MASSACHUSETTS
Department of Elementary
and Secondary Education

Massachusetts STE Pilot

TEST ADMINISTRATOR'S MANUAL

Paper-Based Tests

GRADES 5 AND 8 SCIENCE

SPRING 2024

MASSACHUSETTS
Department of Elementary
and Secondary Education

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

Jeffrey C. Riley
Commissioner

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Important Contact Information and Resources

Contact	MCAS Service Center
For questions on:	• general test administration support • PearsonAccess^{next} and TestNav such as › user accounts › technology support and readiness › Infrastructure Trials and ProctorCache › 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:	• 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 (See note below regarding SIMS.) Questions regarding SIMS data should be directed to your district's SIMS contact (go to profiles.doe.mass.edu/search/search.aspx?leftNavID=11239, select **SIMS Contact** from the Function menu, and click **Get Results**).
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

Notes:

- Your principal will provide you with instructions and a schedule for administering test sessions. For reference, the 2024 test schedule is posted at www.doe.mass.edu/mcas/cal.html.
- Schools should plan for one short, supervised break per session (3–5 minutes) to be given at each test administrator's discretion.
- The A icon is used in this manual to indicate information related to accessibility, accommodations, students with disabilities, and EL students.
- Review this manual before the Test Administrators' Training at your school.

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Part I

STE Pilot Test Security Requirements

STE Pilot Test Security Requirements

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

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

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

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

- "**Secure**" content and materials include the following:
  - › test questions not publicly released by the Department
  - › test & answer booklets
  - › student responses to test questions
  - › used scratch paper

  The following secure testing materials must be tracked using internal tracking forms:
  - › test & answer booklets
  - › 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 such as booklets, but does not include viewing test content or student responses, which is prohibited (except when administering certain accommodations listed in Appendix C of the PAM). Students may never transport secure testing materials, including from their initial testing room to a test completion room.
- "**Locked storage area**" refers to the central locked area that must be used to store all secure testing materials when they are not in use. Principals must restrict access to the locked storage area to only those school personnel authorized by the principal to handle secure materials. For example, custodial or cleaning staff may not enter or access the locked area where the principal stores secure materials.

Each principal should have already completed the Principal's Certification of Proper Test Administration (PCPA) for MCAS, which also covers the Massachusetts STE Pilot test.

A Responsibilities of the Principal and Designee

1. Before testing, principals must review their plans for maintaining test security with the superintendent so that the superintendent is comfortable with the procedures in the school building.

- As part of that review, superintendents may ask their district's principals to use the optional Superintendent's Assurance of Proper Test Administration form found at www.doe.mass.edu/mcas/testadmin/forms to document your preparations (a form is not required but the review is).

- The superintendent may assign another district employee (e.g., a district test coordinator) to be the liaison between schools and the central office. Districts are encouraged to take a hands-on approach to MCAS testing, to provide assistance and coordination (especially for new principals), and to visit schools and observe testing firsthand.

2. Authorize specific 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) 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 test administration. See Part III, section B, 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 of the PAM and the *Accessibility and Accommodations Manual for the 2023–2024 MCAS Tests/Retests* (available at www.doe.mass.edu/mcas/accessibility).

3. Instruct students in STE Pilot test security requirements.

- Student test results may be invalidated if they engage in any of the following activities during a test session (including after turning in their test materials, during a break, or during the transition to a test completion area):
  - duplicating any portion of secure test content
  - accessing prohibited materials such as cell phones or other electronic devices (see lists in Part II, section B) for any purpose, including accessing the Internet
  - communicating with other students (e.g., talking, whispering, writing notes)
  - looking at any other student's test materials
  - asking for or receiving help from anyone
  - providing help to another student
  - consulting notes, books, or instructional materials during testing
- Their test results may also be invalidated if they discuss secure test content or their responses to questions with anyone, including teachers, with the exception of reporting a concern about a test question to their test administrator.

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, and (for high school) on the prescribed days.

- Ensure that hallways are properly monitored during testing so that students are supervised at all times when they leave testing rooms (e.g., to use the restroom or transition to a test completion room).

5. Keep secure 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 distribution and collection of materials for testing.

- All booklets must be accounted for and tracked during testing.
- Used scratch paper must be accounted for and tracked during testing.

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

- Inventory paper-based materials immediately up on receipt and investigate any discrepancies in count of materials.
- Return all paper-based materials to the testing contractor according to the prescribed packing instructions in the PAM and the deadlines listed at www.doe.mass.edu/mcas/cal.html.

8. Destroy secure materials after testing.

- Used scratch paper (i.e., written on by students) must be securely destroyed (e.g., shredded) following testing.

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

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

- Department staff hosted 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) approximately one week after each training date.
- An additional STE Pilot Test Administrator training session was provided in January that focused on the tasks and milestones for the April 23–May 24, 2024 STE Pilot test administration. A recording of the session is available at the STE Pilot Resource Center (ma-innov-sci.mypearsonsupport.com).
- All principals and test coordinators are encouraged to participate in the appropriate training session for their school, especially those who have not run an MCAS administration before.
- Test administrators, test coordinators, and other school staff members authorized to have access to secure materials must attend a school training session. See www.doe.mass.edu/mcas/testadmin/forms for a sample form that principals may use to document participation, and see www.doe.mass.edu/mcas/testadmin for training slides that can be used to train test administrators. More information about training can be found in Part III, section B.

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

- Track secure materials using the sample Secure Materials Internal Tracking Form at www.doe.mass.edu/mcas/testadmin/forms or a similar document (principals keep these forms on file for three years).
- The principal/test coordinator and each test administrator must independently count booklets before signing the tracking forms and transferring custody of the booklets.
- Do not leave booklets 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.
- See Part III, section C, for more details about preparing testing rooms.

4. Ensure the security of test content.

- Do not discuss or in any way reveal the contents of test questions or student responses to test questions before, during, or after test administration. Because 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.[1]
- Do not remove testing materials from the school.[2]
- Do not allow scratch paper to be retained, discarded, or otherwise removed by students.
- Do not allow any portion of test & answer booklets (or separate test booklets and answer booklets) to be retained, discarded, recycled, removed, or destroyed.[3]
- Be sure that used scratch paper has been securely destroyed after testing.
- Do not allow students access to secure test questions prior to testing.
- Do not read or view any secure test content or student responses (except when administering certain accommodations listed in Appendix C of the PAM).
- Do not change any student responses.

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

[2] 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.

[3] The only exception is for test materials that have become contaminated; contact the principal or designee immediately for instructions.

STE Pilot Test Security Requirements

C Responsibilities of Test Administrators

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

- Review this manual and all relevant test security requirements before administering test sessions.
- Attend the training session led by the principal/designee before 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 this manual (and in any subsequent updates provided to principals by the Department) verbatim to students.
- Remove or cover any classroom displays that provide information related to the content being assessed or to test-taking strategies (see page 22).
- Provide students with all required test materials as listed in this manual.
- Prevent the use of prohibited materials (see pages 12–15 for lists of required/permitted and prohibited materials). Note that results may be invalidated for students who use cell phones or other prohibited electronic devices during a test session, including after they turn in their test materials, during a break, and during the transition to a test completion area.
- A test administrator may view students' test booklets only for the purposes of confirming that students are working in the correct test session, or in order to read aloud selected words during the STE Pilot tests as part of Universal Accessibility Feature 11 (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 the answer booklet or reviewing the incorrect test session of the answer booklet or test booklet, this is a testing irregularity that must be reported immediately to the principal. The principal must then report the irregularity to the Department.

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

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

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

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

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

- Test administrators must not coach students during testing or alter or interfere with students' responses in any way. Examples of coaching include
  - providing answers to a student
  - indicating that a student has answered a question incorrectly or left a question blank
  - defining words or providing synonyms
  - spelling words
  - influencing a student's responses by offering hints, 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.
- Test administrators may remind the entire class to check their work before submitting their tests (the scripts contain language instructing students to do this).
- Statements of encouragement such as "Just do your best" or "Answer it as well as you can" are permitted.

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

- Ensure that students are only provided accommodations that are listed specifically for use during 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 STE Pilot accommodations as prescribed in Appendix C of the PAM and in the *Accessibility and Accommodations Manual for the 2023–2024 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 18 for the list of accommodations this requirement applies to, and see www.doe.mass.edu/mcas/testadmin/forms for the MCAS Nondisclosure Acknowledgment

D Testing Irregularities

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

1. School Observations

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

Part II

STE Pilot Test Administration Protocols

A Accounting for and Distributing Secure Materials

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

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

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

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

B Materials Required, Permitted, and Prohibited during Testing

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

1. Materials REQUIRED for Student Use

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

- #2 pencils (wooden)
- scratch paper
  - › Test administrators must supply at least one sheet of unused scratch paper (blank, lined, or graph) for each student for each test session.
  - › Students may request more scratch paper, if needed. Test administrators may provide up to three pages at one time. (If students need additional pages, they will need to turn in used scratch paper. Students may view the pages they already turned in, upon request, as long as they only have three pages at one time.)
  - › Test administrators are responsible for collecting all used scratch paper to be securely destroyed (e.g., shredded) after test administration.
  - › Schools may reuse scratch paper if the paper is completely blank.
  - › Scratch paper that has been written on during Session 1 of a test may not be used in Session 2; students will need new paper.
- calculators for designated test sessions only (see tables on page 13)
- reference sheets and rulers that are included in shipments of materials **for designated test sessions only** (see tables on page 13)

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

Icon in the Following Table	Description
	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.
	• **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: › grade 5 STE: a five-function calculator or scientific calculator › grade 8 STE: a scientific calculator or graphing calculator
	Students must be provided a ruler (included in shipments of test materials) for the following tests: • grades 5 and 8 STE

Tools Available for STE (both sessions)

Grade	Tools Available
5	five-function or scientific ruler
8	scientific or graphing ruler

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.
- printed copies of the Guidelines for Completing Answer Grids (available in the "Mathematics Gridded Response Guidelines" drop-down at mcas.pearsonsupport.com/student)
- printed copies of authorized bilingual word-to-word dictionaries and glossaries for current and former EL students (See Appendix F for more information.)

4. Materials PROHIBITED during Testing

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

a. Materials PROHIBITED at Any Time during a Test Session

Materials listed in this section **are NOT permitted at any time during test sessions**, including after students turn in their individual test materials, during a break, or during the transition to a test completion area. See www.doe.mass.edu/mcas/testadmin/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 in Appendix C of the PAM)
  - any device capable of taking photographs
  - game consoles
  - electronic 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
- 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 they turn in their test materials, during a break, or during the transition to a test completion area.

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

C Scheduling Test Sessions

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

1. Number of Sessions in Grades 5 and 8 STE Pilot

The STE Pilot contains two test sessions and a questionnaire. The STE Pilot Session 1 includes MCAS STE questions. The STE Pilot Session 2 includes the new innovative science tasks. Both will be followed by a questionnaire.

2. Recommended Testing Times

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

3. Test Completion

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

If your principal informs you that you will administer more than one test session on the same day, any students who have not completed the first test session by the time that the class begins the next test session must finish working in the first test session before beginning the next one. The next test session can be administered in a separate setting from the regularly administered one (as always, the test administrator must follow all protocols in this manual).

4. Same-Day Requirement

No test session may extend beyond the end of the regular school day, and any individual test session must be completed on the same day on which it begins, with the following exception: any students who become ill during a test session and cannot continue testing should be scheduled for a make-up session (see section 6 on the following page).

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

- the students request the additional time themselves;

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

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

5. 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.

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

6. Procedures for Students Who Become Ill During a Test Session

If a student becomes ill during testing and cannot complete the session that day, the school may allow the student to complete the session on another day. The student should be instructed not to discuss the test, 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.

7. Test Administration Interruptions

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

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

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

D Damaged or Defective Booklets

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

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

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

E Contaminated Test Materials

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

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

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

The table below shows where you can find more information in this manual about specific accommodations.

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

Accommodations that Require the Nondisclosure Acknowledgment Form

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

Part III

Tasks to Complete Prior to Test Administration

Tasks to Complete Prior to Test Administration

A Receive This Manual and Document Receipt

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

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

B Attend Test Administrators' Training

1. Training in Test Security and Test Administration Protocols

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

The Department has outlined major topics for the test administrator training session in a PowerPoint presentation posted at www.doe.mass.edu/mcas/testadmin. 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 and Part II of this manual
- confirm that all involved school personnel understand those requirements
- describe local procedures for meeting test security and administration protocols
- provide an orientation to the major tasks that will be completed during test administration
- emphasize that all test administrators must read and familiarize themselves with the TAMs before administering MCAS tests
- inform test administrators who they can talk to (or what resources they can use) to find answers to any questions they have

This manual contains optional scripts as described below. Test administrators must be informed at the training session if they will read the scripts or if the school will develop an alternative version.

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

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

- whether Student ID Labels will be applied to booklets in advance of testing or applied by students after booklets are distributed
- whether students who arrive late for testing will be read the scripts quietly in the room, read the scripts outside the room, or scheduled for make-up testing
- how students will be supervised when they are out of the testing room, e.g. for a restroom break (hallway monitors, restroom monitors, escorts, etc.)
- how students who need more time beyond the scheduled test session will be handled (e.g., will they be moved to a test completion room?)

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

Reporting a Concern about a Test Question

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

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. They must also understand the differences between instructional accommodations and testing accommodations especially in regard to the prohibition on coaching and assisting students during testing.

Additional training may include one or more of the following:

- reviewing the online Accessibility and Accommodations module at mcas.pearsonsupport.com/training
- participating in or review of the Accessibility and Accommodations webinars:
  - Registration is available at the MCAS Training Opportunities website: www.doe.mass.edu/mcas/training.html
  - Previously recorded webinars are available at mcas.pearsonsupport.com/training
- reviewing the Department's *Accessibility and Accommodations Manual for the 2023–2024 MCAS Tests/Retests*, 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 form for both of these activities can be found 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 18, and described in Appendix C of the PAM) are required to sign an MCAS Nondisclosure Acknowledgment form before administering the test. The training session may be a convenient time to have these test administrators sign the form, but it can be done any time before testing.

C Prepare the Testing Space

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

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

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

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

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

The list of UFs and DFs can be found in Appendix C of the PAM.

E Complete Front Covers of Test & Answer Booklets

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

Each student will have one test & answer booklet that contains both sessions. A label will need to be applied (and information filled out) for the booklet in order for the test to be properly scored and reported.

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

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

Sample booklet covers, with and without Student ID Labels, are provided at www.doe.mass.edu/mcas/testadmin/forms. See your principal with any questions.

Part IV

Administering Session 1 of the STE Pilot Tests

Administering Session 1 of the STE Pilot Tests

A Materials Needed for Session 1

1. Prior to testing, you will receive the following materials for students assigned to you:[4]
   - this manual
   - a roster of testing students
   - scratch paper (blank, lined, or graph)
   - a list of students' SASIDs, if applicable
   - Student ID Labels, if labels were not previously applied to booklets

     If your principal has instructed you to apply Student ID Labels to test & answer booklets before testing, do so before the students arrive for testing.
   - a tracking form to assist you and your principal in maintaining the security of test materials
   - **for the tests:**
     - › test & answer booklets
     - › rulers
     - › calculators for students who do not provide their own

       Each student must have sole access to a calculator for the grades 5 and 8 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.
       - – grade 5: a five-function calculator or scientific calculator
       - – grade 8: a scientific calculator or graphing calculator

     Test administrators must ensure that students do not have access to calculator instructions or formula sheets that accompany calculators. The memory should be cleared from any calculator with the ability to store information (other than basic numbers).
2. You will also need the following materials available in your testing space prior to testing:
   - "Massachusetts STE Pilot Testing—Do Not Disturb" sign
   - printed copies of authorized bilingual word-to-word dictionaries for students who are currently or were ever reported as ELs
   - #2 pencils
3. You will likely receive more materials than needed for your group of students. Notify your principal immediately if you need additional materials. Set aside unassigned materials and **keep them secure** until you return them to your principal.

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

[4] If applicable for any student in your assigned group, you will also receive Braille test materials or large-print test materials.

B Before Students Arrive

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

C As Students Arrive

1. Collect books from students who brought them to read in the event they finish their work before the end of the test session.
2. Approve any bilingual dictionaries brought by eligible EL students to use during the test session according to the guidelines in Appendix F.

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

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

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

   Pause to make sure that students have turned cell phones and other electronic devices off and have placed them in their backpacks.
6. If your principal has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession, do so at this time. **Schools are ultimately responsible for implementing procedures that ensure students do not possess cell phones or other electronic devices during testing.**
7. Make sure that students' desks are clear, except for authorized bilingual dictionaries for current and former EL students and #2 pencils. Students may also have colored pencils and yellow highlighters (see page 13).
8. Make sure that students are seated in a way that supports a secure test environment, and that no one can see anyone else's booklets.

Administering Session 1 of the STE Pilot Tests

D Administer Session 1

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

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

1. Say to the students:

   "We are about to begin the Grade __ MCAS STE Pilot test.

   This is the first of two sessions that you will take. You will take Session 2 _____ (announce the date and time for Session 2).

   The results of this test will be used to help improve your academic performance, and will also be shared with your parents or guardians as well as your teachers. It is important that you try to do your best work during this test session."

2. Say to the students:

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

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

3. Then say:

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

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

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

4. Collect any defective booklets and fill in the VOID circle on the back cover of each. Then write "VOID" in large letters across the front cover of each. Set aside these booklets to be returned to the principal. Give new booklets to those students who had defective materials, making sure that the same session is paper-clipped as in the original booklet (see section D on page 17).

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

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

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

7. Then say:

   "Near the top of the front cover is the heading for the Test Administrator name. Print my name on the line provided for this session. My name is on the board for you to copy."

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

8. Then say:

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

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

9. Then say:

   "Below the information you just printed is the title 'Student Name Grid.'

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

   Pause for students to complete this section.

10. Then say:

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

    Pause for students to complete this section.

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

    Say to the students:

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

    Pause and check that students are completing this task correctly.

Administering Session 1 of the STE Pilot Tests

Say:

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

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

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

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

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

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

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

12. Say:

"I will now hand out the rulers, as well as a calculator for any of you who did not bring your own."

Distribute the rulers to the students. Distribute calculators to those students who did not bring their own.

13. Say to the students:

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

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

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

14. Say to the students:

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

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

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

15. Say to the students:

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

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

16. Say to the students:

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

17. Say to the students:

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

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

    Pause to answer any questions students may have.

18. Say to the students:

    "This test session is scheduled to be 90 minutes long. If you have not finished answering the questions at the end of that time, you will be given more time to finish. At most, you will have until the end of the school day, as long as you are working productively.

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

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

19. Say to the students:

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

    Now open your test & answer booklet to page 2, which says '_____ (say the grade and name of the test) **Session 1' at the top. Be sure to read all the directions. You may begin working now."**

Administering Session 1 of the STE Pilot Tests

20. If you are administering the test to any students with disabilities using accommodation A12 (Typed Responses), turn to page 49 in Appendix C for the script to read to these students at this time.

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

> **Test security requirements are described in Part I, and other test administration protocols are described throughout this manual.**
>
> **Circulate among the students while they take the test to see that they are working steadily, are not using cell phones or other electronic devices, and are in the correct session of their test & answer booklets.**
>
> **Remember that you may view students' booklets for the sole purpose of confirming that students are working in the correct session. A test administrator may not review booklets to confirm whether students have marked all their responses.**

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

    "The scheduled session time is half over. Make sure that you answer every question in this session. When you are finished answering all of the questions in Session 1 and reviewing your work, you may hand in your test materials to me. Remember, if you are still working at the end of the scheduled session, you will be given more time to finish your test."

23. (Optional) Then say to students:

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

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

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

    Resume monitoring the testing room.

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

    "Before you hand me your booklet, I want to remind you that you should make sure you have answered every question.

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

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

    Permit students to check whether they have answered every question.

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

    "This is the end of the time scheduled for this session. Before I collect your booklets, I want to remind you that you should make sure you have answered every question.

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

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

26. Say:

    "Please put your pencil down and close your booklet. Place your ruler on your desk. If you need more time to answer any questions, raise your hand."

    Note which students need more time and then pick up each student's materials, keeping the materials of students who need more time separate from the others. Verify that you have a used test & answer booklet, a ruler, and scratch paper from each student. For students who need more time, follow the instructions given by your principal.

27. If you are administering the test to any students using accommodation A12 (Typed Responses), ask students to review their printed typed responses. **Do not dismiss students until they have confirmed that their printed typed responses are ready to submit.** After these students have completed testing, see page 49 in Appendix C for further instructions.

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

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

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

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

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

29. Make a list of all students in your assigned group who were not tested. These students will need to take Session 1 during the make-up period. If all the students assigned to you took to take Session 1, notify your principal of this. It is important to keep accurate records of who has been tested, as it is not permissible to look through assigned test & answer booklets to check whether students have completed testing.

30. Group test materials into the following separate piles:

    - used test & answer booklets
    - used scratch paper
    - unused scratch paper
    - void test & answer booklets

- rulers, if applicable
- unused test materials
- contaminated test materials, if applicable (Remember to notify your principal or designee.)

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

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

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

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

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

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

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

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

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

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

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

Part V

Administering Session 2 of the STE Pilot Tests

Administering Session 2 of the STE Pilot Tests

A Materials Needed for Session 2

1. Prior to testing, you will receive the following materials for students assigned to you:[5]
   - this manual
   - a roster of testing students
   - scratch paper (blank, lined, or graph)
   - a list of students' SASIDs, if applicable
   - Student ID Labels, if labels were not previously applied to booklets

     If your principal has instructed you to apply Student ID Labels to test & answer booklets before testing, do so before the students arrive for testing.
   - a tracking form to assist you and your principal in maintaining the security of test materials
   - **for the tests:**
     - › test & answer booklets
     - › rulers
     - › calculators for students who do not provide their own

       Each student must have sole access to a calculator for the grades 5 and 8 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.
       - – grade 5: a five-function calculator or scientific calculator
       - – grade 8: a scientific calculator or graphing calculator

     Test administrators must ensure that students do not have access to calculator instructions or formula sheets that accompany calculators. The memory should be cleared from any calculator with the ability to store information (other than basic numbers).
2. You will also need the following materials available in your testing space prior to testing:
   - "Massachusetts STE Pilot Testing—Do Not Disturb" sign
   - printed copies of authorized bilingual word-to-word dictionaries for students who are currently or were ever reported as ELs
   - #2 pencils
3. You will likely receive more materials than needed for your group of students. Notify your principal immediately if you need additional materials. Set aside unassigned materials and **keep them secure** until you return them to your principal.

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

[5] If applicable for any student in your assigned group, you will also receive Braille test materials or large-print test materials.

B Before Students Arrive

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

C As Students Arrive

1. Collect books from students who brought them to read in the event they finish their work before the end of the test session.
2. Approve any bilingual dictionaries brought by eligible EL students to use during the test session according to the guidelines in Appendix F.

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

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

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

   Pause to make sure that students have turned cell phones and other electronic devices off and have placed them in their backpacks.
6. If your principal has directed you to follow a different procedure to ensure that students do not have cell phones or other electronic devices in their possession, do so at this time. **Schools are ultimately responsible for implementing procedures that ensure students do not possess cell phones or other electronic devices during testing.**
7. Make sure that students' desks are clear, except for authorized bilingual dictionaries for current and former EL students and #2 pencils. Students may also have colored pencils and yellow highlighters (see page 13).
8. Make sure that students are seated in a way that supports a secure test environment, and that no one can see anyone else's booklets.

D Administer Session 2

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

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

1. Say to the students:

   "We are about to begin Session 2 of the Grade __ MCAS STE Pilot test. This is the last of the two sessions you will take for this test and it includes a new kind of performance task.

   The results of this session will not be shared with your parents or guardians or your teachers. It is important you try to do your best work during this session, since your work will help test designers improve the test. Thank you for helping with this!"

2. Say to the students:

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

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

3. Then say:

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

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

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

4. Collect any defective booklets and fill in the VOID circle on the back cover of each. Then write "VOID" in large letters across the front cover of each. Set aside these booklets to be returned to the principal. Give new booklets to those students who had defective materials, making sure that the same session is paper-clipped as in the original booklet (see section D on page 17).

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

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

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

7. Then say:

   "Near the top of the front cover is the heading for the Test Administrator name. Print my name on the line provided for this session. My name is on the board for you to copy."

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

8. Then say:

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

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

9. Then say:

   "Below the information you just printed is the title 'Student Name Grid.'

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

   Pause for students to complete this section.

10. Then say:

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

    Pause for students to complete this section.

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

    Say to the students:

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

    Pause and check that students are completing this task correctly.

Say:

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

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

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

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

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

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

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

12. Say:

"I will now hand out the rulers, as well as a calculator for any of you who did not bring your own."

Distribute the rulers to the students. Distribute calculators to those students who did not bring their own.

13. Say to the students:

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

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

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

14. Say to the students:

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

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

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

15. Say to the students:

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

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

16. Say to the students:

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

17. Say to the students:

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

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

    Pause to answer any questions students may have.

18. Say to the students:

    "This test session is scheduled to be 90 minutes long. If you have not finished answering the questions at the end of that time, you will be given more time to finish. At most, you will have until the end of the school day, as long as you are working productively.

    Once you begin the test, each test & answer booklet page for this session will say 'GO ON' at the bottom right corner of the page. Keep answering questions until you have answered the last question in Session 2 on the page that says 'STOP' at the bottom."

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

19. Say to the students:

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

    Now open your test & answer booklet to page 2, which says '_____ (say the grade and name of the test) **Session 2' at the top. Be sure to read all the directions. You may begin working now."**

20. If you are administering the test to any students with disabilities using accommodation A12 (Typed Responses), turn to page 49 in Appendix C for the script to read to these students at this time.

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

> **Test security requirements are described in Part I, and other test administration protocols are described throughout this manual.**
>
> **Circulate among the students while they take the test to see that they are working steadily, are not using cell phones or other electronic devices, and are in the correct session of their test & answer booklets.**
>
> **Remember that you may view students' booklets for the sole purpose of confirming that students are working in the correct session. A test administrator may not review booklets to confirm whether students have marked all their responses.**

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

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

23. (Optional) Then say to students:

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

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

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

    Resume monitoring the testing room.

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

    "Before you hand me your booklet, I want to remind you that you should make sure you have answered every question.

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

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

    Permit students to check whether they have answered every question.

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

    "This is the end of the time scheduled for this session. Before I collect your booklets, I want to remind you that you should make sure you have answered every question.

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

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

26. Say:

    "Please put your pencil down and close your booklet. Place your ruler on your desk. If you need more time to answer any questions, raise your hand."

    Note which students need more time and then pick up each student's materials, keeping the materials of students who need more time separate from the others. Verify that you have a used test & answer booklet, a ruler, and scratch paper from each student. For students who need more time, follow the instructions given by your principal.

27. If you are administering the test to any students using accommodation A12 (Typed Responses), ask students to review their printed typed responses. **Do not dismiss students until they have confirmed that their printed typed responses are ready to submit.** After these students have completed testing, see page 49 in Appendix C for further instructions.

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

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

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

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

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

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

30. Group test materials into the following separate piles:

    - used test & answer booklets
    - used scratch paper
    - unused scratch paper
    - void test & answer booklets

- rulers, if applicable
- unused test materials
- contaminated test materials, if applicable (Remember to notify your principal or designee.)

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

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

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

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

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

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

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

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

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

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

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

Appendix A

Procedures for Administering the Braille Edition of the Test

Appendix A—Procedures for Administering the Braille Edition of the Test

Use the instructions below when administering the Braille edition to a student with a disability whose IEP or 504 team determines that the student will participate in STE Pilot testing using **accommodation A3.2**.

Test administrators for students with disabilities using accommodation A3.2 must sign an MCAS Nondisclosure Acknowledgment prior to viewing secure test materials.

1. Your principal will provide you with a shrink-wrapped packet of Braille test materials, which includes the Braille Administrator's Copy and all materials listed on the Braille Special Instructions sheet.

   You will have **up to four days** to review these materials before the first test session. It is important that you become familiar with the Braille test questions and Braille transcriptions and understand any differences between the Braille edition page numbers and page number references in this manual. Your review must occur at the school under the supervision of the principal or designee.

2. If a student records answers using Braille paper, the principal or designee must transcribe the student's responses verbatim from the Braille paper into the student's **standard test & answer booklet in order for the student to receive credit**.

3. If accommodation A12 is listed in the student's IEP or 504 plan, and the student will be submitting typed responses, follow the instructions in Appendix C. Please note that multiple-choice responses must be transcribed into the standard test & answer booklet; they may not be typed. **Otherwise, the student will not receive credit.**

   The principal or designee must properly complete all information requested on the front cover and inside and outside back covers of the student's standard test & answer booklet.

4. Immediately after testing, return **all** test materials to your principal using appropriate tracking documents, as instructed by your principal.

Remember that all test materials, including the Braille Administrator's Copy, are secure materials and must be tracked properly from the time you receive them until you return them to your principal. Materials must not be removed from the school.

Appendix B

Procedures for Administering the Large-Print Edition of the Test

Appendix B—Procedures for Administering the Large-Print Edition of the Test

Use the instructions below when administering the large-print edition to a student with a disability whose IEP or 504 team determines that the student will participate in STE Pilot testing using **accommodation A2**.

Test administrators for students with disabilities using accommodation A2 must sign an MCAS Nondisclosure Acknowledgment prior to viewing secure test materials.

1. Your principal will provide you with the materials listed on the Large-Print Edition Special Instructions sheet in the shrink-wrapped packet of large-print test materials.
2. If a student records answers in the large-print booklet, the principal or designee must transcribe the student's responses verbatim from the large-print test & answer booklet into the student's standard test & answer booklet in order for the student to receive credit.

   If accommodation A12 is listed in the student's IEP or 504 plan, and the student will be submitting typed responses, follow the instructions in Appendix C. Please note that multiple-choice responses must be transcribed into the standard test & answer booklet; they may not be typed. **Otherwise, the student will not receive credit.**

   The principal or designee must properly complete all information requested on the front cover and inside and outside back covers of the student's standard test & answer booklet.
3. Immediately after testing, return **all** test materials to your principal using appropriate tracking documents, as instructed by your principal.

> **Remember that all test materials are secure materials and must be tracked properly from the time you receive them until you return them to your principal. Materials must not be removed from the school.**

Appendix C

Procedures for Administering the Test to Students Who Type Their Responses

Appendix C—Procedures for Administering the Test to Students Who Type Their Responses

Use the instructions below when administering the test to a student with a disability whose IEP or 504 plan indicates that the student will participate in STE Pilot testing using **accommodation A12**.

General Information

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

- typed on paper and inserted inside the front cover of the student's test & answer booklet;
- written by the student; or
- transcribed into the standard test & answer booklet (if the student also used accommodation A10.1, A11, or SA3.1).

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

Only written responses to questions may be submitted as typed responses. A student's responses to multiple-choice questions must be marked in the student's standard test & answer booklet. Any draft responses are to be marked "DRAFT" and placed in the return shipment.

Prior to Administration

1. Sign an MCAS Nondisclosure Acknowledgment prior to reviewing secure test materials.
2. If your principal or designee has not already done so, make sure students' computers do not have access to the Internet or to spell-check features. If electronic tablets will be used instead, please contact the Department before testing.
3. Prepare to provide the following information on each page of each student's response. The required information listed below may be handwritten, typed, or printed on a label and affixed to each page. A sample template for a typed response is included on page 51.
   - student name
   - student SASID
   - test & answer booklet or answer booklet serial number (the 10-digit number located on the lower right corner of the front cover)
   - subject
   - question number
4. Prepare students' computers and printers:
   - Use plain white paper (8 ½" x 11").
   - Use a font size between 8-point (minimum) and 12-point (maximum).
   - Set margins to be one inch.
   - Set line spacing to be single-spaced.
   - Multiple responses cannot be printed on the same page (although sub-parts to a question can be, e.g., a, b, c, d). Make sure each page contains no more than one response.

During Test Administration

1. After reading the opening scripts for STE Pilot, Session 1 (step 4 on page 25) or Session 2 (step 4 on page 35), say to the students:

   "Now I have some additional information to explain about using your computer.

   During this session, you will be typing your work. Be sure to save your file often in case of computer issues.

   As you know, you are not allowed to access the Internet. Doing a web search, playing games online, or accessing a web page may cause your test results to be invalidated.

   You will be able to submit a maximum of two printed pages for each question. Plan your work accordingly."

2. Say to the students:

   "Once you complete your work, I will print it out so that you have the opportunity to review it and confirm that your work is ready to be submitted."

Security Information
Test administrators are responsible for

- **ensuring that students do not have access to the Internet or any files on the computer hard drive or network during testing;**
- **ensuring that no response is edited by anyone other than the student and only during the test-taking period; and**
- **at the end of test administration, deleting all student responses that were temporarily saved on any local computer or computer disk after all student responses have been printed for submission with a standard test & answer booklet.**

Student responses are secure and confidential and must not be accessible to unauthorized individuals.

3. After reading this script, return to STE Pilot, Session 1 (step 1 on page 26) or Session 2 (step 1 on page 36).

After Test Administration

1. If students typed their responses to multiple-choice questions, transcribe the responses to the students' standard test & answer booklet. **Otherwise, the students will not receive credit for their work.**

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

3. Place the student's final typed response pages for scoring inside the front cover of the student's standard test & answer booklet. Do not use any clips, tape, or staples. Mark any draft responses as "DRAFT" and ask your principal to place them in the return shipment.

Appendix C—Procedures for Administering the Test to Students Who Type Their Responses

4. If you are the principal's designee, fill in the circle for accommodation A12 on the inside back cover of the student's standard test & answer booklet.
5. Immediately after testing, return all test materials to your principal using appropriate tracking documents. Your principal or designee will return the typed responses following instructions in the PAM.
6. Once materials are returned to the principal, delete all student responses from the computers.

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)*

Appendix D

Procedures for Signing the Test for Students Who Are Deaf or Hard of Hearing

Appendix D—Procedures for Signing the Test for Students Who Are Deaf or Hard of Hearing

Use the instructions below when administering the test to a student with a disability whose IEP or 504 plan indicates that the student will participate in STE Pilot testing using **accommodation A6.1 or special access accommodation SA2**.

Test administrators for students with disabilities using accommodation A6.1 or SA2 must sign an MCAS Nondisclosure Acknowledgment prior to viewing secure test materials.

1. All stimuli and test questions must be signed exactly as written, except in cases when doing so would reveal an answer to a question. If a sign visually defines the concept being tested, it must be finger-spelled. Interpreters may not provide assistance to the student regarding the meaning of words, intent of any test questions, or responses to test questions.
2. The test must be administered in a separate setting (DF4) either **individually** (DF2) or to a **small group** (DF1). No more than five students may be grouped together for signing the tests, since students typically proceed through the test at different rates.
3. Under secure conditions supervised by the principal, interpreters may review test materials up to four days prior to test administration. Test materials must be reviewed in a secure location supervised by the principal and may not be removed from the school.
4. There are two test forms for paper-based testing in 2024. Each has a test and answer booklet. For students testing with the Human Read-Aloud or Human Signer accommodations, please check the overage of test materials shipped to your school before ordering additional test materials for test administrators who will deliver these accommodations. Additional tests were included in your shipment for this purpose.
5. The principal or designee must properly complete all information requested on the front cover and inside and outside back covers of the student's **standard** test & answer booklet.
6. Immediately after testing, return **all** test materials to your principal using appropriate tracking documents, as instructed by your principal.

Remember that all test materials are secure materials and must be tracked properly from the time you receive them until you return them to your principal. Materials must not be removed from the school.

Appendix E

Procedures for Scribing and Transcribing Student Responses

Appendix E—Procedures for Scribing and Transcribing Student Responses

Procedures Used for Scribing and Transcribing Student Responses

A human scribe (A10.1, SA3.1, EL4.1) or speech-to-text (A10.2, SA3.2, EL4.2) are accommodations that allow students to provide their responses orally to a test administrator who will write the responses directly into the student's booklet. Students who receive this accommodation may respond to test questions either through:

- verbal dictation to a human scribe
- a speech-to-text device or other augmentative/assistive communication device (e.g., picture/word board)
- signing (e.g., American Sign Language, signed English, Cued Speech)
- gesturing or pointing
- eye-gazing

Guidelines for Administering the Human Scribe Accommodation (A10.1, SA3.1, EL4.1)

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

Guidelines for Transcribing Student Responses

Circumstances may occur during test administration that may require a test administrator to **transcribe** a student's responses into a combined test & answer booklet. Transcribing responses by a test administrator may occur at any time until the end of the test window under secure conditions supervised by the principal (or designee). These situations may include:

- answers recorded in the wrong section of, or in an incorrect, combined test & answer booklet.
- a student took the test using a special test format requiring that answers be transcribed; e.g., Braille, large print. (Braille responses must be transcribed by persons fluent in Braille).
- a student uses speech-to-text software, or augmentative communication, or an assistive technology device and prints responses for transcription by a test administrator.
- A student recorded answers on blank paper, instead of in the required combined test & answer booklet as an accommodation.
- The combined test & answer booklet or document becomes unusable; e.g., torn, wrinkled, or contaminated.

Appendix E—Procedures for Scribing and Transcribing Student Responses

In cases where a student's responses must be transcribed *after* test administration is completed, the following steps must be followed:

- at least two persons must be present during any transcription of a student's responses. At least one of the individuals must be an authorized test administrator; the other a principal or designee.
- the student's response must be transcribed verbatim into the combined test & answer booklet.
- the student's original printed responses must be placed in the school's return shipment.

Appendix F

Procedures for Approving Bilingual Word-to-Word Dictionaries

Appendix F—Procedures for Approving Bilingual Word-to-Word Dictionaries

Any EL student, including a student who has been identified as EL in the past, may use an authorized bilingual word-to-word dictionary and glossary on the STE Pilot tests **(accommodation EL2)**.

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, handwritten notes, and other information are prohibited. **Electronic translation devices are not allowed, and the Department recommends that test administrators inform students of this policy at the time that their printed versions are approved.** Test results may be invalidated for students who use electronic translation devices during testing.

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

Test administrators should review printed copies of authorized bilingual word-to-word dictionaries and glossaries to confirm that they are free of any handwritten notes or other prohibited materials.

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