

Massachusetts Comprehensive Assessment System

PRINCIPAL'S ADMINISTRATION M A N U A L

FALL 2019/WINTER 2020



November Retests November 6–14, 2019
February Biology Test February 5–6, 2020
March Retests March 2–9, 2020



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

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Purpose of This Manual

This *Principal's Administration Manual* provides the information necessary for high school principals and school leaders to conduct a smooth and successful MCAS administration. It is meant to be used in conjunction with the *Test Administrator's Manual*, which provides instructions for test administrators as well as scripts to read to students during the test administration sessions.

The Department has high expectations for proper MCAS administration and requests that principals and test administrators take ample time to read and understand their respective manuals. In order to have confidence that MCAS tests are eliciting students' independent work and assessing their comprehension of the tested subjects, we must all work to ensure that test administration protocols are followed across the Commonwealth.

If any information seems unclear, or if you have any special situations, specialists in the Department's Student Assessment Services Unit are available each day to answer questions. You may also search for a keyword or select hyperlinks in the PDF version of this manual, which is posted on the Department's website at www.doe.mass.edu/mcas/testadmin/retest/PAM.pdf.

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

Important Contact Information and Resources

MCAS Service Center

(for logistical support and general questions)

Hours: 7:00 a.m.–5:00 p.m., Monday–Friday
 Email: mcas@cognia.org
 Telephone: 800-737-5103
 Fax: 603-516-1121

Student Assessment Services Unit

(for policy questions)

Web: *November and March Retests:* www.doe.mass.edu/mcas/testadmin/retest
February Biology: www.doe.mass.edu/mcas/testadmin/biology
 Email: mcas@doe.mass.edu
 Telephone: 781-338-3625
 Fax: 781-338-3630

Questions regarding Student Information Management System (SIMS) data should be directed to the district’s SIMS contact (go to profiles.doe.mass.edu/search/search.aspx?leftNavID=11239, select **SIMS Contact** from the Function menu, and click **Get Results**).

Important Information about Online Accounts and Passwords

Type of Account	Purpose
PearsonAccess ^{next} (PAN) (mcas.pearsonaccessnext.com)	Register students for tests Upload accommodations for participating students
MCAS Service Center (mcasservicecenter.com)	Complete the Principal’s Certification of Proper Test Administration (PCPA) form Order additional test materials Schedule UPS pickups Notes: <ul style="list-style-type: none"> Use the ship code printed on the Materials Summary form to order additional materials. Use a UPS tracking number from a Return Service label to schedule UPS pickup.

MCAS Testing Schedule and Administration Deadlines

November Retests, February Biology Test, March Retests

See Part III of this manual for requirements for scheduling test sessions. Also see Appendix A for deadlines related to testing students with disabilities (e.g., submitting individualized materials for accommodation A9).

		Date/Time ¹
November 2019 MCAS English Language Arts (ELA) and Mathematics Retests		
<i>Before Testing</i>	Complete the pre-administration Student Registration/Personal Needs Profile (SR/PNP) process	September 23–October 4
	Receive test materials	October 30
	Report packing discrepancies, if necessary	October 30–November 4
	Order additional materials, if necessary	
<i>Test Administration</i>	ELA Composition Sessions A and B	November 6
	ELA Reading Comprehension Sessions 1 and 2	November 7
	ELA Reading Comprehension Session 3	November 8
	Mathematics Session 1	November 13
	Mathematics Session 2	November 14
	Last date for regular make-up testing	November 15 ²
<i>After Testing</i>	Deadline for updating SR/PNP information, if necessary	November 18, 3:00 p.m. ³
	Deadline to complete the PCPA	
	Pre-scheduled UPS pickup/pickup deadline	November 19, 5:00 p.m.
February 2020 MCAS Biology Test		
<i>Before Testing</i>	Complete the pre-administration SR/PNP process	December 2–13
	Receive test materials	January 29
	Report packing discrepancies, if necessary	January 29–February 3
	Order additional materials, if necessary	
<i>Test Administration</i>	Biology Session 1	February 5
	Biology Session 2	February 6
	Last date for regular make-up testing	February 10 ⁴
<i>After Testing</i>	Deadline for updating SR/PNP information, if necessary	February 11, 3:00 p.m. ³
	Deadline to complete the PCPA	
	Pre-scheduled UPS pickup/pickup deadline	February 12, 5:00 p.m.

¹ Individual test sessions are designed to be completed in 45 minutes for ELA Composition and ELA Reading Comprehension, and 60 minutes for Mathematics and February Biology.

² Make-up testing for students with extraordinary circumstances (i.e., students not able to participate in regularly scheduled sessions or make-up sessions) may be completed on November 18.

³ See page 33 for the three situations for which schools need to update SR/PNP information in PAN.

⁴ Make-up testing for students with extraordinary circumstances (i.e., students not able to participate in regularly scheduled sessions or make-up sessions) may be completed on February 11.

MCAS Testing Schedule and Administration Deadlines November Retests, February Biology Test, March Retests (continued)

		Date/Time ⁵
March 2020 MCAS ELA and Mathematics Retests		
<i>Before Testing</i>	Complete the pre-administration SR/PNP process	January 6–17
	Receive test materials	February 24
	Report packing discrepancies, if necessary	February 24–27
	Order additional materials, if necessary	
<i>Test Administration</i>	ELA Composition Sessions A and B	March 2
	ELA Reading Comprehension Sessions 1 and 2	March 4 ⁶
	ELA Reading Comprehension Session 3	March 5
	Mathematics Session 1	March 6
	Mathematics Session 2	March 9
	Last date for regular make-up testing	March 10 ⁷
<i>After Testing</i>	Deadline for updating SR/PNP information, if necessary	March 11, 3:00 p.m. ⁸
	Deadline to complete the PCPA	
	Pre-scheduled UPS pickup/pickup deadline	March 12, 5:00 p.m.

⁵ Individual test sessions are designed to be completed in 45 minutes for ELA Composition and ELA Reading Comprehension, and 60 minutes for Mathematics.

⁶ There is a one-day break between the ELA Composition and ELA Reading Comprehension Sessions 1 and 2 in order to accommodate schools that are closed on March 3 for the Massachusetts presidential primary. Schools that are open on March 3 should not administer ELA Reading Comprehension, but may administer the ELA Composition as a make-up.

⁷ Make-up testing for students with extraordinary circumstances (i.e., students not able to participate in regularly scheduled sessions or make-up sessions) may be completed on March 11.

⁸ See page 33 for the three situations for which schools need to update SR/PNP information in PAN.

Important Notes for the Fall/Winter MCAS Test Administrations

Notes listed below are of particular importance, but this list may not be exhaustive.

Topic	Note
Organization of This Manual	<p><i>Introduced during spring 2019 and now applicable to the fall/winter administrations</i></p> <p>Sample administration forms and materials formerly included in one of the appendices of this manual are now provided online at www.doe.mass.edu/mcas/testadmin/retest/forms. Many of these forms are now in a format that can be easily completed online.</p>
Procedure for Reporting a Concern with a Test Question	<p><i>New for 2019–2020</i></p> <p>The manuals provide procedures if a student has a concern about a test question during a test session.</p>
Test Materials	<p><i>Different from the spring grade 10 tests</i></p> <p>Students will use separate test booklets and answer booklets for these administrations (this is the same as fall 2018/ winter 2019).</p>
Administration Forms	<p><i>Introduced during spring 2019 and now applicable to the fall/winter administrations</i></p> <p>The “before testing” section has been removed from the PCPA to streamline the form.</p>
Return of Test Materials	<p><i>New for 2019–2020</i></p> <p>Schools will return test materials in a combined scorable/ nonscorable shipment (instead of two separate types of return shipments).</p> <p>In addition, schools will return materials using the original shipping cartons. Additional cartons are not automatically included in the shipment.</p>
Enrollment Transfer	<p><i>Introduced during spring 2019 and now applicable to the fall/winter administrations</i></p> <p>The procedure introduced during spring 2019 will be used for the fall/winter administrations as well.</p>

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Part I

MCAS Test Security Requirements

MCAS Test Security Requirements

The Massachusetts Comprehensive Assessment System (MCAS) tests are designed to elicit students' work in order to assess their comprehension of the subject being tested. The purpose of the MCAS Test Security Requirements is to protect the validity of MCAS results.

Section A describes responsibilities of principals and designees (i.e., individuals authorized by the principal to assist in coordinating test administration).

Section B describes shared responsibilities of all individuals who have access to secure test materials.

Section C describes responsibilities of test administrators.

Section D provides instructions for reporting testing irregularities and describes the process the Department of Elementary and Secondary Education ("the Department") follows for investigation.

Principals and school personnel authorized to have access to secure materials 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 test materials comply with the requirements and instructions contained in this part of the *Principal's Administration Manual (PAM)* and in the *Test Administrator's Manual (TAM)*.

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

- **"Secure"** refers to a test question, student response, or test that has not been made available to the public by the Department. All test questions, student responses to those test questions, test booklets, answer booklets,⁹ and used scratch paper are confidential and must be kept secure at all times. Principals must return all secure materials to the testing contractor after testing is completed, with the exception of used scratch paper which must be securely destroyed.
- **"Access"** refers to handling test materials, but does not include reviewing tests or individual questions, which is prohibited. Students may never transport secure test 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 MCAS test materials **at all times** when materials 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 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 for the certification statements to which the principal must attest.

⁹ The term "secure test booklets and answer booklets" also refers to Braille test materials, large-print test materials, and Kurzweil 3000 CDs.

A. Responsibilities of the Principal and Designee

1. **Before testing, review your plans for maintaining test security with your superintendent so that he or she is comfortable with the procedures in the school building.**
 - As part of this review, your superintendent may ask you to use the optional Superintendent’s Assurance of Proper Test Administration form (at www.doe.mass.edu/mcas/testadmin/retest/forms) or a similar form 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/PAM-securityreqs.pdf).
 - Document that all test administrators have received a TAM 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).
 - Train test administrators prior to each administration (i.e., November retests, February Biology test, March retests). The PAM and TAM describe the protocols necessary to conduct a proper MCAS test administration.
 - 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 A and the *Accessibility and Accommodations Manual for the 2019–2020 MCAS Tests/Retests* (available at www.doe.mass.edu/mcas/accessibility).
3. **Instruct students in MCAS test security requirements (see Part III, section K).**
 - 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 III, section H) for any purpose, including accessing the Internet
 - communicating with other students (e.g., talking, whispering, writing notes)
 - looking at any other student’s test booklet or answer booklet
 - 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 lunch (see Part III, 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).
 - Ensure that test administrators administer tests according to section C on the following pages.
5. **Keep MCAS test materials in locked central storage when MCAS tests are not being administered.**
 - Account for all secure test 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 only those school personnel authorized to have access to secure materials.
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. **Monitor the receipt and return of all test materials.**
 - Inventory materials immediately upon receipt and investigate any discrepancies in counts of materials as described in this manual.
 - Return all materials to the testing contractor according to the prescribed packing instructions and the deadlines in this manual.
8. **Securely destroy used scratch paper after testing.**
 - Used scratch paper (i.e., written on by students) must be securely destroyed (e.g., shredded) following testing.

B. Shared Responsibilities of Principals, Test Administrators, 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 test materials must attend the school training session. Document their participation using the sample form at www.doe.mass.edu/mcas/testadmin/retest/forms or a similar document (principals keep these forms on file for three years).
2. **Document the location of secure materials at all times.**
 - Track secure materials using the sample Test Materials Internal Tracking Form at 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 M.3 for more information about requirements for internal tracking forms.
 - The principal/designee and each test administrator must independently count booklets before signing the tracking forms and transferring custody of the booklets.

MCAS Test Security Requirements

- 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** (see Part III, section E, for more details about preparing 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.
4. **Ensure the security of test questions, test booklets, and other secure materials.**
- Do not view the contents of test booklets or answer booklets before, during, or after a test administration (see the TAM for exceptions).
 - Do not discuss or in any way reveal the contents of test booklets or answer booklets before, during, or after test administration (see the TAM for exceptions). 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 (see Part III, section J.1).
 - Do not duplicate any portion of test or answer booklets, including but not limited to audiotaping, videotaping, photographing, photocopying, typing, or copying by hand.¹⁰
 - Do not remove test materials from the school. For example, do not share test booklets or answer booklets with another school or program housed in your building.¹¹
 - Do not allow scratch paper to be retained, discarded, or otherwise removed by students.
 - Do not allow any portion of test booklets or answer booklets to be retained, discarded, recycled, removed, or destroyed.¹²
 - Be sure that used scratch paper has been destroyed after testing.
 - Do not allow students access to secure test questions prior to testing.
 - Do not read or view any student responses (see the TAM for exceptions).
 - Do not change any student responses.

¹⁰ 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.

¹¹ 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.

¹² The only exception is for test materials that have become contaminated; see page 35 for procedures.

MCAS Test Security Requirements

C. Responsibilities of Test Administrators

1. **Receive training from the principal/designee in administering test sessions properly and securely.**
 - Review the TAM 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., November retests, February Biology test, March retests). Principals will document participation in training and receipt of TAMs using the sample form at www.doe.mass.edu/mcas/testadmin/retest/forms or a similar document.
 - Understand and follow the protocols related to administering tests to students with disabilities and EL students.
2. **Administer all tests according to appropriate protocols.**
 - Administer tests on the prescribed days during the prescribed testing window.
 - Follow the directions and read the scripts in the TAM (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 25).
 - Provide students with all required test materials as listed in the TAM.
 - Prevent the use of prohibited materials (see pages 25–29 for lists of required/ permitted and prohibited materials). Note that results will be invalidated for students who use cell phones or other electronic devices during a test session, including after a student turns in his or her test materials, during a break, and during the transition to a test completion area.
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 transitions to test completion locations.
 - A test administrator may view students' test booklets only for the purposes of confirming that students are working in the correct test session, or in order to read aloud selected words during the Mathematics retest or February Biology test as part of universal accessibility feature UF10.
 - Students must work only on the session being administered. If a test administrator observes a student working in the incorrect session of the answer booklet or reviewing the incorrect session of the answer booklet or test booklet, this is a testing irregularity that must be reported immediately to the principal. The principal must then report the irregularity to the Department.

4. **Ensure that students provide answers that are strictly their own and do not participate in any form of cheating.**
 - Ensure that students do not consult notes, textbooks, or other teaching materials; do not access the Internet; do not share test questions with other students; and do not consult other students, school personnel, or anyone else during testing.
5. **Do not give students any assistance or make suggestions for responding to any test question or writing prompt.**
 - Test administrators must not coach a student during testing or alter or interfere with a student’s response in any way. Examples of coaching include, but are not limited to,
 - o providing answers to a student
 - o indicating that a student has answered a question incorrectly or left a question blank
 - o defining words or providing synonyms
 - o spelling words
 - o influencing a student’s responses by offering hints, clues, cues, gestures, facial expressions, nods, or changes in voice inflection
 - o altering, explaining, simplifying, or paraphrasing any test question, reading passage, writing prompt, or multiple-choice answer option
 - o providing any manner of assistance that could impact a student’s answers, including testing strategies
 - o suggesting that a student write more on a question, check his or her 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.
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 A and in the *Accessibility and Accommodations Manual for the 2019–2020 MCAS Tests/Retests*.
 - Test administrators for students who will be provided 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 Appendix A for more information about which test administrators this requirement applies to, and see 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. The principal or designee should prepare to meet the observers upon their arrival and also be available during the observation to answer any 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 in Part I of this manual 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 his or her 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.

When reporting an irregularity to the Department, the following information should be provided:

- a description of the alleged incident and the date it occurred
- the name of the school involved, along with the district and school code
- the name(s) of the individual(s) involved in the incident
- the specific test(s) and specific session(s) affected
- 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

4. Investigations into Irregularities

In response to a report of a serious irregularity, the Department may contact the school principal or district superintendent, ask that he or she conduct a local fact-finding investigation into the alleged irregularity, and require that he or she report back to the Department in writing, within an established time frame, regarding the results of the investigation.

Prior to making a final determination, the Department will review the report and will request, if necessary, additional information or documentation. The Department may also conduct its own independent investigation. Once the Department determines whether an irregularity has taken place, the Department will notify the school and district about any potential consequences, such as the invalidation of results, which may follow from this determination.

5. Consequences

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

- delay in reporting of district, school, or student results¹³
- invalidation of district, school, or student results
- prohibition of school personnel from participating in a future MCAS test administration
- 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.

¹³ Student results are provided for the retests and the February Biology test. School and district results are also provided for the Biology test.

Part II

Student Participation Guidelines for the Retests and the February Biology Test

Student Participation

A. Competency Determination

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

B. A Student’s Right to Participate in High School Tests and Retests

Students who are eligible according to the guidelines in section D below have the right to participate in high school MCAS tests and retests as follows. Retests in ELA and Mathematics are offered in November and March, and students may participate in STE tests in February (Biology only) and June (Biology, Chemistry, Introductory Physics, or Technology/Engineering) each year.

Individuals may continue to participate in ELA and Mathematics retests and STE tests after leaving high school. Adults who want to earn a high school diploma and have not yet met the testing requirements of the CD may participate in testing at the high school they most recently attended, another high school, or an adult/external diploma program.

High school students with disabilities who are unable to participate in standard MCAS tests, even with accommodations, can satisfy the CD requirement if they can demonstrate in their MCAS Alternate Assessment (MCAS-Alt) portfolio a level of achievement comparable to that of a student who has met the CD requirement by taking the standard test. See the *Educator’s Manual for MCAS-Alt* and the *Principal’s Manual for MCAS-Alt*, which are posted at www.doe.mass.edu/mcas/alt, for more information.

C. High School Students in Military Families

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

Students in grade 11 may wish to participate in the spring 2020 grade 10 ELA and Mathematics tests and the high school STE tests for scholarship purposes. Parents/guardians and students should be provided with information about the available options.

More information is posted at www.doe.mass.edu/mcas/Military-GradPolicyForm.docx.

D. Fall/Winter MCAS Participation Guidelines

This section outlines participation guidelines for each test.

Please note that results will **not** be reported for students who are not eligible to participate.

Guidelines Related to the Adams Scholarship and Koplik Award

Students may participate in certain test administrations for their results to be considered to determine eligibility for the John and Abigail Adams Scholarship and the Stanley Z. Koplik Certificate of Mastery with Distinction Award. Students in grade 11 who are new to Massachusetts public schools may participate in retests to meet the MCAS testing requirement

of the CD. However, students cannot participate in retests to attempt to qualify for the Adams Scholarship or the Koplik Award, because only scores on the standard spring tests for ELA and Mathematics are used to establish eligibility for these awards.

Students attempting to qualify for the scholarship or award should be advised to participate in the spring 2020 grade 10 tests in ELA and Mathematics. For STE, students can attempt to qualify by taking the February Biology test or one of the high school STE tests in June. The Department recommends that principals and school staff advise grade 11 students to participate in retests, spring grade 10 and high school tests, or both, based on students' past records, MCAS scores, and future plans, and balancing testing opportunities with other graduation requirements.

For more information about the Adams Scholarship, refer to www.doe.mass.edu/mcas/adams.html. For more information about the Koplik Award, refer to <http://www.doe.mass.edu/scholarships/mastery/>.

Guidelines Related to the EPP

The guidelines below also include information about participation in the March ELA retest for EPP purposes. Note that students may not participate in the Mathematics retest for EPP purposes; students instead can complete the mathematics assessment portion of their EPPs by participating in the Mathematics MCAS/EPP test. See the Department's website at www.doe.mass.edu/ccr/epp/qa.html for other assessment options to meet EPP requirements.

ELA and Mathematics Retest Participation Guidelines

November 2019 ELA and Mathematics Retests

Important Note: Refer to the Department's website for additional eligibility guidelines (www.doe.mass.edu/mcas/testadmin/retest).

Eligible to participate:

- repeating grade 10 students (class of 2022) who meet **both** of the following requirements:
 - were previously counted¹⁴ in a school's state and federal Accountability Participation results for either grade 10 ELA or Mathematics
 - have not yet earned a scaled score of at least 220 (or the next-generation MCAS equivalent score) on that subject area test
- students in grade 11 or 12 (class of 2021 or 2020) who have not yet earned a scaled score of at least 220 (or the next-generation MCAS equivalent score) on that subject area test¹⁵
- adults who have exited high school and are attempting to meet the MCAS testing portion of the CD requirement for that subject area

¹⁴ For the purpose of these guidelines, a student is defined as having counted in a school's participation results for accountability purposes if he or she was reported on a spring 2019 MCAS Student Roster (All Subjects) (report "PE617" in Edwin Analytics) for the grade 10 ELA or Mathematics test with any of the following Test Status Codes: T (Tested), NTA (Not Tested Absent), NTL (Not Tested First-Year EL), NTM (Not Tested Medically Documented Absent), or the performance level INV (test results were invalidated).

¹⁵ Students in grades 11 or 12 who were in grade 9 during the previous school year and did not participate in the spring 2019 grade 10 tests may participate in retests. **However, for accountability purposes, they are required to participate in the spring 2020 grade 10 tests.**

Student Participation

Not eligible to participate:

- grade 9 students (class of 2023)
- first-time or repeating grade 10 students (class of 2022) who were never counted¹⁶ in a school’s state and federal Accountability Participation results for either grade 10 ELA or Mathematics
- students in grade 11 or 12 (class of 2021 or 2020) who have earned a scaled score of at least 220 (or the next-generation MCAS equivalent score) on that subject area test

March 2020 ELA Retest

Eligible to participate:

- repeating grade 10 students (class of 2022) who meet **both** of the following requirements:
 - were previously counted¹⁵ in a school’s state and federal Accountability Participation results for either grade 10 ELA or Mathematics
 - have not yet earned a scaled score of at least 240 (or the next-generation MCAS equivalent score) on the ELA test
- students in grade 11 or 12 (class of 2021 or 2020) who have not yet earned a scaled score of at least 240 (or the next-generation MCAS equivalent score) on the ELA test (Students **may** participate for EPP purposes.)¹⁷
- adults who have exited high school and are attempting to meet the MCAS ELA testing portion of the CD requirement

Not eligible to participate:

- grade 9 students (class of 2023)
- first-time or repeating grade 10 students (class of 2022) who were never counted¹⁵ in a school’s state and federal Accountability Participation results for either grade 10 ELA or Mathematics
- students in grade 11 or 12 (class of 2021 or 2020) who have earned a scaled score of at least 240 (or the next-generation MCAS equivalent score) on the ELA test

March 2020 Mathematics Retest

Eligible to participate:

- repeating grade 10 students (class of 2022) who meet **both** of the following requirements:
 - were previously counted¹⁵ in a school’s state and federal Accountability Participation results for either grade 10 ELA or Mathematics
 - have not yet earned a scaled score of at least 220 (or the next-generation MCAS equivalent score) on the Mathematics test
- students in grade 11 or 12 (class of 2021 or 2020) who have not yet earned a scaled score of at least 220 (or the next-generation MCAS equivalent score) on the Mathematics test (Students **may not** participate for EPP purposes.)¹⁶
- adults who have exited high school and are attempting to meet the MCAS Mathematics testing portion of the CD requirement

¹⁶ For the definition of being counted in a school’s state and federal Accountability Participation results, see footnote 14 on page 13.

¹⁷ See footnote 15 on page 13 for more participation guidelines for students in grade 11.

Not eligible to participate:

- grade 9 students (class of 2023)
- first-time or repeating grade 10 students (class of 2022) who were never counted¹⁸ in a school's state and federal Accountability Participation results for either grade 10 ELA or Mathematics
- students in grade 11 or 12 (class of 2021 or 2020) who have earned a scaled score of at least 220 (or the next-generation MCAS equivalent score) in Mathematics

February 2020 Biology Test Participation Guidelines

Eligible to participate:

- students in grade 9 or 10 (class of 2023 or 2022) who have completed or are expected to complete a biology course by the time of testing and who have not yet earned a scaled score of at least 220 on an STE test¹⁹
- students in grade 11 or 12 (class of 2021 or 2020) who meet **either** of the following requirements:
 - o have not yet earned a scaled score of at least 220 on one of the STE tests; or
 - o want to attempt to qualify for the Koplik Certificate of Mastery with Distinction Award
- adults who have exited high school and are attempting to earn a scaled score of at least 220 on an STE test

Not eligible to participate: students who have earned a scaled score of 220 or higher on an STE test and are not participating for Koplik Award purposes

Additional Guidelines for Participation in the February Biology Test

The Department encourages grade 9 students to participate in the February Biology test if they are enrolled in a biology course. Parents/guardians, in consultation with principals and other school personnel, have the option to request that their child participate in testing at grade 10 instead. An optional sample nonparticipation letter and form that may be used to document discussions with parents/guardians of students in grade 9 are available at www.doe.mass.edu/mcas/testadmin/nonpart.

An STE component is part of the Adams Scholarship eligibility criteria, and eligibility is based on students' first-time scores. This should be considered when making the decision to participate in high school STE testing in grade 9. The Department recommends that schools notify grade 9 students and their parents about this criterion if grade 9 students at the school will be participating in the February Biology test.

Students in grades 10–12 and adults who have exited high school and are attempting to meet the MCAS testing portion of the CD in STE may participate in any of the STE tests, including the same subject area test in which they first tested. (For example, grade 10 students who failed the Biology test they took in grade 9 may participate in the Biology test the following year,

¹⁸ For the definition of being counted in a school's state and federal Accountability Participation results, see footnote 14 on page 13.

¹⁹ All grade 10 students who did not earn their CD in STE in grade 9 must participate in a high school STE test by the end of grade 10. Students who are planning to participate but are absent during testing in February should be scheduled to participate in one of the high school STE tests in June.

Student Participation

regardless of the STE course in which they are currently enrolled.) Alternatively, students who previously failed an STE test may wait until June to take one of the other three STE tests that corresponds to the course in which they are enrolled.

A student who participates in the February Biology test but does not earn a scaled score of at least 220 may participate in any of the STE tests in June.

Additional Information Regarding Participation in the November Retests, February Biology Test, and March Retests

The two policies below may affect schools' spring 2020 school and district accountability determinations.

- **ELA and Mathematics:** Students in grade 11 or 12 who were in grade 9 the previous school year are eligible to participate in the retests as described above. However, these students **are required to participate in the spring 2020 grade 10 tests** regardless of whether they participate in the retests, and their grade 10 test results will be used for school and district accountability determinations in spring 2020. Students' participation in ELA and Mathematics retests does **not** factor into participation rates for accountability purposes.
- **High School STE:** Students' STE results are not factored into accountability calculations until the end of grade 10, even if they tested in grade 9 (note that determinations also include students in grade 11 or 12 who were in grade 9 the previous school year). In addition, determinations are made in June for students who participate in the February Biology test.

E. Outreach to Eligible Test-Takers

Districts are required to provide annual written notice to former students from the previous two years who have not yet earned their CD to inform them of academic support options and retesting opportunities (ELA and Mathematics retests in November and March, Biology testing in February, and STE testing in June). More information is posted at www.doe.mass.edu/news/news.aspx?id=3051.

In addition, the Department recommends that high schools prepare for each administration in the following ways.

Former Students

- Provide the name of a contact person at the school who can answer questions about testing requirements and local requirements for earning a diploma.
- Continue communications with former students in the months leading up to testing to support their participation.
- Offer retesting opportunities to former students from beyond the two previous years upon request.
- For working adults who participate in testing, offer to provide a letter to verify that they were absent from work because they participated in MCAS testing. A sample letter for employers is posted at www.doe.mass.edu/mcas/testadmin/retest/forms.

Former and Current Students

- Contact all eligible students and former students to provide them with information regarding upcoming testing opportunities (see participation guidelines earlier in this section).
- Notify parents/guardians of eligible students in writing of their children’s right to participate. For students who choose not to participate, it is also recommended that parents/guardians sign an acknowledgment of their children’s nonparticipation. (See sample letter and form posted at www.doe.mass.edu/mcas/testadmin/nonpart.)

F. Participation Requirements for Students Educated in Alternate Settings

1. Home/Hospital Instruction and Other Settings

For the small number of students who are enrolled in a school but are unable to physically attend school, and therefore receive tutoring services from their district, every effort must be made to administer the MCAS tests to these students in school, if they would like to participate (participation in the fall/winter administrations is not required). If this is not possible, school principals must submit a request to test the student in an alternate setting off-site by using the online form at www.doe.mass.edu/mcas/testadmin/retest/forms (Request for Permission to Test a Student in an Alternate Setting).

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

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

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

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

- contacting the placement to notify the director of MCAS participation requirements
- confirming that the placement has been established as a site for testing and has a Department district and school code for MCAS testing purposes (If not, refer the facility’s director to the Student Assessment Services Unit at 781-338-3625.)
- requesting that the placement order materials (by calling the MCAS Service Center at 800-737-5103) to test the student, if the placement does not already have test materials
- informing the placement of which test sessions, if any, the student completed at school (**Note:** If a student participates in a session twice, the results may be invalidated.)

For the February Biology test, if it is determined that the student is not well enough to participate in one or more test sessions, the circle on the back cover of the student’s answer booklet must be filled in to indicate that the student has a medically documented absence.

Also for the February Biology test, if a student is removed from school during test administration after he or she participated in a test session, the Change of Enrollment Status section on the back cover of the answer booklet must be completed. This will help the Department merge the student’s results from the sending school with results from the placement (instructions for completing the answer booklet covers are provided in Appendix C).

Student Participation

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

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

If it is determined that a student is well enough, he or she may participate in the standard MCAS test using test accommodations or he or she may participate in the MCAS-Alt.

A student may be **excused** from testing only if it is determined that participation would impede the student’s recovery or endanger the student’s health. For the February Biology test, if it is determined that the student is not well enough to participate in one or more test sessions, the circle on the back cover of the student’s answer booklet must be filled in to indicate that the student has a medically documented absence.

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

H. Participation Guidelines for Students with a Recent Injury to Their Writing Hand

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

Do not contact the Department for permission to initiate the development of the 504 plan unless there is a need for specific guidance on accommodations. Many schools give a scribe accommodation (accommodation A10.1 or special access accommodation SA3.1) or the typed response accommodation (accommodation A12) for students with a recent injury to their writing arm, and other accommodations may be appropriate as well. See Appendix A for information on assigning accommodations and administration instructions.

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

Part III

Retest and February Biology Test Administration Protocols

Test Administration Protocols

A. Coordinating Test Administration

It is the principal's responsibility to coordinate the school's MCAS test administration. This coordination responsibility includes the following:

- understanding and enforcing the test security requirements and test administration protocols
- reviewing your plans for maintaining test security with your superintendent; he or she may ask you to document your preparations using the sample form at www.doe.mass.edu/mcas/testadmin/retest/forms
- ensuring that all eligible students (and former students) are given the opportunity to participate in testing (See Part II.)
- ensuring that tests are administered on their prescribed dates
- ensuring that accommodations are properly administered and that transcriptions, if required for any accommodation, are done properly (See Appendix A.)
- completing the PCPA and ensuring the accuracy of information provided on the form
- reading the Student Assessment Update emails throughout the year for important information (also available at www.doe.mass.edu/mcas/updates.html)
- providing the Department with the school's correct contact information to receive important notices via email throughout the school year

B. Ordering Test Materials

It is the principal's responsibility to complete the Student Registration/Personal Needs Profile (SR/PNP) on PearsonAccess^{next} (PAN) at mcas.pearsonaccessnext.com to order test materials for each student who will be tested in the school and to upload selected accommodations for testing. See pages iii–iv for the dates for completing the SR/PNP.

Standard test materials are shipped in an amount rounded up to the next multiple of five. Because there is only a small overage for these tests, it is especially important that a complete inventory be done as soon as materials arrive.

Additional materials should be ordered, if necessary, only after a complete inventory is done. In order to maintain a standard test administration schedule across all schools, additional materials **must** be ordered according to the deadlines on pages iii–iv. Additional materials are ordered online at www.mcasservicecenter.com using the ship code found on the Materials Summary forms.

C. Scheduling Test Sessions

1. Requirements for Testing Time

Session Length

Test sessions are designed to be completed within 45 or 60 minutes, as indicated on pages iii–iv. However, **all MCAS test administrations are untimed** (see guidance on page 21 on scheduling and test completion).

Requirements and Recommendations for Scheduling Testing

Prescribed Test Administration Dates

Retests and the February Biology test have prescribed test administration dates, which are listed on pages iii and iv. All tests must be administered on the correct days, with the exception of make-up tests for students who were absent on the prescribed day of testing.

Test Sessions

It is important for all testing to occur during regular school days and to begin **at the start of the regular school day**, to ensure equivalent testing conditions in schools across the state and to ensure that all students, including students with disabilities and English learner (EL) students, are afforded an equal opportunity to benefit from untimed tests. The Department suggests that schools schedule a two-hour block for each test session. For example, if ELA Reading Comprehension Session 1 is scheduled to begin at 8:30 a.m., Session 2 should be scheduled to begin no earlier than 10:30 a.m.

Test Completion

Students who require time beyond two hours may take it, as long as they are working productively. To that end, test administrators read scripts in the TAM to guide students through the 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.

For tests with more than one session administered on the same day:

- If a student has not completed Session 1 by the time that his or her class begins Session 2, he or she must be given the opportunity to finish working in Session 1 before beginning Session 2. Session 2 can be administered to the student in a separate setting from the regularly administered session (as always, the test administrator must follow all protocols in the TAM).
- For the administration of the ELA Composition retests, the Department suggests that test administrators read the directions for Session B to all students together following the supervised break. After the directions are given, students who need more time for their first drafts may continue to work in their test booklets while students who are ready to start Session B may write their final compositions in their answer booklets.

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. (If a student becomes ill during a session and cannot continue testing, see the following page for instructions on how the student may complete the test.)

For the retests, ELA Composition Sessions A and B must be completed on the same day, and ELA Reading Comprehension Sessions 1 and 2 must be completed on the same day. Therefore, for the ELA Composition, test administrators read a script in the TAM to instruct students to begin working in their Session B answer booklets with sufficient time from the end of the school day (at least 45 minutes) to finish their final draft for scoring. The TAM includes a similar script to be read at the end of ELA Reading Comprehension Session 1.

Test Administration Protocols

The scripts in the TAM that are read aloud throughout the session will help remind students how much time they have, so **extra time should not generally be needed**. However, a principal may provide a student with a **maximum** of 15 additional minutes to review and complete his or her work, provided that

- the student requests the additional time him- or herself;
- 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 student 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.

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 anybody, 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 he or she previously answered.

Breaks and Lunch

Breaks may not be scheduled in the middle of a 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 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.**

For scheduling purposes, remember there is a break between ELA Composition Sessions A and B and between ELA Reading Comprehension Sessions 1 and 2.

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 discuss the test 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.

2. Concurrent Administration Requirement

Each test session must be administered simultaneously to all students taking that test in your school. This requirement includes students in another school or program housed in your building. The only exceptions to this concurrent testing requirement are the administration of make-up sessions and the administration of tests to students who receive DF10 (Specific Time of Day) or DF3 (Frequent Breaks). See Appendix A for more information.

3. Test Session Limitations

For students participating in make-up sessions, it is recommended that students take **no more than two sessions** on a single day.

4. Make-Up Testing

Students who are absent on the scheduled testing date for any reason (including illness or other medical condition) may be scheduled for make-up testing as soon as they return to school.

Make-up tests may be administered at any time **after** the scheduled testing date and before the end of the test administration window (see pages iii–iv for dates).

If a student is absent for a session of a test, he or she should take the remaining session(s) of the test according to the prescribed testing dates and take the missed session during the make-up period.

The only exception to the make-up testing policy above is for the ELA Composition retests. If a student is absent for any reason other than a medically documented absence, the principal must request **written approval** from the Department to administer the ELA Composition as a make-up.

5. Test Administration Interruptions

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

Principals must also provide guidance to test administrators on handling regular interruptions, such as students requesting to use the restroom or to go to the nurse’s office. Test administrators must maintain test security according to the requirements in Part I of this manual while any student is out of the room.

6. Severe Weather

If severe weather forces the closure of a school for one day during the test administration window, on the day it reopens the school should administer the session scheduled for that day and make up the missed session(s) later. In this case, the principal must obtain **prior written approval from the Department** if he or she would like to delay the return of materials by one day to make up for the missed day of testing.

When severe weather forces a delayed opening in a school on a prescribed test administration date, the principal should proceed with the test administration after students arrive, if this is possible. When a test session is not administered on a prescribed test administration date because of a delayed school opening, the principal must call the Department to discuss a revised schedule.

If a school is affected by severe weather for multiple days during test administration, principals should check the Department’s website (www.doe.mass.edu/mcas) for instructions.

7. Practice Tests

Standard practice tests are available online (see the administration-specific sections of this manual for the links). A Spanish/English edition of the high school Mathematics practice test is also available online. Large-print and Braille editions of the practice tests are available and will arrive with the school’s shipment of test materials if special editions are ordered. See the instructions included with Kurzweil materials for information about how to access sample test questions for the Kurzweil edition.

Test Administration Protocols

While the administration of practice tests is optional, the Department recommends their use for students who need to be familiarized with the following:

- how to fill in multiple-choice answer circles completely
- where and how to respond to short-answer questions (for the Mathematics practice test)
- how to answer open-response questions completely, including how to respond to open-response questions that have more than one part

Practice test sessions are the **only** sessions during which test administrators may help students while they are answering test questions. If practice tests are used, they may be administered to students anytime prior to the first test session. Each practice test requires approximately 20 minutes to administer.

D. Authorizing School Personnel

1. Qualified Test Administrators

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

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

To assist in maintaining test security, the Department recommends that, wherever possible, principals assign two test administrators per testing space, and assign test administrators to students other than their own.

The principal must authorize individuals to serve as test administrators for students being tested with accommodations, including students with a recent injury to their writing hand (e.g., broken bone or fracture in the writing hand or arm). Test administrators will need to follow instructions in the TAM, including the appendices, for administering specific accommodations.

Test administrators for students with disabilities using accommodations A2, A3, A5, A6, A8, A10.1, A11, A12, SA1.2, SA2, SA3.1, EL3.2, and EL4.1 must sign an MCAS Nondisclosure Acknowledgment prior to reviewing secure test materials.

2. Other School Personnel

The principal may want to authorize other school personnel, such as a test coordinator, to assist him or her with the distribution and return of secure test materials. Also, the Department suggests that principals assign monitors for hallways, restrooms, and other areas to ensure a secure testing environment. Anyone authorized to have access to secure test materials must be employed by the school or district and fulfill the requirements in Part I of this manual.

Once test administrators and other school personnel are authorized, principals must train them in test security requirements as well as the logistics that will be followed at the school, including how to contact the principal or designee during testing if necessary.

E. Ensuring Appropriate Testing Spaces

1. Testing Spaces

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

- Schools should avoid the use of large, open areas (e.g., cafeterias).
- If students are seated next to each other at a long table, dividers should be placed between them. Alternatively, students can be seated at the ends of the table or diagonally on opposite sides of the table.

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

2. Materials That Must Be Covered/Removed

Prior to testing, principals must verify that test administrators have covered or removed from the testing spaces all materials containing content in the subject areas being tested, including any materials that might help students answer test questions. Examples of materials that must be covered or removed include, but are not limited to, posters, maps, charts, graphic organizers, 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.

F. Planning for Required and Prohibited Materials

Principals are responsible for developing local procedures to ensure that students are provided required materials for testing and that they do not access prohibited materials (see sections G and H on the following pages). Principals must communicate these expectations to test administrators, and must keep students and parents/guardians informed about the policies on prohibited materials so that they can plan accordingly.

- Test administrators need to make sure that students have all the required materials for testing (e.g., Mathematics reference sheets for the Mathematics retests, English-language dictionaries for the ELA Composition retest).
- Test administrators must monitor the room actively to ensure that students do not access prohibited materials (e.g., cell phones, notes), and must know how to handle a situation if a student is found with a prohibited item.
- Students and parents/guardians need to know that cell phones and other electronic devices are not permitted during testing and that students may not contact their parents/guardians via cell phone during the test session, even after turning in their own test materials.

Test Administration Protocols

Test administrators read a script to students to inform them of the materials prohibited during testing and the consequences of being found with a prohibited item. In addition, principals may direct test administrators to read a recommended script in the TAM that instructs students to put their cell phones and other electronic devices away in their backpacks at the side of the room.

Other options include the following:

- Test administrators may collect cell phones from students and keep them at the front of the room during testing.
- Students may put their cell phones away in their lockers.

Principals must also implement procedures to ensure that students who need more time and are moved to test completion rooms do not access prohibited items such as cell phones or testing materials during the transition.

Schools are ultimately responsible for implementing procedures that ensure students do not have cell phones or other electronic devices during testing.

G. Materials Required/Permitted during Testing

1. Materials Required for Student Use

The following materials are required to be provided for student use during testing:

- #2 pencils (wooden)
- printed copies of English-language dictionaries for **ELA Composition only** (See the following page for more information.)
- calculators for **Mathematics Session 2 only** (See the following page for more information.)
- reference sheets included in shipments of test materials, for the **Mathematics retest only**
- **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 a student needs additional pages, he or she 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 by the principal or designee.
 - 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.

English-Language Dictionaries for ELA Composition Only

At least one English-language dictionary must be available in the classroom for student use during the ELA Composition retest sessions. Only paper versions are permitted; electronic dictionaries are not allowed. The principal may choose to provide additional dictionaries so that each student has one for reference. If there are fewer than one per student, only one student at a time may use any dictionary. **English-language dictionaries are not permitted during ELA Reading Comprehension sessions, Mathematics sessions, or Biology sessions for any students, including EL students and students with disabilities.**

Calculators

Each student must have sole access to at least a five-function calculator (i.e., a four-function calculator with a square root key) during **Mathematics Session 2 only**.

Students may provide their own calculators. Schools must provide at least a five-function calculator for each student who does not provide his or her own.

Test administrators must ensure that students do not have access to calculator instructions or formula sheets that accompany calculators.

2. Materials Permitted for Student Use

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

- pens, highlighters, and colored pencils
Note: Pens, colored pencils, and highlighters in colors other than yellow may only be used in test booklets. Yellow highlighters may be used in test booklets and answer booklets. Students must use a #2 pencil only to answer all test questions.
Test administrators need to notify their principal or test coordinator if a student used a highlighter in a color other than yellow or a pen in an answer booklet. The principal or test coordinator will then need to contact the MCAS Service Center for instructions.
- printed copies of authorized bilingual word-to-word dictionaries and glossaries for current and former EL students (See Appendix A for more information.)
- calculators on the February Biology test
The February Biology test was designed to be taken without the aid of a calculator. Students may have calculators with them for the Biology test, but schools are not required to provide calculators.

H. 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 25) as well as the materials listed on the following page.

Materials listed in section 1 are not permitted at any time during test sessions, and materials listed in section 2 may only be provided after a student has turned in his or her test materials. None of the materials in section 1 or 2 are permitted while a student has his or her test materials.

Test Administration Protocols

1. Materials Not Permitted at Any Time during a Session

Materials listed in this section are **NOT permitted at any time during test sessions**, including after a student turns in his or her test materials, during a break, or during the transition to a test completion area.

- cell phones (See below for more information.)
- other electronic devices (See below for more information.)
 - o smart watches
 - o e-book readers or electronic dictionaries
 - o music players for one student’s personal use or that of the whole class, earphones, ear buds, or headphones (other than noise blocking headphones; see DF7 on page 75)
 - o any device capable of taking photographs
 - o game consoles
 - o pocket translators
 - o calculators (See the previous page for exceptions.)
 - o computers or electronic tablets
 - o any device that provides access to the Internet (such as certain calculators and fitness trackers)
 - o editing devices (e.g., spelling or grammar checkers)
- English-language dictionaries or thesauruses (See page 27 for the sole exception.)
- encyclopedias
- unapproved reference sheets
- accommodation materials unless specified by a student’s approved IEP or 504 plan (e.g., graphic organizers)

2. Materials That May Be Permitted Only After a Student Has Turned in Test Materials

Materials listed in this section **may be provided only AFTER** a student has turned in his or her test materials, and at the principal’s discretion.

- books (Exception: Students taking the ELA Composition retest may **not** read books after turning in their first drafts in Session A. They may only read books after completing and turning in the final drafts of their compositions in Session B.)
- textbooks for subjects other than the one being tested
- notebooks or other notes, as well as flags or sticky notes
- extra paper (excluding scratch paper)
- rulers, if a student needs one to do his or her homework
- highlighters in colors other than yellow

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 will be invalidated for students who use cell phones or other electronic devices at any time during a test session**, including after a student turns in his or her 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 the TAM instructing students before each test session to turn off their cell phones and other electronic devices and place them in their backpacks, or to follow another procedure to ensure that students do not have access to cell phones or other electronic devices. See section J below for more information about the Test Administrators' Training.

I. Distributing TAMs and Test Security Requirements

Principals must distribute a copy of the TAM to each test administrator for review before the training so that test administrators can familiarize themselves with security requirements, protocols, and procedures. Other school personnel authorized to have access to secure test materials must also be provided a copy of the test security requirements (available at www.doe.mass.edu/mcas/testadmin/retest/PAM-securityreqs.pdf) before the training session or before handling secure materials.

Principals must establish procedures to document the distribution of TAMs and test security requirements.

Principals may use the sample form at www.doe.mass.edu/mcas/testadmin/retest/forms or create their own that includes the same elements.

J. Test Administrators' Training and Training for Other School Personnel

1. Training in Test Security Protocols

Before each test administration (November retest, February Biology, March retest), 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. Sample training slides are available on the Test Administration Resources page of the Department's website. The March retest training may be a refresher training that focuses on differences from the February Biology test administration.

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

- Describe the test security requirements contained in Part I of this manual as well as the TAM.
- 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.
- Emphasize that all test administrators must read and familiarize themselves with the TAM before administering MCAS tests.

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

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

Test Administration Protocols

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

- 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.)
- how to contact the school administration if there are any problems during testing
- whether test administrators are expected to come to the central storage area to pick up testing materials or testing materials will be delivered to them
- whether students who finish early may be dismissed or must wait until the end of the scheduled session

New

New for 2019–2020, 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 and question number and report this information to the principal or designee, who will then call the Department for guidance. (These instructions for test administrators can also be found in the TAM.) School staff should not reproduce the question itself or the answer choices, and both students and school staff should continue to refrain from discussing secure test content except as needed to report the issue.

Test administrators who will administer accommodations to students with disabilities should receive additional training at another time to ensure that accommodations are correctly provided.

2. 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 combined form for both of these activities is provided at www.doe.mass.edu/mcas/testadmin/retest/forms, but schools could 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 in Appendix A) 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.

K. Students' Responsibilities during Testing and Meeting with Students

1. Students' Responsibilities during Testing

To inform students about their responsibilities during testing and the reasons that results may be invalidated, principals may choose to ask students to read and sign a form to acknowledge that they understand their responsibilities. This may be done during the meeting with students.

See www.doe.mass.edu/mcas/testadmin/retest/forms for the sample form for students to sign, as well as a sample letter that can be used to notify parents/guardians. If these forms (or similar documents created by the school) are used, principals should retain them for their school test administration files.

2. Meetings

General Meeting with Students

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

The Department suggests that principals distribute a document describing test security requirements for students in advance of the meeting. Also, principals may want to include an explanation of appropriate activities that students can do when they finish testing and turn in their test materials.

During the meeting, provide students with the following information:

- They will need to come to school on the prescribed test days.
- Most students should not need extra time and will be able to finish within the suggested time limits. However, they will be allowed additional time to finish their work beyond the end of the regularly scheduled session if they need it and are working productively. **No session may extend past the end of the regular school day.** In addition, students taking the ELA retests must complete ELA Composition Sessions A and B on the same day, and ELA Reading Comprehension Sessions 1 and 2 must be completed on the same day.
- They should read questions carefully, be thorough in their responses, and be sure to answer all parts of multipart questions. They should also try their best to answer all the questions on the test.
- Their test administrators cannot give them any help, or answer any question that relates to the content of the test.
- Students may let their test administrator know if they have a concern about a test question during a test session. Their test administrator will then inform the principal or designee, who will contact the Department for guidance.
- **Their test results may be invalidated** if they engage in any of the following activities during a test session (including after turning in their test materials, during a break, or during the transition to a test completion area):
 - o duplicating any portion of the test or answer booklets (e.g., photographing, copying)
 - o accessing prohibited materials such as cell phones or other electronic devices (see lists in section H) for any purpose
 - o communicating with other students (e.g., talking, whispering, writing notes)
 - o looking at any other student's test or answer booklet
 - o consulting notes, books, or instructional materials during testing
 - o working in a session other than the one being administered, looking at questions or test pages beyond the stop sign, or going back to a previous session
 - o damaging their test materials or removing any part of them from the testing room
- **Their test results may also be invalidated** if they discuss the content of test booklets or their responses to questions with anyone, including teachers.

Test Administration Protocols

- Students may bring a book to each test session to read in the event they finish a test session early. (Exception: Students taking the ELA Composition retest may not read books after turning in their first drafts in Session A. They may only read books after completing and turning in the final drafts of their compositions in Session B.)
- Students are required to meet the Competency Determination requirements as well as local requirements in order to receive a diploma. (See www.doe.mass.edu/mcas/graduation.html for the CD requirements.)
- They will be given multiple opportunities before the end of their senior year (and after high school) to retake the test(s) in the subject(s) in which they have not met CD requirements.
- Current and former EL students may use printed copies of authorized bilingual word-to-word dictionaries and glossaries (see Appendix A for more information).

ELA retest only:

- English-language dictionaries will be available for them to use during the ELA Composition retest only.
- They must address the writing prompt directly, and not merely provide a plot summary of a book, because compositions that do not respond to the topic of the writing prompt will not be scored.

Mathematics retest only:

- Students will need at least a four-function calculator with a square-root key for Session 2.
- Such a calculator will be provided to any student who does not have one.

February Biology test only:

- Students may bring their own calculator for the Biology test, but a calculator is not needed for that test.
- Student test scores may be used to determine eligibility for the John and Abigail Adams Scholarship and the Stanley Z. Koplik Certificate of Mastery with Distinction Award.

Meeting with Parents/Guardians

In addition, the principal or designee may want to meet with parents/guardians (e.g., hold an open house) before testing to explain testing procedures, the testing schedule, participation requirements, and the CD.

Alternately, principals may include MCAS testing information for parents/guardians in their regular communications (e.g., parent newsletter).

L. Providing Accurate Student Information

It is the responsibility of the principal or designee to ensure the accuracy of student information submitted to the Department's Student Information Management System (SIMS) and to provide accurate information in PearsonAccess^{next} and on answer booklets.

1. SIMS

It is critical that each principal ensures the accuracy of the school’s SIMS data submitted by the district to the Department between March and the end of the school year. Any questions regarding SIMS submissions should be directed to the district’s SIMS contact (see page ii for instructions for finding your district’s contact).

2. State-Assigned Student Identifiers (SASIDs)

It is important that each student’s SASID be provided accurately on his or her answer booklet and in PearsonAccess^{next}. Call your district SIMS contact with questions on assigning SASIDs (see page ii). SASIDs are required as part of the Student Registration/Personal Needs Profile (SR/PNP) process. If you do not have a student’s SASID (e.g., SASIDs cannot be **newly** assigned for students 22 years of age or older), create and assign to the student a 10-digit number starting with “88” (instead of “10”). If a valid SASID is eventually assigned to the student, correct the SASID in PearsonAccess^{next}.

3. PearsonAccess^{next} (PAN)

Student information in PearsonAccess^{next} also needs to be updated for the following situations for students who participate in the fall/winter administrations:

- students added to or removed from your school’s enrollment
- accommodations that were wrong in the initial SR/PNP or have been added to or removed from students’ IEPs or 504 plans
- accommodations that a student refused during testing

See the schedule on pages iii–iv for the deadlines for updating PAN.

4. Student ID Labels and Answer Booklets

Student ID Labels are generated based on the Student Registration file for each administration in PearsonAccess^{next}. Schools are responsible for editing the data posted by the Department in DropBox Central (the Department uses certain SIF/SIMS reports as the basis for creating the files as described in the table below). Schools must then import the Student Registration file into PearsonAccess^{next} by the deadlines listed on pages iii–iv.

Test Administration	Data in DropBox Central	SIMS Report Used to Generate Labels
November retests	Students in grades 11 and 12 who have not yet earned a scaled score of 220 (or the next-generation MCAS equivalent score)	June SIMS
February Biology test	Students in grades 9–12 who have not yet earned a scaled score of 220	October SIMS
March Mathematics retest	Students in grades 11 and 12 who have not yet earned a scaled score of 220 (or the next-generation MCAS equivalent score)	SIF extract as of mid-December, or October SIMS for non-SIF districts
March ELA retest	Students in grades 11 and 12 who have not yet earned a scaled score of 240 (or the next-generation MCAS equivalent score)	SIF extract as of mid-December, or October SIMS for non-SIF districts

Test Administration Protocols

These labels link to information critical for reporting MCAS test results. Therefore, principals must ensure that the SASIDs on the labels are correct for each student. **Labels with incorrect SASIDs must not be applied to answer booklets.** Incorrect SASIDs or information on a label cannot be corrected by crossing it out on the label. Correct information needs to be reported to the district SIMS contact.

Student ID Labels are applied to the front covers of standard answer booklets. The labels may be applied either by test administrators prior to the first test session or by students at the beginning of the first test session. However, to ensure the proper application of labels, the Department recommends that labels be applied by test administrators.

The labels are not intended to be used as a roster, but to ease the burden of completing all the information required on answer booklets. Therefore, if a school receives a Student ID Label for a student not enrolled in the school, the label should **not be affixed** to an answer booklet. The label should be returned (unaffixed, unused) with the shipment of materials, and the district SIMS contact should be notified that the student is no longer enrolled in the school.

Like all other test materials, Student ID Labels **may not** be provided to another school.

If a student does not have a label, the principal must ensure that the SASID, name, and date of birth are filled in correctly on the answer booklet.

Completing Answer Booklet Front Covers

The TAM contains instructions for completing the front covers of answer booklets. See www.doe.mass.edu/mcas/testadmin/retest/forms for samples of a completed answer booklet front cover with and without a Student ID Label.

Completing Answer Booklet Back Covers

To maintain the confidentiality of information provided, the inside and outside back covers of answer booklets should be completed by the principal or designee after students have finished testing. See Appendix C for instructions.

M. Accounting for and Distributing Secure Materials

It is the responsibility of the principal to account for secure test materials by inventorying materials immediately upon receipt, tracking the location of materials throughout test administration, and ensuring that all materials are returned to the testing contractor. The Department recommends that principals account for secure materials using the identification numbers listed on the packing slips and document the identification numbers on internal tracking forms. The Department also recommends having more than one person present to count materials upon receipt and when preparing for their return.

The school and district will be held responsible for any secure materials that were received at the school but not returned.

1. Distributing Test Materials

It is critical that students have the correct test materials for each day's test. When preparing materials for distribution to test administrators, be sure to view the subject or, for February Biology, the prescribed test date.

2. Contaminated Test Materials

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

3. Establishing a Chain of Custody for Test Materials

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

Materials Summary

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

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

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

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

Packing Slips

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

Internal Tracking Forms

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

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

- the specific count of materials at the time of distribution
- the specific count of materials at the time of return
- signature areas for the test administrator and the test coordinator to sign the form

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

Test Administration Protocols

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

Principal's Certification of Proper Test Administration

The purpose of the PCPA is for the principal to certify that students participated in testing as allowed and that test administration and security protocols described in this manual were followed. While the principal may designate an individual to assist with many other test administration tasks, **the PCPA may not be completed by a designee**. The principal **must** complete the PCPA and is responsible for all information submitted on the form.

In prior years, the PCPA contained a section to be completed before testing for schools to confirm that materials have been received and that all appropriate preparations have been made. That section was removed for the spring 2019 PCPAs, and that section is now removed for the fall/winter PCPAs: schools will complete the PCPA only after testing.

Instructions and deadlines for completing the online PCPA can be found in the administration-specific sections of this manual, and the certification statements on the PCPA are at www.doe.mass.edu/mcas/testadmin/retest/forms.

Part IV

Tasks to Complete for the November 2019 Retest Administration

The November 2019 Retest Administration

A. Prepare for Test Administration

Use the following list of tasks to help you keep track of your responsibilities during MCAS testing.

1. Develop a plan for maintaining test security at your school.

- Review MCAS Test Security Requirements (see Part I).
- Review your school’s plans for maintaining test security with your superintendent. He or she may ask you to use the sample Superintendent’s Assurance of Proper Test Administration form (at www.doe.mass.edu/mcas/testadmin/retest/forms) or a similar document (a form is not required, but the review is).
- Establish a document tracking system (see a sample internal tracking form at www.doe.mass.edu/mcas/testadmin/retest/forms).
- Designate a central locked area for secure storage of test materials.
- Before the training session, distribute TAMs to test administrators and distribute a copy of the test security requirements (available at www.doe.mass.edu/mcas/testadmin/retest) to all school personnel who have access to secure test materials.
- Document that test administrators and school personnel have received the documents listed above (see www.doe.mass.edu/mcas/testadmin/retest/forms for a sample distribution form).

2. Plan logistics for test administration at your school.

- Identify all students who will be participating. See Part II for information about student participation. In addition, consult lists of students who still need to meet the MCAS testing requirements of the CD by reviewing the Student CD Roster (report “PE618” in Edwin Analytics accessed through the Department’s Security Portal).
- Authorize individuals to serve as test administrators and other school personnel to have access to secure materials, and designate appropriate testing spaces.
- Assign students and testing locations to test administrators.
- For school files, prepare a record of test administrators and their students for each session.
- Schedule test administration sessions and designate locations. Remember that the retests have prescribed dates.
- Train test administrators (see list of topics in Part III, section J), and train all school personnel authorized to have access to secure test materials in test security requirements.
- Meet with students (see list of topics in Part III, section K).
- Review data (e.g., students’ names, demographic information) and confirm each student has a SASID.

3. Verify receipt of test materials immediately upon their delivery to your school.

Materials will arrive on **October 30**. Call the MCAS Service Center if you do not receive materials by this date.

The November 2019 Retest Administration

4. Using your Materials Summary, inventory test materials immediately upon receipt.

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

Shrink-wrapped materials must remain **unopened** until the time specified either in this manual or in the TAM. Therefore, to inventory your materials, count the spines of the booklets in each shrink-wrapped package. However, shrink-wrapped packages of reference sheets may be opened upon receipt, provided that materials are inventoried and stored according to instructions below.

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

5. Store materials in the secure, locked storage area that you previously designated.

Retain all original shipping cartons for the return of materials following testing.

6. Only if applicable, order additional materials, including manuals, by November 4 at 12:00 p.m.

- Additional materials should be ordered, if necessary, only after a complete inventory, because extra standard test materials are included in the shipment.
- Locate your ship code on the Materials Summary, and have the code available when you go online to order additional materials at www.mcasservicecenter.com. Follow the onscreen instructions to place your order. Materials ordered online will be shipped for receipt on the following business day if the order is received before 12:00 p.m.; orders received after 12:00 p.m. will be shipped for receipt on the second business day. Packing discrepancies in additional orders must be reported within two business days of receipt of the order.
- It is not necessary to order additional materials to administer tests to students requiring the accommodation for Human Read-Aloud or Signing to a Deaf Student. There will be enough materials shipped in overage to cover these additional tests.

7. Identify and prepare for students who require accommodations for testing, including students with a recent injury to their writing hand.

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

See Appendix A for more information about assigning accommodations.

Test administrators for students with disabilities using certain accommodations must sign an MCAS Nondisclosure Acknowledgment prior to reviewing secure test materials. Principals must keep signed forms in the school files for three years. See Appendix A for more information about which test administrators this requirement applies to, and see www.doe.mass.edu/mcas/testadmin/retest/forms for the MCAS Nondisclosure Acknowledgment.

If administering accommodation A12 (Typed Responses), review Appendix B and inform test administrators of preparations to take.

See Part II, section H, for steps to take for students with a recent injury to their writing hand.

The November 2019 Retest Administration

8. **Gather school-supplied testing materials.**
 - Collect #2 pencils to provide to any students who do not bring them.
 - For the ELA Composition retest only, at least one English-language dictionary must be provided in each testing space for student use. You may choose to provide more than one dictionary per testing space.
 - Collect calculators to provide to students taking Session 2 of the Mathematics retest.
 - Approve bilingual word-to-word dictionaries and glossaries that were not on the pre-approved list for current and former EL students.
9. **Verify that test administrators have covered or removed prohibited materials from each testing space.**
10. **Apply Student ID Labels to answer booklets (see page 33) if school personnel will be applying labels before testing.**
Principals may open the shrink-wrapped packages of answer booklets prior to testing for the sole purpose of applying Student ID Labels to front covers.
11. **Optional: Print practice tests if they will be administered at the school** (available at www.doe.mass.edu/mcas/testadmin/retest).
12. **Using your school’s document tracking system, organize test materials for distribution.**
Each test administrator should receive extra test materials to replace possible defective booklets. If you did not receive enough materials to distribute extra shrink-wrapped materials to each test administrator, you may open the **minimum number of packages necessary** to distribute extra materials.

B. Coordinate Test Administration

1. **Using your document tracking system, distribute test materials.**
Immediately before test administration, distribute the necessary test materials for that day to each test administrator. Be sure that test administrators and the test coordinator independently count test materials before signing the internal tracking form. See the TAM for the specific list of test materials necessary for each session.
2. **Distribute lists of SASIDs to test administrators if they will be entering SASIDs on answer booklets.**
3. **Monitor your school’s test administration.**
 - Enforce test security requirements.
 - Have #2 pencils available for students who do not bring them.
 - Have scratch paper available to distribute.
 - Have printed copies of authorized bilingual word-to-word dictionaries and glossaries available for current and former EL students.
 - ELA Composition retest only: have printed copies of English-language dictionaries available.
 - Have calculators available for students taking Session 2 of the Mathematics retest.

The November 2019 Retest Administration

- Ensure that your school’s document tracking system is used each time test materials are moved.
- Collect lists of students who were not tested and schedule them for make-up testing.
- Note that a student with a recent injury to his or her writing hand who needs test accommodations must have a 504 plan initiated (see Part II, section H).

4. Securely store test materials between sessions and after each day of testing.

Use your document tracking system to verify that **all** test materials are secure between sessions and are returned to you each day after testing is complete.

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

6. After testing is completed, verify that ALL test materials have been returned to you.

- The Department recommends two independent counts of test materials to verify that all materials have been returned to you. Be sure to account for used scratch paper.
- Use your document tracking system to verify that test administrators have returned all test materials to you. You must be able to account for and return **all** secure materials (e.g., ELA Composition test booklets, ELA Reading Comprehension test booklets) that were shipped to you.
- If necessary, investigate any discrepancies in the number of materials that were distributed to test administrators and the number returned to you. **Schools that do not return materials according to instructions will be subject to the sanctions described in Part I.**
- If any test materials have become contaminated, call the MCAS Service Center for instructions.

7. If answer booklets have become damaged or defective, mark them “void” and transcribe responses.

If test administrators informed you that any of their students’ answer booklets have become damaged or defective during testing, confirm that they filled in the “void answer booklet” circle on the outside back cover of each affected booklet and that VOID is written in large letters across the front cover.

If a student completed any work in an answer booklet that was later deemed void, his or her work must be transcribed verbatim into a replacement answer booklet. Since there will be no Student ID Label to affix to the front cover, all of the information on the front cover will need to be completed (this will be done in step 2 of section C).

All of the answers must be transcribed verbatim into the student’s new standard answer booklet (multiple-choice responses as well as constructed responses) so that he or she may receive credit for his or her work.

The process of transcribing a student’s responses into his or her answer booklet by a test administrator may occur any time during the testing window, but must be monitored and supervised by the principal, test coordinator, or another test administrator to ensure accuracy.

The November 2019 Retest Administration

8. **If your school administered retests to students using the following accommodations, verify that these responses have been transcribed completely and accurately into standard answer booklets:**
- students taking the Braille edition (accommodation A3.2) who did not also use the typed response accommodation
 - students taking the large-print edition (accommodation A2)
 - students who recorded their answers on special paper or directly in their test booklets (accommodation A11)

See transcription instructions in step 7 on the previous page.

9. **If your school administered retests to students using typed responses (accommodation A12), follow these steps:**
- Verify that test administrators have returned the typed responses to you properly and that each response has the required header information shown in Appendix B. A student's response to any single question must be submitted using only one method (i.e., all written, or all typed).
 - Insert typed responses inside the front cover of each student's answer booklet (see Appendix B).
 - Once all typed responses are formatted properly and typed responses are prepared for return, instruct test administrators to delete students' responses from the computers.

C. Return November Retest Materials

1. **Make sure that you have a used standard answer booklet²⁰ assigned to every student who participated in either or both of the retests.**
2. **Verify that front covers of answer booklets contain correct information, and complete student information on back covers.** See www.doe.mass.edu/mcas/testadmin/retest/forms for sample covers.
 - Verify that SASIDs and dates of birth have been entered correctly on answer booklets for all students who do not have Student ID Labels.
 - Complete confidential student information on the inside and outside back covers of answer booklets, following instructions in Appendix C.
3. **Count the number of used standard answer booklets you are returning, separately for ELA and Mathematics.**
In your counts, make sure to include the following answer booklets:
 - standard answer booklets containing typed responses (See Appendix B.)
 - standard answer booklets in which responses have been transcribed (See steps 7 and 8 in the previous section.)

²⁰Used answer booklets are those that have been assigned to a student (front cover completed and/or Student ID Label affixed) or used by a student during testing. A standard booklet is one that is not large-print or Braille.

The November 2019 Retest Administration

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

4. **Separately for ELA and Mathematics, count the following materials you are returning:**
 - void answer booklets
 - unused answer booklets
 - test booklets
5. **Using your counts from steps 3 and 4, complete the “Qty Returned” column of the Materials Summary.**

Record on the Materials Summary the quantities of test booklets and answer booklets being returned according to the “After Testing” instructions on the form. **All test booklets, including ELA Composition test booklets, Braille test booklets, and large-print test booklets, are secure materials and must be returned.**
6. **Complete the PCPA by November 18 at 3:00 p.m.**
 - Go online to www.mcasservicecenter.com, select **MCAS** from the menu, and then select **Principal’s Certification** from the list of options. Follow the on-screen instructions to read the certification statements and submit the form.
 - Type in your name **exactly** as it appears in the Department’s School/District Profiles (profiles.doe.mass.edu); the Department will follow up with schools when the name does not match.
 - The principal (**not** a designee) must complete a PCPA form; however, if you are an interim principal or a co-principal, type “interim” or “co-principal” after your name in the signature box.
 - Print the confirmation and save it for your school files.
7. **Place special materials in the appropriate envelopes.**
 - Place the materials listed below in the Special Handling Envelope (ELA and Mathematics materials are returned together).
 - o used ELA and Mathematics large-print answer booklets (**folded in half**) with corresponding transcribed standard answer booklets
 - o standard ELA and Mathematics answer booklets containing typed responses
 - Place void answer booklets in the Void Envelope (ELA and Mathematics materials are returned together). Void booklets **will not be scored**.
8. **Place remaining used standard answer booklets in the Return Envelope marked with the corresponding subject area retest.**

The November 2019 Retest Administration

D. Pack the November Retest Materials

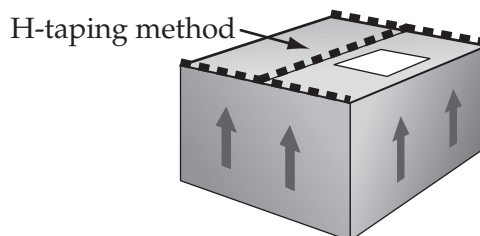
1. Make sure that the envelopes being used (i.e., Void, Special Handling, and Return) are sealed.
2. Locate the original shipping carton(s) in which you received your test materials.
3. Using the checklist below, pack all test materials in the following order.

Top of last carton	
<input type="checkbox"/>	Void Envelope (See step 7 on the previous page.)
<input type="checkbox"/>	Special Handling Envelope (See step 7 on the previous page.)
<input type="checkbox"/>	Mathematics Return Envelope(s) (See step 8 on the previous page.)
<input type="checkbox"/>	ELA Return Envelope(s) (See step 8 on the previous page.)
<input type="checkbox"/>	Unused large-print answer booklets, if any
<input type="checkbox"/>	Unused UPS labels (Note: Make sure to save a label for each carton of materials you are returning.)
<input type="checkbox"/>	Unused Return, Special Handling, and Void Envelopes
<input type="checkbox"/>	Unused Student ID Labels, if any
<input type="checkbox"/>	Accommodation materials, if any (e.g., graphic organizers [including any of the pre-approved graphic organizers posted on the Department’s website], templates, checklists, typed response drafts)
<input type="checkbox"/>	Kurzweil 3000 CDs, if any
<input type="checkbox"/>	Used and unused Braille test booklets and Braille Administrator’s Copies, if any
<input type="checkbox"/>	Used, unused, and void large-print test booklets, if any
<input type="checkbox"/>	Used, unused, and void standard test booklets
<input type="checkbox"/>	Unused standard answer booklets
Bottom of first carton	

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

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

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



The November 2019 Retest Administration

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

E. Schedule and Confirm UPS Pickup of All November Retest Materials

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

Do not take test materials to UPS yourself or otherwise remove materials from your school.

Do not schedule a separate pickup for each carton.

Schedule your pickup appointment online at www.mcasservicecenter.com. To request a pickup, locate a UPS tracking number on one of the RS labels you are using, and have that number available when you go online. Select **MCAS** from the menu, and then select **UPS Pickup Request** from the list of options. Follow the onscreen instructions to complete your request.

Requests for pickup on the following business day must be placed by 3:00 p.m. Requests for same-day pickup cannot be fulfilled. Requests made two or more days in advance also cannot be fulfilled.

If you have regularly scheduled UPS service, you may give your cartons to the UPS driver during normal pickup. If you do, call the MCAS Service Center at 800-737-5103 or email mcas@cognia.org to report that the pickup has been made.

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

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

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

The November 2019 Retest Administration

F. Next Steps

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

Materials related to the return shipment	<ul style="list-style-type: none"> • packing slips from your school’s shipment • Materials Summary forms • printout of PCPA confirmation(s) • Test Materials Internal Tracking Forms • UPS tracking numbers used • printout of UPS pickup request, if applicable
Materials related to accommodations	<ul style="list-style-type: none"> • approved MCAS Accommodation A9 Cover Sheet, if applicable • written approval to use a unique accommodation, if applicable • approved Request for Permission to Test an Adult with Accommodations form(s), if applicable • completed MCAS Nondisclosure Acknowledgments from test administrators for students using certain accommodations • completed Student Accommodation Refusal forms (optional) • accommodations lists/spreadsheets, if applicable
Other local records	<ul style="list-style-type: none"> • agendas, sign-in sheets, and any other relevant documentation from the Test Administrators’ Training and the training session for other authorized school personnel to demonstrate that they have been trained and received TAMs and test security requirements • records of test administrators and their students for each session, including make-up and test completion sessions • completed Student Responsibilities during MCAS Testing forms (optional) • Superintendent’s Assurance of Proper Test Administration forms, if used • documentation for absences due to medical reasons, if applicable • documentation for students who were removed from or added to the school’s enrollment during the testing window • signed nonparticipation forms, if applicable • approval for a Request for Permission to Test a Student in an Alternate Setting, if applicable

The November 2019 Retest Administration

2. Recycle or discard the following materials:

Recycle or discard	<ul style="list-style-type: none">• <i>Test Administrator’s Manuals</i>• this manual, after the completion of testing• practice tests, if printed, and large-print practice tests, if applicable• Mathematics reference sheets• Do Not Disturb signs• blank cards or cutouts used by students who had UF5• blank place markers used by students who had UF7• unused shipping cartons
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3. Securely destroy (e.g., by shredding) scratch paper used by students, and indicate on the internal tracking form that this has been done.
4. Review data and note any updates that need to be made for the March SIMS submission. Ask the district SIMS contact to include in the next SIMS submission any students for whom a 504 plan was developed because of a temporary disability, such as a broken arm.
5. Update student data in PearsonAccess^{next} according to the instructions in Appendix C.
The deadline for updating student data is November 18.

Part V

Tasks to Complete for the February 2020 Biology Test Administration

The February 2020 Biology Test Administration

A. Prepare for Test Administration

Use the following list of tasks to help you keep track of your responsibilities during MCAS testing.

1. Develop a plan for maintaining test security at your school.

- Review MCAS Test Security Requirements (see Part I).
- Review your school's plans for maintaining test security with your superintendent. He or she may ask you to use the sample Superintendent's Assurance of Proper Test Administration form (at www.doe.mass.edu/mcas/testadmin/retest/forms) or a similar document (a form is not required, but the review is).
- Establish a document tracking system (see a sample internal tracking form at www.doe.mass.edu/mcas/testadmin/retest/forms).
- Designate a central locked facility for secure storage of test materials.
- Before the training session, distribute TAMs to test administrators and distribute a copy of the test security requirements (available at www.doe.mass.edu/mcas/testadmin/biology) to all school personnel who have access to secure test materials.
- Document that test administrators and school personnel have received the documents listed above (see www.doe.mass.edu/mcas/testadmin/retest/forms for a sample distribution form).

2. Plan logistics for test administration at your school.

- Identify all students who will be participating. See Part II for information about student participation. In addition, consult lists of students who still need to meet the MCAS STE testing requirement of the CD by reviewing the Student CD Roster (report "PE618" in Edwin Analytics accessed through the Department's Security Portal).
- Authorize individuals to serve as test administrators and other school personnel to have access to secure materials, and designate appropriate testing spaces.
- Assign students and testing locations to test administrators.
- For school files, prepare a record of test administrators and their students for each session.
- Schedule test administration sessions and designate locations. Remember that the February Biology test has prescribed dates.
- Train test administrators (see list of topics in Part III, section J), and train all school personnel authorized to have access to secure test materials in test security requirements.
- Meet with students (see list of topics in Part III, section K).
- Review data (e.g., students' names, demographic information) and confirm each student has a SASID.

3. Verify receipt of test materials immediately upon their delivery to your school.

Materials will arrive on **January 29**. Call the MCAS Service Center if you do not receive materials by this date.

The February 2020 Biology Test Administration

4. Using your Materials Summary, inventory test materials immediately upon receipt.

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

Shrink-wrapped materials must remain **unopened** until the time specified either in this manual or in the TAM. Therefore, to inventory your materials, count the spines of the booklets in each shrink-wrapped package. However, shrink-wrapped packages of reference sheets may be opened upon receipt, provided that materials are inventoried and stored according to instructions below.

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

5. Store materials in the secure, locked storage area that you previously designated.

Retain all original shipping cartons for the return of materials following testing.

6. Only if applicable, order additional materials, including manuals, by February 3 at 12:00 p.m.

- Additional materials should be ordered, if necessary, only after a complete inventory, because extra standard test materials are included in the shipment.
- Locate your ship code on the Materials Summary, and have the code available when you go online to order additional materials at www.mcasservicecenter.com. Follow the onscreen instructions to place your order. Materials ordered online will be shipped for receipt on the following business day if the order is received before 12:00 p.m.; orders received after 12:00 p.m. will be shipped for receipt on the second business day. Packing discrepancies in additional orders must be reported within two business days of receipt of the order.
- It is not necessary to order additional materials to administer tests to students requiring the accommodation for Human Read-Aloud or Signing to a Deaf Student. There will be enough materials shipped in overage to cover these additional tests.

7. Identify and prepare for students with disabilities who require accommodations for testing.

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

See Appendix A for more information. For a student with a disability such as a broken bone or fracture in his or her writing hand or arm, the development of a 504 plan must be initiated, even if the disability is expected to be temporary.

Test administrators for students with disabilities using certain accommodations must sign an MCAS Nondisclosure Acknowledgment prior to reviewing secure test materials. Principals must keep signed forms in the school files for three years. See Appendix A for more information about which test administrators this requirement applies to, and see www.doe.mass.edu/mcas/testadmin/retest/forms for the MCAS Nondisclosure Acknowledgment.

If administering accommodation A12 (Typed Responses), review Appendix B and inform test administrators of preparations to take.

See Part II, section H, for steps to take for students with a recent injury to their writing hand.

The February 2020 Biology Test Administration

8. **Gather school-supplied testing materials.**
 - Collect #2 pencils to provide to any students who do not bring them.
 - Students may use a calculator on the Biology test. You may choose to provide calculators for testing.
 - Approve bilingual word-to-word dictionaries and glossaries that were not on the pre-approved list for current and former EL students.
9. **Verify that test administrators have covered or removed prohibited materials from each testing space.**
10. **Apply Student ID Labels to answer booklets (see page 33) if school personnel will be applying labels before testing.**
Principals may open the shrink-wrapped packages of answer booklets prior to testing for the sole purpose of applying Student ID Labels to front covers.
11. **Optional: Print practice tests if they will be administered at the school** (available at mcas.pearsonsupport.com/student/practice-tests-science/). (Click on the “High School Biology Practice Tests” tab, and then click “Paper-Based Practice Test.”)
12. **Using your school’s document tracking system, organize test materials for distribution.**
Each test administrator should receive extra test materials to replace possible defective booklets. If you did not receive enough materials to distribute extra shrink-wrapped materials to each test administrator, you may open the **minimum number of packages necessary** to distribute extra materials.

B. Coordinate Test Administration

1. **Using your document tracking system, distribute test materials.**
Immediately before test administration, distribute the necessary test materials for that day to each test administrator. Be sure that test administrators and the test coordinator independently count test materials before signing the internal tracking form. See the TAM for the specific list of test materials necessary for each session.
2. **Distribute lists of SASIDs to test administrators if they will be entering SASIDs on answer booklets.**
3. **Monitor your school’s test administration.**
 - Enforce test security requirements.
 - Have #2 pencils available for students who do not bring them.
 - Have scratch paper available to distribute.
 - Have printed copies of authorized bilingual word-to-word dictionaries and glossaries available for current and former EL students.
 - You may choose to provide calculators for testing.
 - Ensure that your school’s document tracking system is used each time test materials are moved.
 - Collect lists of students who were not tested and schedule them for make-up testing.
 - Note that a student with a recent injury to his or her writing hand who needs test accommodations must have a 504 plan initiated (see Part II, section H).

The February 2020 Biology Test Administration

4. **Securely store test materials between sessions and after each day of testing.**
Use your document tracking system to verify that **all** test materials are secure between sessions and are returned to you each day after testing is complete.
5. **Maintain and, if necessary, update the record of test administrators and their students for each session, including make-up and test completion sessions.**
6. **After testing is completed, verify that ALL test materials have been returned to you.**
 - The Department recommends two independent counts of test materials to verify that all materials have been returned to you. Be sure to account for used scratch paper.
 - Use your document tracking system to verify that test administrators have returned all test materials to you. You must be able to account for and return **all** secure materials (e.g., test booklets) that were shipped to you.
 - If necessary, investigate any discrepancies in the number of materials that were distributed to test administrators and the number returned to you. **Schools that do not return materials according to instructions will be subject to the sanctions described in Part I.**
 - If any test materials have become contaminated, call the MCAS Service Center for instructions.
7. **If answer booklets have become damaged or defective, mark them “void” and transcribe responses.**

If test administrators informed you that any of their students’ answer booklets have become damaged or defective during testing, confirm that they filled in the “void answer booklet” circle on the outside back cover of each affected booklet and that VOID is written in large letters across the front cover.

If a student completed any work in an answer booklet that was later deemed void, his or her work must be transcribed verbatim into a replacement answer booklet. Since there will be no Student ID Label to affix to the front cover, all of the information on the front cover will need to be completed (this will be done in step 2 in section C).

All of the answers must be transcribed verbatim into the student’s new standard answer booklet (multiple-choice responses as well as constructed responses) so that he or she may receive credit for his or her work.

The process of transcribing a student’s responses into his or her answer booklet by a test administrator may occur any time during the testing window, but must be monitored and supervised by the principal, test coordinator, or another test administrator to ensure accuracy.

8. **If your school administered the Biology test to students using the following accommodations, verify that these responses have been transcribed completely and accurately into standard answer booklets:**
 - students taking the Braille edition (accommodation A3.2) who did not also use the typed response accommodation
 - students taking the large-print edition (accommodation A2)
 - students who recorded their answers on special paper or directly in their test booklets (accommodation A11)

See transcription instructions in step 7 above.

The February 2020 Biology Test Administration

9. **If your school administered the Biology test to students using typed responses (accommodation A12), follow these steps:**
- Verify that test administrators have returned the typed responses to you properly and that each response has the required header information shown in Appendix B. A student’s response to any single question must be submitted only one way (i.e., all written, or all typed).
 - Insert typed responses inside the front cover of each student’s answer booklet (see Appendix B).
 - Once all typed responses are formatted properly and typed responses are prepared for return, instruct test administrators to delete students’ responses from the computers.

C. Return February Biology Materials

1. **Make sure that you have a used standard answer booklet²¹ for each student who:**
- participated in one or both test sessions, or
 - was scheduled to participate but was absent with medical documentation for one or both test sessions.

Students who were scheduled to participate but were absent should be scheduled for the June test administration.

2. **Verify that front covers of answer booklets contain correct information, and complete student information on back covers.** See www.doe.mass.edu/mcas/testadmin/retest/forms for sample covers.
- Verify that SASIDs and dates of birth have been entered correctly on answer booklets for all students who do not have Student ID Labels.
 - Complete confidential student information on the inside and outside back covers of answer booklets, following instructions in Appendix C.
3. **Count the number of used standard answer booklets you are returning.**
In your count, make sure to include the following answer booklets:
- standard answer booklets containing typed responses (See Appendix B.)
 - standard answer booklets in which responses have been transcribed (See steps 7 and 8 in the previous section.)

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

4. **Count the following materials you are returning:**
- void answer booklets
 - unused answer booklets
 - test booklets

²¹ Used answer booklets are those that have been assigned to a student (front cover completed and/or Student ID Label affixed) or used by a student during testing. A standard booklet is one that is not large-print or Braille.

The February 2020 Biology Test Administration

5. **Using your counts from steps 3 and 4, complete the “Qty Returned” column of the Materials Summary.**

Record on the Materials Summary the quantities of test booklets and answer booklets being returned according to the “After Testing” instructions on the form. **All test booklets, including Braille test booklets and large-print test booklets, are secure materials and must be returned.**

6. **Complete the PCPA by February 11 at 3:00 p.m.**

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

7. **Place special materials in the appropriate envelopes.**

- Place the materials listed below in the Special Handling Envelope.
 - used large-print answer booklets (**folded in half**) with corresponding transcribed standard answer booklets
 - standard answer booklets containing typed responses
- Place void answer booklets in the Void Envelope. Void booklets **will not be scored**.

8. **Place remaining used standard answer booklets in the Return Envelope.**

The February 2020 Biology Test Administration

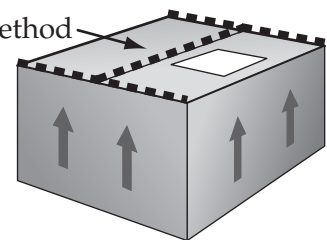
D. Pack the February Biology Test Materials

1. Make sure that the envelopes being used (i.e., Void, Special Handling, and Return) are sealed.
2. Locate the original shipping carton(s) in which you received your test materials.
3. Using the checklist below, pack all test materials in the following order.

Top of last carton	
<input type="checkbox"/>	Void Envelope (See step 7 on the previous page.)
<input type="checkbox"/>	Special Handling Envelope (See step 7 on the previous page.)
<input type="checkbox"/>	Biology Return Envelope(s) (See step 8 on the previous page.)
<input type="checkbox"/>	Unused large-print answer booklets, if any
<input type="checkbox"/>	Unused UPS labels (Note: Make sure to save a label for each carton of materials you are returning.)
<input type="checkbox"/>	Unused Return, Special Handling, and Void Envelopes
<input type="checkbox"/>	Unused Student ID Labels, if any
<input type="checkbox"/>	Accommodation materials, if any (e.g., graphic organizers, typed response drafts)
<input type="checkbox"/>	Kurzweil 3000 CDs, if any
<input type="checkbox"/>	Used and unused Braille test booklets and Braille Administrator’s Copies, if any
<input type="checkbox"/>	Used, unused, and void large-print test booklets, if any
<input type="checkbox"/>	Used, unused, and void standard test booklets
<input type="checkbox"/>	Unused standard answer booklets
Bottom of first carton	

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

H-taping method



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

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

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

The February 2020 Biology Test Administration

E. Schedule and Confirm UPS Pickup of All February Biology Test Materials

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

Do not take test materials to UPS yourself or otherwise remove materials from your school.

Do not schedule a separate pickup for each carton.

Schedule your pickup appointment online at www.mcasservicecenter.com. To request a pickup, locate a UPS tracking number on one of the RS labels you are using, and have that number available when you go online. Select **MCAS** from the menu, and then select **UPS Pickup Request** from the list of options. Follow the onscreen instructions to complete your request.

Requests for pickup on the following business day must be placed by 3:00 p.m. Requests for same-day pickup cannot be fulfilled. Requests made two or more days in advance also cannot be fulfilled.

If you have regularly scheduled UPS service, you may give your cartons to the UPS driver during normal pickup. If you do, call the MCAS Service Center at 800-737-5103 or email mcas@cognia.org to report that the pickup has been made.

2. **Maintain MCAS test materials in the locked storage area until they are given directly to the UPS driver.**
3. **Confirm that all test materials are picked up by UPS.**

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

The February 2020 Biology Test Administration

F. Next Steps

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

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

The February 2020 Biology Test Administration

2. Recycle or discard the following materials:

Recycle or discard	<ul style="list-style-type: none">• <i>Test Administrator's Manuals</i>• this manual, after the completion of testing• practice tests, if printed, and large-print practice tests, if applicable• Do Not Disturb signs• blank cards or cutouts used by students who had UF5• blank place markers used by students who had UF7• unused shipping cartons
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3. Securely destroy (e.g., by shredding) scratch paper used by students.
4. Review data and note any updates that need to be made for the March SIMS submission. Ask the district SIMS contact to include in the next SIMS submission any students for whom a 504 plan was developed because of a temporary disability, such as a broken arm.
5. Update student data in PearsonAccess^{next} according to the instructions in Appendix C. The deadline for updating student data is February 11.

Part VI

Tasks to Complete for the March 2020 Retest Administration

The March 2020 Retest Administration

A. Prepare for Test Administration

Use the following list of tasks to help you keep track of your responsibilities during MCAS testing.

1. Develop a plan for maintaining test security at your school.

- Review MCAS Test Security Requirements (see Part I).
- Review your school’s plans for maintaining test security with your superintendent. He or she may ask you to use the sample Superintendent’s Assurance of Proper Test Administration form (at www.doe.mass.edu/mcas/testadmin/retest/forms) or a similar document (a form is not required, but the review is).
- Establish a document tracking system (see a sample internal tracking form at www.doe.mass.edu/mcas/testadmin/retest/forms).
- Designate a central locked facility for secure storage of test materials.
- Before the training session, distribute TAMs to test administrators and distribute a copy of the test security requirements (available at www.doe.mass.edu/mcas/testadmin/retest) to all school personnel who have access to secure test materials.
- Document that test administrators and school personnel have received the documents listed above (see www.doe.mass.edu/mcas/testadmin/retest/forms for a sample distribution form).

2. Plan logistics for test administration at your school.

- Identify all students who will be participating. See Part II for information about student participation. In addition, consult lists of students who still need to meet the MCAS testing requirements of the CD by reviewing the Student CD Roster (report “PE618” in Edwin Analytics accessed through the Department’s Security Portal).
- Authorize individuals to serve as test administrators and other school personnel to have access to secure materials, and designate appropriate testing spaces.
- Assign students and testing locations to test administrators.
- For school files, prepare a record of test administrators and their students for each session.
- Schedule test administration sessions and designate locations. Remember that the retests have prescribed dates.
- Train test administrators (see list of topics in Part III, section J), and train all school personnel authorized to have access to secure test materials in test security requirements.
- Meet with students (see list of topics in Part III, section K).
- Review data (e.g., students’ names, demographic information) and confirm each student has a SASID.

3. Verify receipt of test materials immediately upon their delivery to your school.

Materials will arrive on **February 24**. Call the MCAS Service Center if you do not receive materials by this date.

The March 2020 Retest Administration

4. Using your Materials Summary, inventory test materials immediately upon receipt.

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

Shrink-wrapped materials must remain **unopened** until the time specified either in this manual or in the TAM. Therefore, to inventory your materials, count the spines of the booklets in each shrink-wrapped package. However, shrink-wrapped packages of reference sheets may be opened upon receipt, provided that materials are inventoried and stored according to instructions below.

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

5. Store materials in the secure, locked storage area that you previously designated.

Retain all original shipping cartons for the return of materials following testing.

6. Only if applicable, order additional materials, including manuals, by February 27 at 12:00 p.m.

- Additional materials should be ordered, if necessary, only after a complete inventory, because extra standard test materials are included in the shipment.
- Locate your ship code on the Materials Summary, and have the code available when you go online to order additional materials at www.mcasservicecenter.com. Follow the onscreen instructions to place your order. Materials ordered online will be shipped for receipt on the following business day if the order is received before 12:00 p.m.; orders received after 12:00 p.m. will be shipped for receipt on the second business day. Packing discrepancies in additional orders must be reported within two business days of receipt of the order.
- It is not necessary to order additional materials to administer tests to students requiring the accommodation for Human Read-Aloud or Signing to a Deaf Student. There will be enough materials shipped in overage to cover these additional tests.

7. Identify and prepare for students with disabilities who require accommodations for testing.

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

See Appendix A for more information. For a student with a disability such as a broken bone or fracture in his or her writing hand or arm, the development of a 504 plan must be initiated, even if the disability is expected to be temporary.

Test administrators for students with disabilities using certain accommodations must sign an MCAS Nondisclosure Acknowledgment prior to reviewing secure test materials. Principals must keep signed forms in the school files for three years. See Appendix A for more information about which test administrators this requirement applies to, and see www.doe.mass.edu/mcas/testadmin/retest/forms for the MCAS Nondisclosure Acknowledgment.

If administering accommodation A12 (Typed Responses), review Appendix B and inform test administrators of preparations to take.

See Part II, section H, for steps to take for students with a recent injury to their writing hand.

The March 2020 Retest Administration

8. Gather school-supplied testing materials.

- Collect #2 pencils to provide to any students who do not bring them.
- For the ELA Composition retest only, at least one English-language dictionary must be provided in each testing space for student use. You may choose to provide more than one dictionary per testing space.
- Collect calculators to provide to students taking Session 2 of the Mathematics retest.
- Approve bilingual word-to-word dictionaries and glossaries that were not on the pre-approved list for current and former EL students.

9. Verify that test administrators have covered or removed prohibited materials from each testing space.

10. Apply Student ID Labels to answer booklets (see page 33) if school personnel will be applying labels before testing.

Principals may open the shrink-wrapped packages of answer booklets prior to testing for the sole purpose of applying Student ID Labels to front covers.

11. Optional: Print practice tests if they will be administered at the school (available at www.doe.mass.edu/mcas/testadmin/retest).

12. Using your school's document tracking system, organize test materials for distribution.

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

B. Coordinate Test Administration

1. Using your document tracking system, distribute test materials.

Immediately before test administration, distribute the necessary test materials for that day to each test administrator. Be sure that test administrators and the test coordinator independently count test materials before signing the internal tracking form. See the TAM for the specific list of test materials necessary for each session.

2. Distribute lists of SASIDs to test administrators if they will be entering SASIDs on answer booklets.

3. Monitor your school's test administration.

- Enforce test security requirements.
- Have #2 pencils available for students who do not bring them.
- Have scratch paper available to distribute.
- Have printed copies of authorized bilingual word-to-word dictionaries and glossaries available for current and former EL students.
- ELA Composition retest only: have printed copies of English-language dictionaries available.
- Have calculators available for students taking Session 2 of the Mathematics retest.
- Ensure that your school's document tracking system is used each time test materials are moved.

The March 2020 Retest Administration

- Collect lists of students who were not tested and schedule them for make-up testing.
 - Note that a student with a recent injury to his or her writing hand who needs test accommodations must have a 504 plan initiated (see Part II, section H).
4. **Securely store test materials between sessions and after each day of testing.**
Use your document tracking system to verify that **all** test materials are secure between sessions and are returned to you each day after testing is complete.
 5. **Maintain and, if necessary, update the record of test administrators and their students for each session, including make-up and test completion sessions.**
 6. **After testing is completed, verify that ALL test materials have been returned to you.**
 - The Department recommends two independent counts of test materials to verify that all materials have been returned to you. Be sure to account for used scratch paper.
 - Use your document tracking system to verify that test administrators have returned all test materials to you. You must be able to account for and return **all** secure materials (e.g., ELA Composition test booklets, ELA Reading Comprehension test booklets) that were shipped to you.
 - If necessary, investigate any discrepancies in the number of materials that were distributed to test administrators and the number returned to you. **Schools that do not return materials according to instructions will be subject to the sanctions described in Part I.**
 - If any test materials have become contaminated, call the MCAS Service Center for instructions.
 7. **If answer booklets have become damaged or defective, mark them “void” and transcribe responses.**

If test administrators informed you that any of their students’ answer booklets have become damaged or defective during testing, confirm that they filled in the “void answer booklet” circle on the outside back cover of each affected booklet and that VOID is written in large letters across the front cover.

If a student completed any work in an answer booklet that was later deemed void, his or her work must be transcribed verbatim into a replacement answer booklet. Since there will be no Student ID Label to affix to the front cover, all of the information on the front cover will need to be completed (this will be done in step 2 in section C).

All of the answers must be transcribed verbatim into the student’s new standard answer booklet (multiple-choice responses as well as constructed responses) so that he or she may receive credit for his or her work.

The process of transcribing a student’s responses into his or her answer booklet by a test administrator may occur any time during the testing window, but must be monitored and supervised by the principal, test coordinator, or another test administrator to ensure accuracy.

The March 2020 Retest Administration

8. **If your school administered retests to students using accommodations as follows, verify that these responses have been transcribed completely and accurately into standard answer booklets:**

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

See instructions in step 7 on the previous page.

9. **If your school administered retests to students using typed responses (accommodation A12), follow these steps:**

- Verify that test administrators have returned the typed responses to you properly and that each response has the required header information shown in Appendix B. A student's response to any single question must be submitted only one way (i.e., all written, or all typed).
- Insert typed responses inside the front cover of each student's answer booklet (see Appendix B).
- Once all typed responses are formatted properly and typed responses are prepared for return, instruct test administrators to delete students' responses from the computers.

C. Return March Retest Materials

1. **Make sure that you have a used standard answer booklet²² assigned to every student who participated in either or both of the retests.**
2. **Verify that front covers of answer booklets contain correct information, and complete student information on back covers.** See www.doe.mass.edu/mcas/testadmin/retest/forms for sample covers.
 - Verify that SASIDs and dates of birth have been entered correctly on answer booklets for all students who do not have Student ID Labels.
 - Complete confidential student information on the inside and outside back covers of answer booklets, following instructions in Appendix C.
3. **Count the number of used standard answer booklets you are returning, separately for ELA and Mathematics.**

In your counts, make sure to include the following answer booklets:

- standard answer booklets containing typed responses (See Appendix B.)
- standard answer booklets in which responses have been transcribed (See steps 7 and 8 in the previous section.)

²² Used answer booklets are those that have been assigned to a student (front cover completed and/or Student ID Label affixed) or used by a student during testing. A standard booklet is one that is not large-print or Braille.

The March 2020 Retest Administration

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

4. Separately for ELA and Mathematics, count the following materials you are returning:

- void answer booklets
- unused answer booklets
- test booklets

5. Using your counts from steps 3 and 4, complete the “Qty Returned” column of the Materials Summary.

Record on the Materials Summary the quantities of test booklets and answer booklets being returned according to the “After Testing” instructions on the form. **All test booklets, including ELA Composition test booklets, Braille test booklets, and large-print test booklets, are secure materials and must be returned.**

6. Complete the PCPA by March 11 at 3:00 p.m.

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

7. Place special materials in the appropriate envelopes.

- Place the materials listed below in the Special Handling Envelope (ELA and Mathematics materials are returned together).
 - o used ELA and Mathematics large-print answer booklets (**folded in half**) with corresponding transcribed standard answer booklets
 - o standard ELA and Mathematics answer booklets containing typed responses
- Place void answer booklets in the Void Envelope (ELA and Mathematics materials are returned together). Void booklets **will not be scored**.

8. Place remaining used standard answer booklets in the Return Envelope marked with the corresponding subject area retest.

The March 2020 Retest Administration

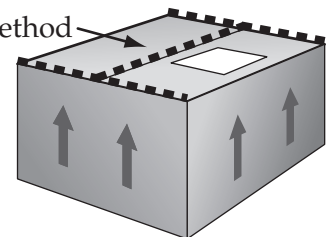
D. Pack the March Retest Materials

1. Make sure that the envelopes being used (i.e., Void, Special Handling, and Return) are sealed.
2. Locate the original shipping carton(s) in which you received your test materials.
3. Using the checklist below, pack all test materials in the following order.

Top of last carton	
<input type="checkbox"/>	Void Envelope (See step 7 on the previous page.)
<input type="checkbox"/>	Special Handling Envelope (See step 7 on the previous page.)
<input type="checkbox"/>	Mathematics Return Envelope(s) (See step 8 on the previous page.)
<input type="checkbox"/>	ELA Return Envelope(s) (See step 8 on the previous page.)
<input type="checkbox"/>	Unused large-print answer booklets, if any
<input type="checkbox"/>	Unused UPS labels (Note: Make sure to save a label for each carton of materials you are returning.)
<input type="checkbox"/>	Unused Return, Special Handling, and Void Envelopes
<input type="checkbox"/>	Unused Student ID Labels, if any
<input type="checkbox"/>	Accommodation materials, if any (e.g., graphic organizers [including any of the pre-approved graphic organizers posted on the Department’s website], templates, checklists, typed response drafts)
<input type="checkbox"/>	Kurzweil 3000 CDs, if any
<input type="checkbox"/>	Used and unused Braille test booklets and Braille Administrator’s Copies, if any
<input type="checkbox"/>	Used, unused, and void large-print test booklets, if any
<input type="checkbox"/>	Used, unused, and void standard test booklets
<input type="checkbox"/>	Unused standard answer booklets
Bottom of first carton	

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

H-taping method



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

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

The March 2020 Retest Administration

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

E. Schedule and Confirm UPS Pickup of All March Retest Materials

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

Do not take test materials to UPS yourself or otherwise remove materials from your school.

Do not schedule a separate pickup for each carton.

Schedule your pickup appointment online at www.mcasservicecenter.com. To request a pickup, locate a UPS tracking number on one of the RS labels you are using, and have that number available when you go online. Select **MCAS** from the menu, and then select **UPS Pickup Request** from the list of options. Follow the onscreen instructions to complete your request.

Requests for pickup on the following business day must be placed by 3:00 p.m. Requests for same-day pickup cannot be fulfilled. Requests made two or more days in advance also cannot be fulfilled.

If you have regularly scheduled UPS service, you may give your cartons to the UPS driver during normal pickup. If you do, call the MCAS Service Center at 800-737-5103 or email mcas@cognia.org to report that the pickup has been made.

2. Maintain MCAS test materials in the locked storage area until they are given directly to the UPS driver.
3. Confirm that all test materials are picked up by UPS.

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

The March 2020 Retest Administration

F. Next Steps

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

<p>Materials related to the return shipment</p>	<ul style="list-style-type: none"> • packing slips from your school’s shipment • Materials Summary forms • printout of PCPA confirmation(s) • Test Materials Internal Tracking Forms • UPS tracking numbers used • printout of UPS pickup request, if applicable
<p>Materials related to accessibility and accommodations</p>	<ul style="list-style-type: none"> • approved MCAS Accommodation A9 Cover Sheet, if applicable • written approval to use a unique accommodation, if applicable • approved Request for Permission to Test an Adult with Accommodations form(s), if applicable • completed MCAS Nondisclosure Acknowledgments from test administrators for students using certain accommodations • completed Student Accommodation Refusal forms (optional) • accommodations lists/spreadsheets, if applicable
<p>Other local records</p>	<ul style="list-style-type: none"> • agendas, sign-in sheets, and any other relevant documentation from the Test Administrators’ Training and the training session for other authorized school personnel to demonstrate that they have been trained and received TAMs and test security requirements • records of test administrators and their students for each session, including make-up and test completion sessions • completed Student Responsibilities during MCAS Testing forms, (optional) • Superintendent’s Assurance of Proper Test Administration forms, if used • documentation for absences due to medical reasons, if applicable • documentation for students who were removed from or added to the school’s enrollment during the testing window • signed nonparticipation forms, if applicable • approval for a Request for Permission to Test a Student in an Alternate Setting, if applicable

The March 2020 Retest Administration

2. **Recycle or discard the following materials:**

Recycle or discard	<ul style="list-style-type: none">• <i>Test Administrator's Manuals</i>• this manual, after the completion of testing• practice tests, if printed, and large-print practice tests, if applicable• Mathematics reference sheets• Do Not Disturb signs• blank cards or cutouts used by students who had UF5• blank place markers used by students who had UF7• unused shipping cartons
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3. **Securely destroy (e.g., by shredding) scratch paper used by students.**
4. **Review data and note any updates that need to be made for the June SIMS submission. Ask the district SIMS contact to include in the next SIMS submission any students for whom a 504 plan was developed because of a temporary disability, such as a broken arm.**
5. **Update student data in PearsonAccess^{next} according to the instructions in Appendix C. The deadline for updating student data is March 11.**

Appendix A

Accessibility and Accommodations Procedures, Including for Students with Disabilities and EL Students

Appendix A—Accessibility and Accommodations Procedures, Including for Students with Disabilities and EL Students

I. Accessibility Features for All Students

A. Universal Accessibility Features (UFs)

Universal Accessibility features are tools and supports that are available to *all* students on the MCAS tests. Any that require special materials must be ordered in advance in the Student Registration/ Personal Needs Profile (SR/PNP), the student registration system in PearsonAccess^{next} (PAN).

Table 1. Universal Accessibility Features Available to All Students

#	Universal Accessibility Features
UF1	Highlighter Yellow highlighters may be used in test booklets and answer booklets. Highlighters in colors other than yellow may be used in test booklets only.
UF2	Colored overlays or tinted lens(es)
UF3	Magnification tool/device or low-vision aid
UF4	Tracking device, such as a straight edge or similar tool
UF5	Mask text or answer(s) using a blank card or cutout
UF6	Use a pencil to eliminate answer choices in test booklet
UF7	Use a blank place marker to mark a question for later review
UF8	Audio aids (e.g., amplification device) Note: a smart phone may not be used.
UF9	Scratch paper (required for all students)
UF10	Test administrator reads aloud (or signs , in the case of a student who is Deaf or Hard-of-Hearing) selected words on the Mathematics and/or February Biology test, as requested by the student (this feature is not permitted on the ELA test). The student will point to the word or phrase that he or she needs read aloud or signed. Test administrator quietly reads aloud or signs the selected word to the student. Students using this feature may be tested alongside other students in groups of any size.
UF11	Test administrator redirects student’s attention to the test without coaching or assisting the student to answer any questions (e.g., test administrator reminds student to stay focused; it is not permissible to say, “Add more to your response” or “Make sure to answer all questions.”)
UF12	Test administrator reads aloud, repeats, or clarifies general test administration directions (from the Test Administration Manual scripts) to student, as needed.

Appendix A—Accessibility and Accommodations Procedures, Including for Students with Disabilities and EL Students

B. Designated Accessibility Features (DFs)

Although most students will be tested in their regular classrooms according to the guidelines and schedule intended for all students, principals have the flexibility to test *any* student, including non-disabled and non-EL students, using the designated accessibility features described in Table 2, as long as all requirements for testing conditions, test security, and staffing are met.

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

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

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

Appendix A—Accessibility and Accommodations Procedures, Including for Students with Disabilities and EL Students

II. MCAS Accommodations for Students with Disabilities

A. Accommodations for Students with Disabilities

1. Purpose of Test Accommodations

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

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

Based on the information and guidance found on the following pages, the IEP or 504 plan for each student with a disability must be revised as needed, either during routinely scheduled meetings prior to testing or through the amendment process.

The principal is responsible for ensuring that each student is provided with the test accommodations listed in his or her IEP or 504 plan. It is also advisable (though not required) to list the *designated accessibility features* (see Table 2) in the plans of students to ensure these will be provided.

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

2. Eligibility for Test Accommodations

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

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

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

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

Appendix A—Accessibility and Accommodations Procedures, Including for Students with Disabilities and EL Students

3. General Requirements for Use of Test Accommodations

The use of accommodations is based on the individual needs of a student with a disability and may only be provided when all of the following conditions have been met:

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

IEP teams must reconvene at least annually and determine which accommodations will be needed for state- and district-wide assessments.

Accommodations may **not**

- alter, explain, simplify, paraphrase, or eliminate any test question, reading passage, writing prompt, or multiple-choice answer option;
- provide verbal or nonverbal clues or suggestions that hint at or give away the correct response to the student;
- contradict test administration requirements or result in a violation of test security; for example:
 - o test questions may not be modified, reordered, or reformatted in any way for any student;
 - o paper-based tests may not be photocopied, photographed, scanned, altered, or duplicated;
 - o screen shots of computer-based tests may not be taken or reproduced;
 - o English-language dictionaries are allowed **only** for legacy ELA Composition retest sessions. English-language dictionaries are **not** permitted for any student on the Mathematics, February Biology, or legacy ELA Reading Comprehension tests.

Appendix A—Accessibility and Accommodations Procedures, Including for Students with Disabilities and EL Students

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

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

4. Updating IEPs and 504 Plans

IEPs and 504 plans should be updated, as needed, for all students with disabilities for the November 2019 and March 2020 retests, and the February 2020 Biology test, to reflect the policies and accommodations described in this manual. Proper notation of accommodations in students’ IEPs and 504 plans will ensure that students receive all the necessary supports to which they are entitled. Although not a requirement, the Department also recommends the inclusion of Designated Accessibility Features in the plans of students to guarantee their provision during testing.

5. If a Student Refuses an Accommodation

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

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

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

6. Unique Accommodations Requests

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

- fundamentally change the test or the construct being measured by the test,
OR
- assist the student to obtain the answers to test questions,
OR
- violate test security requirements.

Appendix A—Accessibility and Accommodations Procedures, Including for Students with Disabilities and EL Students

The school may request approval (via email or fax) for use of the unique accommodation by submitting the request to mcas@doe.mass.edu or by fax at 781-338-3630 at least two weeks prior to testing. If approved by the Department, the accommodation must also be listed in the IEP or 504 plan of a student with a disability.

7. Description of MCAS Accommodations for Students with Disabilities

Tables 3–5 list the MCAS accommodations available to students with disabilities. The accommodations are grouped into the following categories:

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

Note: Accommodations listed with the “(SR/PNP)” designation in the tables below must be identified in the Student Registration/Personal Needs Profile for each student in PearsonAccess^{next}.

Appendix A—Accessibility and Accommodations Procedures, Including for Students with Disabilities and EL Students

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

#	Test Presentation Accommodations
A1	N/A – Accommodation A1 (paper-based test) is only applicable to computer-based testing
A2 (SR/PNP)	<p>Large-print edition (approximately 18-point font size on 11x17-inch paper)</p> <ul style="list-style-type: none"> All responses in the large-print answer booklet must be transcribed verbatim from the large-print answer booklet to the student’s standard answer booklet, and returned according to instructions in this manual, so the student can receive credit for his or her work. Large-print special instructions will accompany the large-print test. Students may either use the large-print booklet to respond to test questions, in which case the answers will need to be transcribed, either by the student (at the time of testing) or a test administrator (anytime during the test window); OR the student may write answers directly in the standard answer booklet. IEPs and 504 plans should indicate how students taking the large-print test will record their answers. Test administrators for students with disabilities using accommodation A2 must sign an MCAS Nondisclosure Acknowledgment before viewing secure test materials (see www.doe.mass.edu/mcas/testadmin/retest/forms).
A3.2 (SR/PNP)	<p>A3.2 – Braille edition (hard copy)</p> <ul style="list-style-type: none"> All answers must be either scribed or transcribed verbatim into the student’s answer booklet, and returned according to instructions in this manual, so the student can receive credit for his or her work. Braille special instructions will accompany the Braille test. See Appendix D of the <i>Accessibility and Accommodations Manual for the 2019–2020 MCAS Tests/Retests</i> for a schedule of the MCAS transition to Unified English Braille (UEB). Test administrators for students with disabilities using accommodation A3.2 must sign an MCAS Nondisclosure Acknowledgment before viewing secure test materials (see www.doe.mass.edu/mcas/testadmin/retest/forms).
A4.2 (SR/PNP)	<p>A4.2 – Kurzweil 3000 electronic text reader for the February Biology test, Mathematics retest, or ELA Composition retest.</p> <ul style="list-style-type: none"> Kurzweil 3000 format for the ELA Reading Comprehension retest is a <i>special access</i> accommodation (SA 1.1). See Table 5 for guidelines and criteria to receive this accommodation. Kurzweil 3000 tests are in read-only format. Responses must be recorded in the student’s answer booklet. Kurzweil 3000 special instructions will be sent to the school with the test.

Appendix A—Accessibility and Accommodations Procedures, Including for Students with Disabilities and EL Students

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

#	Test Presentation Accommodations
A5	<p>Human read-aloud for the February Biology test, Mathematics retest, or ELA Composition retest.</p> <ul style="list-style-type: none"> The entire test must be read word-for-word, exactly as it appears. The test administrator may not provide assistance to the student regarding the meanings of words, intent of any test item, or responses to test items. The test administrator should read with emphasis only when indicated by bold or italicized text. <p>(Note: Reading aloud selected words on the Mathematics and/or Science and Technology/Engineering (STE) tests, as requested by the student, is UF10.)</p> <ul style="list-style-type: none"> The test must be administered in a separate setting, either individually or to a small group of 2–5 students (or up to 10 students for the ELA Composition retest), all of whom are being provided the human read-aloud accommodation. Reading aloud the ELA Reading Comprehension retest is a <i>special access</i> accommodation. See Table 5 for guidelines and criteria to receive this accommodation. Test administrators for students with disabilities using accommodation A5 must sign an MCAS Nondisclosure Acknowledgment before viewing secure test materials (see www.doe.mass.edu/mcas/testadmin/retest/forms).

Appendix A—Accessibility and Accommodations Procedures, Including for Students with Disabilities and EL Students

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

#	Test Presentation Accommodations
A6	<p>Human signer for the Mathematics retest, the February Biology test, and signing test questions (but not passages) for ELA, for a student who is Deaf or Hard-of-Hearing</p> <ul style="list-style-type: none"> The test must be signed exactly as it appears. The signer may not provide assistance to the student regarding the meaning of words, intent of any test item, or responding to test questions. The signer may finger-spell key words in addition to providing the sign for a term, in cases where a signed term may be unfamiliar to the student. The signer may read with emphasis only when indicated by bold or italicized text. The test must be administered in a separate setting, either individually or to a small group of 2–5 students, all of whom are receiving the human signer accommodation. Test administrators for students with disabilities using accommodation A6 must sign an MCAS Nondisclosure Acknowledgment before viewing secure test materials (see www.doe.mass.edu/mcas/testadmin/retest/forms). <p>Notes:</p> <ul style="list-style-type: none"> Under secure conditions supervised by the principal, interpreters may review the test materials once they are delivered to the school, for the purpose of preparing to sign the test. Test materials may not be removed from the school. Test administrators and interpreters who review the test prior to testing will be asked to sign nondisclosure acknowledgments. If preferred, selected words, phrases, or sections of the Mathematics and/or Science and Technology/Engineering test(s) may be signed to the student, as requested, rather than signing the entire test. Signing the ELA Reading Comprehension retest passages is a <i>special access</i> accommodation. See Table 5 for guidelines and criteria to receive this accommodation.
A7	Human signer for <u>test directions only</u> for a student who is Deaf or Hard-of-Hearing
A8	<p>Track test items by assisting the student to move from one test question to the next</p> <ul style="list-style-type: none"> Test administrators for students with disabilities using accommodation A8 must sign an MCAS Nondisclosure Acknowledgment before viewing secure test materials (see www.doe.mass.edu/mcas/testadmin/retest/forms).

Appendix A—Accessibility and Accommodations Procedures, Including for Students with Disabilities and EL Students

Table 4. *Response Accommodations for Students with Disabilities*

#	Response Accommodations												
A9	<p>Use a Department approved graphic organizer, checklist, or supplemental reference sheet</p> <p>February Biology test</p> <ul style="list-style-type: none"> A student may use the sample reference sheets on the Department’s website or submit a customized reference sheet to the Department for approval. All customized reference sheets submitted for approval must be accompanied by a completed cover sheet (see www.doe.mass.edu/mcas/testadmin/retest/forms). <p>English Language Arts and Mathematics retests</p> <ul style="list-style-type: none"> Students may continue to use individualized ELA graphic organizers and supplemental mathematics reference sheets and checklists provided they have been submitted and approved by the Department prior to testing. All customized organizers, checklists, and reference sheets submitted for approval must be accompanied by a completed cover sheet (see www.doe.mass.edu/mcas/testadmin/retest/forms). Individualized mathematics reference sheets approved prior to the 2018–2019 school year must be resubmitted for use on the 2019–2020 retests and STE tests. <p>Notes on the use of graphic organizers for ELA retests:</p> <ul style="list-style-type: none"> The student may use no more than three different graphic organizers per test session. Graphic organizers and checklists may <i>not</i> include definitions, specific examples, or sentence starters. <p>Notes on the use of individualized reference sheets for Mathematics retests:</p> <ul style="list-style-type: none"> The reference sheet must: <ul style="list-style-type: none"> be developed in response to the student’s specific learning needs; be no more than 3 pages in length; and conform to the Approval Guide for Individualized Mathematics Reference Sheets (see www.doe.mass.edu/accessibility). Individualized graphic organizer/reference sheet submission deadlines: <table border="1" data-bbox="320 1486 1358 1707"> <thead> <tr> <th>Test Administration Date</th> <th>MCAS Test</th> <th>Materials Submission Deadline</th> </tr> </thead> <tbody> <tr> <td>November 2019</td> <td>ELA and Mathematics (Retest)</td> <td>October 4, 2019</td> </tr> <tr> <td>February 2020</td> <td>High School Biology</td> <td>January 10, 2020</td> </tr> <tr> <td>March 2020</td> <td>ELA and Mathematics (Retest)</td> <td>February 7, 2020</td> </tr> </tbody> </table>	Test Administration Date	MCAS Test	Materials Submission Deadline	November 2019	ELA and Mathematics (Retest)	October 4, 2019	February 2020	High School Biology	January 10, 2020	March 2020	ELA and Mathematics (Retest)	February 7, 2020
Test Administration Date	MCAS Test	Materials Submission Deadline											
November 2019	ELA and Mathematics (Retest)	October 4, 2019											
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March 2020	ELA and Mathematics (Retest)	February 7, 2020											

Appendix A—Accessibility and Accommodations Procedures, Including for Students with Disabilities and EL Students

Table 4. *Response Accommodations for Students with Disabilities*

#	Response Accommodations
A9 cont.	<p>Notes:</p> <ul style="list-style-type: none"> Approved graphic organizers and supplemental reference sheets are available on the Department’s website. These have been developed for use on next-generation MCAS tests based on: the most current versions of the curriculum framework standards measured by the tests; the MCAS test design; expectations for how student essays and text-based responses will be scored; and previously approved versions and proposed changes submitted by schools. Graphic organizers <i>without</i> any text may also be used without Department approval by a student with a disability who has this accommodation listed in his or her plan.
A10.1	<p>Scribe responses for the Mathematics retest, February Biology test, or ELA Reading Comprehension retest using either:</p> <ul style="list-style-type: none"> a human scribe (A10.1) who will record the student’s responses verbatim (i.e., as dictated by the student) <i>at the time of testing</i> in the student’s answer booklet. The student must be tested in a separate setting. <p>OR</p> <ul style="list-style-type: none"> speech-to-text (A10.2); a speech recognition program that converts spoken to written language (other than a smartphone) used to generate responses to test questions. Speech-to-text must be used under the direct supervision of a test administrator. The school must transcribe the student’s responses verbatim into the student’s answer booklet <i>anytime prior to the end of the testing window</i>. The student must be tested in a separate setting. <p>If the student is unable to use his or her hand or arm at the time of testing due to a recent fracture, injury, or recovery from surgery, the scribe accommodation may be provided</p> <ul style="list-style-type: none"> if this is listed in a 504 plan or an approved IEP (approval by the Department is not required); <p>OR</p> <ul style="list-style-type: none"> in cases where a 504 plan is under development, the staff responsible for writing the plan must already have met and agreed upon the need for the scribe accommodation before providing to a student. Test administrators for students with disabilities using accommodation A10 must sign an MCAS Nondisclosure Acknowledgment before viewing secure test materials (see www.doe.mass.edu/mcas/testadmin/retest/forms).
A11	<p>Responses recorded by student in test booklet or on special paper, rather than in the answer booklet.</p> <ul style="list-style-type: none"> Responses must be transcribed by the school into the student’s answer booklet anytime during the testing window. If the student transcribes his or her own responses, then transcription must occur <i>during the test session</i> and be completed on the day in which the test session began. Test administrators for students with disabilities using accommodation A11 must sign an MCAS Nondisclosure Acknowledgment before viewing secure test materials (see www.doe.mass.edu/mcas/testadmin/retest/forms).

Appendix A—Accessibility and Accommodations Procedures, Including for Students with Disabilities and EL Students

Table 4. *Response Accommodations for Students with Disabilities*

#	Response Accommodations
A12	<p>Typed responses</p> <ul style="list-style-type: none"> • Transcription of typed responses into the answer booklet is NOT necessary. • Responses must be printed out, one per page, and inserted in the student’s answer booklet with all required information on each page (see Appendix B of this manual). • After printing out, responses must be deleted from the word processor or device. • Test administrators for students with disabilities using accommodation A12 must sign an MCAS Nondisclosure Acknowledgment before viewing secure test materials (see www.doe.mass.edu/mcas/testadmin/retest/forms).
A13	<p>Student records responses on an external recording device (other than a smartphone) for the purpose of playing back and transcribing recorded segment(s). Student may use text-to-speech software or audio recording device. Responses must be deleted from the device once transcription into student answer booklet is completed.</p> <ul style="list-style-type: none"> • Test administrators for students with disabilities using accommodation A13 must sign an MCAS Nondisclosure Acknowledgment before viewing secure test materials (see www.doe.mass.edu/mcas/testadmin/retest/forms).
A14	<p>Responses signed onto video (for a student who is Deaf or Hard-of Hearing), then transcribed by the student into the answer booklet during playback. The video must be deleted after transcription.</p>
A15	<p>Monitor placement of responses in the answer booklet by the test administrator</p> <ul style="list-style-type: none"> • Test administrators for students with disabilities using accommodation A15 must sign an MCAS Nondisclosure Acknowledgment before viewing secure test materials (see www.doe.mass.edu/mcas/testadmin/retest/forms).
A16	<p>Braille note-taker (specific external device used in conjunction with hard-copy Braille test)</p> <p>Note: Braille notes should be returned with the school’s shipment of test materials.</p>
A17	<p>Braille writer (specific external device used in conjunction with the hard-copy Braille test). A printout of each question response may be printed out and inserted in the student’s answer booklet, with all required information on each page (see the instructions for submitting typed responses in Appendix B).</p>

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

Appendix A—Accessibility and Accommodations Procedures, Including for Students with Disabilities and EL Students

8. *Special Access Accommodations* for Students with Disabilities

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

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

The Department will review each district’s rate of use of special access accommodations. To ensure that IEP teams and 504 plan coordinators carefully review and apply appropriate criteria for use of special access accommodations, districts must do the following:

- train members of IEP teams and 504 plan coordinators on the use of accommodations, including *special access* accommodations;
- review all guidelines with staff for special access accommodations listed in Table 5; and
- revise the IEPs and 504 plans of students with disabilities as needed.

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

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

Appendix A—Accessibility and Accommodations Procedures, Including for Students with Disabilities and EL Students

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

#	Special Access Accommodations
SA1.2 and SA1.3 (SR/PNP)	<p>Kurzweil 3000 (SA1.3) electronic text reader or Human read-aloud (SA1.2) for the ELA Reading Comprehension retest, including oral presentation of test questions, response options, and passages.</p> <p>This accommodation is intended for a small number of students with disabilities that severely limit or prevent them from reading, as documented in locally administered diagnostic evaluations.</p> <p>The student must meet all of the following criteria:</p> <ul style="list-style-type: none"> • be virtually unable to read, even after varied and repeated attempts to teach the student to do so (i.e., the student is at the very beginning stages of learning to read, and not simply reading below grade level), as determined by locally administered diagnostic evaluations; and • receive ongoing intervention to learn the skill; and • use this accommodation routinely (except during instruction in learning to read). <p>The human read aloud (SA1.2) may also be provided to a student who is blind or has a visual impairment and uses a screen reader and/or has not yet learned (or is unable to use) Braille on the tests and retests listed above. If the student will use a screen reader, a separate hard copy Braille test edition will be sent to the school to allow the student to access the appropriate Braille graphics (see accommodation A3.1).</p> <p>The student</p> <ul style="list-style-type: none"> • may be tested in a typical-sized group if using Kurzweil with headphones; • must be tested individually, in a separate setting, if Kurzweil will be used <i>without</i> headphones; and • may be tested in a group of up to five students if a human read aloud will be used. <p>Test administrators for students with disabilities using accommodation SA1.2 must sign an MCAS Nondisclosure Acknowledgment before viewing secure test materials (see www.doe.mass.edu/mcas/testadmin/retest/forms).</p>

Appendix A—Accessibility and Accommodations Procedures, Including for Students with Disabilities and EL Students

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

#	Special Access Accommodations
SA2	<p>Human Signer for ELA Reading Comprehension retest, including reading passages, questions, and answer options, for a student who is Deaf or Hard-of-Hearing</p> <p>This accommodation is intended for students who are Deaf or Hard-of-Hearing, and who are severely limited or prevented from reading, as documented in locally administered diagnostic evaluations.</p> <p>The student must meet all of the following criteria:</p> <ul style="list-style-type: none"> • be virtually unable to read, even after varied and repeated attempts to teach the student to do so (i.e., the student is at the very beginning stages of learning to read, and not simply reading below grade level), due to a documented disability and/or history of early and prolonged lack of exposure to and use of language; and • uses this accommodation routinely, except during reading instruction; and • receives ongoing intervention to learn the skill. <p>The student must be tested in a group of no more than five students, unless approval is obtained from the Department to increase the group size in rare circumstances.</p> <ul style="list-style-type: none"> • Test administrators for students with disabilities using accommodation SA2 must sign an MCAS Nondisclosure Acknowledgment before viewing secure test materials (see www.doe.mass.edu/mcas/testadmin/retest/forms).
SA3.1 and SA3.2	<p>Scribe responses on the ELA Composition retest, using either:</p> <ul style="list-style-type: none"> • a human scribe (SA3.1) who records the student’s responses verbatim during testing <p>OR</p> <ul style="list-style-type: none"> • speech-to-text (SA3.2), a speech recognition program that converts spoken language to written text, used under the direct supervision of a test administrator to generate responses to test questions. The school must transcribe the student’s responses verbatim in the student’s answer booklet at any time <i>prior to the end of the testing window</i>. <p>This accommodation is intended for a student who either:</p> <ol style="list-style-type: none"> 1. has a language-processing (or other) disability and requires the dictation of virtually all written responses to a scribe or an electronic speech-to-text conversion device to generate responses. <p>OR</p> <ol style="list-style-type: none"> 2. who is unable to use his or her hand or arm at the time of testing due to a fracture, severe injury, or recovery from surgery. In this case, the accommodation must either be <ol style="list-style-type: none"> a. listed in a 504 plan or an approved IEP (no additional approval by the Department is required); OR b. in cases where a 504 plan is under development, school personnel responsible for writing the plan must have already met and agreed upon the necessary MCAS accommodation(s) before a student may be provided the accommodation(s).

Appendix A—Accessibility and Accommodations Procedures, Including for Students with Disabilities and EL Students

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

#	Special Access Accommodations
SA3.1 and SA3.2 cont.	<p>Clarification on the role of a scribe for the ELA test:</p> <ul style="list-style-type: none"> • The test must be administered individually in a separate setting. • The scribe must enter student responses in the student’s answer booklet at the time of testing. • The scribe must write exactly what the student dictates. The scribe may not edit or alter the student’s dictation in any way. When scribing, the scribe may assume that each sentence begins with an upper-case letter and ends with a period. All other capitalization, punctuation, and paragraph breaks are the responsibility of the student. • After the student has finished dictating his or her response(s), the scribe must ask the student to: <ul style="list-style-type: none"> o Review the draft and make any necessary edits, including capitalization, punctuation, spelling, and paragraph breaks. o The student may make edits independently or may direct the scribe to make the edits. o The scribe must not assist the student in making decisions during the editing process. • Test administrators for students with disabilities using accommodation SA3.1 must sign an MCAS Nondisclosure Acknowledgment before viewing secure test materials (see www.doe.mass.edu/mcas/testadmin/retest/forms).
SA4	<p>Calculation device or other mathematics tool (including addition/subtraction or multiplication/division tables; or manipulatives) on the <i>noncalculator session</i> of the Mathematics retest</p> <p>This accommodation is intended for a small number of students with documented disabilities that severely limit or prevent them from performing basic calculations without a calculation device or other mathematics tool, as documented in locally administered diagnostic evaluations, even after varied and repeated attempts to teach the student to do so.</p> <p>The student must meet all of the following criteria:</p> <ul style="list-style-type: none"> • be virtually unable to calculate (i.e., unable to perform single-digit addition, subtraction, multiplication, or division without a calculation device or other mathematics tool); and • uses the calculation device or tool during routine instruction in mathematics; and • receives ongoing intervention to learn the skill.

Appendix A—Accessibility and Accommodations Procedures, Including for Students with Disabilities and EL Students

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

#	Special Access Accommodations
SA4 cont.	<p>The student’s IEP or 504 plan must specify which calculation device or tool will be used (e.g., calculator or multiplication table).</p> <p>Manipulatives and other mathematics tools (excluding calculators and arithmetic tables) must be approved by the Department prior to their use on MCAS tests. Please contact Student Assessment Services at 781-338-3625 or mcas@doe.mass.edu to request approval.</p>
SA5	<p>Spell-checker for the ELA Composition retest, including an external spell-checking device; or in conjunction with the typed response accommodation</p> <p>This accommodation is intended for a small number of students with disabilities that severely limit or prevent them from spelling correctly, even after varied and repeated attempts to teach the student to do so.</p> <p>The student must meet all of the following criteria:</p> <ul style="list-style-type: none"> • be virtually unable to spell simple words (i.e., at the beginning stages of learning how to spell), as documented by locally-administered diagnostic evaluations; and • produces understandable written work only when provided this accommodation, which the student uses during routine instruction; and • receives ongoing intervention to learn the skill. <p>The student may <i>not</i> use grammar check or access the internet during the test.</p>
SA6	<p>Word prediction for the ELA Composition retest, using an external device or application.</p> <p>Word prediction provides student with a bank of frequently or recently used words after the student keyboards the first few letters of a word.</p> <p>This accommodation is intended for a small number of students who:</p> <ul style="list-style-type: none"> • have disabilities that severely limit or prevent them from recalling and processing language to write or keyboard responses; AND • can access written expression only through the use of word prediction software, application, or device that they use routinely to generate written responses. <p>A test administrator should facilitate the transfer of information from the external device, application, or software to the answer booklet. Written responses must either be transcribed by the student at the time of testing or be transcribed by an adult prior to the end of the testing window.</p> <p>During testing, internet access must be turned off/restricted; and functions that <i>automatically</i> select words for the student must be turned off.</p> <ul style="list-style-type: none"> • Test administrators for students with disabilities using accommodation SA6 must sign an MCAS Nondisclosure Acknowledgment before viewing secure test materials (see www.doe.mass.edu/mcas/testadmin/retest/forms).

Appendix A—Accessibility and Accommodations Procedures, Including for Students with Disabilities and EL Students

9. MCAS Test Accommodations for Adults with Disabilities for Participation in the November and March Retests and February Biology Test

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

Universal and Designated Accessibility Features (UFs and DFs)

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

Required Documentation

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

- a letter from a diagnostician qualified in the area of the disability (e.g., medical doctor, neuro-psychologist, psychologist, speech pathologist) describing the nature of the individual's disability

OR

- an approved IEP that documents the accommodations needed for statewide testing from the past five years (i.e., any year from 2014 through 2019)

OR

- a 504 plan that documents the accommodations needed for statewide testing from the past five years (i.e., any year from 2014 through 2019)

Section A notes the accommodations allowed for all adult test-takers, provided that the adult produces the required documentation of the disability and requests the accommodation before testing. Note that some of these accommodations require the test-taker to provide his or her own device or equipment. Adults must submit their request to the school for specific accommodations in writing if the accommodations are not clearly listed in their last approved IEPs or their last 504 plans.

Section B identifies accommodations that are allowed **ONLY** with prior Department approval. High schools should request approval from the Department **at least one week prior to testing.**

Section C lists accommodations not necessarily available to adult test-takers.

A. Accommodations Allowed for All Adult Test-Takers

The following accommodations are allowed for all adult test-takers, provided that the adult produces the required documentation of the disability and requests the accommodation before testing. Refer to tables 3–6 of this appendix for full descriptions of these accommodations.

#	Accommodations for Adult Test-Takers
A2	Large-Print: This edition must be requested at the time of registration.
A3.1	Braille: This edition must be requested at the time of registration.

Appendix A—Accessibility and Accommodations Procedures, Including for Students with Disabilities and EL Students

B. Accommodations That Are Allowed ONLY with Prior Department Approval

The following accommodations are allowed **only** with prior approval from the Department. See the instructions/sample form at www.doe.mass.edu/mcas/testadmin/retest/forms and refer to tables 3–5 of this appendix for full descriptions of these accommodations.

#	Accommodations Allowed ONLY with Prior Department Approval
A4.2	Use of an Electronic Text Reader for the ELA Composition, Mathematics, or Biology Test
A5	Test Administrator Reads Aloud the ELA Composition, Mathematics, or Biology Test to the Adult
A6	Test Administrator Signs the ELA Composition, Mathematics, or Biology Test to an Adult Who is Deaf or Hard of Hearing
A8	Track Test Questions
A9	Organizer, Checklist, or Reference Sheet: must be approved by the Department prior to use
A10	Test Administrator Scribes the ELA Reading Comprehension, Mathematics, or Biology Test; or Adult Uses a Speech-to-Text Conversion Device
A11	Answers Recorded in the Test Booklet
A12	Typed Responses
A15	Monitor Placement of Responses
SA1.2	Test Administrator Reads Aloud the ELA Reading Comprehension Test
SA1.3	Electronic Text Reader for the ELA Reading Comprehension Test
SA2	Test Administrator Signs the ELA Reading Comprehension Test for an Adult Who is Deaf or Hard of Hearing
SA3.1	Scribe the ELA Composition
SA4	Calculation Devices
SA5	Spell checker for the ELA Composition
SA6	Word prediction for the ELA Composition

C. Accessibility Features NOT Available to Adult Test-Takers

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

#	Accommodations NOT Available for Adult Test-Takers
DF8	Familiar Test Administrator
DF10	Time of Day

Appendix A—Accessibility and Accommodations Procedures, Including for Students with Disabilities and EL Students

III. Testing Procedures and Accommodations for EL Students

A. Definition of an EL Student

An EL student is defined by the Department as “a student whose first language is a language other than English and who is unable to perform ordinary classroom work in English.”

When a student has been evaluated by the school district and meets the above criteria, he or she is considered an English Learner regardless of whether the student’s parent or guardian “opts out” of a program of language support or services.

B. Identification and Reporting of EL Students

Districts are required to have a procedure in place to evaluate the English proficiency of all students whose home language is not English to determine whether they are ELs. Students must be evaluated in the areas of reading, writing, listening, and speaking (603 CMR 14.02).

In addition, districts must have a procedure in place for determining when a student is no longer an EL.

Questions regarding the **identification screening, placement, and initial assessment of EL students** should be directed to the Office of English Language Acquisition and Academic Achievement at 781-338-3584 or via email at ell@doe.mass.edu.

The Department uses data submitted by districts in SIMS as the source for student information when reporting results for assessment and accountability purposes. Because of this, districts must report a student’s EL status in SIMS in October, March, and June and remove the designation when the student is no longer identified as an EL.

Questions about SIMS data should be directed to the district’s SIMS contact (see page ii for instructions for finding your district’s contact).

C. Spanish/English MCAS Mathematics Retest (November and March)

1. Eligibility

Spanish-speaking EL students who have been enrolled in U.S. schools for **fewer than three years** may choose to take the Spanish/English edition of the Mathematics retest if they can read and write in Spanish at or near grade level. Students who are eligible to take the Spanish/English MCAS retest take the test during the same time period in which the English edition of the retest is administered.

2. Spanish/English Test Materials

Spanish/English test booklets are issued in side-by-side Spanish/English format, with identical test questions presented on opposing pages in two languages: left-facing pages present the questions in Spanish; right-facing pages present the same questions in English.

Spanish answer booklets (in which students mark their answers) and the reference materials issued to students for use during MCAS Mathematics retest sessions are not presented in bilingual format.

Spanish/English editions are available for the grade 10 Mathematics test and high school Mathematics retests only.

Appendix A—Accessibility and Accommodations Procedures, Including for Students with Disabilities and EL Students

3. Spanish/English Test Administration Guidelines

Guidelines for administering the Spanish/English MCAS Mathematics retest are provided in Appendix A of the *Test Administrator’s Manual*. These guidelines contain Spanish-language scripts to be read aloud by test administrators to students, as well as instructions to the test administrator (not to be read aloud) in English. Students may write their answers to open-response questions in either Spanish or English. In order to administer the Spanish/English Mathematics retest, authorized test administrators must be fluent in both Spanish and English.

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

EL students, including those who have been identified as EL in the past, may use an authorized bilingual word-to-word dictionary or glossary on the following MCAS tests:

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

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

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

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

E. CD Requirements Related to EL Students

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

Students eligible to take the Spanish/English edition of the Mathematics retest may meet the CD requirement in mathematics through this test but must also pass ELA and STE tests in English.

Since the CD requirement may present a challenge for EL students who have recently enrolled in a U.S. school, some EL students may need to continue their education beyond grade 12 in order to attain the requisite knowledge and skills in ELA, mathematics, and STE. After grade 12, students who still need to pass one or more of the required MCAS tests may take the MCAS retest(s) or an STE test at the school in which they were last enrolled. Some students may also be eligible for an MCAS performance appeal (see www.doe.mass.edu/mcasappeals).

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

Appendix A—Accessibility and Accommodations Procedures, Including for Students with Disabilities and EL Students

F. Accommodations for Students Who Are English Learners (ELs)

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

Note that *some* EL accommodations must be requested in the Student Registration/Personal Needs Profile (SR/PNP) in PearsonAccess^{next} when students are registered for the test. The names of accommodations and the process for their selection are identical to accommodations for students with disabilities, although the EL accommodations have a unique code (e.g., EL1.).

Table 6. Accommodations for Students Who Are ELs

#	Accommodations for EL Students
EL1	N/A – EL1 (paper-based test) only applies to computer-based testing
EL2	Approved Bilingual Word-to-Word Dictionary and Glossary (English/Native language) (Note: this accommodation is also available to former ELs)
EL3.2 and EL3.3 (SR/PNP)	Human read-aloud (EL 3.2) for the ELA Composition retest, Mathematics retest, or February Biology test; or Kurzweil 3000 (EL3.3) for Mathematics retests, ELA Composition retests and/or the February Biology test <ul style="list-style-type: none"> If a human reader is used, the test must be read word for word in English, exactly as written. The test administrator may not provide assistance to the student regarding the translation or meaning of words. The test administrator should read with emphasis only when indicated by bold or italicized text. If a human reader is used, the test must be administered in a separate setting either individually or to a group of 2–5 students all of whom are receiving the human reader accommodation. <p>Note: Reading aloud selected words on the Mathematics and/or Science and Technology/Engineering tests is a universal accessibility feature (UF10). See Table 1.</p> <ul style="list-style-type: none"> Test administrators for students with disabilities using accommodation EL3.2 must sign an MCAS Nondisclosure Acknowledgment before viewing secure test materials (see www.doe.mass.edu/mcas/testadmin/retest/forms).
EL4.1 and EL4.2	Scribe for Mathematics test responses, Biology test responses, or ELA <i>Reading Comprehension</i> retest responses, consisting either of <ul style="list-style-type: none"> a human scribe, who records student’s responses verbatim <i>at the time of testing</i> (EL4.1); or student dictates responses using speech-to-text, an external communication device, with subsequent transcription by an adult, in the student’s answer booklet (EL4.2). <ul style="list-style-type: none"> Test administrators for students with disabilities using accommodation EL4 must sign an MCAS Nondisclosure Acknowledgment before viewing secure test materials (see www.doe.mass.edu/mcas/testadmin/retest/forms).
EL5	Test administrator reads aloud/repeats/clarifies general administration directions (from the Test Administration Manual scripts) in English

Appendix A—Accessibility and Accommodations Procedures, Including for Students with Disabilities and EL Students

Table 6. Accommodations for Students Who Are ELs

#	Accommodations for EL Students
EL6	Test administrator reads aloud/repeats/clarifies general administration directions (from the Test Administration Manual scripts) <u>in student’s native language</u> (if native language speaker is available)
EL7	<p>Spanish/English version of the Mathematics retest</p> <ul style="list-style-type: none"> • The test consists of English-Spanish facing pages (side-by-side); • Intended for Spanish-speaking EL students who have been in the U.S. for less than 3 years • Student may respond in either Spanish or English. (Note: For all other MCAS test versions, students must respond in English.)

Appendix B

Procedures for Submitting Typed Responses

Appendix B—Procedures for Submitting Typed Responses

Follow the instructions in this appendix to submit responses for a student with a disability whose IEP or 504 plan indicates that he or she will participate in MCAS testing using **standard accommodation A12** (typed responses).

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 answer booklet;
- written by the student; or
- transcribed into the student's answer booklet (if the student also used accommodation 10.1, A11, SA3.1, or EL4.1).

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 responses to open-response and short-answer questions and the ELA Composition may be submitted as typed responses. A student's responses to multiple-choice questions must be marked in the student's standard answer booklet.

Any draft responses (including compositions) are to be marked "DRAFT" and returned in the shipment of test materials. Some students may choose to handwrite their draft compositions; this should be done in their Session A test booklets.

Before Test Administration

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

Formatting Requirements

Formatting:

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

Appendix B—Procedures for Submitting Typed Responses

IMPORTANT—Page limits:

For responses to open-response and short-answer questions:

- Submit a separate page for each open-response or short-answer question (multiple responses per page cannot be scored).
- A maximum of one page may be submitted for each response.

For the ELA Composition:

- A maximum of four pages may be submitted.

After Test Administration

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

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

Appendix B—Procedures for Submitting Typed Responses

Sample MCAS Typed Response Template

Student Name: Jonathan Ward
Student SASID: 1012345678
Answer 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-hand corner of the answer booklet front cover)*

Appendix C

Procedures for Providing Student Information

Appendix C—Procedures for Providing Student Information

It is the responsibility of the principal to provide accurate information for every student participating in the fall/winter testing opportunities.

Consequences for not doing so include inaccurate reporting of MCAS student results and results for school and district performance and accountability purposes.²³ See **Part III, section L** in the manual for more information about providing accurate student information.

Section 1 provides instructions for updating student data in PearsonAccess^{next}.

Section 2 provides instructions for completing student information on the inside and outside back covers of answer booklets.

1. PearsonAccess^{next}

A. SR/PNP Initial Upload

The SR/PNP is used to register students for testing, and provides information on selected accommodations that a student will use during testing. It provides the basis for the initial shipment of manuals and materials to schools. See the *Guide to the Student Registration/Personal Needs Profile (SR/PNP) Process for the 2019–2020 MCAS Tests* posted at mcas.pearsonsupport.com/manuals; click on the “PearsonAccess^{next} Guidance” dropdown.

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

PearsonAccess^{next} is updated as follows:

- **before or during test administration**, for the following situations:
 - to add students not included in the SR/PNP (e.g., students who recently transferred into the school) who participated in testing
 - to remove students no longer enrolled who did not participate in testing
 - to edit accommodations
 - to edit demographic information (e.g., last name spelled wrong)
- **after test administration**, for the following situations:
 - to edit accommodations
 - to edit demographic information (e.g., last name spelled wrong)

C. Enrollment Transfer

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

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

Instructions for using the enrollment feature are available at support.assessment.pearson.com/display/PAsup/Manage+Students.

Questions may be directed to the MCAS Service Center at 800-737-5103.

²³ Student results are provided for the retests and the February Biology test. School and district results are also provided for the February Biology test.

Appendix C—Procedures for Providing Student Information

2. Answer Booklets

Complete confidential student information on the inside and outside back covers of answer booklets, following instructions in the table below.

Situation	Instructions
A student was provided accommodations that were not initially listed in the SR/PNP.	Update PAN so it accurately reflects the accommodations that the student used (Setup > Students > Manage Student Tests). Because a student’s IEP or 504 status is reported in SIMS, remember to report students with disabilities to your district SIMS contact, including students for whom a 504 plan was developed because of a temporary disability such as a broken arm.
A student used Large Print, Braille, or Typed Responses (accommodation A2, A3.2, or A12).	Fill in the corresponding circle next to the accommodation on the inside back cover of the answer booklet.
A student refused accommodations during testing or did not use an accommodation.	Update PAN so it accurately reflects the accommodations that the student used (Setup > Students > Manage Student Tests). Do not fill in the circle on an answer booklet if a student did not use (or refused) that accommodation during testing.
A student had a medically documented absence for one or more test sessions and did not participate in make-up testing.	<i>For the retests:</i> Follow the instructions in the “absent for another reason” row below. <i>For February Biology only:</i> Fill in the medically documented absence circle in the “Absence” section on the outside back cover of the booklet. Note that students who complete both sessions will not be reported as absent with medical documentation.
A student was absent for another reason from all test sessions in the subject area test.	Do not assign a booklet to a student who did not participate in testing (if one is already assigned, follow the instructions in the “void” row below). If a student took one or more but not all test sessions, submit the booklet as is.
A student was added to or removed from your school’s enrollment after the SR/PNP was submitted.	<i>For the retests:</i> Follow the instructions in the “absent for another reason” row above. <i>For February Biology only:</i> If the student did not test at all: Do not assign a booklet to a student (if one is already assigned, follow the instructions in the “void” row below). If the student participated in one or both test sessions: Fill in one of the circles in the “Change of Enrollment Status” section on the outside back cover of the booklet.
A student’s test needs to be marked “void” (i.e., it will not be scored and no student results will be reported).	Fill in the void circle on the outside back cover of the booklet. Write “VOID” across the front of the booklet. Return the booklet in the Void Envelope in the shipment of materials.



FPO STATIC BARCODE