



Massachusetts Comprehensive Assessment System

PRINCIPAL'S ADMINISTRATION MANUAL

GRADES 3–8

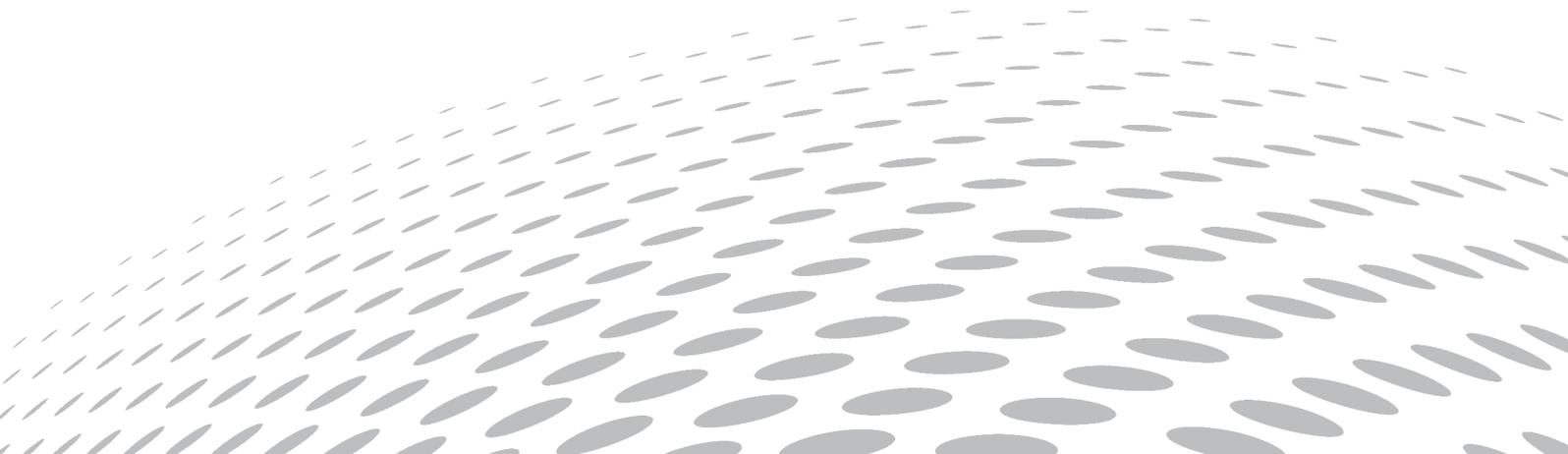
ELA	March 24–April 18
Mathematics	April 28–May 23
STE (Grades 5 and 8)	April 28–May 23
Civics (Grade 8)	April 28–June 6

HIGH SCHOOL

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



SPRING 2025





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

Russell D. Johnston
Acting Commissioner

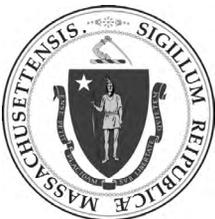
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Purpose of This Manual

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

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

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

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



technology coordinators



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

Additionally, the following icon is used to identify training opportunities.



training

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

Important Contact Information and Resources

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

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

Important Information about Online Accounts and Passwords

Type of Account	Purpose	How Sign-in Information Is Provided
MCAS Portal (mcas.cognia.org)	Schools will use the MCAS Portal to do the following: <ul style="list-style-type: none"> • Register students for tests • Upload selected accessibility features and accommodations for each student • Create and manage classes • Monitor online testing 	DESE created an initial set of user accounts in fall 2024. Additional accounts should be managed at the district or school level. Users will need to change their passwords the first time they log in. Contact the MCAS Service Center for support.
MCAS training site (mcas-training.cognia.org)	Schools may use the training site to set up and administer practice tests, and to allow users to practice the tasks required in the MCAS Portal.	Users will receive passwords for the training site at the same time as for the live site (see above). Users will need to change their passwords the first time they log in.
MCAS Service Center (mcasservicecenter.com)	Schools will use the MCAS Service Center website to do the following: <ul style="list-style-type: none"> • Order additional materials (manuals for CBT, and test materials for PBT) • Complete the Principal's Certification of Proper Test Administration (PCPA) 	The password for the MCAS Service Center can be found in the memo posted to the MCAS 2025 Data folder in Dropbox Central, located in the Department's Security Portal (gateway.edu.state.ma.us). Use the Ship Code printed on the Materials Summary form to order additional materials.

Spring 2025 MCAS Testing Schedule and Administration Deadlines

Spring 2025 MCAS Tests for Grades 3–8 in ELA, Mathematics, STE and Civics		
<i>Before Testing</i>	Complete the pre-administration student registration process ¹	January 21–31
	Extended pre-administration student registration window for CBT ²	ELA: February 3–March 21 Math/STE/Civics: February 3–April 18
	Create and assign students to “classes” in the MCAS Portal ³	Recommended deadlines: ELA: March 10 Math/STE/Civics: April 14
	Receive manuals and PBT materials (PBT materials are available as an accommodation.)	ELA (including all manuals): March 10 Math/STE/Civics: April 14
	“Schedule” classes in the MCAS Portal for CBT ⁴	ELA: March 17–21 Math/STE/Civics: April 14–18
	If necessary, order additional manuals and PBT materials, and report packing discrepancies for PBT shipments	ELA: March 10–20 Math/STE/Civics: April 14–18
<i>Test Administration</i> (All the windows include dates for make-up testing.)	ELA testing window	March 24–April 18 (Note the earlier window for ELA.)
	Mathematics testing window	April 28–May 23
	STE testing window for grades 5 and 8	April 28–May 23
	Civics testing window for grade 8	April 28–June 6
<i>After Testing</i>	Deadline for updating student registration information, if necessary	ELA: April 28 Math/STE: May 27 Civics: June 9
	Deadline to complete the PCPA (one PCPA for all subject areas)	June 9
	(PBT only) Pre-scheduled UPS pickup (and deadline) ⁵	ELA: April 29 Math/STE: May 28 Civics: June 10

¹ Schools must complete student registration by this date to receive an on-time initial shipment of manuals as well as PBT materials for students who require them. Schools will **not** receive student ID labels (PBT) for students registered in the MCAS Portal after this initial student registration deadline.

² Schools may update student registration information and accommodations for students participating in CBT during this window, but schools will not automatically receive additional manuals for the new students registered for CBT after the initial student registration window listed above. Additional manuals and any PBT materials for students added during this extended student registration window must be ordered online (www.mcasservicecenter.com) during the additional materials window.

³ “Classes” are groups of students who will test in the same place at the same time. Classes can be created during the initial student registration window, or anytime leading up to and during the testing window; DESE recommends creating and assigning classes two weeks prior to testing. A student must be assigned to a class prior to testing.

⁴ Classes must be “scheduled” in the MCAS Portal after they are created and before students begin testing. Schools will be able to “schedule” classes beginning one week prior to administration. “Scheduling” a class creates student logins.

⁵ A UPS driver will automatically come to each school to pick up materials on this date. However, schools are encouraged to return materials once testing has been completed.

Spring 2025 MCAS Testing Schedule and Administration Deadlines (cont'd)

Spring 2025 MCAS Tests for Grade 10 in ELA and Mathematics			
<i>Before Testing</i>		Complete the pre-administration student registration process ⁶	January 27–February 7
		Extended pre-administration student registration window for CBT ⁷	ELA: February 10–March 24 Math: February 10–May 19
		Create and assign students to “classes” in the MCAS Portal ⁸	Recommended deadline: ELA: March 11 Math: May 6
		Receive manuals and PBT materials (PBT materials are available as an accommodation.)	ELA: March 11 Math: May 6
		“Schedule” classes in the MCAS Portal for CBT ⁹	ELA: March 18–24 Math: May 13–19
		If necessary, order additional manuals and PBT materials, and report packing discrepancies for PBT shipments	ELA: March 11–21 Math: May 6–16
<i>Test Administration</i>	ELA	ELA Session 1	March 25
		ELA Session 2	March 26
	Mathematics	Mathematics Session 1	May 20
		Mathematics Session 2	May 21
	Make-up testing	Last date for all make-up testing (Make-up testing can begin for each session after its initial administration date listed above.)	ELA: April 3 Math: May 28
<i>After Testing</i>		Deadline for updating student registration information, if necessary	ELA: April 4 Math: May 29
		Deadline to complete the PCPA (one PCPA for both subject areas)	May 29
		(PBT only) Pre-scheduled UPS pickup (and deadline) ¹⁰	ELA: April 7 Math: May 30

⁶ Schools must complete student registration by this date to receive an on-time initial shipment of manuals as well as PBT materials for students who require them. Schools will **not** receive student ID labels (PBT) for students registered in the MCAS Portal after this initial student registration deadline.

⁷ Schools may update student registration information and accommodations for students participating in CBT during this window, but schools will not automatically receive additional manuals for the new students registered for CBT after the initial student registration window listed above. Additional manuals and any PBT materials for students added during this extended student registration window must be ordered online (www.mcasservicecenter.com) during the additional materials window.

⁸ “Classes” are groups of students who will test in the same place at the same time. Classes can be created during the initial student registration window, or anytime leading up to and during the testing window; DESE recommends creating and assigning classes two weeks prior to testing. A student must be assigned to a class prior to testing.

⁹ Classes must be “scheduled” in the MCAS Portal after they are created and before students begin testing. Schools will be able to “schedule” classes beginning one week prior to administration. “Scheduling” a class creates student logins.

¹⁰ A UPS driver will automatically come to each school to pick up materials on this date. However, schools are encouraged to return materials once testing has been completed.

Spring 2025 MCAS Testing Schedule and Administration Deadlines (cont'd)

Spring 2025 MCAS Tests for High School Science		
<i>Before Testing</i>	Complete the pre-administration student registration process ¹¹	April 11–29
	Extended pre-administration student registration window for CBT ¹²	April 30–June 3
	Create and assign students to “classes” in the MCAS Portal ¹³	Recommended deadline: May 21
	Receive manuals and PBT materials (PBT materials are available as an accommodation.)	May 21
	“Schedule” classes in the MCAS Portal for CBT ¹⁴	May 28–June 3
	If necessary, order additional manuals and PBT materials, and report packing discrepancies for PBT shipments	May 21–June 2
<i>Test Administration</i>	High School Science Session 1	June 4
	High School Science Session 2	June 5
	Last date for all make-up testing (Make-up testing can begin for each session after its initial administration date listed above.)	June 12
<i>After Testing</i>	Deadline for updating student registration information, if necessary	June 13
	Deadline to complete the PCPA (one PCPA for both subject areas) (PBT only) Pre-scheduled UPS pickup (and deadline) ¹⁵	June 13

¹¹ Schools must complete student registration by this date to receive an on-time initial shipment of manuals as well as PBT materials for students who require them. Schools will **not** receive student ID labels (PBT) for students registered in the MCAS Portal after this initial student registration deadline.

¹² Schools may update student registration information and accommodations for students participating in CBT during this window, but schools will not automatically receive additional manuals for the new students registered for CBT after the initial student registration window listed above. Additional manuals and any PBT materials for students added during this extended student registration window must be ordered online (www.mcasservicecenter.com) during the additional materials window.

¹³ “Classes” are groups of students who will test in the same place at the same time. Classes can be created during the initial student registration window, or anytime leading up to and during the testing window; DESE recommends creating and assigning classes two weeks prior to testing. A student must be assigned to a class prior to testing.

¹⁴ Classes must be “scheduled” in the MCAS Portal after they are created and before students begin testing. Schools will be able to “schedule” classes beginning one week prior to administration. “Scheduling” a class creates student logins.

¹⁵ A UPS driver will automatically come to each school to pick up materials on this date. However, schools are encouraged to return materials once testing has been completed.

Updates for the Spring 2025 MCAS Test Administrations

Updates listed below are of particular importance but this list is not exhaustive. Many of these updates began with the February 2025 high school Science administration.

Topic	General Information
Important Program Updates	<ul style="list-style-type: none"> • Beginning in 2025, DESE will be producing bilingual MCAS tests in Spanish/English for all grades and subjects with the exception of ELA, as listed below: <ul style="list-style-type: none"> > Grades 3–8 and 10 Mathematics > Grades 5 and 8 STE > Grade 8 Civics > High school Biology and high school Introductory Physics • The MCAS grade 8 Civics test will be administered as an operational test for the first time in spring 2025 to all students. Refer to the October 30, 2024 edition of the Student Assessment Update for details (www.doe.mass.edu/mcas/?section=archive). • In preparation for new grades 5 and 8 STE tests in 2027, students will participate in a field test of performance tasks, which will be embedded into the operational tests. These tasks will not count towards a student’s score. The 2025 grades 5 and 8 STE tests will continue to have the same test designs as in previous years, and the amount of time that students need to take the test is not expected to change. More information about the transition to the new tests is available on DESE’s Science and Technology/Engineering (STE) Test Design and Development page (www.doe.mass.edu/mcas/tdd/sci.html?section=testdesign). • Participation in the MCAS tests is required by federal and state law and the ballot question did not change this requirement. DESE’s accountability system will continue to use assessment participation rates (and the resulting achievement and growth data) in its annual determinations made through the district and school accountability system. However, students will no longer participate in the high school tests for competency determination purposes. Refer to the high school participation guidelines for details (www.doe.mass.edu/mcas/highschool.html).
Testing Platform	<p>The MCAS Portal (mcas.cognia.org) is the new test administration management platform beginning in 2025. Refer to the <i>Crosswalk of Terminology for MCAS Tests Beginning in 2025</i> (www.doe.mass.edu/mcas/testadmin/crosswalk-of-terminology.pdf) and glossary of terms below for details.</p>
Tasks in the Test Management System	<ul style="list-style-type: none"> • Many tasks that were part of PearsonAccess^{next} are not necessary in the MCAS Portal. Among these are <ul style="list-style-type: none"> > Preparing sessions > Starting sessions > Locking and unlocking sessions > Resuming students > Marking sessions complete • New tasks include <ul style="list-style-type: none"> > Creating classes > Scheduling classes

Updates for the Spring 2025 MCAS Test Administrations (cont'd)

Topic	General Information
CBT Tools	<ul style="list-style-type: none"> • It is no longer possible to copy text from an ELA passage or Science module to paste into a student’s response. Students must fully type their responses. • An electronic notepad will be available for all subject-area tests. Notes typed into the electronic notepad will remain from one test question to the next if they are based on the same passage (for ELA) or stimulus. • Notes entered in the notepad and any highlights made by a student with the highlighter tool will be lost if a student pauses a test for more than 60 minutes, signs out of a test, submits a test, or if there is a circumstance that abruptly closes the kiosk (e.g., the device shutting down due to low battery).
Accessibility and Accommodations	<ul style="list-style-type: none"> • Text-to-Speech (TTS) is no longer a form-dependent accommodation. If TTS was not correctly assigned during the student registration process, it can be changed even after a student begins their test without assigning a new test form. For the Human Read-Aloud and Human Signer accommodations (A5, A6.1, SA1.2, SA2, and EL3.2), there are new procedures for generating a login that test administrators can use to access the test on their devices in order to read aloud or sign the test to students. • New Universal accessibility features are available: UF14 (General masking) and UF15 (Reverse contrast). • For Spanish/English tests, students can change the language of the MCAS Student Kiosk to Spanish using the localization drop-down menu.
Manuals	<ul style="list-style-type: none"> • This manual contains a new Appendix E with a selection of forms (nondisclosure acknowledgment, internal tracking forms, training confirmation form). All forms are available at www.doe.mass.edu/mcas/testadmin/forms. • In both TAMs, the script for grades 5 and 8 STE has been incorporated into the script for high school Science (in previous years, the script for grades 5 and 8 STE had been combined with the Mathematics script). Now, all ELA tests are together, all Mathematics tests are together, and all Science tests are together.
Testing Procedures	<ul style="list-style-type: none"> • To sign in to a test, students will enter a session access code that test administrators will write on the board, along with usernames and passwords. • Students will have the ability to pause their tests (e.g., during a break or during lunch). • In some circumstances, students or test administrators will need to enter a special password (the “proctor password”) in order for students to sign back in to the test.

Updates for the Spring 2025 MCAS Test Administrations (cont'd)

Glossary of Terms for New Systems for MCAS Testing

Topic	General Information
<p>MCAS Portal</p>	<p>Test administration and management website for district test coordinators, technology coordinators, principals/school test coordinators, test administrators, and other staff as needed. There is also an MCAS Training Site that can be used to set up practice tests and to practice with tasks that schools will complete in the MCAS Portal. See the MCAS Resource Center for user role permissions and links to the MCAS Portal and Training Site.</p> <p>Below are some features of the MCAS Portal:</p> <p>Class: A group of students testing together in the same place at the same time. DESE recommends creating classes and assigning students to them two weeks before testing.</p> <p>Proctor Password: A proctor password is an additional security measure that is required in certain situations. The proctor password is available on the MCAS Portal Administration home page.</p> <p>Scheduling Classes: Schools will need to “schedule” classes for tests in order to assign test forms and create student logins. DESE recommends scheduling classes one week before testing.</p> <p>Session Access Code: Test administrators will provide students with a session access code that students will enter while signing in to each test.</p> <p>Site Readiness: Steps the technology coordinator will take to confirm that different device configurations at the school are ready for MCAS computer-based testing.</p> <p>Student Logins: Schools will download and print student logins to provide students with their usernames and passwords for computer-based testing.</p> <p>Student Registration: The process by which schools register students for tests and provide their demographic information as well as their accessibility features and accommodations.</p>
<p>MCAS Student Kiosk</p>	<p>The student testing platform (See the MCAS Resource Center for the links to download the kiosk as well as installation instructions.)</p>

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Part I



MCAS Test Security Requirements

MCAS Test Security Requirements

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

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

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

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

- **“Secure”** content and materials include the following:
 - > test questions not publicly released by the Department
 - > any onscreen test content (e.g., ELA passages)
 - > student responses to test questions
 - > student logins
 - > test administrator logins
 - > used scratch paper

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

- > student logins
- > test administrator logins
- > used scratch paper (Scratch paper must be accounted for on tracking forms but individual sheets do not need to be counted.)
- **“Access”** refers to handling secure testing materials, but does not include viewing test content, which is prohibited (except when administering certain accommodations listed in Appendix C). Students may never transport secure testing materials, including from their initial testing room to a test completion room.

Note: Student testing devices are not considered secure unless they are actively signed in to the MCAS Student Kiosk. Students may transport testing devices as long as the students’ tests are paused, or devices are signed out of the MCAS Student Kiosk.
- **“Locked storage area”** refers to the central locked area that must be used to store all secure materials when they are not in use. Principals must restrict access to the locked storage area to only those school staff members authorized by the principal to handle secure materials. For example, custodial or cleaning staff may not enter or access the locked area where the principal stores secure materials.

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

A Responsibilities of the Principal and Test Coordinator

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

MCAS Test Security Requirements

- Students' test results may also be invalidated if they discuss secure test content or their responses to questions with anyone, including teachers, with the exception of reporting a concern about a test question to their test administrator.
- 4. Develop local policies and procedures to ensure proper test security at all times.**
 - Schedule tests to avoid conflicts with recess or lunch (see Part III, section C, for more information about scheduling test sessions).
 - Ensure that tests are administered during the prescribed administration window, in the prescribed order, and (for high school) on the prescribed days.
 - Ensure that hallways are properly monitored during testing so that students are supervised at all times when they leave testing rooms (e.g., to use the restroom or transition to a test completion room).
 - 5. Keep secure MCAS materials in locked storage area when MCAS tests are not being administered.**
 - Account for all secure materials at the end of each test session and keep them in the locked storage area when not in use.
 - Restrict access to the locked storage area to a small number of school staff members who need access.
 - 6. Monitor printing, distribution, and collection of materials for testing.**
 - Student logins must be printed, securely distributed before testing, and collected after testing.
 - Internal tracking forms must be used to maintain the chain of custody of secure materials.
 - Used scratch paper must be accounted for and tracked during testing.
 - 7. Destroy secure materials after testing.**
 - Student logins and used scratch paper (i.e., written on by students) must be securely destroyed (e.g., shredded) following testing.
 - Used scratch paper must be stored securely until it is shredded. It may not be viewed by school staff members.

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

- 1. Receive training in test security requirements and test administration protocols.**
 - Department staff will host two training sessions on test security and administration protocols during the winter: a session for returning staff, and a session for new staff. Recordings of the sessions will be available at the MCAS Resource Center (mcas.onlinehelp.cognia.org/training) approximately one week after each training date.
 - All principals and test coordinators are encouraged to participate in the appropriate training session for their school, especially those who have not administered MCAS before.
 - Test administrators, test coordinators, and other school staff members authorized to have access to secure materials must attend a school training session. See www.doe.mass.edu/mcas/testadmin/forms for a sample form that principals may use to document participation, and see www.doe.mass.edu/mcas/testadmin for sample training

slides that can be used (and adapted) to train test administrators. More information about training can be found in Part III, section F.

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

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

3. Ensure the security of testing rooms.

- Do not allow unauthorized persons to enter the testing room. This includes parents, researchers, reporters, students not scheduled to be testing at the time, and any school staff members (including teachers) not assigned to the room as test administrators.
- School administrators (including the test coordinator even if they do not have a formal administrative role at the school), district staff, and Department observers may enter testing rooms to monitor and observe testing procedures.
- Technology staff may enter testing rooms to troubleshoot problems with computer-based testing, but are not permitted to photograph or otherwise duplicate secure test content onscreen.
- See Part III, section D, for more information about setting up appropriate and secure testing spaces.

4. Ensure the security of test content.

- Do not discuss or in any way reveal the contents of test questions or student responses to test questions before, during, or after test administration. Because MCAS test questions are secure and confidential until the Department releases them publicly, school staff members should not discuss or review test questions with students or adults even after testing has been completed, with the exception of reporting a student's concern about a test question to the Department.
- Do not duplicate any secure test content, including but not limited to audiotaping, videotaping, photographing, photocopying, typing, or copying by hand.
- Do not remove testing materials from the school.¹⁶
- Do not allow scratch paper to be retained, discarded, or otherwise removed by students.
- Be sure that student logins and used scratch paper have been securely destroyed after testing (this step is done by the principal or test coordinator).
- Do not allow students access to secure test questions prior to testing.

¹⁶ The only exception is for principals who receive prior written permission from the Department to test a student in an alternate setting. Alternate setting requests must be resubmitted to the Department for approval for each test administration, even if approved for a previous administration.

MCAS Test Security Requirements

- Do not read or view any secure test content or student responses except when administering certain accommodations listed in Appendix C.

C Responsibilities of Test Administrators

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

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

2. Administer all tests according to appropriate protocols.

- Administer tests during the prescribed testing window, and (for high school) on the prescribed days.
- Follow the directions and read the scripts in the TAMs (and in any subsequent updates provided to principals by the Department) verbatim to students.
- Remove or cover any classroom displays that provide information related to the content being assessed or to test-taking strategies (see page 28).
- Provide students with all required test materials as listed in the TAMs.
- Prevent the use of prohibited materials (see Part III, section B, for lists of required/permitted and prohibited materials). Note that results may be invalidated for students who use cell phones or other electronic devices during a test session, including after they turn in their tests, during a break, and during the transition to a test completion area.
- Return all testing materials to the secure central storage area immediately following each test session.
- A test administrator may view students' tests onscreen only for the purpose of reading aloud selected words during the Mathematics tests, Science tests, or the Civics test as part of Universal Accessibility Feature 11 (UF11), or in order to assist a student who is having difficulty with the computer interface. See Part II, section D of the CBT TAM, for more information about assisting students with the computer interface.
- Students must work only on the test session being administered, and test administrators may not provide session access codes for a session other than the one being administered.

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

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

- 4. Ensure that students provide answers that are strictly their own and do not participate in any form of cheating.**
 - Students must not
 - › copy answers from anyone else
 - › use notes, books, extra reference sheets, or any kind of class materials
 - › write notes to, or talk to other students
 - › provide help or answers to any other student
 - › ask for or receive help from anyone else in answering the questions
 - › access cell phones or other electronic devices other than their testing device
 - › access any applications other than the MCAS Student Kiosk during testing
- 5. Do not give students any assistance or make suggestions for responding to any test question.**
 - Test administrators must not coach students during testing or alter or interfere with students' responses in any way. Examples of coaching include
 - › providing answers to a student
 - › indicating that a student has answered a question incorrectly or left a question blank
 - › indicating that a student has bookmarked or skipped questions
 - › defining words or providing synonyms
 - › spelling words
 - › influencing a student's responses by offering hints, cues, gestures, facial expressions, nods, or changes in voice inflection or body language
 - › monitoring or evaluating whether students are using their scratch paper or using specific testing strategies
 - › altering, explaining, simplifying, or paraphrasing any test question, reading passage, writing prompt, or multiple-choice answer option
 - › providing any manner of assistance that could impact a student's answers, including testing strategies
 - › suggesting that a student write more on a question, check previous work, or review or reconsider a question
 - At any time during a test session, a test administrator may repeat a portion of the TAM script if necessary for clarification.
 - Test administrators may remind the entire class to check their work before turning in their tests (the scripts contain language instructing students to do this).
 - Statements of encouragement such as "Just do your best" or "Answer it as well as you can" are permitted.

MCAS Test Security Requirements

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



- Ensure that students are only provided accommodations that are listed specifically for use during MCAS testing in an approved IEP or a 504 plan, or that were documented as accommodations for EL students.
- Follow guidelines on proper provision of MCAS accommodations as prescribed in Appendix C and in the *Accessibility and Accommodations Manual for the 2025 MCAS Administrations*.
- Test administrators for students using certain accommodations must sign an MCAS Nondisclosure Acknowledgment prior to their receipt of secure test materials. Principals must keep signed Nondisclosure Acknowledgments in the school files for three years. See page 91 in Appendix C for the list of accommodations this requirement applies to, and see www.doe.mass.edu/mcas/testadmin/forms and Appendix E of this manual for the MCAS Nondisclosure Acknowledgment.

D Testing Irregularities

Testing irregularities are incidents that represent a deviation from prescribed testing procedures.

Testing irregularities may include student impropriety, errors in providing accommodations, educator misconduct, or the mishandling of secure test materials.

1. School Observations

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

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

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

2. Mandatory Reporting of Irregularities by All Staff Members

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

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

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

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

See page 48 for information about certain irregularities that do not need to be reported to the Department, but can be addressed locally.

3. Anonymous Reporting of Testing Irregularities

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

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

4. Investigations into Irregularities

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

5. Investigations Based on Statewide Data Analysis

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

6. Consequences

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

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

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

Part II



Student Participation

Student Participation

A General Participation Requirements

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

The statewide testing requirement includes the following groups of students:

- students enrolled in public schools
- students enrolled in charter schools
- students enrolled in innovation schools
- students enrolled in a Commonwealth of Massachusetts Virtual School (CMVS) or a single-district virtual school
- students enrolled in educational collaboratives
- students enrolled in private schools who receive special education that is publicly funded by the Commonwealth, including approved and unapproved private special education schools within and outside Massachusetts
- students enrolled in institutional settings who receive educational services from the district
- students in military families
- students in the custody of either the Department of Children and Families (DCF) or the Department of Youth Services (DYS) (See page 13.)
- EL students (See the exception in section B that follows.)
- students with disabilities, including students with temporary disabilities such as a broken hand or arm (See the exception for students with significant cognitive disabilities in section C that follows.)
- students who have been expelled but receive educational services from the district
- foreign exchange students who are coded as #11 under “Reason for Enrollment” in the Student Information Management System (SIMS) in grades 3–8 and 10

Students must participate in MCAS tests only for the grade in which they are enrolled and reported in SIMS (for grades 3–8 and 10); students beyond grade 10 may participate according to the guidelines posted on the Department’s website at www.doe.mass.edu/mcas/highschool.html.¹⁷

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

All students who are present in school on testing days must participate in the tests for which they are scheduled, with the exception of students who have been diagnosed with a concussion (see detailed participation requirements for students participating in post-concussion “graduated reentry plans” on page 14). See Part III, section C, for information about scheduling test administration, including scheduling make-up sessions for students who are absent on the day of testing.

¹⁷ Students must participate in the same grade’s tests in all subject areas. If a student’s grade changes after the March SIMS submission, update it as soon as possible in the School Interoperability Framework (SIF) or June SIMS for non-SIF districts. Otherwise, results may be invalidated. Also note that students must respond to at least one question in each test session to be counted as a participant for accountability purposes.

B Participation Requirements for EL Students

For grades 3–8, EL students must participate in all MCAS testing scheduled for their grade, regardless of the program and services they are receiving, with one exception: participation in English Language Arts (ELA) testing is optional for EL students who are in their first year of enrollment in U.S. schools (i.e., students first enrolled after the March 2024 SIMS submission).

Scaled scores and achievement level results for first-year EL students are not aggregated with official school/district results and are provided for diagnostic purposes only.

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

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

See Appendix C for more information about EL students and Spring 2025 MCAS testing.



C Participation Requirements for Students with Significant Cognitive Disabilities

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

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



D Participation Requirements for Students Educated in Alternate Settings

1. Home/Hospital Instruction and Other Settings

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

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

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

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

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

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

Student Participation

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

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

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

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

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



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

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

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

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



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

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

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

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

Part III



MCAS Test Administration Protocols

MCAS Test Administration Protocols

A Accounting for and Distributing Secure Materials

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

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

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

1. Printing Student Logins and the Summary Page

Before testing, principals or test coordinators must print out student logins and the summary page from the MCAS Portal (refer to the *Guide to the MCAS Portal* at mcas.onlinehelp.cognia.org/portal for instructions). Student logins provide the usernames and passwords that students will need to sign in to the MCAS Student Kiosk. The summary page also provides the session access codes that test administrators will write on the board and that students will need to enter to access their tests.

There are options to print one student login per page, eight per page, or 27 per page via PDF. The PDF will automatically contain the summary page along with the student logins. Student logins can also be exported as a .CSV file. Student logins and the summary page may be printed up to a week in advance of testing if necessary, but for security reasons DESE recommends printing them one to two days in advance.

After printing, principals or test coordinators should cut the pages to separate the logins (if multiple logins per page were printed) and secure them with the summary page until it is time to prepare them for distribution. Student logins and the summary page must be stored in the locked storage area and may not be distributed to test administrators until the day of testing.

2. Establishing a Chain of Custody for Testing Materials

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

a. Internal Tracking Forms

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

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

- the specific count of materials at the time of distribution
- the specific count of materials at the time of return
- a place to indicate that used scratch paper has been returned
- a place to indicate that student logins and used scratch paper have been securely destroyed
- signature areas for the test administrator and the test coordinator to sign the form

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

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

b. Principal's Certification of Proper Test Administration

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

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

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

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

B Materials Required, Permitted, and Prohibited during Testing

1. Materials for Test Administrator Use

- computers for test administrators

Test administrators may need to view the following in the MCAS Portal: classes, students, student test status, and scheduled tests (including form assignments for accommodations). They also may need to access the proctor password or student logins. Schools and districts may decide whether to assign these tasks to test administrators or to other staff.

For the Human Read-Aloud and Human Signer accommodations, schools may decide whether test administrators will read over the student's shoulder or will sign in to (and read from) their own computer using a test administrator login.

- A test administrator login is necessary if a test administrator will be using their own computer to read aloud or sign the test to students with accommodations A5, A6.1, SA1.2, SA2, or EL3.2. (See section 7 in Appendix C on page 104 for more information about test administrator logins.)
- cell phones (permitted)

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



MCAS Test Administration Protocols

2. Materials REQUIRED for Student Use

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

- devices for testing that meet technical specifications (mcas.onlinehelp.cognia.org/technology-setup)
Note: Newer iPads can run the iTester application (which is how MCAS is accessed on iPads), but there are known presentation issues with test content while using iPads (e.g., less room to view onscreen content, especially when the software keyboard is activated). The Department strongly recommends using wired external keyboards for tablets whenever possible, to ensure equitable access to test content, particularly if keyboards are used during instruction and when writing essays.
- scratch paper
 - › Test administrators must supply at least one sheet of unused scratch paper (blank, lined, or graph) for each student for each test session.
 - › Students can request more scratch paper, if needed. Test administrators may provide up to three pages at one time. If students need additional pages beyond three, they will need to turn in used scratch paper. Upon request, students may view the pages they already turned in, as long as they only have three pages at one time.
 - › Test administrators are responsible for collecting all used scratch paper to be securely destroyed (e.g., shredded) after test administration by the principal or test coordinator.
 - › Schools may reuse scratch paper if the paper is completely blank.
 - › Scratch paper that has been written on during Session 1 of a test may not be used in Session 2; students will need new paper.
- writing instruments for use on the scratch paper
- student logins

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

Demo, Student DOB: 5/30/20XX Demo Test Username: 9999955555 Password: x22jk77u

Before testing, principals or test coordinators must print out student logins, cut the pages to separate the logins (if necessary), and then prepare them for distribution. Because student logins provide access to secure test content, they must be tracked and accounted for using internal tracking forms. See the instructions in Part IV, section G, step 3. Student logins may be printed up to a week in advance of testing if necessary, but DESE recommends printing them one to two days in advance.

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

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

Icon in the Following Tables	Description
	<p>Students will have access to a calculator as follows:</p> <ul style="list-style-type: none"> • Mathematics Session 2 <ul style="list-style-type: none"> > grade 7: a basic calculator and a scientific calculator > grades 8 and 10: a scientific calculator, a TI graphing calculator, and a Desmos graphing calculator • STE tests <ul style="list-style-type: none"> > grade 5: a basic calculator > grade 8: a scientific calculator > Biology: a scientific calculator > Introductory Physics: a scientific calculator, a TI scientific calculator, and a Desmos scientific calculator
	Calculators are not permitted for grades 3–6 Mathematics (both sessions) or for Session 1 of grades 7–8 and 10 Mathematics.
	For grades 5–8 and 10 Mathematics and Introductory Physics, students can access a reference sheet by clicking on the References icon at the bottom of the screen. Note that the Mathematics reference sheet is grade-specific. Students may also use printed reference sheets (see page 21 for more information).
	<p>Students will have access to two rulers (a centimeter ruler and an eighth-inch ruler) for the following tests:</p> <ul style="list-style-type: none"> • grades 3–8 Mathematics • grades 5 and 8 STE • Biology • Introductory Physics

MCAS Test Administration Protocols

a. Tools Available for Mathematics by Session

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

b. Tools Available for STE (both sessions)

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

4. Materials PERMITTED for Student Use

- pens, pencils, highlighters, and colored pencils for use on scratch paper
- handheld calculators for the specific tests/sessions listed in the previous section for students who prefer them to the online calculator
 - › When using a handheld calculator, each student must have sole access to the calculator, and test administrators must ensure that students do not have access to calculator instructions or formula sheets that accompany calculators. The memory should be cleared from any calculator with the ability to store information (other than basic numbers).
 - › The Department recommends that handheld calculators be equivalent to the ones embedded online (see the previous section). At a minimum, schools should provide a five-function calculator for students taking the grades 5 and 8 STE tests, the Introductory Physics test, and Session 2 of the grades 7, 8, and 10 Mathematics tests. Students may also use their own handheld calculator, including a graphing calculator. Calculators that access the internet are not allowed.
- printed reference sheets for the grades 5–8 and 10 Mathematics tests and the Introductory Physics test
 - › The Department recommends providing printed reference sheets for students to use in addition to the one that appears in the MCAS Student Kiosk.
 - › Reference sheets are available at mcas.onlinehelp.cognia.org/practice for schools to print (printed copies cannot be ordered).
- equation editor symbol keys for Mathematics, grade 8 STE, and Introductory Physics
 - › Equation editor symbol keys are needed only for students using tablets.
 - › These sheets are available at mcas.onlinehelp.cognia.org/practice for schools to print (printed copies cannot be ordered).
- equation editor guides for Mathematics, grade 8 STE, and Introductory Physics
 - › These sheets are available at mcas.onlinehelp.cognia.org/practice for schools to print (printed copies cannot be ordered).
- computer mice
- styluses for touch-screen devices, if used in regular instruction
- headphones for students with disabilities using the Text-to-Speech or Screen Reader accommodations (See Appendix C for more information.)
- authorized bilingual word-to-word dictionaries and glossaries for students who are currently or were ever reported as ELs (See Appendix C for more information.)

5. Materials PROHIBITED during Testing

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

a. Materials PROHIBITED at Any Time during a Test Session

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

MCAS Test Administration Protocols

- cell phones (See the following page for more information.)
- other electronic devices
 - › smartwatches
 - › e-book readers or electronic dictionaries
 - › music players for one student’s personal use or that of the whole class, earphones, ear buds, or headphones (other than noise blocking headphones; see DF7 on page 89)
 - › any device capable of taking photographs
 - › game consoles
 - › electronic translators
 - › calculators (except for the tests and sessions listed previously in section 3)
 - › computers or electronic tablets other than the ones being used for testing
 - › any device that provides access to the internet (such as certain calculators and fitness trackers) other than the ones being used for testing
 - › editing devices (e.g., spelling or grammar checkers)
- unauthorized reference sheets (e.g., formula sheets, multiplication grids, conversion tables)
- English-language dictionaries or thesauruses
- accommodation materials unless specified by a student’s approved IEP or 504 plan (e.g., graphic organizers)

b. Materials PROHIBITED until after Students Have Completed Testing

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

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

Cell Phones and Other Electronic Devices

It is the responsibility of the principal and test administrators to ensure that students do not have access to cell phones or other electronic devices during testing. **Results may be invalidated for students who use cell phones or other electronic devices at any time during a test session.** See page 48 for more information about reporting cell phone irregularities.

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

C Scheduling Test Sessions

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

1. Requirements and Recommendations for Scheduling Testing

a. Grades 3–8

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

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

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

Schools do not need to consider the overall sequence of testing when scheduling the grade 8 Civics test and may administer it at any time during the testing window without regard for when the Mathematics and STE tests are scheduled.

Test sessions must be sequential: i.e., Session 1 must be administered before Session 2, and the Civics State Performance Task must be administered before the End-of-Course Test (except for students participating in make-up testing; see section 5 on page 26).

b. High School

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

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

c. Recommended Testing Times

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

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

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

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

See page 25 for information on breaks.

d. **Guidance on Test Dates and Holiday Observances**

Principals should be aware that state and federal laws require schools to make reasonable accommodations for the religious needs of students and employees in observance of holy days. Students who are absent from school for a religious observance should participate in a make-up session as soon after the regularly administered session as possible. Please see the memo at www.doe.mass.edu/news/news.aspx?id=27281.

e. **Availability of MCAS Student Kiosk and Requesting to Test Outside of Regular Hours**

In order to maintain the security of the testing system, the MCAS Student Kiosk will be available only during the test administration windows listed on pages iv–vi, and during regular school hours, between 7:00 a.m. and 4:00 p.m., Monday–Friday. In addition, testing will not be available during the week of Monday, April 21, or on Memorial Day, since it is anticipated that schools will not be in session.

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

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

f. **Test Completion**

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

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

g. **Same-Day Requirement**

No test session may extend beyond the end of the regular school day, and any individual test session must be completed on the same day on which it begins.

See section 4 on page 26 for the two exceptions to this policy.

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

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

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

h. Breaks and Lunch

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

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

The Department recommends that students pause their tests during a lunch break (by clicking the **Pause/Exit** button and then clicking **Pause Test**).

Schools may plan for one short, supervised break (3–5 minutes) to be given at each test administrator's discretion approximately halfway through each session. Test administrators must maintain security during the break (e.g., students may not have conversations). Schools may also consider providing designated accessibility features (DFs), which are available to all students, such as DF3 ("Frequent brief supervised breaks").

Entering the Proctor Password

If students' tests are paused for more than 60 minutes or they are exited from the test (e.g., signing out of the Kiosk, computer shutdown) for more than 60 minutes, then it will be necessary to enter the proctor password to sign back in to the test (in addition to their username, password, and the session access code). In addition, notes entered in the notepad and any highlights made by a student with the highlighter tool will be lost if a student pauses a test for more than 60 minutes. See page 57 in Appendix A for more information, including instructions on where to find the proctor password in the MCAS Portal and how it should be used.

MCAS Test Administration Protocols

2. Concurrent Administration Expectation

Each test session must be administered simultaneously to all students taking that particular test in your school, with the following exceptions:

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

3. Test Session Limitations

It is recommended that students take no more than two make-up test sessions on a single day. The two parts of the grade 8 Civics test (the State Performance Task and the End-of-Course Test) may be administered on the same day if desired.

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

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

5. Procedures for Make-Up Testing

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

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

See page 49 for more information about make-up sessions, and see pages 174–175 in Appendix E of the CBT TAM for detailed instructions.

6. Test Administration Interruptions

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

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

If possible during an interruption, the test administrator should collect the student logins and instruct the students to pause the test (by clicking the **Pause/Exit** button and then clicking **Pause Test**).

Principals must also provide guidance to test administrators on handling regular interruptions, such as students requesting to use the restroom or to go to the nurse's office. Students may not remove secure materials from the room. Test administrators must maintain test security according to the requirements in Part I of this manual while any student is out of the room.

Entering the Proctor Password

If students' tests are paused for more than 60 minutes or they are exited from the test (e.g., signing out of the Kiosk, computer shuts down) for more than 60 minutes, then it will be necessary to enter the proctor password to sign back in to the test (in addition to their username, password, and the session access code). See page 57 in Appendix A more information, including instructions on where to find the proctor password in the MCAS Portal and how it should be used.

7. Severe Weather

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

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

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

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

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

The questionnaire should be administered after the final test session (Mathematics Session 2 for grades 4 and 10, and STE Session 2 for grades 5 and 8). Because students progress through the test at different rates, test administrators may read the script for the questionnaire before beginning the test session.

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

Instructions for administering the student questionnaire appear in the TAMs. It will take approximately 20 minutes to administer the student questionnaire. Guidance on informing parents about the questionnaire is provided on page 35. Questions about the VOCAL survey should be directed to the Department at vocalsurveydese@mass.gov.

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D Ensuring Appropriate Testing Spaces

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

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

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

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

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

Materials That Must Be Covered/Removed

Prior to testing, principals must verify that test administrators have covered or removed from the testing spaces all materials containing content in the subject areas being tested, including any materials that might help students answer test questions.

Examples of materials that must be covered or removed include posters, maps, charts, graphic organizers, reading and writing strategies, word lists, number lines, multiplication tables, definitions, writing formulas, and mathematical formulas/theorems. It is not necessary to cover or remove calendars, posters displaying the alphabet or consonant blends, or posters displaying the Pledge of Allegiance.

Other Security Considerations

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

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

Physical barriers can also be used:

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

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

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

E Preparing the Test Administration Team

1. Qualified Test Administrators

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

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

To assist in maintaining security, the Department recommends that whenever possible, principals assign two test administrators per testing space, particularly for the high school tests. This provides better coverage of the room and allows one test administrator to escort students to the restroom if needed.

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



2. Technology Staff

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



3. Other School Staff Members

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

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

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

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

1. Training in Test Security and Test Administration Protocols

Before test administration, the principal or test coordinator must meet with test administrators, technology staff, and other staff members authorized to have access to secure materials to explain the test security protocols and procedures that will be followed at the school. Principals also need to meet with the technology coordinator to discuss topics listed in this section and in Appendix A.

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

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

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

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

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

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

- whether students who arrive late for testing will be read the scripts quietly in the room, read the scripts outside the room, or scheduled for make-up testing
- whether students will be provided printed reference sheets during grades 5–8 and 10 Mathematics testing and Introductory Physics testing, in addition to the versions available in the MCAS Student Kiosk
- how students will be supervised when they are out of the testing room, e.g., for a restroom break (hallway monitors, restroom monitors, escorts, etc.)
- how students who need more time beyond the scheduled test session will be handled (e.g., will they be moved to a test completion room?)

- whether student logins will be collected from students after they sign in to the MCAS Student Kiosk, or students will retain their student logins until the end of the session
- how to contact the school administration if there are any problems during testing
- whether test administrators are expected to come to the central storage area to pick up testing materials or testing materials will be delivered to them
- for PBT, when student ID labels will be applied to booklets, and by whom
- whether students who finish early may be dismissed or must wait until the end of the scheduled session

Reporting a Concern about a Test Question

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

2. Training for Test Administrators Who Will Administer Accommodations

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

Additional training may include one or more of the following:

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

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

3. Required Documentation

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

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

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Nondisclosure Acknowledgment Forms

Test administrators who have been assigned to administer certain accommodations (listed on page 91 in Appendix C) are required to sign an MCAS Nondisclosure Acknowledgment form before administering the test. The training session may be a convenient time to have these test administrators sign the form, but it can be done any time before testing. Nondisclosure forms must be signed every year, but test administrators must only sign the form once for the spring administration (e.g., someone who signs the form before administering ELA tests does not need to sign another form before administering Mathematics or STE tests). The nondisclosure acknowledgment form can be found in Appendix E of this manual and at www.doe.mass.edu/mcas/testadmin/forms.



4. Training in Using the MCAS Portal

Schools should view the online training modules posted at mcas.onlinehelp.cognia.org/training-modules and should consult the MCAS Portal training guides posted at mcas.onlinehelp.cognia.org/portal. In addition, schools can register for training webinars at www.doe.mass.edu/mcas/training.html. Recordings of the training webinars will be available at mcas.onlinehelp.cognia.org/training-webinars.

G Preparing Students for Testing

1. Students' Responsibilities during Testing

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

2. Meetings

a. General Meeting with Students

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

The Testing Schedule and Recommended Testing Times

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

Preparing for the Tests

- Students should read questions carefully, be thorough in their responses, and answer all parts of multi-part questions. They should also try their best, and answer all the questions on the test.

- Their test administrator will be able to assist with the computer interface, and can read aloud a word during Mathematics, STE, and Civics testing at their request (UF11), but the test administrator cannot give them any help or answer any question related to test content.

CBT Tools and Navigation

- Students will become familiar with the tools available to them and with how to navigate through the test by taking practice tests and the student tutorial.
- For each response, there is a counter at the bottom of the response box. As students type, the number will count down to show how many more characters they can type. A character is counted as any key that is typed (e.g., letters, numbers, or punctuation, excluding spaces).
- Students should be aware that they have limited space for their constructed-responses and essays, just as they would in a paper-based test.
 - › 1,200 characters for constructed responses (equivalent to one hand-written paragraph)
 - › 2,500 characters for essays in grades 3–5 (equivalent to one hand-written page)
 - › 5,000 characters for essays in grades 6–8 and 10 (equivalent to two hand-written pages)
- **New for 2025**, for all subject-area tests, students may use the notepad in the MCAS Student Kiosk to take notes in addition to using their scratch paper. The notepad can be resized and if a student’s writing fills the box, a scroll bar will appear to allow the student to continue typing. Text entered into the notepad will persist for all test questions based on the same information (e.g., an ELA reading passage or a science module). This allows students to take notes while first reading the information, and still access those notes when answering subsequent test questions for that shared material. For all other questions, text entered into the notepad will not carry over from one question to the next. Students should only use the notepad for taking notes and **must enter all their actual responses in the response boxes**.
- **NOTE:** All notepad text will be lost if a student pauses a test for more than 60 minutes, signs out of a test, submits a test, or if there is a circumstance causing the kiosk to abruptly close (e.g., the device shutting down due to low battery).
- To highlight text, students must click the highlighter tool, select a highlighter color (yellow, pink, purple, or green) and then drag the cursor over the text. Highlighting will remain on a test question even if a student moves on to other questions. Highlighting on a passage will persist on that passage as students move from question to question so students can refer to the highlighting on any test question connected to that shared passage. **NOTE:** All highlights will be lost if a student pauses a test for more than 60 minutes, signs out of a test, submits a test, or if there is a circumstance that abruptly closes the kiosk (e.g., the device shutting down due to low battery).
- There is no ability to copy text from an ELA passage or Science module to paste into a response box. Students must fully type their responses.
- Certain words during the ELA test will have a dotted line above and below them that students may select to display a definition (pop-up glossary feature).

New

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- For questions with left and right panels, students will see an arrow icon that allows them to expand either the left panel or the right panel to fill the whole screen. Clicking the same button will return the screen to the original view.

Resources Available during Testing

- Students will have scratch paper available to them, up to three pages at one time (they can turn in used pages to get more if they need it).
- Students may use calculators and reference sheets as described on pages 19–20 of this manual. Any other reference sheets, notes, or study guides are prohibited and may lead to test invalidation, with the exception of approved materials for students with disabilities using certain accommodations.

Testing Irregularities and Invalidations

- Students' test results may be invalidated if they engage in any of the following activities during a test session (including after turning in their tests, during a break, or during the transition to a test completion area):
 - › duplicating any portion of secure test content
 - › accessing prohibited materials such as cell phones or other electronic devices (see lists in Part III, section B) for any purpose, including accessing the internet for any purpose other than accessing the MCAS Student Kiosk
 - › communicating with other students (e.g., talking, whispering, writing notes)
 - › looking at any other student's computer screen
 - › consulting notes, books, or instructional materials during testing
- To avoid testing irregularities, students may bring a book to read in case they finish their test early. Students should be informed of the options they have for appropriate activities after testing (see page 22 for the list of materials students may use after completing their tests).

Additional Topics for High School Students

- Student test scores may be used to determine eligibility for the John and Abigail Adams Scholarship and the Stanley Z. Koplik Certificate of Mastery with Distinction Award.

b. Meeting with EL Students



It is important to communicate the following to EL students:

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

- Students taking the Spanish/English test editions may respond to constructed-response questions in either English or Spanish.

c. Meeting with Parents/Guardians

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

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

Schools should inform parents/guardians about students' optional participation in the student questionnaire using their normal procedures for student surveys. Schools may wish to provide parents/guardians the link to the Department's website at www.doe.mass.edu/research/vocal for more information. An FAQ, as well as resources for interpretation and use of the survey data, can be found there. Further questions should be directed to the Department at vocalsurveydese@mass.gov.

The Department suggests sharing information in regular parent newsletters.

3. Student Tutorial and Practice Tests

The Department strongly encourages schools to have all students view the tutorial and take practice tests to familiarize themselves with the new testing platform. The tutorial will show students how to navigate the MCAS Student Kiosk, work with the tools that are available during testing, and answer technology-enhanced test questions. Practice tests provide the opportunity to practice with the test content as well as the computer interface.

Test administrators are expected to go through the tutorial themselves to become familiar with the MCAS Student Kiosk and its features. See additional information at mcas.onlinehelp.cognia.org/practice.

MCAS Test Administration Protocols

4. Additional Resources to Prepare Students for Testing

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

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

Part IV



Tasks to Complete for Test Administration

Tasks to Complete for Test Administration

Checklist of Tasks

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

Task Reference	Task Overview	Completed?
A. Ongoing/Tasks to Complete Beginning in Fall 2024		
1	Familiarize yourself with resources: Student Assessment Updates, the 2025 test designs, and CBT components.	
2	Provide the Department with contact information.	
3	Update student information in SIMS.	
4	Create MCAS Portal user accounts for district test coordinators, school test coordinators, technology coordinators, and test administrators.	
5	 Download the MCAS Student Kiosk to testing devices and perform Site Readiness.	
B. Tasks to Complete BEFORE Test Administration—Winter 2025		
1	 Meet with the technology coordinator and establish a plan to ensure that the appropriate technology preparations are made.	
2	Participate in DESE training on test security and administration protocols.	
3	Complete the Student Registration process.	
C. Tasks to Complete BEFORE Test Administration—Late Winter/Early Spring 2025		
1, 2	Develop a test security plan, and review it with your superintendent.	
3	 Determine which accessibility features and accommodations students will need.	
4	Identify test administrators and other school staff members who will have access to secure materials.	
5	Update user roles in the MCAS Portal as needed.	
6	Establish the school’s testing schedule.	
7	Communicate the testing schedule and other important information to the school community, including parents/guardians.	
8	Identify testing spaces and plan how to set up a secure testing environment, and prepare room assignments.	
9	Meet with students to provide information about testing.	
10	Administer the student tutorial and practice tests.	
D. Tasks to Complete At Least Two Weeks BEFORE Test Administration		
1	Ensure that the Student Registration is updated according to the instructions in the <i>MCAS Student Registration Guide</i> .	
2	Create classes and assign students to them.	

Tasks to Complete for Test Administration

Task Reference	Task Overview	Completed?
E. Tasks to Complete Two Weeks BEFORE Test Administration		
1, 2	Verify receipt of manuals, and inventory and store them.	
3, 4	Order additional manuals if necessary, and download materials.	
5	 Prepare to provide accessibility features and accommodations for testing.	
6	Submit any requests to test students in an alternate setting.	
7	 Confirm that the technology coordinator has completed necessary preparations for testing.	
F. Tasks to Complete At Least One Week BEFORE Test Administration		
1	Distribute manuals/security requirements, and train staff in test security requirements and test administration protocols.	
2	 Provide additional training to test administrators who will be administering accommodations.	
3	Schedule classes in the MCAS Portal (not available until one week before testing).	
4	 Verify that students using form-dependent accommodations such as Screen Reader Edition (SR), Spanish/English edition, compatible Assistive Technology (AT), ASL, Human Read-Aloud, or Human Signer have the correct form assigned to them in the MCAS Portal.	
G. Tasks to Complete Approximately One or Two Days BEFORE Test Administration		
1	Verify that test administrators have covered or removed prohibited materials from the walls of testing rooms.	
2	 Remove first-year EL students from classes for ELA if they will not be participating in this subject-area test.	
3	Print summary pages and student logins.	
4	Prepare additional materials for testing.	
5	Prepare materials for accommodations.	
H. Tasks to Complete DURING Test Administration		
1	Using your document tracking system, distribute materials for testing.	
2	Monitor test administration.	
3	Manage situations that may occur during testing.	
4	Securely store materials between sessions and after each day of testing.	
5	Maintain/update the record of test administrators and their students for each test session.	
6	Collect lists of students who were absent for testing and schedule make-up testing for them. Confirm that all students participated.	
7	When test sessions are completed, verify that all secure materials have been returned.	

Tasks to Complete for Test Administration

Task Reference	Task Overview	Completed?
I. Tasks to Complete AFTER Test Administration		
1	Update student information in the MCAS Portal as needed.	
2	Ask your district SIMS contact to make any necessary updates to SIMS.	
3	Complete the PCPA.	
4	Plan to retain materials listed in the PAM for three years.	
5	Recycle or discard materials listed in the PAM.	
6	Securely destroy materials listed in the PAM.	

A Ongoing/Tasks to Complete Beginning in Fall 2024

1. Familiarize yourself with resources:

- Read the biweekly Student Assessment Update emails throughout the school year for important MCAS program updates.

Principals, MCAS test coordinators, special education directors, and EL program directors automatically receive the Student Assessment Update based on contact information submitted to the Department. See information at the top of the Student Assessment Updates page (www.doe.mass.edu/mcas/updates.html) for instructions of how to add another staff member who serves in one of those roles. Others may subscribe by clicking the Subscribe link at the bottom of each edition.

- Become familiar with the 2025 test designs, which are available at www.doe.mass.edu/mcas/tdd (click on the subject area, and then click on **Test Design**).
- Review the components for CBT in Appendix A.

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

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

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

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

a. SASIDs

SASIDs are required as part of the Student Registration process. If you do not have a student's SASID (e.g., a student new to Massachusetts), create and assign to the student a 10-digit number starting with "8" (instead of "10"). Call your district SIMS contact with questions on assigning SASIDs.

Tasks to Complete for Test Administration

b. SIF and SIMS

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

Enrollments for districts not using SIF will be based on the October 2024 SIMS submission. For non-SIF districts, SIMS is updated in October, March, and June. If a student's information changes (e.g., a student will no longer have an IEP), provide the information to the district's contact to include in the next SIMS update.

4. Create MCAS Portal user accounts for district test coordinators, school test coordinators, technology coordinators, and test administrators.

See the *MCAS Portal User Management Guide*, available at mcas.onlinehelp.cognia.org/portal.

5. Download the MCAS Student Kiosk to testing devices and perform Site Readiness.

The *Guide to Installing the MCAS Student Kiosk and Conducting Site Readiness* is available at mcas.onlinehelp.cognia.org/technology-setup, along with download links for the MCAS Student Kiosk.



- Access the MCAS Portal to download the MCAS Student Kiosks and gather the site readiness credentials.
- After installing the MCAS Student Kiosk on all test-taking devices, technology staff should conduct the site readiness test using the credentials provided in the MCAS Portal for your organization.
- The site readiness test should be taken on 2–3 devices in each device configuration at your organization. Each site readiness test will take approximately 5–10 minutes.
- Once site readiness is complete, certify site readiness in the MCAS Portal.

If your technology set-up changes between the time you conduct site readiness testing and the time students begin taking the computer-based tests, be sure to conduct site readiness again to verify the changes are still compatible with the MCAS Student Kiosk.

B Tasks to Complete BEFORE Test Administration—Winter 2025

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

- See page 54 in Appendix A for the list of tasks that technology coordinators must complete.



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

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



3. Complete the Student Registration process.

See the *MCAS Student Registration Guide* (mcas.onlinehelp.cognia.org/portal) for the steps to complete to register students for testing.

Tasks to Complete for Test Administration

C Tasks to Complete BEFORE Test Administration—Late Winter/Early Spring 2025

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

- Review the MCAS Test Security Requirements (see Part I).
- Establish a tracking system (see sample internal tracking forms posted at www.doe.mass.edu/mcas/testadmin/forms), and develop local procedures to ensure that the chain of custody of secure materials is maintained and that students are provided with required materials for testing.
- Designate a central locked area for storage of secure materials: student logins, test administrator logins, and used scratch paper.
- Develop procedures so that students do not access prohibited materials such as cell phones (see list on pages 21–22). Determine whether test administrators will read the recommended script in the TAM instructing students to put their cell phones and other prohibited devices in their bags, or whether other school procedures will be used.
- Begin planning for the number of staff who will need to be involved in test administration so that there will be appropriate coverage (e.g., monitors for hallways and restrooms, test administrators, substitute test administrators, test administrators for accommodated students).
- Develop a training plan for staff who will be involved in test administration, including test administrators, technology staff, and hallway monitors. Make sure that staff who will be administering accommodations receive additional training so that all accommodations are correctly given.
- Develop a communication plan for students and parents/guardians to inform them about prohibited items during testing as well as the consequences for having them (see the optional sample form for students and the sample letter for parents/guardians).

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

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



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

Review IEPs and 504 plans to determine students’ accommodation needs. See Appendix C for information on accessibility features and accommodations.

In addition, Department staff will cover this topic in a training session in January (register at www.doe.mass.edu/mcas/training.html).

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

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

Tasks to Complete for Test Administration

5. Update user roles for test administrators and other school staff members as necessary in the MCAS Portal.

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

Refer to the *MCAS Portal User Management Guide* at mcas.onlinehelp.cognia.org/portal.

Continue to update roles throughout the testing window as needed.

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

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

7. Communicate the school’s testing schedule and general policies to the school community, (e.g., educators, parents/guardians, students), including the following:

- school procedures during testing
- participation requirements
- the student questionnaire in grades 4, 5, 8, and 10
- the resources posted at www.doe.mass.edu/mcas/parents

8. Prepare the room assignments for students and test administrators.

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

Document the rooms to which students and test administrators are assigned, and maintain the record in your school files.

9. (Recommended) Meet with students to instruct them on test security requirements and to provide information about the testing experience.

See Part III, section G, for more information about meeting with students.

10. (Strongly recommended) Administer the student tutorial and practice tests, and familiarize students with additional resources.

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

D Tasks to Complete At Least Two Weeks BEFORE Test Administration

1. Ensure that the Student Registration is updated with any changes since it was first imported.

It is important to make sure that your Student Registration is up to date and reflects your current enrollment. Changes can be made through the MCAS Portal interface or by exporting, updating, and then re-importing the file. See the instructions in the *MCAS Student Registration Guide* for more information.

2. Create classes and assign students to them.

“Classes” are separate groupings in the MCAS Portal of the students in the same grade who will take a test at the same time and in the same testing location. Individuals with the district test coordinator, school test coordinator, and technology coordinator roles have the permissions in the MCAS Portal to create classes. Classes must be assigned by grade level. See additional information in the *Guide to Creating and Managing Classes*.

Tasks to Complete for Test Administration

A class name may contain up to 50 characters. The Department recommends that schools use a naming convention for classes that will help test administrators quickly and easily find the test they are administering, and which includes the following items:

- test code
- test administrator name
- testing location
- school code

Note that class names in the MCAS Portal must be unique across the state. DESE recommends including the school code in the class name in order to meet this requirement.



Create separate classes for each group of students receiving the Human Read-Aloud or Human Signer accommodation (five students maximum per group). Students taking Spanish/English tests must also be placed in separate classes.

For more information on creating classes and scheduling tests, see the *Guide to Creating and Managing Classes* and the *Guide to the MCAS Portal*.

E Tasks to Complete Two Weeks BEFORE Test Administration

1. Verify receipt of test administration manuals.

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

For spring 2025, TAMs are being produced as follows:

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

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

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

3. Order additional manuals if necessary.

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

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

- Download copies of the manuals from the Department’s website at www.doe.mass.edu/mcas/testadmin/manual.

Tasks to Complete for Test Administration

- Order additional manuals online at www.mcasservicecenter.com no later than the deadline dates listed on pages iv–vi. You will need the Ship Code from your Materials Summary when placing your order.
 - > **Note:** Orders will be shipped for receipt on the following business day if the order is received before 12:00 p.m.; orders received after 12:00 p.m. will be shipped for receipt on the second business day.

4. Download administration materials.

Forms and sample materials can be downloaded from www.doe.mass.edu/mcas/testadmin/forms. Reference sheets (strongly recommended), equation editor guides, symbol keys, and gridded response guidelines can be downloaded from mcas.onlinehelp.cognia.org/practice. See section 4 on page 21 for more information about permitted printed materials.

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

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



Test administrators for students with disabilities using certain accommodations must sign an MCAS Nondisclosure Acknowledgment prior to reviewing secure materials. Principals must keep signed Nondisclosure Acknowledgments in the school files for three years. See page 91 in Appendix C for the list of accommodations this requirement applies to. See page 32 for more information about the requirements of the form. The MCAS Nondisclosure Acknowledgment can be found at www.doe.mass.edu/mcas/testadmin/forms and in Appendix E of this manual.

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

6. Submit any requests to test students in an alternate setting.

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

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

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



Ensure all students' testing devices have the MCAS Student Kiosk installed. For details, see the *Guide to Installing the MCAS Student Kiosk and Conducting Site Readiness*.

Tasks to Complete for Test Administration

F Tasks to Complete At Least One Week BEFORE Test Administration

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

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

2. Provide additional training to test administrators administering accommodations.



Test administrators who will be administering accommodations should receive training in the correct administration of their specific accommodations (see page 31 for more information on this topic). Since student test results can be invalidated due to test administrator errors (e.g., giving the Human Read-Aloud accommodation to a student who should not receive this accommodation), it is critical that test administrators understand the protocols for administering their students’ accommodations.

3. Schedule classes in the MCAS Portal (not available until one week before testing).

Before student logins can be printed, classes must be “scheduled.” Scheduling a class assigns a specific test to the students in the class and generates the student logins and the session access codes that students will need to sign in to the MCAS Student Kiosk to take their tests. Scheduling classes becomes available one week before the opening of the test administration window. See the *Guide to the MCAS Portal* for instructions.

4. Verify that students using form-dependent accommodations have the correct form assigned to them in the MCAS Portal.



Form-dependent accommodations such as Screen Reader Edition (SR), Spanish/English edition, compatible Assistive Technology (AT), ASL, Human Read-Aloud, or Human Signer should be checked by following the steps below. (Also be sure that these students have these accommodations listed in their IEPs or 504 plans. Results may be invalidated for students who are given improper accommodations.)

Tasks to Complete for Test Administration

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

- To verify form assignment, go to **Test Scheduling**, search for the correct test, and click **View Details/Student Logins**. The form names assigned to each student will be listed there. To verify accommodations have been set correctly for students, print all student logins from the same screen, and review the summary page of the PDF.
- To review all accommodations assigned to all students within the school, go to **Student Registration**, click **Export**, and the file will be downloaded to your computer.

G Tasks to Complete One or Two Days BEFORE Test Administration

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

See page 28 for examples of materials that must be covered or removed.

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

Participation of first-year EL students in ELA testing is optional (see page 110 for more information). If any nonparticipating students are assigned to an ELA class, remove them from the class.



To remove a student from a class, log in to the MCAS Portal and click **Administration**. Next, click **Classes**, locate the class to be edited, and click **Edit**. Select the name of the student in the right-hand column, click **Remove**, and then click **Save**.

3. Print summary pages and student logins.

- In the MCAS Portal, click **Administration > Test Scheduling > View Details/Student Logins**. Select the students to print or select all students. Click **Export Logins for Selected Students**, then choose **PDF** and click **Export**. Then choose either 1, 8, or 27 logins per page and click **Export**. This will download a PDF of the student logins and the summary page to your computer. (There is also an option to download a .CSV file but the PDF is needed in order to print student logins.)
- The summary page contains all the student logins and the session access codes that students will need to enter to access the test.
- Summary pages and student logins may be printed up to a week in advance, if necessary. However, DESE recommends printing them one to two days in advance of testing, and they may not be distributed to test administrators before the day of testing; once they are printed they must be kept in the school's secure storage area.

4. Prepare additional materials for testing.

- Print copies of reference sheets for students taking Introductory Physics as well as grades 5–8 and 10 Mathematics (strongly recommended).
- Optional for students using tablets: Print copies of the equation editor symbol key (available at mcas.onlinehelp.cognia.org/practice) for Mathematics, grade 8 STE, and Introductory Physics.

Tasks to Complete for Test Administration

- Ensure that a sufficient supply of scratch paper will be available for all students, and #2 pencils for students who need them.
- Collect handheld calculators for students who wish to use them for the tests listed on pages 19–20.

5. Prepare materials for accommodations.



- Download graphic organizers and supplemental reference sheets for students who receive accommodation A9 (www.doe.mass.edu/mcas/accessibility/organizers). Students may not use reference sheets that have already been filled out prior to the beginning of the test administration. Schools must ensure that students only receive blank graphic organizers and supplemental reference sheets.
- Gather authorized bilingual word-to-word dictionaries and glossaries for students who are currently or were ever reported as ELs.

H Tasks to Complete DURING Test Administration

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

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

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

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

NOTE: This is not a change to any of the policies on prohibited devices described on pages 21–22; accessing cell phones, wireless earbuds, and other electronic devices is still prohibited in the testing room. This is only a change in reporting requirements, i.e., what must be reported to the Department versus what can be handled locally. Schools may contact Student Assessment Services with any questions about reporting irregularities.

3. Manage situations that may occur during testing.

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

Tasks to Complete for Test Administration

- a. **Steps if a school is closed or has a delayed opening due to severe weather:**
See page 27 for information about severe weather situations. The Department will also provide instructions to school principals via email if there is a major situation affecting multiple communities.
- b. **Steps for test administration interruptions (e.g., power failures):**
See page 26 for information about handling interruptions to testing.
- c. **Steps if a student has a concern about a test question:**
See page 31 for information about reporting a student’s concern with a test question to the Department.

d. **Situations related to student participation**

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

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

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

Steps if a student refuses to participate:

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

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

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

If the student was not tested at the original school, the new setting will request an enrollment transfer for this student in the MCAS Portal. This will allow the new setting to enroll the student at the new organization and take the test(s). (If this is not done and the student returns to the school and continues to be enrolled through June SIMS, the student will be reported with a test status of NTA—Not Tested Absent.)

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

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

When the student is ready to make up the missed session, the test administrator will have the student sign in to the MCAS Student Kiosk. Schools with a large number of students making up test sessions may want to create a separate class specifically for make-up testing and move students into that new class. Note that moving students into a new class and scheduling the class to take the test will generate new student logins, since passwords are linked to scheduled classes. Students who have taken one session of a test cannot be moved into a different class to make up the other session. They must remain in their original class.

Tasks to Complete for Test Administration

Additional instructions for make-up testing can be found in Appendix E, section D, of the CBT TAM.

Steps for a student who transfers:

Refer to the steps for Enrollment Transfers on page 121 in Appendix D.

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

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

At the end of each test session, test administrators should confirm that students have turned in their responses and have signed out of the MCAS Student Kiosk. At the end of each test session, test administrators should collect student logins and used scratch paper and immediately return them to the secure storage area.

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

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

- **Export Students Not Scheduled:** A list of students who are enrolled in the organization, but not scheduled to take the test
- **Export Test Status:** A list of students in the organization currently scheduled for a test with a test status for each session of a test

Follow the steps below to access these reports:

- In the MCAS Portal, go to **Administration > Test Scheduling**.
- Click **Exports** and select one of the following reports:
 - > Export Test Status
 - > Export Students Not Scheduled
- The file will automatically download to your computer.

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

See page 26 for information about scheduling make-up sessions.

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

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

I Tasks to Complete AFTER Test Administration

Note: There are no specific tasks that schools must perform in the MCAS Portal at the conclusion of testing to close down the test administration.

1. **Update student information in the MCAS Portal according to the instructions in Appendix D.**
2. **Ask your district SIMS contact to make any necessary updates to SIMS.**
Let your SIMS contact know if any students were added to or removed from your school's enrollment (you will need to provide them with students' names and SASIDs), or whether any students had a new IEP or 504 plan developed (e.g., students with a recent injury to their writing hand). See Appendix D for more information on enrollment transfers.
3. **Complete the PCPA (one for grades 3–8 testing, one for grade 10 testing, and one for high school Science testing) by the deadlines listed on pages iv–vi.**
 - Go online to www.mcasservicecenter.com, select **MCAS** from the menu, and then select **Principal's Certification** from the list of options. Follow the onscreen instructions to read the certification statements and submit the form.
 - Type in your name **exactly** as it appears in the Department's School/District Profiles (profiles.doe.mass.edu); the Department will follow up with schools when the name does not match.
 - The principal (**not** a designee) must complete the PCPA form; however, if you are an interim principal or a co-principal, type "interim" or "co-principal" after your name in the signature box.
 - Print the confirmation and save it for your school files.
4. **RETAIN the following materials in your school files for three years:**

Tracking and related materials	<ul style="list-style-type: none"> • Materials Summary forms • printout(s) of PCPA confirmation(s) • Secure Materials Internal Tracking Forms
Materials related to accommodations	<ul style="list-style-type: none"> • approved Request for Permission to Test a Student in an Alternate Setting forms, if applicable • completed MCAS Nondisclosure Acknowledgments from test administrators for ELs and students with disabilities using certain accommodations • completed Student Accommodation Refusal forms, if applicable • accommodations lists/spreadsheets, if applicable

Tasks to Complete for Test Administration

<p>Other local records</p>	<ul style="list-style-type: none"> • agendas, sign-in sheets, and any other relevant documentation from the Test Administrators' Training and the training session for other authorized school staff members to demonstrate that they have been trained and received TAMs and test security requirements • records of test administrators and their students for each session, including make-up and test completion sessions • completed Student Responsibilities during MCAS Testing forms, if applicable, for students in grades 6 through high school • seating charts, if used • Superintendent's Assurance of Proper Test Administration forms, if used • documentation for absences due to medical reasons, if applicable • documentation for students who were removed from or added to the school's enrollment during the testing window
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5. RECYCLE OR DISCARD the following materials:

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

<p>Shred</p>	<ul style="list-style-type: none"> • scratch paper used by students • student logins • test administrator logins • summary pages • accommodation materials such as graphic organizers and pre-approved reference sheets • any session student rosters or operational reports containing student information
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Appendix A



Tasks and Guidance for Technology Coordinators

Appendix A—Tasks and Guidance for Technology Coordinators

A Background and Overview

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

- **The MCAS Portal** is the online management system. Note that users will be signed out of the MCAS Portal after 60 minutes of inactivity.
- **The MCAS Student Kiosk** is the online testing platform for students. Note that students will be signed out of the MCAS Student Kiosk after 60 minutes of inactivity.

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

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

In the rare occurrence that the MCAS Student Kiosk or the MCAS Portal experiences an outage, the MCAS Service Center will email a notification to principals, district and school test coordinators, and technology coordinators. The MCAS System Status page at mcas-status.emetric.net will be updated until the issue has been resolved. A second email will be sent to schools and districts when service is restored.

B Tasks for Technology Coordinators to Complete

Tasks to Complete in Fall 2024

1. Review the technology specifications, and prepare the school's infrastructure.

The *Technology Guidelines for MCAS Computer-Based Testing* and the *Guide to Installing the MCAS Student Kiosk and Conducting Site Readiness* provide security requirements, minimum and recommended specifications for computer hardware and devices, and suggest recommended levels of bandwidth that will support schools' instructional and assessment needs. Schools should review the Technology Guidelines listed above and update operating systems as necessary.

- The *Guide to Installing the MCAS Student Kiosk and Conducting Site Readiness* provides instructions for configuring the school network to allow for student devices to access secure test content through the MCAS Student Kiosk.
- Identify any gaps in technology capacity (e.g., test-taking devices that do not meet technology specifications, potentially insufficient bandwidth), and address those gaps.
- Plan to have enough devices for test administrators and students, including back-up devices that can be used if needed.
 - › Schools may want to use this device planner to determine the number of devices needed at a time. See www.doe.mass.edu/mcas/testadmin/devicecalculator.xlsx (download file).

Appendix A—Tasks and Guidance for Technology Coordinators

2. Review the Department’s cybersecurity guidance and establish a cybersecurity plan for your school.

Technology teams are encouraged to review resources for cybersecurity planning to avoid issues that could arise during MCAS testing. Districts are highly suggested to review the Massachusetts Municipal Cybersecurity Roadmap in its entirety to take full advantage of all of the embedded resources. The Massachusetts Office of Municipal and School Technology: www.mass.gov/orgs/office-of-municipal-and-school-technology

Additional resources include:

- Protecting Our Future: Partnering to Safeguard K–12 Organizations from Cybersecurity Threats: www.cisa.gov/protecting-our-future-cybersecurity-k-12
- National Institute of Standards and Technology (NIST) Cybersecurity Framework. The NIST Framework: nvlpubs.nist.gov/nistpubs/SpecialPublications/NIST.SP.1299.pdf

Schools and districts should consider information as it relates to their technology infrastructure for MCAS testing and overall district plans, and email the Department’s Center for School and District Partnership team at k12edtech@mass.gov with any questions.

3. Determine whether your school will participate in “Bring Your Own Device” (BYOD) for MCAS testing.

A BYOD policy allows students to use their own devices for instruction. Schools with students using their own devices for instruction that would also like to use these devices for MCAS testing will need to inform the Department of this decision because there may be additional steps to complete in preparation for MCAS testing.

4. Configure internet firewalls, content filters, and spam filters.

- Review the information in the *Guide to Installing the MCAS Student Kiosk and Conducting Site Readiness* (mcas.onlinehelp.cognia.org/technology-setup) and configure your network appropriately. Test delivery URLs should be “exempted” or “excluded” from inspection and filtering.
- Configure the common applications and functions listed below so that they will not launch on any student testing devices during the practice tests or during operational testing:
 - › anti-virus software performing automatic updates
 - › power management software on laptops warning of low battery levels
 - › screen savers and sleep mode
 - › email with automessage notification
 - › calendar applications with notifications, such as Google Calendar
 - › pop-up blockers
 - › set automatic updates (iTunes)
 - › OneDrive
 - › Windows Accelerator
 - › MacOS three finger tap gesture on Macintosh computers with trackpads
 - › Siri and Dictation (MacOS)
 - › Cloud Clipboard
 - › Cortana and Game bar (Windows)

Appendix A—Tasks and Guidance for Technology Coordinators

- › international keyboards
- › translation software or extensions
- › writing extensions (e.g., Grammarly)
- › any other application that could have a pop-up message

5. Verify access to the MCAS Portal and the MCAS Training Site.

If you do not have an MCAS Portal account or are unable to access your account, contact your school or district test coordinator.

6. Download and install the MCAS Student Kiosk on all testing devices and conduct Site Readiness.

Schools should download and install the MCAS Student Kiosk according to the instructions in the *Guide to Installing the MCAS Student Kiosk and Completing Site Readiness*. It is recommended that schools conduct Site Readiness directly after installing the MCAS Student Kiosk in order to verify that devices will be ready for testing.

Tasks to Complete at Least Two Months BEFORE Testing

1. View online training modules, and attend additional training sessions.

See mcas.onlinehelp.cognia.org/training for training modules and recorded webinars.

Tasks to Complete at Least Two Weeks BEFORE Testing

1. Conduct additional Site Readiness checks on devices as needed.

If your school has made any technology changes since conducting Site Readiness in the fall, conduct Site Readiness again.

- **Note:** ChromeOS devices: Peer-to-peer (P2P) networking should be disabled on ChromeOS devices. If it is available, devices can automatically update Chrome from nearby devices of the same model, resulting in an interruption in testing. Turn off this option in the Google Admin Console; it will help reduce errors and/or interruptions during testing.
- **Note:** ChromeOS devices should have accessibility features disabled prior to testing.

2. Prepare devices and materials.

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

Tasks to Complete One Week BEFORE Testing

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

C Using the Proctor Password

The school's proctor password can be found on the home page of the Administration component of the MCAS Portal. It can be viewed by district test coordinators, school test coordinators, technology coordinators, and test administrators.

Home

Welcome to the MCAS Portal.

This site provides access to MCAS test administration and reporting tasks. If you need assistance with this site, please contact the MCAS Service Center at mcas@cognia.org clicking here.

Technology Coordinators: Download and install the MCAS Student Kiosks onto student testing devices using the links in the table below.

Chromebook	Chrome Web Store Note: The name of the app is "MCAS"
iPad	Apple App Store Note: The name of the app is "iTester." The first time the app is used on a student testing device, select "MCAS"
Windows	Student Kiosk for Windows
Mac	Student Kiosk for Mac
Linux	Student Kiosk for Linux

Proctor password for Cyber City Sch DLV1 (Cyber City) Change

hbvkkth9d

A proctor password is required to be entered in the MCAS Student Kiosk if one of the four following conditions is met:

1. A student is idle in the test for more than 60 minutes. A student is "idle" if they do not interact in any way with the kiosk. This includes the use of any accommodation or tool, navigating through the test, or interacting with any of the onscreen question parts or answer choices.
2. A student pauses or exits the test and attempts to sign back in to the test after more than 60 minutes have passed.
3. The MCAS Student Kiosk has experienced an abrupt closure, such as a loss of power, or the device is turned off while testing.
4. The proctor password will always be required on the Options page for students with the accommodation "Compatible Assistive Technology."

If individuals or a small group of students need to enter the proctor password, the test administrator should type it in for each student. If a larger group (such as a whole class) needs to enter the proctor password, then it can be read aloud or written on the board. If the proctor password is given to a large group of students, it should subsequently be changed in the MCAS Portal by the principal or test coordinator.

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Changing the Proctor Password

The proctor password changes automatically every night. If it is necessary to change the proctor password manually (because it has been read to or put on the board for a large group of students as described above), this can be done by anyone with the school test coordinator or district test coordinator role in the MCAS Portal.

Clicking the **Change** link to the right of the proctor password (see screenshot above) will bring up a dialog box where a new password can be entered.

D Troubleshooting Situations that Can Occur in Test Sessions

1. Error messages when launching the MCAS Student Kiosk

Error Message	Why did my student receive this error?	What should I do?
No internet connection found.	There is no internet connection on the device and the kiosk cannot launch.	Establish an internet connection and click Try again .
Please exit the kiosk and install the latest version.	You are launching an older version of the kiosk. The kiosk on this testing device will need to be updated.	Download and install the latest version of the kiosk from the MCAS Portal. For ChromeOS and iPadOS, verify that your MCAS app is up to date.
There was a problem while launching the kiosk. Please check your internet connection or your access permissions to the cache folder.	There is no internet connection on the device and the kiosk cannot launch, or the user profile for the device does not have access to the cache folder.	Establish an internet connection and select Click Here to try again . If there is internet connection for the device, then check the user profile cache folder permissions (see the <i>Guide to Installing the MCAS Student Kiosk and Conducting Site Readiness</i> for more information).
We could not establish a connection to our server. Please check your internet connection.	eMetric servers cannot reach the stored response folder location due to a network connectivity failure.	Check your network connectivity and connectivity to the stored response folder location and relaunch the kiosk. If the message appears again, call the MCAS Service Desk.
The offline student responses on this machine could not be processed. Please contact Support in order to continue. (ErrorCode:1003)	Stored responses could not be sent to the eMetric servers. The kiosk will not be able to launch until this is resolved.	Call the MCAS Service Center and provide them with the error message and error code.
A newer version of the app is available. Please update.	There was an update to the kiosk that was released while the kiosk was left open or already launched on the student testing device.	Click Update . The kiosk will update to the latest version and your student will be able to log in.

Appendix A—Tasks and Guidance for Technology Coordinators

2. Error messages when logging in to the MCAS Student Kiosk

Error Message	Why did my student receive this error?	What should I do?
Invalid username/ password.	The student is using the incorrect password or username when trying to log in to the MCAS Student Kiosk.	Verify the correct username and password in the MCAS Portal and have the student retry.
We could not establish a connection to our server, please check your internet connection.	Internet connectivity was lost after the student entered their username and password. The MCAS Student Kiosk detected the loss of internet connectivity and will not allow the student to log in until internet connectivity is reestablished.	<ol style="list-style-type: none"> 1. Close the MCAS Student Kiosk. 2. Reestablish a connection to the internet. 3. Relaunch the MCAS Student Kiosk. 4. Check the connectivity indicator in the top right corner of the student testing interface login screen. If the connectivity indicator is green, the kiosk is connected to the internet and the student can log in and begin taking their test. If the connectivity indicator is gray, check the internet connection again. If the connectivity indicator is still gray and you are sure the internet is connected, move the student to a different testing device, launch the kiosk on the new testing device and verify the connectivity indicator is green.

3. Error messages when logging in to a test session

Error Message	Why did my student receive this error?	What should I do?
Incorrect session access code. Please try again.	The student is using the incorrect session access code for the session selected or typing in the session access code incorrectly.	Verify the correct session access code in the MCAS Portal and have the student retry.
Invalid password (when entering the proctor password).	The proctor password that was entered is incorrect.	Verify the correct proctor password in the MCAS Portal. Proctor passwords are case sensitive. District test coordinators, school test coordinators, technology coordinators, and test administrators all have access to the proctor password.
We were unable to get your test session. Please check your internet connection and try again.	Internet connectivity was lost after the student logged in. The MCAS Student Kiosk detected the loss of internet connectivity and will not load the test sessions until a connection to the internet is reestablished.	Click Retry . If internet connectivity is established, then the student will be directed to the test session. If internet connection is not detected, close the MCAS Student Kiosk, reestablish a connection to the internet on the device, and relaunch the kiosk.

Appendix A—Tasks and Guidance for Technology Coordinators

Error Message	Why did my student receive this error?	What should I do?
An error occurred while loading the test! Click here to retry, or contact an administrator.	Internet connectivity was lost before the test session completely loaded. The MCAS Student Kiosk detected the loss of internet connectivity and will not load the test session until a connection to the internet is reestablished.	Select Click here to load the test. If internet connectivity is established, the student will be directed to the test session. If internet connectivity could not be established, the student will be redirected to the directions page. If this occurs, reestablish an internet connection on the device.
An error occurred while loading the test!	Internet connectivity was lost after the student clicked Continue on the directions page. The kiosk detected the loss of internet connectivity and will not load the test sessions until a connection to the internet is reestablished.	Click Retry Now . If internet connectivity is established, then the student will be directed to the test session. If an internet connection is not detected, close the kiosk, reestablish a connection to the internet, and launch the kiosk again.

4. Error messages during a test session

Error Message	Why did my student receive this error?	What should I do?
Please raise your hand; your test session has timed out.	The student has timed out of their test session, meaning they have been inactive in the test for 60 minutes.	Click Exit and you will be brought back to the student testing interface sign-in page. Locate the proctor password in the MCAS Portal (see page 57). When the student is ready to continue testing, they will log back in to the student testing interface and select the session they wish to continue. When prompted, enter the proctor password. The student will resume testing where they left off.
There is a problem because somebody else has logged in to your test session. You have been logged out for security reasons.	The student has logged in to their test session on two separate devices or someone else has logged in to the MCAS Student Kiosk with the same credentials. The second login causes the first session (student) to be logged out.	Click Exit and have the student log back in to the test session. Verify the student’s test resumes where they were exited.
The necessary support for audio playback is not detected on this device.	This error will appear when students have the Text-to-Speech accommodation and there is not a playback device (headphones, speakers, or internal speakers) set as default or connected to the device.	Connect headphones or speakers to the machine and set them as the default playback device. Verify that sound is coming from the playback device.

Appendix A—Tasks and Guidance for Technology Coordinators

Error Message	Why did my student receive this error?	What should I do?
Please raise your hand and notify your proctor: Your response is not able to be stored. To avoid losing your response, your test cannot be continued until connection to the storage location is re-established.	Access to the storage location was lost after the student began testing due to loss of network connectivity. The MCAS Student Kiosk will not allow the student to continue testing until access to the storage location is restored.	Click Retry Now . If a connection to the storage location is reestablished, the MCAS Student Kiosk will return to the screen where the student was prior to loss of connectivity. If, after several attempts, the connection to the network storage location cannot be reestablished, either force-quit the MCAS Student Kiosk and move the student to a new device that has connectivity to the network and storage location or contact the MCAS Service Center for further assistance.
Please raise your hand and notify your proctor. A connection to the network could not be established. Your test has been saved offline.	Internet connectivity was lost after the student began testing and was not restored by the time the student completed the test. The student completed the test session and clicked Turn in Test . The student's responses will be saved to the local folder configured when the MCAS Student Kiosk was initially installed.	See the screenshot below and the instructions on the following page.

Please raise your hand and notify your proctor.
A connection to the network could not be established. Your test has been saved offline.

Proctor, this student's test responses have been stored locally on this device. When network connection is restored, you must re-launch the kiosk or mobile app from this device in order to send the stored responses to the servers, or you can also try to send responses by clicking "Send Responses" button.

1 

Do not move the student to a different device.

If you have any questions, please contact technical support immediately.

2 Proctor Password

3 

4 

5 

Appendix A—Tasks and Guidance for Technology Coordinators

Instructions for when a student has completed their test after a loss of internet connectivity (see full description of the situation on the previous page)

1. Read the instructions in the message and click **Send Responses**. You will be notified to wait 10 seconds as the student testing interface tries to determine if there is internet connection. If internet connectivity was reestablished before clicking **Send Responses**, the stored responses on this device will be sent to the servers, the test will be submitted, and the student testing interface will exit the test. If there is no internet connection, the Send Response button will appear again. From here you can try to establish internet connection and click **Send Responses** again or move on to step 2.
2. Test administrator reads and acknowledges that they have read and understand the instructions by entering the proctor password.
3. Select **Accept and Exit Test**.
4. Contact your technology coordinator to reestablish a connection to the internet.
5. Relaunch the MCAS Student Kiosk. The student’s stored responses will be synced, and the test will be submitted. As an option, the student can log in and navigate to the student profile page to confirm the test session has been submitted (it will be grayed and crossed out).

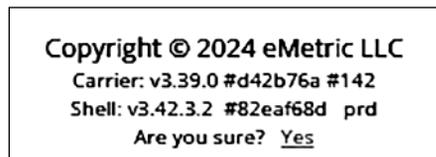
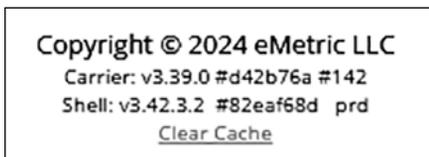
E Troubleshooting Tips for Test Administrators

Clearing the Application Cache

If any of the online testing files become corrupt, for instance the MCAS content and images are not rendering or the tools and accessibility features are not working as expected, deleting the application cache will force the MCAS Student Kiosk to download a new set of cache files.

Clearing the application cache:

1. From the MCAS Student Kiosk login screen, click **Clear Cache** in the lower right-hand corner.
2. You will be asked “Are you sure?” Click **Yes**, and the kiosk will close and then re-launch.



Frozen Screen

Your student is taking their test in the MCAS Student Kiosk and the kiosk stops responding and becomes frozen.

What should I do?

Try to pause the test and log back in. If you are unable to pause, restart the device. Once the device has been restarted, log back in to the test, enter the proctor password, and continue testing.

Appendix A—Tasks and Guidance for Technology Coordinators

Constructed-Response Box

Specific keys are not working on the keyboard for Windows, Mac, and Linux:

Your student is trying to answer an open-ended question and specific keys on the keyboard are not working.

What do I do next?

Pause the test and log in again. Try to type in the open-ended box with those specific keys.

If it does not resolve the issue, you will need to clear the application cache, as the files may have become corrupt.

Student cannot type in the constructed-response box:

Your student is trying to answer a constructed-response question but cannot type in the answer box.

What should I do?

1. If the student is unable to type, pause the test and have the student log in again. Have them try to type in the open-ended box.
2. If this does not resolve the issue, you will need to follow the steps for clearing application cache listed above.

Note: If the constructed-response box has a character counter and the student has reached the maximum characters allowed, they will not be able to type in the constructed-response box.

Intentionally Moving a Student to a Different Device

If a student needs extended time or must log off their device and move to another device in a different location to continue testing, test administrators should take the following steps:

What should I do?

1. Ensure the student's current testing device has an active internet connection.
2. Pause and exit the test.
3. Move the student to the new testing device.
4. Ensure the testing device in the new location has an active internet connection.
5. Launch the MCAS Student Kiosk.
6. Allow the student to log in to the MCAS Student Kiosk and resume testing.
7. Confirm the student's test has previously entered responses.

If you believe responses are missing, contact the MCAS Service Center for further assistance.

Appendix A—Tasks and Guidance for Technology Coordinators

1. **SITUATION: The MCAS Student Kiosk does not appear to be working properly but the student is actually experiencing an expected behavior.**

RESOLUTION:

Steps for the Test Administrator:

The following are expected behaviors in the MCAS Student Kiosk:

- A test question appears as “Not Answered” in the “Review” menu until all parts of that question have been answered.

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

Steps for the Technology Staff:

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

2. **SITUATION: A student exits the MCAS Student Kiosk before completing a test session.**

RESOLUTION:

1. Have the student sign in to the MCAS Student Kiosk using the sign-in information on the student login. The student’s test will resume from the point at which the test was interrupted.
2. If the student resumes testing within 60 minutes, a proctor password is not required. If the student resumes testing after 60 minutes, a proctor password is required.

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

3. **SITUATION: A student accidentally turned in the session but did not actually finish a test session.**

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

1. In the MCAS Portal, go to **Test Scheduling**.
2. Locate the correct test and scheduled class.
3. Click **View Details/Student Logins**.
4. Locate the student and click “**Reactivate**” for the session the student needs to resume taking.

F Resolving Situations that Involve Accommodations

1. **SITUATION: A student has the wrong accommodation assigned and the student has not signed in to the MCAS Student Kiosk yet (is still in “Not Started” status).**

RESOLUTION: If the student is in a class that has not been scheduled to take the test, the principal or test coordinator can update the accommodation by following these steps:

1. In the MCAS Portal, go to **Administration > Students**.
2. Search for the student and click **Edit**.
3. Update the Accommodation and click **Save** (repeat if more than one test needs to be updated).

If the student is in a class that has been scheduled to take the test, the student’s test login may need to be updated in the session if one of the following accommodations is being used: Screen Reader, compatible Assistive Technology, Human Read-Aloud, Human Signer, and ASL. The principal or test coordinator can follow these steps:

1. In the MCAS Portal, go to **Administration > Students**.
2. Search for the student and click **Edit**.
3. Update the Accommodation and click **Save**.
4. Go to **Test Scheduling** and locate the student’s original session.
5. If the form assignment must be updated, a green button will appear called “**Add or Update Students**.” Click this button and print out the new student login.

2. **SITUATION: Students’ Human Read-Aloud, Human Signer, or Text-to-Speech accommodations are not appearing correctly (for a large number of students):**

RESOLUTION: Update the Student Registration Import:

1. In the MCAS Portal, go to **Administration > Student Registration** and click **Export Students**.
2. In the .CSV file, identify all students who have both Text-to-Speech and Human Reader or Human Signer selected. Delete all other students from the file.
3. Remove either the Text-to-Speech flag, or the Human Reader or Human Signer flag for those students.
4. Save the file as a .CSV file.

Follow the steps in the *MCAS Student Registration Guide* to import the updated file.

Note: In cases where a student receives a Text-to-Speech accommodation and a Human Read-Aloud accommodation, the Student Registration file should only include the Text-to-Speech designation, which ensures that the student receives the correct Text-to-Speech functionality.

Appendix A—Tasks and Guidance for Technology Coordinators

3. **SITUATION: A student has signed in to the test without the correct accommodation (all accommodations except Screen Reader, compatible Assistive Technology, ASL, Spanish/English, Human Read-Aloud, and Human Signer).**

RESOLUTION: The principal or test coordinator can update the accommodation by following these steps:

1. In the MCAS Portal, go to **Administration > Students**.
2. Search for the student and click **Edit**.
3. Update the Accommodation and click **Save**.
4. Instruct the student to sign out of the test and then sign back in.

4. **SITUATION: A student has logged in to the test without the correct accommodation, for one of the following accommodations: Screen Reader, compatible Assistive Technology, ASL, Spanish/English, Human Read-Aloud, and Human Signer.**

RESOLUTION: The student should be moved to a new class and rescheduled to take the test. The principal or test coordinator can follow these steps:

1. In the MCAS Portal, go to **Administration > Students**.
2. Search for the student and click **Edit**.
3. Update the Accommodation and click **Save**.
4. Go to the student's current class for this test and remove them from the class (**Class > Edit**).
5. Create a new class or add the student to an existing class that is different than the class they were just removed from.
6. Schedule the class to take the test.

Note: Students requiring a Spanish/English accommodation must be assigned to a separate Spanish-only class and scheduled for a Spanish test.

5. **SITUATION: A student has a Spanish/English accommodation and the MCAS Student Kiosk is not displaying in Spanish.**

RESOLUTION: The steps below will need to be followed.

1. The student must log out of the test.
2. On the login screen, the student must change the localization drop-down from English to Español.
3. The student may now log back in to the test and the MCAS Student Kiosk will display in Spanish.

Appendix B



Procedures for Paper-Based Testing

Accommodations A1 and EL1

Appendix B—Procedures for Paper-Based Testing

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

Part I: MCAS Test Security Requirements

Additional definitions

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

A Additional Responsibilities of the Principal and Test Coordinator

Oversee the receipt from and return to the testing contractor of all paper-based test materials.

- Inventory paper-based materials immediately upon receipt and investigate any discrepancies in counts of materials.
- Return all paper-based materials to the testing contractor according to the prescribed packing instructions and the deadlines in this manual.

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

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

- Do not remove test materials from the school. For example, do not share booklets with another school or program housed in your building.
- Do not view the contents of booklets before, during, or after a test administration (except when administering certain accommodations listed in Appendix C).
- Do not discuss or in any way reveal the contents of booklets before, during, or after test administration. Because MCAS test questions are secure and confidential until the Department releases them publicly, school staff members should not discuss or review test questions with students or adults even after testing has been completed, with the exception of reporting a student’s concern about a test question to the Department.
- Do not duplicate any portion of booklets, including but not limited to audiotaping, videotaping, photographing, photocopying, typing, or copying by hand.¹⁸
- Do not allow any portion of booklets to be retained, discarded, recycled, removed, or destroyed.¹⁹

¹⁸ The only exceptions are for test administrators who must transcribe student responses into booklets for students with disabilities receiving certain accommodations or for students who did some or all of their work in damaged, defective, or void booklets.

¹⁹ The only exception is for test materials that have become contaminated; see page 70 for procedures.

Appendix B—Procedures for Paper-Based Testing

C Additional Responsibilities of Test Administrators

Focus full attention on the testing environment at all times.

- A test administrator may view students' booklets only for the purposes of confirming that students are working in the correct test session, or in order to read aloud selected words during the Mathematics, STE, or Civics tests as part of universal accessibility feature UF11.
- Students must work only on the test session being administered. If a test administrator observes a student working in the incorrect test session of a booklet or reviewing the incorrect test session, this is a testing irregularity that must be reported immediately to the principal. The principal must then report the irregularity to the Department.

Part II: Spring 2025 MCAS Test Administration Protocols

A Accounting for and Distributing Secure Materials

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

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

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

Grades/Subjects	Type of Booklets	Number of Booklets and Description
Grades 3–8 Tests	Combined test & answer booklets	<ul style="list-style-type: none">• One combined test & answer booklet per subject (both sessions in each subject together in one booklet)
Grade 10 ELA	Combined test & answer booklets	<ul style="list-style-type: none">• One combined test & answer booklet for each session (two booklets total)
Grade 10 Mathematics	Combined test & answer booklets	<ul style="list-style-type: none">• One combined test & answer booklet for each session (two booklets total)
Biology and Introductory Physics	Combined test & answer booklets	<ul style="list-style-type: none">• For each subject, one combined test & answer booklet for each session (two booklets total)
Spanish/English test editions (grades 3–8 and 10 Mathematics, grades 5 and 8 STE, grade 8 Civics, Biology, Introductory Physics)	Separate test booklets and answer booklets	<ul style="list-style-type: none">• One test booklet and one answer booklet for each session (four booklets total)

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

Appendix B—Procedures for Paper-Based Testing

1. Establishing a Chain of Custody for Test Materials

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

a. Materials Summary

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

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

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

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

b. Packing Slips

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

c. Reporting Discrepancies in Shipments

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

2. Accounting for Contaminated Test Materials

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

B Materials Required/Permitted during Testing for PBT

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

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

Appendix B—Procedures for Paper-Based Testing

1. Materials REQUIRED for Student Use

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

- #2 pencils (wooden)
- scratch paper
 - › Test administrators must supply at least one sheet of unused scratch paper (blank, lined, or graph) for each student for each test session.
 - › Students may request more scratch paper, if needed. Test administrators may provide up to three pages at one time. If students need additional pages beyond three, they will need to turn in used scratch paper. Upon request, students may view the pages they already turned in, as long as they only have three pages at one time.
 - › Test administrators are responsible for collecting all used scratch paper to be securely destroyed (e.g., shredded) after test administration by the principal or test coordinator.
 - › Schools may reuse scratch paper if the paper is completely blank.
 - › Scratch paper that has been written on during Session 1 of a test may not be used in Session 2; students will need new paper.
- calculators for **designated test sessions only** (See the following tables.)
 Test administrators must ensure that students do not have access to calculator instructions or formula sheets that accompany calculators. The memory should be cleared from any calculator with the ability to store information (other than basic numbers). Calculators that can access the internet are not allowed.
- reference sheets and rulers that are included in shipments of Mathematics and STE materials **for designated test sessions only** (See the following tables.)

2. Calculators, Reference Sheets, and Rulers REQUIRED for Student Use

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

Appendix B—Procedures for Paper-Based Testing

Icon in the Following Tables	Description
	<ul style="list-style-type: none"> • STE tests <p>Each student must have sole access to a calculator for the following STE tests. Students may use their own calculators, including graphing calculators. Schools must provide a calculator for each student who does not already have one, as follows:</p> <ul style="list-style-type: none"> > grade 5 STE: a five-function calculator or scientific calculator > grade 8 STE: a scientific calculator or graphing calculator > Biology and Introductory Physics: a scientific calculator or graphing calculator
	Calculators are not permitted for grades 3–6 Mathematics (both sessions) or for Session 1 of grades 7–8 and 10 Mathematics.
	Students must be provided with the reference or formula sheets included in shipments of test materials for the following tests: <ul style="list-style-type: none"> • grades 5–8 and 10 Mathematics • Introductory Physics
	Students must be provided an MCAS ruler (included in shipments of test materials) for the following tests: <ul style="list-style-type: none"> • grades 3–8 Mathematics • grades 5 and 8 STE

a. Tools Available for Mathematics by Session

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

Appendix B—Procedures for Paper-Based Testing

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

b. Tools Available for STE (both sessions)

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

3. Materials PERMITTED for Student Use

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

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

4. Materials PROHIBITED during Testing

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

a. Materials PROHIBITED at Any Time during a Test Session

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

- cell phones (See below for more information.)

Appendix B—Procedures for Paper-Based Testing

- other electronic devices
 - > smartwatches
 - > e-book readers or electronic dictionaries
 - > music players for one student’s personal use or that of the whole class, earphones, ear buds, or headphones (other than noise blocking headphones; see DF7 on page 89)
 - > any device capable of taking photographs
 - > game consoles
 - > electronic translators
 - > calculators (except during the tests/sessions listed on pages 71–73)
 - > computers or electronic tablets
 - > any device that provides access to the internet (such as certain calculators and fitness trackers)
 - > editing devices (e.g., spelling or grammar checkers)
- unauthorized reference sheets (e.g., formula sheets, multiplication grids, conversion tables)
- English-language dictionaries or thesauruses
- rulers other than those distributed at the start of testing for certain tests (see pages 72–73 for tables of which tests use rulers)
- accommodation materials unless specified by a student’s approved IEP or 504 plan (e.g., graphic organizers)

b. **Materials PROHIBITED until after a Student Has Completed Testing**

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

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

Cell Phones and Other Electronic Devices

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

See page 48 for more information about reporting cell phone irregularities.

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

Appendix B—Procedures for Paper-Based Testing

C Scheduling Test Sessions

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

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

Describe school policies and procedures regarding the following topics:

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

Test administrators are required to do the following:

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

E Additional Information on Preparing Students for Testing

Meetings

During the meeting, provide students with the following information:

Their test results may be invalidated if they engage in any of the following activities during a test session (including after turning in their test materials, during a break, or during the transition to a test completion area):

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

Practice Tests

Practice tests for paper-based testing are available at the MCAS Resource Center and can be downloaded at mcas.onlinehelp.cognia.org/practice.

Resources to Prepare Students for Testing

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

Appendix B—Procedures for Paper-Based Testing

Part III: Tasks to Complete for the Spring Test Administration

A Additional Steps before Paper-Based Testing

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

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

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

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

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

All materials will be returned in your original shipping cartons.
- 4. If necessary, order additional test materials or manuals by the dates and times listed on pages iv–vi.**
 - To review shipments of paper materials, visit the MCAS Portal (mcas.cognia.org), click **Administration**, and select **Materials Management** in the top menu. From this page, each shipment and its details are viewable. To order additional materials, click the **Order Additional Materials** button.
 - Schools will receive a small overage of test materials (please note that if a school has only one student doing PBT, only one extra set of materials will be shipped). Schools should carefully inventory materials by the deadline to confirm that the shipment meets testing needs.
 - Only if applicable, order additional materials, including manuals, by the dates and times listed on pages iv–vi.
 - Locate the Ship Code on the Materials Summary, and have the code available when you go online to order additional materials at www.mcasservicecenter.com. Follow the onscreen instructions to place your order. Materials ordered online will be shipped for receipt on the following business day if the order is received before 12:00 p.m.; orders received after 12:00 p.m. will be shipped for receipt on the second business day. Packing discrepancies in additional orders must be reported within two business days of receipt of the order.
 - It is not necessary to order additional materials for test administrators to administer tests to students requiring the accommodation for Human Read-Aloud or Human Signer. There will be enough materials shipped in overage to cover these additional tests.
- 5. Apply student ID labels to the front covers of booklets.**

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

Appendix B—Procedures for Paper-Based Testing

Principals may open packages of **answer booklets** for the Spanish/English test editions up to two days prior to testing in order to apply labels.

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

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

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

6. Gather school-supplied testing materials.

- Collect #2 pencils to provide to any students who do not bring them.
- For Mathematics, print copies of the Guidelines for Completing Answer Grids, which can be found at mcas.onlinehelp.cognia.org/practice (optional).
- Have authorized bilingual word-to-word dictionaries and glossaries available for students who are currently or were ever reported as ELs. (See Appendix C for more information.)

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

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

B Additional Tasks to Complete During Test Administration

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

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

2. Monitor your school's test administration.

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

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

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

Appendix B—Procedures for Paper-Based Testing

- 4. After each test session, verify that ALL test materials have been returned to you.**
 - If necessary, investigate any discrepancies in amounts of materials distributed to test administrators and the amount returned to you. **Schools are responsible for returning all secure materials that were shipped to them.**
- 5. If any test materials have become contaminated, call the MCAS Service Center for instructions.**
- 6. If any booklets have become damaged or defective during testing, follow these steps.**
 - Make sure the “void test & answer booklet” circle is filled in on the outside back cover of each affected booklet, and that “VOID” is written in large letters across the front cover.
 - If a student completed any work in a booklet that was later deemed void, the work must be transcribed verbatim (multiple-choice responses as well as constructed-responses) into a replacement booklet so that the student receives credit.
 - The process of transcribing a student’s responses may occur any time during the testing window, but must be monitored and supervised by the principal, test coordinator, or another test administrator to ensure accuracy.
 - Since there will be no student ID label to affix to the front cover of the replacement booklet, all the information on the front cover will need to be completed.
- 7. If your school administered tests to students using the following accommodations, verify that these responses have been transcribed completely and accurately into standard booklets.**
 - students taking the Braille edition (accommodation A3.2) who did not also use the typed response accommodation
 - students taking the large-print edition (accommodation A2)
 - students who recorded their answers on special paper (accommodation A11)
- 8. If your school administered tests to students using typed responses (accommodation A12), follow these steps.**
 - Verify that test administrators have returned the typed responses to you properly and that each response has the required header information shown on pages 107–109.
A student’s response to any single question must be submitted using only one method (i.e., all written or all typed).
 - Insert typed responses inside the front cover of students’ test & answer booklets or answer booklets (see pages 107–109).
 - Once all typed responses are formatted properly and typed responses are prepared for return, instruct test administrators to delete students’ responses from the computers.

Appendix B—Procedures for Paper-Based Testing

C Tasks to Complete after Test Administration

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

Part IV: Return Test Materials

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

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

A Begin Packing Activities

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

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

Appendix B—Procedures for Paper-Based Testing

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

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

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

Situation	Instructions
A student was provided accommodations not initially listed in the Student Registration.	Update the MCAS Portal so it accurately reflects the accommodations that the student used (Students>Locate Student>Edit). In addition, if a student used Braille, Large Print, or Typed Responses, fill in the corresponding circle next to the accommodation on the inside back cover of the booklet. Because a student’s IEP or 504 status is reported in SIMS, remember to report students with disabilities to your district SIMS contact, including students for whom a 504 plan was developed because of a temporary disability such as a broken arm.
A student refused accommodations during testing or did not use an accommodation.	Update the MCAS Portal so it accurately reflects the accommodations that the student used (Students>Locate Student>Edit).
A student had a medically documented absence for one or more test sessions and did not participate in make-up testing.	Fill in the medically documented absence circle in the “Absence” section on the outside back cover of the booklet. New for 2025: As an alternative to filling in the medically documented absence circle on the back cover of the booklet, schools may indicate students who were medically absent that took paper-based tests in the MCAS Portal. To do so, schools can export the Student Registration file, indicate medical absences in column M, and then reimport the file.
A student was absent for another reason from all test sessions in the subject-area test or refused testing.	Do not assign a booklet to a student who did not participate in testing (if one is already assigned, follow the instructions in the “void” section below).
A student was added to or removed from your school’s enrollment after the Student Registration was submitted.	If the student did not test at all: Do not assign a booklet to a student (if one is already assigned, follow the instructions in the “void” section below). If the student participated in one or more test sessions: Fill in one of the circles in the “Change of Enrollment Status” section on the outside back cover of the booklet. For a student added to your enrollment, add the student to the MCAS Portal following instructions in the <i>MCAS Student Registration Guide</i> (available at mcas.onlinehelp.cognia.org/portal).

Appendix B—Procedures for Paper-Based Testing

Situation	Instructions
A student’s test needs to be marked “void” (i.e., it will not be scored and no student results will be reported).	Fill in the void circle on the outside back cover of the booklet. Write “VOID” across the front of the booklet. Place the booklet in the Void Envelope in the return shipment.

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

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

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

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

If a student transfers out of the school after Session 1 and before Session 2 of a test, fill in the circle on the back cover of the Session 1 booklet to indicate the change of enrollment status. (If the Session 2 booklet has been assigned, follow the instructions at the top of this page to mark the booklets as void. If it was not yet assigned, follow the instructions on pages 82–83 for returning unused test materials.)

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

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

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

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

Retain the Materials Summary form for school files (see section D on page 84).

Appendix B—Procedures for Paper-Based Testing

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

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

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

Print the confirmation and save it for your school files.

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

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

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

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

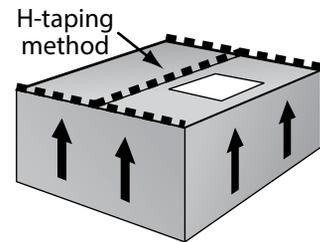
Appendix B—Procedures for Paper-Based Testing

B Pack the Test Materials

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

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

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



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

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

Note: New for 2025, the shipping address for returning materials has changed. It is important that schools **do not** reuse old shipping labels.

New

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

Appendix B—Procedures for Paper-Based Testing

C Schedule and Confirm UPS Pickup of All Test Materials

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

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

D 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 • counts of booklets returned in the Return Envelopes • counts of booklets returned in the Special Handling Envelopes and Void Envelopes, if applicable
Materials related to accommodations	<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 • completed MCAS Nondisclosure Acknowledgments from test administrators for students using certain accommodations • completed Student Accommodation Refusal forms (optional) • accommodations lists/spreadsheets, if applicable

Appendix B—Procedures for Paper-Based Testing

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 • counts of booklets returned in the Return Envelopes • counts of booklets returned in the Special Handling Envelopes and Void Envelopes, if applicable
Other local records	<ul style="list-style-type: none"> • agendas, sign-in sheets, and any other relevant documentation from the Test Administrators' Training and the training session for other authorized school staff members to demonstrate that they have been trained and received TAMs and test security requirements • records of test administrators and their students for each session, including make-up and test completion sessions • completed Student Responsibilities during MCAS Testing forms for students in grades 6 through high school (optional) • seating charts (optional) • Superintendent's Assurance of Proper Test Administration forms, if used • documentation for absences due to medical reasons, if applicable • documentation for students who were removed from or added to the school's enrollment during the testing window • for high school Science: signed nonparticipation forms, if applicable • approval for a Request for Permission to Test a Student in an Alternate Setting, if applicable

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, including large-print practice tests, if printed • Mathematics Guidelines for Completing Answer Grids, if applicable • Mathematics reference sheets • blank cards or cutouts used by students who had UF6 • blank place markers used by students who had UF8 • Introductory Physics reference sheets • signs (e.g., Do Not Disturb sign, Prohibited Materials During MCAS Testing sign)
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3. SECURELY DESTROY (e.g., by shredding) scratch paper used by students, and indicate on the internal tracking form that this has been done.

4. You may keep MCAS rulers for future classroom use; these materials may not be used for future MCAS testing.

Appendix C



Accessibility and Accommodations



Appendix C—Accessibility and Accommodations

Part I: Accessibility Features for All Students

A Universal Accessibility Features (UFs)

Universal Accessibility features are tools and supports that are available to **all** students on the MCAS tests and are either built into the MCAS Student Kiosk (the MCAS computer-based testing platform) or provided by a test administrator on either the computer- or paper-based tests.

Table 1. Universal Accessibility Features Available to All Students

Universal Accessibility Features		
#	Computer-Based Testing	Paper-Based Testing
UF1	Highlighter tool Highlights text in four colors: yellow, pink, purple, and green.	Highlighter/colored pencils Colored pencils and yellow highlighters may be used, but students must use a #2 pencil only to answer all test questions.
UF2	Color contrast Changes the background color and text color during testing.	Colored overlays or tinted lens(es)
UF3	Screen Zoom tool Enlarges screen content from 100% to 150%, 200%, and 300%.	Magnification tool/device or low-vision aid
UF4	Enlarged cursor/Mouse pointer tool Students can select an enlarged and colored cursor.	Enlarged pencil/modified writing instrument
UF5	Line reader tool Masks text so only part of the text can be viewed at one time.	Tracking device , such as a straight edge or similar tool
UF6	Answer masking (available for multiple-choice items) Students can click an icon of an eye to toggle between hiding answer choices and having them reappear.	Mask text or answer(s) using a blank card or cutout.
UF7	Answer eliminator (available for multiple-choice items) Students can mark an “X” through each answer option the student believes is incorrect. (Note: Answer choices cannot be selected while crossed out.)	Use a pencil to eliminate answer choices in booklet. Note: The student should take care not to eliminate answer bubble options, as stray marks will lead to an incorrect score.
UF8	Item flag/bookmark Students can select the star icon to save a question to come back to later and can select the down arrow to access a review screen to navigate to another test question.	Use a blank place marker to mark a question for later review. (Note: Sticky notes are <i>not</i> allowed.)
UF9	Audio aid (e.g., amplification device) Note: Smartphones may not be used.	
UF10	Notepad Students can use this tool to type in their own notes on each test question.	Scratch paper (required for all students)

Appendix C—Accessibility and Accommodations

Universal Accessibility Features <i>continued</i>		
#	Computer-Based Testing	Paper-Based Testing
UF11	<p>Test administrator reads aloud selected words (or signs selected words, in the case of a student who is Deaf or Hard-of-Hearing) <i>for Mathematics, Science, and Civics tests only</i> as requested by the student (this feature is not permitted on the ELA tests).</p> <p>The student may point to a word or phrase and request the word to be read aloud or signed. Test administrator quietly reads aloud or signs the selected word(s) or phrase; test administrator may not explain or define words. Students using this feature may be tested alongside other students in groups of any size.</p>	
UF12	<p>Test administrator redirects student’s attention to the test without coaching or assisting the student to answer any questions (e.g., test administrator reminds student to stay focused; it is not permissible to say, “Add more to your response” or “Make sure to answer all questions.”).</p>	
UF13	<p>Test administrator repeats or clarifies general test administration directions from the appropriate Test Administrator’s Manual scripts to the student, as needed.</p>	
UF14	<p>New for 2025: General masking Students can mask certain parts of the test.</p>	<p>Masking Student can use blank paper/index card to mask test content.</p>
UF15	<p>New for 2025: Reverse Contrast Students can invert all colors on screen.</p>	N/A

B Designated Accessibility Features (DFs)

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

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

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

#	Designated Accessibility Feature
DF1	Small group test administration (May include up to a total of 10 students.)
DF2	Individual (one-to-one) test administration (Student must be tested in a separate setting.)
DF3	Frequent brief supervised breaks
DF4	Separate or alternate test location (Can be a group of one or more students; the location should be specified, e.g., library, homeroom.)
DF5	Seating in a specific area of the testing room, including the use of a study carrel (If listed in an IEP or 504 plan, the specific area should be described.)
DF6	Adaptive or specialized furniture (e.g., seating, desk, or lighting)
DF7	Noise buffer , such as noise-canceling earmuffs/headphones or white noise (Note: Music or other recordings may not be played unless granted as a <i>unique accommodation</i> by DESE.)
DF8	Familiar test administrator
DF9	Student reads test aloud to self: Student must be tested in a separate setting, unless a low-volume device (e.g., a Whisperphone) is used.

Appendix C—Accessibility and Accommodations

#	Designated Accessibility Feature
DF10	Specific time of day
DF11	“Stop Testing” policy: The student should be given the opportunity to attempt each test session. If the student does not appear to be responding to test questions after a period of 15–20 minutes, the test administrator may ask if the student is finished. If so, the test administrator may collect the student’s test materials and the student can either sit quietly or be excused from the test setting.

Part II: MCAS Accommodations for Students with Disabilities

A Accommodations for Students with Disabilities

Information about the purpose of accommodations, eligibility and general requirements for accommodations, and updating IEPs and 504 plans can be found in the *Accessibility and Accommodations Manual for the 2025 MCAS Administrations* (available at www.doe.mass.edu/mcas/accessibility).

1. If a Student Refuses an Accommodation

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

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

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

2. Unique Accommodations Requests

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

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

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

3. Nondisclosure Acknowledgment Forms

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

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

See page 32 for more information about Nondisclosure Acknowledgment Forms.

4. Description of MCAS Accommodations for Students with Disabilities

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

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

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

The following form-dependent accommodations must be assigned correctly before testing. If not assigned correctly, a student's test will need to be stopped and a new test will need to be set up, and the student may need to retake a portion of the test. More information about these accommodations is available in the *MCAS Student Registration Guide*.

Form-dependent accommodations for CBT

- Screen Reader
- ASL video edition of the grade 10 Mathematics test and June high school Science tests
- Spanish/English test editions
- Compatible Assistive Technology
- Human Read-Aloud
- Human Signer

Form-dependent accommodations for PBT

- Large-print
- Braille
- Spanish/English test edition

Instructions for completing the Student Registration are available in the *MCAS Student Registration Guide*.

Appendix C—Accessibility and Accommodations

Table 3. Test Presentation Accommodations for Students with Disabilities

Test Presentation Accommodations		
#	Computer-Based Test	Paper-Based Test
A1 (SR)	<p>Paper-based edition of the MCAS test may be administered as an accommodation to a student who is unable to use a computer or take the computer-based test due to a disability. (Note: This must be listed as an accommodation in the student’s IEP or 504 plan.)</p>	N/A
A2 (SR)	<p>N/A (See UF3 and UF4 in Table 1 on page 88 for information on screen magnification and enlarge cursor/pointer tool.)</p>	<p>Large print New for 2025, large-print materials will be presented as (approximately 24-point font size on 8.5" x 11" paper (i.e., a standard-sized test booklet).):</p> <ul style="list-style-type: none"> • Large-print special instructions will accompany the large-print test. • Either the student or the test administrator must transcribe the student’s responses verbatim from the large-print test & answer booklet into the standard test & answer booklet. (See additional procedures listed in section 8 in this appendix.) •  See the <i>MCAS Student Registration Guide</i> for important information about assigning this accommodation. • Test administrators for students using accommodation A2 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/forms) before administering this accommodation.
A3.1 (SR) A3.2 (SR) A3.3 (SR)	<p>A3.1 – Screen Reader: ONLY for a student who is blind and uses the Assistive Technology program JAWS or NVDA.</p> <ul style="list-style-type: none"> • A separate hard-copy Braille edition test with the appropriate Braille graphics will automatically be sent for this accommodation. • All responses must be entered onscreen, either by the student or test administrator. •  See the <i>MCAS Student Registration Guide</i> for important information about assigning this accommodation. • See Appendix E of the <i>Accessibility and Accommodations Manual for the 2025 MCAS Administrations</i> at www.doe.mass.edu/mcas/accessibility for additional information about this accommodation. 	<p>A3.2 – Braille edition (hard copy)</p> <ul style="list-style-type: none"> • All answers must be either scribed or transcribed verbatim into the student’s standard booklet and returned according to instructions in this manual so the student will receive credit. (See additional procedures listed in section 8 in this appendix.) • Braille special instructions will accompany the Braille test. •  See the <i>MCAS Student Registration Guide</i> for important information about assigning this accommodation.

Appendix C—Accessibility and Accommodations

Test Presentation Accommodations <i>continued</i>		
#	Computer-Based Test	Paper-Based Test
<p>A3.1 <i>(SR)</i></p> <p>A3.2 <i>(SR)</i></p> <p>A3.3 <i>(SR)</i></p> <p><i>continued</i></p>	<ul style="list-style-type: none"> • Test administrators for students using accommodation A3.1 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/forms) before administering this accommodation. <p>A3.3 – Assistive Technology: Students who are not blind but use JAWS, NVDA, and ZoomText may use this form to allow their Assistive Technology program to integrate with the computer-based test. A separate hard-copy Braille edition test will not be automatically sent; schools that need one should call the MCAS Service Center to request one.</p> <ul style="list-style-type: none"> • See the <i>MCAS Student Registration Guide</i> for important information about assigning this accommodation. • See Appendix E of the <i>Accessibility and Accommodations Manual for the 2025 MCAS Administrations</i> at www.doe.mass.edu/mcas/accessibility for information about this accommodation. • Test administrators for students using accommodation A3.3 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/forms) before administering this accommodation. 	<ul style="list-style-type: none"> • Test administrators for students using accommodation A3.2 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/forms) before administering this accommodation.
<p>Note for A3.1, A3.2, and A3.3</p> <p>Previewing Braille test content by test administrators: Under secure conditions supervised by the principal, Braille test administrators may review Braille test materials up to four days prior to testing once they are received by the school for the purpose of preparing to orient the student. Test materials may not be removed from the school.</p>		
<p>A4 <i>(SR)</i></p>	<p>Text-to-Speech (TTS): computer reads text aloud for Mathematics, Science, and Civics (not ELA). Test takers can play, pause, or stop audio, and can skip content by selecting specific portions of text to be read aloud. Test takers can adjust the volume and speed at which content is read aloud.</p> <ul style="list-style-type: none"> • For students who require that text be read aloud, IEP teams should consider whether TTS is preferable to a Human Reader (or vice versa). Human Read-Aloud provides the same accessibility support as TTS, and the two can be used interchangeably, unless otherwise specified (e.g., “Text-to-Speech is preferable, but Human Reader is acceptable”). 	<p>N/A</p>

Appendix C—Accessibility and Accommodations

Test Presentation Accommodations <i>continued</i>		
#	Computer-Based Test	Paper-Based Test
<p>A4 (SR) <i>continued</i></p>	<ul style="list-style-type: none"> • Note: In cases where a student receives a Text-to-Speech accommodation and a Human Read-Aloud accommodation, the Student Registration file should only include the Text-to-Speech designation, which ensures that the student receives the correct Text-to-Speech functionality. • TTS may be used either with headphones or without headphones in a separate setting. • Students should view the tutorial and take an online TTS practice test prior to testing. • Note: TTS for ELA is a special access accommodation (SA1.1). See Table 5 for guidelines and criteria to receive this accommodation. 	
<p>A5 (SR)</p>	<p>Human Read-Aloud for Mathematics, Science, and Civics (not ELA)</p> <ul style="list-style-type: none"> • Human Read-Aloud provides the same accessibility support as TTS, and the two can be used interchangeably unless otherwise specified (e.g., “Text-to-Speech is preferable, but Human Reader is acceptable”). • Note: For computer-based testing, schools may choose to have test administrators read the test over the student’s shoulder, or create test administrator logins so that test administrators can log in to their own test on their own device in order to read aloud. • Note: In cases where a student receives a Text-to-Speech accommodation and a Human Read-Aloud accommodation, the Student Registration file should only include the Text-to-Speech designation, which ensures that the student receives the correct Text-to-Speech functionality. • If using test administrator logins, test administrators will need their own computer to sign in to their own version of the test. (Students will sign in and record responses using their student logins.) • Note: Reading aloud the ELA tests is a special access accommodation (SA1). See Table 5 for guidelines and criteria to receive this accommodation. • For additional procedures, including instructions on creating test administrator logins, refer to section 7 in this appendix. •  See the <i>MCAS Student Registration Guide</i> for important information about assigning this accommodation. • Test administrators for students using accommodation A5 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/forms) before administering this accommodation. 	

Appendix C—Accessibility and Accommodations

Test Presentation Accommodations <i>continued</i>		
#	Computer-Based Test	Paper-Based Test
A6.1 <i>(SR)</i>	<p>Human Signer for Mathematics, Science, Civics and for ELA test questions (but not ELA reading passages):</p> <ul style="list-style-type: none"> • Note: for computer-based testing, schools may choose to have test administrators read the test over the student’s shoulder, or they may choose to create test administrator logins so that test administrators can log in to their own test on their own device in order to sign. • If using test administrator logins, test administrators will need their own computer to sign in to their own version of the test. (Students will sign in and record responses using their student logins.) • For instructions on creating test administrator logins, test coordinators should refer to section 7 in this appendix. • The test must be signed exactly as it appears. The signer may not provide assistance to the student regarding the meaning of words, intent of any test question, or how to respond to any test questions. The signer may finger-spell key words in addition to providing the sign for a term. The signer may sign emphasis only when indicated by bold or italicized text. • The test must be administered either individually or to a small group of 2–5 students receiving the Human Signer accommodation. • If preferred, selected words, phrases, or sections may be signed to the student, as requested, rather than signing the entire test. • Signing the ELA reading passages is a special access accommodation (SA2). See Table 5 for guidelines and criteria to receive this accommodation. <p>Previewing test content by Human Signers: Under secure conditions supervised by the principal, interpreters may review test materials up to four days prior to testing (unless given special permission for an earlier review). Test materials may not be removed from the school nor accessed online outside of the school.</p> <ul style="list-style-type: none"> •  See the <i>MCAS Student Registration Guide</i> for important information about assigning this accommodation. • Test administrators for students using accommodation A6.1 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/forms) before administering this accommodation. 	
A6.2 <i>(SR)</i>	<p>ASL Video editions of the computer-based spring MCAS grade 10 Mathematics and June high school Science tests</p> <ul style="list-style-type: none"> • An embedded ASL video is built into these computer-based tests. • Students may turn on, turn off, pause, and control the signing speed of the ASL video. • Students should view the tutorial and take online ASL practice tests prior to testing to become familiar with the features of the ASL video player. •  See the <i>MCAS Student Registration Guide</i> for important information about assigning this accommodation. 	N/A (See A6.1 for Human Signer)

Appendix C—Accessibility and Accommodations

Test Presentation Accommodations <i>continued</i>		
#	Computer-Based Test	Paper-Based Test
A7	Human Signer for test directions only (from the appropriate <i>Test Administrator's Manual</i> scripts) for a student who is Deaf or Hard-of-Hearing	
A8	<p>Track student progress by assisting the student to move from one test question to the next</p> <ul style="list-style-type: none"> Students requiring this accommodation may have attention challenges and require supports and redirection to participate in multi-page assessments. Test administrators for students using accommodation A8 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/forms) before administering this accommodation. 	

Table 4. Response Accommodations for Students with Disabilities

Response Accommodations		
#	Computer-Based Test	Paper-Based Test
A9 (SR)	<p>Use of approved graphic organizers, checklists, or supplemental reference sheets:</p> <p>Only the approved ELA organizers and supplemental mathematics reference sheets made available by DESE (<i>new for 2025</i>, posted in PDF format at www.doe.mass.edu/mcas/accessibility/organizers) may be used as accommodations on ELA and Mathematics tests. These have been developed for use on MCAS tests based on the most current versions of the curriculum framework standards measured by the tests, the MCAS test design, expectations for how student essays and text-based responses will be scored, and educator input.</p> <p>Exception: ELA graphic organizers <i>without</i> text (e.g., paper with only lines, arrows and dots) may be used without Department approval by students who have this accommodation listed in their IEP or 504 plans.</p> <p>For STE, students may use a sample reference sheet, or schools may submit a customized reference sheet for DESE approval by the following deadlines:</p> <ul style="list-style-type: none"> Spring Grades 5 and 8 STE – March 7, 2025 June High School Science – April 25, 2025 <p>Notes:</p> <ul style="list-style-type: none"> Individualized reference sheets approved prior to the 2022–23 school year must be resubmitted for approval for use on the 2025 STE tests. All science reference sheets submitted for approval must be accompanied by a completed cover sheet (available at www.doe.mass.edu/mcas/accessibility/organizers). Students may not use reference sheets that have already been filled out prior to the beginning of the test administration, and test administrators must check to confirm that they are providing students with blank sheets. 	

Appendix C—Accessibility and Accommodations

Response Accommodations <i>continued</i>		
#	Computer-Based Test	Paper-Based Test
A10.1 <i>(SR)</i>	<p>Scribe responses (A10.1) for Mathematics, STE, and Civics (not ELA)</p> <p>A human scribe will record the student’s responses verbatim (i.e., as dictated or signed by the student) <i>at the time of testing</i>, either on the computer-based test or in the student’s paper-based test. (See section 8 in this appendix for specific guidance on providing the scribe accommodation.)</p> <p>For students with motor, processing, or expressive language difficulties, or who have had a recent injury (such as a broken hand or arm):</p> <ul style="list-style-type: none"> • Department approval is not required for using a scribe with a 504 plan that is under development for students with a recent injury. <p>Scribing responses for ELA is a special access accommodation (SA3.1). See Table 5 for guidelines and criteria to receive this accommodation.</p> <ul style="list-style-type: none"> • Test administrators for students using accommodation A10.1 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/forms) before administering this accommodation. 	
A10.2 <i>(SR)</i>	<p>Speech-to-text (A10.2) for Mathematics, Science, and Civics (not ELA)</p> <p>Students use a computer-based voice recognition program (other than a smartphone) that generates responses by converting speech into text.</p> <ul style="list-style-type: none"> • A speech-to-text accommodation provides the same access as a human scribe, and the two can be used interchangeably, unless otherwise specified. • If the student will use both scribe and speech-to-text on one test, schools should select speech-to-text during Student Registration or in the MCAS Portal user interface instead of human scribe. • All answers must be either scribed or transcribed verbatim into the student’s standard booklet and returned according to instructions in the PAM so the student will receive credit. • Students who use speech-to-text will need headphones/Whisperphones unless they are tested individually in a separate setting. <p>Note: Speech-to-text for ELA is a special access accommodation (SA3.2). See Table 5 for guidelines and criteria to receive this accommodation.</p> <ul style="list-style-type: none"> •  See the <i>MCAS Student Registration Guide</i> for important information about assigning this accommodation. • See Appendix E of the <i>Accessibility and Accommodations Manual for the 2025 MCAS Administrations</i> at www.doe.mass.edu/mcas/accessibility for additional information about this accommodation. • Test administrators for students using accommodation A10.2 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/forms) before administering this accommodation. 	
A11	<p>Responses recorded by student on special paper or specialized device:</p> <ul style="list-style-type: none"> • Responses must be transcribed into the student’s computer-based test or test & answer booklet by a test administrator <i>anytime during the testing window</i>. • Students who transcribe their own responses must do so <i>during the test session</i> and must finish on the day in which the test session began. • See additional procedures listed in section 8 in this appendix. • Test administrators for students using accommodation A11 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/forms) before administering this accommodation. 	

Appendix C—Accessibility and Accommodations

Response Accommodations <i>continued</i>		
#	Computer-Based Test	Paper-Based Test
A12 (SR)	N/A	<p>Typed responses:</p> <ul style="list-style-type: none"> • Responses must be printed out, one per page, and inserted in the student’s test & answer booklet with all required header information typed on each page (see section 9 in this appendix and the sample typed response on page 109). • Schools should not transcribe students’ responses into their test & answer booklet. • After being printed, responses must be deleted from the device. • Test administrators for students using accommodation A12 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/forms) before administering this accommodation.
A13	<p>Student records responses on a device (other than a smartphone) for the purpose of playing back and transcribing the recorded segment(s). Students who use stand-alone Text-to-Speech software or an audio recording device to listen to their draft response should also have accommodation A11 listed in their IEP or 504 plan. Responses must be deleted from the device once they have been transcribed into the student’s test.</p> <ul style="list-style-type: none"> • Test administrators for students using accommodation A13 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/forms) before administering this accommodation. 	
A14	<p>Responses signed on to video (for a student who is Deaf or Hard-of Hearing), then transcribed by the student onscreen or into the test & answer booklet during playback. The video must be deleted after transcription.</p> <ul style="list-style-type: none"> • Test administrators for students using accommodation A14 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/forms) before administering this accommodation. 	
A15	<p>Monitor placement of responses in the appropriate area onscreen or in the test & answer booklet by the test administrator</p> <ul style="list-style-type: none"> • Test administrators for students using accommodation A15 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/forms) before administering this accommodation. 	
A16	<p>Refreshable Braille Display/Braille note-taker (specific external device used in conjunction with Screen Reader for student who is blind or has a vision impairment)</p> <p>A hard-copy edition of the Braille test must also be ordered, and the Screen Reader test must be selected.</p>	<p>Braille note-taker (specific external device used in conjunction with hard-copy Braille test)</p> <p>Braille notes should be placed in the school’s return shipment.</p>

Appendix C—Accessibility and Accommodations

Response Accommodations <i>continued</i>		
A17	<p>Braille writer (specific external device used in conjunction with Screen Reader and hard-copy Braille test)</p> <p>A hard-copy edition of the Braille test must also be ordered and the Screen Reader test must be selected.</p>	<p>Braille writer (specific external device used in conjunction with the hard-copy Braille test). A printout of each response may be generated and inserted in the student’s test & answer booklet, with all required information on each page (see section 9 in this appendix for more information).</p>
A18 (SR)	<p>Word Prediction for Mathematics, Science, and Civics (not ELA)</p> <p>An Assistive Technology tool for writing that provides a list of suggested words for the student to select based on letters typed by the student.</p> <p>Note: The word prediction tool is embedded into the MCAS Student Kiosk. See Appendix E of the <i>Accessibility and Accommodations Manual for the 2025 MCAS Administrations</i> (available at www.doe.mass.edu/mcas/accessibility) if attempting to use a school-owned word prediction application.</p> <p>Note: Word Prediction for ELA is a special access accommodation (SA6). See Table 5 for guidelines and criteria to receive this accommodation.</p>	

5. Special Access Accommodations for Students with Disabilities

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

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

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

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

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

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

Appendix C—Accessibility and Accommodations

Table 5. Special Access Accommodations for Students with Disabilities

Special Access Accommodations	
#	Computer- and Paper-Based Tests
<p>SA1.1 (SR) and SA1.2 (SR)</p>	<p>Text-to-Speech (SA1.1) or Human Read-Aloud (SA1.2) for the ELA tests, including oral presentation of test questions, response options, and passages</p> <ul style="list-style-type: none"> Text-to-Speech may be used either with or without headphones. If headphones are used, the student may be tested in a typical-sized group. If headphones are not used, the student must be tested individually. Text-to-Speech and Human Read-Aloud may be used interchangeably, unless otherwise specified. Note: In cases where a student receives a Text-to-Speech accommodation and a Human Read-Aloud accommodation, the Student Registration file should only include the Text-to-Speech designation, which ensures that the student receives the correct Text-to-Speech functionality. A Human Reader may either read aloud from the computer-based test (signed in to a nearby computer or sitting next to the student) or from the paper-based test. A Human Reader may read aloud to a group of up to five students. <p>This accommodation is intended for a very small number of students with disabilities resulting in substantial reading deficits, as documented in locally administered diagnostic evaluations and observations. To receive the Text-to-Speech or Human Read-Aloud accommodation for ELA tests, the student must meet all of the following criteria:</p> <ul style="list-style-type: none"> be virtually unable to read, even after varied and repeated attempts to teach the student to do so (i.e., the student is at the beginning stages of learning to read, and not simply reading below grade level), as determined by locally administered diagnostic evaluations (reading below the second grade-level) receive ongoing intervention to learn the skill of reading use this accommodation routinely (except during instruction in learning to read) <p>The Human Read-Aloud (SA1.2) may also be provided to a student who is blind or has a visual impairment and uses a Screen Reader and/or is unable to use Braille on the tests listed above. If the student will use a Screen Reader and if the Screen Reader accommodation is indicated, a separate hard copy Braille test edition will be sent to the school to allow the student to access the appropriate Braille graphics (see accommodation A3.1).</p> <ul style="list-style-type: none">  See the <i>MCAS Student Registration Guide</i> for important information about assigning this accommodation. Note: For computer-based testing, schools may choose to have test administrators read the test over the student’s shoulder, or create test administrator logins so that test administrators can log in to their own test on their own device in order to read aloud If using test administrator logins, test administrators will need their own computer to sign in to their own version of the test. (Students will sign in and record responses using their student logins.) For additional procedures related to SA1.2, including instructions on creating test administrator logins, refer to section 7 in this appendix. Test administrators for students using accommodation SA1.2 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/forms) before administering this accommodation.

Appendix C—Accessibility and Accommodations

Special Access Accommodations <i>continued</i>	
#	Computer- and Paper-Based Tests
SA2 (SR)	<p>Human Signer for ELA, including reading passages, questions, and answer options:</p> <p>This accommodation is intended for students who are Deaf or Hard-of-Hearing and who are severely limited or prevented from reading, as documented in locally administered diagnostic evaluations. The student must meet all the following criteria:</p> <ul style="list-style-type: none"> • be virtually unable to read (i.e., decode text), even after varied and repeated attempts to teach the student to do so (i.e., the student is at the very beginning stages of learning to read, and not simply reading below grade level), due to a documented disability and/or history of early and prolonged lack of exposure to and use of language • use this accommodation routinely, except during reading instruction • receive ongoing intervention to learn the skill <p>The student must be tested in a group of no more than five students, unless approval is obtained from the Department to increase the group size in rare circumstances.</p> <p>For additional procedures related to SA2, including instructions on creating test administrator logins, refer to section 7 in this appendix.</p> <ul style="list-style-type: none"> • Note: For computer-based testing, schools may choose to have test administrators read the test over the student’s shoulder, or create test administrator logins so that test administrators can sign in to their own test on their own device in order to read aloud. • If using test administrator logins, test administrators will need their own computer to sign in to their own version of the test (students will sign in and record responses using their student logins). •  See the <i>MCAS Student Registration Guide</i> for important information about assigning this accommodation. • Test administrators for students using accommodation SA2 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/forms) before administering this accommodation.
SA3.1 (SR)	<p>Scribe responses for ELA:</p> <p>A human scribe (SA3.1) will record the student’s responses verbatim (i.e., as dictated by the student) at the time of testing, either onscreen (computer-based test) or in the student’s test & answer booklet (paper-based test).</p> <p>This accommodation is intended for students who have the following:</p> <ul style="list-style-type: none"> • documented significant motor or processing difficulties • a recent injury (such as a broken hand or arm) that makes it difficult to produce responses <p>For many of these students, dictating to a scribe is the only way to demonstrate their composition skills. Students will dictate their responses to a human, who will then record the students’ responses verbatim. A human scribe and speech-to-text provide the same access and can be used interchangeably, if the student is familiar with the features. Students should be allowed to develop planning notes via the scribe and to view the scribed material. The student must be tested in a separate setting.</p> <ul style="list-style-type: none"> • See section 8 in this appendix for specific guidance on providing the scribe accommodation. • Test administrators for students using accommodation SA3.1 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/forms) before administering this accommodation.

Appendix C—Accessibility and Accommodations

Special Access Accommodations <i>continued</i>	
#	Computer- and Paper-Based Tests
SA3.2 (SR)	<p>Speech-to-text (SA3.2) for ELA:</p> <p>Students use a speech recognition program that converts voice to written text.</p> <p>This accommodation is intended for students who have the following:</p> <ul style="list-style-type: none"> • documented significant motor or processing difficulties • a recent injury (such as a broken hand or arm) that makes it difficult to produce responses • Students taking the computer-based test will be able to use an embedded speech-to-text tool that functions within the MCAS Student Kiosk. This embedded Assistive Technology will allow students to dictate their responses directly into the computer-based test without using a separate adjacent (external) device. Refer to Appendix E of the <i>Accessibility and Accommodations Manual for the 2025 MCAS Administrations</i> (available at www.doe.mass.edu/mcas/accessibility) for a step-by-step guide on accessing and using this feature. <p>› If students use their own AT devices, all assessment content must be deleted from these devices after the test for security purposes.</p> <ul style="list-style-type: none"> • Students who use speech-to-text will need headphones/Whisperphones, unless they are tested individually in a separate setting. <p>This accommodation is intended for students who have significant challenges producing written text, which can result from significant motor or processing difficulties.</p> <ul style="list-style-type: none"> •  See the <i>MCAS Student Registration Guide</i> for important information about assigning this accommodation. • Test administrators for students using accommodation SA3.2 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/forms) before administering this accommodation.
SA4 (SR)	<p>Calculation device (including addition/subtraction or multiplication/division tables) on a <i>noncalculator session</i> for Mathematics:</p> <p>Students taking the computer-based test will be able to use an embedded calculator (or a handheld calculator). This accommodation is intended for a small number of students with documented disabilities that severely limit or prevent them from performing basic calculations without a calculation device or other mathematics tool, as documented in locally administered diagnostic evaluations, even after varied and repeated attempts to teach the student to do so.</p> <p>The student must meet the following criteria:</p> <ul style="list-style-type: none"> • be virtually unable to calculate (i.e., unable to perform single-digit addition, subtraction, multiplication, or division without a calculation device or other mathematics tool) • use the calculation device or tool during routine instruction in mathematics • receive ongoing intervention to learn the skill <p>Students using handheld calculators to fulfill SA4 should be tested in their own group to minimize confusion during test administration.</p>

Appendix C—Accessibility and Accommodations

Special Access Accommodations <i>continued</i>	
#	Computer- and Paper-Based Tests
SA5 (SR)	<p>Spell-checker for ELA, including an external spell-checking device for the paper-based test; or in conjunction with the typed response accommodation for the paper-based test:</p> <p>This accommodation is intended for a small number of students with disabilities that severely limit or prevent them from spelling correctly, even after varied and repeated attempts to teach the student to do so.</p> <p>The student must meet the following criteria:</p> <ul style="list-style-type: none"> • be unable to spell simple words (i.e., at the beginning stages of learning how to spell), as documented by locally administered diagnostic evaluations • produce understandable written work only when provided this accommodation, which the student uses during routine instruction • receive ongoing intervention to learn the skill <p>The student may <i>not</i> use grammar check or access the internet during the test.</p>
SA6 (SR)	<p>Word prediction for ELA, which provides a choice of frequently used words after the student types the first few letters of a word:</p> <p>Students using the word prediction special access accommodation for the computer-based ELA test will be able to use an embedded word prediction tool that functions within the MCAS Student Kiosk. Refer to Appendix E of the <i>Accessibility and Accommodations Manual for the 2025 MCAS Administrations</i> (available at www.doe.mass.edu/mcas/accessibility) for a step-by-step guide to accessing and using this feature.</p> <p>For paper-based tests, a word prediction application must be used at a separate external computer station, and a test administrator or the student must transcribe the selected word(s) into the student's test & answer booklet. (See section 8 in this appendix for information and guidelines on transcribing student responses.)</p> <p>This accommodation is intended for a small number of students who meet the following criteria:</p> <ul style="list-style-type: none"> • have a disability that results in significant challenges to generate written responses • requires access to word prediction to produce basic written expression commensurate with the student's skills <ul style="list-style-type: none"> •  See the <i>MCAS Student Registration Guide</i> for important information about assigning this accommodation. • Test administrators for students using accommodation SA6 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/forms) before administering this accommodation.

6. Procedures for Students Who Use a Cell Phone or Smartwatch to Monitor Medical Information

For students with medical conditions who use a cell phone or smartwatch to monitor their health (e.g., a student with diabetes who uses a continuous glucose monitor [CGM] or insulin pump, or a student with a heart condition who uses a heart monitor), DESE recommends that the school test coordinator consult with the school nurse, and that the school nurse follow the student's Individual Health Care Plan and/or 504 plan/IEP in regard to remote medical monitoring.

A student may have a cell phone or smartwatch with them during testing in order to monitor medical information, provided that the student is tested in a small group (no more than 10 students) or individually so that the test administrator can closely monitor the student and ensure that the device is not used for any other purpose.

Appendix C—Accessibility and Accommodations

7. Procedures for Using Test Accommodations A5, A6.1, SA1.2, SA2, and EL3.2: Human Read-Aloud or Human Signer

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

The procedures below must be followed:

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

Setting up Human Read-Aloud/Human Signer Sessions with Test Administrator Logins

If schools want their test administrators to be able to read or sign from their own computers when administering these accommodations, then the test coordinator must use the following instructions to generate test administrator logins, which will give the test administrator access to the test in the MCAS Student Kiosk. A test administrator login must be created for each Human Read-Aloud/Human Signer class. This will allow the test administrator to see the same test questions that their students see, in order to read aloud or sign the test.

1. There are two options for adding a test administrator login to the MCAS Portal.

Option 1: Manually add a student to the MCAS Portal using the field definitions outlined below.

Option 2: Add the test administrator login as a student during the Student Registration upload.

Test administrator logins should use the following field definitions:

- a. SASID (column C of the Student Registration file) should begin with the 8-digit school code.

Add "01," "02," etc. to the end of the school code for each test administrator login needed.

Example: For a school whose code is 77665555, their test administrator login SASIDs would be 7766555501, 7766555502, 7766555503, etc.

- b. Student grade (column D) should be the grade level for the test that is being administered.

- c. Last name (column E) should be TA LOGIN.
 - d. First name (column F) should be the test administrator’s first name.
 - e. Date of birth (column I) should be 01/01/1900.
 - f. Test code (column J) should be the test code for the test that is being administered.
 - g. The accommodation for Human Read-Aloud or Human Signer should be assigned (column T, U, Z, or AA).
2. Once the test administrator logins have been added to the MCAS Portal, create a class for the students requiring a Human Read-Aloud (or Human Signer) accommodation for that content area.
 - a. Add the appropriate student(s) to the class.
 - b. Add the test administrator login to the class.
 - c. Save the class.
 3. Schedule the class to take the appropriate test.
 4. Ensure all students, including the test administrator login, are assigned the Human Read-Aloud (or Human Signer) accommodated form.
 5. After testing, these test administrator logins should be voided by school test coordinators.

8. Guidelines for Scribing and Transcribing Student Responses

Administering the Human Scribe Accommodation

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

Additional Guidance for Scribing ELA Tests (SA3.1)

- The scribe will spell all words correctly.
- The scribe will assume all sentences begin with a capital letter and end with a period. Other than that, at the beginning of a sentence the scribe should request clarification from the student about the use of capitalization and punctuation. The scribe must also allow the student to review and edit what the scribe has written.
- The scribe will orally confirm spelling of homonyms and commonly confused homophones, e.g., *than* and *then*; *to*, *two*, and *too*; *there*, *their*, and *they’re*.

Appendix C—Accessibility and Accommodations

- After the student has finished dictating their response(s), the scribe must do the following:
 - › ask the student to review the draft and make any necessary edits, including capitalization, punctuation, and paragraph breaks.
 - › either allow the student to make edits independently or have the student direct the scribe to make the edits.
 - › not assist the student in making decisions during the editing process.
- The scribe will make student requested changes, even if incorrect.
- The student will confirm the correctness of the response.

Transcribing Student Responses

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

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

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

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

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

General Information

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

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

All of the responses for an individual student do not need to be submitted using the same method. **Regardless of which method is used, submit only one response per question.**

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

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

Before Test Administration

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

Formatting Requirements

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

IMPORTANT—Page limits:

For ELA responses:

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

For Mathematics, Science, and Civics responses:

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

Appendix C—Accessibility and Accommodations

After Test Administration

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

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

Sample MCAS Typed Response Template

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

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

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

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

Appendix C—Accessibility and Accommodations

Part III: Testing Procedures and Accommodations for EL Students

A Participation Requirements for EL Students

EL students must participate in all MCAS tests scheduled for their grades, regardless of the language program and services they are receiving or the amount of time they have been in the United States, with the exception of first-year EL students (those who enrolled in a U.S. school after March 1, 2024, and were not reported in the March 2024 SIMS report) for whom ELA testing is optional.

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

EL Participation Requirements for Spring 2025 MCAS Tests		
Content Area Test	First-Year EL Students ²⁰	All Other EL Students
ELA	Optional ²¹	Required
Mathematics	Required	Required
STE (grades 5 and 8)	Required	Required
Civics (grade 8)	Required	Required
High School Science (Biology and Introductory Physics)	Required by the end of grade 10	Required by the end of grade 10

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

Foreign Exchange Students

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

²⁰ Scaled scores and achievement level results for first-year EL students are not aggregated with official school/district results and are provided for diagnostic purposes only.

²¹ Optional, provided that the student has participated in ACCESS for ELLs testing.

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

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

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

Bilingual dictionary and glossary use for MCAS tests is limited to those that provide word-to-word translations. Dictionaries and glossaries that include definitions, synonyms, antonyms, phrases, sample sentences, handwritten notes, and other information are prohibited.

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

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

See Appendix G of the *Accessibility and Accommodations Manual for the 2025 MCAS Administrations* (posted at www.doe.mass.edu/mcas/accessibility) for information about using electronic bilingual word-to-word dictionaries for MCAS testing.

C Accommodations for EL Students

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

Note that **some** EL accommodations must be **requested in advance** in the Student Registration file. 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 <i>(SR)</i>	<p>Paper-based edition: ELs in their first year of schooling in the U.S. or ELs with little or no familiarity with technology may take the MCAS paper-based test as an accommodation.</p> <ul style="list-style-type: none"> • ELs should have the opportunity to take computer-based practice tests prior to selecting the paper-based test. • Administering the ELA test to a first-year EL is <i>optional</i>.

Appendix C—Accessibility and Accommodations

#	Accommodations for EL Students <i>continued</i>
<p>EL2</p>	<p>Approved Bilingual Word-to-Word Dictionary and Glossary (English/native language)</p> <ul style="list-style-type: none"> This accommodation is available to students who are currently or were ever reported as ELs. Paper bilingual word-to-word dictionaries and glossaries are permitted during MCAS testing. Schools should make sure that EL students are familiar with and comfortable using paper editions. Schools that currently use e-book versions, such as from wordtoward.com, in regular instruction and classroom assessments may use them during MCAS testing. See Appendix G of the <i>Accessibility and Accommodations Manual for the 2025 MCAS Administrations</i> (posted at www.doe.mass.edu/mcas/accessibility) for information about using electronic bilingual word-to-word dictionaries for MCAS testing.
<p>EL3.1 (SR) and EL3.2 (SR)</p>	<p>Text-to-Speech (TTS) (EL3.1) computer reads text aloud for Mathematics, Science, and Civics (not ELA):</p> <ul style="list-style-type: none"> The TTS and Human Read-Aloud accommodations provide the same access and can be used interchangeably, if necessary. Note: In cases where a student receives a Text-to-Speech accommodation and a Human Read-Aloud accommodation, the Student Registration file should only include the Text-to-Speech designation, which ensures that the student receives the correct Text-to-Speech functionality. TTS is in English only. <p>Human Read-Aloud (EL 3.2) for Mathematics, Science, and Civics (not ELA):</p> <ul style="list-style-type: none"> The test must be administered in a separate setting either individually or to a group of 2–5 students all of whom are receiving the Human Reader accommodation. <p>See Appendix F of the CBT TAM and section 7 in this appendix for more information about providing the Human Read-Aloud accommodation.</p> <ul style="list-style-type: none">  See the <i>MCAS Student Registration Guide</i> for important information about assigning this accommodation. Test administrators for students using accommodation EL3.2 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/forms) before administering this accommodation.
<p>EL4.1 (SR) and EL4.2 (SR)</p>	<p>Scribe or speech-to-text for Mathematics, Science, and Civics (not ELA), consisting either of:</p> <ul style="list-style-type: none"> a human scribe (EL4.1), who records student’s responses verbatim at the time of testing. See section 8 in this appendix for specific guidance on providing the scribe accommodation; or a speech-to-text (EL4.2) computer program that converts voice to written text. <p>A speech-to-text accommodation provides the same access as a human scribe, and the two can be used interchangeably, unless otherwise specified.</p> <p>Students using the speech-to-text accommodation for grade 5 and 8 STE tests and the high school Biology test will be able to use an embedded speech-to-text “web extension” that functions within the MCAS Student Kiosk.</p> <ul style="list-style-type: none">  See the <i>MCAS Student Registration Guide</i> for important information about assigning this accommodation. Test administrators for students using accommodation EL4.1 or EL4.2 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/forms) before administering these accommodations.

Appendix C—Accessibility and Accommodations

#	Accommodations for EL Students <i>continued</i>
EL5	Test administrator reads aloud/repeats/clarifies general administration directions in English (from the appropriate <i>Test Administrator's Manual</i> scripts)
EL6	Test administrator reads aloud/repeats/clarifies general administration directions (from the appropriate <i>Test Administrator's Manual</i> scripts) in student's native language , if a native-language speaker is available
EL7	<p>Spanish/English test edition:</p> <p>New for 2025, Spanish/English is available of for all Mathematics, Science, and Civics tests:</p> <ul style="list-style-type: none"> Spanish/English tests are available in computer- and paper-based formats. The computer-based tests consist of stacked text, Spanish text above English text; paper-based tests consist of Spanish and English on facing pages (side-by-side). These tests are intended for Spanish-speaking ELs who have been in the U.S. less than 3 years. Students may respond either in Spanish or English. (Note that for all other MCAS tests, students may respond only in English.) When signing in to the computer-based Spanish/English test, students may select the language (Spanish or English) in which they would like to see the MCAS Student Kiosk icons and directions. This selection is made prior to entering the test.  See the <i>MCAS Student Registration Guide</i> for important information about assigning this accommodation.
EL8 (SR)	<p>Word prediction for Mathematics, Science, and Civics tests, which provides a choice of frequently used words after the student types the first few letters of a word:</p> <ul style="list-style-type: none"> Students using the word prediction accommodation for the computer-based Mathematics and Science tests will be able to use an embedded word prediction tool that functions within the MCAS Student Kiosk. Refer to Appendix E of the <i>Accessibility and Accommodations Manual for the 2025 MCAS Administrations</i> for a step-by-step guide on accessing and using this feature. For paper-based tests, a word prediction application must be used at a separate external computer, and a test administrator or the student must transcribe the selected word(s) into the student's test & answer booklet.

Appendix C—Accessibility and Accommodations

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

Table 7. Guidance on Selecting Accommodations for English Learners

#	Accommodation	Level of Proficiency		
		Beginning	Intermediate	Advanced
Key	<ul style="list-style-type: none"> ● Highly recommended for use by English learners at this ELP level ⊙ Recommended for use by English learners at this ELP level ○ May not be appropriate for students at this ELP level 			
EL1	Paper-based editions for ELs with low levels of English proficiency and/or no familiarity with technology who are in their first calendar year of enrollment in a U.S. school	⊙	○	○
EL2	Approved bilingual word-to-word dictionary and glossary (English/native language)	○	●	●
EL3.1 and EL3.2	Text-to-Speech for the computer-based Mathematics, Science, and Civics tests (in English <i>only</i>); OR Human Read-Aloud for Mathematics, Science, and Civics	●	⊙	○
EL4.1 and EL4.2	Human scribe or speech-to-text for Mathematics, Science, and Civics	●	⊙	○
EL5	Test administrator reads aloud/repeats/clarifies general administration <u>directions</u> in English	●	⊙	○
EL6	Test administrator reads aloud/repeats/clarifies general administration <u>directions</u> in student’s native language	●	⊙	○
EL7	Spanish/English test edition	●	⊙	○
EL8	Word prediction on the Mathematics and Science tests	●	⊙	○

Part IV: Lists of MCAS Accessibility Features and Accommodations

The tables below present lists of all MCAS accessibility features and accommodations, as well as the corresponding column in the Student Registration file, if applicable.

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

Feature Number	Accessibility Feature	Student Registration Column
UF1	Highlighter tool	N/A
UF2	Color contrast	N/A
UF3	Zoom in/out tool	N/A
UF4	Enlarged cursor/Mouse pointer tool	Column Q
UF5	Line reader tool	N/A
UF6	Answer masking	N/A
UF7	Answer eliminator	N/A
UF8	Item flag/bookmark	N/A
UF9	Audio aid	N/A
UF10	Notepad	N/A
UF11	Test administrator reads aloud (or signs) selected words	N/A
UF12	Test administrator redirects student’s attention to the test	N/A
UF13	Test administrator reads aloud, repeats, or clarifies general test administration directions	N/A
UF14	General Masking	N/A
UF15	Reverse Contrast	N/A
DF1	Small group test administration (May include up to a total of 10 students.)	N/A
DF2	Individual (one-to-one) test administration	N/A
DF3	Frequent brief supervised breaks	N/A
DF4	Separate or alternate test location	N/A
DF5	Seating in a specified area	N/A
DF6	Adaptive or specialized furniture	N/A
DF7	Noise buffer	N/A
DF8	Familiar test administrator	N/A
DF9	Student reads test aloud to self	N/A
DF10	Specific time of day	N/A
DF11	Stop Testing policy	N/A

Appendix C—Accessibility and Accommodations

Table 9. List of Test Presentation Accommodations and Response Accommodations

Accommodation Number	Accommodation	Student Registration Column
A1	Paper-based test	Column L
A2	Large-print <i>PBT only</i>	Column AI
A3.1	Screen Reader	Column AL
A3.2	Braille edition	Column AJ
A3.3	Assistive Technology	Column AM
A4.1	Text-to-Speech <i>Mathematics, Science, and Civics tests only</i>	Column S
A5	Human Read-Aloud <i>Mathematics, Science, and Civics tests only</i>	Column T
A6.1	Human Signer <i>Mathematics, Science, and Civics tests only</i>	Column U
A6.2	ASL video	Column AK
A7	Human Signer for test directions only	N/A
A8	Track test items	N/A
A9	Approved graphic organizer or supplemental reference sheet	Column R
A10.1	Scribe responses <i>Mathematics, Science, and Civics tests only</i>	Column V
A10.2	Speech-to-text <i>Mathematics, Science, and Civics tests only</i>	Column W
A11	Responses recorded on special paper	N/A
A12	Typed responses	Column AH
A13	Student records responses on a recording device	N/A
A14	Responses signed on to a video	N/A
A15	Monitor placement of responses	N/A
A16	Refreshable Braille display	N/A
A16	Braille note-taker	N/A
A17	Braille writer	N/A
A18	Word Prediction <i>Mathematics, Science, and Civics tests only</i>	Column X

Appendix C—Accessibility and Accommodations

Table 10. List of Special Access Accommodations

Accommodation Number	Special Access Accommodation	Student Registration Column
SA1.1	Text-to-Speech for the ELA tests	Column Y
SA1.2	Human Reader for the ELA tests	Column Z
SA2	Human Signer for the ELA tests	Column AA
SA3.1	Scribe for the ELA tests	Column AB
SA3.2	Speech-to-text for the ELA tests	Column AC
SA4	Calculator for the noncalculator session of the Mathematics tests	Column AF
SA5	Spell Checker for the ELA tests	Column AG
SA6	Word Prediction for the ELA tests	Column AD

Table 11. List of EL Accommodations

Accommodation Number	Accommodation	Student Registration Column
EL1	Paper-based test	Column L
EL2	Word-to word dictionary and glossary	N/A
EL3.1	Text-to-Speech	Column S
EL3.2	Human Read-Aloud <i>Mathematics, Science, and Civics tests only</i>	Column T
EL4.1	Scribe responses <i>Mathematics, Science, and Civics tests only</i>	Column V
EL4.2	Speech-to-text <i>Mathematics, Science, and Civics tests only</i>	Column W
EL5	Test administrator reads aloud/repeats/clarifies general test administration directions	N/A
EL6	Test administrator reads aloud/repeats/clarifies general administration directions in student’s native language	N/A
EL7	Spanish/English test edition	Column AE
EL8	Word prediction <i>Math and Science tests only</i>	Column X

Appendix D



Procedures Related to Student Information and Guidance on Reporting

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

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

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

Part I: The MCAS Portal

A Student Registration Initial Upload

The Student Registration is used to register students for testing and provides information on selected accessibility features and accommodations that a student will use during testing. It determines the test form students will take for computer-based testing (e.g., Spanish/English) and provides the basis for the initial shipment of manuals and other paper-based materials to schools. See the *MCAS Student Registration Guide* posted at mcas.onlinehelp.cognia.org/portal.

B Student Registration Updates (Before, During, and After Test Administration)

The MCAS Portal should be updated as follows:

- **before or during test administration**, for the following situations:
 - > to add students not included in the Student Registration (e.g., students who recently transferred into the school)
 - > to remove students no longer enrolled
 - > to remove students from classes if they will not participate (e.g., students who are taking the MCAS-Alt)
 - > to edit accommodations (e.g., to assign a student a different form-based accommodation such as Human Read-Aloud)
 - > 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)

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

1. Click **Administration**.
2. Click **Students**.
3. Locate the student whose data needs to be updated and click **Edit**.
4. Make the appropriate updates and click **Save**.

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

C Enrollment Transfer Requests

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

School test coordinators and district test coordinators have the permissions in the MCAS Portal to manage enrollment transfers. More information about enrollment transfer permissions can be found in the *MCAS Portal User Management Guide*.

Step-by-step instructions for completing enrollment transfer requests can be found in the *Enrollment Transfer Guide*, available on the MCAS Resource Center.

D Instructions for Updating Student Information for CBT

Situation	Instructions
A student was provided testing accommodations that were not initially included in the Student Registration file.	Update the student’s record in the MCAS Portal so it accurately reflects the accommodations that the student used (Administration>Students>Locate Student>Edit). Because a student’s IEP or 504 status is reported in SIMS, remember to report students with disabilities to your district SIMS contact, including students for whom a 504 plan was developed because of a temporary disability such as a broken arm.
A student refused accommodations during testing or did not use an accommodation.	Update the student’s record in the MCAS Portal so it accurately reflects the accommodations that the student used (Administration>Students>Locate Student>Edit). Screen Reader and Assistive Technology cannot be updated in the MCAS Portal after the student has started a test. Changes to these accommodations will need to be reported to the Department.
A student was absent from all test sessions in the subject-area test or refused testing.	If the student did not begin testing, remove the student from any assigned classes.
A student was added to or removed from your school’s enrollment after the Student Registration was submitted.	For a student added to your enrollment who will be participating in testing, add the student to the MCAS Portal following instructions in section 2. For more information on enrollment transfer, please see the <i>Enrollment Transfer Guide</i> .
A student’s test needs to be marked “void” (i.e., it will not be scored and no student results will be reported).	Only students who started testing should be marked as Void (e.g., incorrect accommodations were given). <ul style="list-style-type: none"> • Go to Test Scheduling and then locate the test and class. • Click View Details/Student Logins and locate the student. • Add the “Void” Not Tested Code.
A student had a medically documented absence for one or both sessions of a test and did not participate in make-up testing.	<ul style="list-style-type: none"> • If the student already started testing, add the “Not Tested” Code for a Medical Absence to the student’s scheduled test. Administration > Test Scheduling > View Details/Student Logins > Add a Test Report Code

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

Part II: Student Information Management System (SIMS)

A Data Elements Collected in SIMS

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

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

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

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

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

B Uses of SIMS Data

The October SIMS submission is used to establish which students have been enrolled in the same school since October 1, 2024, for MCAS and accountability reporting purposes. School results will be summarized for MCAS and accountability reporting based only on students who were enrolled in a school on or before October 1.

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

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

Data from SIMS—not the Student Registration—are used as the basis for reporting student enrollment information including:

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

C Questions about SIMS Data

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

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

Part III: Student Participation and Reporting Guidance

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

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

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

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

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

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

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

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

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

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

Appendix E



Selected Forms

Selected Forms

This appendix contains a small selection of MCAS forms:

- Nondisclosure Acknowledgment
- Confirmation of Training Participation and Receipt of *Test Administrator's Manuals*
- Internal Tracking Form for Computer-Based Testing
- Internal Tracking Form for Paper-Based Testing

All forms, as well as sample materials, can be found at www.doe.mass.edu/mcas/testadmin/forms.



MCAS Nondisclosure Acknowledgment

Background

In order to ensure the security and validity of the Massachusetts Comprehensive Assessment System (MCAS) tests, the Massachusetts Department of Elementary and Secondary Education (DESE) requires that all individuals authorized by their principals to administer MCAS tests to students with disabilities or EL students who require any of the test administration accommodations listed below review and understand the terms of this nondisclosure acknowledgment.

This form must be signed by test administrators who are administering MCAS tests to students with disabilities or EL students using accommodations A2, A3.1, A3.2, A3.3, A5, A6.1, A8, A10.1, A10.2, A11, A12, A13, A14, and A15; special access accommodations SA1.2, SA2, SA3.1, SA3.2, and SA6; and English learner accommodations EL3.2, EL4.1, and EL4.2. These accommodations require the test administrator to view secure material in the form of either test content or student responses. This form should be distributed to, and signed by, test administrators before they view secure test material. Since no other individuals in schools are authorized to view secure MCAS test content, signing this form is not required for any other staff.

Acknowledgment

- With the exception of test questions publicly released by DESE, all MCAS test questions are secure and confidential. The materials are specifically excluded from the Massachusetts Public Records Law. (**G. L. c. 4, § 7(26) (I)**) Therefore, I agree not to reproduce, discuss, or in any way release or distribute test questions and associated materials.
- If I have a concern with a test question (e.g., I think there is a flaw in a question or am uncomfortable with the content of a question for a non-academic reason), I will follow instructions in the TAM to inform my principal, who will contact the Department for consultation.
- I further agree to refrain from using any knowledge of MCAS test questions to prepare students for testing or provide them with any information that might give them an advantage in answering questions.

By signing below as a test administrator for students with disabilities or EL students who require one of the accommodations listed above, I acknowledge and accept that I am bound by the terms of this acknowledgment prohibiting the disclosure of information regarding secure test content.

Name: _____

Test To Be Administered: _____

District and School: _____

Signature: _____ Date: _____

Return the form to your principal, who will keep this signed form in the school files for three years. Do not submit this form to DESE or the testing contractor.

last updated February 2024

Sample Blank Form for Computer-Based Testing

MCAS Secure Materials Internal Tracking Form Computer-Based Testing (CBT)

Schools must account for MCAS test materials at all times.
Use this form to track the distribution and return of MCAS materials.

Test Administrator's Name: _____ Room Number: _____

Grade: _____ Subject/Sessions: _____

Materials Moved from Locked Storage Area to Room # _____

Date: _____ Time: _____

	# of Student Logins	# of Test Administrator Logins*	Materials for Accommodations**
Test Coordinator's Count			<input type="checkbox"/> distributed
Test Administrator's Count			<input type="checkbox"/> received

Test Coordinator's Signature: _____ Test Administrator's Signature: _____

Materials Moved from Room # _____ to Locked Storage Area

Date: _____ Time: _____

	# of Student Logins	# of Test Administrator Logins*	Materials for Accommodations**	Used Scratch Paper (no count needed)
Test Coordinator's Count			<input type="checkbox"/> received	<input type="checkbox"/> received
Test Administrator's Count			<input type="checkbox"/> returned	<input type="checkbox"/> returned

Test Coordinator's Signature: _____ Test Administrator's Signature: _____

Check this box to confirm that testing tickets, used scratch paper, and accommodation materials (such as graphic organizers or pre-approved reference sheets) have been securely destroyed.

* Test administrator logins are used for students in Human Read-Aloud and Human Signer classes.

** Includes pre-approved reference sheets, graphic organizers, checklists

Retain this document in your school files for three years.



Sample Blank Form for Paper-Based Testing

MCAS PBT Administration Test Materials Internal Tracking Form

Schools must account for MCAS test materials at all times.
Use this form to track the distribution and return of MCAS materials.

Test Administrator's Name: _____ Room Number: _____

Grade: _____ Subject/Sessions: _____

Materials Moved from Locked Storage Area to Room # _____

Date: _____ Time: _____

	# of Standard Test & Answer Booklets	# and Type of Special Editions of Test Materials*	Materials for Accommodations**
Test Coordinator's Count			<input type="checkbox"/> distributed
Test Administrator's Count			<input type="checkbox"/> received

Test Coordinator's Signature: _____ Test Administrator's Signature: _____

Materials Moved from Room # _____ to Locked Storage Area

Date: _____ Time: _____

	# of Standard Test & Answer Booklets	# and Type of Special Editions of Test Materials*	Materials for Accommodations**	Used Scratch Paper (no count needed)
Test Coordinator's Count			<input type="checkbox"/> received	<input type="checkbox"/> received
Test Administrator's Count			<input type="checkbox"/> returned	<input type="checkbox"/> returned

Test Coordinator's Signature: _____ Test Administrator's Signature: _____

Date: _____

Check this box to confirm that used scratch paper has been securely destroyed.

* Includes large-print, Braille

** Includes pre-approved reference sheets, graphic organizers, checklists

Retain this document in your school files for three years.

Last updated March 2021



FPO STATIC BARCODE