, Test Administrators, Technology Staff, and Other School Personnel Authorized to Have Access to Secure Materials .....	4
	C. Responsibilities of Test Administrators .....	6
	D. Testing Irregularities .....	8
<b>Part II</b>	<b>MCAS Test Administration Protocols</b> .....	<b>11</b>
	A. Accounting for Secure Materials .....	12
	B. Materials Required, Permitted, and Prohibited during Testing .....	12
	C. Scheduling Test Sessions .....	15
	D. Damaged or Defective Booklets .....	17
	E. Contaminated Test Materials .....	17
	F. Administering Accommodations, including for Students with a Recent Injury to their Writing Hand or Arm .....	18
<b>Part III</b>	<b>Tasks to Complete Prior to Test Administration</b> .....	<b>19</b>
	A. Receive This Manual and Document Receipt .....	20
	B. Attend Test Administrators' Training .....	20
	C. Prepare the Testing Space .....	22
	D. Prepare to Provide Universal Accessibility Features (UFs) and Designated Accessibility Features (DFs) .....	22
	E. Complete Front Covers of Test & Answer Booklets .....	22
<b>Part IV</b>	<b>Administering the Practice Test</b> .....	<b>25</b>
<b>Part V</b>	<b>Administering Session 1 of the ELA Retest</b> .....	<b>27</b>
	A. Materials Needed for Session 1 .....	28
	B. Before Students Arrive .....	28
	C. As Students Arrive .....	29
	D. Administer Session 1 .....	30
	E. Recommended Scripts to Read for a Supervised Lunch or Restroom Break .....	36
<b>Part VI</b>	<b>Administering Session 2 of the ELA Retest</b> .....	<b>37</b>
	A. Materials Needed for Session 2 .....	38
	B. Before Students Arrive .....	38
	C. As Students Arrive .....	39
	D. Administer Session 2 .....	40
	E. Recommended Scripts to Read for a Supervised Lunch or Restroom Break .....	46
<b>Part VII</b>	<b>Administering Session 1 of the Mathematics Retest</b> .....	<b>47</b>
	A. Materials Needed for Session 1 .....	48
	B. Before Students Arrive .....	48
	C. As Students Arrive .....	49
	D. Administer Session 1 .....	50
	E. Recommended Scripts to Read for a Supervised Lunch or Restroom Break .....	57

# Table of Contents

---

<b>Part VIII</b>	<b>Administering Session 2 of the Mathematics Retest</b> .....	<b>59</b>
	A. Materials Needed for Session 2 .....	60
	B. Before Students Arrive .....	61
	C. As Students Arrive .....	61
	D. Administer Session 2 .....	62
	E. Recommended Scripts to Read for a Supervised Lunch or Restroom Break .....	68
<b>Part IX</b>	<b>Administering Session 1 of the High School Science Tests</b> .....	<b>69</b>
	A. Materials Needed for Session 1 .....	70
	B. Before Students Arrive .....	71
	C. As Students Arrive .....	71
	D. Administer Session 1 .....	72
	E. Recommended Scripts to Read for a Supervised Lunch or Restroom Break .....	79
<b>Part X</b>	<b>Administering Session 2 of the High School Science Tests</b> .....	<b>81</b>
	A. Materials Needed for Session 2 .....	82
	B. Before Students Arrive .....	83
	C. As Students Arrive .....	83
	D. Administer Session 2 .....	84
	E. Recommended Scripts to Read for a Supervised Lunch or Restroom Break .....	91
<b>Appendix A</b>	<b>Administering the Spanish/English Editions of the Mathematics Retest and the High School Science Tests</b> .....	<b>93</b>
	A. Administer the Practice Test .....	94
	B. Materials Needed for Session 1 .....	94
	C. Before Students Arrive .....	95
	D. As Students Arrive for Session 1 .....	96
	E. Administer Session 1 .....	97
	F. Materials Needed for Session 2 .....	106
	G. Before Students Arrive .....	107
	H. As Students Arrive for Session 2 .....	108
	I. Administer Session 2 .....	109
	J. Recommended Scripts to Read for a Supervised Lunch or Restroom Break .....	117
	K. Script for Students Using Accommodation A12 (Typed Responses) .....	118
<b>Appendix B</b>	<b>Procedures for Administering the Braille Edition of the Test</b> .....	<b>119</b>
<b>Appendix C</b>	<b>Procedures for Administering the Large-Print Edition of the Test</b> .....	<b>121</b>
<b>Appendix D</b>	<b>Procedures for Administering the Test to Students Who Type Their Responses</b>	<b>123</b>
<b>Appendix E</b>	<b>Procedures for Signing the Test for Students Who Are Deaf or Hard of Hearing</b>	<b>129</b>
<b>Appendix F</b>	<b>Procedures for Scribing and Transcribing Student Responses</b> .....	<b>131</b>
<b>Appendix G</b>	<b>Procedures for Approving Bilingual Word-to-Word Dictionaries</b> .....	<b>135</b>

---

## Notes:

- Your principal will provide you with instructions and a schedule for administering test sessions. For reference, the 2023–2024 test schedule is posted at [www.doe.mass.edu/mcas/cal.html](http://www.doe.mass.edu/mcas/cal.html).
- Review this manual before the Test Administrators' Training at your school.

# **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 personnel 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 personnel authorized to have access to secure materials and test content are trained in and comply with the requirements and instructions contained in this part of the *Principal's Administration Manual (PAM)* and in the *Test Administrator's Manuals (TAMs)*.**

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

- **“Secure”** content and materials include the following:
  - › test questions not publicly released by the Department
  - › test & answer booklets for ELA, Mathematics, Biology, and Introductory Physics
  - › test booklets and answer booklets for the Spanish/English editions of the Mathematics retest and the Biology and Introductory Physics tests
  - › student responses to test questions
  - › used scratch paper

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

- › test & answer booklets for ELA, Mathematics, Biology, and Introductory Physics
  - › test booklets and answer booklets for the Spanish/English editions of the Mathematics retest and the Biology and Introductory Physics tests
  - › used scratch paper must be accounted for on tracking forms but individual sheets do not need to be counted
- **“Access”** refers to handling secure testing materials such as booklets, but does not include viewing test content or student responses, which is prohibited (except when administering certain accommodations listed in Appendix C of the Fall/Winter PAM). Students may never transport secure testing materials, including from their initial testing room to a test completion room.
  - **“Locked storage area”** refers to the central locked area that must be used to store all secure MCAS testing materials when they are not in use. Principals must restrict access to the locked storage area to only those school personnel 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/retest/forms](http://www.doe.mass.edu/mcas/testadmin/retest/forms) for the certification statements to which the principal must attest.



## A Responsibilities of the Principal and Designee

- 1. Before testing, principals must review their plans for maintaining test security with the superintendent so that the superintendent is comfortable with the procedures in the school building.**
  - As part of that review, superintendents may ask their district’s principals to use the optional Superintendent’s Assurance of Proper Test Administration form found at [www.doe.mass.edu/mcas/testadmin/retest/forms](http://www.doe.mass.edu/mcas/testadmin/retest/forms) to document your preparations (a form is not required but the review is).
- 2. Authorize specific personnel to serve as test administrators, and train them to properly administer MCAS tests. Designate other school personnel as necessary to maintain a secure test administration (e.g., personnel permitted to access secure test materials, personnel to serve as hallway or restroom monitors) 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 personnel who have access to secure materials (available at [www.doe.mass.edu/mcas/testadmin/retest/forms](http://www.doe.mass.edu/mcas/testadmin/retest/forms)).
  - Document that all test administrators have received TAMs and that school personnel who have access to secure materials have received the test security requirements (see the sample form at [www.doe.mass.edu/mcas/testadmin/retest/forms](http://www.doe.mass.edu/mcas/testadmin/retest/forms)).
  - Train test administrators prior to each test administration (i.e., November retests, February Biology and Introductory Physics tests, and March retests).
  - For test administrators who provide accommodations to students with disabilities, or English learners (EL students), provide training in the implementation of accommodations in accordance with Appendix C of the Fall/Winter PAM and the *Accessibility and Accommodations Manual for the 2023–2024 MCAS* (available at [www.doe.mass.edu/mcas/accessibility](http://www.doe.mass.edu/mcas/accessibility)).
- 3. Instruct students in MCAS test security requirements.**
  - Student test results may be invalidated if they engage in any of the following activities during a test session (including after turning in their test materials, during a break, or during the transition to a test completion area):
    - › duplicating any portion of secure test content
    - › accessing prohibited materials such as cell phones or other electronic devices (see lists in Part II, section B) for any purpose, including accessing the internet
    - › communicating with other students (e.g., talking, whispering, writing notes)
    - › looking at any other student’s test materials
    - › asking for or receiving help from anyone
    - › providing help to another student
    - › consulting notes, books, or instructional materials during testing
  - Their 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.

## MCAS Test Security Requirements

---

- 4. Develop local policies and procedures to ensure proper test security at all times.**
  - Schedule tests to avoid conflicts with recess or lunch (see Part II, section C for more information about scheduling test sessions).
  - Ensure that tests are administered on the prescribed days and in the prescribed order.
  - 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 personnel who need access.
- 6. Monitor distribution and collection of materials for testing.**
  - All booklets must be accounted for and tracked during testing.
  - Used scratch paper must be accounted for and tracked during testing.
- 7. Oversee the receipt from and return to the testing contractor of all paper-based test materials.**
  - Inventory paper-based materials immediately upon receipt and investigate any discrepancies in count of materials.
  - Return all paper-based materials to the testing contractor according to the prescribed packing instructions in the Fall/Winter PAM and the deadlines listed at [www.doe.mass.edu/mcas/cal.html](http://www.doe.mass.edu/mcas/cal.html).
- 8. Securely destroy the following materials after testing.**
  - Used scratch paper (i.e., written on by students) must be securely destroyed (e.g., shredded) following testing.
  - Used scratch paper must be stored securely until it is shredded. It may not be viewed by school personnel.

### **B Shared Responsibilities of Principals, Test Coordinators, Test Administrators, Technology Staff, and Other School Personnel Authorized to Have Access to Secure Materials**

- 1. Receive training in test security requirements and test administration protocols.**
  - Test administrators, test coordinators, and other school personnel authorized to have access to secure materials must attend a school training session. See [www.doe.mass.edu/mcas/testadmin/retest/forms](http://www.doe.mass.edu/mcas/testadmin/retest/forms) for a sample form that principals may use to document participation, and see [www.doe.mass.edu/mcas/testadmin/retest](http://www.doe.mass.edu/mcas/testadmin/retest) for training slides that can be used to train test administrators. More information about training can be found in Part III, section B.

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

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

## 3. Ensure the security of testing rooms.

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

## 4. Ensure the security of test content.

- Do not discuss or in any way reveal the contents of test questions or student responses to test questions before, during, or after test administration. Because MCAS test questions are secure and confidential until the Department releases them publicly, school personnel 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.<sup>3</sup>
- Do not remove testing materials from the school.<sup>4</sup>
- Do not allow scratch paper to be retained, discarded, or otherwise removed by students.
- Do not allow any portion of test & answer booklets (or separate test booklets and answer booklets) to be retained, discarded, recycled, removed, or destroyed.<sup>5</sup>
- Be sure that used scratch paper has been securely destroyed after testing.
- Do not allow students access to secure test questions prior to testing.
- Do not read or view any secure test content or student responses (except when administering certain accommodations listed in Appendix C of the Fall/Winter PAM).
- Do not change any student responses.

<sup>3</sup> The only exceptions are for test administrators who must transcribe student responses into answer booklets for students with disabilities receiving certain accommodations or for students who did some or all of their work in damaged, defective, or void booklets.

<sup>4</sup> 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.

<sup>5</sup> The only exception is for test materials that have become contaminated; contact the principal or designee immediately for instructions.

# MCAS Test Security Requirements

---

## **C Responsibilities of Test Administrators**

### **1. Receive training from the principal/designee in administering test sessions properly and securely.**

- Review this manual and all relevant test security requirements before administering test sessions.
- Attend the training session led by the principal/designee before each test administration (i.e., the November retests, February Biology and Introductory Physics tests, and March retests). See [www.doe.mass.edu/mcas/testadmin/retest/forms](http://www.doe.mass.edu/mcas/testadmin/retest/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 on the prescribed testing dates.
- Follow the directions and read the scripts in this manual (and in any subsequent updates provided to principals by the Department) verbatim to students.
- Remove or cover any classroom displays that provide information related to the content being assessed or to test-taking strategies (see page 22).
- Provide students with all required test materials as listed in this manual.
- Prevent the use of prohibited materials (see pages 12–15 for lists of required/permitted and prohibited materials). Note that results may be invalidated for students who use cell phones or other electronic devices during a test session, including after they turn in their test materials, during a break, and during the transition to a test completion area.
- Return all testing materials to the secure central storage area immediately following each test session.

### **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.
- A test administrator may view students' test booklets only for the purpose of reading aloud selected words during the Mathematics retest, Biology test, or Introductory Physics test as part of Universal Accessibility Feature 11 (UF11).

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

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

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

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

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

- Ensure that students are only provided accommodations that are listed specifically for use during MCAS testing in an approved IEP or a 504 plan, or that were documented as accommodations for EL students.
- Follow guidelines on proper provision of MCAS accommodations as prescribed in Appendix C of the Fall/Winter PAM 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 18 for the list of accommodations this requirement applies to, and see [www.doe.mass.edu/mcas/testadmin/retest/forms](http://www.doe.mass.edu/mcas/testadmin/retest/forms) for the MCAS Nondisclosure Acknowledgment.



# MCAS Test Security Requirements

---

## 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 designees 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 Personnel

**Principals must contact their superintendent and the Department at 781-338-3625 immediately after an irregularity occurs.** Test administrators and other school personnel 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 alleged 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
- any accommodations used by the students
- in student-specific reports: the student's name, date of birth, grade, and State-Assigned Student Identifier (SASID)

### 3. Anonymous Reporting of Testing Irregularities

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

- calling the Student Assessment Services office at 781-338-3625
- emailing information about the irregularity to [mcas@doe.mass.edu](mailto: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 and ask the school or district to conduct a local fact-finding investigation into the alleged irregularity and report back to the Department in writing. The Department may also perform 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 temporarily under review until the investigation is concluded.

## 6. Consequences

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

- delay in reporting of district, school, or student results
- invalidation of district, school, or student results
- prohibition of school personnel from participating in a future MCAS test administration, with required training from Department staff in Malden 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**



## **MCAS Test Administration Protocols**

# MCAS Test Administration Protocols

## A Accounting for Secure Materials

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

- the receipt from the principal/designee of a specific number of booklets
- the return to the principal/designee of a specific number of booklets
- the return to the principal/designee of all used scratch paper

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

Note that in Fall 2023/Winter 2024, paper-based tests are being produced as follows:

Subjects	Type of Booklets	Number of Booklets and Description
<b>ELA retest</b>	Combined test & answer booklets	• One combined test & answer booklet for each session (two booklets total)
<b>Mathematics retest</b>	Combined test & answer booklets	• One combined test & answer booklet for each session (two booklets total)
<b>Biology and Introductory Physics</b>	Combined test & answer booklets	• For each subject, one combined test & answer booklet for each session (two booklets total)
<b>Mathematics retest – Spanish/English edition</b>	Separate test booklets and answer booklets	• One test booklet and one answer booklet for each session (four booklets total)
<b>Biology and Introductory Physics – Spanish/English editions</b>	Separate test booklets and answer booklets	• For each subject, one test booklet and one answer booklet for each session (four booklets total)

## B Materials Required, Permitted, and Prohibited during Testing

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




### 1. Materials REQUIRED for Student Use

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





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

- > Schools may reuse scratch paper if the paper is completely blank.
- > Scratch paper that has been written on during Session 1 of a test may not be used in Session 2; students will need new paper.
- calculators for designated test sessions only (see tables on pages 13–14)
- reference sheets that are included in shipments of Mathematics and Introductory Physics materials

## 2. Calculators and Reference Sheets 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"> <li>• <b>Mathematics Session 2 only</b> <p>Each student must have sole access to a calculator for <b>Mathematics Session 2</b>. 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"> <li>&gt; recommended: a scientific calculator or graphing calculator</li> <li>&gt; minimum: a five-function calculator</li> </ul> </li> <li>• <b>Biology and Introductory Physics tests</b> <p>Each student must have sole access to a calculator for the Biology and Introductory Physics 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"> <li>&gt; a scientific calculator or graphing calculator</li> </ul> </li> </ul>
	<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"> <li>• Mathematics retest</li> <li>• Introductory Physics test</li> </ul>
	Calculators are not permitted for Mathematics Session 1.

### a. Tools Available for Mathematics by Session

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

# MCAS Test Administration Protocols

## b. Tools Available for Biology and Introductory Physics (both sessions)

Subject	Tools Available
Biology	 scientific or graphing
Introductory Physics	  scientific or graphing 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 Mathematics retests, printed copies of the Guidelines for Completing Answer Grids (available in the “Mathematics Gridded Response Guidelines” drop-down at [mcas.pearsonsupport.com/student](https://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 G for more information.)

## 4. Materials PROHIBITED during Testing

**Prohibited** materials include, but are not limited to, materials that must be covered or removed from the testing space (see page 22) as well as the materials listed below. Materials listed in section a below are not permitted at any time during test sessions, and materials listed in section b may only be provided to individual students after they have turned in their test materials. None of the materials in section a or b are permitted while students have their test materials.

### a. Materials PROHIBITED at Any Time during a Test Session

Materials listed in this section **are NOT permitted at any time during test sessions**, including after students turn in their individual test materials, during a break, or during the transition to a test completion area. See [www.doe.mass.edu/mcas/testadmin/retest/forms](https://www.doe.mass.edu/mcas/testadmin/retest/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 (See the following page for more information.)
  - smartwatches
  - e-book readers or electronic dictionaries
  - music players for one student’s personal use or that of the whole class, earphones, ear buds, or headphones (other than noise blocking headphones; see DF7 in Appendix C of the Fall/Winter PAM)
  - any device capable of taking photographs
  - game consoles
  - pocket translators
  - calculators (except during the tests/sessions listed on pages 13–14)
  - 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, conversion charts)
- 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 turned in their 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
- handheld rulers

**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**, including after they turn in their test materials, during a break, or during the transition to a test completion area.

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

**C Scheduling Test Sessions**

Your principal will provide you with the schedule for administering tests based on the guidance and requirements in the Fall/Winter PAM. Below is information that will be useful as you prepare for administration.

**1. 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	Sessions	Recommended Time per Session
ELA	Session 1	2½ hours
	Session 2	1½ to 2 hours
Mathematics	Sessions 1 and 2	1½ to 2 hours
Biology and Introductory Physics	Sessions 1 and 2	1½ hours

# MCAS Test Administration Protocols

---

## 2. Test Completion

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

If a school is administering more than one test session on the same day (e.g., as make-up tests), any students who have not completed the first test session by the time that the class begins the next test session must finish working in the first test session before beginning the next one. The next test session can be administered in a separate setting from the regularly administered one (as always, the test administrator must follow all protocols in this manual).

## 3. Same-Day Requirement

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

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

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

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

## 4. Breaks and Lunch

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

Principals are responsible for ensuring that tests are scheduled to avoid conflicts with lunch; however, if a lunch break is required during testing, lunch shall be brought to the students in the testing area. If this is not feasible, test materials must be secured, and students must be escorted to the lunchroom, instructed that they may not have conversations and that they still may not access any prohibited materials, **sufficiently monitored to prevent discussion of test questions during the entire lunch period**, and escorted back to the testing location.

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

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

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

## 6. Test Administration Interruptions

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

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

Your principal will provide guidance on handling regular interruptions, such as students requesting to use the restroom or to go to the nurse's office. Students may not remove secure materials from the room at any time. Test administrators are responsible for maintaining test security according to requirements in Part I while any student is out of the room.

## D Damaged or Defective Booklets

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

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

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

## E Contaminated Test Materials

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

# MCAS Test Administration Protocols

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

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

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

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

### ***Accommodations that Require the Nondisclosure Acknowledgment Form***

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



## **Part III**



### **Tasks to Complete Prior to Test Administration**

## Tasks to Complete Prior to Test Administration

---

### **A Receive This Manual and Document Receipt**

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

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

### **B Attend Test Administrators' Training**

#### **1. Training in Test Security and Test Administration Protocols**

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

The Department has outlined major topics for the test administrator training session in a PowerPoint presentation posted at [www.doe.mass.edu/mcas/testadmin/retest](http://www.doe.mass.edu/mcas/testadmin/retest). Principals are expected to cover the topics in the slides.

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

- describe the test security requirements contained in Part I of this manual
- confirm that all involved school personnel understand those requirements
- 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 TAMs before administering MCAS tests
- inform test administrators who they can talk to (or what resources they can use) to find answers to any questions they have

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

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

- whether Student ID Labels will be applied to booklets in advance of testing or applied by students after booklets are distributed
- 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
- 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.)

## Tasks to Complete Prior to Test Administration

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

### **Reporting a Concern about Test Question**

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

### **2. Training for Test Administrators Who Will Administer Accommodations**

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

Additional training may include the following:

- reviewing the Accessibility and Accommodations webinars (previously recorded webinars are available at [mcas.pearsonsupport.com/training](https://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](https://www.doe.mass.edu/mcas/accessibility))

### **3. Required Documentation**

Test administrators must sign in to demonstrate that they attended a training session and to acknowledge that they received TAMs for the test(s) they will administer. Similarly, other school personnel who have access to secure materials must sign an acknowledgment that they received a copy of the test security requirements. A sample form for both of these activities can be found at [www.doe.mass.edu/mcas/testadmin/retest/forms](https://www.doe.mass.edu/mcas/testadmin/retest/forms) but schools may develop two separate 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 they trained test administrators and other school personnel who have access to secure materials.

Test administrators who have been assigned to administer certain accommodations (listed on page 18, and described in Appendix C of the Fall/Winter PAM) are required to sign an MCAS Nondisclosure Acknowledgment form before administering the test. The training session may be a convenient time to have these test administrators sign the form, but it can be done any time before testing.

## Tasks to Complete Prior to Test Administration

### C Prepare the Testing Space

Before each test session, the testing space must be prepared as follows:

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

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

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



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

The list of UF and DFs can be found in Appendix C of the Fall/Winter PAM.

### E Complete Front Covers of Test & Answer Booklets

Your principal will inform you at the Test Administrators’ Training whether Student ID Labels are to be applied to the front covers of booklets before testing sessions or by students immediately after booklets are distributed. To ensure the proper application of labels, the Department strongly recommends that labels be applied by test administrators.

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

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

## Tasks to Complete Prior to Test Administration

---

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

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

Sample booklet covers, with and without Student ID Labels, are provided at [www.doe.mass.edu/mcas/testadmin/retest/forms](http://www.doe.mass.edu/mcas/testadmin/retest/forms). See your principal with any questions.



## **Part IV**



### **Administering the Practice Test**

## Administering the Practice Test

---

The administration of the practice test is optional.

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

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

If you are administering one of the Spanish/English editions of the practice test for Mathematics, Biology, or Introductory Physics, turn to page 94 in Appendix A for the Spanish script to read to students.

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

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

2. When the tests have been distributed, say:

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

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

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

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



# **Part V**



## **Administering Session 1 of the ELA Retest**

# Administering Session 1 of the ELA Retest

## A Materials Needed for Session 1

1. Prior to testing, you will receive the following materials for students assigned to you:<sup>6</sup>
  - this manual
  - a roster of testing students
  - English Language Arts Session 1 test & answer booklets
  - scratch paper (blank, lined, or graph)
  - a list of students' SASIDs, if applicable
  - Student ID Labels, if labels were not previously applied to booklets  
If your principal has instructed you to apply Student ID Labels to test & answer booklets before testing, do so before the students arrive for testing.
  - optional: Student Responsibilities during MCAS Testing forms  
If your principal has instructed you, have the students read the statement, sign the document, and return it to you.
  - a tracking form to assist you and your principal in maintaining the security of test materials
  - "MCAS Testing—Do Not Disturb" sign
  - printed copies of authorized bilingual word-to-word dictionaries for students who are currently or were ever reported as ELs
  - #2 pencils

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

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

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

## B Before Students Arrive

1. Make sure the testing space has been appropriately prepared (see page 22).
2. Post the "MCAS Testing—Do Not Disturb" sign on the outside of the door of the testing space.
3. Write your name on the board.
4. Write the name of your school and district on the board.

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

### **C As Students Arrive**

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

#### **All other dictionaries are prohibited.**

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

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

**“If you have a cell phone or other electronic device with you, please make sure it is now turned off, put it in your backpack, and leave it by the side of the room. You will be able to access it again when you are dismissed from the testing room.”**

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

6. If your principal has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession, do so at this time. **Schools are ultimately responsible for implementing procedures that ensure students do not possess cell phones or other electronic devices during testing.**
7. Make sure that students’ desks are clear, except for #2 pencils (for all students) and authorized bilingual dictionaries (for students who are currently or were ever reported as ELs). Students may also have colored pencils and yellow highlighters (see page 14).
8. Make sure that students are seated in a way that supports a secure test environment, and that no one can see anyone else’s booklets.

# Administering Session 1 of the ELA Retest

## D Administer Session 1

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

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

1. Say to the students:

**“We are about to begin the MCAS English Language Arts retest. This is the first of two sessions that you will take. You will take Session 2 \_\_\_\_\_ (announce the date and time for Session 2). The results of this test will partially determine whether you receive a high school diploma.”**

2. Say to the students:

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

Distribute the Session 1 test & answer booklets and one sheet of scratch paper to each student. If Student ID Labels have already been applied to the test & answer booklets, make sure that you give each student the correct assigned booklet.

3. Say to the students:

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

Then say:

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

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

4. Collect any defective booklets and fill in the VOID circle on the back cover of each. Then write “VOID” in large letters across the front cover of each. Set aside these booklets to be returned to the principal. Give new booklets to those students who had defective materials (see section D on page 17).
5. If students will apply their own Student ID Labels, distribute the labels now. Instruct students to verify that the information on their labels is correct **before** they apply them. Any student who has a Student ID Label with incorrect information should return the label or pre-labeled test & answer booklet to you. If the student’s SASID is correct on the label, the student may use the labeled booklet. If the SASID is incorrect or the student does not have a label, additional information must be completed on the front cover of an unlabeled booklet, according to the instructions in step 11 of this section.

## Administering Session 1 of the ELA Retest

6. When all Student ID Labels have been applied, say:

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

7. Say:

**“At the top of the front cover, next to the heading ‘Test Administrator’s Name,’ print my name on the line provided. My name is on the board for you to copy.”**

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

8. Then say:

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

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

9. Then say:

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

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

Pause for students to complete this section.

10. Then say:

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

Pause for students to complete this section.

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

Say to the students:

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

Pause and check that students are completing this task correctly.

# Administering Session 1 of the ELA Retest

---

Say:

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

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

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

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

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

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

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

12. Then say:

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

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

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

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

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

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

13. Say to the students:

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

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

# Administering Session 1 of the ELA Retest

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

14. Say to the students:

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

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

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

15. Say to the students:

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

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

16. If you are administering the test to any students with disabilities using accommodation A12 (Typed Responses), turn to page 125 in Appendix D for the script to read to these students at this time.
17. It is your responsibility to ensure a secure testing environment.

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

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

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

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

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

## Administering Session 1 of the ELA Retest

---

19. (Optional) Then say to students:

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

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

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

Resume monitoring the testing room.

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

**“Before you hand me your booklets, I want to remind you that you should make sure you have answered every question in Session 1 and not left anything blank or unanswered.**

**Remember, once you turn in your test, you will not be permitted to go back to this test session.**

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

Permit students to check whether they have answered every question.

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

**“This is the end of the time scheduled for this session. Before I collect your booklets, I want to remind you that you should make sure you have answered every question in Session 1 and not left anything blank or unanswered.**

**Remember, once you turn in your test, you will not be permitted to go back to this test session.”**

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

22. Say to the students:

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

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

24. If you are administering the test to any students using accommodation A12 (Typed Responses), ask students to review their printed typed responses. **Do not dismiss students until they have confirmed that their printed typed responses are ready to submit.** After these students have completed testing, see page 126 in Appendix D for further instructions.



## Administering Session 1 of the ELA Retest

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

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

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

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

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

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

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

# Administering Session 1 of the ELA Retest

---

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

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

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

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

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

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

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

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

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

# **Part VI**



## **Administering Session 2 of the ELA Retest**

## Administering Session 2 of the ELA Retest

### A Materials Needed for Session 2

1. Prior to testing, you will receive the following materials for students assigned to you:<sup>7</sup>
  - this manual
  - a roster of testing students
  - scratch paper (blank, lined, or graph)
  - a tracking form to assist you and your principal in maintaining the security of test materials
  - English Language Arts Session 2 test & answer booklets
  - a list of students' SASIDs, if applicable
  - Student ID Labels, if labels were not previously applied to booklets  
If your principal has instructed you to apply Student ID Labels to test & answer booklets before testing, do so before the students arrive for testing.
  - "MCAS Testing—Do Not Disturb" sign
  - printed copies of authorized bilingual word-to-word dictionaries for students who are currently or were ever reported as ELs
  - #2 pencils

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

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

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

### B Before Students Arrive

1. Make sure the testing space has been appropriately prepared (see page 22).
2. Post the "MCAS Testing—Do Not Disturb" sign on the outside of the door of the testing space.
3. Write your name on the board.
4. Write the name of your school and district on the board.

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

### **C** As Students Arrive

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

#### **All other dictionaries are prohibited.**

3. Make sure that students do not have access to cell phones or other electronic devices during testing. These devices are **prohibited**, and their use for any purpose may result in the invalidation of test results.
4. Say to the students:  
**“Before we begin the test, I want to remind you that cell phones, smartwatches, ear buds, and other electronic devices are not allowed for any reason during this session.”**
5. If your principal has instructed you to do so, read the following recommended script:  
**“If you have a cell phone or other electronic device with you, please make sure it is now turned off, put it in your backpack, and leave it by the side of the room. You will be able to access it again when you are dismissed from the testing room.”**  
Pause to make sure that students have turned cell phones and other electronic devices off and have placed them in their backpacks.
6. If your principal has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession, do so at this time. **Schools are ultimately responsible for implementing procedures that ensure students do not possess cell phones or other electronic devices during testing.**
7. Make sure that students’ desks are clear, except for #2 pencils (for all students) and authorized bilingual dictionaries (for students who are currently or were ever reported as ELs). Students may also have colored pencils and yellow highlighters (see page 14).
8. Make sure that students are seated in a way that supports a secure test environment, and that no one can see anyone else’s booklets.

## Administering Session 2 of the ELA Retest

### D Administer Session 2

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

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

1. Say to the students:

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

2. Say:

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

Distribute the Session 2 test & answer booklets and one sheet of scratch paper to each student.

If Student ID Labels have already been applied to the test & answer booklets, make sure that you give each student the correct assigned booklet.

3. Then say to the students:

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

4. Say to the students:

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

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

Collect any defective booklets and fill in the VOID circle on the back cover of each. Then write “VOID” in large letters across the front cover of each. Set aside these booklets to be returned to the principal. Give new booklets to those students who had defective materials (see section D on page 17).

5. If students will apply their own Student ID Labels, distribute the labels now. Instruct students to verify that the information on their labels is correct **before** they apply them. Any student who has a Student ID Label with incorrect information should return the label or pre-labeled test & answer booklet to you. If the student’s SASID is correct on the label, the student may use the labeled booklet. If the SASID is incorrect or the student does not have a label, additional information must be completed on the front cover of an unlabeled booklet, according to the instructions later in this step.

When all Student ID Labels have been applied, say:

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

## Administering Session 2 of the ELA Retest

Then say:

**“At the top of the front cover, next to the heading ‘Test Administrator’s Name,’ print my name on the line provided. My name is on the board for you to copy.”**

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

Then say:

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

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

Then say:

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

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

Pause for students to complete this section.

Then say:

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

Pause for students to complete this section.

If **all** of the students in your assigned group are using test & answer booklets with Student ID Labels, skip to step 6. Otherwise, continue with this step.

Say to the students:

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

Pause and check that students are completing this task correctly. Say:

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

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

## Administering Session 2 of the ELA Retest

---

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

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

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

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

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

6. If everyone in your group took Session 1 on the scheduled day, skip to step 7. If your group includes students who did not take Session 1 (e.g., students who were absent) or if you are administering Session 2 as a make-up session, say:

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

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

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

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

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

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

7. Say to the students:

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

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

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



## Administering Session 2 of the ELA Retest

8. Say to the students:
- “This session is scheduled to be \_\_\_\_\_ (state length of session) long. If you have not finished answering the questions at the end of that time, you will be given more time to finish. At most, you will have until the end of the school day, as long as you are working productively.”**
9. Say to the students:
- “If you finish answering the questions before the end of the test session, you should review your work.**
- Now open your test & answer booklet to page 2, which says ‘English Language Arts Session 2’ at the top. Be sure to read all the directions. You may begin working now.”**
10. If you are administering the test to any students with disabilities using accommodation A12 (Typed Responses), turn to page 125 in Appendix D for the script to read to these students at this time.
11. It is your responsibility to ensure a secure testing environment.

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

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

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

12. When the session time is half over, say to the students:
- “The scheduled session time is half over. Make sure that you answer every question in this session. When you are finished answering all of the questions in Session 2 and reviewing your work, you may hand in your test materials to me. Remember, if you are still working at the end of the scheduled session, you will be given more time to finish your test.”**
13. (Optional) Then say to students:
- “You may now have a short break during which you may stand up and stretch. During the break, you may not have conversations with other students. If you do not want to take a break, you may continue working. The break will be \_\_\_\_\_ (state the length of the break) minutes long. Please place your scratch paper and your pencil inside your booklet at the page you are working on, and close your booklet.”**

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

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

Resume monitoring the testing room.

## Administering Session 2 of the ELA Retest

---

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

**“Before you hand me your booklets, I want to remind you that you should make sure you have answered every question in Session 2 and not left anything blank or unanswered.**

**Remember, once you turn in your test, you will not be permitted to go back to this session.**

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

Permit students to check whether they have answered every question.

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

**“This is the end of the time scheduled for this session. Before I collect your booklets, I want to remind you that you should make sure you have answered every question in Session 2 and not left anything blank or unanswered.**

**Remember, once you turn in your test, you will not be permitted to go back to this session.”**

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

16. Say to the students:

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

17. Note which students need more time and pick up each student’s booklet and scratch paper, keeping the materials of students who need more time separate from the others. Verify that you have a used test & answer booklet and scratch paper from each student.
18. If you are administering the test to any students using accommodation A12 (Typed Responses), ask students to review their printed typed responses. **Do not dismiss students until they have confirmed that their printed typed responses are ready to submit.** After these students have completed testing, see page 126 in Appendix D for further instructions.
19. For students who need more time, if your principal has instructed you to do so, read the following recommended script to students who are moving to a test completion room:

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

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

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

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

## Administering Session 2 of the ELA Retest

---

20. Make a list of all students in your assigned group who were not tested. These students will be able to take Session 2 during the make-up period. If all the students assigned to you took Session 2, notify your principal of this. It is important to keep accurate records of who has been tested, as it is not permissible to look through assigned test & answer booklets to check whether students have completed testing.
21. Verify that any students who filled in circles for their names, dates of birth, and SASIDs on the front covers of test & answer booklets have done so correctly. If not, correct the information on the front covers at this time.
22. Group test materials into the following separate piles:
  - used test & answer booklets
  - used scratch paper
  - unused scratch paper
  - void test & answer booklets
  - unused test materials
  - contaminated test materials, if applicable (Remember to notify your principal or designee.)
23. Complete appropriate tracking documents, as instructed by your principal.
24. Immediately return **all** test materials and the list of students who were not tested to your principal.

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

## Administering Session 2 of the ELA Retest

---

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

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

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

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

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

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

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

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

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

## **Part VII**



### **Administering Session 1 of the Mathematics Retest**

## Administering Session 1 of the Mathematics Retest

If you are administering the Spanish/English edition of the Mathematics retest, please turn to page 94 in Appendix A.

### A Materials Needed for Session 1

1. Prior to testing, you will receive the following materials for students assigned to you:<sup>8</sup>
  - this manual
  - a roster of testing students
  - Mathematics Session 1 test & answer booklets
  - scratch paper (blank, lined, or graph)
  - a list of students' SASIDs, if applicable
  - Student ID Labels, if labels were not previously applied to booklets  
If your principal has instructed you to apply Student ID Labels to test & answer booklets before testing, do so before the students arrive for testing.
  - a tracking form to assist you and your principal in maintaining the security of test materials
  - reference sheets
  - "MCAS Testing—Do Not Disturb" sign
  - printed copies of authorized bilingual word-to-word dictionaries for students who are currently or were ever reported as ELs
  - #2 pencils

**Note: Calculators are not allowed during Mathematics Session 1.**

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

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

### B Before Students Arrive

1. Make sure the testing space has been appropriately prepared (see page 22).
2. Post the "MCAS Testing—Do Not Disturb" sign on the outside of the door of the testing space.
3. Write your name on the board.
4. Write the name of your school and district on the board.

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

### C As Students Arrive

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

**All other dictionaries are prohibited.**

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

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

**“If you have a cell phone or other electronic device with you, please make sure it is now turned off, put it in your backpack, and leave it by the side of the room. You will be able to access it again when you are dismissed from the testing room.”**

Pause to make sure that students have turned cell phones and other electronic devices off and have placed them in their backpacks.
6. If your principal has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession, do so at this time. **Schools are ultimately responsible for implementing procedures that ensure students do not possess cell phones or other electronic devices during testing.**
7. Make sure that students’ desks are clear, except for #2 pencils (for all students) and authorized bilingual dictionaries (for students who are currently or were ever reported as ELs). Students may also have colored pencils and yellow highlighters (see page 14).
8. Make sure that students are seated in a way that supports a secure test environment, and that no one can see anyone else’s booklets.

## Administering Session 1 of the Mathematics Retest

### D Administer Session 1

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

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

1. Say to the students:

**“We are about to begin the MCAS Mathematics retest. This is the first of two sessions that you will take. You will take Session 2 \_\_\_\_\_ (announce the date and time for Session 2). The results of this test will partially determine whether you receive a high school diploma.”**

2. Say to the students:

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

Distribute the Session 1 test & answer booklets. If Student ID Labels have already been applied to the test & answer booklets, make sure that you give each student the correct assigned booklet. Distribute one sheet of scratch paper to each student.

3. Then say:

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

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

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

4. Collect any defective booklets and fill in the VOID circle on the back cover of each. Then write “VOID” in large letters across the front cover of each. Set aside these booklets to be returned to the principal. Give new booklets to those students who had defective materials (see section D on page 17).
5. If students will apply their own Student ID Labels, distribute the labels now. Instruct students to verify that the information on their labels is correct before they apply them. Any student who has a Student ID Label with incorrect information should return the label or prelabeled test & answer booklet to you. If the student’s SASID is correct on the label, the student may use the labeled booklet. If the SASID is incorrect or the student does not have a label, additional information must be completed on the front cover of an unlabeled booklet, according to the instructions in step 11 of this section.



## Administering Session 1 of the Mathematics Retest

6. When all Student ID Labels have been applied, say:

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

7. Say:

**“At the top of the front cover, next to the heading ‘Test Administrator’s Name,’ print my name on the line provided. My name is on the board for you to copy.”**

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

8. Then say:

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

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

9. Then say:

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

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

Pause for students to complete this section.

10. Then say:

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

Pause for students to complete this section.

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

Say to the students:

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

Pause and check that students are completing this task correctly.

## Administering Session 1 of the Mathematics Retest

Say:

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

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

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

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

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

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

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

12. Say:

**“I will now hand out the Mathematics reference sheets.”**

Distribute the reference sheets to the students.

13. Say:

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

14. Say to the students:

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

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

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

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

## Administering Session 1 of the Mathematics Retest

15. Say to the students:

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

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

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

16. Say to the students:

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

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

**You may use your Mathematics reference sheet to help you answer questions at any time during this session. It is also important for you to know that any figures, diagrams, or illustrations in your test & answer booklet are not necessarily drawn to scale. You may NOT use a calculator at any time during this session.”**

17. Say to the students:

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

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

Pause to answer any questions students may have.

18. Say to the students:

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

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



## Administering Session 1 of the Mathematics Retest

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

19. Say:

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

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

20. If you are administering the test to any students with disabilities using accommodation A12 (Typed Responses), turn to page 125 in Appendix D for the script to read to these students at this time.

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

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

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

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

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

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

23. (Optional) Then say to students:

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

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

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

Resume monitoring the testing room.

## Administering Session 1 of the Mathematics Retest

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

**“Before you hand me your booklets, I want to remind you that you should make sure you have answered every question in Session 1 and not left anything blank or unanswered.**

**Remember, once you turn in your test, you will not be permitted to go back to this session.**

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

Permit students to check whether they have answered every question.

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

**“This is the end of the time scheduled for this session. Before I collect your booklets, I want to remind you that you should make sure you have answered every question in Session 1 and not left anything blank or unanswered.**

**Remember, once you turn in your test, you will not be permitted to go back to this session.”**

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

26. Say:

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

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

27. If you are administering the test to any students using accommodation A12 (Typed Responses), ask students to review their printed typed responses. **Do not dismiss students until they have confirmed that their printed typed responses are ready to submit.** After these students have completed testing, see page 126 in Appendix D for further instructions.
28. For students who need more time, if your principal has instructed you to do so, read the following recommended script to students who are moving to a test completion room:

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

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

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

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

## Administering Session 1 of the Mathematics Retest

---

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

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

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

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

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

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

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

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

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

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

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





## **Part VIII**



### **Administering Session 2 of the Mathematics Retest**

# Administering Session 2 of the Mathematics Retest

If you are administering the Spanish/English edition of the Mathematics retest, please turn to page 106 in Appendix A.

## A Materials Needed for Session 2

1. Prior to testing, you will receive the following materials for students assigned to you:<sup>9</sup>
  - this manual
  - a roster of testing students
  - Mathematics Session 2 test & answer booklets
  - scratch paper (blank, lined, or graph)
  - a tracking form to assist you and your principal in maintaining the security of test materials
  - reference sheets from Session 1
  - a list of students' SASIDs, if applicable
  - Student ID Labels, if labels were not previously applied to booklets

If your principal has instructed you to apply Student ID Labels to test & answer booklets before testing, do so before the students arrive for testing.

- "MCAS Testing—Do Not Disturb" sign
- printed copies of authorized bilingual word-to-word dictionaries for students who are currently or were ever reported as ELs
- #2 pencils
- calculators for students who do not provide their own

Each student must have sole access to a calculator for 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:

- > Mathematics **Session 2 only**
  - recommended: a scientific calculator or graphing calculator
  - minimum: a five-function calculator

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

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

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

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

## Administering Session 2 of the Mathematics Retest

### **B** Before Students Arrive

1. Make sure the testing space has been appropriately prepared (see page 22).
2. Post the “MCAS Testing—Do Not Disturb” sign on the outside of the door of the testing space.
3. Write your name on the board.
4. Write the name of your school and district on the board.

### **C** As Students Arrive

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

#### **All other dictionaries are prohibited.**

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

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

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

**“If you have a cell phone or other electronic device with you, please make sure it is now turned off, put it in your backpack, and leave it by the side of the room. You will be able to access it again when you are dismissed from the testing room.”**

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

6. If your principal has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession, do so at this time. **Schools are ultimately responsible for implementing procedures that ensure students do not possess cell phones or other electronic devices during testing.**
7. Make sure that students’ desks are clear, except for #2 pencils (for all students) and authorized bilingual dictionaries (for students who are currently or were ever reported as ELs). Students may also have colored pencils and yellow highlighters (see page 14).
8. Make sure that students are seated in a way that supports a secure test environment, and that no one can see anyone else’s booklets.

## Administering Session 2 of the Mathematics Retest

### D Administer Session 2

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

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

1. Say to the students:

**“We are about to begin Session 2 of the MCAS Mathematics retest. This is the second of two sessions that you will take.”**

2. Say:

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

Distribute the Session 2 test & answer booklets and one sheet of scratch paper to each student. If Student ID Labels have already been applied to the test & answer booklets, make sure that you give each student the correct assigned booklet. Give students their reference sheets from Session 1 (with their names written on them). Distribute calculators to those students who did not bring their own.

3. Then say to the students:

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

4. Say:

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

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

Collect any defective booklets and fill in the VOID circle on the back cover of each. Then write “VOID” in large letters across the front cover of each. Set aside these booklets to be returned to the principal. Give new booklets to those students who had defective materials (see section D on page 17).

5. If students will apply their own Student ID Labels, distribute the labels now. Instruct students to verify that the information on their labels is correct before they apply them. Any student who has a Student ID Label with incorrect information should return the label or prelabeled test & answer booklet to you. If the student’s SASID is correct on the label, the student may use the labeled booklet. If the SASID is incorrect or the student does not have a label, additional information must be completed on the front cover of an unlabeled booklet, according to the instructions later in this step.

## Administering Session 2 of the Mathematics Retest

When all Student ID Labels have been applied, say:

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

Then say:

**“At the top of the front cover, next to the heading ‘Test Administrator’s Name,’ print my name on the line provided. My name is on the board for you to copy.”**

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

Then say:

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

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

Then say:

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

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

Pause for students to complete this section.

Then say:

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

Pause for students to complete this section.

If **all** of the students in your assigned group are using test & answer booklets with Student ID Labels, skip to step 6. Otherwise, continue with this step.

Say to the students:

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

Pause and check that students are completing this task correctly. Say:

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

## Administering Session 2 of the Mathematics Retest

---

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

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

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

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

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

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

6. If everyone in your group took Session 1 on the scheduled day, skip to step 7. If your group includes students who did not take Session 1 (e.g., students who were absent) or if you are administering Session 2 as a make-up session, say:

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

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

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

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

7. Say to the students:

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

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

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

8. Say to the students:

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

## Administering Session 2 of the Mathematics Retest

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

**You may use your Mathematics reference sheet and your calculator to help you answer questions at any time during this session. It is also important for you to know that any figures, diagrams, or illustrations in your test & answer booklet are not necessarily drawn to scale.**

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

9. Say to the students:

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

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

Pause to answer any questions students may have.

10. Say to the students:

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

11. Say to the students:

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

12. Then say:

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

13. If you are administering the test to any students with disabilities using accommodation A12 (Typed Responses), turn to page 125 in Appendix D for the script to read to these students at this time.

## Administering Session 2 of the Mathematics Retest

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

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

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

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

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

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

16. (Optional) Then say to students:

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

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

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

Resume monitoring the testing room.

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

**"Before you hand me your booklets, I want to remind you that you should make sure you have answered every question in Session 2 and not left anything blank or unanswered.**

**Remember, once you turn in your test, you will not be permitted to go back to this session.**

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

Permit students to check whether they have answered every question.

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

**"This is the end of the time scheduled for this session. Before I collect your booklets, I want to remind you that you should make sure you have answered every question in Session 2 and not left anything blank or unanswered.**



## Administering Session 2 of the Mathematics Retest

**Remember, once you turn in your test, you will not be permitted to go back to this session.”**

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

19. Say:

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

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

20. If you are administering the test to any students using accommodation A12 (Typed Responses), ask students to review their printed typed responses. **Do not dismiss students until they have confirmed that their printed typed responses are ready to submit.** After these students have completed testing, see page 126 in Appendix D for further instructions.

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

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

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

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

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

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

23. Verify that any students who filled in circles for their names, dates of birth, and SASIDs on the front covers of test & answer booklets have done so correctly. If not, correct the information on the front covers at this time.

24. Group test materials into the following separate piles:

- used test & answer booklets
- used scratch paper
- unused scratch paper
- void test & answer booklets
- reference sheets
- unused test materials
- contaminated test materials, if applicable (Remember to notify your principal or designee.)

## Administering Session 2 of the Mathematics Retest

---

25. Complete appropriate tracking documents, as instructed by your principal.
26. Immediately return **all** test materials and the list of students who were not tested to your principal.

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

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

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

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

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

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

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

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

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

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

# **Part IX**



## **Administering Session 1 of the High School Science Tests**

# Administering Session 1 of the High School Science Tests

If you are administering the Spanish/English edition of the Biology or Introductory Physics test, please turn to page 94 in Appendix A.

## A Materials Needed for Session 1

1. Prior to testing, you will receive the following materials for students assigned to you:<sup>10</sup>

- this manual
- a roster of testing students
- scratch paper (blank, lined, or graph)
- a list of students' SASIDs, if applicable
- Student ID Labels, if labels were not previously applied to booklets
- If your principal has instructed you to apply Student ID Labels to test & answer booklets before testing, do so before the students arrive for testing.
- a tracking form to assist you and your principal in maintaining the security of test materials
- scientific or graphing calculators for students who did not bring their own

Each student must have sole access to a scientific or graphing calculator for the Biology and Introductory Physics tests. Students may use their own calculators, including graphing calculators. Schools must provide a calculator to each student who does not already have one. Test administrators must ensure that students do not have access to calculator instructions or formula sheets that accompany calculators. The memory should be cleared from any calculator with the ability to store information (other than basic numbers).

- **FOR THE BIOLOGY TEST**
  - > Session 1 Biology test & answer booklets
- **FOR THE INTRODUCTORY PHYSICS TEST**
  - > Session 1 Introductory Physics test & answer booklets
  - > Introductory Physics reference sheets
- "MCAS Testing—Do Not Disturb" sign
- printed copies of authorized bilingual word-to-word dictionaries for students who are currently or were ever reported as ELs
- #2 pencils

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

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

<sup>10</sup> If applicable for any student in your assigned group, you will also receive Braille test materials or large-print test materials.

# Administering Session 1 of the High School Science Tests

## **B** Before Students Arrive

1. Make sure the testing space has been appropriately prepared (see page 22).
2. Post the “MCAS Testing—Do Not Disturb” sign on the outside of the door of the testing space.
3. Write your name on the board.
4. Write the name of your school and district on the board.
5. Write on the board: “You will answer questions 1–29 in this session.”

## **C** As Students Arrive

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

### **All other dictionaries are prohibited.**

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

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

**“If you have a cell phone or other electronic device with you, please make sure it is now turned off, put it in your backpack, and leave it by the side of the room. You will be able to access it again after you are dismissed from the testing room.”**

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

6. If your principal has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession, do so at this time. **Schools are ultimately responsible for implementing procedures that ensure students do not possess cell phones or other electronic devices during testing.**
7. Make sure that students’ desks are clear, except for #2 pencils (for all students) and authorized bilingual dictionaries (for students who are currently or were ever reported as ELs). Students may also have colored pencils and yellow highlighters (see page 14).
8. Make sure that students are seated in a way that supports a secure test environment, and that no one can see anyone else’s booklets.

# Administering Session 1 of the High School Science Tests

## D Administer Session 1

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

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

1. Say to the students:

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

**The results of this test will be used to help improve your academic performance and to partially determine whether you will receive a high school diploma. Your test results will also be sent to your parents or guardians as well as your teachers. It is important that you try to do your best work during this and every test session.”**

2. Say to the students:

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

Distribute the Session 1 test & answer booklets. If Student ID Labels have already been applied to the test & answer booklets, make sure that you give all students their assigned booklets. Distribute one sheet of scratch paper to each student.

3. Then say:

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

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

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

4. Collect any defective booklets and fill in the VOID circle on the back cover of each. Then write “VOID” in large letters across the front cover of each. Set aside these booklets to be returned to the principal. Give new booklets to those students who had defective materials (see section D on page 17).
5. If students will apply their own Student ID Labels, distribute the labels now. Instruct students to verify that the information on their labels is correct before they apply them. Any student who has a Student ID Label with incorrect information should return the label or prelabeled test & answer booklet to you. If the student’s SASID is correct on the label, the student may use the labeled booklet. If the SASID is incorrect or the student does not have a label, additional information must be completed on the front cover of an unlabeled booklet, according to the instructions in step 11 of this section.

## Administering Session 1 of the High School Science Tests

6. When all Student ID Labels have been applied, say:

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

7. Then say:

**“At the top of the front cover, next to the heading ‘Test Administrator’s Name,’ print my name on the line provided. My name is on the board for you to copy.”**

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

8. Then say:

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

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

9. Then say:

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

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

Pause for students to complete this section.

10. Then say:

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

Pause for students to complete this section.

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

Say to the students:

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

Pause and check that students are completing this task correctly.

# Administering Session 1 of the High School Science Tests

Say:

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

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

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

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

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

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

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

12. If you are administering

**BIOLOGY**, say:

**“I will now hand out calculators to any students who did not bring their own. You may use your calculator to help you answer questions at any time during this test.”**

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

**INTRODUCTORY PHYSICS**, say:

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

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

Then say:

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



## Administering Session 1 of the High School Science Tests

13. Say to the students:

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

**During this test session you will answer questions 1–29.**

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

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

14. Say to the students:

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

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

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

15. Say to the students:

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

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

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

16. Say to the students:

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

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

Pause to answer any questions students may have.

# Administering Session 1 of the High School Science Tests

17. Say to the students:

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

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

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

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

18. Then say:

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

19. If you are administering the test to any students with disabilities using accommodation A12 (Typed Responses), turn to page 125 in Appendix D for the script to read to these students at this time.

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

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

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

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

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

**“The scheduled session time is half over. Make sure that you answer every question in this session. When you are finished answering all of the questions in Session 1 and reviewing your work, you may hand in your test materials to me. Remember, if you are not done at the end of the scheduled session, you will be given more time to finish your test.”**

22. (Optional) Then say to students:

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

## Administering Session 1 of the High School Science Tests

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

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

Resume monitoring the testing room.

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

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

- **during this session you were supposed to answer questions 1–29.**
- **you should make sure you have answered every question and not left anything blank or unanswered.**

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

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

Permit students to check whether they have answered every question.

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

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

- **during this session you were supposed to answer questions 1–29.**
- **you should make sure you have answered every question and not left anything blank or unanswered.**

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

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

25. If you are administering

**BIOLOGY**, say:

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

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

**INTRODUCTORY PHYSICS**, say:

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

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

## Administering Session 1 of the High School Science Tests

26. If you are administering the test to any students using accommodation A12 (Typed Responses), ask students to review their printed typed responses. **Do not dismiss students until they have confirmed that their printed typed responses are ready to submit.** After these students have completed testing, see page 126 in Appendix D for further instructions.
27. For students who need more time, if your principal has instructed you to do so, read the following recommended script to students who are moving to a test completion room:

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

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

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

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

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

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

# Administering Session 1 of the High School Science Tests

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

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

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

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

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

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

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

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

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



# **Part X**



## **Administering Session 2 of the High School Science Tests**

## Administering Session 2 of the High School Science Tests

If you are administering the Spanish/English edition of the Biology or Introductory Physics test, please turn to page 106 in Appendix A.

### A Materials Needed for Session 2

1. Prior to testing, you will receive the following materials for students assigned to you:<sup>11</sup>
  - this manual
  - a roster of testing students
  - scratch paper (blank, lined, or graph)
  - a list of students' SASIDs, if applicable
  - Student ID Labels, if labels were not previously applied to booklets  
If your principal has instructed you to apply Student ID Labels to test & answer booklets before testing, do so before the students arrive for testing.
  - a tracking form to assist you and your principal in maintaining the security of test materials
  - scientific or graphing calculators for students who did not bring their own  
Each student must have sole access to a scientific or graphing calculator for the Biology and Introductory Physics tests. Students may use their own calculators, including graphing calculators. Schools must provide a calculator to each student who does not already have one. Test administrators must ensure that students do not have access to calculator instructions or formula sheets that accompany calculators. The memory should be cleared from any calculator with the ability to store information (other than basic numbers).
  - **FOR THE BIOLOGY TEST**
    - › Session 2 Biology test & answer booklets
  - **FOR THE INTRODUCTORY PHYSICS TEST**
    - › Session 2 Introductory Physics test & answer booklets
    - › Introductory Physics reference sheets from Session 1
  - "MCAS Testing—Do Not Disturb" sign
  - printed copies of authorized bilingual word-to-word dictionaries for students who are currently or were ever reported as ELs
  - #2 pencils
2. You will likely receive more materials than needed for your group of students. Notify your principal immediately if you need additional materials. Set aside unassigned materials and **keep them secure** until you return them to your principal.

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

<sup>11</sup> If applicable for any student in your assigned group, you will also receive Braille test materials or large-print test materials.



### **B Before Students Arrive**

1. Make sure the testing space has been appropriately prepared (see page 22).
2. Post the “MCAS Testing—Do Not Disturb” sign on the outside of the door of the testing space.
3. Write your name on the board.
4. Write the name of your school and district on the board.
5. Write on the board: “You will answer questions 30–58 in this session.”

### **C As Students Arrive**

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

#### **All other dictionaries are prohibited.**

3. Make sure that students do not have access to cell phones or other electronic devices during testing. These devices are **prohibited**, and their use for any purpose may result in the invalidation of test results.
4. Say to the students:  
**“Before we begin the test, I want to remind you that cell phones, smartwatches, ear buds, and other electronic devices are not allowed for any reason during this session.”**
5. If your principal has instructed you to do so, read the following recommended script:  
**“If you have a cell phone or other electronic device with you, please make sure it is now turned off, put it in your backpack, and leave it by the side of the room. You will be able to access it again after you are dismissed from the testing room.”**  
Pause to make sure that students have turned cell phones and other electronic devices off and have placed them in their backpacks.
6. If your principal has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession, do so at this time. **Schools are ultimately responsible for implementing procedures that ensure students do not possess cell phones or other electronic devices during testing.**
7. Make sure that students’ desks are clear, except for #2 pencils (for all students) and authorized bilingual dictionaries (for students who are currently or were ever reported as ELs). Students may also have colored pencils and yellow highlighters (see page 14).
8. Make sure that students are seated in a way that supports a secure test environment, and that no one can see anyone else’s booklets.

## Administering Session 2 of the High School Science Tests

### D Administer Session 2

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

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

1. Say to the students:

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

2. If you are administering

**BIOLOGY**, say:

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

Distribute the Session 2 test & answer booklets and one sheet of scratch paper to each student. If Student ID Labels have already been applied to the test & answer booklets, make sure that you give all students their assigned booklets. Distribute calculators to any students who did not bring their own.

**INTRODUCTORY PHYSICS**, say:

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

Distribute the Session 2 test & answer booklets and one sheet of scratch paper to each student. If Student ID Labels have already been applied to the test & answer booklets, make sure that you give all students their assigned booklets. Give students their reference sheets from Session 1 (with their names written on them). Distribute calculators to any students who did not bring their own.

3. Then say:

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

4. Say:

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

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

Collect any defective booklets and fill in the VOID circle on the back cover of each. Then write “VOID” in large letters across the front cover of each. Set aside these booklets to be returned to the principal. Give new booklets to those students who had defective materials (see section D on page 17).

## Administering Session 2 of the High School Science Tests

5. If students will apply their own Student ID Labels, distribute the labels now. Instruct students to verify that the information on their labels is correct before they apply them. Any student who has a Student ID Label with incorrect information should return the label or pre-labeled test & answer booklet to you. If the student's SASID is correct on the label, the student may use the labeled booklet. If the SASID is incorrect or the student does not have a label, additional information must be completed on the front cover of an unlabeled booklet, according to the instructions later in this step.

When all Student ID Labels have been applied, say:

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

Then say:

**“At the top of the front cover, next to the heading ‘Test Administrator’s Name,’ print my name on the line provided. My name is on the board for you to copy.”**

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

Then say:

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

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

Then say:

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

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

Pause for students to complete this section.

Then say:

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

Pause for students to complete this section.

If **all** of the students in your assigned group are using test & answer booklets with Student ID Labels, skip to step 6. Otherwise, continue with this step.

## Administering Session 2 of the High School Science Tests

Say to the students:

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

Pause and check that students are completing this task correctly. Say:

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

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

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

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

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

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

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

6. Say to the students:

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

**During this test session you will answer questions 30–58.**

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

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

7. If everyone in your group took Session 1 on the scheduled day, skip to step 8. If your group includes students who did not take Session 1 (e.g., students who were absent) or if you are administering Session 2 as a make-up session, say:

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

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

## Administering Session 2 of the High School Science Tests

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

8. Say to the students:

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

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

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

9. If you are administering

**BIOLOGY**, say:

**"You may use your calculator to help you answer questions at any time during this session."**

**INTRODUCTORY PHYSICS**, say:

**"You may use the Introductory Physics reference sheet and your calculator to answer questions at any time during this test. Do not write on your reference sheet. Instead, use your scratch paper or booklet for any figuring you need to do. You may not use any reference sheets other than what I give you."**

10. Say to the students:

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

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

Pause to answer any questions students may have.

11. Say to the students:

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

## Administering Session 2 of the High School Science Tests

12. Say to the students:
- “If you finish answering the questions before the end of the test session, you should review your work.”**
13. Then say:
- “Now open your test & answer booklet to page 2, which says ‘\_\_\_\_\_ (say the name of the test) Session 2’ at the top. Be sure to read all the directions. You may begin working now.”**
14. If you are administering the test to any students with disabilities using accommodation A12 (Typed Responses), turn to page 125 in Appendix D for the script to read to these students at this time.
15. It is your responsibility to ensure a secure testing environment.

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

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

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

16. When the session time is half over, say to the students:
- “The scheduled session time is half over. Make sure that you answer every question in this session. When you are finished answering all of the questions in Session 2 and reviewing your work, you may hand in your test materials to me. Remember, if you are not done at the end of the scheduled session, you will be given more time to finish your test.”**
17. (Optional) Then say to students:
- “You may now have a short break during which you may stand up and stretch. During the break, you may not have conversations with other students. If you do not want to take a break, you may continue working. The break will be \_\_\_\_\_ (state the length of the break) minutes long. Please place your scratch paper and your pencil inside your booklet at the page you are working on, and close your booklet.”**
- The break may be scheduled for 3–5 minutes, at the test administrator’s discretion. When the break is completed, say to the students:
- “The break is now over. You should begin working again.”**
- Resume monitoring the testing room.
18. Say to **ANY STUDENT WHO FINISHES EARLY**:
- “Before you hand me your booklet, I want to remind you that**
- **during this session you were supposed to answer questions 30–58.**
  - **you should make sure you have answered every question and not left anything blank or unanswered.**

## Administering Session 2 of the High School Science Tests

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

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

Permit students to check whether they have answered every question.

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

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

- **during this session you were supposed to answer questions 30–58.**
- **you should make sure you have answered every question and not left anything blank or unanswered.**

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

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

20. If you are administering

**BIOLOGY**, say:

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

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

**INTRODUCTORY PHYSICS**, say:

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

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

21. If you are administering the test to any students using accommodation A12 (Typed Responses), ask students to review their printed typed responses. **Do not dismiss students until they have confirmed that their printed typed responses are ready to submit.** After these students have completed testing, see page 126 in Appendix D for further instructions.
22. For students who need more time, if your principal has instructed you to do so, read the following recommended script to students who are moving to a test completion room:

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

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

## Administering Session 2 of the High School Science Tests

---

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

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

23. Make a list of all students in your assigned group who were not tested. These students will be able to take Session 2 during the make-up period. If all the students assigned to you took Session 2, notify your principal of this. It is important to keep accurate records of who has been tested, as it is not permissible to look through assigned test & answer booklets to check whether students have completed testing.
24. Verify that any students who filled in circles for their names, dates of birth, and SASIDs on the front covers of test & answer booklets have done so correctly. If not, correct the information on the front covers at this time.
25. Group test materials into the following separate piles:
  - used test & answer booklets
  - used scratch paper
  - unused scratch paper
  - void test & answer booklets
  - reference sheets, if applicable
  - unused test materials
  - contaminated test materials, if applicable (Remember to notify your principal or designee.)
26. Complete appropriate tracking documents, as instructed by your principal.
27. Immediately return **all** test materials and the list of students who were not tested to your principal.

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



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

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

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

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

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

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

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

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

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



# **Appendix A**



## **Administering the Spanish/English Editions of the Mathematics Retest and the High School Science Tests**

# Appendix A—Administering the Spanish/English Editions of the Mathematics Retest and the High School Science Tests

## A Administer the Practice Test

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

**“Por favor no abran su prueba de práctica hasta que yo les indique.”**

2. When the tests have been distributed, say:

**“La prueba de práctica que les acabo de entregar les ayudará a entender cómo y dónde responder a las preguntas de la prueba de \_\_\_\_\_ (state the name of the test) del MCAS.**

**La prueba de práctica contiene los mismos tipos de preguntas que verán en la prueba real, pero las respuestas a las preguntas de esta prueba de práctica no afectarán de ninguna manera las calificaciones en las pruebas MCAS.**

**Pueden abrir sus pruebas, leer las instrucciones y empezar la prueba de práctica.”**

3. You may assist students during the practice test session. Be sure that students in your group clearly understand how to
  - fill in multiple-choice and multi-select answer circles completely and correctly
  - answer gridded-response questions correctly
  - answer short-answer and constructed-response questions completely, including how to respond to constructed-response questions that have more than one part to answer and label

After students have completed their work on the practice test, you may review their answers with them.

4. When students have completed the practice test, collect the tests and return them to the principal.

## B Materials Needed for Session 1

1. Prior to testing, you will receive the following materials for students assigned to you:<sup>12</sup>

- this manual
- a roster of testing students
- for the **MATHEMATICS** test
  - > Spanish/English Mathematics Session 1 answer booklets
  - > Spanish/English Mathematics Session 1 test booklets
  - > Mathematics reference sheets

**Note: Calculators are not allowed during Session 1 of the Mathematics test.**

- for the **BIOLOGY** test
  - > Spanish/English Biology Session 1 answer booklets
  - > Spanish/English Biology Session 1 test booklets
  - > scientific or graphing calculators for students who did not bring their ownEach student must have sole access to a scientific calculator for the Biology test. Students may use their own calculators, including graphing calculators. Schools must provide a calculator to each student who does not already have one. Test

<sup>12</sup> If applicable for any student in your assigned group, you will also receive Braille test materials or large-print test materials.

# Appendix A—Administering the Spanish/English Editions of the Mathematics Retest and the High School Science Tests

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

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

- scratch paper (blank, lined, or graph)
  - a list of students' SASIDs, if applicable
  - Student ID Labels, if labels were not previously applied to booklets
- If your principal has instructed you to apply Student ID Labels to test & answer booklets before testing, do so before the students arrive for testing.
- a tracking form to assist you and your principal in maintaining the security of test materials
  - "MCAS Testing—Do Not Disturb" sign
  - printed copies of authorized bilingual word-to-word dictionaries for students who are currently or were ever reported as ELs
  - #2 pencils

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

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

## **C** Before Students Arrive

1. Make sure the testing space has been appropriately prepared (see page 22).
2. Post the "MCAS Testing—Do Not Disturb" sign on the outside of the door of the testing space.
3. Write your name on the board.
4. Write the name of your school and district on the board.

# Appendix A—Administering the Spanish/English Editions of the Mathematics Retest and the High School Science Tests

## D As Students Arrive for Session 1

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

### All other dictionaries are prohibited.

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

**“Antes de comenzar la prueba, es necesario que sepan que los teléfonos celulares, relojes inteligentes, auriculares y otros dispositivos electrónicos no están permitidos bajo ningún motivo durante esta sesión, incluso después de entregar los materiales. A los estudiantes que tengan cualquiera de estos dispositivos durante la prueba o después de entregar los materiales de la prueba se les invalidarán los resultados”.**

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

**“Si ustedes tienen un teléfono celular u otro dispositivo electrónico, asegúrense de que esté apagado, pónganlo en su mochila y déjenla a un lado del salón. Podrán volver a usarlo cuando se retiren de la sala de pruebas”.**

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

6. If your principal has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession, do so at this time. **Schools are ultimately responsible for implementing procedures that ensure students do not possess cell phones or other electronic devices during testing.**
7. Make sure that students’ desks are clear, except for #2 pencils (for all students) and authorized bilingual dictionaries (for students who are currently or were ever reported as ELs). Students may also have colored pencils and yellow highlighters (see page 14).
8. Make sure that students are seated in a way that supports a secure test environment, and that no one can see anyone else’s booklets.
9. **Make sure that students taking the MATHEMATICS retest do not have calculators for this session. All calculators are prohibited during Mathematics Session 1.**

# Appendix A—Administering the Spanish/English Editions of the Mathematics Retest and the High School Science Tests

## E Administer Session 1



Mathematics



Biology and Introductory Physics

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

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

1. Say to the students:

**“Estamos a punto de comenzar la prueba de \_\_\_\_\_ (state the name of the test) del MCAS. Esta es la primera de dos sesiones que tendrán. La Sesión 2 tendrá lugar \_\_\_\_\_ (announce the date and time for Session 2).**

**Los resultados de esta prueba se usarán para ayudarlos a mejorar su rendimiento académico, y se compartirán con sus padres o tutores legales y también con sus profesores. Es importante que intenten hacer su mejor trabajo durante esta sesión y en cada una de las sesiones de la prueba”.**

Then say:

**“Los resultados de esta prueba determinarán parcialmente si reciben un diploma de escuela superior”.**

2. Say to the students:

**“Ahora voy a distribuir los folletos de respuestas y el papel borrador. No abran sus folletos hasta que yo les diga que lo hagan”.**

Distribute the Session 1 answer booklets. If Student ID Labels have already been applied to the answer booklets, make sure that you give each student the correct assigned booklet. Distribute one sheet of scratch paper to each student.

3. Then say:

**“Pueden usar su papel borrador en cualquier momento durante esta prueba. Si en cualquier momento necesitan más, levanten la mano y les daré otra hoja de papel. Pueden tener hasta tres hojas de papel borrador por vez. Si necesitan más de tres hojas, tendrán que devolver su papel borrador usado.**

**Ahora recojan sus folletos de respuestas y hojeen rápidamente las páginas para ver si hay páginas que faltan, páginas completamente en blanco o páginas que se imprimieron al revés.**

**Por favor, levanten la mano si tienen un folleto de respuestas al que le faltan páginas o tiene páginas en blanco o páginas impresas al revés”.**

4. Collect any defective booklets and fill in the VOID circle on the back cover of each. Then write “VOID” in large letters across the front cover of each. Set aside these booklets to be returned to the principal. Give new booklets to those students who had defective materials (see section D on page 17).

## Appendix A—Administering the Spanish/English Editions of the Mathematics Retest and the High School Science Tests

5. If students will apply their own Student ID Labels, distribute the labels now. Instruct students to verify that the information on their labels is correct before they apply them. Any student who has a Student ID Label with incorrect information should return the label or pre-labeled answer booklet to you. If the student's SASID is correct on the label, the student may use the labeled booklet. If the SASID is incorrect or the student does not have a label, additional information must be completed on the front cover of an unlabeled booklet, according to the instructions in step 11 of this section.

6. When all Student ID Labels have been applied, say:

**“Antes de comenzar esta sesión de la prueba, deben completar algunos datos en la portada de su folleto de respuestas. Es importante que completen toda esta información CORRECTAMENTE y que usen SOLAMENTE lápiz n.º 2. NO deben usar bolígrafos ni otros instrumentos de escritura”.**

7. Then say:

**“En la parte superior de la portada, debajo del título ‘Nombre del administrador de la prueba’, escriban mi nombre en letra de imprenta en la línea provista para la Sesión 1. Mi nombre está en la pizarra para que lo copien”.**

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

8. Then say:

**“Escriban el nombre de la escuela y el del distrito en las líneas provistas. Pueden copiar los nombres de la escuela y del distrito que escribí en la pizarra”.**

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

9. Then say:

**“Debajo de los datos que acaban de escribir se encuentra el título ‘Cuadrícula para el Nombre del Estudiante.’**

**Escriban en imprenta las letras de su APELLIDO en las casillas que están debajo de ese título. Escriban una letra en cada casilla, comenzando en la primera casilla del lado izquierdo. Observen la línea divisoria entre la palabra ‘Apellido’ y la palabra ‘Nombre.’ Si su apellido no cabe en el espacio provisto, escriban las letras que quepan antes de la línea divisoria. Si su apellido incluye un guion o un espacio, escriban las dos partes juntas como una sola palabra, sin guion ni espacio”.**

Pause for students to complete this section.

10. Then say:

**“Escriban las letras de su PRIMER nombre comenzando en la primera casilla que se encuentra a la derecha de la línea divisoria. NO escriban sobrenombres ni escriban su nombre de una manera diferente de la habitual. Si su nombre contiene un guion, escriban las dos partes juntas sin guion, como una sola palabra. Escriban la inicial de su segundo nombre en la última casilla, bajo las letras ‘MI’”.**

Pause for students to complete this section.



## Appendix A—Administering the Spanish/English Editions of the Mathematics Retest and the High School Science Tests

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

Say to the students:

**“Si su folleto de respuestas no tiene una etiqueta de identificación del estudiante en la esquina inferior derecha, rellenarán los círculos debajo de cada una de las letras que escribieron debajo del título ‘CUADRÍCULA PARA EL NOMBRE DEL ESTUDIANTE’.”**

Pause and check that students are completing this task correctly.

Say:

**“En la esquina superior derecha de la página, hay una sección titulada ‘FECHA DE NACIMIENTO’ con las abreviaturas de los meses del año. Rellenen el círculo que está a la derecha del MES en que nacieron. Por ejemplo, si nacieron en agosto, deben rellenar el círculo ‘8’ a la derecha de A-G-O.”**

**Después escriban los dos números de su DÍA de nacimiento, uno en cada casilla debajo de la palabra ‘DÍA’. Si su fecha de nacimiento contiene un solo número, escriban un cero antes de ese número. Por ejemplo, si su fecha de nacimiento es el 2 de agosto, deberán escribir los números ‘cero, dos’ en las casillas debajo de la palabra ‘DÍA’.**

**Ahora escriban los números del AÑO en que nacieron en la casilla debajo de la palabra ‘AÑO’.**

**Por último, debajo de cada número que escribieron, rellenen el círculo que tiene el mismo número”.**

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

**“Localicen el recuadro titulado ‘NÚMERO DE IDENTIFICACIÓN DEL ESTUDIANTE ASIGNADO POR EL ESTADO’. Yo les proporcionaré sus números de identificación del estudiante asignados por el estado para que puedan escribir los datos y rellenen los círculos correspondientes”.**

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

12. If you are administering

**MATHEMATICS**, say:

**“Ahora voy a repartir los folletos de la prueba de Matemáticas para la sesión 1 y las hojas de referencia de Matemáticas. No abran sus folletos hasta que yo les indique que lo hagan”.**

Distribute the Session 1 Mathematics test booklets and reference sheets.

**BIOLOGY**, say:

**“Ahora distribuiré los folletos de prueba de la Sesión 1 y una calculadora para aquellos que no hayan traído la suya. No abran sus folletos hasta que yo les indique que lo hagan”.**

Distribute the Session 1 Biology test booklets. Give calculators to students who did not bring their own.

## Appendix A—Administering the Spanish/English Editions of the Mathematics Retest and the High School Science Tests

### **INTRODUCTORY PHYSICS**, say:

**“Ahora distribuiré los folletos de prueba de la Sesión 1, hojas de referencia, y una calculadora para aquellos que no hayan traído la suya. No abran sus folletos hasta que yo les indique que lo hagan”.**

Distribute the Session 1 Introductory Physics test booklets and reference sheets to all the students. Give calculators to students who did not bring their own.

13. Once this is done, say to the students:

**“Tomen su folleto de prueba y revísenlo RÁPIDAMENTE para asegurarse de que no le falten páginas, ni tenga páginas en blanco o páginas impresas al revés.**

**Por favor, levanten la mano si encuentran que a su folleto de prueba le faltan páginas o tiene páginas en blanco o páginas impresas al revés”.**

14. Collect any defective booklets and write “VOID” in large letters on the front cover of each. Set aside these booklets to be returned to the principal. Give new booklets to those students who had defective materials.

15. Once this is done, say:

**“En la portada, escriban su nombre en la primera línea, arriba de donde dice ‘Nombre del estudiante’. Escriban el nombre de la escuela y el del distrito en la segunda y tercera líneas. Los nombres de la escuela y del distrito están escritos en la pizarra para que los copien”.**

Pause and check that students are completing this task correctly.

16. If you are administering

### **MATHEMATICS** or **INTRODUCTORY PHYSICS**, say to the students:

**“Ahora tomen la hoja de referencia y escriban su nombre en la esquina superior derecha. No escriban nada más en su hoja de referencia. Si lo necesitan, usen su papel borrador o su folleto para averiguar lo que necesiten durante la prueba. No pueden usar ninguna otra hoja de referencia excepto la que yo les doy”.**

17. Say to the students:

**“Ahora voy a darles algo de información sobre el tipo de preguntas que van a responder”.**

**Asegúrense de leer cada pregunta cuidadosamente y contéstenla lo mejor que puedan.**

**Para algunas preguntas, marcarán sus respuestas llenando los círculos que están en sus folletos de respuestas. Asegúrense de llenar el círculo completamente haciendo una marca oscura. No hagan ningún tipo de marca fuera de los círculos. Si necesitan cambiar una respuesta, asegúrense de borrar su primera respuesta completamente”.**

## Appendix A—Administering the Spanish/English Editions of the Mathematics Retest and the High School Science Tests

18. If you are administering

**MATHEMATICS**, say:

**“Para otras preguntas llenarán una cuadrícula para respuestas. Para ello, deben escribir sus respuestas en los recuadros para respuestas en la parte superior de la cuadrícula para respuestas Y llenar completamente los círculos correspondientes abajo. Se proporcionan instrucciones adicionales sobre cómo completar las preguntas con cuadrículas para respuestas en sus folletos de respuestas”.**

19. Say to the students:

**“Si una pregunta les pide mostrar o explicar su trabajo, deben hacerlo para recibir el crédito completo. Escriban su respuesta en el espacio provisto. Solamente se calificarán las respuestas ingresadas en el espacio provisto para respuestas. Pueden escribir sus respuestas en español o en inglés.**

**Si no saben la respuesta a una pregunta, pueden continuar con la próxima pregunta. Más tarde deben revisar sus respuestas y volver a cualquier pregunta que no hayan contestado en esta sesión.**

**Asegúrense de que al final de la sesión de prueba hayan respondido a todas las preguntas y que no hayan dejado nada en blanco o sin responder”.**

20. Say to the students:

**“Ahora les voy a hablar sobre algunas cosas que se permiten y algunas que no se permiten durante esta sesión.**

**Tienen que escribir todas sus respuestas en los folletos de respuestas usando SOLAMENTE un lápiz n.º 2. Pueden usar un marcador amarillo en su folleto si lo desean, pero deben escribir todas sus respuestas en el folleto de respuestas usando SOLAMENTE un lápiz n.º 2”.**

21. If you are administering

**MATHEMATICS**, say:

**“Pueden usar sus hojas de referencia de Matemáticas para ayudarse a contestar las preguntas en cualquier momento durante esta sesión. Es importante que sepan que cualquier figura, diagrama o ilustración en sus folletos de prueba no están dibujados necesariamente a escala. NO pueden usar la calculadora en ningún momento durante esta sesión. Todas las calculadoras están prohibidas durante la Sesión 1 de la prueba de Matemáticas”.**



**BIOLOGY**, say:

**“Pueden usar su calculadora en cualquier momento a modo de ayuda para responder las preguntas en esta sesión. Es importante que sepan que cualquier figura, diagrama o ilustración en sus folletos de prueba no están dibujados necesariamente a escala”.**



**INTRODUCTORY PHYSICS**, say:

**“Pueden usar sus hojas de referencia y calculadora para ayudarse a contestar las preguntas en cualquier momento durante esta sesión. Es importante que sepan que cualquier figura, diagrama o ilustración en sus folletos de prueba no están dibujados necesariamente a escala”.**



## Appendix A—Administering the Spanish/English Editions of the Mathematics Retest and the High School Science Tests

22. Say to the students:

**“Es importante que las Pruebas de MCAS sean justas para todos los alumnos. Por lo tanto, lo siguiente no está permitido: copiar las respuestas de alguien más; usar apuntes, libros u otras hojas de referencia, o cualquier tipo de material de clase; pasarles notas o hablar con otros alumnos; y brindar respuestas o ayuda a cualquier otro alumno. No pueden pedir ni recibir ayuda de ninguna otra persona para responder a las preguntas. Tampoco pueden tener un teléfono celular ni ningún otro dispositivo electrónico durante la prueba. Se espera que todos los alumnos sean honestos, den lo mejor de sí, y no hagan trampas de ninguna manera.**

**En cualquier momento durante la sesión, pueden levantar la mano si desean que yo les lea una palabra de la prueba. Deberán señalarme la palabra, se la leeré en voz baja y se la repetiré si es necesario. No obstante, no podré decirles el significado de la palabra y no podré darles otro apoyo o ayuda durante esta sesión. Por favor, levanten la mano si tienen cualquier pregunta sobre esto”.**

Pause to answer any questions students may have.

23. Say to the students:

**“Esta sesión de la prueba durará \_\_\_\_\_ (state length of test session). Si al finalizar la sesión no han terminado de responder a las preguntas, se les dará más tiempo para terminar. Como máximo, tendrán hasta el final del día escolar siempre que sigan trabajando de una manera productiva.**

**Una vez que hayan empezado la prueba, observarán la leyenda ‘CONTINÚA’ en la esquina inferior derecha de cada página del folleto de prueba. Sigán respondiendo preguntas hasta que hayan contestado la última pregunta de la Sesión 1 en la página que dice ‘PARA’ en la parte inferior”.**

24. Then say:

**“Si terminan de responder las preguntas antes de que termine la sesión de la prueba, deberán revisar sus respuestas”.**

25. Then say:

**“Abran su folleto de respuestas a la página 2, donde dice ‘\_\_\_\_\_ (say the name of the test) Sesión 1’ en la parte superior. Marquen la respuestas de la Sesión 1 a partir de esta página.**

**Ahora abran su folleto de prueba en la página 2, donde dice ‘\_\_\_\_\_ (say the name of the test) Sesión 1’ en la parte superior. Ahora pueden empezar la Sesión 1”.**

26. If you are administering the test to any students with disabilities using accommodation A12 (Typed Responses), turn to page 118 in Appendix A for the script to read to these students at this time.

## Appendix A—Administering the Spanish/English Editions of the Mathematics Retest and the High School Science Tests

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

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

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

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

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

**“El tiempo programado para esta sesión está a la mitad. Asegúrense de responder a todas las preguntas en esta sesión. Cuando terminen de responder a todas las preguntas de la Sesión 1 y de revisar su trabajo, pueden entregarme sus materiales de prueba. Recuerden que, si al finalizar la sesión programada siguen trabajando, se les dará más tiempo para terminar la prueba”.**

29. (Optional) Then say to students:

**“Ahora pueden tomar un descanso breve durante el cual pueden ponerse de pie y estirarse. Durante el descanso, no pueden hablar con otros alumnos. Si no quieren tomar un descanso, pueden seguir trabajando. El descanso será de \_\_\_\_\_ (state the length of the break) minutos. Por favor, pongan su papel borrador y su lápiz dentro de su folleto de respuestas en la página donde estén trabajando, y cierren sus folletos”.**

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

**“El descanso ya terminó. Deben volver a trabajar en la prueba”.**

Resume monitoring the testing room.

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

**“Antes de que entreguen sus folletos, quiero recordarles que se aseguren de que hayan respondido todas las preguntas de la Sesión 1 y de que no hayan dejado nada en blanco o sin responder.**

**Recuerden que, una vez que entreguen su prueba, no se les permitirá volver a esta sesión.**

**Quiero recordarles que los teléfonos celulares, relojes inteligentes, auriculares y otros dispositivos electrónicos aún no están permitidos hasta que se retiren de la sala de pruebas”.**

Permit students to check whether they have answered every question.

## Appendix A—Administering the Spanish/English Editions of the Mathematics Retest and the High School Science Tests

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

**“Se ha terminado el tiempo programado para esta sesión. Antes de que entreguen sus folletos, quiero recordarles que se aseguren de que hayan respondido todas las preguntas de la Sesión 1 y de que no hayan dejado nada en blanco o sin responder.**

**Recuerden que, una vez que entreguen su prueba, no se les permitirá volver a esta sesión”.**

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

32. If you are administering

**MATHEMATICS** or **INTRODUCTORY PHYSICS**, say:

**“Por favor, dejen el lápiz y cierren sus folletos. Pongan la hoja de referencia en su mesa. Si necesitan más tiempo para responder las preguntas, levanten la mano”.**

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

**BIOLOGY**, say:

**“Por favor, dejen el lápiz y cierren sus folletos. Si necesitan más tiempo para responder las preguntas, levanten la mano”.**

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

33. If you are administering the test to any students using accommodation A12 (Typed Responses), ask students to review their printed typed responses. **Do not dismiss students until they have confirmed that their printed typed responses are ready to submit.** After these students have completed testing, see page 126 in Appendix D for further instructions.
34. For students who need more time, if your principal has instructed you to do so, read the following recommended script to students who are moving to a test completion room:

**“Si aún no han terminado su trabajo en esta sesión, se les trasladará a \_\_\_\_\_ (location) para completar la prueba. Tendrán hasta el final de la jornada escolar para terminar su trabajo, con tal de que trabajen productivamente.**

**Se les llevarán los materiales de la prueba. Los teléfonos celulares y otros dispositivos electrónicos deben permanecer apagados, y no pueden acceder a ellos hasta que se retiren de la sala de pruebas”.**

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

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

## Appendix A—Administering the Spanish/English Editions of the Mathematics Retest and the High School Science Tests

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

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

# Appendix A—Administering the Spanish/English Editions of the Mathematics Retest and the High School Science Tests

## F Materials Needed for Session 2

1. Prior to testing, you will receive the following materials for students assigned to you:<sup>13</sup>

- this manual
- a roster of testing students
- for the **MATHEMATICS** test
  - › Spanish/English Mathematics Session 2 answer booklets
  - › Spanish/English Mathematics Session 2 test booklets
  - › Mathematics reference sheets
  - › calculators for students who did not bring their own.  
Each student must have sole access to a calculator for 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:
    - recommended: a scientific calculator or graphing calculator
    - minimum: a five-function calculator
- for the **BIOLOGY** test
  - › Spanish/English Biology Session 2 answer booklets
  - › Spanish/English Biology Session 2 test booklets
  - › scientific or graphing calculators for students who did not bring their own  
Each student must have sole access to a scientific calculator for the Biology test. Students may use their own calculators, including graphing calculators. Schools must provide a calculator to each student who does not already have one.
- for the **INTRODUCTORY PHYSICS** test
  - › Spanish/English Introductory Physics Session 2 answer booklets
  - › Spanish/English Introductory Physics Session 2 test booklets
  - › Introductory Physics reference sheets
  - › scientific or graphing calculators for students who did not bring their own  
Each student must have sole access to a scientific calculator for the Introductory Physics test. Students may use their own calculators, including graphing calculators. Schools must provide a calculator to each student who does not already have one.
- scratch paper (blank, lined, or graph)
- a list of students' SASIDs, if applicable
- Student ID Labels, if labels were not previously applied to booklets  
If your principal has instructed you to apply Student ID Labels to test & answer booklets before testing, do so before the students arrive for testing.
- a tracking form to assist you and your principal in maintaining the security of test materials
- reference sheets

<sup>13</sup> If applicable for any student in your assigned group, you will also receive Braille test materials or large-print test materials.



## Appendix A—Administering the Spanish/English Editions of the Mathematics Retest and the High School Science Tests

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

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

### **G** Before Students Arrive

1. Make sure the testing space has been appropriately prepared (see page 22).
2. Post the “MCAS Testing—Do Not Disturb” sign on the outside of the door of the testing space.
3. Write your name on the board.
4. Write the name of your school and district on the board.

# Appendix A—Administering the Spanish/English Editions of the Mathematics Retest and the High School Science Tests

## H As Students Arrive for Session 2

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

### All other dictionaries are prohibited.

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

**“Antes de comenzar la prueba, quiero recordarles que los teléfonos celulares, relojes inteligentes, auriculares y otros dispositivos electrónicos no están permitidos bajo ningún motivo durante esta sesión”.**
5. If your principal has instructed you to do so, read the following recommended script:

**“Si ustedes tienen un teléfono celular u otro dispositivo electrónico, asegúrense de que esté apagado, pónganlo en su mochila y déjenla a un lado del salón. Podrán volver a usarlo cuando se retiren de la sala de pruebas”.**

Pause to make sure that students have turned cell phones and other electronic devices off and have placed them in their backpacks.
6. If your principal has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession, do so at this time. **Schools are ultimately responsible for implementing procedures that ensure students do not possess cell phones or other electronic devices during testing.**
7. Make sure that students’ desks are clear, except for #2 pencils (for all students) and authorized bilingual dictionaries (for students who are currently or were ever reported as ELs). Students may also have colored pencils and yellow highlighters (see page 14).
8. Make sure that students are seated in a way that supports a secure test environment, and that no one can see anyone else’s booklets.

# Appendix A—Administering the Spanish/English Editions of the Mathematics Retest and the High School Science Tests

## I Administer Session 2

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

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

1. If you are administering

**MATHEMATICS** or **INTRODUCTORY PHYSICS**, say:

**“Estamos a punto de comenzar la Sesión 2 de \_\_\_\_\_ (say the name of the test) del MCAS. Esta es la última de dos sesiones de prueba.**

**Ahora distribuiré su folleto de respuestas y sus hojas de referencia y también una calculadora para aquellos que no hayan traído la suya. No abran el folleto de respuestas hasta que yo les indique”.**

Distribute the Session 2 answer booklets. If Student ID Labels have already been applied to the answer booklets, make sure that you give each student the correct assigned booklet. Give students their reference sheets from Session 1 (with their names written on them). Distribute calculators to those students who did not bring their own.

Once the answer booklets and reference sheets have been distributed, say:

**“Asegúrense de que tienen su propia hoja de referencia. Levante la mano quien tenga la hoja de referencia de otra persona”.**

If any students raise their hands, give them their correct reference sheet.

2. If you are administering

**BIOLOGY**, say:

**“Estamos a punto de empezar la Sesión 2 de la Prueba de Biology de MCAS. Esta es la última de dos sesiones de prueba.**

**Ahora distribuiré su folleto de respuestas y también una calculadora para aquellos que no hayan traído la suya. No abran el folleto de respuestas hasta que yo les indique”.**

Distribute the Session 2 answer booklets. If Student ID Labels have already been applied to the answer booklets, make sure that you give each student the correct assigned booklet. Distribute calculators to those students who did not bring their own.

3. Then say:

**“Ahora recojan sus folletos de respuestas y hojeen rápidamente las páginas para ver si hay páginas que faltan, páginas completamente en blanco o páginas que se imprimieron al revés.**

**Por favor, levanten la mano si tienen un folleto de respuestas al que le faltan páginas o tiene páginas en blanco o páginas impresas al revés”.**

## Appendix A—Administering the Spanish/English Editions of the Mathematics Retest and the High School Science Tests

4. Collect any defective booklets and fill in the VOID circle on the back cover of each. Then write “VOID” in large letters across the front cover of each. Set aside these booklets to be returned to the principal. Give new booklets to those students who had defective materials (see section D on page 17).
5. If students will apply their own Student ID Labels, distribute the labels now. Instruct students to verify that the information on their labels is correct before they apply them. Any student who has a Student ID Label with incorrect information should return the label or pre-labeled answer booklet to you. If the student’s SASID is correct on the label, the student may use the labeled booklet. If the SASID is incorrect or the student does not have a label, additional information must be completed on the front cover of an unlabeled booklet, according to the instructions in step 11 of this section.
6. When all Student ID Labels have been applied, say:

**“Antes de comenzar esta sesión de la prueba, deben completar algunos datos en la portada de su folleto de respuestas. Es importante que completen toda esta información CORRECTAMENTE y que usen SOLAMENTE lápiz n.º 2. NO deben usar bolígrafos ni otros instrumentos de escritura.”**

7. Then say:

**“En la parte superior de la portada, debajo del título ‘Nombre del administrador de la prueba’, escriban mi nombre en letra de imprenta en la línea provista para la Sesión 2. Mi nombre está en la pizarra para que lo copien.”**

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

8. Then say:

**“Escriban el nombre de la escuela y el del distrito en las líneas provistas. Pueden copiar los nombres de la escuela y del distrito que escribí en la pizarra.”**

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

9. Then say:

**“Debajo de los datos que acaban de escribir se encuentra el título ‘Cuadrícula para el Nombre del Estudiante.’**

**Escriban en imprenta las letras de su APELLIDO en las casillas que están debajo de ese título. Escriban una letra en cada casilla, comenzando en la primera casilla del lado izquierdo. Observen la línea divisoria entre la palabra ‘Apellido’ y la palabra ‘Nombre.’ Si su apellido no cabe en el espacio provisto, escriban las letras que quepan antes de la línea divisoria. Si su apellido incluye un guion o un espacio, escriban las dos partes juntas como una sola palabra, sin guion ni espacio.”**

Pause for students to complete this section.

10. Then say:

**“Escriban las letras de su PRIMER nombre comenzando en la primera casilla que se encuentra a la derecha de la línea divisoria. NO escriban sobrenombres ni escriban su nombre de una manera diferente de la habitual. Si su nombre contiene un guion, escriban las dos partes juntas sin guion, como una sola palabra. Escriban la inicial de su segundo nombre en la última casilla, bajo las letras ‘MI’.”**

## Appendix A—Administering the Spanish/English Editions of the Mathematics Retest and the High School Science Tests

Pause for students to complete this section.

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

Say to the students:

**“Si su folleto de respuestas no tiene una etiqueta de identificación del estudiante en la esquina inferior derecha, rellenarán los círculos debajo de cada una de las letras que escribieron debajo del título ‘CUADRÍCULA PARA EL NOMBRE DEL ESTUDIANTE’.”**

Pause and check that students are completing this task correctly.

Say:

**“En la esquina superior derecha de la página, hay una sección titulada ‘FECHA DE NACIMIENTO’ con las abreviaturas de los meses del año. Rellenen el círculo que está a la derecha del MES en que nacieron. Por ejemplo, si nacieron en agosto, deben rellenar el círculo ‘8’ a la derecha de A-G-O.”**

**Después escriban los dos números de su DÍA de nacimiento, uno en cada casilla debajo de la palabra ‘DÍA’. Si su fecha de nacimiento contiene un solo número, escriban un cero antes de ese número. Por ejemplo, si su fecha de nacimiento es el 2 de agosto, deberán escribir los números ‘cero, dos’ en las casillas debajo de la palabra ‘DÍA’.**

**Ahora escriban los números del AÑO en que nacieron en la casilla debajo de la palabra ‘AÑO’.**

**Por último, debajo de cada número que escribieron, rellenen el círculo que tiene el mismo número”.**

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

**“Localicen el recuadro titulado ‘NÚMERO DE IDENTIFICACIÓN DEL ESTUDIANTE ASIGNADO POR EL ESTADO’. Yo les proporcionaré sus números de identificación del estudiante asignados por el estado para que puedan escribir los datos y rellenen los círculos correspondientes”.**

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

12. Then say:

**“Ahora voy a repartir los folletos de prueba y la hoja papel borrador. No abran sus folletos hasta que yo les indique que lo hagan”.**

13. Distribute the Session 2 test booklets and one sheet of scratch paper. Once they have been distributed, say:

**“Pueden usar su hoja de papel borrador en cualquier momento durante la prueba. Si en algún momento necesitan más, levanten la mano y les daré una hoja adicional. Pueden tener hasta tres hojas de papel borrador al mismo tiempo. Si necesitan más de tres hojas, tendrán que devolver su papel borrador usado.”**

## Appendix A—Administering the Spanish/English Editions of the Mathematics Retest and the High School Science Tests

**Tomen su folleto de prueba y revísenlo RÁPIDAMENTE para asegurarse de que no le falten páginas, ni tenga páginas en blanco o páginas impresas al revés.**

**Por favor, levanten la mano si encuentran que a su folleto de prueba le faltan páginas o tiene páginas en blanco o páginas impresas al revés”.**

14. Collect any defective booklets and write “VOID” in large letters on the front cover of each. Set aside these booklets to be returned to the principal. Give new booklets to those students who had defective materials.

15. Once this is done, say:

**“En la portada, escriban su nombre en la primera línea, arriba de donde dice ‘Nombre del estudiante’. Escriban el nombre de la escuela y el del distrito en la segunda y tercera líneas. Los nombres de la escuela y del distrito están escritos en la pizarra para que los copien”.**

Pause and check that students are completing this task correctly.

16. If everyone in your group took Session 1 on the scheduled day, skip to step 18. If your group includes students who did not take Session 1 (e.g., students who were absent) or if you are administering Session 2 as a make-up session, say:

**“Ahora voy a darles algo de información sobre el tipo de preguntas que van a responder.**

**Asegúrense de leer cada pregunta cuidadosamente y contéstenla lo mejor que puedan.**

**Para algunas preguntas, marcarán sus respuestas llenando los círculos que están en sus folletos de respuestas. Asegúrense de llenar el círculo completamente haciendo una marca oscura. No hagan ningún tipo de marca fuera de los círculos. Si necesitan cambiar una respuesta, asegúrense de borrar su primera respuesta completamente”.**

17. If you are administering

**MATHEMATICS**, say:

**“Para otras preguntas llenarán una cuadrícula para respuestas. Para ello, deben escribir sus respuestas en los recuadros para respuestas en la parte superior de la cuadrícula para respuestas Y llenar completamente los círculos correspondientes abajo. Se proporcionan instrucciones adicionales sobre cómo completar las preguntas con cuadrículas para respuestas en sus folletos de respuestas”.**

18. Say to the students:

**“Si una pregunta les pide mostrar o explicar su trabajo, deben hacerlo para recibir el crédito completo. Escriban sus respuestas en el espacio provisto. Solamente se calificarán las respuestas escritas dentro del espacio provisto. Pueden escribir sus respuestas en español o en inglés.**

**Si no saben la respuesta a una pregunta, pueden continuar con la próxima pregunta. Más tarde deben revisar sus respuestas y volver a cualquier pregunta que no hayan contestado en esta sesión.**

**Asegúrense de que al final de la sesión de prueba hayan respondido a todas las preguntas y que no hayan dejado nada en blanco o sin responder”.**

## Appendix A—Administering the Spanish/English Editions of the Mathematics Retest and the High School Science Tests

19. Say to the students:

**“Ahora les voy a hablar sobre algunas cosas que se permiten y algunas que no se permiten durante esta sesión.**

**Tienen que escribir todas sus respuestas en los folletos de respuestas usando SOLAMENTE un lápiz n.º 2. Pueden usar un marcador amarillo en su folleto si lo desean, pero deben escribir todas sus respuestas en el folleto de respuestas usando SOLAMENTE un lápiz n.º 2”.**

20. If you are administering

**MATHEMATICS** or **INTRODUCTORY PHYSICS**, say:

**“Pueden usar sus hojas de referencia y sus calculadoras para ayudarse a contestar las preguntas en cualquier momento durante esta sesión. Es importante que sepan que cualquier figura, diagrama o ilustración en sus folletos de prueba no están dibujados necesariamente a escala.**

**No escriban en su hoja de referencia. Si lo necesitan, usen su papel borrador o su folleto para averiguar lo que necesiten durante la prueba. No pueden usar ninguna otra hoja de referencia excepto la que yo les doy”.**

**BIOLOGY**, say:

**“Pueden usar su calculadora en cualquier momento a modo de ayuda para responder las preguntas en esta sesión. Es importante que sepan que cualquier figura, diagrama o ilustración en sus folletos de prueba no están dibujados necesariamente a escala”.**

21. Say to the students:

**“Es importante que las Pruebas de MCAS sean justas para todos los alumnos. Por lo tanto, lo siguiente no está permitido: copiar las respuestas de alguien más; usar apuntes, libros u otras hojas de referencia, o cualquier tipo de material de clase; pasarles notas o hablar con otros alumnos; y brindar respuestas o ayuda a cualquier otro alumno. No pueden pedir ni recibir ayuda de ninguna otra persona para responder a las preguntas. Tampoco pueden tener un teléfono celular ni ningún otro dispositivo electrónico durante la prueba. Se espera que todos los alumnos sean honestos, den lo mejor de sí, y no hagan trampas de ninguna manera.**

**En cualquier momento durante la sesión, pueden levantar la mano si desean que les lea una palabra de la prueba. Deberán señalarme la palabra, se la leeré en voz baja y se la repetiré si es necesario. No obstante, no podré decirles el significado de la palabra y no podré darles otro apoyo o ayuda durante esta sesión. Por favor, levanten la mano si tienen cualquier pregunta sobre esto”.**

Pause to answer any questions students may have.

22. Say to the students:

**“Esta sesión de la prueba durará \_\_\_\_\_ (state length of test session). Si al finalizar la sesión no han terminado de responder a las preguntas, se les dará más tiempo para terminar. Como máximo, tendrán hasta el final del día escolar siempre que sigan trabajando de una manera productiva”.**

## Appendix A—Administering the Spanish/English Editions of the Mathematics Retest and the High School Science Tests

23. Then say:

**“Si terminan de responder las preguntas antes de que termine la sesión de la prueba, deberán revisar sus respuestas”.**

24. Then say:

**“Abran su folleto de respuestas en la primera página que dice ‘ \_\_\_\_\_ (say the name of the test) Sesión 2’ en la parte superior. Marquen la respuestas de la Sesión 2 a partir de esta página.**

**Ahora abran su folleto de prueba en la página 2, donde dice ‘ \_\_\_\_\_ (say the name of the test) Sesión 2’ en la parte superior. Ahora pueden empezar la Sesión 2”.**

25. If you are administering the test to any students with disabilities using accommodation A12 (Typed Responses), turn to page 118 in Appendix A for the script to read to these students at this time.

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

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

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

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

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

**“El tiempo programado para esta sesión está a la mitad. Asegúrense de responder a todas las preguntas en esta sesión. Cuando terminen de responder a todas las preguntas de la Sesión 2 y de revisar su trabajo, pueden entregarme sus materiales de prueba. Recuerden que, si al finalizar la sesión programada siguen trabajando, se les dará más tiempo para terminar la prueba”.**

28. (Optional) Then say to students:

**“Ahora pueden tomar un descanso breve durante el cual pueden ponerse de pie y estirarse. Durante el descanso, no pueden hablar con otros alumnos. Si no quieren tomar un descanso, pueden seguir trabajando. El descanso será de \_\_\_\_\_ (state the length of the break) ) minutos. Por favor, pongan su papel borrador y su lápiz dentro de su folleto de respuestas en la página donde estén trabajando, y cierren sus folletos”.**

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

**“El descanso ya terminó. Deben volver a trabajar en la prueba”.**

Resume monitoring the testing room.



## Appendix A—Administering the Spanish/English Editions of the Mathematics Retest and the High School Science Tests

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

**“Antes de que entreguen sus folletos, quiero recordarles que se aseguren de que hayan respondido todas las preguntas de la Sesión 2 y de que no hayan dejado nada en blanco o sin responder.**

**Recuerden que, una vez que entreguen su prueba, no se les permitirá volver a esta sesión.**

**Quiero recordarles que los teléfonos celulares, relojes inteligentes, auriculares y otros dispositivos electrónicos aún no están permitidos hasta que se retire de la sala de pruebas”.**

Permit students to check whether they have answered every question.

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

**“Se ha terminado el tiempo programado para esta sesión. Antes de que entreguen sus folletos, quiero recordarles que se aseguren de que hayan respondido todas las preguntas de la Sesión 2 y de que no hayan dejado nada en blanco o sin responder.**

**Recuerden que, una vez que entreguen su prueba, no se les permitirá volver a esta sesión”.**

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

31. If you are administering

**MATHEMATICS** or **INTRODUCTORY PHYSICS**, say:

**“Por favor, dejen el lápiz y cierren sus folletos. Pongan la hoja de referencia en su mesa. Si necesitan más tiempo para responder las preguntas, levanten la mano”.**

Note which students need more time and then pick up each student’s materials, keeping the materials of students who need more time separate from the others. Verify that you have a test booklet, an answer booklet, a reference sheet, and scratch paper from each student.

**BIOLOGY**, say:

**“Por favor, dejen el lápiz y cierren sus folletos. Si necesitan más tiempo para responder las preguntas, levanten la mano”.**

Note which students need more time and then pick up each student’s materials, keeping the materials of students who need more time separate from the others. Verify that you have a used test booklet, an answer booklet, and scratch paper from each student.

32. If you are administering the test to any students using accommodation A12 (Typed Responses), ask students to review their printed typed responses. **Do not dismiss students until they have confirmed that their printed typed responses are ready to submit.** After these students have completed testing, see page 126 in Appendix D for further instructions.

## Appendix A—Administering the Spanish/English Editions of the Mathematics Retest and the High School Science Tests

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

**“Si aún no han terminado su trabajo en esta sesión, se les trasladará a \_\_\_\_\_ (location) para completar la prueba. Tendrán hasta el final de la jornada escolar para terminar su trabajo, con tal de que trabajen productivamente. Se les llevarán los materiales de la prueba. Los teléfonos celulares y otros dispositivos electrónicos deben permanecer apagados, y no pueden acceder a ellos hasta que se retiren de la sala de pruebas”.**

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

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

34. Make a list of all students in your assigned group who were not tested. These students will be able to take Session 2 during the make-up period. If all the students assigned to you took Session 2, notify your principal of this. It is important to keep accurate records of who has been tested, as it is not permissible to look through assigned answer booklets to check whether students have completed testing.
35. Verify that any students who filled in circles for their names, dates of birth, and SASIDs on the front covers of answer booklets have done so correctly. If not, correct the information on the front covers at this time.
36. Group test materials into the following separate piles:
- used answer booklets
  - used test booklets
  - reference sheets, if applicable
  - used scratch paper
  - unused scratch paper
  - void answer booklets
  - void test booklets
  - unused test materials
  - contaminated test materials, if applicable (Remember to notify your principal or designee.)
37. Complete appropriate tracking documents, as instructed by your principal.
38. Immediately return **all** test materials and the list of students who were not tested to your principal.

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

# Appendix A—Administering the Spanish/English Editions of the Mathematics Retest and the High School Science Tests

## J Recommended Scripts to Read for a Supervised Lunch or Restroom Break

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

**“Ahora es hora de almorzar. Ustedes podrán continuar las pruebas después del almuerzo, y tendrán hasta el final de la jornada escolar para terminar sus trabajos, con tal de que trabajen productivamente.**

**Ustedes van a ir a \_\_\_\_\_ (location) después de su almuerzo supervisado para terminar la prueba, y se les llevarán allí los materiales de su prueba. Los teléfonos celulares y otros dispositivos electrónicos deben permanecer apagados durante el almuerzo y no pueden acceder a ellos hasta que se retiren de la sala de pruebas. Además, es posible que no puedas conversar durante la pausa del almuerzo”.**

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

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

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

**“Ustedes no pueden recuperar o acceder a su teléfono celular o a cualquier material prohibido mientras estén fuera de la sala”.**

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

## Appendix A—Administering the Spanish/English Editions of the Mathematics Retest and the High School Science Tests

### **K** Script for Students Using Accommodation A12 (Typed Responses)

1. After reading

step 26 of the session 1 Spanish/English script on page 102,

step 25 of the session 2 Spanish/English script on page 114,

say to the students:

**“Ahora tengo información adicional sobre cómo usar su computadora. Durante esta sesión, ustedes escribirán su trabajo. Asegúrense de guardar su archivo de forma frecuente en caso de que haya problemas con la computadora.**

**Como ya saben, no tienen permitido acceder al internet. Hacer una búsqueda en la red, jugar juegos en línea o acceder a una página web resultará en que los resultados de la prueba se invaliden.**

**Podrán enviar un máximo de una página impresa para cada pregunta. Organicen su trabajo como corresponde.”**

2. Say to the students:

**“Durante esta sesión, si llegan a una pregunta en la que les gustaría crear un gráfico, dibujar una figura o trazar coordenadas en una cuadrícula, pero no pueden hacerlo usando su computadora, por favor levanten la mano.”**

In such cases, a student may either write the graphic portion of the response in the answer booklet or request that the test administrator scribe the graphic response into the answer booklet exactly as dictated by the student. **If the student also typed any portion of the response to the same question, you must later transcribe verbatim the portion that was typed into the student’s answer booklet.** It is suggested that you use a piece of paper to mark the student’s answer booklet for later transcription.

3. Say to the students:

**“Una vez que completen su trabajo, lo imprimiré para que tengan la oportunidad de revisarlo y confirmar que su trabajo está listo para ser enviado.”**

4. After reading this script, return to

step 27 of the session 1 Spanish/English script on page 103.

step 26 of the session 2 Spanish/English script on page 114.

# **Appendix B**



## **Procedures for Administering the Braille Edition of the Test**

## Appendix B—Procedures for Administering the Braille Edition of the Test

---

Use the instructions below when administering the Braille edition to a student with a disability whose IEP or 504 team determines that the student will participate in MCAS testing using **accommodation A3.2**.

**Test administrators for students with disabilities using accommodation A3.2 must sign an MCAS Nondisclosure Acknowledgment prior to viewing secure test materials.**

1. Your principal will provide you with a shrink-wrapped packet of Braille test materials, which includes the Braille Administrator’s Copy and all materials listed on the Braille Special Instructions sheet.

You will have **up to four days** to review these materials before the first test session. It is important that you become familiar with the Braille test questions and Braille transcriptions and understand any differences between the Braille edition page numbers and page number references in this manual. Your review must occur at the school under the supervision of the principal or designee.

2. If a student records answers using Braille paper, the principal or designee must transcribe the student’s responses verbatim from the Braille paper into the student’s **standard test & answer booklet in order for the student to receive credit**.
3. If accommodation A12 is listed in the student’s IEP or 504 plan, and the student will be submitting typed responses, follow the instructions in Appendix D. Please note that multiple-choice responses must be transcribed into the standard test & answer booklet; they may not be typed. **Otherwise, the student will not receive credit.**

The principal or designee must properly complete all information requested on the front cover and inside and outside back covers of the student’s standard test & answer booklet.

4. Immediately after testing, return **all** test materials to your principal using appropriate tracking documents, as instructed by your principal.

**Remember that all test materials, including the Braille Administrator’s Copy, are secure materials and must be tracked properly from the time you receive them until you return them to your principal. Materials must not be removed from the school.**

# **Appendix C**



## **Procedures for Administering the Large-Print Edition of the Test**

## Appendix C—Procedures for Administering the Large-Print Edition of the Test

---

Use the instructions below when administering the large-print edition to a student with a disability whose IEP or 504 team determines that the student will participate in MCAS testing using **accommodation A2**.

**Test administrators for students with disabilities using accommodation A2 must sign an MCAS Nondisclosure Acknowledgment prior to viewing secure test materials.**

1. Your principal will provide you with the materials listed on the Large-Print Edition Special Instructions sheet in the shrink-wrapped packet of large-print test materials.
2. If a student records answers in the large-print booklet, the principal or designee must transcribe the student's responses verbatim from the large-print test & answer booklet into the student's standard booklet in order for the student to receive credit.

If accommodation A12 is listed in the student's IEP or 504 plan, and the student will be submitting typed responses, follow the instructions in Appendix D. Please note that multiple-choice responses must be transcribed into the standard booklet; they may not be typed.

**Otherwise, the student will not receive credit.**

The principal or designee must properly complete all information requested on the front cover and inside and outside back covers of the student's standard booklet.

3. Immediately after testing, return **all** test materials to your principal using appropriate tracking documents, as instructed by your principal.

**Remember that all test materials are secure materials and must be tracked properly from the time you receive them until you return them to your principal. Materials must not be removed from the school.**



# **Appendix D**



## **Procedures for Administering the Test to Students Who Type Their Responses**

## Appendix D—Procedures for Administering the Test to Students Who Type Their Responses

Use the instructions below when administering the test to a student with a disability whose IEP or 504 plan indicates that the student will participate in MCAS testing using **accommodation A12**.

### General Information

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

- typed on paper and inserted inside the front cover of the student's test & answer booklet (or answer booklet for the Spanish/English editions of the Mathematics retest and the Biology and Introductory Physics tests);
- written by the student; or
- transcribed into the standard booklet (if the student also used accommodation A10.1, A11, or SA3.1).

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

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

Only written responses to questions may be submitted as typed responses. A student's responses to multiple-choice questions must be marked in the student's standard booklet. Any draft responses are to be marked "DRAFT" and placed in the return shipment.

### Prior to Administration

1. Sign an MCAS Nondisclosure Acknowledgment prior to reviewing secure test materials.
2. If your principal or designee has not already done so, make sure students' computers do not have access to the internet or to spell-check features. If electronic tablets will be used instead, please contact the Department before testing.
3. Prepare to provide the following information on each page of each student's response. The required information listed below may be handwritten, typed, or printed on a label and affixed to each page. A sample template for a typed response is included on page 127.
  - student name
  - student SASID
  - test & answer booklet or answer booklet serial number (the 10-digit number located on the lower right corner of the front cover)
  - subject
  - question number
4. Prepare students' computers and printers:
  - Use plain white paper (8 ½" x 11").
  - Use a font size between 8-point (minimum) and 12-point (maximum).
  - Set margins to be one inch.
  - Set line spacing to be single-spaced.
  - Multiple responses cannot be printed on the same page (although sub-parts to a question can be, e.g., a, b, c, d). Make sure each page contains no more than one response.

# Appendix D—Procedures for Administering the Test to Students Who Type Their Responses

## During Test Administration

1. After reading

ELA Session 1, step 16 on page 33,

ELA Session 2, step 10 on page 43,

Mathematics Session 1, step 20 on page 54,

Mathematics Session 2, step 13 on page 65,

High School Science Session 1, step 19 on page 76,

High School Science Session 2, step 14 on page 88,

say to the students:

**“Now I have some additional information to explain about using your computer.**

**During this session, you will be typing your work. Be sure to save your file often in case of computer issues.**

**As you know, you are not allowed to access the internet. Doing a web search, playing games online, or accessing a web page may cause your test results to be invalidated.**

**You will be able to submit a maximum of two printed pages for each question. Plan your work accordingly.”**

2. **FOR ELA** test sessions, say to the students:

**“You should not have access to the spell-check or grammar check function on your computer during this session, unless you have this accommodation listed in your IEP or 504 plan. If you see it turned on for some reason during this session, please raise your hand.”**

3. **FOR MATHEMATICS, BIOLOGY, AND INTRODUCTORY PHYSICS** test sessions, say to the students:

**“During this session, if you come to a question for which you would like to create a graph, draw a figure, or plot coordinates on a grid, but you are unable to do this using your computer, please raise your hand.”**

In such cases, a student may either write a description of the graphic portion of the response in the booklet or request that the test administrator scribe the graphic response into the booklet exactly as dictated by the student. **If the student also typed any portion of the response to the same question, you must later transcribe verbatim the portion that was typed into the student’s booklet.** It is suggested that you use a piece of paper to mark the student’s booklet for later transcription.

4. Say to the students:

**“Once you complete your work, I will print it out so that you have the opportunity to review it and confirm that your work is ready to be submitted.”**

## Appendix D—Procedures for Administering the Test to Students Who Type Their Responses

### **Security Information**

Test administrators are responsible for

- ensuring that students do not have access to the internet or any files on the computer hard drive or network during testing;
- ensuring that no response is edited by anyone other than the student and only during the test-taking period; and
- at the end of test administration, deleting all student responses that were temporarily saved on any local computer or computer disk after all student responses have been printed for submission with a standard booklet.

**Student responses are secure and confidential and must not be accessible to unauthorized individuals.**

5. After reading this script, return to  
ELA Session 1, step 17 on page 33.  
ELA session 2, step 11 on page 43.  
Mathematics Session 1, step 21 on page 54.  
Mathematics Session 2, step 14 on page 66.  
High School Science Session 1, step 20 on page 76.  
High School Science Session 2, step 15 on page 88.

### **After Test Administration**

1. If students typed their responses to multiple-choice questions, transcribe the responses into the students' standard booklet. **Otherwise, the students will not receive credit for their work.**
2. The process of transcribing a student's responses into the standard booklet by a test administrator may occur any time during the testing window, but the process must be monitored and supervised by the principal, test coordinator, or another test administrator to ensure accuracy.
3. Place the student's final typed response pages for scoring inside the front cover of the student's standard test & answer booklet (or standard answer booklet for the Spanish/English editions of the Mathematics retest, and the Biology and Introductory Physics tests). Do not use any clips, tape, or staples. Mark any draft responses as "DRAFT" and ask your principal to place them in the return shipment.
4. If you are the principal's designee, fill in the circle for accommodation A12 on the inside back cover of the student's standard booklet.
5. Immediately after testing, return all test materials to your principal using appropriate tracking documents. Your principal or designee will return the typed responses following instructions in the Fall/Winter PAM.
6. Once materials are returned to the principal, delete all student responses from the computers.

## Appendix D—Procedures for Administering the Test to Students Who Type Their Responses

---

### Sample MCAS Typed Response Template

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

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

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

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



# **Appendix E**



## **Procedures for Signing the Test for Students Who Are Deaf or Hard of Hearing**

## Appendix E—Procedures for Signing the Test for Students Who Are Deaf or Hard of Hearing

---

Use the instructions below when administering the test to a student with a disability whose IEP or 504 plan indicates that the student will participate in MCAS testing using **accommodation A6.1** or **special access accommodation SA2**.

**Test administrators for students with disabilities using accommodation A6.1 or SA2 must sign an MCAS Nondisclosure Acknowledgment prior to viewing secure test materials.**

1. All passages and test questions must be signed exactly as written, except in cases when doing so would reveal an answer to a question. If a sign visually defines the concept being tested, it must be finger-spelled. Interpreters may not provide assistance to the student regarding the meaning of words, intent of any test questions, or responses to test questions.
2. The test must be administered in a separate setting (DF4) either **individually** (DF2) or to a **small group** (DF1). No more than five students may be grouped together for signing the tests, since students typically proceed through the test at different rates.
3. Under secure conditions supervised by the principal, interpreters may review test materials up to four days prior to test administration. Test materials must be reviewed in a secure location supervised by the principal and may not be removed from the school.
4. There is only one test form for paper-based testing, so all test & answer booklets are the same. For students testing with the Human Read-Aloud or Human Signer accommodations, please check the overage of test materials shipped to your school before ordering additional test materials for test administrators who will deliver these accommodations. Additional tests were included in your shipment for this purpose.
5. The principal or designee must properly complete all information requested on the front cover and inside and outside back covers of the student's **standard** booklet.
6. Immediately after testing, return **all** test materials to your principal using appropriate tracking documents, as instructed by your principal.

**Remember that all test materials are secure materials and must be tracked properly from the time you receive them until you return them to your principal. Materials must not be removed from the school.**



# **Appendix F**



## **Procedures for Scribing and Transcribing Student Responses**

## Appendix F—Procedures for Scribing and Transcribing Student Responses

### Procedures Used for Scribing and Transcribing Student Responses

The human scribe (A10.1, EL4.1, SA3.1) and speech-to-text (A10.2, EL4.2, SA3.2) accommodations allow students to respond orally either to a test administrator who will write the responses directly into the student’s booklet, or into a speech recognition device that converts spoken words into text. Students who receive one of these accommodations may respond to test questions through one of the following:

- verbal dictation to a human scribe
- a speech-to-text device or other augmentative/assistive communication device (e.g., picture/word board)
- signing (e.g., American Sign Language, signed English, Cued Speech)
- gesturing or pointing
- eye-gazing

### Guidelines for Administering the Human Scribe Accommodation (A10.1, SA3.1, EL4.1,)

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

#### Additional guidance for scribing ELA tests (SA3.1):

- The scribe will write verbatim student responses on paper in an area where the student’s answers will not be accessible to others.
- 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*.
- After the student has finished dictating their response(s), the scribe must:
  - › 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.

## Appendix F—Procedures for Scribing and Transcribing Student Responses

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

### Guidelines for Transcribing Student Responses

Circumstances may occur during test administration that may require a test administrator to **transcribe** a student's responses into a booklet. Transcribing responses by a test administrator may occur at any time until the end of the test window under secure conditions supervised by the principal (or designee). These situations may include:

- answers recorded in the wrong section of, or in an incorrect, combined test & answer booklet or answer booklet.
- a student took the test using a special test format requiring that answers be transcribed; e.g., Braille, large print. (Braille responses must be transcribed by persons fluent in Braille).
- a student uses speech-to-text software, or augmentative communication, or an assistive technology device and prints responses for transcription by a test administrator.
- a student recorded answers on blank paper as an accommodation, instead of in the required booklet.
- the booklet becomes unusable; e.g., torn, wrinkled, or contaminated.

In cases where a student's responses must be transcribed *after* test administration is completed, the following steps must be followed:

- at least two persons must be present during any transcription of a student's responses. At least one of the individuals must be an authorized test administrator; the other a principal or designee.
- the student's response must be transcribed verbatim into the booklet.
- the student's original printed responses must either be securely shredded or be placed in the school's return shipment.



# **Appendix G**



## **Procedures for Approving Bilingual Word-to-Word Dictionaries**

## Appendix G—Procedures for Approving Bilingual Word-to-Word Dictionaries

---

Any EL student, including a student who has ever been reported as EL in the past, may use an authorized bilingual word-to-word dictionary and glossary on the MCAS tests (**accommodation EL2**).

Bilingual dictionary and glossary use for MCAS tests is limited to those that provide word-to-word translations. Dictionaries and glossaries that include definitions, synonyms, antonyms, phrases, handwritten notes, and other information are prohibited. **Electronic translation devices are not allowed, and the Department recommends that test administrators inform students of this policy at the time that their printed versions are approved.** Test results may be invalidated for students who use electronic translation devices during testing.

A list of authorized bilingual dictionaries and glossaries is available on the Department’s website at [www.doe.mass.edu/mcas/accessibility](http://www.doe.mass.edu/mcas/accessibility). To discuss the authorization of a word-to-word dictionary not included in the list, please ask the principal to contact the Department.

Test administrators should review printed copies of authorized bilingual word-to-word dictionaries and glossaries to confirm that they are free of any handwritten notes or other prohibited materials.



