



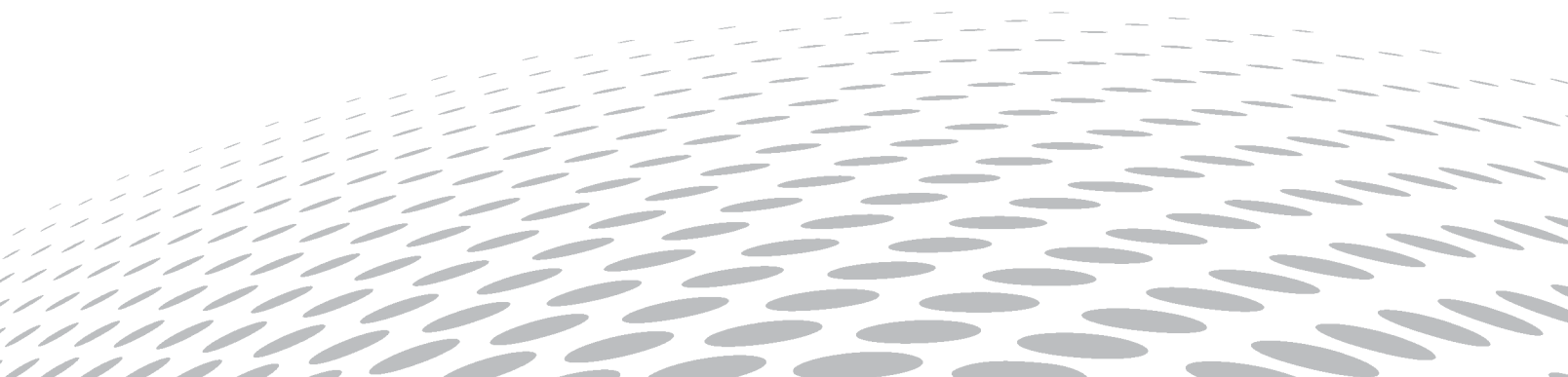
Massachusetts STE Pilot

PRINCIPAL'S ADMINISTRATION MANUAL

GRADES 5 AND 8 STE



SPRING 2024





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

Jeffrey C. Riley
Commissioner

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Purpose of This Manual

This *Principal's Administration Manual* (PAM) provides the information necessary for principals and school leaders to conduct a smooth and successful Massachusetts STE Pilot administration. It is meant to be used in conjunction with training modules and other resources posted at the STE Pilot Resource Center (ma-innov-sci.mypearsonsupport.com), 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 STE Pilot administration and requests that principals and test administrators take sufficient time to read and understand their respective manuals. In order to have confidence that STE Pilot 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 in the PDF version of this manual, which is available on the Department's website at www.doe.mass.edu/mcas/testadmin.

Since this manual is intended for use by principals, but a number of staff are involved in a successful test administration, the following icons are included in the margins of the 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, and thanks you and your test administration teams for your support.

Important Contact Information and Resources

Contact	MCAS Service Center
For questions on:	<ul style="list-style-type: none"> • general test administration support • PearsonAccess^{next} and TestNav such as <ul style="list-style-type: none"> › user accounts › technology support and readiness › Infrastructure Trials and ProctorCache › viewing student records and organizations › the SR/PNP process and loading files • logistical support, including filling out the Materials Summary and the PCPA • locating resources • shipments of materials
Hours	7:00 a.m.–5:00 p.m., Monday–Friday
Web	ma-innov-sci.mypearsonsupport.com 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.
Email	mcas@cognia.org
Telephone	1-800-737-5103

Contact	STE Pilot
For questions on:	<ul style="list-style-type: none"> • policy, such as assigning accessibility features and accommodations • student participation • testing irregularities, including test security incidents and technology irregularities/failures • voiding a test • student data and SIMS, call your district SIMS contact (Go to profiles.doe.mass.edu/search/search.aspx?leftNavID=11239, select SIMS Contact from the Function menu, and click Get Results.) • unsubmitting a test, call your district MCAS test coordinator (Go to profiles.doe.mass.edu/search/search.aspx?leftNavID=11239, select MCAS Test Coordinator from the Function menu, and click Get Results.)
Hours	8:00 a.m.–5:00 p.m., Monday–Friday Schools that need logistical support between 7:00 a.m. and 8:00 a.m. should call the MCAS Service Center at 1-800-737-5103.
Web	www.doe.mass.edu/mcas/testadmin
Email	iada_DESE@mass.gov
Telephone	781-338-3141

Important Information about Online Accounts and Passwords

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

Updates for the Spring 2024 MCAS Test Administrations

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

Topic	General Information
PearsonAccess^{next} and TestNav	<ul style="list-style-type: none">• TestNav system requirements for 2023–24 computer-based testing are posted at support.assessment.pearson.com/TN/testnav---review-and-prepare-for-2023-24-school-year-69894146.html. See also support.assessment.pearson.com/TN/testnav-system-requirements-18613791.html.• The latest annual TestNav application release, version 1.12, is now available for download. Districts must install this latest version of TestNav for use in the 2023–24 school year.• Use the following link to see all TestNav and PearsonAccess^{next} changes for 2023–24 testing: www.doe.mass.edu/mcas/testadmin/updates.html
Procedures for Returning Paper-Based Materials	All booklets, used and unused (with the exception of Braille), will be placed in envelopes (Return, Special Handling, or Void). All materials will be shipped back to the testing contractor in their original cartons.
Accessibility and Accommodations	All Braille tests are now in “full” (i.e., technical) UEB format instead of EBAE.

Note:

- › The spring 2024 testing schedule is posted at ma-innov-sci.mypearsonsupport.com/testAdminGuidance.

	Purpose of This Manual	i
	Important Contact Information and Resources	ii
	Important Information about Online Accounts and Passwords	iii
	Updates for the Spring 2024 MCAS Test Administrations	iv
Part I	STE Pilot Test Security Requirements	1
	A. Responsibilities of the Principal and Designee	3
	B. Shared Responsibilities of Principals, Test Administrators, Technology Staff, and Other School Personnel Authorized to Have Access to Secure Materials	4
	C. Responsibilities of Test Administrators	6
	D. Testing Irregularities	8
Part II	STE Pilot Test Administration Protocols	11
	A. Accounting for and Distributing Secure Materials	12
	B. Materials Required, Permitted, and Prohibited during Testing	13
	C. Scheduling Test Sessions	18
	D. Ensuring Appropriate Testing Spaces	22
	E. Preparing the Test Administration Team	23
	F. Training Test Administrators, Technology Staff, and Other School Personnel	24
	G. Preparing Students for Testing	28
Part III	Tasks to Complete for Test Administration	33
	Checklist of Tasks	34
	A. Ongoing/Tasks to Complete Beginning in Fall 2023	36
	B. Tasks to Complete BEFORE Test Administration—Winter 2024	37
	C. Tasks to Complete BEFORE Test Administration—Late Winter/Early Spring 2024 ...	38
	D. Tasks to Complete <u>At Least</u> Two Weeks BEFORE the Testing Window Begins	40
	E. Tasks to Complete Two Weeks BEFORE the Testing Window Begins	42
	F. Tasks to Complete One Week BEFORE Test Administration	43
	G. Tasks to Complete One or Two Days BEFORE Test Administration	44
	H. Tasks to Complete DURING Test Administration	45
	I. Tasks to Complete AFTER Test Administration	48
Appendix A	Additional Instructions for Computer-Based Testing and Troubleshooting Steps	51
Appendix B	Procedures for Paper-Based Testing	61
	Part I: STE Pilot Test Security Requirements	62
	Part II: Spring 2024 STE Pilot Test Administration Protocols	63
	Part III: Tasks to Complete for the Spring Test Administration	68
	Part IV: Return Test Materials	71
Appendix C	Accessibility and Accommodations	77
	Part I: Accessibility Features for All Students	78
	Part II: STE Pilot Accommodations for Students with Disabilities	80
	Part III: Testing Procedures and Accommodations for EL Students	91
Appendix D	Procedures Related to Student Information and Guidance on Reporting	95
	Part I: PearsonAccess ^{next}	96
	Part II: Student Information Management System (SIMS)	99
	Part III: Student Participation and Reporting Guidance	100

Part I

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STE Pilot Test Security Requirements

Test Security Requirements

The purpose of the STE Pilot is to elicit valid results showing what students know and can do in the tested subjects. The purpose of the Test Security Requirements is to protect the validity of those results.

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

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

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

- **"Secure"** content and materials include the following:
 - › test questions not publicly released by the Department
 - › any onscreen test content (e.g., simulations)
 - › student responses to test questions
 - › student testing tickets
 - › proctor testing tickets (for certain accommodations)
 - › used scratch paper

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

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

Note: Student testing devices are not considered secure unless they are actively signed into TestNav. Students may transport testing devices as long as they are not signed into TestNav.
- **"Locked storage area"** refers to the central locked area that must be used to store all secure materials when they are not in use. Principals must restrict access to the locked storage area to only those school personnel authorized by the principal to handle secure materials. For example, custodial or cleaning staff may not enter or access the locked area where the principal stores secure materials.

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

A Responsibilities of the Principal and Designee

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.)
2. **Authorize specific personnel to serve as test administrators, and train them to properly administer STE Pilot tests. Designate other school personnel as necessary to maintain a secure test administration (e.g., personnel permitted to access secure test materials, personnel to serve as hallway or restroom monitors, technology coordinators) and train them in STE Pilot security requirements.**
 - Before the training session, distribute
 - › a copy of the appropriate TAM to every test administrator, and
 - › a copy of the test security requirements to all school personnel who have access to secure materials (available at www.doe.mass.edu/mcas/testadmin).
 - Document that all test administrators have received TAMs and that school personnel who have access to secure materials have received the test security requirements (see the sample form at www.doe.mass.edu/mcas/testadmin/forms).
 - Train test administrators prior to each test administration. See Part II, 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 implementation of accommodations in accordance with Appendix C and the *Accessibility and Accommodations Manual for the 2023-24 MCAS Tests/Retests* (available at www.doe.mass.edu/mcas/accessibility).
3. **Instruct students in STE Pilot test security requirements.**
 - Students' test results may be invalidated if they engage in any of the following activities during a test session (including after submitting their tests, during a break, or during the transition to a test completion area):
 - › duplicating any portion of secure test content
 - › accessing prohibited materials such as cell phones or other electronic devices (see lists in Part II, Section B) for any purpose, including accessing the Internet
 - › communicating with other students (e.g., talking, whispering, writing notes)
 - › looking at any other student's test booklet, answer booklet, or computer screen
 - › asking for or receiving help from anyone
 - › providing help to another student
 - › consulting notes, books, or instructional materials during testing
 - Their test results may also be invalidated if they discuss secure test content or their responses to questions with anyone, including teachers, with the exception of reporting a concern about a test question to their test administrator.

Test Security Requirements

4. Develop local policies and procedures to ensure proper test security at all times.

- Schedule tests to avoid conflicts with recess or lunch (see Part II, section C, for more information about scheduling test sessions).
- Ensure that tests are administered during the prescribed administration window, in the prescribed order.
- Ensure that hallways are properly monitored during testing so that students are supervised at all times when they leave testing rooms (e.g., to use the restroom or transition to a test completion room).

5. Keep secure test materials in locked central storage when STE Pilot tests are not being administered.

- Account for all secure materials at the end of each test session and keep them in the locked storage area when not in use.
- Restrict access to the locked storage area to a small number of school personnel who need access.

6. Monitor printing, distribution, and collection of materials for testing.

- Student testing tickets and proctor testing tickets must be printed, distributed, and collected after testing.
- Used scratch paper must be accounted for and tracked during testing.

7. Destroy secure materials after testing.

- Student testing tickets, proctor testing tickets, and used scratch paper (i.e., written on by students) must be securely destroyed (e.g., shredded) following testing.
- Used scratch paper must be stored securely until it is shredded. It may not be viewed by school staff members.

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

1. Receive training in test security requirements and test administration protocols.

- Department staff will host two training sessions on test security and administration protocols during the winter: a session for returning staff, and a session for new staff. Recordings of the sessions will be available at the MCAS Resource Center (mcas.pearsonsupport.com/training) approximately one week after each training date.
- All principals and test coordinators are encouraged to participate in the appropriate training session for their school, especially those who have not administered MCAS before.
- Test administrators, test coordinators, and other school personnel authorized to have access to secure materials must attend the 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 training slides that can be used to train test administrators. More information about training can be found in Part II, 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 II, section A.2, for more information about requirements for internal tracking forms.
- The principal/designee and each test administrator must independently count testing tickets before signing the tracking forms and transferring custody of the tickets.
- Do not leave testing tickets or other secure STE Pilot 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 personnel (including teachers) not assigned to the room as test administrators.
- School administrators, district personnel, and Department observers may enter testing rooms to monitor and observe testing procedures.
- 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 II, 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 the STE Pilot test questions are secure and confidential until the Department releases them publicly, school personnel should not discuss or review test questions with students or adults even after testing has been completed, with the exception of reporting a student's concern about a test question to the Department.
- Do not duplicate any secure test content, including but not limited to audiotaping, videotaping, photographing, photocopying, typing, or copying by hand.
- Do not remove testing materials from the school.¹
- Do not allow scratch paper to be retained, discarded, or otherwise removed by students.
- Be sure that testing tickets and used scratch paper have been securely destroyed after testing (this step is done by the principal/test coordinator).
- Do not allow students access to secure test questions prior to testing.
- Do not read or view any secure test content or student responses (except when administering certain accommodations listed in Appendix C).
- Do not change any student responses.

¹ 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.

Test Security Requirements

C Responsibilities of Test Administrators

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

- Review the TAMs and all relevant test security requirements before administering test sessions.
- Attend the training session led by the principal/designee 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.
- 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 23).
- Provide students with all required test materials as listed in the TAMs.
- Prevent the use of prohibited materials (see Part II, section B, for lists of required/permitted and prohibited materials). Note that results may be invalidated for students who use cell phones or other prohibited electronic devices during a test session, including after they submit their tests, during a break, and during the transition to a test completion area.

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

- Monitor the testing process by circulating around the room frequently. When not circulating around the room, test administrators should maintain a clear view of the students and keep their attention focused on them.
- Ensure that students are not left unsupervised during testing, including during breaks and during transitions to test completion locations.
- A test administrator may view students' tests onscreen only for the purpose of reading aloud selected words during the STE Pilot tests as part of Universal Accessibility Feature 11 (UF11), or in order to assist a student who is having difficulty with the computer interface. See Part II, section D, of the CBT TAM for more information about assisting students with the computer interface.
- Students must work only on the test session being administered, and test administrators may not unlock a test session in PearsonAccess^{next} other than the one being administered. (A student cannot review a prior test session or go ahead to the next test session without the test session being unlocked by a test administrator.)

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

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

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

- Test administrators must not coach students during testing or alter or interfere with students' responses in any way. Examples of coaching include, but are not limited to,
 - › providing answers to a student
 - › indicating that a student has answered a question incorrectly or left a question blank
 - › defining words or providing synonyms
 - › spelling words
 - › influencing a student's responses by offering hints, clues, cues, gestures, facial expressions, nods, or changes in voice inflection or body language
 - › 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.

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 STE Pilot 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 2023-24 MCAS Tests/Retests*.
- Test administrators for students who will be provided certain accommodations must sign an MCAS Nondisclosure Acknowledgment prior to their receipt of secure test materials. Principals must keep signed Nondisclosure Acknowledgments in the school files for three years. See page 80 in Appendix C for the list of accommodations this requirement applies to, and see www.doe.mass.edu/mcas/testadmin/forms for the MCAS Nondisclosure Acknowledgment.



Test Security Requirements

D Testing Irregularities

Testing irregularities are incidents that represent a deviation from prescribed testing procedures. Testing irregularities may include student impropriety, errors in providing accommodations, educator misconduct, or the mishandling of secure test materials.

1. School Observations

In order to ensure the security and proper administration of the STE Pilot program, the Department conducts announced and unannounced monitoring visits to schools to observe the procedures followed during test administration. This may include entering testing rooms to observe students and test administrators directly. Principals and designees should be prepared to meet observers upon their arrival and also be available during the observation to answer questions. School staff may contact the Department at 781-338-3141 to verify the identity of Department observers.

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

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

2. Mandatory Reporting of Irregularities by All Personnel

Principals must contact their superintendent and the Department at 781-338-3141 immediately after an irregularity occurs. Test administrators and other school personnel must contact their principal or superintendent and the Department. If any school or district employee with knowledge of a test irregularity has questions about reporting obligations, the Department can be consulted at 781-338-3141. Failure to report irregularities may result in sanctions.

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

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

- a description of the alleged incident and the date it occurred (be sure to speak to the students and test administrators involved)
- the name(s) of the individual(s) involved in the incident
- the specific test(s) and specific session(s) affected
- any accommodations used by the students
- in student-specific reports: the student's name, date of birth, grade, and State-Assigned Student Identifier (SASID)

3. Anonymous Reporting of Testing Irregularities

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

- calling the Department at 781-338-3141
- emailing information about the irregularity to iada_DESE@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 perform its own independent investigation. Once the Department determines whether an irregularity has taken place, the Department will notify the school and district about any potential consequences which may follow from this determination.

5. Investigations Based on Statewide Data Analysis

In order to ensure the validity of the STE Pilot data and the integrity of the assessment system, the Department performs statewide data analysis on all schools' and districts' STE Pilot test results. Anomalous results are examined more closely and may be investigated.

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 personnel from participating in a future MCAS test administration, with required training from Department staff in Malden prior to administering MCAS tests again
- formal letter of reprimand for licensed educators
- licensure sanctions for licensed educators
- criminal sanctions

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

Part II

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STE Pilot Test Administration Protocols

Test Administration Protocols

A Accounting for and Distributing Secure Materials

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

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

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

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

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

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



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



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

2. Establishing a Chain of Custody for Testing Materials

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

a. Internal Tracking Forms

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

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

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

Test administrators and the test coordinator should independently count materials before signing the internal tracking form. 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 781-338-3141 if any situation occurs that could compromise test security.

b. Principal's Certification of Proper Test Administration

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

For grades 3–8, there is one PCPA to complete at the end of all MCAS testing, i.e., at the end of the STE Pilot testing.

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

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

B Materials Required, Permitted, and Prohibited during Testing

1. Materials for Test Administrator Use

- computers for test administrators (required)

Test administrators will need computers to complete tasks in PearsonAccess^{next} during test sessions (separate from the student testing devices). Test administrators administering the Human Read-Aloud or Human Signer accommodations will also need to use their own computer to read from. They will use a proctor testing ticket to access a test administrator edition of the test (more information is available in Appendix C of the CBT TAM).

- proctor testing tickets (required when administering certain accommodations)

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



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

Test Administration Protocols

A sample proctor testing ticket is shown below:

Proctor Testing Ticket	
Session Name	Grade 8 STE Pilot READ ALOUD
Test	Grade 8 STE Pilot - Sess. 2
IMPORTANT NOTE FOR TEST ADMINISTRATORS: This testing ticket should ONLY be used by the test administrator to log into TestNav when administering the Human Reader or Human Signer accommodation. No responses should be entered into the test using this Proctor Testing Ticket, as they will not be saved; students must log in using their own Student Testing Ticket. When you are ready to access the test, log into the TestNav app on your device:	
Select Massachusetts in the application.	
Username	proctor892484
Password	BBC33E

Up to two days before testing, principals/designees may print out proctor testing tickets. They must be stored securely until being distributed to test administrators.

- cell phones (permitted)

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

2. Materials REQUIRED for Student Use

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

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

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

- scratch paper
 - › Test administrators must supply at least one sheet of unused scratch paper (blank, lined, or graph) for each student for each test session.
 - › Students can request more scratch paper, if needed. Test administrators may provide up to three pages at one time. If students need additional pages beyond three, they will need to turn in used scratch paper. Students may view the pages they already turned in, upon request, as long as they only have three pages at one time.
 - › Test administrators are responsible for collecting all used scratch paper to be securely destroyed (e.g., shredded) after test administration by the principal or designee.
 - › Schools may reuse scratch paper if the paper is completely blank.
 - › Scratch paper that has been written on during Session 1 of a test may not be used in Session 2; students will need new paper.
- writing instruments for use on the scratch paper
- student testing tickets

Student testing tickets contain the sign-in information that students need to type in to begin each test session. There is one separate student testing ticket for each session of the STE Pilot test (e.g., one student testing ticket for Jonathan Ward for grade 8 science Session 1 and a separate student testing ticket for Jonathan Ward for grade 8 science Session 2). A sample student testing ticket is shown below:

STUDENT TESTING TICKET

Student: GREENE, AVA

Student ID: 1058110572

Session: AIP STE PILOT

Date of Birth: 2011-01-03

Test: Grade 8 STE Pilot

Please raise your hand if any of the information above is incorrect. Your test administrator will give you instructions before beginning the test. You will need to enter in the username and password below.

Select **Massachusetts** in the application.

Username: 4420451224 Password: 2f4676



(Optional) School testing device ID: Session 1 _____ Session 2 _____

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





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

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

Tools for STE Pilot tests are available in the student testing platform as described below. Students have access to multiple calculators for certain tests as described below. Students will be able to choose the calculator they would like to use (it is recommended that students use the calculator that functions most similarly to the one used in regular instruction).

Icon in the Following Table	Description
	Students will have access to a grade-appropriate calculator as follows: <ul style="list-style-type: none">• STE tests<ul style="list-style-type: none">> grade 5 STE: a five-function calculator> grade 8 STE: a scientific calculator
	Students will have access to two rulers (a centimeter ruler and an eighth-inch ruler).

a. Tools Available for STE (both sessions)

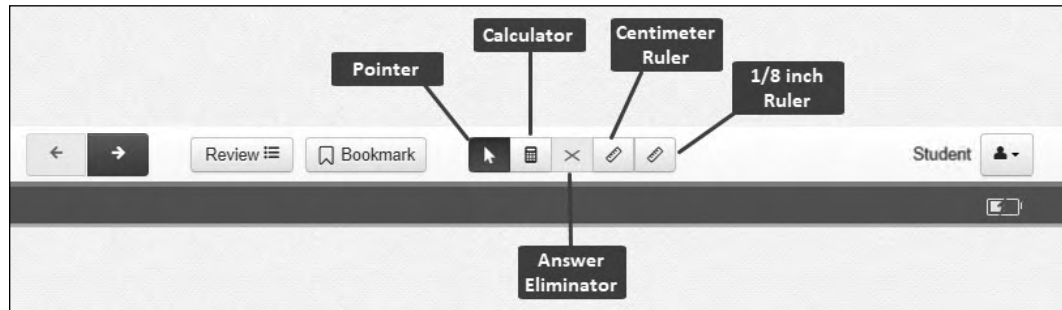
Grade	Tools Available
5	<div> five-function</div> <div> centimeter ruler and eighth-inch ruler</div>
8	<div> scientific</div> <div> centimeter ruler and eighth-inch ruler</div>

Test Administration Protocols

b. Additional Tools

The following tools are embedded in TestNav:

- highlighter (Students can select and drag over the words they want to highlight and unhighlight. After dragging over the words they will see four options for the highlight color: blue, pink, green, and orange.)
- other tools are shown in the toolbar below:



Note: Any highlighted text will not carry over from screen to screen. However, highlighting is preserved and will be available if students return to the question.

4. Materials PERMITTED for Student Use

- MCAS STE reference sheet
- 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 tests. Students may also use their own handheld calculator, including a graphing calculator. Calculators that access the Internet are not allowed.
- computer mice
- styluses for touch-screen devices, if used in regular instruction
- headphones for students with disabilities using the text-to-speech accommodation (See Appendix C for more information.)
- printed copies of authorized bilingual word-to-word dictionaries and glossaries for current and former EL students (See Appendix C for more information.)

5. Materials PROHIBITED during Testing

Prohibited materials include, but are not limited to, materials that must be covered or removed from the testing space (see page 23) as well as the materials listed below. Materials listed in section a below are not permitted at any time during test sessions, and materials listed in section b may only be provided to individual students after they have submitted their tests. None of the materials in section a or b are permitted while students have their test materials.

a. Materials PROHIBITED at Any Time during a Test Session

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

- cell phones (See the following page for more information.)
- other electronic devices (See below for more information.)
 - › smart watches
 - › 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 79)
 - › any device capable of taking photographs
 - › game consoles
 - › pocket translators
 - › 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 charts)
- English-language dictionaries or thesauruses
- accommodation materials unless specified by a student's approved IEP or 504 plan (e.g., graphic organizers)

b. Materials PROHIBITED until after Students Have Completed Testing

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

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

Test Administration Protocols

Cell Phones and Other Electronic Devices

It is the responsibility of the principal and test administrators to ensure that students do not have access to cell phones or other electronic devices during testing. **Results may be invalidated for students who use cell phones or other electronic devices at any time during a test session**, including after they submit their tests, during a break, or during the transition to a test completion area.

During the Test Administrators' Training, the principal will inform test administrators either to read the script in the TAMs instructing students before each test session to turn off their cell phones and other electronic devices and place them in their backpacks, or to follow another procedure to ensure that students do not have access to cell phones or other electronic devices. See section F on page 24 for more information about the Test Administrators' Training.

C Scheduling Test Sessions

Refer to www.doe.mass.edu/mcas/cal.html for the testing windows of each administration.

1. Requirements and Recommendations for Scheduling Testing

a. Guidance on Test Dates and Holiday Observances

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

b. STE Pilot

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:

first ELA
followed by Mathematics
followed by STE Pilot Session 1
followed by STE Pilot Session 2

Test sessions must be sequential: i.e., Session 1 must be administered before Session 2 (except for students participating in make-up testing).

c. Recommended Testing Times

STE Pilot test sessions are untimed. However, test sessions have been designed to be completed within the recommended testing times listed at www.doe.mass.edu/mcas/testadmin.

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, including students with disabilities and EL students, are afforded an equal opportunity to benefit from untimed tests.

See page 20 for information on breaks.

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

In order to maintain the security of the testing system, TestNav will be available only during the test administration windows listed at www.doe.mass.edu/mcas/cal.html, and during regular school hours, between 7:00 a.m. and 4:00 p.m., Monday–Friday.

If a school would like to request permission to conduct testing outside of these hours, the principal must email mcas@doe.mass.edu. Requests should be submitted **two weeks prior to testing**. The email should include the following information:

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

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

e. 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.

It is recommended that students complete each test session on the same device. Therefore, whenever possible, the students should bring their testing devices to a test completion location (the devices must be signed out of TestNav before being transported).

If a school is administering more than one test session on the same day (allowed for grades 3–8 testing), any students who have not completed the first test session by the time that the class begins the next test session must finish working in the first test session before beginning the next one. The next test session can be administered to the student in a separate setting from the regularly administered one (as always, the test administrator must follow all protocols in the TAM).

f. 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 20 for the two exceptions to this policy.

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

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

Test Administration Protocols

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

g. Breaks and Lunch

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

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

Schools may plan for one short, supervised break per test session (3–5 minutes) to be given at each test administrator’s discretion. Test administrators must maintain security during the break (e.g., students may not have conversations). Also, schools may consider providing designated accessibility features (DFs), which are available to all students, such as DF3 (“Frequent brief supervised breaks”), particularly for younger students.

Test administrators should instruct students approximately midway through a session that they may have a short break or they may continue working. To maintain the security of the test, test administrators should follow the instructions in the TAMs.

2. Concurrent Administration Expectation

Each test session must be administered simultaneously to all students taking that particular test in your school (e.g., grade 8 STE), with the following exceptions:

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

3. Test Session Limitations

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

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

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

5. Procedures for Make-Up Testing

Students who are absent on the scheduled testing date for their grade for any reason (including illness or other medical condition) should be scheduled for make-up testing as soon as they return to school. Make-up tests may be administered at any time after the scheduled testing date and before the end of the test administration window (see www.doe.mass.edu/mcas/cal.html for dates). Please call the Department at 781-338-3141 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 47 for more information about make-up sessions, and see page 62 in Appendix A 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 781-338-3141.

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 instruct the students to exit the test by signing out of the student testing platform. When normal conditions are restored, the test administrator will need to resume the students' tests from PearsonAccess^{next}.

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.

7. Severe Weather

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

When severe weather forces a delayed opening on a scheduled test administration date, the principal should proceed with the test administration after students arrive, if this is possible.

See page 46 for the steps to take if a school is closed or has a delayed opening due to severe weather.

8. Scheduling the Student Tutorial and Practice Tests

In order to familiarize students with STE Pilot question types, as well as to give them experience with the student testing platform, schools should schedule ample time for the student sample tasks in late winter/early spring.

The sample tasks should take approximately 20–35 minutes to complete and contain one session.

Test Administration Protocols

9. Student Questionnaire

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. Because students progress through the test at different rates, schools may introduce the topic of the questionnaire and read the script for the questionnaire before administering the test session. Then, as students finish the test session, test administrators can lock the session and open the questionnaire for students to complete in PAN.

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

Instructions for administering the student questionnaire appear in the TAMs. It will take approximately 15 minutes to administer the student questionnaire. Guidance on informing parents about the questionnaire is provided on page 30. Questions about the VOCAL survey should be directed to the Department at vocalsurveydese@mass.gov.

D Ensuring Appropriate Testing Spaces

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

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

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

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

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

Materials That Must Be Covered/Removed

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

Examples of materials that must be covered or removed include posters, maps, charts, graphic organizers, 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 what students are doing 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. It can be especially useful for two test administrators to be present, so that one test administrator has the primary responsibility of actively monitoring the room, and the other has the primary responsibility of completing tasks in PearsonAccess^{next} as well as assisting with monitoring.

Test Administration Protocols



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 and troubleshooting. Technology staff should complete the following tasks:

- Prepare student testing devices as well as computers for test administrators by ensuring they meet the System Requirements (support.assessment.pearson.com/x/HwYcAQ) and installing TestNav from download.testnav.com.
- Conduct an Infrastructure Trial (if recommended).
- Set up or disable ProctorCache based on your school's Network Check. In some cases, precaching can reduce test delays from network congestion and provide students with a more seamless testing experience in the event of disruptions to Internet connectivity. Refer to the *ProctorCache Recommendation for MCAS Computer-Based Testing (2024)* posted on the Technology Setup page at the MCAS Resource Center at mcas.pearsonsupport.com/technology-setup for specific ProctorCache recommendations. Also see Task F.3 on page 44.

3. Other School Personnel

The principal may want to authorize other school personnel, 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 fulfill the requirements in Part I of this manual. Once test administrators and other school personnel are authorized, principals must train them in test security requirements as well as the logistics that will be followed at the school, including how to contact the principal or designee during testing if necessary.

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

1. Training in Test Security and Test Administration Protocols

Before test administration, the principal or designee must meet with test administrators, technology staff, and other personnel authorized to have access to secure materials to explain the test security protocols and procedures that will be followed at the school. Principals also need to meet with the technology coordinator to discuss topics listed in this section and in section E.2.

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

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

- describe the test security requirements contained in Part I of this manual as well as the TAMs
- confirm that all involved school personnel understand those requirements

- describe local procedures for meeting test security and administration protocols
- provide an orientation to the major tasks that will be completed during test administration
- review the schedule for testing, including the scheduled length of test sessions
- emphasize that all test administrators must read and familiarize themselves with the TAMs before administering STE Pilot tests
- inform test administrators who they can talk to (or what resources they can use) to find answers to any questions they have

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

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

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

- whether PAN Sessions will be started by the test coordinator, or whether test administrators will do it themselves
- whether students who arrive late for testing will be read the scripts quietly in the room, read the scripts outside the room, or scheduled for make-up testing
- 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.)
- whether testing tickets will be collected from students after they sign in to TestNav, or students will retain their testing tickets until the end of the session
- whether students will write down the ID numbers of their testing devices on their testing tickets
- how to contact the school administration if there are any problems during testing
- whether test administrators are expected to come to the central storage area to pick up testing materials or testing materials will be delivered to them
- for PBT, when student ID labels will be applied to booklets, and by whom
- whether students who finish early may be dismissed or must wait until the end of the scheduled session

Reporting a Concern about a Test Question

Inform test administrators of the procedures if a student reports a concern about a test question. Test administrators should follow instructions in their TAM to report the concern to the principal or designee, who will then call the Department for guidance. Students and school staff should continue to 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 and question number to report it to the Department.

Test Administration Protocols

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 in regard to the prohibition on coaching and assisting students during testing.

Additional training may include one or more of the following:

- Reviewing the online Accessibility and Accommodations module at mcas.pearsonsupport.com/training
- Reviewing previously recorded webinars available at mcas.pearsonsupport.com/training
- Reviewing the Department's *Accessibility and Accommodations Manual for the 2023-24 MCAS* (available at www.doe.mass.edu/mcas/accessibility)

3. Required Documentation

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

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

Test administrators who have been assigned to administer certain accommodations (listed on page 80 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.

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



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

<p>Schools should understand how to perform the following tasks in PearsonAccess^{next}:</p>	<ul style="list-style-type: none"> • Import and export student registration files. (support.assessment.pearson.com/x/IIDy) • Create, edit, and delete student records. (support.assessment.pearson.com/x/F4Dy) • Create, edit, and delete testing groups (for Infrastructure Trials). (support.assessment.pearson.com/x/P4NQAQ) • Create, edit, and delete TestNav configurations (technology coordinator only). (support.assessment.pearson.com/x/L4Dy) (support.assessment.pearson.com/x/ood8AQ) (support.assessment.pearson.com/x/LoDy) (support.assessment.pearson.com/PAsup/setup/import-and-export-data/configure-response-file-backup-locations) • Create, edit, and delete PAN Sessions. (support.assessment.pearson.com/PAsup/testing) • Move a student between PAN Sessions. (support.assessment.pearson.com/PAsup/testing/move-a-student-test-between-sessions) • Print student test tickets. (support.assessment.pearson.com/x/HxpgAQ) Note: Principals and test administrators can download student test tickets; however, this task is primarily completed by principals. • Void student tests. (support.assessment.pearson.com/x/PANgAQ) • Mark tests complete. (support.assessment.pearson.com/x/igQHAQ) • View operational and published reports. (support.assessment.pearson.com/x/Q4Dy)
<p>Test administrators may need to perform the following tasks:</p>	<p>The most common tasks that test administrators perform in PAN are covered in the PAN Overview Video found at mcas.pearsonsupport.com/training. All test administrators, especially those who have not administered MCAS recently, are encouraged to watch this 12-minute video, which reviews the PAN interface and demonstrates the tasks that test administrators are most likely to perform. More information about specific tasks can be found below.</p> <ul style="list-style-type: none"> • Assign and un-assign student tests and edit existing student tests. (support.assessment.pearson.com/x/G4Dy) (support.assessment.pearson.com/PAsup/testing/edit-student-test-details) • Confirm that their students have the correct test form assigned to them (e.g., text-to-speech) by using the Session Student Roster in the Resources drop-down menu. (support.assessment.pearson.com/x/HxpgAQ) • Start, stop, and resume testing in PAN. (support.assessment.pearson.com/x/JoDy) (support.assessment.pearson.com/x/coJ8AQ) (support.assessment.pearson.com/x/JIDy) • Lock and unlock sessions. (support.assessment.pearson.com/x/JoDy) • Monitor student progress in the online sessions. (support.assessment.pearson.com/x/JYDy)

Test Administration Protocols

The Department also recommends that test administrators view the following modules:



- Accessibility and Accommodations
- Infrastructure Trial for Test Coordinators and Test Administrators
- Sessions Management

G Preparing Students for Testing

1. Students' Responsibilities during Testing

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

2. Meetings

a. General Meeting with Students

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

The Testing Schedule and Recommended Testing Times

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

Preparing for the Tests

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

CBT Tools and Navigation

- Students will become familiar with the tools available to them and with how to navigate through the test by taking practice tests and student tutorial.
- Students should be aware that they have limited space for their constructed responses, just as they would in a paper-based test.
 - > 1,500 characters (equivalent to one hand-written paragraph)

- For each response, there is a counter at the top right of the response box. As students type, the number will count down to show how many more characters they can type (the only exception is that the AT/Screen Reader forms do not have a character counter). A character is counted as any key that is typed (e.g., letters, numbers, spaces, punctuation).
- Students may want to highlight text in a passage, test question, or answer choice. Highlighted text will not carry over from one screen to the next. To highlight, students can drag their cursor over text and then select one of four colors: blue, pink, green, or orange.
- For some questions with left and right panels, students can use the Expand buttons to expand the left side or right side of the screen and make the content there fill the whole screen (expandable panels feature).

Resources Available during Testing

- Students will have scratch paper available to them.
- Students may use calculators as described earlier in this manual, but they may not bring in additional reference sheets, notes, or study guides, with the exception of approved materials for students with disabilities using certain accommodations.

Testing Irregularities and Invalidations

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

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.
- Current and former EL students may use printed copies of authorized bilingual word-to-word dictionaries and glossaries or other EL accommodations (see Appendix C for more information).



Test Administration Protocols

- 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.

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
- their child's participation in the STE Pilot
- the ways that the school will prepare their child for testing
- how parents/guardians can support their child
- the days that their child will be testing
- participation requirements
- test security requirements and materials their child will not be permitted to have during testing (e.g., students will not be permitted to contact parents/guardians via cell phone during test sessions, even after submitting their tests)
- how to reach their child during testing if necessary (parents/guardians should not text or call their children during testing)
- information about the student questionnaire

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

3. Sample Tasks

The Department strongly encourages schools to have all students view the sample tasks.

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

Upon completion of the sample tasks, a score for machine-scored test questions is provided for diagnostic purposes. Rubrics are provided for constructed response questions.

Item	Web location	Description
Web-based sample tasks	ma-innov-sci.mypearsonsupport.com/practice-tests	<p>These can easily be shared with parents/guardians and the school community. Web-based practice tests mimic the environment of the TestNav student testing platform without downloading the application.</p> <p>Text-to-speech, Web Extension, and Web Extension text-to-speech sample tasks will be available for schools to prepare students who will be using these accommodations.</p>

4. Additional Resources to Prepare Students for Testing

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

- blank CBT response boxes for STE, which allow students to practice answering constructed response questions (Click on “Practice Tests,” and then click on the subject area, and then the grade. The blank CBT response boxes are in the resources section on the right-hand side.)
- Text-to-speech (TTS) guide for students using that accommodation

Part III



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

Task Reference	Task Overview	Completed?
A. Ongoing/Tasks to Complete Beginning in Fall 2023		
1	Familiarize yourself with resources: Student Assessment Newsletter and STE Pilot test design.	
2	Provide the Department with contact information.	
3	Update student information in SIMS and PAN.	
B. Tasks to Complete BEFORE Test Administration – Winter 2024		
1	 Meet with technology coordinator to prepare for online testing, view online training modules, review the Technology Specifications, configure student testing devices, and set up (or disable) ProctorCache.	
2	Participate in DESE training on test security and administration protocols.	
3	Complete the SR/PNP process for both Sessions 1 and 2.	
C. Tasks to Complete BEFORE Test Administration – Late Winter/Early Spring 2024		
1, 2	Develop a test security plan, and review it with your superintendent.	
3	Determine which accessibility features and accommodations students will need.	
4	Identify test administrators and other school personnel who will have access to secure materials.	
5	Assign and update user roles in PAN.	
6	Establish the school’s testing schedule.	
7	Communicate the test schedule 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 sample tasks.	
D. Tasks to Complete At Least Two Weeks BEFORE Test Administration		
1	 Collaborate with your technology coordinator to conduct a Preliminary System Test and (if recommended) an Infrastructure Trial	
2	Ensure that the SR/PNP is updated according to the instructions in the <i>Guide to the SR/PNP Process</i> (available at mcas.pearsonsupport.com/manuals ; click on the “PearsonAccess ^{next} Guidance” drop-down).	
3	Create PAN Sessions and assign students to them.	

Tasks to Complete for Test Administration

Task Reference	Task Overview	Completed?
4	 Verify form assignment in PAN Sessions for form-supported accommodations.	
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	If necessary, submit requests to test students in alternate settings, and submit forms for approval for adults using accommodations.	
F. Tasks to Complete At Least One Week BEFORE Test Administration.		
1	Distribute manuals/security requirements, and train staff in test security requirements and test administration protocols.	
2	 Provide additional training to test administrators who will be administering accommodations.	
3	 Precache operational test content in PAN if your school will be using ProctorCache (can be done up to one week before testing but should not be earlier than that). (support.assessment.pearson.com/x/dRFgAQ).	
G. Tasks to Complete Approximately One or Two Days BEFORE Test Administration		
1	Prepare PAN sessions.	
2	Verify that test administrators have covered or removed prohibited materials from the walls of testing rooms.	
3	 Confirm that the technology coordinator has completed necessary preparations for testing.	
4	Prepare testing tickets. (student testing tickets, proctor testing tickets).	
5	Prepare additional materials.	
6	Prepare materials for accommodation.	
7	Start PAN Sessions.	
H. Tasks to Complete DURING Test Administration		
1	Using your document tracking system, distribute materials for testing.	
2	Monitor test administration.	
3	Manage situations that may occur during testing.	
4	Securely store materials for testing.	
5	Maintain/update the record of test administrators and their students for each test session.	
6	Collect lists of students who were absent for testing and schedule make-up testing for them. Confirm that all students participated.	
7	When test sessions are completed, verify that all secure materials have been returned.	

Tasks to Complete for Test Administration

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

A Ongoing/Tasks to Complete Beginning in Fall 2023

1. Familiarize yourself with resources:

- Read the Student Assessment updates throughout the school year for important STE Pilot updates.
- See Student Assessment updates here: www.doe.mass.edu/mcas/updates
- Become familiar with the STE Pilot test design by exploring the sample tasks, which are available at ma-innov-sci.mypearsonsupport.com (click on "Sample Tasks").
- If you are new to computer-based testing, review the components for CBT in Appendix A.

2. Provide the Department with the school's correct contact information to receive important notices via email during test administration. Update via link in step 1 above.

3. Update student information in SIMS and PearsonAccess^{next}.

Since data from SIMS and PearsonAccess^{next} are used for MCAS reporting, it is critical that student information in SIMS be accurate. District-level SIMS contacts submit data for the entire district; call your district's contact to confirm the accuracy of your school's data being submitted to SIMS (see page ii for instructions on finding your district's contact).

a. SASIDs

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

b. SIF and SIMS

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

Tasks to Complete for Test Administration

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

B Tasks to Complete BEFORE Test Administration—Winter 2024

1. Meet with the technology coordinator and establish a plan to ensure that the steps below are completed.



- View online training modules, and attend additional training sessions. The session below will be particularly helpful for technology coordinators.
 - › **Pre-Administration Tasks for Technology Staff** (late January/early February)
- Review the technology specifications, and prepare the school's infrastructure.
 - › The CBT technology specifications (support.assessment.pearson.com/x/HwYcAQ) provide minimum and recommended specifications for computer hardware, and devices; security requirements; and suggest recommended levels of bandwidth that will support schools' instructional and assessment needs.
 - › Identify any gaps in technology capacity, including test-taking devices that do not meet technology specifications and potentially insufficient bandwidth, and address those gaps.
 - › If the school will use Chromebooks, review these special instructions: (support.assessment.pearson.com/x/NgccAQ).
- Prepare devices and materials.
 - › Plan a sufficient number of 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 (www.doe.mass.edu/mcas/testadmin/DeviceCalculator.xlsx).
 - › 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
- Set up or disable ProctorCache based on your Network Check.
 - › The ProctorCache system requirements (support.assessment.pearson.com/x/PQACAQ) provide minimum and recommended specifications for computer hardware. In some cases, precaching reduces test delays from network congestion and provides students with a more seamless testing experience in the event of disruptions to Internet connectivity. Refer to the *ProctorCache Recommendation for MCAS Computer-Based Testing (2024)* posted on the Technology Setup page at the MCAS Resource Center at mcas.pearsonsupport.com/technology-setup for instructions on how to complete the Network Check and specific ProctorCache recommendations based on the results of your Network Check.

Tasks to Complete for Test Administration

- › If your school will use ProctorCache, precache the operational tests by following the steps outlined in the *PearsonAccess^{next} User Guide* (support.assessment.pearson.com/x/LYDy). Schools should not precache secure operational test content until one week prior to the start of their testing window.
- › If your school will use ProctorCache, confirm that the tests are precached by entering the following URL into a browser: [http://\[Caching Computer's IP Address\]:4480](http://[Caching Computer's IP Address]:4480).
- Review the Best Practices document at mcas.pearsonsupport.com/technology-setup. Note that a second infrastructure trial does not need to be conducted for Session 2 of the STE Pilot tests.
- Schedule one-on-one support as needed from Pearson's support specialists (i.e., Field Services Engineering) using the link at mcas.pearsonsupport.com/technology-setup. This is an opportunity for technology coordinators to receive support with the following:
 - › technology set-up and site readiness
 - › questions about TestNav
 - › ProctorCache set-up
 - › TestNav configurations in PearsonAccess^{next}

2. Participate in one of the Department's training sessions on MCAS test security and test administration protocols. See page 4 for more information on the training sessions.



3. Complete the SR/PNP process.

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

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

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

- Review the STE Pilot Test Security Requirements (see Part I).
- Establish a tracking system (see sample internal tracking forms posted at (www.doe.mass.edu/mcas/testadmin/forms), and develop local procedures to ensure that the chain of custody of secure materials is maintained and that students are provided with required materials for testing.
- Designate a central locked area for storage of secure materials: student testing tickets, proctor testing tickets, and used scratch paper.
- Develop procedures so that students do not access prohibited materials such as cell phones (see list on page 17), including during the transition to a test completion room, and review the TAMs to determine whether test administrators will read the recommended script instructing students to move their cell phones and other prohibited devices to the other side of the room, 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 groups).

Tasks to Complete for Test Administration

- 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 security plan with your superintendent.**
 - Review your school's plans for maintaining test security with your superintendent. 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, including any students with an injury to their hand or arm.**

See Appendix C for information on accessibility features and accommodations.

For additional support, staff should view the "Accessibility and Accommodations" module (mcas.pearsonsupport.com/training).
 4. **Identify the individuals who will serve as test administrators and other school personnel who will have access to secure materials.**

See Part II, section E for more information about authorizing test administrators and other staff members to maintain security during testing (e.g., hallway monitors), as well as technology staff.
 5. **Assign and update user roles for test administrators and other school personnel as necessary in PearsonAccess^{next}.**

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

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

Continue to update roles throughout the testing window as needed.
 6. **Establish the school's test administration schedule, and ensure that tests are scheduled during the prescribed testing window.** See Part II, 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
 - the student questionnaire in grades 5 and 8
 - the resources posted at www.doe.mass.edu/mcas/parents



Tasks to Complete for Test Administration

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 II, 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 II, section G, for more information about meeting with students.

10. (Strongly recommended) Administer the sample tasks, and familiarize students with additional resources.

See Part II, section G for more information about the sample tasks.

D Tasks to Complete At Least Two Weeks BEFORE the Testing Window Begins



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

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

Review the steps below and the suggested assignments for tasks.

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

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



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

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

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

Tasks to Complete for Test Administration

3. Create PAN Sessions and assign students to them.

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

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

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

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

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

For additional support, staff should view the "Creating Sessions" module (mcas.pearsonsupport.com/training). Also, Department staff will cover this topic in the "Tasks in PearsonAccess^{next} Before and During Testing" session to be held in March.



4. Verify that students using the following accommodations have the correct form assigned to them in PearsonAccess^{next}: Text-to-Speech (TTS), Screen Reader Edition (SR), and Compatible Assistive Technology (AT), by following one of the sets of steps below.

This step is critical, since starting a test without the correct form assigned requires several additional steps to correct.

- View a report in "Students in Sessions" in PAN.
 - › Go to **Testing > Students in Sessions**.
 - › Select **Add a Session**.
 - › Type in the PAN Session name to review in **Session Name**, and click **Add Selected**.
 - › Confirm the form-supported accommodation indicator is correctly assigned (it will appear next to a student's SASID).
 - › **Note for Human Reader:** Students requiring a Human Reader for a computer-based test should be placed into specific Human Reader PAN Sessions. To do this, change Form Group Type to "Human Reader." If a session is created via the SR/PNP import the Form Group Type will need to be changed from "Standard" to "Human Reader" within Create/Edit Sessions page in PAN.



Tasks to Complete for Test Administration

- View the PNP Report.
 - Go to **Reports > Operational Reports**.
 - Check the box for **Students & Registrations**, and select **PNP Report – Accessibility Features and Accommodations for Student Tests**.
 - This report can be filtered by either choosing all **Accessibility Features and Accommodations** or by choosing a specific one. The PNP Report can also be filtered by a specific organization within the district and/or by a specific test. (See the sample report at www.doe.mass.edu/mcas/testadmin/forms.)
- View the Session Student Roster in PAN.

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

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

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

E Tasks to Complete Two Weeks BEFORE the Testing Window Begins

1. Verify receipt of test administration manuals.

Verify receipt of manuals immediately upon their delivery to your school (see www.doe.mass.edu/mcas/cal.html for the dates that manuals will arrive). Each grade's manuals are shipped separately. Call the MCAS Service Center if you do not receive materials by the expected date.

For spring 2024, TAMs are being produced as follows:

- **CBT TAM**
- **PBT TAM**

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

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

3. Order additional manuals if necessary.

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

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

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

Tasks to Complete for Test Administration

- Order additional manuals online at www.mcasservicecenter.com no later than the deadline dates listed on ma-innov-sci.mypearsonsupport.com. 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. See section 4 on page 16 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 relevant staff can refer to, including students' names, grades, subject area, test administrator name, testing location, and accessibility features and accommodations (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 80 in Appendix C for the list of accommodations this requirement applies to. The MCAS Nondisclosure Acknowledgment can be found at www.doe.mass.edu/mcas/testadmin/forms.

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

If you have students who cannot be tested at school, you may submit the form to request an alternate setting by going to massgov.service-now.com/mcasaltsetting.

F Tasks to Complete One Week BEFORE Test Administration

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

- In advance of the training session, distribute TAMs to test administrators so that they can familiarize themselves with the requirements and procedures and come to the session prepared with questions. Distribute a copy of the test security requirements to all school personnel who have access to secure materials. (www.doe.mass.edu/mcas/testadmin)
- Document that test administrators and school personnel 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 personnel understand these requirements. In addition, principals must describe school procedures for implementing the test security requirements and test administration protocols, and familiarize test administrators with the tasks they will be completing. Principals should cover the topics included in the slides available at www.doe.mass.edu/mcas/testadmin.

Tasks to Complete for Test Administration

- › School personnel 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 (also see training topics listed in Part II, section F). Since student test results can be invalidated due to test administrator errors (e.g., giving the Human Read-Aloud accommodation when a student does not receive this accommodation), it is critical that test administrators understand the protocols for administering their students' accommodations.

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



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

G Tasks to Complete One or Two Days BEFORE Test Administration

1. Prepare PAN Sessions.

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

2. Verify that test administrators have covered or removed from the walls of each testing space the following prohibited materials: all materials containing content in the subject areas being tested, including any materials that might help students answer test questions, such as posters, maps, charts, graphic organizers, word lists, number lines, multiplication tables, definitions, writing formulas, and mathematical formulas/theorems. It is not necessary to cover or remove calendars, posters displaying the alphabet or consonant blends, or posters displaying the Pledge of Allegiance.

3. Confirm that the technology coordinator has completed the steps in task B1 and Part II, section E.2, 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 using the text-to-speech edition and screen reader), are available and in working order prior to testing.

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

Tasks to Complete for Test Administration

4. Prepare materials for testing.

- Up to two days before testing, print, cut, and sort student testing tickets. Steps to prepare student testing tickets can be found at support.assessment.pearson.com/x/HxpgAQ.
- Student testing tickets may be printed up to two days in advance, however they may not be distributed to test administrators before the day of testing; once they are printed they must be kept in the school's secure storage area.
- Ensure that a sufficient supply of scratch paper will be available for all students, and #2 pencils for students who need them.

Prepare materials for accommodations:

- If your school is administering the human reader or human signer accommodation, print proctor testing tickets, following the same steps as those for preparing student testing tickets.
- Have printed copies of authorized bilingual word-to-word dictionaries and glossaries available for current and former EL students.

5. Start Sessions in PearsonAccess^{next}.

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

Department staff will cover this topic in the "Tasks in PearsonAccess^{next} Before and During Testing" session. Refer to mcas.pearsonsupport.com/training for the Sessions Management module, and see support.assessment.pearson.com/PAsup/testing/start-a-session-and-unlock-tests-sessions for more information on Starting Sessions in PAN.



H Tasks to Complete DURING Test Administration

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

Immediately before test administration, distribute testing tickets and other materials to each test administrator. Be sure that test administrators and the test coordinator independently count materials (student testing tickets and proctor testing tickets) before signing the internal tracking form. 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.

- Enforce test security requirements.
- Ensure that your school's document tracking system is used each time that secure materials are moved.
- Report any testing irregularities or security incidents to the Department by calling 781-338-3141. If instructed to do so, create and submit an irregularity report.
- Continue to update user roles for test administrators throughout the testing window as needed.

Refer to mcas.pearsonsupport.com/training for the Sessions Management module or support.assessment.pearson.com/PAsup/system-basics/resources/session-management-tasks for more information on managing sessions.

Tasks to Complete for Test Administration

3. Manage situations that may occur during testing.

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

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

On the day the school reopens, administer the test session scheduled for that day and make up the missed session(s) later. The principal must obtain prior written approval from the Department in order to extend the testing window by one day to make up for the missed day of testing. When severe weather forces a delayed opening on a scheduled test administration date, the principal should proceed with the test administration after students arrive, if this is possible. The Department will 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):

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 781-338-3141.

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

The principal or designee should contact the Department's Office of Student Assessment Services at 781-338-3141 for guidance if a student reports a concern about a test question to the test administrator. Students and school staff should continue to 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 and question number to report it to the Department.

d. Situations related to student participation

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

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

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 interfering with other students. If a student becomes disruptive, they should be removed from the testing room and placed in a safe location until testing is completed and regular classroom instruction resumes.

Follow the instructions in section I.8 on page 50 to mark students' tests complete.

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

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

If the student was not tested at the original school, unassign the student's test(s) to allow the new setting to register the student. (If not, the student will appear as Absent, if the student returns to the school and continues to be enrolled through June SIMS.)

Tasks to Complete for Test Administration

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

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

When the student is ready to make up the missed session, the test administrator will unlock the student’s PAN Session and have the student sign in to TestNav. Schools with a large number of students making up test sessions may want to create a separate PAN Session and move students into that new PAN Session. Note that moving students into a new PAN Session will require new student testing tickets, since passwords are linked to PAN Sessions. Additional instructions for make-up testing can be found on page 62 in Appendix A of the CBT TAM.

Steps for a student who transfers:

Refer to the steps in Appendix D as well as the module posted at mcas.pearsonsupport.com/training.

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

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

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

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

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

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

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

Follow the steps below to access these reports:

- In PAN, go to **Reports > Operational Reports**.
- Select the “Report Category” (**Organization, Students & Registrations, Online Testing, or Users**).
- Select **Operational Report Type**.
- Select a filter for the report, and refresh the report.

Tasks to Complete for Test Administration

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

Students may be scheduled for make-up testing at any time until the end of the testing window.

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 recommends two independent counts to verify that student testing tickets, proctor testing tickets (if used), and used scratch paper has been returned.
- If necessary, investigate any discrepancies between the materials distributed to test administrators and those returned to you.

I Tasks to Complete AFTER Test Administration

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

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

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

3. Complete the PCPA (one for grades 3–8 testing) by the deadlines listed at www.doe.mass.edu/mcas/cal.html.

- 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 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.

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

Other local records	<ul style="list-style-type: none"> • agendas, sign-in sheets, and any other relevant documentation from the Test Administrators' Training and the training session for other authorized school personnel to demonstrate that they have been trained and received TAMs and test security requirements • records of test administrators and their students for each session, including make-up and test completion sessions • completed Student Responsibilities during MCAS Testing forms, 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 • approval for a Request for Permission to Test a Student in an Alternate Setting, if applicable
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5. RECYCLE OR DISCARD the following materials:

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

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

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

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

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

Tasks to Complete for Test Administration

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

Mark tests complete for the following groups of students:

- students who did not complete testing and have a status of Exited, Resumed, or Resume-Upload
- students who started a test session but did not finish it
- students who did not complete the Student Questionnaire

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

Identify students whose tests need to be marked complete by using the Operational Report>Session Roster:

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

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

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

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

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

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



Appendix A

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Additional Instructions for Computer-Based Testing and Troubleshooting Steps

Appendix A—Additional CBT Instructions and Troubleshooting

A Background and Overview

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

- **PearsonAccess^{next} (PAN)** is the online management system. Note that users will be signed out of PAN after 15 minutes of inactivity.
- **TestNav** is the online testing platform for students. Note that students will be signed out of TestNav after 1 hour of inactivity.
- **ProctorCache:** This software will be available to all schools as part of the TestNav student testing platform. Precaching is the process of loading (i.e., “caching”) test content locally to a designated proctor caching computer at a school. In schools with lower bandwidth, ProctorCache can reduce test delays and can provide students with a more seamless testing experience in the event of disruptions to Internet connectivity. (See mcas.pearsonsupport.com/technology-setup for specific ProctorCache recommendations based on school bandwidth.)

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

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

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

B Troubleshooting Situations that Can Occur in Test Sessions

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

RESOLUTION:

Steps for the Test Administrator:

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

Steps for the Technology Staff:

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

Appendix A—Additional CBT Instructions and Troubleshooting

Steps for the Principal:

1. Call the MCAS Service Center at 800-737-5103 if there are issues that cannot be resolved in 15 minutes or less.
2. Call the Department at 781-338-3141 after calling the MCAS Service Center if there is a large-scale technology failure that affects one or more classrooms. (It is not necessary to call the Department if there is a loss in connectivity that can be quickly restored with minimal interruption to student testing.)
2. **SITUATION: A student turned off the testing device instead of exiting TestNav correctly, and the status in PAN remains “Active” (even though the student is not currently testing).**

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

1. Navigate to the “Students in Session” page, and locate the affected test session in the student’s test.
2. Click on the student’s “Active” status to view the “Student Test & Item Progress” screen.
3. Verify whether the student responded to all the test questions.
4. If all the test questions were answered, mark the PAN Session complete.
5. If any responses are missing, locate and upload the student’s responses that were saved locally. For further instructions, follow the instructions in the *TestNav User Guide* (support.assessment.pearson.com/x/DAACAO). Test administrators may want to contact their technology staff person for support.
3. **SITUATION: TestNav does not appear to be working properly but the student is actually experiencing an expected behavior.**

RESOLUTION:

Steps for the Test Administrator:

The following are expected behaviors in TestNav:

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

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

Steps for the Technology Staff:

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

4. **SITUATION: A student’s test status is “Resume-Upload”; error codes 1005, 1006, or 1007.**
Resume-Upload status forces TestNav to check for a saved response file (SRF) on the testing machine when the student signs back in to continue. There are times when a student needs to be resumed, but may not be properly signed out of a test, such as if the computer froze or the browser crashed. When this happens, the student may still be listed in **Active** status, but the only option you can choose is **Resume-Upload**.

Appendix A—Additional CBT Instructions and Troubleshooting

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

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

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

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

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

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

RESOLUTION:

1. Verify that TestNav is shut down for the student.
2. Resume the student's test in PAN.
 - If the student is resuming on the same device (recommended), select "Resume." TestNav will automatically load any saved response files (SRFs) that are present.
 - If the student is resuming on a different device, the student's test will need to be put in Resume-Upload status. When the student signs in, locate the saved response file (SRF) and the system will upload any test responses that the student entered after the interruption. For instructions on locating SRFs, refer to the *TestNav User Guide* (support.assessment.pearson.com/x/DAACAO).
3. Have the student sign in to TestNav using the sign-in information on the student testing ticket. The student's test will resume from the point at which the test was interrupted.

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

Appendix A—Additional CBT Instructions and Troubleshooting

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

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

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

C Resolving Situations that Involve Accommodations

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

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

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

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

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

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

Appendix A—Additional CBT Instructions and Troubleshooting

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

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

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

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

Appendix A—Additional CBT Instructions and Troubleshooting

3. **SITUATION: A student's form-based accommodations (TTS) are not appearing correctly.**

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

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

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

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

Appendix A—Additional CBT Instructions and Troubleshooting

D Error Codes and TestNav Issues

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

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

Appendix A—Additional CBT Instructions and Troubleshooting

Error Code Number	Error Code Description	Instructions to Resolve the Issue
1021	<p>The testing server cannot be reached.</p> <p>All responses have been saved on this computer.</p> <ul style="list-style-type: none"> • Primary location: (primary SRF file location) • Alternate location: Path is Not Available (secondary SRF location if applicable) • Response file name: (SRF name) <p>To see if the connection has been restored, choose Retry.</p> <p>To continue the test at a later time, choose Exit Test.</p>	<p>Follow the instructions in the error message. If the issue persists, contact Pearson Support.</p>
3005	<p>TestNav has detected that another application attempted to become the active window, which may compromise the security of this test. TestNav has been shut down. You may need assistance from your test monitor to restart the test.</p>	<p>This could be caused by one of the following issues:</p> <ul style="list-style-type: none"> • pop-ups in the background • power saving features • system key combinations such as ctrl+alt+del • the student is attempting to switch to a browser or other application (e.g., to look up information for a question) <p>The test administrator should check whether any other applications have been accessed before resuming the student's test. If it appears the student was attempting to access information online, contact the principal to report this to the Department.</p>
3018	<p>The connection to the server has been lost. Please inform your test proctor that the test must close due to a connectivity error.</p>	<p>Contact Pearson Support. Have your log files ready for Level 2 support.</p>
3020	<p>TestNav has detected that either Command + Option + Esc or Command + Option + Eject has been typed. TestNav has been shut down. You may need assistance from your test monitor to restart the test.</p>	<p>TestNav exits the test and displays this error when a student types Command+Option+Esc while testing. The proctor must resume the test before the student can sign in to TestNav again.</p>
3044	<p>You cannot lock the device. Please contact your proctor.</p>	<p>To configure the device, refer to <i>Set up and use TestNav</i> at support.assessment.pearson.com/x/HgACAQ</p> <p>This message applies to iOS, Android, and Windows app.</p>
3050	<p>TestNav is unable to connect to server. Please contact your proctor.</p>	<p>TestNav cannot connect to the server to verify it's running the latest version of the product.</p>
3055	<p>The TestNav app needs to be restarted. Please close and relaunch to continue testing.</p>	<p>TestNav has automatically downloaded and installed a TestNav patch update. Restart TestNav to continue testing.</p>

Appendix A—Additional CBT Instructions and Troubleshooting

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

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

Appendix B

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Procedures for Paper-Based Testing

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: STE Pilot Test Security Requirements

Additional definitions

- **“Secure”** materials include the following:
 - › Test & answer booklets
- **“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 Designee

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 Personnel Authorized to Have Access to Secure Materials

Ensure the security of test questions, test & answer 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 STE Pilot test questions are secure and confidential until the Department releases them publicly, school personnel should not discuss or review test questions with students or adults even after testing has been completed, with the exception of reporting a student’s concern about a test question to the Department.
- Do not duplicate any portion of booklets, including but not limited to audiotaping, videotaping, photographing, photocopying, typing, or copying by hand.²
- Do not allow any portion of booklets to be retained, discarded, recycled, removed, or destroyed.³

² 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.

³ The only exception is for test materials that have become contaminated; see page 64 for procedures.

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 tests as part of universal accessibility feature UF11.
- Students must work only on the test session being administered. If a test administrator observes a student working in the incorrect test session of a booklet or reviewing the incorrect test session, this is a testing irregularity that must be reported immediately to the principal. The principal must then report the irregularity to the Department.

Part II: Spring 2024 STE Pilot Test Administration Protocols

A Accounting for and Distributing Secure Materials

Section A here supersedes information in the body of the PAM in Part II, 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 will be held responsible for any secure materials that were received at the school but not returned.

Note that in spring 2024, paper-based tests are being produced as follows:

Grades	Type of Booklets	Number of Booklets and Description
5 and 8	Combined test & answer booklets	One combined test & answer booklet

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 for schools doing computer-based testing. 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.

Appendix B—Procedures for Paper-Based Testing

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

A sample form is provided at www.doe.mass.edu/mcas/testadmin/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 designee must contact the MCAS Service Center immediately for instructions. Procedures for these materials should follow district and school guidelines based on appropriate protocol for universal precautions issued by the Massachusetts Department of Public Health.

B Materials Required/Permitted during Testing for PBT

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

1. Materials REQUIRED for Student Use



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

- #2 pencils (wooden)
- scratch paper
 - › Test administrators must supply at least one sheet of unused scratch paper (blank, lined, or graph) for each student for each test session.
 - › Students may request more scratch paper, if needed. Test administrators may provide up to three pages at one time. (If students need additional pages, they will need to turn in used scratch paper. Students may view the pages they already turned in, upon request, as long as they only have three pages at one time.)
 - › Test administrators are responsible for collecting all used scratch paper to be securely destroyed (e.g., shredded) after test administration by the principal or designee.
 - › Schools may reuse scratch paper if the paper is completely blank.
 - › Scratch paper that has been written on during Session 1 of a test may not be used in Session 2; students will need new paper.





Appendix B—Procedures for Paper-Based Testing

- calculators (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 STE materials (See the following tables.)

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

Icon in the Following Table	Description
	<p>Students must have access to an appropriate calculator on the following tests. 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"> STE tests 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: <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
	<p>Students must be provided a ruler (included in shipments of test materials) for the following tests:</p> <ul style="list-style-type: none"> grades 5 and 8 STE

Tools Available for STE (both sessions)

Grade	Tools Available
5	<div>   </div> <div> five-function or scientific ruler </div>
8	<div>   </div> <div> scientific or graphing ruler </div>

Appendix B—Procedures for Paper-Based Testing

3. Materials PERMITTED for Student Use

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

- MCAS STE reference sheet
- 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.

- › Test administrators need to notify their principal or test coordinator if a student used a highlighter in a color other than yellow or a pen in a test & answer booklet. The principal or test coordinator will then need to contact the MCAS Service Center for instructions.
- printed copies of authorized bilingual word-to-word dictionaries and glossaries for current and former EL students (See Appendix F of the PBT TAM for more information.)

4. Materials PROHIBITED during Testing

Prohibited materials include, but are not limited to, materials that must be covered or removed from the testing space (see page 22) as well as the materials listed below. Materials listed in section a below are not permitted at any time during test sessions, and materials listed in section b may only be provided after students have turned in their test materials. None of the materials in section a or b are permitted while a student is 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 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 the following page for more information.)
- other electronic devices (See the following page for more information.)
 - › smart watches
 - › 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 79)
 - › any device capable of taking photographs
 - › game consoles
 - › pocket translators
 - › 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 charts)
- English-language dictionaries or thesauruses

Appendix B—Procedures for Paper-Based Testing

- rulers other than those distributed at the start of testing
- 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 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
- highlighters in colors other than yellow

Cell Phones and Other Electronic Devices

It is the responsibility of the principal and test administrators to ensure that students do not have access to cell phones or other electronic devices during testing. **Results may be invalidated for students who use cell phones or other electronic devices at any time during a test session**, including after students turn in their test materials, during a break, or during the transition to a test completion area.

During the Test Administrators' Training, the principal will inform test administrators either to read the script in this manual instructing students before each test session to turn off their cell phones and other electronic devices and place them in their backpacks, or to follow another procedure to ensure that students do not have access to cell phones or other electronic devices. See page 24 for more information about the Test Administrators' Training.

C Additional Topics for Training Test Administrators and Other School Personnel

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).

Appendix B—Procedures for Paper-Based Testing

D 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

Sample Tasks

Sample tasks for paper-based testing are available at the STE Pilot Resource Center and can be downloaded at ma-innov-sci.mypearsonsupport.com/practice-tests/.

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 ma-innov-sci.mypearsonsupport.com. Shipments of Braille materials will arrive separately from the other paper test materials and principals and test administrator manuals. 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 are returned in the original cartons.
- 4. Order additional test materials or manuals if necessary.**
 - Only if applicable, order additional materials, including manuals, by the dates and times listed at ma-innov-sci.mypearsonsupport.com/resources/testAdminGuidance/2024%20MCAS%20STE%20Pilot%20Testing%20Schedule%20and%20Admin%20Deadlines.pdf

Appendix B—Procedures for Paper-Based Testing

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

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

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

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.

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.
- Have printed copies of authorized bilingual word-to-word dictionaries and glossaries available for current and former EL students.

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.

Appendix B—Procedures for Paper-Based Testing

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.

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 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 of 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

Appendix B—Procedures for Paper-Based Testing

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 88–90.
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 (see pages 88–90).
- Once all typed responses are formatted properly and typed responses are prepared for return, instruct test administrators to delete students' responses from the computers.

C 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 (see the deadline for UPS pickup for each administration at ma-innov-sci.mypearsonsupport.com/testAdminGuidance). 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	Type of Booklet	Students
5 and 8	One combined test & answer booklet	<ul style="list-style-type: none">• students who participated in the STE Pilot• 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)

Appendix B—Procedures for Paper-Based Testing

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

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

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

Situation	Instructions
A student was provided accommodations not initially listed in the SR/PNP.	<p>Update PAN so it accurately reflects the accommodations that the student used (Setup > Students > Manage Student Tests).</p> <p>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.</p> <p>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.</p>
A student refused accommodations during testing or did not use an accommodation.	Update PAN so it accurately reflects the accommodations that the student used (Setup > Students > Manage Student Tests).
A student had a medically documented absence for one or more test sessions and did not participate in make-up testing.	Fill in the medically documented absence circle in the "Absence" section on the outside back cover of the booklet.
A student was absent for another reason from all test sessions in the subject area test or refused testing.	Do not assign a booklet to a student who did not participate in testing (if one is already assigned, follow the instructions in the "void" section below).
A student was added to or removed from your school's enrollment after the SR/PNP was submitted.	<p>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).</p> <p>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.</p> <p>For a student added to your enrollment, add the student to PAN following instructions in the <i>Guide to the SR/PNP Process</i> (available at mcas.pearsonsupport.com/manuals; click on the "PearsonAccess^{next} Guidance" drop-down).</p>
A student's test needs to be marked "void" (i.e., it will not be scored and no student results will be reported).	Fill in the void circle on the outside back cover of the booklet. Write "VOID" across the front of the booklet. Place the booklet in the Void Envelope in the return shipment.

Appendix B—Procedures for Paper-Based Testing

3. If booklets have already been assigned to the following students, follow the instructions on page 72 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 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

4. 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 75).

5. Complete the PCPA (one for grades 3–8 testing) by the deadlines listed at www.doe.mass.edu/mcas/cal.html.

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.

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

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

7. Place all other used and unused booklets (Braille) in the Return Envelope.

- 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.
- There will be a separate Return Envelope for each grade test.

Appendix B—Procedures for Paper-Based Testing

B Pack the Test Materials

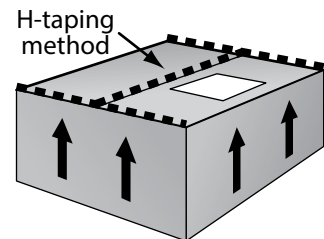
1. Make sure that the envelopes being used (i.e., Void, Special Handling, and Return) are sealed.
2. Pack the envelopes and all remaining test materials in your original shipping cartons in the order shown below.

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

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

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

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



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

Appendix B—Procedures for Paper-Based Testing

C Schedule and Confirm UPS Pickup of All Test Materials

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

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

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

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

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

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 STE Pilot 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

Other local records	<ul style="list-style-type: none"> • agendas, sign-in sheets, and any other relevant documentation from the Test Administrators' Training and the training session for other authorized school personnel to demonstrate that they have been trained and received TAMs and test security requirements • records of test administrators and their students for each session, including make-up and test completion sessions • completed Student Responsibilities during MCAS Testing forms 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 • approval for a Request for Permission to Test a Student in an Alternate Setting, if applicable
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2. RECYCLE OR DISCARD the following materials:

Recycle or discard	<ul style="list-style-type: none"> • Test Administrator's Manuals • this manual, after the completion of testing • practice sample tasks, if printed • blank cards or cutouts used by students who had UF6 • blank place markers used by students who had UF8 • Signs (e.g., Do Not Disturb sign, Prohibited Materials During STE Pilot 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 rulers for future classroom use; these materials may not be used for future STE Pilot testing.**

Appendix C

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Accessibility and Accommodations




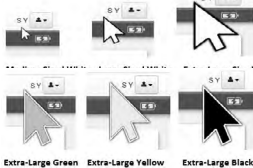
Appendix C—Accessibility and Accommodations

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 STE Pilot tests that are either built into the STE Pilot computer-based testing platform or provided by a test administrator on either the computer- or paper-based tests. Although the majority of universal accessibility features will be available on the day of the test to **any** student who wishes to use them, some **must be requested in advance** in the SR/PNP. The “(SR/PNP)” designation in Table 1 below and on the following page refers to a feature that must be documented and/or requested in the SR/PNP prior to the start of testing.

Table 1. Universal Accessibility Features Available to All Students

Universal Accessibility Features		
#	Computer-Based Testing	Paper-Based Testing
UF1	Highlighter tool Four highlighter colors are available: blue, pink, green, and orange.	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 The student can select a color combination for text and background. 	Colored overlays or tinted lens(es)
UF3	Zoom in/out tool enlarges or reduces the entire screen when the student presses Ctrl + or Ctrl -.	Magnification tool/device or low-vision aid
UF4 (SR/PNP)	Enlarged Cursor/Mouse pointer tool The student can select an enlarged and colored cursor. Note: Pointers are not shown in actual size. Pointer size will differ according to the size of the computer screen. 	Enlarged pencil/modified writing instrument
UF5	Line reader tool Masks text so only part of the text can be viewed at one time.	Use a tracking device , such as a straight edge or similar tool.
UF6	Answer masking Student selects which answer choices will be shown on the screen.	Mask text or answer(s) using a blank card or cutout.
UF7	Answer eliminator Marks an “X” through each answer option the student believes is incorrect.	N/A
UF8	Test question flag/bookmark	Use a blank place marker to mark a question for later review. (Note: Sticky notes are not allowed.)

Appendix C—Accessibility and Accommodations

Universal Accessibility Features <i>continued</i>		
#	Computer-Based Testing	Paper-Based Testing
UF9	Audio aids (e.g., amplification device) Note: a smartphone may not be used.	Audio aids (e.g., amplification device) Note: a smartphone may not be used.
UF10	Scratch paper (required for all students)	Scratch paper (required for all students)
UF11	Test administrator reads aloud (or signs , in the case of a student who is Deaf or Hard-of-Hearing) selected words , as requested by the student. Students may point to the word or phrase that they need read aloud or signed. The test administrator quietly reads aloud or signs the selected word. Students using this feature may be tested alongside other students in groups of any size.	
UF12	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.”).	
UF13	Test administrator reads aloud, repeats, or clarifies general test administration directions (i.e., the scripts in the TAMs) to student, as needed.	

B Designated Accessibility Features (DFs)

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

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

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

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

Appendix C—Accessibility and Accommodations

Part II: STE Pilot Accommodations for Students with Disabilities

Information about the purpose of accommodations, eligibility and general requirements for accommodations, and updating IEPs and 504 plans can be found in the *Accessibility and Accommodations Manual for the 2023–2024 MCAS* (available at www.doe.mass.edu/mcas/accessibility).

A Accommodations for Students with Disabilities

1. If a Student Refuses an Accommodation

If students refuse to use an accommodation listed in their plan, the school should document in writing that they refused the accommodation and keep this documentation on file at the school. The students should be told that the accommodation will remain available should they need it during testing. Students should **not** be asked to sign an agreement acknowledging that they have refused an accommodation or waived their right to receive an accommodation. A sample form (optional) for documenting a student's refusal of an accommodation is available at www.doe.mass.edu/mcas/testadmin/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 listed in the plan "as requested by the student"). Written approval must be obtained from the parent/guardian on the 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 one or more educators familiar with the student. Consent by the parent/guardian is **not** required for a new or amended 504 plan, although the parent/guardian must be notified of the changes.

2. Unique Accommodations Requests

If a student with a disability, an English learner, or a student with a medical need requires an accommodation (e.g., an assistive technology device or a cell phone to monitor blood glucose levels – see page 86) that is not listed in Tables 1–6, the school may request approval to use the unique accommodation. Unique accommodations may **not** accomplish any of the following:

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

The school may request approval for use of the unique accommodation by submitting the request to iada_DESE@mass.gov **at least two weeks prior to testing**. If approved by the Department, the accommodation must also be listed in the IEP or 504 plan of a student with a disability.

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

Appendix C—Accessibility and Accommodations

4. Description of STE Pilot Accommodations for Students with Disabilities

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

- **Test Presentation:** allowable changes to the format in which the test is presented (Table 3); and
- **Response:** allowable changes to the procedures, supports, or devices used to facilitate a student’s response to test questions (Table 4).

Note: Accommodations listed with the “(SR/PNP)” designation in the tables below must be identified in the SR/PNP.

Table 3. Test Presentation Accommodations for Students with Disabilities

Test Presentation Accommodations		
#	Computer-Based Test	Paper-Based Test
A1 (SR/PNP)	Paper-based edition of the MCAS test may be administered as an accommodation to a student who is unable to use a computer or take the computer-based test due to a disability. Note: This must be listed as an accommodation in the student’s IEP or 504 plan.	N/A
A2 (SR/PNP)	N/A (see UF3 on page 78 for information on screen magnification)	Large-print edition (approximately 18-point font size on 11x17-inch paper) <ul style="list-style-type: none"> • All responses in the large-print booklet must be transcribed verbatim from the large-print booklet to the student’s standard booklet, and returned according to instructions in this manual, so the student will receive credit. • Large-print special instructions will accompany the large-print test. • See additional procedures listed in section 7 in this appendix. • Test administrators for students with disabilities using accommodation A2 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/forms) before viewing secure test materials.
A3.1 (SR/PNP) and A3.2 (SR/PNP)	A3.1 – Screen reader: ONLY for a student who is blind or visually impaired and uses the assistive technology program JAWS or NVDA. <ul style="list-style-type: none"> • If the student will use a screen reader, a separate hard-copy Braille edition test with the appropriate Braille graphics must also be provided to the student. • All answers must be entered onscreen, either by the student or test administrator. 	A3.2 – Braille edition (hard copy) <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. • Braille special instructions will accompany the Braille test.

Appendix C—Accessibility and Accommodations

Test Presentation Accommodations <i>continued</i>		
#	Computer-Based Test	Paper-Based Test
A3.1 (SR/PNP) and A3.2 (SR/PNP) <i>continued</i>		<ul style="list-style-type: none"> See Appendix D of the <i>Accessibility and Accommodations Manual for the 2023–2024 MCAS</i> for a schedule of the MCAS transition to Unified English Braille (UEB). See additional procedures listed in section 7 in this appendix. Test administrators for students with disabilities using accommodation A3.2 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/forms) before viewing secure test materials.
A4.1 (SR/PNP) and A4.2 (SR/PNP)	<p>A4.1 – Text-to-speech (TTS) digital text read aloud on the computer-based STE Pilot tests.</p> <ul style="list-style-type: none"> TTS may be used either with or without headphones. If a TTS-enabled version of the computer-based test is used with headphones, the student may be tested in a typical-size group. If not using headphones, students must be tested individually in a separate setting. Students should take an online TTS sample task prior to testing. If the student is unable to use the TTS feature, but has this accommodation listed in their plan, a human reader may be substituted. There is a special icon of a person with headphones on student testing tickets for students who have text-to-speech in their PNP. 	<p>A4.2 – Kurzweil 3000 electronic text reader</p> <ul style="list-style-type: none"> Only available for Chemistry and Technology/Engineering tests Kurzweil 3000 tests are in read-only format. Responses must be recorded in the student's answer booklet. Kurzweil 3000 special instructions will be sent to the school with the test.
A5 (SR/PNP)	<p>Human read-aloud</p> <ul style="list-style-type: none"> A human reader may either read aloud 1) the computer-based test signed in to a nearby computer or sitting next to the student; or 2) the paper-based test. The entire test must be read word-for-word, exactly as it appears. The test administrator may not provide assistance to the student regarding the meanings of words, intent of any test question, or responses to test questions. The test administrator should read with emphasis only when indicated by bold or italicized text. The test must be administered in a separate setting, either individually or to a small group of 2–5 students (all of whom are being provided the human read-aloud accommodation). For students who require text read aloud, IEP teams should consider whether TTS is preferable to a human reader (or vice versa) and list this in each student's IEP or 504 plan (e.g., "text-to-speech with human read-aloud as needed"). See additional procedures listed in section 6 in this appendix. 	

Appendix C—Accessibility and Accommodations

Test Presentation Accommodations <i>continued</i>		
#	Computer-Based Test	Paper-Based Test
A5 (SR/PNP) <i>continued</i>	Notes: <ul style="list-style-type: none"> Reading aloud selected words to any student is a Universal Accessibility Feature (UF11). See Table 1. There is a special icon of a person speaking on student testing tickets for students in a Human Read-Aloud PAN Session. Test administrators for students with disabilities using accommodation A5 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/forms) before viewing secure content. 	
A6.1 (SR/PNP)	Human signer for a student who is Deaf or Hard-of-Hearing <ul style="list-style-type: none"> The test must be signed exactly as it appears. The signer may not provide assistance to the student regarding the meaning of words, intent of any test question, or responding to test questions. The signer may finger-spell key words in addition to providing the sign for a term, in cases where a signed term may be unfamiliar to the student. The signer should read with emphasis only when indicated by bold or italicized text. The test must be administered in a separate setting, either individually or to a small group of 2–5 students, all of whom are receiving the human signer accommodation. See additional procedures listed in section 6 in this appendix. Notes: <ul style="list-style-type: none"> Under secure conditions supervised by the principal, interpreters may review the test content once it becomes available, either online or delivered to the school, for the purpose of preparing to sign the test. Test content may not be accessed online outside of school, and paper-based materials may not be removed from the school. If preferred, selected words, phrases, or sections of the test(s) may be signed to the student, as requested, rather than signing the entire test. There is a special icon of a person speaking on student testing tickets for students in a Human Signer PAN Session. Test administrators for students with disabilities using accommodation A6.1 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/forms) before viewing secure test content. 	
A6.2 (SR/PNP)	N/A (See A6.1 for Human Signer)	N/A (See A6.1 for Human Signer)
A7	Human signer for test directions only for a student who is Deaf or Hard-of-Hearing	
A8	Track test questions by helping the student to move from one test question to the next <ul style="list-style-type: none"> Test administrators for students with disabilities using accommodation A8 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/forms) before viewing secure test content. 	

Appendix C—Accessibility and Accommodations

Table 4. Response Accommodations for Students with Disabilities

Response Accommodations								
#	Computer-Based Test	Paper-Based Test						
A9 (SR/PNP)	Use a Department approved graphic organizer, checklist, or supplemental reference sheet.							
	Notes:							
	<ul style="list-style-type: none">Approved graphic organizers and supplemental reference sheets are available at www.doe.mass.edu/mcas/accessibility. 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 previously approved versions and proposed changes submitted by schools.Graphic organizers without any text may also be used without Department approval by students with disabilities who have this accommodation listed in their plan.A student may use no more than three different approved graphic organizers or two supplemental reference sheets per test session.For the STE Pilot tests, a student may use the sample reference sheets (www.doe.mass.edu/mcas/accessibility/organizers) or submit a customized reference sheet to the Department for approval (see www.doe.mass.edu/mcas/testadmin/forms).Customized graphic organizer/reference sheet submission deadlines:							
	<table><tr><th>Test Administration Period</th><th>STE Pilot Test</th><th>Materials Submission Deadline</th></tr><tr><td>April 23–May 24, 2024</td><td>Grades 5 and 8 STE</td><td>March 8, 2024</td></tr></table>	Test Administration Period	STE Pilot Test	Materials Submission Deadline	April 23–May 24, 2024	Grades 5 and 8 STE	March 8, 2024	
Test Administration Period	STE Pilot Test	Materials Submission Deadline						
April 23–May 24, 2024	Grades 5 and 8 STE	March 8, 2024						
A10.1 (SR/PNP) and A10.2 (SR/PNP)	Scribe responses for the STE Pilot tests using either:							
	<ul style="list-style-type: none">a human scribe (A10.1) who will record the student’s responses verbatim, either onscreen (computer-based test) or in the student’s answer booklet (paper-based test), as dictated by the student at the time of testing. The student must be tested in a separate setting. If the student is unable to use their hand or arm at the time of testing due to a recent fracture, injury, or recovery from surgery, the scribe accommodation may be provided and this must be listed in a 504 plan or an approved IEP (Department approval is not required). In cases where a 504 plan is under development, the staff responsible for writing the plan must already have met and agreed upon the need for the scribe accommodation before providing to a student.							
	OR							
	<ul style="list-style-type: none">speech-to-text (A10.2), a voice recognition program or device that converts speech into text (other than a smartphone) used to generate responses.Students using the speech-to-text accommodation for the following computer-based tests—grades 5 and 8 STE tests or high school Biology—will be able to use an embedded speech-to-text web extension that functions within TestNav. The Web Extension AT SR/PNP designation must be selected in PearsonAccess^{next} for this embedded tool.							
	<p>The embedded web extension for speech-to-text. Refer to the <i>Guidelines for Using Assistive Technology as an MCAS Accommodation</i> (found at www.doe.mass.edu/mcas/accessibility) for a step-by-step guide to accessing and using this feature.</p> <p>See additional procedures for scribing student responses listed in section 7 of this appendix.</p> <p>Note:</p> <ul style="list-style-type: none">Test administrators for students with disabilities using accommodations 10.1 or 10.2 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/forms) before viewing secure test content.							

Appendix C—Accessibility and Accommodations

Response Accommodations <i>continued</i>		
#	Computer-Based Test	Paper-Based Test
A11	N/A	<p>Responses recorded by student on special paper rather than in the standard booklet</p> <ul style="list-style-type: none"> Responses must be transcribed by a test administrator into the student's standard booklet. See additional procedures listed in section 7 in this appendix. If students transcribe their own responses, then transcription must occur during the test session and be completed on the day in which the test session began. <p>Note:</p> <ul style="list-style-type: none"> Test administrators for students with disabilities using accommodation A11 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/forms) before viewing secure test materials.
A12 (SR/PNP)	N/A	<p>Typed responses</p> <ul style="list-style-type: none"> Transcription of typed responses into the student's booklet is NOT required. Responses must be printed out, one per page, and inserted in the student's booklet with all required information on each page (see section 8 in this appendix and the sample typed response on page 90). After printing out responses, they must be deleted from word processor or device. Test administrators for students with disabilities using accommodation A12 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/forms) before viewing secure test materials.
A13	<p>Student records responses on an external recording device (other than a smartphone) for purposes of playing back recorded segment(s). Student may use text-to-speech software or audio recording device. Responses must be deleted from the device once transcription into student's standard booklet is completed.</p> <ul style="list-style-type: none"> Test administrators for students with disabilities using accommodation A13 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/forms) before viewing secure test content. 	
A14	<p>Responses signed onto video (for a student who is Deaf or Hard-of-Hearing), then transcribed by the student onscreen or into the student's booklet during playback. The video must be deleted after transcription. See additional procedures for transcribing listed in section 7 in this appendix.</p>	

Appendix C—Accessibility and Accommodations

Response Accommodations <i>continued</i>		
#	Computer-Based Test	Paper-Based Test
A15	Monitor placement of responses in the appropriate area onscreen or in the answer booklet by the test administrator <ul style="list-style-type: none"> Test administrators for students with disabilities using accommodation A15 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/forms) before viewing secure test content. 	
A16	Refreshable Braille Display/Braille note-taker (specific external device used in conjunction with screen reader. A hard-copy edition of the Braille test should also be ordered.)	Braille note-taker (specific external device used in conjunction with hard-copy Braille test) Note: Braille notes should be returned in the school's return shipment.
A17	Braille writer (specific external device used in conjunction with screen reader and hard-copy Braille test)	Braille writer (specific external device used in conjunction with the hard-copy Braille test). A printout of each response may be inserted in the student's booklet, with all required information on each page (see section 8 in this appendix).

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

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

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

6. Procedures for Using Test Accommodations A5 and A6.1: Reads Aloud or Signs STE Pilot Tests

The test administrator may read the test aloud or sign the test to a small group of students, provided that each student has an IEP or 504 plan that lists accommodation A5/A6.1.

The procedures below must be followed:

- No more than five students may be grouped together for reading tests aloud or signing the tests, since students typically proceed through the test at different rates.
- The principal or designee must supervise the assignment of students to groups that will have test questions read aloud to them.
- See the appendices in the CBT TAM for instructions on how to administer these accommodations for computer-based testing.

Appendix C—Accessibility and Accommodations

- 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 tests will be the same number form.

7. 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 test 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.

Transcribing Student Responses

In paper-based testing, certain situations may require a test administrator to transcribe a student's response into a standard booklet. These situations may include:

- A student takes the test using a special test format that requires answers to be transcribed (e.g., large print, Braille).
- A student uses a speech-to-text converter, augmentative communication device, or assistive technology device that requires answers to be transcribed.
- As an accommodation, a student records answers in a test booklet, or on blank paper, instead of in the required test booklet.
- Answers were recorded in an incorrectly assigned computer-based test or test & answer booklet, or in the wrong section of a test.
- The test & answer booklet or document became unusable (e.g., torn, wrinkled, or contaminated).

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

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

Appendix C—Accessibility and Accommodations

8. 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 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 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 C in the PBT TAM for further instructions.)
 - instructions for submitting a typed response 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:

- Submit a separate page for each constructed-response 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 C in the PBT TAM for instructions on preparing typed responses for submission.
3. Mark drafts of typed responses "DRAFT" and place them in the return shipment.
4. Ensure that all student responses are deleted from the computer by test administrators according to the instructions in the TAM.
5. Submit the standard booklet according to the instructions in Appendix B of this manual.

Appendix C—Accessibility and Accommodations

Sample STE Pilot Typed Response Template

Student Name: Jonathan Ward
Student SASID: 1012345678
Booklet Serial Number*: 1234567890
Subject: STE Pilot
Question Number: 35

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

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

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

Part III: Testing Procedures and Accommodations for EL Students

A Participation Requirements for EL Students

EL students must participate in all MCAS tests scheduled for their grades, regardless of the language program and services they are receiving or the amount of time they have been in the United States.

The one exception applies to first-year EL students who enrolled in U.S. schools after March 1, 2023 and who were not reported in the March 2023 SIMS report, for whom ELA testing is optional.

First-year EL students **must** participate in STE Pilot 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.

Questions regarding the identification screening, placement, and reclassification of EL students should be directed to the Office of English Language Acquisition and Academic Achievement 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.

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

EL students, including those who have been identified as EL in the past, but are no longer reported as EL, may use an authorized bilingual word-to-word dictionary or glossary.

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

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

A list of authorized bilingual dictionaries and glossaries is available on the Department's website at www.doe.mass.edu/mcas/accessibility. To discuss the approval of a word-to-word dictionary not included in the list, please call 781-338-3141.

C Accommodations for EL Students

In addition to universal features and designated features available to all students, the accommodations listed in Table 5 are available to all ELs, either with or without disabilities, on STE Pilot tests.

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

Appendix C—Accessibility and Accommodations

Table 5. Accommodations for Students Who Are ELs

#	Accommodations for EL Students
EL1 (SR/PNP)	Paper-based editions of the tests may be administered to first-year EL students (i.e., students in their first calendar year of enrollment in a U.S. school) with a low level of English proficiency or ELs who have little or no familiarity with technology.
EL2	Approved Bilingual Word-to-Word Dictionary and Glossary (English/Native language) (Note: this accommodation is also available to former ELs)
EL3.1 (SR/PNP) and EL3.2 (SR/PNP) and EL3.3 (SR/PNP)	<p>Text-to-speech (TTS) (EL3.1) digital text read aloud on the computer-based STE Pilot tests, or Human read-aloud (EL3.2) for the same tests.</p> <ul style="list-style-type: none"> If administering the paper-based test with a human reader, the test must be read word-for-word in English, exactly as written. The test administrator may not provide assistance to the student regarding the translation or meaning of words. The test administrator should read with emphasis only when indicated by bold or italicized text. If a human reader is used, the test must be administered in a separate setting either individually or to a group of 2–5 students all of whom are receiving the human reader accommodation. If the TTS-enabled English-only edition of the computer-based test is read aloud to a student using headphones, students may be tested in a typical-size group. If not using headphones, the student must be tested in a separate setting. <p>Notes:</p> <ul style="list-style-type: none"> Reading aloud selected words on the STE Pilot tests is a universal accessibility feature (UF11). See Table 1. Test administrators for students with disabilities using accommodation EL3.2 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/forms) before viewing secure test content.
EL4.1 (SR/PNP) and EL4.2 (SR/PNP)	<p>Scribe for the STE Pilot tests, including either:</p> <ul style="list-style-type: none"> a human scribe, who records student’s responses verbatim at the time of testing (EL4.1); or student dictates responses using speech-to-text, an external communication device, with subsequent transcription by an adult, either onscreen or in the student’s answer booklet (EL4.2). <p>Note:</p> <ul style="list-style-type: none"> Test administrators for students with disabilities using accommodation EL4.1 or EL4.2 must sign an MCAS Nondisclosure Acknowledgment (see www.doe.mass.edu/mcas/testadmin/forms) before viewing secure test content.
EL5	Test administrator reads aloud/repeats/clarifies general administration directions (i.e., the scripts in the TAMs) in English
EL6	Test administrator reads aloud/repeats/clarifies general administration directions (i.e., the scripts in the TAMs) in student’s native language (if native language speaker is available)
EL7	N/A

Appendix C—Accessibility and Accommodations

Table 6 provides guidance regarding the suitability of EL accommodations based on the English language proficiency (ELP) level of the student.

Table 6. Guidance on Selecting Accommodations for English Learners

Key	● 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			
#	Accommodation	Most Likely to Benefit English Language Learners at the Following English Proficiency Levels		
		Beginning	Intermediate	Advanced
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 STE Pilot tests (in English <i>only</i>); OR Human read-aloud	●	⦿	○
EL4.1 and EL4.2	Human scribe or speech-to-text for STE Pilot responses	●	⦿	○
EL5	Test administrator reads aloud/repeats/clarifies general administration <u>directions</u> in English	●	⦿	○
EL6	Test administrator reads aloud/repeats/clarifies general administration <u>directions</u> in student's native language	●	⦿	○
EL7	N/A	●	⦿	○

Appendix D

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Procedures Related to Student Information and Guidance on Reporting

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

MCAS and accountability reporting will be based on STE Pilot Session 1, containing a subset of MCAS STE items, only. The Department **will not** use information about student participation in the STE Pilot Session 2, containing the new innovative pilot tasks, for MCAS and accountability reporting.

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

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

Part I: PearsonAccess^{next}

A SR/PNP Initial Upload

The SR/PNP is used to register students for testing and provides information on selected accessibility features and accommodations that a student will use during testing. It determines the test form students will take for computer-based testing (e.g., text-to-speech) and provides the basis for the initial shipment of manuals and other paper-based materials to schools. See the *Guide to the Student Registration/ Personal Needs Profile (SR/PNP) Process for the Spring 2024 MCAS Tests* posted at mcas.pearsonsupport.com/manuals; click on the “PearsonAccess^{next} Guidance” drop-down.

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

PearsonAccess^{next} is updated as follows:

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

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

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

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

C Enrollment Transfer Requests

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

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

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

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

D Instructions for Updating Student Information for CBT

Situation	Instructions
A student was provided testing accommodations that were not initially included in the SR/PNP.	<p>Update PAN so it accurately reflects the accommodations that the student used (Setup > Students > Manage Student Tests).</p> <p>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.</p>
A student refused accommodations during testing or did not use an accommodation.	<p>Update PAN so it accurately reflects the accommodations that the student used (Setup > Students > Manage Student Tests).</p> <p>Text-to-speech, screen reader, and assistive technology cannot be updated in PAN after the student has started a test. Changes to these accommodations will need to be reported to the Department during the formal discrepancy reporting window that occurs after testing.</p>
A student had a medically documented absence for one or both sessions of a test and did not participate in make-up testing.	<p>Go to Setup > Students > Manage Student Tests > Start, check the "Not Tested" code, and select Medical Absence from the drop-down menu; click Save. Follow the instructions in step 8 on page 50 to mark the test complete.</p>
A student was absent for another reason from all test sessions in the subject area test or refused testing.	<p>If the student already started testing, mark the test as "Complete" (see step 8 on page 50). Fill in the reason as "Absent" or "Refusal."</p> <p>If the student did not begin testing, remove the student from any assigned PAN Sessions (see step 7 on page 49).</p>
A student was added to or removed from your school's enrollment after the SR/PNP was submitted.	<p>Any student removed from your enrollment should be removed from any assigned PAN Sessions (see step 7 on page 49).</p> <p>For any student removed from your enrollment, "Mark Complete" any tests that the student started but did not finish (see step 8 on page 50).</p> <p>For a student added to your enrollment, add the student to PAN following instructions in section 2 (Steps for Completing the Initial SR/PNP Upload) of the <i>Guide to the SR/PNP Process</i> (available at mcas.pearsonsupport.com/manuals; click on the "PearsonAccess^{next} Guidance" drop-down).</p>
A student's test needs to be marked "void" (i.e., it will not be scored and no student results will be reported).	<p>Only students who started testing should be marked as Void (e.g., incorrect accommodations were given).</p> <p>Go to Setup > Students > Select a Student > Manage Student Tests > Start. Check the "Void Test Score Code" box for the selected student, and select a reason from the drop-down menu; click Save.</p> <p>For more information, including instructions for assigning the student a new test, see section C.2 in Appendix A.</p>

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
- economically disadvantaged
- 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, economically disadvantaged)
- Title I status
- ever EL (students who have ever been enrolled as an EL in Massachusetts)
- gender

B Uses of SIMS Data

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

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

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

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

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

C Questions about SIMS Data

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

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

Part III: Student Participation and Reporting Guidance

The table below shows ways that information about the students' participation in the STE Pilot Session 1, containing a subset of MCAS STE items, will be used for MCAS and accountability reporting only. The Department **will not** use information about student participation in the STE Pilot Session 2 for MCAS and accountability reporting.

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 PNP, with the exception of three paper-based accommodations: a student will be reported as having had the large-print, Braille, or typed response accommodation if the accommodation is indicated in the PNP or if the circle for the accommodation is filled in on the booklet back cover.	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.

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
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 non-participant in accountability participation rate calculations.</p> <p>At the school and district level, assessment participation rates are calculated separately for English language arts, mathematics, and science for each district and school as a whole with at least 20 students enrolled in tested grades. Any students reported as absent will count against the participation rate for the subject-area tests that they did not take. Districts and schools are expected to maintain a 95 percent participation rate <i>in each subject</i>.</p> <p>At the student group level, assessment participation is calculated for the group as a whole, with all subjects combined (e.g., measuring the percentage of ELA, mathematics, and science tests that were taken by the group). Rates are calculated for each group that has 20 or more students enrolled in at least one subject. Districts and schools are expected to maintain a participation rate of 95 percent or higher for each group.</p>
Students Who Refuse to Participate in Testing	<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>

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
Students Who Transfer During the Testing Window	<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>
First-Year EL Students	<p>EL students reported in SIMS in their first year of enrollment in a U.S. school (i.e., first-year EL students) must participate in MCAS Mathematics and STE tests for diagnostic purposes, but their results are not included in official school and district results, provided they were reported as first-year EL in SIMS. The participation of first-year EL students in ELA tests is optional, and results for students who do participate are not included in school and district results.</p> <p>Students' results are reported with a test status code of NTL—Not Tested First-year EL. Students who earned an achievement level of Needs Improvement or higher (on legacy tests) or Partially Meeting Expectations or higher (on next-generation tests) receive scaled scores and achievement levels but not student growth percentiles. These students are not included in scaled score, achievement level, or Composite Performance Index (CPI) aggregations, provided they were reported as first-year EL in SIMS.</p>	<p>Students reported in SIMS as EL for any number of years 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> <p>In addition, any first-year EL students that do not participate in the Mathematics and/or STE MCAS tests associated with their grade of enrollment in SIMS will be counted as nonparticipants for accountability participation calculations. MCAS results for first-year EL students are not included in accountability achievement calculations.</p>

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

Student Group/Situation	How Information Is Used for MCAS Reporting	How Information Is Used for Accountability Reporting
Void	The student will be reported with a test status of NTO or NTA, depending on enrollment status in SIMS.	A student with NTA status is reported as a non-participant in accountability participation rate calculations.
Students in Out-of-District Placements	<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>



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