

Massachusetts Comprehensive Assessment System

TEST ADMINISTRATOR'S MANUAL

FALL 2018/WINTER 2019



- November Retests** November 8–15, 2018
- February Biology Test** February 6–7, 2019
- March Retests** March 4–8, 2019



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

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Important Contact Information and Resources

MCAS Service Center

(for logistical support and general questions)

Hours: 7:00 a.m.–5:00 p.m., Monday–Friday

Email: mcas@measuredprogress.org

Telephone: 800-737-5103

Student Assessment Services Unit

(for policy questions)

Web: *November and March Retests:*
www.doe.mass.edu/mcas/testadmin/retest

February Biology:
www.doe.mass.edu/mcas/testadmin/biology

Email: mcas@doe.mass.edu

Telephone: 781-338-3625

Test Administration Schedule

November 2018 Retests, February 2019 Biology Test, and March 2019 Retests

Subject	Sessions ¹	Allowable Administration Dates ²	Session Length (Avg. Number of Minutes)
November Retest ELA Composition	Sessions A and B	November 8	45
November Retest ELA Reading Comprehension	Sessions 1 and 2	November 9	45
	Session 3	November 13	45
November Retest Mathematics	Session 1	November 14	60
	Session 2	November 15	60
February Biology	Session 1	February 6	60
	Session 2	February 7	60
March Retest ELA Composition	Sessions A and B	March 4	45
March Retest ELA Reading Comprehension	Sessions 1 and 2	March 5	45
	Session 3	March 6	45
March Retest Mathematics	Session 1	March 7	60
	Session 2	March 8	60

¹ Each test session must be administered simultaneously to all students at your school.

² Schools may administer make-up sessions after the scheduled dates, through November 16, February 11, or March 11 (the dates for regular make-up testing), according to the policies detailed in the *Principal's Administration Manual*. Your principal will provide you with instructions for administering make-up sessions. Make-up testing for students with extraordinary circumstances (i.e., students not able to participate in regularly scheduled sessions or make-up sessions) may be completed November 19, February 12, or March 12.

Note: Review this manual before the Test Administrators' Training with your school principal.

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Part I

MCAS Test Security Requirements

MCAS Test Security Requirements

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

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

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

Section C describes responsibilities of test administrators.

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

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

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

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

- **"Secure"** refers to a test question, student response, or test that has not been made available to the public by the Department. All test questions, student responses to those test questions, test booklets, and answer booklets³ are confidential and must be kept secure at all times. Principals must return all secure materials to the testing contractor after testing is completed.
- **"Access"** refers to handling test materials, but does not include reviewing tests or individual questions, which is prohibited. Students may never transport secure test materials, including from their initial testing room to a test completion room.
- **"Locked storage area"** refers to the central locked area that must be used to store all MCAS test materials **at all times** when materials are not in use. Principals must restrict access to the locked storage area to only those school personnel authorized by the principal to handle secure materials. For example, custodial or cleaning staff may not enter the locked area where the principal stores secure materials.

Each principal must complete the Principal's Certification of Proper Test Administration (PCPA) to certify that the school has followed proper MCAS test security requirements and test administration protocols. See Appendix D of the PAM for the certification statements to which the principal must attest.

³ The term "secure test booklets and answer booklets" also refers to Braille test materials, large-print test materials, and Kurzweil 3000 CDs.

A. Responsibilities of the Principal and Designee

1. **Before testing, principals must review their plans for maintaining test security with the superintendent so that he or she 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 in Appendix D of the PAM to document appropriate preparations.
2. **Authorize specific personnel to serve as test administrators, and train them to properly administer MCAS tests. Designate other school personnel as necessary to maintain a secure test administration (e.g., personnel permitted to access secure test materials, personnel to serve as hallway or restroom monitors) and train them in MCAS security requirements.**
 - Before the training session, distribute
 - o a copy of this manual to every test administrator, and
 - o a copy of the test security requirements to all school personnel who have access to secure materials
(available at www.doe.mass.edu/mcas/testadmin/retest/PAM-securityreqs.pdf).
 - Using the sample form in Appendix D of the PAM or a similar form, document that all test administrators have received a TAM and that school personnel who have access to secure materials have received the test security requirements (principals keep these forms on file for three years).
 - Train test administrators prior to each administration (i.e., November retests, February Biology test, March retests) during which they will administer any MCAS test. The PAM and TAM describe the protocols necessary to conduct a proper MCAS test administration.
 - For test administrators who provide accommodations to students with disabilities, provide training in the implementation of accommodations in accordance with Appendix A of the PAM and the *Accessibility and Accommodations Manual for the 2018–2019 MCAS Tests/Retests* (available at www.doe.mass.edu/mcas/accessibility).
3. **Instruct students in MCAS test security requirements (see Part III, section K of the PAM).**
4. **Develop local policies and procedures to ensure proper test security at all times.**
 - Schedule tests to avoid conflicts with lunch (see Part III, section C of the PAM for more information about scheduling test sessions).
 - Ensure that hallways are properly monitored during testing so that students are supervised at all times when they leave testing rooms (e.g., to use the restroom or transition to a test completion room).
 - Ensure that tests are administered on the prescribed days and in the prescribed order.
 - Ensure that test administrators administer tests according to section C on the following pages.

MCAS Test Security Requirements

5. **Keep MCAS test materials in locked central storage when MCAS tests are not being administered.**
 - Account for all secure test materials at the end of each test session and keep them in the locked storage area when not in use.
 - Restrict access to the locked storage area to only those school personnel authorized to have access to secure materials.
6. **Monitor the receipt and return of all test materials.**
 - Inventory materials immediately upon receipt and investigate any discrepancies in counts of materials as described in the PAM.
 - Return all materials to the testing contractor according to the prescribed packing instructions and the deadlines in the PAM.

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

1. **Receive training in test security requirements and test administration protocols.**
 - Test administrators, test coordinators, and other school personnel authorized to have access to secure test materials must attend the school training session. Appendix D of the PAM contains a sample form that principals may use to document participation.
2. **Document the location of secure materials at all times.**
 - Track secure materials using the sample Test Materials Internal Tracking Form in Appendix D of the PAM or a similar document (principals keep these forms on file for three years). See Part III, section M.3 of the PAM for more information about requirements for internal tracking forms.
3. **Ensure the security of the testing location.**
 - Do not allow unauthorized persons to enter the testing room. This includes parents, researchers, reporters, students not scheduled to be testing at the time, and any school personnel (including teachers) not assigned to the room as test administrators.
 - School administrators, district personnel, and Department observers may enter testing rooms to monitor and observe testing procedures.
4. **Ensure the security of test questions, test booklets, and other secure materials.**
 - Do not leave MCAS materials unattended at any time unless they are locked in secure storage.
 - Do not view the contents of test booklets or answer booklets before, during, or after a test administration, except as noted in this manual.
 - Do not discuss or in any way reveal the contents of test booklets or answer booklets before, during, or after test administration, except as noted in this manual. Because MCAS test questions are secure and confidential until the Department releases them publicly, school personnel should not discuss or review test questions with students or adults even after testing has been completed.

- Do not duplicate any portion of test or answer booklets, including but not limited to audiotaping, videotaping, photographing, photocopying, typing, or copying by hand.⁴
- Do not remove test materials from the school. For example, do not share test booklets or answer booklets with another school or program housed in your building.⁵
- Do not allow any portion of test booklets or answer booklets to be retained, discarded, recycled, removed, or destroyed.⁶
- Do not allow students access to secure test questions prior to testing.
- Do not read or review any student responses.
- Do not change any student responses.

C. Responsibilities of Test Administrators

1. **Receive training from the principal/designee in administering test sessions properly and securely.**
 - Review this manual and all relevant test security requirements before administering test sessions.
 - Attend the training session led by the principal/designee before each test administration (i.e., November retests, February Biology test, March retests). Appendix D of the PAM contains a sample form that principals may use to document participation in training and receipt of the TAM.
 - Understand and follow the protocols related to administering tests to students with disabilities.
2. **Administer all tests according to appropriate protocols.**
 - Administer tests on the prescribed days during the prescribed testing window.
 - Follow the directions and read the scripts in 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 20).
 - Provide students with all required test materials as listed in this manual. Supplemental or reference sheets are not allowed (except as approved by the Department).
 - Prevent the use of prohibited materials (see pages 12–15 for lists of required/ permitted and prohibited materials). Note that results will be invalidated for students who use cell phones or other electronic devices during a test session, including after a student turns in his or her test materials, during a break, and during the transition to a test completion area.

⁴ 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.

⁵ 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.

⁶ The only exception is for test materials that have become contaminated; contact the principal or designee immediately for instructions.

MCAS Test Security Requirements

3. **Focus full attention on the testing environment at all times.**
 - Continually monitor the testing process by moving unobtrusively about the room. While monitoring the classroom, **a test administrator may view students' booklets for the sole purpose of confirming that students are working in the correct session.** A test administrator may not monitor a student's placement of responses and may not review booklets to confirm whether a student has marked all his or her responses or whether a student was absent from testing.
 - Ensure that students are not left unsupervised during testing, including during breaks and transitions to test completion locations.
 - Students must work only on the session being administered. If a test administrator observes a student working in the incorrect session of the answer booklet or reviewing the incorrect session of the answer booklet or test booklet, this is a testing irregularity that must be reported immediately to the principal. The principal must then report the irregularity to the Department.
4. **Ensure that students provide answers that are strictly their own and do not participate in any form of cheating.**
 - Ensure that students do not consult notes, textbooks, or other teaching materials; do not share test questions with other students; and do not consult other students, school personnel, or anyone else during testing.
5. **Do not give students any assistance or make suggestions for responding to any test question or writing prompt.**
 - Test administrators must not coach a student during testing or alter or interfere with a student's response in any way. Examples of coaching include, but are not limited to,
 - 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, facial expressions, nods, or changes in voice inflection
 - 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 his or her work, or review or reconsider a question
 - At any time during a test session, a test administrator may repeat a portion of the TAM script if necessary for clarification.
6. **Do not read, review, or change student responses.**

7. Follow proper procedures for students with disabilities.

- Ensure that students are **only** provided accommodations that are listed specifically for use during MCAS testing in an approved IEP or a 504 plan.
- Follow guidelines on proper provision of MCAS accommodations as prescribed in Appendix A of the PAM and in the *Accessibility and Accommodations Manual for the 2018–2019 MCAS Tests/Retests*.
- Test administrators for students who will be provided certain accommodations must sign an MCAS Nondisclosure Acknowledgment prior to their receipt of secure test materials. Principals must keep signed Nondisclosure Acknowledgments in the school files for three years. See Appendix A of the PAM for more information about which test administrators this requirement applies to, and see Appendix D of the PAM for the MCAS Nondisclosure Acknowledgment.

D. Testing Irregularities

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

1. School Observations

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

Department observers will confirm that all test security requirements in Part I of the PAM are being met, including the following:

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

2. Mandatory Reporting of Irregularities by All Personnel

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

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

MCAS Test Security Requirements

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

- a description of the alleged incident and the date it occurred
- the name of the school involved, along with the district and school code
- the name(s) of the individual(s) involved in the incident
- the specific test(s) and specific session(s) affected
- in student-specific reports: the student’s name, date of birth, grade, and State-Assigned Student Identifier (SASID)

3. Anonymous Reporting of Testing Irregularities

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

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

4. Investigations into Irregularities

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

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

5. Consequences

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

- delay in reporting of district, school, or student results⁷
- invalidation of district, school, or student results
- prohibition of school personnel from participating in a future MCAS test administration
- licensure sanctions for licensed educators
- criminal sanctions

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

⁷ Student results are provided for the retests and the February Biology test. School and district results are also provided for the Biology test.

Part II

Fall 2018 and Winter 2019

MCAS Test Administration Protocols

Fall 2018 and Winter 2019 MCAS Test Administration Protocols

A. Supervising Test Administration

It is the test administrator's responsibility, once authorized by the principal to serve in this role, to oversee his or her assigned test sessions. This responsibility includes the following:

- understanding and enforcing the test security requirements and test administration protocols
- reading the scripts contained in this manual verbatim to students
- following all other instructions contained in this manual and provided by the principal
- administering tests to students with disabilities using accommodations according to their IEPs or 504 plans and accurately transcribing student work, if applicable

B. Testing Time

1. Requirements for Testing Time

Session Length

Test sessions are designed to be completed within 45 or 60 minutes, as indicated on page ii. However, **all MCAS test administrations are untimed.**

Requirements and Recommendations for Scheduling Testing

Prescribed Test Administration Dates

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

Test Sessions

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

Test Completion

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

For the administration of the ELA Composition retests, the Department suggests that test administrators read directions for Session B to all students together following the supervised break. After the directions are given, students who need more time for their first drafts may continue to work in their test booklets while students who are ready to start Session B may write their final compositions in their answer booklets.

Fall 2018 and Winter 2019 MCAS Test Administration Protocols

Same-Day Requirement

No test session may extend beyond the end of the regular school day, and any individual test session must be completed on the same day on which it begins. (If a student becomes ill during a session and cannot continue testing, contact the Department for instructions on how the student may complete the test.)

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

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**. However, a principal may provide a student with a **maximum** of 15 additional minutes to review and complete his or her work, provided that

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

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

Breaks and Lunch

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

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

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

2. Concurrent Administration Requirement

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

C. 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 answer booklets and place them inside their test 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 be allowed to remove secure materials from the room. Test administrators are responsible for maintaining test security according to requirements in Part I while any student is out of the room.

D. Planning for Required and Prohibited Materials

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

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

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

Other options include the following:

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

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

E. Materials Required/Permitted during Testing

1. Materials Required for Student Use

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

- #2 pencils (wooden)
- printed copies of English-language dictionaries for **ELA Composition only** (See below for more information.)
- calculators for **Mathematics Session 2 only** (See below for more information.)
- reference sheets included in shipments of test materials, for the **Mathematics retests only** (See pages 62 and 74.)
- scratch paper

Test administrators must supply at least one sheet of unused scratch paper (blank, lined, or graph) for each student for each test session. Students can request more scratch paper, if needed. Test administrators may provide up to three pages at one time. (If a student needs additional pages, he or she will need to turn in used scratch paper.)

Test administrators are responsible for collecting all used scratch paper to be securely destroyed (e.g., shredded) after test administration by the principal or designee.

Schools may reuse scratch paper if the paper is completely blank.

English-Language Dictionaries for ELA Composition Only

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

Calculators

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

- Students may provide their own calculators.
- Schools must provide at least a four-function calculator with a square-root key for each student who does not provide his or her own calculator.
- Test administrators must ensure that students do not have access to calculator instructions or formula sheets that accompany calculators.

2. Materials Permitted for Student Use

The following materials may be used by students:

- pens and highlighters for use in test booklets only (No writing instruments other than #2 pencils may be used by students to mark their responses in answer booklets.)
- printed copies of authorized bilingual word-to-word dictionaries and glossaries for current and former EL students (See Appendix F for more information.)

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- calculators on the February Biology test

The February Biology test was designed to be taken without the aid of a calculator. Students may have calculators with them for the Biology test, but schools are not required to provide calculators. Test administrators must ensure that students do not have access to calculator instructions or formula sheets that accompany calculators.

F. 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 20) as well as the materials listed below. Materials listed in section 1 below are not permitted at any time during test sessions, and materials listed in section 2 may only be provided after a student has turned in his or her test materials. None of the materials in section 1 or 2 are permitted while a student has his or her test materials.

1. Materials Not Permitted at Any Time during the Session

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

- cell phones (See 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
 - any device capable of taking photographs
 - game consoles
 - pocket translators
 - calculators (See page 13 for exceptions.)
 - computers or electronic tablets
 - any device that provides access to the Internet, including certain calculators and fitness trackers
 - editing devices (e.g., spelling or grammar checkers)
- English-language dictionaries or thesauruses (See page 13 for the sole exception.)
- encyclopedias
- school-provided rulers and unapproved reference sheets, including MCAS rulers from previous years
- accommodation materials unless specified by a student’s approved IEP or his or her 504 plan (e.g., graphic organizers, whisper phones)

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

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

- extra paper (e.g., scratch paper, flags, sticky notes, blank sheets, handwritten notes)

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- books (Exception: Students taking the ELA Composition may **not** read books after turning in their first drafts in Session A. They may only read books after completing and turning in the final drafts of their compositions in Session B.)
- textbooks for subjects other than the one being tested
- notebooks

Cell Phones and Other Electronic Devices

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

During the Test Administrators' Training, the principal will inform test administrators either to read the script in 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 pages 18–20 for more information about the Test Administrators' Training.

Note: Students with disabilities may be allowed, under certain circumstances, to use as test accommodations certain tools and materials that are otherwise prohibited. However, under no circumstances may students with disabilities be allowed access to the Internet or a cell phone.

G. Accounting for Secure Materials

It is the responsibility of the test administrator to account for secure test materials by inventorying the materials received for students assigned to you. (See section A of Parts V–XI for lists of the materials you should receive.) It is also your responsibility to document on the Test Material Internal Tracking Forms the receipt from and return to your principal of a specific quantity of secure test materials. All secure materials assigned to you must be returned to the principal following each day's testing session(s).

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

H. Damaged or Defective Answer Booklets

If a student's assigned 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 or defective booklet from the student.
2. Issue the student a replacement answer booklet. All information on the front cover of the replacement booklet must be completed.
3. Instruct the student to continue working in the replacement answer booklet.
4. Fill in the VOID ANSWER BOOKLET circle on the **back cover** of the student's damaged or defective answer 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 answer booklet at the end of the test session.

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7. Notify your principal that you are returning a damaged answer booklet. Your principal must ensure that all of the student's answers marked in the void answer booklet are accurately transcribed into the student's replacement booklet.

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

I. Contaminated Test Materials

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

J. 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 A of the PAM 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 B
Large-print (accommodation A2)	Appendix C
Typed responses (accommodation A12)	Appendix D
Signing the test for a student who is deaf or hard of hearing (accommodation A6 and special access accommodation SA2)	Appendix E
Kurzweil 3000 CD (accommodation A4.2 and special access accommodation SA1.3)	Special instructions contained in Kurzweil CD packet

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

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

Before each test administration window, your principal will schedule a training session for all test administrators to explain the testing procedures that will be followed at the school.

Test administrators must sign in to demonstrate that they attended a training session and acknowledge that they received TAMs for the test(s) they will administer, and all school personnel who have access to secure materials must sign an acknowledgment that they received a copy of the test security requirements (see sample form in Appendix D of the PAM).

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

Following is a list of essential topics that must be covered at these training sessions.

Test Security

The principal will emphasize the following:

- the school’s procedures for distributing and tracking secure test materials before, during, between, and following test sessions, using internal tracking forms
- the need to closely monitor students during testing to ensure that they do not view one another’s booklets, pass notes, turn back to previously completed sessions, consult prohibited materials, or engage in any form of cheating
- the need to closely monitor students during testing to ensure that they are not using cell phones for any purpose, including text messaging, accessing the calculator function or Internet, and photographing test or answer booklets
- whether test administrators will read the script regarding cell phones and other electronic devices in the “As Students Arrive” section of this manual or a locally developed script instead
- the requirement that test administrators may not review secure test content (except in specific situations listed in this manual)
- the requirement that test administrators may not review student responses (except in specific situations listed in this manual)
- the requirement that test administrators may not coach students or answer any question that relates to the content of the test
- the requirement that MCAS materials must never be left unattended unless they are locked in the secure central storage area, and that they may not be left in locked storage in classrooms.
- the requirement that test administrators must sign an MCAS Nondisclosure Acknowledgment if they are authorized to review secure MCAS test booklets in order to administer MCAS tests to students with disabilities using certain accommodations (See Appendix D of the PAM for the form.)

Tasks to Complete Prior to Test Administration

Administration Schedule and Logistics

The principal will inform test administrators of the school’s policies, procedures, and logistics regarding the following:

- MCAS testing schedules (e.g., prescribed testing dates), including the administration of practice tests, if applicable
- students who arrive late
- testing time, including test completion sessions for students who require additional time to complete a test session
- assignment of a specific, appropriate testing space and a specific group of students
- supervision of students during test sessions and between test sessions (e.g., transporting students and test materials to test completion areas), and during make-up sessions and breaks
- how test administrators may contact the principal or designee during testing, if necessary
- providing MCAS test accommodations to students with disabilities
- whether Student ID Labels will be applied before test sessions or applied by students after answer booklets are distributed
- materials that become contaminated
- any new policies and procedures at the school, as well as whether to use the recommended scripts in this manual for students going to a supervised lunch, going to the restroom, or going to a test completion room.

For each test session, test administrators are required to do the following:

- Maintain security in their testing space.
- Read the scripts in this manual verbatim to students, including students taking make-up sessions and students starting late.
- Write on the board the question numbers that students will be answering during each test session or test completion session.
- Write on the board the test administrator’s name (students must write this on the front covers of their answer booklets for all subjects, and on their test booklets for ELA Composition Session A).
- Monitor students to confirm they do not have access to prohibited materials (see pages 12–15 for lists of required/permitted and prohibited materials).
- Provide the principal with a list of any assigned students who were not tested so that they can be scheduled for make-up testing.

Test Administration and Resource Materials

The principal will familiarize test administrators with the following policies:

- Test materials required for each test session are listed in this manual.
- For the ELA retests, the interior sections of the answer booklets are printed in alternating colors to help test administrators ensure that students are working in the correct section.
- Students may use printed copies of English-language dictionaries for **ELA Composition retests only**.

Tasks to Complete Prior to Test Administration

- For the Mathematics retests, students must be provided with Mathematics reference sheets and calculators (Session 2).
- Students may have calculators with them for the Biology test, but schools are not required to provide calculators.
- Students must use #2 pencils in answer booklets. Writing instruments other than #2 pencils (e.g., pens and highlighters) may only be used in test booklets; their use in answer booklets is prohibited.
- Current and former EL students may use printed copies of authorized bilingual word-to-word dictionaries and glossaries (see Appendix F for more information).

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 and 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 areas being tested, including any materials that might help students answer test questions. Examples of materials that must be covered or removed include, but are not limited to, posters, maps, charts, graphic organizers, word lists, number lines, multiplication tables, definitions, writing formulas, and mathematical formulas/theorems. It is not necessary to cover or remove calendars, posters displaying the alphabet or consonant blends, or posters displaying the Pledge of Allegiance.
- Prepare a sign that reads “MCAS Testing—Please Do Not Disturb” to be posted on the door during each MCAS administration session.

D. Complete Front Covers of Answer Booklets

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

Labels with incorrect SASIDs must not be applied to answer 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 answer booklets must be completed according to the instructions in this manual. (See page 31, step 12, for the ELA retests; see page 65, step 10, for the Mathematics retests; and see page 87, step 10, for the Biology test.)

Labels may be used if the information other than the SASID is incorrect.

Sample answer booklet covers both with and without a Student ID Label are provided in the PAM. See your principal if you have any questions.

Part IV

Administering the Practice Tests

Administering the Practice Tests

The administration of the practice tests is optional.

Your principal will provide you with a schedule for administering practice tests if they will be administered at your school. For the retests, there are separate practice tests for ELA Reading Comprehension and Mathematics. Large-print and Braille editions are available, and your principal will provide them, if applicable. An English/Spanish edition of the Mathematics practice test is also available, and your principal will provide it, if applicable. Each test should take approximately 20 minutes to administer and review. See the instructions included with Kurzweil materials for information about how to access sample test questions for the Kurzweil edition.

The format of the practice tests closely resembles the format of the actual tests.

Follow the instructions below to administer the practice test.

Turn to page 106 in Appendix A for the Spanish script to read to students taking the English/Spanish edition of the Mathematics practice test.

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

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

2. When the tests have been distributed, say:

“I have just handed out a practice test that will help you understand how and where to answer questions on the MCAS tests for _____ (announce the subject you are administering). The practice test has the same kinds of questions that you will see on the real test, but your answers to questions on this practice test do not count toward your MCAS score.

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

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

This is the **only** session in which you may help the students while they are answering questions. After students have completed their work on the practice test, you may review their answers with them. You may **not** answer student questions once students have begun the actual MCAS test.

4. When students have completed the practice tests, collect the tests for return to the principal.

Part V

**Administering ELA Composition Retest
Sessions A and B
(Thursday, November 8, or Monday,
March 4)**

Administering ELA Composition Retest Session A

A. Materials Needed for Composition Retest Session A

1. Prior to testing, you will receive the following materials for students assigned to you:⁸

- this manual
- ELA Composition test booklets
- ELA answer booklets
- scratch paper (blank, lined, or graph)
- a list of students' SASIDs, if applicable
- Student ID Labels, if labels were not previously applied to answer booklets

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

- optional: Student Responsibilities during MCAS Testing forms

If your principal has instructed you, have students read the statement, sign the document, and return it to you.

- a tracking form to assist you and your principal in maintaining the security of test materials

2. You will also need the following materials available in your testing space prior to testing:

- “Do Not Disturb” sign
- printed copies of English-language dictionaries

At least one English-language dictionary must be available in the testing space for student use during testing. The principal may choose to provide additional dictionaries so that each student has one for reference. If there are fewer than one per student, only one student at a time may use any dictionary.

- printed copies of authorized bilingual word-to-word dictionaries for current and former EL students
- #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 booklets (including ELA Composition test booklets, large-print booklets, Braille booklets, Kurzweil CDs, and Braille Administrator’s Copies) and answer booklets are secure materials and must be tracked properly from the time you receive them until you return them to your principal.

⁸ If applicable for any student in your assigned group, you will also receive Braille test materials, large-print test materials, and/or Kurzweil 3000 CDs. See the appendices or the Kurzweil CD packet for more information.

Administering ELA Composition Retest Session A

B. Before Students Arrive

1. Make sure the testing space has been appropriately prepared (see page 20).
2. Post the “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 after finishing their compositions. Do not return these books to students until they turn in their final compositions in Session B. Due to the nature of the writing prompt, students are not allowed to read books during Session A if they finish their composition drafts early.
2. Approve any bilingual dictionaries brought by current and former EL students to use during the test session according to the guidelines in Appendix F.
3. Make sure that students do not have access to cell phones or other electronic devices during testing. These devices are **prohibited**, and the use of cell phones for any purpose will result in the invalidation of test results.
4. Say to the students:
“Before we begin testing, you need to know that cell phones, music players, e-book readers, or other electronic devices are not allowed for any reason during this session, even after you turn in your materials. Results will be invalidated for students with any of these devices during testing or after turning in test materials. Please turn off your cell phone or any other electronic device now.”
5. If your principal has instructed you to do so, read the following recommended script:
“If you have an electronic device with you, please make sure it is now turned off, put it in your backpack, and leave it by the side of the room. You will be able to access it again when I give you permission to do so.”
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 dictionaries, including authorized bilingual dictionaries for current and former EL students, and #2 pencils. Students may also have pens and highlighters to use in their test booklets.

Administering ELA Composition Retest Session A

D. Administer Session A

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 G at appropriate points during this 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 A of the MCAS English Language Arts Composition retest. This is the first of two test sessions that you will take today. You will take Session A now, and Session B _____ (announce the start time of Session B). Please raise your hand if you have any questions.”

Answer any questions that students may have. Then say:

“I will now distribute the test booklets and scratch paper. Do not open your booklet until I instruct you to do so.”

2. Distribute the test booklets and scratch paper. Once they have been distributed, 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 an additional sheet. You may have up to three sheets of scratch paper at one time.

Now pick up your test 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 booklet with missing pages, blank pages, or upside-down pages.”

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

4. Once this is done, say:

“On the front cover, print your name on the first line, above ‘Student Name.’ Print my name on the second line, above ‘Test Administrator Name.’ Print the school and district names on the third and fourth lines. My name and the school and district names are written on the board for you to copy.”

Pause and check that students are completing this task correctly.

5. When ready, say:

“Now I’m going to tell you some information about the materials you have and what is allowed and not allowed during this session.

During this session, you will write the first draft of a composition in your test booklet. In the next session, Session B, you will write a second, final composition in a separate answer booklet, which I will hand out at the beginning of that session.

Administering ELA Composition Retest Session A

You should know that the first draft you write during this session will not be scored and that this test booklet will be shredded and recycled by the Department of Elementary and Secondary Education after testing.

You may use pens or highlighters in your test booklet during this session.

Cheating in any form is forbidden. This includes using notes or books, accessing the Internet, looking at another student's test or answer booklet, showing another student your test or answer booklet, or communicating with other students by talking or writing. In addition, you may not damage your test materials or remove any part of them from the testing room.

Because of the nature of the writing task, you may not read a book during this session, even if you finish your composition draft early and turn it in to me. Books may only be read after turning in your final composition during Session B, the second of today's two sessions."

6. Then say:

"You are allowed to use a dictionary during both of today's test sessions."

Show students where the dictionary or dictionaries are located. If each student has been provided with a dictionary, it may be kept at his or her desk.

If dictionaries will be shared, say:

"Remember that only one student at a time may use an available dictionary."

7. Say to the students:

"Now I am going to explain what you are going to do in this test session.

Your test booklet contains a writing prompt, and you must write a composition that responds to that prompt based on a work of literature you have read. It is very important that you respond to the prompt and not merely describe or summarize a book. Compositions that do not address the topic of the writing prompt will not earn any points.

During this test session, you should use the space in your test booklet to

- **plan what you are going to write;**
- **make notes or outlines and carry out other prewriting activities; and**
- **write a FIRST DRAFT of your composition.**

YOUR FINAL COMPOSITION WILL BE LIMITED TO FOUR PAGES. IT IS IMPORTANT THAT YOU PLAN ACCORDINGLY. You may use all of the space in the test booklet and on your scratch paper to plan your final composition.

Please turn to page 1 in the booklet and review the scoring information printed there. Although your first draft will not be scored, if you use this information as you write your first draft, you will increase your chances of writing a composition that receives a high score. Part of your final composition score will be for correct spelling and grammar."

Pause while students read the information.

Administering ELA Composition Retest Session A

8. Then say:

“This test session is scheduled to be _____ (state length of test session) long. If you have not finished your draft 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 to complete your final composition in Session B, as long as you are working productively, but you should not need that much time.

If you finish your first draft before the end of the session, you should review your work. Remember that you may turn back to the beginning of your test booklet to review the information in the box there. When you are satisfied with your work, bring all of your test materials to me.

Please turn to page 2 of your test booklet. Read the writing assignment silently, and begin writing your first draft now.”

9. If you are administering the test to any students with disabilities using accommodation A12 (Typed Responses), turn to page 127 in Appendix D for the script to read to these students at this time.

10. Circulate among the students while they write their drafts to see that they are working steadily and not using cell phones or other electronic devices. It is your responsibility to ensure a secure testing environment.

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

“The session is half over. Remember to use the scoring information on page 1 to review your work.”

12a. Read aloud or point to this script for any student who finishes early:

“Before you hand me your booklet, I want to remind you that you were supposed to write a first draft of your composition during this session. Cell phones, music players, e-book readers, and other electronic devices are *still* not allowed until I give you permission, or your results may be invalidated. Remember that you may not read a book until you turn in your final composition during Session B.”

12b. At the end of the session, say to the students:

“This is the end of the time scheduled for this session. Please put your pencil down, put your scratch paper inside your test booklet, and close your test booklet. If you need more time to finish your first draft, raise your hand.”

13. Note which students need more time and then tell the students they may lower their hands. Say to the students:

“I will now pick up your test booklets. After I am sure that I have all test booklets, you will begin your break.”

14. Pick up each test booklet. Verify that you have a used test booklet from each student.

15. For students who need more time to finish, follow the instructions given by your principal.

The Department suggests that test administrators give instructions for Session B to all students together following the supervised break. After the instructions are given, students who need more time may continue to work on their drafts in their test booklets, while students who are ready to start Session B may write their final compositions in their answer booklets.

Administering ELA Composition Retest Session B

Test administrators should instruct students to begin working in their Session B answer booklets with sufficient time from the end of the school day (at least 45 minutes) to finish their final draft for scoring.

Therefore, if the end of the school day is approaching and a student has not yet begun Session B, say to the student:

“The school day ends in _____ (state time remaining in school day). You must begin Session B in your answer booklet now, or you may not have time to finish.”

E. Supervised Break

1. Say to the students:

“We are now ready to begin the break. Your cell phone and any other electronic devices must remain off, and you may not access them until I give you permission to do so. You may not read a book during this break, and you may not discuss the test during this break.”

2. Be sure to keep test materials secure during the **supervised** break of approximately 10 minutes.

F. Administer Session B

1. Make sure that students’ desks are clear, except for dictionaries, including authorized bilingual dictionaries for current and former EL students, and #2 pencils.
2. Make sure that students still **do not have access to cell phones or other electronic devices** during testing. Say to the students:

“Before we begin testing again, I want to remind you that cell phones and other electronic devices are *still* not allowed for any reason during this session, until I give you permission to access them.”

3. Say to the students:

“We are about to begin Session B of the Composition retest. This is the second of two test sessions you are taking today.

I will now distribute the answer booklets. Do not open your booklet until I instruct you to do so.”

4. Distribute the answer booklets. If Student ID Labels have already been applied to the answer booklets, make sure that you give each student his or her assigned answer booklet.

Then say:

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

Raise your hand if you have an answer booklet with missing pages, blank pages, or upside-down pages.”

Administering ELA Composition Retest Session B

5. Collect any defective booklets and fill in the VOID circle on the **back cover** of each. Then write “VOID” in large letters across the **front cover** of each. Set aside these booklets to be returned to the principal. Give new booklets to those students who had defective materials (see Section H on page 15).
6. 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 his or her label or prelabeled answer booklet to you. If the student’s SASID is correct on the label, the student may use the labeled answer 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 answer booklet, according to the instructions in step 12 of this section.
7. When all Student ID Labels have been applied, say:

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

8. Then say:

“At the top of the front cover, under the heading ‘Test Administrator’s Name(s),’ print my name on the line after ‘Composition Session B.’ 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 answer booklets.

9. Then say:

“Print the school name and the district name on the appropriate lines. I have written the school and district names on the board.”

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

10. 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.

11. 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.

Administering ELA Composition Retest Session B

12. If **all** of the students in your assigned group are using answer booklets with Student ID Labels, skip to step 13. Otherwise, continue with this step.

Say to the students:

“If your 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.’

Whenever you fill in circles, it is important to COMPLETELY fill the circles and make DARK MARKS. It is also important to erase COMPLETELY any mark you want to change and any stray marks on the page.”

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 each student with his or her SASID. Check that students are completing this task correctly.

13. Then say:

“I will now distribute your test booklets. Do not open your booklet until I instruct you to do so.”

14. Distribute the test booklets to their original owners. **Note:** It is your responsibility to ensure that each student receives his or her own original test booklet.

15. Once the test booklets have been distributed, say:

“Make sure you have your own test booklet. If you have someone else’s booklet, raise your hand now.”

If any students raise their hands, give them their correct booklets.

Administering ELA Composition Retest Session B

16. Then say:

“During this test session, you will write a final composition that is based on the first draft you wrote during Session A. This time, you will write in your answer booklet. You must use ONLY a #2 pencil. If you use any other writing instrument or leave any stray marks in your answer booklet, your composition may not be scored.

You may use a dictionary during this test session, and you may review the scoring information on page 1 of your test booklet as you write your final composition. Also remember that part of your final composition score will be for correct spelling and grammar and that you MUST respond to the writing prompt and not merely summarize a book for your composition to be scored.

The answer booklet provides four pages on which to write your final composition. YOU MUST LIMIT YOUR WRITING TO THESE FOUR PAGES; BE SURE TO PLAN ACCORDINGLY.”

17. Say to the students:

“This test session is scheduled to be _____ (state length of test session) long. If you have not finished your final composition by the end of that time, you will be given more time to finish.

If you finish your composition before the end of the session, you should review your work. When you are satisfied with your work, bring all of your test materials to me.

Cheating in any form is forbidden. This includes using notes or books, accessing the Internet, looking at another student’s test or answer booklet, showing another student your test or answer booklet, or communicating with other students by talking or writing. In addition, you may not damage your test materials or remove any part of them from the testing room.”

18. Then say:

“Open your answer booklet to page 2. You may begin writing your final composition on that page now. You must write your final composition in your answer booklet. The first draft you wrote in your test booklet will not be scored, and your test booklet will be shredded and recycled by the Department of Elementary and Secondary Education after testing.”

19. 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 **writing in their answer booklets**. It is your responsibility to ensure a secure testing environment.

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

“This session is half over. Remember to use the scoring information on page 1 of your test booklet to help you review your composition.”

Administering ELA Composition Retest Session B

21a. Read aloud or point to this script for any student who finishes early:

“Before you hand me your booklets, I want to remind you that you were supposed to write your composition in your answer booklet during this session. Remember, once you hand me your test materials, you will not be permitted to go back to your composition.

I want to remind you that cell phones, music players, e-book readers, and other electronic devices are *still* not allowed until I give permission, or your results may be invalidated.”

Permit students to check whether their composition is in their answer booklet or whether they want to write more.

21b. At the end of the session, say to any students still working:

“This is the end of the time scheduled for this session. Before I collect your booklets, I want to remind you that you were supposed to write your composition in your answer booklet during this session. Remember, once you hand me your test materials, you will not be permitted to go back to your composition.

Please put down your pencil and close both of your booklets. If you need more time to finish your composition, raise your hand.”

22. Note which students need more time and then collect all test materials. Verify that you have a used answer booklet, a used test booklet, and scratch paper from each student. Remind students of when ELA Reading Comprehension Session 1 will begin.

23. 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 128 in Appendix D for further instructions.

24. 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, but you should not need that much time.

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 the test administrator gives you permission to do so.”

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 transitioning to a test completion room, do so at this time.

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

Administering ELA Composition Retest Session B

25. Make a list of all students in your assigned group who were not tested. Return the list to your principal with the other test materials.

Based on guidelines in the PAM, your principal will determine whether students who were absent for the ELA Composition retest will be allowed to take the test during the make-up period. If all the students assigned to you took the ELA Composition retest, notify your principal of this. It is important to keep accurate records of who has been tested, as it is not permissible to look through assigned answer booklets to check whether students have completed testing.

26. Verify that any students who filled in circles for their names, dates of birth, and SASIDs on the front covers of answer booklets have done so correctly. If not, correct the information on the front covers at this time.
27. Group test materials into the following separate piles:
- used test booklets
 - used answer booklets
 - scratch paper
 - void answer booklets
 - void test booklets
 - unused test materials
 - Student Responsibilities during MCAS Testing forms, if applicable
 - contaminated test materials, if applicable (Remember to notify your principal or designee.)
28. Complete appropriate tracking documents, as instructed by your principal.
29. Immediately return **all** test materials and the list of students to your principal.

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

G. Recommended Scripts for a Supervised Lunch or for Students Visiting the Restroom

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, but you should not need that much time.

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 or other electronic devices must remain off during lunch, and you may not access them until the test administrator gives you permission to do so. Also, you may not discuss the test during your lunch break.”

Administering ELA Composition Retest Session B

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

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

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

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

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

Part VI

**Administering ELA Reading Comprehension
Retest Session 1 and Session 2
(Friday, November 9, or Tuesday, March 5)**

Administering ELA Reading Comprehension Retest Session 1

A. Materials Needed for Sessions 1 and 2

1. Prior to testing, you will receive the following materials for students assigned to you:⁹
 - this manual
 - ELA Reading Comprehension test booklets, Sessions 1 and 2
 - ELA answer booklets
 - scratch paper (blank, lined, or graph)
 - optional: ELA Reading Comprehension practice tests (if not previously administered)
 - a tracking form to assist you and your principal in maintaining the security of test materials

Note: English-language dictionaries are not allowed during the ELA Reading Comprehension retest.

2. You will also need the following materials available in your testing space prior to testing:
 - “Do Not Disturb” sign
 - printed copies of authorized bilingual word-to-word dictionaries for current and former EL students
 - #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 booklets (including large-print booklets, Braille booklets, Kurzweil CDs, and Braille Administrator’s Copies) and answer booklets are secure materials and must be tracked properly from the time you receive them until you return them to your principal.

B. Before Students Arrive

1. Make sure the testing space has been appropriately prepared (see page 20).
2. Post the “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.
- 5a. If you are administering the November retest, write on the board: “You will answer questions 1–13 in this session.”
- 5b. If you are administering the March retest, write on the board: “You will answer questions 1–14 in this session.”

⁹ If applicable for any student in your assigned group, you will also receive Braille test materials, large-print test materials, and/or Kurzweil 3000 CDs. See the appendices or the Kurzweil CD packet for more information.

Administering ELA Reading Comprehension Retest Session 1

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 current and former EL students to use during the test session according to the guidelines in Appendix F.

All other dictionaries are prohibited during this session.

3. Make sure that students do not have access to cell phones or other electronic devices during testing. These devices are **prohibited**, and the use of cell phones for any purpose will result in the invalidation of test results.
4. Say to the students:
“Before we begin testing, you need to know that cell phones, music players, e-book readers, or other electronic devices are not allowed for any reason during this session, even after you turn in your materials. Results will be invalidated for students with any of these devices during testing or after turning in test materials. Please turn off your cell phone or any other electronic device now.”
5. If your principal has instructed you to do so, read the following recommended script:
“If you have an electronic device with you, please make sure it is now turned off, put it in your backpack, and leave it by the side of the room. You will be able to access it again when I give you permission to do so.”

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 pens and highlighters to use in their test booklets.

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 this session to read recommended scripts for students going to a supervised lunch or going to the restroom.

1. Say to the students:

“We are about to begin the MCAS English Language Arts Reading Comprehension retest. This is the first of three sessions.

Administering ELA Reading Comprehension Retest Session 1

You will take Sessions 1 and 2 today. Test questions for both sessions will be in your test booklet, but you will only be answering the questions in the ‘Session 1’ section during this session. Later today, beginning at _____ (say the start time of Session 2), you will answer the questions in the ‘Session 2’ section. You will take Session 3 on another day.

For this test, there will be three sessions in total, and you must finish Sessions 1 and 2 today. Please raise your hand if you have any questions about the testing schedule.”

Answer any questions that students may have. Then say:

“I will now distribute your answer booklets. Do not open them until I instruct you to do so.”

2. Distribute the answer booklets to their original owners. **Note:** It is your responsibility to ensure that each student receives his or her own original answer booklet. If there are students in your assigned group who do not have answer booklets with the front covers completed, these students will need to do so. Instructions for completing the front covers of answer booklets appear in this manual on pages 30–31 in steps 6–7 and 9–12 (skip step 8).

Once the answer booklets have been distributed, say:

“Make sure you have your own answer booklet. If you have someone else’s answer booklet, raise your hand now.”

If any students raise their hands, give them their correct answer booklets.

3. Say:
“On the front cover, under the heading ‘Test Administrator’s Name(s),’ print my name on the line after ‘Session 1.’ My name is on the board for you to copy.”
Pause and check that students are completing this task correctly.
4. Then say:
“I will now distribute the test booklets for Sessions 1 and 2, and your scratch paper. Do not open your booklet until I instruct you to do so.”
5. Distribute the test booklets and scratch paper. Once they have been distributed, 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 an additional sheet. You may have up to three sheets of scratch paper at one time.
Now pick up your test 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 booklet with missing pages, blank pages, or upside-down pages.”
6. Collect any defective booklets and write “VOID” in large letters on the front cover of each. Set aside these booklets to be returned to the principal. Give new booklets to those students who had defective materials.

Administering ELA Reading Comprehension Retest Session 1

7. Once this is done, say:

“On the front cover, print your name on the first line, above ‘Student Name.’ Print the school and district names on the second and third lines. The school and district names are written on the board for you to copy.”

Pause and check that students are completing this task correctly.

8. Say to the students:

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

During this test session, you will answer questions _____ (Say the question numbers you wrote on the board at the start of the session).

To answer a multiple-choice question, you will choose the best answer—either A, B, C, or D—and mark your choice by filling in the circle in your answer booklet. Remember to fill in the circle completely and make a dark mark. It is also important to erase COMPLETELY any mark you want to change.

To answer an open-response question, you will write on lines that are in a large answer box on the page. Words that you write outside the answer box will NOT be included in your score.

Your answers to open-response questions will not be scored for spelling or grammar. You should try your best to use proper spelling and grammar, but your score will not be lowered if you make a mistake in spelling or grammar.

Remember to read open-response questions CAREFULLY and answer them COMPLETELY. If an open-response question has more than one part or asks for more than one answer, be sure to answer EVERY part of the question.”

9. Say to the students:

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

You may not use an English-language dictionary during the Reading Comprehension retest.

You must mark all of your answers in your answer booklet. Any answers written in your test booklet will not be scored, and your test booklet will be shredded and recycled by the Department of Elementary and Secondary Education after testing.

You may use pens or highlighters to help you in your test booklet, BUT you must write all of your responses in your answer booklet in #2 pencil ONLY. If you use any other writing instrument or leave any stray marks in your answer booklet, your answers may not be scored.

Cheating in any form is forbidden. This includes using notes or books, accessing the Internet, looking at another student’s test or answer booklet, showing another student your test or answer booklet, or communicating with other students by talking or writing. In addition, you may not damage your test materials or remove any part of them from the testing room.”

Administering ELA Reading Comprehension Retest Session 1

10. Say to the students:

“This test session is scheduled to be _____ (state length of test session) long. If you have not finished answering the questions at the end of that time, you will be given more time to finish.

Once you begin the test, each test 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. If you finish answering the questions before the end of the test session, you should review your work for this session. However, you may NOT look ahead to the next test session. Any answers you make to questions from Session 2 during this session may not be scored.

Please open your test booklet to the inside front cover for important instructions. The information in the box on the right-hand page will help you to answer open-response questions. You are allowed to turn back to this page at any time during testing to remind yourself of how to answer open-response questions. Please read the information in the box now.”

Pause while students read the information.

11. Then say:

“Open your answer booklet to page 7, which says ‘ELA Reading Comprehension Session 1’ at the top. You will mark your answers for Session 1 beginning on this page.

Now turn to page 1 in your test booklet, which says ‘English Language Arts Reading Comprehension: Session 1’ at the top. You may begin Session 1 now.”

12. If you are administering the test to any students with disabilities using accommodation A12 (Typed Responses), turn to page 127 in Appendix D for the script to read to these students at this time.
13. 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 section of their test booklets and answer booklets.

Remember that you may view students’ booklets for the sole purpose of confirming that students are working in the correct section. A test administrator may not review booklets to confirm whether a student has marked all his or her responses.

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

“The session time is half over. Remember to use the information in the box at the beginning of your test booklet as you review your answers to open-response questions. Make sure that you do not skip any questions in this test session. When you are finished answering all of the questions in Session 1 and reviewing your work, return your test materials to me.”

Administering ELA Reading Comprehension Retest Session 1

15a. Read aloud or point to this script for any student who finishes early:

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

- **during this session you were supposed to answer questions _____**
(If reading the script aloud, say the question numbers that you wrote on the board at the start of the session. If the student is reading the script, write the correct question numbers into the blank.)
- **the last question you answered should be on page 8 of your answer booklet.**

All your responses must be in your answer booklet—not your test booklet. Make sure you have not skipped any questions. Remember, once you hand me your test materials, you will not be permitted to go back to Session 1.

I want to remind you that cell phones, music players, e-book readers, and other electronic devices are *still* not allowed until I give permission, or your results may be invalidated.”

Permit students to check whether they have skipped any questions.

15b. At the end of the session, say to any students still working:

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

- **during this session you were supposed to answer questions _____**
(If reading the script aloud, say the question numbers that you wrote on the board at the start of the session. If the student is reading the script, write the correct question numbers into the blank.)
- **the last question you answered should be on page 8 of your answer booklet.**

All your responses must be in your answer booklet—not your test booklet. Make sure you have not skipped any questions. Remember, once you hand me your test materials, you will not be permitted to go back to Session 1.”

Pause to allow students to check whether they have skipped any questions.

16. Say to the students:

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

17. Note which students need more time and then pick up each student’s booklets. **Verify that you have a used answer booklet and a used test booklet from each student.** For students who need more time to finish, follow the instructions given by your principal.

Test administrators should instruct students to begin Session 2 with sufficient time from the end of the school day (at least 45 minutes) to finish this session. Therefore, if the end of the school day is approaching and a student has not yet begun Session 2, say to the student:

“The school day ends in _____ (state time remaining in school day). You must begin Session 2 now, or you may not have time to finish.”

18. Then say:

“You will begin Session 2 at _____ (announce the time for Session 2).”

Administering ELA Reading Comprehension Retest Session 1

19. If you are administering the test to any students using accommodation A12 (Typed Responses), ask students to review their printed typed responses. **Make sure students have confirmed that their printed typed responses are ready to submit.**
20. 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 Session 1, notify your principal of this. It is important to keep accurate records of who has been tested, as it is not permissible to look through assigned answer booklets to check whether students have completed testing.
21. Group test materials into the following separate piles:
 - used test booklets
 - used answer booklets
 - scratch paper
 - void answer booklets
 - void test booklets
 - unused test materials
 - practice tests (if applicable)
 - contaminated test materials, if applicable (Remember to notify your principal or designee.)
22. Complete appropriate tracking documents, as instructed by your principal.
23. Securely store **all** test materials until Session 2 is administered as instructed by your principal. Remember to keep the tracking documents with test materials.

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

E. Recommended Scripts for a Supervised Lunch or for Students Visiting the Restroom

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, but you should not need that much time.

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 or other electronic devices must remain off during lunch, and you may not access them until the test administrator gives you permission to do so. Also, you may not discuss the test 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.

Administering ELA Reading Comprehension Retest Session 2

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.

F. Administer Session 2

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

1. Write your name on the board.
- 2a. If you are administering the November retest, write on the board: “You will answer questions 14–27 in this session.”
- 2b. If you are administering the March retest, write on the board: “You will answer questions 15–27 in this session.”
3. Make sure that the “Do Not Disturb” sign is posted on the outside of the door of the testing space.
4. Collect books from students who brought them to read in the event they finish their work before the end of the test session.
5. Approve any bilingual dictionaries brought by current and former EL students to use during the test session according to the guidelines in Appendix F.

All other dictionaries are prohibited during this session.

6. Make sure that students still do not have access to cell phones or other electronic devices during testing. These devices are **prohibited**, and the use of cell phones for any purpose will result in the invalidation of test results.

Say to the students:

“Before we begin testing, I want to remind you that cell phones and other electronic devices are not allowed for any reason during this session, until I give you permission to access them.”

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

“If you have an electronic device with you, please make sure it is now turned off, put it in your backpack, and leave it by the side of the room. You will be able to access it again when I give you permission to do so.”

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

8. 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.**

Administering ELA Reading Comprehension Retest Session 2

9. 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 pens and highlighters to use in their test booklets.
10. 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.

Say to the students:

“We are about to begin Session 2 of the MCAS English Language Arts Reading Comprehension retest. This is the second of three test sessions, and it is the last test session you will take today. You will take Session 3 on another day.

I will now distribute your answer booklets. Do not open them until I instruct you to do so.”

11. Distribute the answer booklets to their original owners. **Note:** It is your responsibility to ensure that each student receives his or her own original answer booklet.

Once the answer booklets have been distributed, say:

“Make sure you have your own answer booklet. If you have someone else’s answer booklet, raise your hand now.”

If any students raise their hands, give them their correct answer booklets.

12. Say:

“On the front cover, under the heading ‘Test Administrator’s Name(s),’ print my name on the line after ‘Session 2.’ My name is on the board for you to copy.”

Pause and check that students are completing this task correctly.

13. Then say:

“I will now distribute the test booklets and scratch paper. Do not open your booklet until I instruct you to do so.”

Distribute the test booklets to their original owners and distribute the scratch paper.

Note: It is your responsibility to ensure that each student receives his or her own original test booklet.

14. Once the test booklets and scratch paper have been distributed, 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 an additional sheet. You may have up to three sheets of scratch paper at one time.

Make sure you have your own test booklet. If you have someone else’s booklet, raise your hand now.”

If any students raise their hands, give them their correct booklets.

15. Then say:

“During this test session, you will answer questions _____ (Say the question numbers you wrote on the board at the start of the session).”

Administering ELA Reading Comprehension Retest Session 2

16. If everyone in your group took Session 1 earlier today, skip to step 17. If your group includes students who did **not** take Session 1 (e.g., students who were late or if you are administering Session 2 as a make-up session), say:

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

To answer a multiple-choice question, you will choose the best answer—either A, B, C, or D—and mark your choice by filling in the circle in your answer booklet. Remember to fill in the circle completely and make a dark mark. It is also important to erase COMPLETELY any mark you want to change.

To answer an open-response question, you will write on lines that are in a large answer box on the page. Words that you write outside the answer box will NOT be included in your score.

Your answers to open-response questions will not be scored for spelling or grammar. You should try your best to use proper spelling and grammar, but your score will not be lowered if you make a mistake in spelling or grammar.

Remember to read open-response questions CAREFULLY and answer them COMPLETELY. If an open-response question has more than one part or asks for more than one answer, be sure to answer EVERY part of the question.

You must mark all of your answers in your answer booklet. Any answers written in your test booklet will not be scored, and your test booklet will be shredded and recycled by the Department of Elementary and Secondary Education after testing.”

17. Say to all the students:

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

Remember that you may not use an English-language dictionary during the Reading Comprehension retest.

You may use pens or highlighters to help you in your test booklet, BUT you must write all of your responses in your answer booklet in #2 pencil ONLY. If you use any other writing instrument or leave any stray marks in your answer booklet, your answers may not be scored.

Cheating in any form is forbidden. This includes using notes or books, accessing the Internet, looking at another student’s test or answer booklet, showing another student your test or answer booklet, or communicating with other students by talking or writing. In addition, you may not damage your test materials or remove any part of them from the testing room.”

18. Say to all the students:

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

If you finish answering the questions before the end of the test session, you should review your work for this session. However, you may NOT review the first session. Any answers you make to questions from Session 1 during this session will be invalidated.

Administering ELA Reading Comprehension Retest Session 2

Please open your test booklet to the beginning and review the information in the box. You are allowed to turn back to this page at any time during testing to remind yourself of how to answer open-response questions, but you may not turn back to any other session in your answer booklet. Please read the information in the box now.”

Pause while students review the information.

19. Then say:

“Open your answer booklet to page 10, which says ‘ELA Reading Comprehension Session 2’ at the top. You will mark your answers for Session 2 beginning on this page.

Now open your test booklet to the first page that says ‘English Language Arts Reading Comprehension: Session 2’ at the top. You may begin Session 2 now.”

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

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

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

Remember that you may view students’ booklets for the sole purpose of confirming that students are working in the correct section. A test administrator may not review booklets to confirm whether a student has marked all his or her responses.

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

“The session time is half over. Remember to use the information in the box at the beginning of your test booklet as you review your answers to open-response questions. Make sure that you do not skip any questions in this test session. When you are finished answering all of the questions in Session 2 and reviewing your work, return your test materials to me.”

22a. Read aloud or point to this script for any student who finishes early:

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

- **during this session you were supposed to answer questions _____**
(If reading the script aloud, say the question numbers that you wrote on the board at the start of the session. If the student is reading the script, write the correct question numbers into the blank.)
- **the last question you answered should be on page 11 of your answer booklet.**

All your responses must be in your answer booklet—not your test booklet. Make sure you have not skipped any questions. Remember, once you hand me your test materials, you will not be permitted to go back to Session 2.

I want to remind you that cell phones, music players, e-book readers, and other electronic devices are *still* not allowed until I give permission, or your results may be invalidated.”

Permit students to check whether they have skipped any questions.

Administering ELA Reading Comprehension Retest Session 2

22b. At the end of the session, say to any students still working:

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

- **during this session you were supposed to answer questions _____**
(If reading the script aloud, say the question numbers that you wrote on the board at the start of the session. If the student is reading the script, write the correct question numbers into the blank.)
- **the last question you answered should be on page 11 of your answer booklet.**

All your responses must be in your answer booklet—not your test booklet. Make sure you have not skipped any questions. Remember, once you hand me your test materials, you will not be permitted to go back to Session 2.”

Pause to allow students to check whether they have skipped any questions.

23. Say to the students:

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

24. Note which students need more time and then collect all test materials. **Verify that you have a used answer booklet, a used test booklet, and scratch paper from each student.** Remind students of when ELA Reading Comprehension Session 3 will begin.
25. 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 128 in Appendix D for further instructions.
26. 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, but you should not need that much time.**
- 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 the test administrator gives you permission to do so.”**

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 transitioning 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.

27. 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 answer booklets to check whether students have completed testing.

Administering ELA Reading Comprehension Retest Session 2

28. Group test materials into the following separate piles:
 - used test booklets
 - used answer booklets
 - scratch paper
 - void answer booklets
 - void test booklets
 - unused test materials
 - contaminated test materials, if applicable (Remember to notify your principal or designee.)
29. Complete appropriate tracking documents, as instructed by your principal.
30. Immediately return **all** test materials and the list of students to your principal.

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

G. Recommended Scripts for a Supervised Lunch or for Students Visiting the Restroom

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, but you should not need that much time.

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 or other electronic devices must remain off during lunch, and you may not access them until the test administrator gives you permission to do so. Also, you may not discuss the test during your lunch break.”

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

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

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

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

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

Part VII

**Administering ELA Reading Comprehension
Retest Session 3
(Tuesday, November 13, or Wednesday,
March 6)**

Administering ELA Reading Comprehension Retest Session 3

A. Materials Needed for Session 3

1. Prior to testing, you will receive the following materials for students assigned to you:¹⁰
 - this manual
 - ELA Reading Comprehension test booklets, Session 3
 - ELA answer booklets
 - scratch paper (blank, lined, or graph)
 - a tracking form to assist you and your principal in maintaining the security of test materials

Note: English-language dictionaries are not allowed during the ELA Reading Comprehension retest.

2. You will also need the following materials available in your testing space prior to testing:
 - “Do Not Disturb” sign
 - printed copies of authorized bilingual word-to-word dictionaries for current and former EL students
 - #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 booklets (including large-print booklets, Braille booklets, Kurzweil CDs, and Braille Administrator’s Copies) and answer booklets are secure materials and must be tracked properly from the time you receive them until you return them to your principal.

B. Before Students Arrive

1. Make sure the testing space has been appropriately prepared (see page 20).
2. Post the “Do Not Disturb” sign on the outside of the door of the testing space.
3. Write your name on the board.
4. Write the name of your school and district on the board.
5. Write on the board: “You will answer questions 28–40 in this session.”

¹⁰ If applicable for any student in your assigned group, you will also receive Braille test materials, large-print test materials, and/or Kurzweil 3000 CDs. See the appendices or the Kurzweil CD packet for more information.

Administering ELA Reading Comprehension Retest Session 3

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 current and former EL students to use during the test session according to the guidelines in Appendix F.

All other dictionaries are prohibited during this session.

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

“Before we begin testing, I want to remind you that cell phones and other electronic devices are not allowed for any reason during this session, until I give you permission to access them.”

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

“If you have an electronic device with you, please make sure it is now turned off, put it in your backpack, and leave it by the side of the room. You will be able to access it again when I give you permission to do so.”

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 pens and highlighters to use in their test booklets.

Administering ELA Reading Comprehension Retest Session 3

D. Administer Session 3

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 this session to read recommended scripts for students going to a supervised lunch or going to the restroom.

1. If there are students in your assigned group who do not have answer booklets with the front covers completed, these students will need to do so. Instructions for completing the front covers of answer booklets appear in this manual on pages 30–31 in steps 6–7 and 9–12 (skip step 8). Say to the students:

“We are about to begin Session 3 of the MCAS English Language Arts Reading Comprehension retest. This is the last of three test sessions.

I will now distribute your answer booklets. Do not open them until I instruct you to do so.”

Distribute the answer booklets to their original owners. **Note:** It is your responsibility to ensure that each student receives his or her own original answer booklet.

Once the answer booklets have been distributed, say:

“Make sure you have your own answer booklet. If you have someone else’s answer booklet, raise your hand now.”

If any students raise their hands, give them their correct answer booklets.

2. Say:

“On the front cover, under the heading ‘Test Administrator’s Name(s),’ print my name on the line after ‘Session 3.’ My name is on the board for you to copy.”

Pause and check that students are completing this task correctly.

3. Then say:

“I will now distribute the test booklets and scratch paper. Do not open your booklet until I instruct you to do so.”

4. Distribute the test booklets and scratch paper. Once they have been distributed, 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 an additional sheet. You may have up to three sheets of scratch paper at one time.

Now pick up your test 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 booklet with missing pages, blank pages, or upside-down pages.”

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

Administering ELA Reading Comprehension Retest Session 3

6. Once this is done, say:

“On the front cover, print your name on the first line, above ‘Student Name.’ Print the school and district names on the second and third lines. The school and district names are written on the board for you to copy.”

Pause and check that students are completing this task correctly.

7. Then say:

“During this test session, you will answer questions 28 through 40.”

8. If everyone in your group took Sessions 1 and 2 the previous day, skip to step 9. If your group includes students who did **not** take Sessions 1 and 2 the previous day (e.g., students who were absent, or if you are administering Session 3 as a make-up), say:

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

During this test session, you will answer multiple-choice and open-response questions.

To answer a multiple-choice question, you will choose the best answer—either A, B, C, or D—and mark your choice by filling in the circle in your answer booklet. Remember to fill in the circle completely and make a dark mark. It is also important to erase COMPLETELY any mark you want to change.

To answer an open-response question, you will write on lines that are in a large answer box on the page. Words that you write outside the answer box will NOT be included in your score.

Your answers to open-response questions will not be scored for spelling or grammar. You should try your best to use proper spelling and grammar, but your score will not be lowered if you make a mistake in spelling or grammar.

Remember to read open-response questions CAREFULLY and answer them COMPLETELY. If an open-response question has more than one part or asks for more than one answer, be sure to answer EVERY part of the question.”

9. Say to the students:

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

You may not use an English-language dictionary during the Reading Comprehension retest.

You must mark all of your answers in your answer booklet. Any answers written in your test booklet will not be scored, and your test booklet will be shredded and recycled by the Department of Elementary and Secondary Education after testing.

You may use pens or highlighters to help you in your test booklet, BUT you must write all of your responses in your answer booklet in #2 pencil ONLY. If you use any other writing instrument or leave any stray marks in your answer booklet, your answers may not be scored.

Cheating in any form is forbidden. This includes using notes or books, accessing the Internet, looking at another student’s test or answer booklet, showing another student your test or answer booklet, or communicating with other students by talking or writing. In addition, you may not damage your test materials or remove any part of them from the testing room.”

Administering ELA Reading Comprehension Retest Session 3

10. Then say to the students:

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

If you finish answering the questions before the end of the test session, you should review your work for this session. However, you may not review either of the first two test sessions. Any answers you make to questions from Session 1 or Session 2 during this session will be invalidated.

Please open your test booklet to the beginning and review the information in the box. You are allowed to turn back to this page at any time during testing to remind yourself of how to answer open-response questions, but you may not turn back to any other session in your answer booklet. Please read the information in the box now.”

Pause while students review the information.

11. Then say:

“Open your answer booklet to page 13, which says ‘ELA Reading Comprehension Session 3’ at the top. You will mark your answers for Session 3 beginning on this page.”

12. Then say to all students:

“Now open your test booklet to page 1, which says ‘English Language Arts Reading Comprehension: Session 3’ at the top. You may begin Session 3 now.”

13. 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 section of their test booklets and answer booklets.

Remember that you may view students’ booklets for the sole purpose of confirming that students are working in the correct section. A test administrator may not review booklets to confirm whether a student has marked all his or her responses.

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

“The session time is half over. Remember to use the information in the box at the beginning of your test booklet as you review your answers to open-response questions. Make sure that you do not skip any questions in this test session. When you are finished answering all of the questions in Session 3 and reviewing your work, return your test materials to me.”

Administering ELA Reading Comprehension Retest Session 3

15a. Read aloud or point to this script for any student who finishes early:

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

- **during this session you were supposed to answer questions 28 through 40; and**
- **the last question you answered should be on page 14 of your answer booklet.**

All your responses must be in your answer booklet—not your test booklet. Make sure you have not skipped any questions. Remember, once you hand me your test materials, you will not be permitted to go back to Session 3.

I want to remind you that cell phones, music players, e-book readers, and other electronic devices are *still* not allowed until I give permission, or your results may be invalidated.”

Permit students to check whether they have skipped any questions.

15b. At the end of the session, say to any students still working:

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

- **during this session you were supposed to answer questions 28 through 40; and**
- **the last question you answered should be on page 14 of your answer booklet.**

All your responses must be in your answer booklet—not your test booklet. Make sure you have not skipped any questions. Remember, once you hand me your test materials, you will not be permitted to go back to Session 3.”

Pause to allow students to check whether they have skipped any questions.

16. Say to the students:

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

17. Note which students need more time and then collect all test materials. **Verify that you have a used answer booklet, a used test booklet, and scratch paper from each student.**

18. If you are administering the test to any students using accommodation A12 (Typed Responses), ask students to review their printed typed responses. **Do not dismiss students until they have confirmed that their printed typed responses are ready to submit.** After these students have completed testing, see page 128 in Appendix D for further instructions.

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

“If you have not yet finished your work in this session, you will be moved to _____ (location) to complete the test. You will have until the end of the school day to finish your work, but you should not need that much time.

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 the test administrator gives you permission to do so.”

Administering ELA Reading Comprehension Retest Session 3

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 transitioning 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.

20. Make a list of all students in your assigned group who were not tested. These students will need to take Session 3 during the make-up period. If all the students assigned to you took Session 3, notify your principal of this. It is important to keep accurate records of who has been tested, as it is not permissible to look through assigned answer booklets to check whether students have completed testing.
21. Group test materials into the following separate piles:
 - used test booklets
 - used answer booklets
 - scratch paper
 - void answer booklets
 - void test booklets
 - unused test materials
 - contaminated test materials, if applicable (Remember to notify your principal or designee.)
22. Complete appropriate tracking documents, as instructed by your principal.
23. Immediately return **all** test materials and the list of students to your principal.

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

E. Recommended Scripts for a Supervised Lunch or for Students Visiting the Restroom

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, but you should not need that much time.

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 or other electronic devices must remain off during lunch, and you may not access them until the test administrator gives you permission to do so. Also, you may not discuss the test 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.

Administering ELA Reading Comprehension Retest Session 3

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

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

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

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

Part VIII

**Administering Mathematics Retest Session 1
(Wednesday, November 14, or Thursday,
March 7)**

Administering Mathematics Retest Session 1

A. Materials Needed for Session 1

1. Prior to testing, you will receive the following materials for students assigned to you:¹¹
 - this manual
 - Mathematics test booklets, Session 1
 - Mathematics answer booklets
 - Mathematics reference sheets
 - scratch paper (blank, lined, or graph)
 - a list of students' SASIDs, if applicable
 - Student ID Labels, if labels were not previously applied to answer booklets
If your principal has instructed you to apply Student ID Labels to answer booklets before testing, do so before the students arrive for testing.
 - optional: Student Responsibilities during MCAS Testing forms
If your principal has instructed you, have students read the statement, sign the document, and return it to you.
 - a tracking form to assist you and your principal in maintaining the security of test materials
 - optional: practice tests, if not previously administered

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

2. You will also need the following materials available in your testing space prior to testing:
 - “Do Not Disturb” sign
 - printed copies of authorized bilingual word-to-word dictionaries for current and former EL students
 - #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 booklets (including large-print booklets, Braille booklets, Kurzweil CDs, and Braille Administrator’s Copies) and answer booklets are secure materials and must be tracked properly from the time you receive them until you return them to your principal.

B. Before Students Arrive

1. Make sure the testing space has been appropriately prepared (see page 20).
2. Post the “Do Not Disturb” sign on the outside of the door of the testing space.
3. Write your name on the board.
4. Write the name of your school and district on the board.
5. Write on the board: “You will answer questions 1–21 in this session.” (If you are administering the English/Spanish edition, write on the board: “Responderán a las preguntas de 1 a 21 en esta sesión.”)

¹¹ If applicable for any student in your assigned group, you will also receive Braille test materials, large-print test materials, and/or Kurzweil 3000 CDs. See the appendices or the Kurzweil CD packet for more information.

Administering Mathematics Retest Session 1

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 current and former EL students to use during the test session according to the guidelines in Appendix F.

All other dictionaries are prohibited during this session.

3. **Make sure that students do not have calculators; all calculators are prohibited during this session.**
4. Make sure that students do not have access to cell phones or other electronic devices during testing. These devices are **prohibited**, and the use of cell phones for any purpose will result in the invalidation of test results.
5. If you are administering the English/Spanish edition of the test, turn to page 106 in Appendix A for the Spanish script. At the end of the session, turn to page 70 of the manual for further instructions beginning with step 28.
6. Say to the students:
“Before we begin testing, you need to know that cell phones, music players, e-book readers, or other electronic devices are not allowed for any reason during this session, even after you turn in your materials. Results will be invalidated for students with any of these devices during testing or after turning in test materials. Please turn off your cell phone or any other electronic device now.”
7. If your principal has instructed you to do so, read the following recommended script:
“If you have an electronic device with you, please make sure it is now turned off, put it in your backpack, and leave it by the side of the room. You will be able to access it again when I give you permission to do so.”

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

8. 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.**
9. 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 pens and highlighters to use in their test booklets.

Administering Mathematics Retest Session 1

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 this session to read recommended scripts for students going to a supervised lunch or going to the restroom.

1. Say to the students:

“We are about to begin the MCAS Mathematics retest. This is the first of two sessions. You will take Session 1 today, and you will take Session 2 on another day. Please raise your hand if you have any questions about the testing schedule.”

Answer any questions that students may have.

Then say:

“I will now distribute the answer booklets. Do not open them until I instruct you to do so.”

2. Distribute the answer booklets. If Student ID Labels have already been applied to the answer booklets, make sure that you give each student his or her assigned answer booklet.

Then say:

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

Raise your hand if you have an answer booklet with missing pages, blank pages, or upside-down pages.”

3. Collect any defective booklets and fill in the VOID circle on the **back cover** of each. Then write “VOID” in large letters on the **front cover** of each. Set aside these booklets to be returned to the principal. Give new booklets to those students who had defective materials (see section H on page 15).
4. 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 his or her label or pre-labeled answer booklet to you. If the student’s SASID is correct on the label, the student may use the labeled answer 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 answer booklet, according to the instructions in step 10 of this section.
5. When all Student ID Labels have been applied, say:

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

Administering Mathematics Retest Session 1

6. Then say:
“At the top of the front cover, under the heading ‘Test Administrator’s Name(s),’ print my name on the line for Session 1. My name is on the board for you to copy.”

Pause and check that students are completing this task correctly.

7. Then say:
“Print the school name and the district name on the appropriate lines. I have written the school and district names on the board.”

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

8. 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.

9. 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.

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

Say to the students:

“If your 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.’

Whenever you fill in circles, it is important to COMPLETELY fill the circles and make DARK MARKS. It is also important to erase COMPLETELY any mark you want to change and any stray marks on the page.”

Pause and check that students are completing this task correctly.

Say:

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

Administering Mathematics Retest Session 1

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 each student with his or her SASID. Check that students are completing this task correctly.

11. Then say to all students:

"I will now distribute the Mathematics test booklets for Session 1, Mathematics reference sheets, and scratch paper. Do not open your booklet until I instruct you to do so."

12. Distribute the test booklets, reference sheets, and scratch paper. Once the materials have been distributed, 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 an additional sheet. You may have up to three sheets of scratch paper at one time.

Now pick up your test 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 booklet with missing pages, blank pages, or upside-down pages."

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

14. Once this is done, say:

"On the front cover, print your name on the first line, above 'Student Name.' Print the school and district names on the second and third lines. The school and district names are written on the board for you to copy."

Pause and check that students are completing this task correctly.

15. Then say:

"Now take your Mathematics reference sheet and print your name on the upper right-hand corner."

Administering Mathematics Retest Session 1

16. Once this is done, say:

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

During this test session, you will answer questions 1–21, which consist of multiple-choice, short-answer, and open-response questions.

To answer a multiple-choice question, you will choose the best answer—either A, B, C, or D—and mark your choice by filling in the circle in your answer booklet. Remember to fill in the circle completely and make a dark mark. It is also important to erase COMPLETELY any mark you want to change.

To answer a short-answer question, you will write your answer in a box provided in your answer booklet. Make notes and do any figuring for short-answer questions in your test booklet or on your scratch paper, not in your answer booklet.

To answer an open-response question, you will write on lines that are in a large answer box on the page. Words that you write outside the answer box will NOT be included in your score.

On each page where you will answer an open-response question in your answer booklet, there is a small grid. Some open-response questions require you to use these grids. If a question does not require you to use the grid, you may still use it or you may write over the grid if you want.

Your answers to open-response questions will not be scored for spelling or grammar. You should try your best to use proper spelling and grammar, but your score will not be lowered if you make a mistake in spelling or grammar.

Remember to read open-response questions CAREFULLY and answer them COMPLETELY. If an open-response question has more than one part or asks for more than one answer, be sure to answer EVERY part of the question, and label each part of your answer ‘a,’ ‘b,’ etc.”

17. 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 mark all of your answers in your answer booklet. Any answers written in your test booklet will not be scored, and your test booklet will be shredded and recycled by the Department of Elementary and Secondary Education after testing.

You may use pens or highlighters to help you in your test booklet, BUT you must write all of your responses in your answer booklet in #2 pencil ONLY. If you use any other writing instrument or leave any stray marks in your answer booklet, your answers may not be scored.

You may use your Mathematics reference sheet to help you answer questions at any time during this session. However, you may not use a calculator or English language dictionary during this Mathematics test session.

Cheating in any form is forbidden. This includes using notes or books, accessing the Internet, looking at another student’s test or answer booklet, showing another student your test or answer booklet, or communicating with other students by talking or writing. In addition, you may not damage your test materials or remove any part of them from the testing room.

Administering Mathematics Retest Session 1

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.”

Pause to answer any questions students may have.

18. Then say:

“It is important for you to know that any figures, diagrams, and illustrations in your test booklet are not necessarily drawn to scale.

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

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

Please open your test booklet to the inside front cover for important instructions. The information in the box on the right-hand page will help you to answer open-response questions. You are allowed to turn back to this page at any time during testing to remind yourself of how to answer open-response questions. Please read the information in the box now.”

Pause while students read the information.

19. Say to the students:

“Open your answer booklet to page 2, which says ‘Mathematics Session 1’ at the top. You will mark your answers for Session 1 beginning on this page.

Now turn to page 1 in your test booklet, which says ‘Mathematics Session 1’ at the top. You may begin Session 1 now.”

20. If you are administering the test to any students with disabilities using accommodation A12 (Typed Responses), turn to page 127 in Appendix D for the script to read to these students at this time.
21. It is your responsibility to ensure a secure testing environment.

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

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

Remember that you may view students’ booklets for the sole purpose of confirming that students are working in the correct section. A test administrator may not review booklets to confirm whether a student has marked all his or her responses.

Administering Mathematics Retest Session 1

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

“The session time is half over. Remember to use the information in the box at the beginning of your test booklet as you review your answers to open-response questions. Make sure that you do not skip any questions in this test session. When you are finished answering all of the questions in Session 1 and reviewing your work, return your test materials to me.”

23a. Read aloud or point to this script for any student who finishes early:

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

- **during this session you were supposed to answer questions 1–21; and**
- **the last response to a question should be on page 4 of your answer booklet.**

All your responses must be in your answer booklet—not your test booklet. Make sure you have not skipped any questions in this test session. Remember, once you hand me your test materials, you will not be permitted to go back to Session 1.

I want to remind you that cell phones, music players, e-book readers, and other electronic devices are *still* not allowed until I give permission, or your results may be invalidated.”

Permit students to check whether they have skipped any questions.

23b. At the end of the session, say to any students still working:

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

- **during this session you were supposed to answer questions 1–21; and**
- **the last response to a question should be on page 4 of your answer booklet.**

All your responses must be in your answer booklet—not your test booklet. Make sure you have not skipped any questions in this test session. Remember, once you hand me your test materials, you will not be permitted to go back to Session 1.”

Pause to allow students to check whether they have skipped any questions.

24. Say to the students:

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

25. Note which students need more time and then collect all test materials. **Verify that you have scratch paper, a used answer booklet/reference sheet, and a used test booklet from each student.** Remind students of when Mathematics Session 2 will begin.

26. If you are administering the test to any students using accommodation A12 (Typed Responses), ask students to review their printed typed responses. **Do not dismiss students until they have confirmed that their printed typed responses are ready to submit.** After these students have completed testing, see page 128 in Appendix D for further instructions.

Administering Mathematics Retest Session 1

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

“If you have not yet finished your work in this session, you will be moved to _____ (location) to complete the test. You will have until the end of the school day to finish your work, but you should not need that much time.

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 the test administrator gives you permission to do so.”

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 transitioning to a test completion room, do so at this time.

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

28. Make a list of all students in your assigned group who were not tested. These students will need to take Session 1 during the make-up period. If all the students assigned to you took Session 1, notify your principal of this. It is important to keep accurate records of who has been tested, as it is not permissible to look through assigned answer booklets to check whether students have completed testing.
29. Verify that any students who filled in circles for their names, dates of birth, and SASIDs on the front covers of answer booklets have done so correctly. If not, correct the information on the front covers at this time.
30. Group test materials into the following separate piles:
- used test booklets
 - used answer booklets, with reference sheets inside
 - scratch paper
 - void answer booklets
 - void test booklets
 - unused test materials
 - practice tests (if applicable)
 - Student Responsibilities during MCAS Testing forms (if applicable)
 - 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 to your principal.

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

Administering Mathematics Retest Session 1

E. Recommended Scripts for a Supervised Lunch or for Students Visiting the Restroom

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, but you should not need that much time.

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 or other electronic devices must remain off during lunch, and you may not access them until the test administrator gives you permission to do so. Also, you may not discuss the test during your lunch break.”

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

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

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

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

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

Part IX

**Administering Mathematics Retest Session 2
(Thursday, November 15, or Friday,
March 8)**

Administering Mathematics Retest Session 2

A. Materials Needed for Session 2

1. Prior to testing, you will receive the following materials for students assigned to you:¹²
 - this manual
 - Mathematics test booklets, Session 2
 - Mathematics answer booklets
 - scratch paper (blank, lined, or graph)
 - Mathematics reference sheets (inside answer booklets)
 - a tracking form to assist you and your principal in maintaining the security of test materials
2. You will also need the following materials available in your testing space prior to testing:
 - “Do Not Disturb” sign
 - printed copies of authorized bilingual word-to-word dictionaries for current and former EL students
 - #2 pencils
 - calculators for students who do not provide their own

Each student must have sole access to a calculator during Session 2 of the Mathematics retest. Students may provide their own calculators. However, schools must provide at least a four-function calculator with a square-root key for each student who does not provide his or her own.

Test administrators must ensure that students do not have access to calculator instructions or formula sheets that accompany calculators.
3. You will likely receive more materials than needed for your group of students. Notify your principal immediately if you need additional materials. Set aside unassigned materials and **keep them secure** until you return them to your principal.

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

B. Before Students Arrive

1. Make sure the testing space has been appropriately prepared (see page 20).
2. Post the “Do Not Disturb” sign on the outside of the door of the testing space.
3. Write your name on the board.
4. Write the name of your school and district on the board.
5. Write on the board: “You will answer questions 22–42 in this session.” (If you are administering the English/Spanish edition, write on the board: “Responderán a las preguntas de 22 a 42 en esta sesión.”)

¹² If applicable for any student in your assigned group, you will also receive Braille test materials, large-print test materials, and/or Kurzweil 3000 CDs. See the appendices or the Kurzweil CD packet for more information.

Administering Mathematics Retest Session 2

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 current and former EL students to use during the test session according to the guidelines in Appendix F.

All other dictionaries are prohibited during this session.

3. Make sure that students do not have access to cell phones or other electronic devices during testing. These devices are **prohibited**, and the use of cell phones for any purpose will result in the invalidation of test results.
4. If you are administering the English/Spanish edition of the test, turn to page 114 in Appendix A for the Spanish script. At the end of the session, turn to page 80 for further instructions beginning with step 18.
5. Say to the students:

“Before we begin testing, I want to remind you that cell phones and other electronic devices are not allowed for any reason during this session, until I give you permission to access them.”

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

“If you have an electronic device with you, please make sure it is now turned off, put it in your backpack, and leave it by the side of the room. You will be able to access it again when I give you permission to do so.”

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

7. 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.**
8. Make sure that students’ desks are clear, except for authorized bilingual dictionaries for current and former EL students, calculators, and #2 pencils. Students may also have pens and highlighters to use in their test booklets.
9. **Test administrators must ensure that students have calculators but do not have access to calculator instructions or formula sheets that accompany calculators.**

Administering Mathematics Retest Session 2

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 this session to read recommended scripts for students going to a supervised lunch or going to the restroom.

1. If there are students in your assigned group who do not have answer booklets with the front covers completed, these students will need to do so. Instructions for completing the front covers of answer booklets appear in this manual on pages 64–66 in steps 4–5 and 7–10 (skip step 6).

Say to the students:

“We are about to begin Session 2 of the MCAS Mathematics retest. This is the last of two sessions.

I will now distribute the answer booklets and reference sheets. Do not open them until I instruct you to do so.”

Distribute the answer booklets to their original owners. **Note:** It is your responsibility to ensure that each student receives his or her own original answer booklet.

Once the booklets have been distributed, say:

“Make sure you have your own answer booklet and reference sheet. If you have someone else’s materials, raise your hand now.”

If any students raise their hands, give them their correct materials.

2. Say:
“On the front cover, under the heading ‘Test Administrator’s Name(s),’ print my name on the line for Session 2. My name is on the board for you to copy.”
Pause and check that students are completing this task correctly.
3. Then say:
“I will now distribute the test booklets and scratch paper. Do not open your booklet until I instruct you to do so.”
4. Distribute the test booklets and scratch paper. Once they have been distributed, 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 an additional sheet. You may have up to three sheets of scratch paper at one time.
Now pick up your test 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 booklet with missing pages, blank pages, or upside-down pages.”
5. Collect any defective booklets and write “VOID” in large letters on the **front cover** of each. Set aside the booklets to be returned to the principal. Give new booklets to those students who had defective materials.

Administering Mathematics Retest Session 2

6. Once this is done, say:

“On the front cover, print your name on the first line, above ‘Student Name.’ Print the school and district names on the second and third lines. The school and district names are written on the board for you to copy.”

Pause and check that students are completing this task correctly.

Say to the students:

“During this test session, you will answer questions 22 through 42, which consist of multiple-choice and open-response questions, just as in Session 1.”

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

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

To answer a multiple-choice question, you will choose the best answer—either A, B, C, or D—and mark your choice by filling in the circle in your answer booklet. Remember to fill in the circle completely and make a dark mark. It is also important to erase COMPLETELY any mark you want to change.

To answer an open-response question, you will write on lines that are in a large answer box on the page. Words that you write outside the answer box will NOT be included in your score.

On each page where you will answer an open-response question in your answer booklet, there is a small grid. Some open-response questions require you to use these grids. If a question does not require you to use the grid, you may still use it or you may write over the grid if you want.

Your answers to open-response questions will not be scored for spelling or grammar. You should try your best to use proper spelling and grammar, but your score will not be lowered if you make a mistake in spelling or grammar.

Remember to read open-response questions CAREFULLY and answer them COMPLETELY. If an open-response question has more than one part or asks for more than one answer, be sure to answer EVERY part of the question, and label each part of your answer ‘a,’ ‘b,’ etc.”

8. Say to the students:

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

You must mark all of your answers in your answer booklet. Any answers written in your test booklet will not be scored, and your test booklet will be shredded and recycled by the Department of Elementary and Secondary Education after testing.

You may use pens or highlighters to help you in your test booklet, BUT you must write all of your responses in your answer booklet in #2 pencil ONLY. If you use any other writing instrument or leave any stray marks in your answer booklet, your answers may not be scored.

You may use your Mathematics reference sheet and calculator to help you answer questions at any time during this session. However, you may not use an English-language dictionary during this test session.

Administering Mathematics Retest Session 2

Cheating in any form is forbidden. This includes using notes or books, accessing the Internet, looking at another student's test or answer booklet, showing another student your test or answer booklet, or communicating with other students by talking or writing. In addition, you may not damage your test materials or remove any part of them from the testing room.

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."

Pause to answer any questions students may have.

9. Then say to the students:

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

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

If you finish answering the questions before the end of the test session, you should review your work for this session. However, you may NOT review the first test session in your answer booklet. Any answers you make to questions from Session 1 during this session will be invalidated.

Please open your test booklet to the beginning and review the information in the box. You are allowed to turn back to this page at any time during testing to remind yourself of how to answer open-response questions, but you may not turn back to Session 1 in your answer booklet."

Pause while students review the information.

10. Then say:

"Open your answer booklet to page 7, which says 'Mathematics Session 2' at the top. You will mark your answers for Session 2 beginning on this page.

Now turn to page 1 in your test booklet, which says 'Mathematics Session 2' at the top. You may begin Session 2 now."

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

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

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

Remember that you may view students' booklets for the sole purpose of confirming that students are working in the correct section. A test administrator may not review booklets to confirm whether a student has marked all his or her responses.

Administering Mathematics Retest Session 2

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

“The session time is half over. Remember to use the information in the box at the beginning of your test booklet as you review your answers to open-response questions. Make sure that you do not skip any questions in this test session. When you are finished answering all of the questions in Session 2 and reviewing your work, return your test materials to me.”

13a. Read aloud or point to this script for any student who finishes early:

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

- **during this session you were supposed to answer questions 22–42; and**
- **the last response to a question should be on page 9 of your answer booklet.**

All your responses must be in your answer booklet—not your test booklet. Make sure you have not skipped any questions. Remember, once you hand me your test materials, you will not be permitted to go back to Session 2.

I want to remind you that cell phones, music players, e-book readers, and other electronic devices are *still* not allowed until I give permission, or your results may be invalidated.”

Permit students to check whether they have skipped any questions.

13b. At the end of the session, say to any students still working:

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

- **during this session you were supposed to answer questions 22–42; and**
- **the last response to a question should be on page 9 of your answer booklet.**

All your responses must be in your answer booklet—not your test booklet. Make sure you have not skipped any questions. Remember, once you hand me your test materials, you will not be permitted to go back to Session 2.”

Pause to allow students to check whether they have skipped any questions.

14. Say to the students:

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

15. Note which students need more time and then collect all test materials. **Verify that you have scratch paper, a used answer booklet/reference sheet, and a used test booklet from each student.**

16. 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 128 in Appendix D for further instructions.

Administering Mathematics Retest Session 2

17. 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, but you should not need that much time.

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 the test administrator gives you permission to do so.”

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 transitioning 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.

18. 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 of the students assigned to you took Session 2, notify your principal of this. It is important to keep accurate records of who has been tested, as it is not permissible to look through assigned answer booklets to check whether students have completed testing.
19. Group test materials into the following separate piles:
- used test booklets
 - used answer booklets
 - scratch paper
 - void answer booklets
 - void test booklets
 - reference sheets
 - unused test materials
 - contaminated test materials, if applicable (Remember to notify your principal or designee.)
20. Complete appropriate tracking documents, as instructed by your principal.
21. Immediately return **all** test materials and the list of students to your principal.

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

Administering Mathematics Retest Session 2

E. Recommended Scripts for a Supervised Lunch or for Students Visiting the Restroom

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, but you should not need that much time.

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 or other electronic devices must remain off during lunch, and you may not access them until the test administrator gives you permission to do so. Also, you may not discuss the test during your lunch break.”

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

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

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

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

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

Part X

Administering the February Biology Test Session 1 (Wednesday, February 6)

Administering the February Biology Test Session 1

A. Materials Needed for Session 1

1. Prior to testing, you will receive the following materials for students assigned to you:¹³
 - this manual
 - February 2019 Biology test booklets
 - February 2019 Biology answer booklets
 - scratch paper (blank, lined, or graph)
 - a list of students' SASIDs, if applicable
 - Student ID Labels, if labels were not previously applied to answer booklets
If your principal has instructed you to apply Student ID Labels to answer booklets before testing, do so before the students arrive for testing.
 - optional: Student Responsibilities during MCAS Testing forms
If your principal has instructed you, have students read the statement, sign the document, and return it to you.
 - a tracking form to assist you and your principal in maintaining the security of test materials
 - optional: practice tests, if not previously administered
2. You will also need the following materials available in your testing space prior to testing:
 - “Do Not Disturb” sign
 - printed copies of authorized bilingual word-to-word dictionaries for current and former EL students
 - #2 pencils
 - Students are permitted to have calculators with them during the Biology test but calculators are not required (see page 13 for further information).
Test administrators must ensure that students do not have access to calculator instructions or formula sheets that accompany calculators.
3. You will likely receive more materials than needed for your group of students. Notify your principal immediately if you need additional materials. Set aside unassigned materials and **keep them secure** until you return them to your principal.

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

¹³ If applicable for any student in your assigned group, you will also receive Braille test materials, large-print test materials, and/or Kurzweil 3000 CDs. See the appendices and/or the Kurzweil CD packet for more information.

B. Before Students Arrive

1. Make sure the testing space has been appropriately prepared (see page 20).
2. Post the “Do Not Disturb” sign on the outside of the door of the testing space.
3. Write your name on the board.
4. Write the name of your school and district on the board.
5. Write on the board: “You will answer questions 1–30 in this session.”

C. As Students Arrive

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

All other dictionaries are prohibited during this session.

3. Make sure that students do not have access to cell phones or other electronic devices during testing. These devices are **prohibited**, and the use of cell phones for any purpose will result in the invalidation of test results.
4. Say to the students:
“Before we begin testing, you need to know that cell phones, music players, e-book readers, or other electronic devices are not allowed for any reason during this session, even after you turn in your materials. Results will be invalidated for students with any of these devices during testing or after turning in test materials. Please turn off your cell phone or any other electronic device now.”
5. If your principal has instructed you to do so, read the following recommended script:
“If you have an electronic device with you, please make sure it is now turned off, put it in your backpack, and leave it by the side of the room. You will be able to access it again when I give you permission to do so.”
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, calculators, and #2 pencils. Students may also have pens and highlighters to use in their test booklets.

Administering the February Biology Test Session 1

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 this 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 1 of the MCAS Biology test. This is the first of two sessions that you will take. Test questions for both sessions will be in your test booklet, but you will only be answering the questions in the ‘Session 1’ section during this session. You will take Session 2 on another day. Please raise your hand if you have any questions about the testing schedule.”

Answer any questions that students may have. Then say:

“I will now distribute the answer booklets. Do not open them until I instruct you to do so.”

2. Distribute the answer booklets. If Student ID Labels have already been applied to the answer booklets, make sure that you give each student his or her assigned answer booklet.

Then say:

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

Raise your hand if you have an answer booklet with missing pages, blank pages, or upside-down pages.”

3. Collect any defective booklets and fill in the VOID circle on the **back cover** of each. Then write “VOID” in large letters across the **front cover** of each. Set aside these booklets to be returned to the principal. Give new booklets to those students who had defective materials (see section H on page 15).
4. 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 his or her label or prelabeled answer booklet to you. If the student’s SASID is correct on the label, the student may use the labeled answer 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 answer booklet, according to the instructions in step 10 of this section.
5. When all Student ID Labels have been applied, say:

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

Administering the February Biology Test Session 1

6. Then say:
- “At the top of the front cover, under the heading ‘Test Administrator’s Name(s),’ print my name on the line for Session 1. My name is on the board for you to copy.”**

Pause and check that students are completing this task correctly.

7. Then say:
- “Print the school name and the district name on the appropriate lines. I have written the school and district names on the board.”**

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

8. 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.

9. 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.

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

Say to the students:

“If your 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.’

Whenever you fill in circles, it is important to COMPLETELY fill the circles and make DARK MARKS. It is also important to erase COMPLETELY any mark you want to change and any stray marks on the page.”

Pause and check that students are completing this task correctly.

Say:

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

Administering the February Biology Test Session 1

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 each student with his or her SASID. Check that students are completing this task correctly.

11. Then say:

“I will now distribute the test booklets and scratch paper. Do not open your booklet until I instruct you to do so.”

12. Distribute the test booklets and scratch paper. Once they have been distributed, 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 an additional sheet. You may have up to three sheets of scratch paper at one time.

Now pick up your test 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 booklet with missing pages, blank pages, or upside-down pages.”

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

14. Once this is done, say:

“On the front cover, print your name on the first line, above ‘Student Name.’ Print the school and district names on the second and third lines. The school and district names are written on the board for you to copy.”

Pause and check that students are completing this task correctly.

15. When ready, say:

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

During this test session, you will answer questions 1–30, which consist of multiple-choice and open-response questions.

Administering the February Biology Test Session 1

To answer a multiple-choice question, you will choose the best answer—either A, B, C, or D—and mark your choice by filling in the circle in your answer booklet. Remember to fill in the circle completely and make a dark mark. It is also important to erase **COMPLETELY** any mark you want to change.

To answer an open-response question, you will write on lines that are in a large answer box on the page. Words that you write outside the answer box will **NOT** be included in your score.

On each page where you will answer an open-response question in your answer booklet, there is a small grid. Some open-response questions require you to use these grids. If a question does not require you to use the grid, you may still use it or you may write over the grid if you want.

Your answers to open-response questions will not be scored for spelling or grammar. You should try your best to use proper spelling and grammar, but your score will not be lowered if you make a mistake in spelling or grammar.

Remember to read open-response questions **CAREFULLY** and answer them **COMPLETELY**. If an open-response question has more than one part or asks for more than one answer, be sure to answer **EVERY** part of the question, and label each part of your answer ‘a,’ ‘b,’ etc.”

16. Say to the students:

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

The Biology test was designed to be taken without the aid of a calculator. You may have a calculator with you if you want, but you should not need it to answer the questions.

You may not use an English-language dictionary during this test session.

You must mark all of your answers in your answer booklet. Any answers written in your test booklet will not be scored, and your test booklet will be shredded and recycled by the Department of Elementary and Secondary Education after testing.

You may use pens or highlighters to help you in your test booklet, **BUT** you must write all of your responses in your answer booklet using a #2 pencil **ONLY**. If you use any other writing instrument or leave any stray marks in your answer booklet, your answers may not be scored.

Cheating in any form is forbidden. This includes using notes or books, accessing the Internet, looking at another student’s test or answer booklet, showing another student your test or answer booklet, or communicating with other students by talking or writing. In addition, you may not damage your test materials or remove any part of them from the testing room.

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.”

Pause to answer any questions students may have.

Administering the February Biology Test Session 1

17. Then say:

“It is important for you to know that any figures, diagrams, and illustrations in your test booklet are not necessarily drawn to scale.

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

Once you begin the test, each test 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.

If you finish answering the questions before the end of the test session, you should review your work for this session. However, you may NOT look ahead to the next test session. Any answers you make to questions from Session 2 during this session may not be scored.

Please open your test booklet to the inside front cover for important instructions. The information in the box on the right-hand page will help you to answer open-response questions. You are allowed to turn back to this page at any time during testing to remind yourself of how to answer open-response questions. Please read the information in the box now.”

Pause while students read the information.

18. Then say:

“Open your answer booklet to page 2. You will mark your answers for Session 1 beginning on this page.”

19. Then say to the students:

“Now turn to page 1 in your test booklet, which says ‘Biology Session 1’ at the top. You may begin Session 1 now.”

20. If you are administering the test to any students with disabilities using accommodation A12 (Typed Responses), turn to page 127 in Appendix D for the script to read to these students at this time.

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

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

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

Remember that you may view students’ booklets for the sole purpose of confirming that students are working in the correct section. A test administrator may not review booklets to confirm whether a student has marked all his or her responses.

Administering the February Biology Test Session 1

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

“The session time is half over. Remember to use the information in the box at the beginning of your test booklet as you review your answers to open-response questions. Make sure that you do not skip any questions in this test session. When you are finished answering all of the questions in Session 1 and reviewing your work, return your test materials to me.”

23a. Read aloud or point to this script for any student who finishes early:

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

- **you were supposed to answer questions 1 through 30 during this session; and**
- **the last response to a question should be on page 4 of your answer booklet.**

All your responses must be in your answer booklet—not your test booklet. You should make sure you have not skipped any questions. Remember, once you hand me your test materials, you will not be permitted to go back to Session 1.

I want to remind you that cell phones, music players, e-book readers, and other electronic devices are *still* not allowed until I give permission, or your results may be invalidated.”

Permit students to check whether they have skipped any questions.

23b. At the end of the session, say to any students still working:

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

- **you were supposed to answer questions 1 through 30 during this session; and**
- **the last response to a question should be on page 4 of your answer booklet.**

All your responses must be in your answer booklet—not your test booklet. You should make sure you have not skipped any questions. Remember, once you hand me your test materials, you will not be permitted to go back to Session 1.”

Pause to allow students to check whether they have skipped any questions.

24. Say to the students:

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

25. Note which students need more time and then collect all test materials. **Verify that you have a used answer booklet, a used test booklet, and scratch paper from each student.** Remind students of when Biology Session 2 will begin.

26. If you are administering the test to any students using accommodation A12 (Typed Responses), ask students to review their printed typed responses. **Do not dismiss students until they have confirmed that their printed typed responses are ready to submit.** After these students have completed testing, see page 128 in Appendix D for further instructions.

Administering the February Biology Test Session 1

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

“If you have not yet finished your work in this session, you will be moved to _____ (location) to complete the test. You will have until the end of the school day to finish your work, but you should not need that much time.

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 the test administrator gives you permission to do so.”

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 transitioning to a test completion room, do so at this time.

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

28. Make a list of all students in your assigned group who were not tested. These students will need to take Session 1 during the make-up period. If all the students assigned to you took Session 1, notify your principal of this. It is important to keep accurate records of who has been tested, as it is not permissible to look through assigned answer booklets to check whether students have completed testing.
29. Verify that any students who filled in circles for their names, dates of birth, and SASIDs on the front covers of answer booklets have done so correctly. If not, correct the information on the front covers at this time.
30. Group test materials into the following separate piles:
- used test booklets
 - used answer booklets
 - scratch paper
 - void answer booklets
 - void test booklets
 - unused test materials
 - practice tests (if applicable)
 - Student Responsibilities during MCAS Testing forms (if applicable)
 - 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 to your principal.

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

Administering the February Biology Test Session 1

E. Recommended Scripts for a Supervised Lunch or for Students Visiting the Restroom

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, but you should not need that much time.

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 or other electronic devices must remain off during lunch, and you may not access them until the test administrator gives you permission to do so. Also, you may not discuss the test 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 XI

Administering the February Biology Test Session 2 (Thursday, February 7)

Administering the February Biology Test Session 2

A. Materials Needed for Session 2

1. Prior to testing, you will receive the following materials for students assigned to you:¹⁴
 - this manual
 - February 2019 Biology test booklets
 - February 2019 Biology answer booklets
 - scratch paper (blank, lined, or graph)
 - a tracking form to assist you and your principal in maintaining the security of test materials
2. You will also need the following materials available in your testing space prior to testing:
 - “Do Not Disturb” sign
 - printed copies of authorized bilingual word-to-word dictionaries for current and former EL students
 - #2 pencils
 - Students are permitted to have calculators with them during the Biology test but calculators are not required (see page 13 for further information).
Test administrators must ensure that students do not have access to calculator instructions or formula sheets that accompany calculators.
3. You will likely receive more materials than needed for your group of students. Notify your principal immediately if you need additional materials. Set aside unassigned materials and **keep them secure** until you return them to your principal.

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

B. Before Students Arrive

1. Make sure the testing space has been appropriately prepared (see page 20).
2. Post the “Do Not Disturb” sign on the outside of the door of the testing space.
3. Write your name on the board.
4. Write on the board: “You will answer questions 31–59 in this session.”

¹⁴ If applicable for any student in your assigned group, you will also receive Braille test materials, large-print test materials, and/or Kurzweil 3000 CDs. See the appendices and/or the Kurzweil CD packet for more information.

Administering the February Biology Test Session 2

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 current and former EL students to use during the test session according to the guidelines in Appendix F.

All other dictionaries are prohibited during this session.

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

Say to the students:

“Before we begin testing, I want to remind you that cell phones and other electronic devices are not allowed for any reason during this session, until I give you permission to access them.”

4. If your principal has instructed you to do so, read the following recommended script:
“If you have an electronic device with you, please make sure it is now turned off, put it in your backpack, and leave it by the side of the room. You will be able to access it again when I give you permission to do so.”

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

5. 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.**
6. Make sure that students’ desks are clear, except for authorized bilingual dictionaries for current and former EL students, calculators, and #2 pencils. Students may also have pens and highlighters to use in their test booklets.

Administering the February Biology Test Session 2

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 this session to read recommended scripts for students going to a supervised lunch or going to the restroom.

1. If there are students in your assigned group who do not have answer booklets with the front covers completed, these students will need to do so. Instructions for completing the front covers of answer booklets appear in this manual on pages 86–88 in steps 4–5 and 7–10 (skip step 6).

Say to the students:

“We are about to begin Session 2 of the MCAS Biology test. This is the last of two test sessions. Test questions for both sections will be in your test booklet, but you will only be answering the questions in the ‘Session 2’ section today.

I will now distribute the answer booklets. Do not open them until I instruct you to do so.”

Distribute the answer booklets to their original owners. **Note:** It is your responsibility to ensure that each student receives his or her own original answer booklet.

Once the answer booklets have been distributed, say:

“Make sure you have your own answer booklet. If you have someone else’s answer booklet, raise your hand now.”

If any students raise their hands, give them their correct materials.

2. Then say:

“On the front cover, under the heading ‘Test Administrator’s Name(s),’ print my name on the line for Session 2. My name is on the board for you to copy.”

Pause and check that students are completing this task correctly.

3. Then say:

“I will now distribute the test booklets and scratch paper. Do not open your booklet until I instruct you to do so.”

Distribute the test booklets to their original owners and distribute the scratch paper.

Note: It is your responsibility to ensure that each student receives his or her own original test booklet.

4. Once the test booklets have been distributed, 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 an additional sheet. You may have up to three sheets of scratch paper at one time.

Make sure you have your own test booklet. If you have someone else’s booklet, raise your hand now.”

Administering the February Biology Test Session 2

If any students raise their hands, give them their correct booklets.

5. Then say:

“During this test session, you will answer questions 31–59, which consist of multiple-choice and open-response questions, just as in Session 1.”

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

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

To answer a multiple-choice question, you will choose the best answer—either A, B, C, or D—and mark your choice by filling in the circle in your answer booklet. Remember to fill in the circle completely and make a dark mark. It is also important to erase COMPLETELY any mark you want to change.

To answer an open-response question, you will write on lines that are in a large answer box on the page. Words that you write outside the answer box will NOT be included in your score.

On each page where you will answer an open-response question in your answer booklet, there is a small grid. Some open-response questions require you to use these grids. If a question does not require you to use the grid, you may still use it or you may write over the grid if you want.

Your answers to open-response questions will not be scored for spelling or grammar. You should try your best to use proper spelling and grammar, but your score will not be lowered if you make a mistake in spelling or grammar.

Remember to read open-response questions CAREFULLY and answer them COMPLETELY. If an open-response question has more than one part or asks for more than one answer, be sure to answer EVERY part of the question, and label each part of your answer ‘a,’ ‘b,’ etc.”

6. Say to the students:

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

You may not use an English-language dictionary during this test session.

The Biology test was designed to be taken without the aid of a calculator. You may have your calculator with you if you want, but you should not need it to answer the questions.

You must mark all of your answers in your answer booklet. Any answers written in your test booklet will not be scored, and your test booklet will be shredded and recycled by the Department of Elementary and Secondary Education after testing.

You may use pens or highlighters to help you in your test booklet, BUT you must write all of your responses in your answer booklet using a #2 pencil ONLY. If you use any other writing instrument or leave any stray marks in your answer booklet, your answers may not be scored.

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Cheating in any form is forbidden. This includes using notes or books, accessing the Internet, looking at another student’s test or answer booklet, showing another student your test or answer booklet, or communicating with other students by talking or writing. In addition, you may not damage your test materials or remove any part of them from the testing room.

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.”

Pause to answer any questions students may have.

7. Then say:

“It is important for you to know that any figures, diagrams, and illustrations in your test booklet are not necessarily drawn to scale.

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

If you finish answering the questions before the end of the test session, you should review your work for this session. However, you may NOT review the first test session. Any answers you make to questions from Session 1 during this session will be invalidated.

Please open your test booklet to the beginning and review the information in the box. You are allowed to turn back to this page at any time during testing to remind yourself of how to answer open-response questions, but you may not turn back to Session 1 in your test booklet or answer booklet.”

Pause while students review the information.

8. Say:

“Open your answer booklet to page 6, which is the first page that says ‘Biology Session 2’ at the top. You will mark your answers for Session 2 beginning on this page.

Now open your test booklet to the first page that says ‘Biology Session 2’ at the top. The first question in this session is 31. You may begin Session 2 now.”

9. 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 section of their test booklets and answer booklets.

Remember that you may view students’ booklets for the sole purpose of confirming that students are working in the correct section. A test administrator may not review booklets to confirm whether a student has marked all his or her responses.

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10. When the session time is half over, say to the students:
- “The session time is half over. Remember to use the information in the box at the beginning of your test booklet as you review your answers to open-response questions. Make sure that you do not skip any questions in this test session. When you are finished answering all of the questions in Session 2 and reviewing your work, return your test materials to me.”**

11. Read aloud or point to this script for any student who finishes early:

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

- **you were supposed to answer questions 31 through 59 during this session; and**
- **the last response to a question should be on page 9 of your answer booklet.**

All your responses must be in your answer booklet—not your test booklet. You should make sure you have not skipped any questions. Remember, once you hand me your test materials, you will not be permitted to go back to Session 2.

I want to remind you that cell phones, music players, e-book readers, and other electronic devices are *still* not allowed until I give permission, or your results may be invalidated.”

Permit students to check whether they have skipped any questions.

12. At the end of the session, say to any students still working:

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

- **you were supposed to answer questions 31 through 59 during this session; and**
- **the last question you answered should be on page 9 of your answer booklet.**

All your responses must be in your answer booklet—not your test booklet. You should make sure you have not skipped any questions. Remember, once you hand me your test materials, you will not be permitted to go back to Session 2.”

Pause to allow students to check whether they have skipped any questions.

13. Say to the students:

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

14. Note which students need more time and then collect all test materials. **Verify that you have a used answer booklet, a used test booklet, and scratch paper from each student.**
15. 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 128 in Appendix D for further instructions.

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16. 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, but you should not need that much time.

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 the test administrator gives you permission to do so.”

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 transitioning 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.

17. 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 test Session 2, notify your principal of this. It is important to keep accurate records of who has been tested, as it is not permissible to look through assigned answer booklets to check whether students have completed testing.
18. Group test materials into the following separate piles:
- used test booklets
 - used answer booklets
 - scratch paper
 - void answer booklets
 - void test booklets
 - unused test materials
 - contaminated test materials, if applicable (Remember to notify your principal or designee.)
19. Complete appropriate tracking documents, as instructed by your principal.
20. Immediately return **all** test materials and the list of students to your principal.

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

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E. Recommended Scripts for a Supervised Lunch or for Students Visiting the Restroom

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, but you should not need that much time.

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 or other electronic devices must remain off during lunch, and you may not access them until the test administrator gives you permission to do so. Also, you may not discuss the test during your lunch break.”

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

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

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

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

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

Appendix A

Administering the English/Spanish Edition of the Mathematics Retest

Appendix A—Administering the English/Spanish Edition of the Mathematics Retest

A. Administer the Practice Test

1. Distribute the practice test to each student and say:
“Por favor no abran su prueba de práctica hasta que yo les indique.”
2. When the tests have been distributed, say:
“La prueba de práctica que les acabo de entregar les ayudará a entender cómo y dónde responder a las preguntas de la prueba de Matemáticas del MCAS. La prueba de práctica contiene los mismos tipos de preguntas que verán en la prueba real, pero las respuestas a las preguntas de esta prueba de práctica no afectarán de ninguna manera las calificaciones en las pruebas MCAS. Pueden abrir sus pruebas, leer las instrucciones y empezar la prueba de práctica.”
3. You may assist students during the practice test session. Be sure that students in your group clearly understand how to
 - fill in multiple-choice answer circles completely and correctly.
 - answer short-answer questions (for Mathematics only).
 - answer open-response questions completely, including how to respond to open-response questions that have more than one part to answer and label.

This is the **only** session in which you may help the students while they are answering questions. After students have completed their work on the practice test, you may review their answers with them. You may **not** answer student questions once students have begun the actual MCAS test.

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

B. As Students Arrive for Mathematics Session 1

1. Say to the students:
“Antes de comenzar las pruebas, es necesario que sepan que los teléfonos celulares, reproductores de música, lectores de libros electrónicos u otros dispositivos electrónicos no están permitidos bajo ningún motivo durante esta sesión, incluso después de entregar los materiales. A los estudiantes que tengan cualquiera de estos dispositivos durante la prueba o después de entregar los materiales de la prueba se les invalidarán los resultados. Por favor, ahora apaguen su teléfono celular o cualquier otro dispositivo electrónico.”
2. If your principal has instructed you to do so, read the following recommended script:
“Si ustedes tienen un dispositivo electrónico, asegúrense de que esté apagado, pónganlo en su mochila y déjenlo a un lado del salón. Podrán volver a tenerlo cuando se les dé permiso para hacerlo.”

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

3. 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.**

Appendix A—Administering the English/Spanish Edition of the Mathematics Retest

4. 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 pens and highlighters to use in their test booklets.

C. 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 F at appropriate points during this session to read recommended scripts for students going to a supervised lunch or going to the restroom.

1. Say to the students:

“Estamos a punto de comenzar la reevaluación de Matemáticas del MCAS. Esta es la primera de dos sesiones. Hoy tendrán la Sesión 1, y tendrán la Sesión 2 otro día. Por favor, levanten la mano si tienen alguna pregunta sobre el horario de la prueba.”

Answer any questions that students may have.

Then say:

“Ahora distribuiré los folletos de respuestas. No abran su folleto de respuestas hasta que yo les indique.”

2. Distribute the answer booklets. If Student ID Labels have already been applied to the answer booklets, make sure that you give each student his or her assigned answer booklet.

Then say:

“Por favor tomen su folleto de respuestas y revísenlo RÁPIDAMENTE para asegurarse de que no le falten páginas, ni tenga páginas en blanco o páginas impresas al revés.

Levanten la mano si tienen un folleto de respuestas al que le faltan páginas o que tiene páginas en blanco o páginas impresas al revés.”

3. Collect any defective booklets and fill in the VOID circle on the **back cover** of each. Then write “VOID” in large letters across the **front cover** of each. Set aside these booklets to be returned to the principal. Give new booklets to those students who had defective materials (see section H on page 15).
4. 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 his or her label or pre-labeled answer booklet to you. If the student's SASID is correct on the label, the student may use the labeled answer 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 answer booklet, according to the instructions in step 10 of this section.

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

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

6. Then say:

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

Pause and check that students are completing this task correctly.

7. Then say:

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

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

8. Then say:

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

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

Pause for students to complete this section.

9. Then say:

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

Pause for students to complete this section.

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

Say to the students:

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

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Cuando rellenan círculos, es importante llenarlos COMPLETAMENTE y hacer MARCAS OSCURAS. También es importante que borren COMPLETAMENTE cualquier marca que quieran cambiar y cualquier marca que hayan hecho accidentalmente en la página.”

Pause and check that students are completing this task correctly.

Say:

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

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

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

Por último, debajo de cada número que escribieron para el DÍA y el AÑO, rellenen el círculo que contiene el mismo número.”

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

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

Provide each student with his or her SASID. Check that students are completing this task correctly.

11. Then say to all students:

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

12. Distribute the test booklets, reference sheets, and scratch paper. Once the materials have been distributed, say:

“Pueden usar su hoja de papel borrador en cualquier momento durante la prueba. Si en algún momento necesitan más, levanten la mano y les daré una hoja adicional. Pueden tener hasta tres hojas de papel borrador al mismo tiempo.

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

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

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

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14. Once this is done, say:

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

Pause and check that students are completing this task correctly.

15. Then say:

“Ahora tomen la hoja de referencia de Matemáticas y escriban su nombre en la esquina superior derecha.”

16. Once this is done, say:

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

Durante esta sesión de la prueba, responderán a las preguntas 1 hasta 21, las cuales consisten en preguntas de selección múltiple, preguntas de respuesta corta y preguntas de desarrollo.

Para responder a las preguntas de selección múltiple, deberán escoger la mejor respuesta — entre las opciones A, B, C o D — y marcar su selección llenando el círculo que corresponde a esa letra en el folleto de respuestas. Recuerden rellenar el círculo completamente haciendo una marca oscura. También es importante que borren COMPLETAMENTE cualquier marca que quieran cambiar.

Para responder a las preguntas de respuesta corta, deberán escribir la respuesta en un recuadro provisto en el folleto de respuestas. Todas las notas y cálculos para las preguntas de respuesta corta deben hacerse en el folleto de prueba o en su papel de borrador, no en el folleto de respuestas.

Para responder a las preguntas de desarrollo, deberán escribir la respuesta en un recuadro provisto en el folleto de respuestas. Las palabras que escriban fuera del recuadro de respuesta NO se tendrán en cuenta al calificar la prueba.

Pueden escribir sus respuestas a las preguntas de desarrollo en español o inglés.

En las páginas del folleto de respuestas en las que deben contestar las preguntas de desarrollo hay unas cuadrículas pequeñas. Algunas preguntas de desarrollo requieren que se usen estas cuadrículas. Si la pregunta no requiere que se use la cuadrícula, igualmente la pueden usar o pueden escribir sobre la cuadrícula si lo desean.

La ortografía y la gramática de las respuestas a las preguntas de desarrollo no se tendrán en cuenta al calificar la respuesta. Si bien los errores ortográficos y gramaticales no harán que disminuya su puntuación, deben hacer todo lo posible por aplicar las reglas ortográficas y gramaticales apropiadas.

Recuerden leer las preguntas de desarrollo CON ATENCIÓN y responderlas COMPLETAMENTE. Si alguna pregunta de desarrollo se divide en varias partes o requiere más de una respuesta, asegúrense de responder a TODAS las partes de la pregunta y marquen cada parte de la respuesta con una ‘a,’ ‘b,’ etc.”

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17. Say to the students:

“Ahora, voy a decirles algunas cosas que están permitidas y algunas que no están permitidas durante esta sesión.

Deben marcar todas sus respuestas en su folleto de respuestas. Las respuestas que escriban en el folleto de prueba no se calificarán, y el folleto de prueba será triturado y reciclado al terminar la prueba por el Departamento de Educación Elemental y Secundaria.

Pueden usar bolígrafos o resaltadores como ayuda en el folleto de prueba, PERO deben marcar todas sus respuestas en el folleto de respuestas usando SOLAMENTE lápiz #2. Si usan cualquier otro instrumento de escritura o dejan cualquier marca en el folleto de respuestas que no sea una respuesta, es posible que sus respuestas no se tengan en cuenta al calificar la prueba.

Pueden usar la hoja de referencia de Matemáticas como ayuda para contestar preguntas en cualquier momento durante esta sesión. Sin embargo, no pueden usar una calculadora o un diccionario de inglés durante esta sesión de la prueba de Matemáticas.

El hacer trampa, de cualquier manera, está terminantemente prohibido. Esto incluye: el uso de apuntes o libros, el acceso al internet, el mirar la prueba o folleto de respuestas de otro estudiante, enseñar su prueba o folleto de respuestas a otro estudiante, o comunicarse con otros estudiantes sea de forma verbal o escrita. Además, no pueden dañar sus materiales de prueba o retirar cualquier parte de ellos del salón de pruebas.

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

18. Then say:

“Es importante que sepan que las figuras, los diagramas y las ilustraciones no están necesariamente dibujados a escala en el folleto de prueba.

Esta sesión de la prueba durará _____ (state length of test session). Si al finalizar la sesión no han terminado de responder a las preguntas, se les dará más tiempo para terminar. Como máximo, tendrán hasta el final del día escolar mientras que sigan trabajando de una manera productiva, pero no se espera que vayan a necesitar tanto tiempo.

Una vez empezada la prueba, observarán la leyenda ‘CONTINÚA’ en la esquina inferior derecha de cada página. Sigán respondiendo preguntas hasta que hayan contestado la última pregunta en la página que dice ‘PARA’ en la parte inferior.

Si terminan de responder las preguntas antes de que termine la sesión de la prueba, aprovechen para revisar su trabajo de esta sesión.

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Por favor, abran su folleto de prueba en la portada interna para leer instrucciones importantes. La información del recuadro en la página siguiente les ayudará a responder a las preguntas de desarrollo. Pueden consultar esta página en cualquier momento durante la prueba para recordar cómo deben responder a las preguntas de desarrollo. Por favor lean ahora la información del recuadro.”

Pause while students read the information.

19. Say to the students:

“Abran su folleto de respuestas a la página 2, donde dice ‘Matemáticas Sesión 1’ en la parte superior. Marquen la respuestas de la Sesión 1 a partir de esta página.

Ahora abran su folleto de prueba en la página 1, donde dice ‘Matemáticas Sesión 1’ en la parte superior. Ahora pueden empezar la Sesión 1.”

20. If you are administering the test to any students with disabilities using accommodation A12 (Typed Responses), turn to page 120 in Appendix A 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 section of their test booklets and answer booklets.

Remember that you may view students’ booklets for the sole purpose of confirming that students are working in the correct section. A test administrator may not review booklets to confirm whether a student has marked all his or her responses.

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

“Hemos llegado a la mitad de la sesión. Recuerden revisar sus respuestas a las preguntas de desarrollo usando la información que se encuentra en el recuadro al comienzo de su folleto de prueba. Asegúrense de no haber omitido ninguna pregunta de esta sesión de la prueba. Cuando terminen de responder a todas las preguntas en la Sesión 1 y de revisar su trabajo, entréguenme los materiales de la prueba.”

23a. Read aloud or point to this script for any student who finishes early:

“Antes de que me entreguen sus folletos, quiero recordarles que

- **deben haber respondido a las preguntas 1–21 durante esta sesión; y**
- **la última respuesta a una pregunta debe estar en la página 4 de su folleto de respuestas.**

Todas sus respuestas deben hacerse en su folleto de respuestas — no en su folleto de prueba. Deben asegurarse de no haber omitido ninguna pregunta en esta sesión de la prueba. Recuerden que una vez que me entreguen los materiales de la prueba, no se les permitirá volver a la Sesión 1.

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Quiero recordarles que *aún* no se permiten los teléfonos celulares, reproductores de música, lectores de libros electrónicos y otros dispositivos electrónicos hasta que les dé permiso o se pueden invalidar sus resultados.”

Permit students to check whether they have skipped any questions.

23b. At the end of the session, say to any students still working:

“Se ha terminado el tiempo programado para esta sesión. Antes de recoger los folletos quiero recordarles que

- **deben haber respondido a las preguntas 1–21 durante esta sesión; y**
- **la última respuesta a una pregunta debe estar en la página 4 de su folleto de respuestas.**

Todas sus respuestas deben hacerse en su folleto de respuestas — no en su folleto de prueba. Deben asegurarse de no haber omitido ninguna pregunta en esta sesión de la prueba. Recuerden que una vez que me entreguen los materiales de la prueba, no se les permitirá volver a la Sesión 1.”

Pause to allow students to check whether they have skipped any questions.

24. Say to the students:

“Por favor, dejen el lápiz y cierren sus folletos. Pongan la hoja de referencia dentro de su folleto de respuestas. Si alguien necesita más tiempo para responder las preguntas, levante la mano.”

25. Note which students need more time and then collect all test materials. **Verify that you have scratch paper, a used answer booklet/reference sheet, and a used test booklet from each student.** Remind students of when Session 2 will begin.

26. If you are administering the test to any students using accommodation A12 (Typed Responses), ask students to review their printed typed responses. **Do not dismiss students until they have confirmed that their printed typed responses are ready to submit.** After these students have completed testing, see page 128 in Appendix D for further instructions.

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

“Si aún no han terminado su trabajo en esta sesión, se les trasladará a _____ (location) para completar la prueba. Tendrán hasta el final de la jornada escolar para terminar su trabajo, pero no debería tomarles tanto tiempo. Se les llevarán los materiales de la prueba. Su teléfono celular y otros dispositivos electrónicos deben permanecer apagados, y no pueden acceder a ellos hasta que el administrador de la prueba les dé permiso para hacerlo.”

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 transitioning 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.

Return to page 70 and follow the instructions in steps 28–32.

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D. As Students Arrive for Mathematics Session 2

1. Say to the students:

“Antes de comenzar las pruebas, quiero recordarles que los teléfonos celulares y otros dispositivos electrónicos no están permitidos bajo ningún motivo durante esta sesión, hasta que yo les dé permiso para acceder a ellos.”

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

“Si ustedes tienen un dispositivo electrónico, asegúrense de que esté apagado, pónganlo en su mochila y déjenlo a un lado del salón. Podrán volver a tenerlo cuando se les dé permiso para hacerlo.”

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

3. 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.**
4. Make sure that students’ desks are clear, except for authorized bilingual dictionaries for current and former EL students, #2 pencils, and calculators. Students may also have pens and highlighters to use in their test booklets.
5. **Test administrators must ensure that students have calculators but do not have access to calculator instructions or formula sheets that accompany calculators.**

E. Administer Session 2



To ensure that students across the state have access to the same information and receive the same instructions, test administrators must read the following script verbatim to their students. 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 F at appropriate points during this session to read recommended scripts for students going to a supervised lunch or going to the restroom.

1. If there are students in your assigned group who do not have answer booklets with the front covers completed, these students will need to do so. Instructions for completing the front covers of answer booklets appear in this manual on pages 107–109 in steps 4–5 and 7–10 (skip step 6).

Say to the students:

“Estamos a punto de empezar la Sesión 2 de la reevaluación de Matemáticas de MCAS. Esta es la última de dos sesiones de prueba.

Ahora distribuiré su folleto de respuestas y sus hojas de referencia. No abran el folleto de respuestas hasta que yo les indique.”

Distribute the answer booklets to their original owners. **Note:** It is your responsibility to ensure that each student receives his or her own original answer booklet.

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Once the answer booklets have been distributed, say:

“Asegúrense de que tienen su propio folleto de respuestas y hoja de referencia. Levante la mano quien tenga el folleto de respuestas de otra persona.”

If any students raise their hands, give them their correct answer booklets.

2. Say:

“En la portada, debajo del título ‘Nombre del administrador de la prueba,’ escriban mi nombre en la línea de la Sesión 2. Mi nombre está en la pizarra para que lo copien.”

Pause and check that students are completing this task correctly.

3. Then say:

“Ahora voy a repartir los folletos de prueba y la hoja papel borrador. No abran sus folletos hasta que yo les indique que lo hagan.”

4. Distribute the test booklets and scratch paper. Once they have been distributed, say:

“Pueden usar su hoja de papel borrador en cualquier momento durante la prueba. Si en algún momento necesitan más, levanten la mano y les daré una hoja adicional. Pueden tener hasta tres hojas de papel borrador al mismo tiempo.

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

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

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

6. Once this is done, say:

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

Pause and check that students are completing this task correctly.

Say to the students:

“Durante esta sesión de la prueba, responderán a las preguntas 22 hasta 42, las cuales consisten en preguntas de selección múltiple y de desarrollo, como en la sesión 1.”

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

“Ahora voy a darles información sobre los tipos de preguntas que estarán respondiendo.

Para responder a las preguntas de selección múltiple, deberán escoger la mejor respuesta — entre las opciones A, B, C o D — y marcar su selección llenando el círculo que corresponde a esa letra en el folleto de respuestas. Recuerden rellenar el círculo completamente haciendo una marca oscura. También es importante que borren COMPLETAMENTE cualquier marca que quieran cambiar.

Para responder a las preguntas de desarrollo, deberán escribir la respuesta en los renglones del recuadro grande que está en la página correspondiente. Las palabras que escriban fuera del recuadro de respuesta NO se tendrán en cuenta al calificar la prueba.

Pueden escribir sus respuestas a las preguntas de desarrollo en español o inglés.

En las páginas del folleto de respuestas en las que deben responder las preguntas de desarrollo hay unas cuadrículas pequeñas. Algunas preguntas de desarrollo requieren que se usen estas cuadrículas. Si la pregunta no requiere que se use la cuadrícula, igualmente la pueden usar o pueden escribir sobre la cuadrícula si lo desean.

La ortografía y la gramática de las respuestas a las preguntas de desarrollo no se tendrán en cuenta al calificar la respuesta. Si bien los errores ortográficos y gramaticales no harán que disminuya su puntuación, deben hacer todo lo posible por aplicar las reglas ortográficas y gramaticales apropiadas.

Recuerden leer las preguntas de desarrollo CON ATENCIÓN y responderlas COMPLETAMENTE. Si alguna pregunta de desarrollo se divide en varias partes o requiere más de una respuesta, asegúrense de responder a TODAS las partes de la pregunta y marquen cada parte de la respuesta con una ‘a,’ ‘b,’ etc.”

8. Say to the students:

“Ahora, voy a decirles algunas cosas que están permitidas y algunas que no están permitidas durante esta sesión.

Deben marcar todas sus respuestas en su folleto de respuestas. Las respuestas que escriban en el folleto de prueba no se calificarán y el folleto de prueba será triturado y reciclado al terminar la prueba por el Departamento de Educación Elemental y Secundaria.

Pueden usar bolígrafos o resaltadores como ayuda en el folleto de prueba, PERO deben marcar todas sus respuestas en el folleto de respuestas usando SOLAMENTE lápiz #2. Si usan cualquier otro instrumento de escritura o dejan cualquier marca en el folleto de respuestas que no sea una respuesta, es posible que sus respuestas no se tengan en cuenta al calificar la prueba.

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En cualquier momento durante esta sesión, ustedes pueden usar su hoja de referencia y la calculadora de Matemáticas para ayudarles a responder preguntas. Sin embargo, durante esta sesión de prueba, no pueden usar un diccionario de inglés.

El hacer trampa, de cualquier manera, está terminantemente prohibido. Esto incluye: el uso de apuntes o libros, el acceso al internet, el mirar la prueba o folleto de respuestas de otro estudiante, enseñar su prueba o folleto de respuestas a otro estudiante, o comunicarse con otros estudiantes sea de forma verbal o escrita. Además, ustedes no pueden dañar sus materiales de prueba o retirar cualquier parte de ellos del salón de pruebas.

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

9. Then say to the students:

“Es importante que sepan que las figuras, los diagramas y las ilustraciones no están necesariamente dibujados a escala en el folleto de prueba.

Esta sesión de la prueba durará _____ (state length of test session). Si al finalizar la sesión no han terminado de responder a las preguntas, se les dará más tiempo para terminar. Como máximo, tendrán hasta el final del día escolar mientras que sigan trabajando de una manera productiva, pero no se espera que vayan a necesitar tanto tiempo.

Si terminan de responder las preguntas antes de que termine la sesión de la prueba, aprovechen para revisar su trabajo de esta sesión. Sin embargo, NO pueden revisar la primera sesión de la prueba en su folleto de respuestas. No se podrá calificar ninguna respuesta que den durante esta sesión a preguntas de la Sesión 1.

Por favor, abran su folleto de prueba en el comienzo y revisen la información que se encuentra en el recuadro. Pueden consultar esta página en cualquier momento durante la prueba para recordar cómo deben responder a las preguntas de desarrollo, pero no se les permitirá volver Sesión 1 en su folleto de respuestas.”

Pause while students review the information.

10. Then say:

“Abran su folleto de respuestas en la página 7, donde dice “Matemáticas Sesión 2” en la parte superior. Marquen la respuestas de la Sesión 2 a partir de esta página.

Ahora abran su folleto de prueba en la página 1, donde dice ‘Matemáticas Sesión 2’ en la parte superior. Ahora pueden empezar la Sesión 2.”

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

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

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

Remember that you may view students' booklets for the sole purpose of confirming that students are working in the correct section. A test administrator may not review booklets to confirm whether a student has marked all his or her responses.

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

“Hemos llegado a la mitad de la sesión. Recuerden revisar sus respuestas a las preguntas de desarrollo usando la información que se encuentra en el recuadro al comienzo de su folleto de prueba. Asegúrense de no haber omitido ninguna pregunta de esta sesión de la prueba. Cuando terminen de responder a todas las preguntas en la Sesión 2 y de revisar su trabajo, entréguenme los materiales de la prueba.”

- 13a. Read aloud or point to this script for any student who finishes early:

“Antes de recoger los folletos quiero recordarles que

- **deben haber respondido a las preguntas 22–42 durante esta sesión; y**
- **la última respuesta a una pregunta debe estar en la página 9 de su folleto de respuestas.**

Todas sus respuestas deben hacerse en su folleto de respuestas — no en su folleto de prueba. Deben asegurarse de no haber omitido ninguna pregunta en esta sesión de la prueba. Recuerden que una vez que me entreguen los materiales de la prueba no se les permitirá volver a la Sesión 2.

Quiero recordarles que *aún* no se permiten los teléfonos celulares, reproductores de música, lectores de libros electrónicos y otros dispositivos electrónicos hasta que les dé permiso o se pueden invalidar sus resultados.”

Permit students to check whether they have skipped any questions.

- 13b. At the end of the session, say to any students still working:

“Se ha terminado el tiempo programado para esta sesión. Antes de recoger los folletos quiero recordarles que

- **deben haber respondido a las preguntas 22–42 durante esta sesión; y**
- **la última respuesta a una pregunta debe estar en la página 9 de su folleto de respuestas.**

Todas sus respuestas deben hacerse en su folleto de respuestas — no en su folleto de prueba. Deben asegurarse de no haber omitido ninguna pregunta en esta sesión de la prueba. Recuerden que una vez que me entreguen los materiales de la prueba no se les permitirá volver a la Sesión 2.”

Pause to allow students to check whether they have skipped any questions.

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14. Say to the students:

“Por favor, dejen el lápiz y cierren sus folletos. Pongan su hoja de referencia sobre el pupitre. Si alguien necesita más tiempo para responder a las preguntas, levante la mano.”

15. Note which students need more time and pick up each student’s booklets. **Verify that you have scratch paper, a used answer booklet/reference sheet, and a used test booklet from each student.** For students who need more time to finish, follow the instructions given by your principal.

16. 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 128 in Appendix D for further instructions.

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

“Si aún no han terminado su trabajo en esta sesión, se les trasladará a _____ (location) para completar la prueba. Tendrán hasta el final de la jornada escolar para terminar su trabajo, pero no debería tomarles tanto tiempo. Se les llevarán los materiales de la prueba. Su teléfono celular y otros dispositivos electrónicos deben permanecer apagados, y no pueden acceder a ellos hasta que el administrador de la prueba les dé permiso para hacerlo.”

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 transitioning 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.

Return to page 80 and follow the instructions in steps 18–21.

F. Recommended Scripts for a Supervised Lunch or for Students Visiting the Restroom

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

“Ahora es hora de almorzar. Ustedes podrán continuar las pruebas después del almuerzo, y tendrán hasta el final de la jornada escolar para terminar sus trabajos, pero no debería tomarles tanto tiempo.

Ustedes van a ir _____ (location) después de su almuerzo supervisado para terminar la prueba, y se les llevarán allí los materiales de su prueba. Su teléfono celular u otros dispositivos electrónicos deben permanecer apagados durante el almuerzo y no podrán acceder a ellos hasta que el administrador de la prueba les dé permiso para hacerlo. Además, durante el almuerzo no pueden hablar sobre la prueba.”

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.

Appendix A—Administering the English/Spanish Edition of the Mathematics Retest

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

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

“Ustedes no pueden recuperar o acceder a su teléfono celular o a cualquier material prohibido mientras estén fuera de la sala.”

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

G. Script for Students Using Accommodation A12 (Typed Responses)

1. After reading step 20 of the English/Spanish Mathematics script on page 112, say to the students:

“Ahora tengo información adicional sobre cómo usar su computadora. Durante esta sesión, ustedes escribirán su trabajo. Asegúrense de guardar su archivo de forma frecuente en caso de que haya problemas con la computadora.

Como ya saben, no tienen permitido acceder al internet. Hacer una búsqueda en la red, jugar juegos en línea o acceder a una página web resultará en que los resultados de la prueba se invaliden.

No deberían tener acceso a la función de revisión ortográfica en su computadora durante esta sesión. Si por alguna razón durante esta sesión la función está activada, por favor levanten la mano.

Podrán enviar un máximo de una página impresa para cada pregunta. Organicen su trabajo como corresponde.”

2. Say to the students:

“Durante esta sesión, si llegan a una pregunta en la que les gustaría crear un gráfico, dibujar una figura o trazar coordenadas en una cuadrícula, pero no pueden hacerlo usando su computadora, por favor levanten la mano.”

In such cases, a student may **either** write the graphic portion of his or her response in the answer booklet **or** request that the test administrator scribe the graphic response into the answer booklet exactly as dictated by the student. **If the student also typed any portion of his or her response to the same question, you must later transcribe verbatim the portion that was typed into the student’s answer booklet.** It is suggested that you use a piece of paper to mark the student’s answer booklet for later transcription.

3. Say to the students:

“Una vez que completen su trabajo, lo imprimiré para que tengan la oportunidad de revisarlo y confirmar que su trabajo está listo para ser enviado.”

Appendix B

Procedures for Administering the Braille Edition of the Test

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

Use the instructions below when administering the Braille edition to a student with a disability whose IEP or 504 plan indicates that the student will participate in MCAS testing using accommodation A3.2.

Test administrators for students with disabilities using accommodation A3.2 must sign an MCAS Nondisclosure Acknowledgment prior to reviewing 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 his or her answers using Braille paper, the principal or designee must transcribe the student’s responses verbatim from the Braille paper into the **student’s standard answer booklet in order for the student to receive credit for his or her work.**

If the student has accommodation A12 listed in his or her IEP or 504 plan and will be submitting typed responses, follow the instructions in Appendix D. Please note that multiple-choice responses must be transcribed into the standard answer booklet; they may not be typed. **Otherwise, the student will not receive credit for his or her work.**

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

Appendix C

Procedures for Administering the Large-Print Edition of the Test

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

Use the instructions below when administering the large-print edition to a student with a disability whose IEP or 504 plan indicates that the student will participate in MCAS testing using accommodation A2.

Test administrators for students with disabilities using accommodation A2 must sign an MCAS Nondisclosure Acknowledgment prior to reviewing 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 his or her answers in the large-print booklet, the principal or designee must transcribe the student's responses verbatim from the large-print answer booklet into the **student's standard answer booklet in order for the student to receive credit for his or her work.**

If the student has accommodation A12 listed in his or her IEP or 504 plan and will be submitting typed responses, follow the instructions in Appendix D. Please note that multiple-choice responses must be transcribed into the standard answer booklet; they may not be typed. **Otherwise, the student will not receive credit for his or her work.**

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** 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 D

Procedures for Administering the Test to Students Who Type Their Responses

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

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

General Information

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

- typed on paper and inserted inside the front cover of the student's answer booklet;
- written by the student; or
- transcribed into the student's answer booklet (if the student also used accommodation A10.1, A11, SA3.1, or EL4.1).

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

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

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

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 129.
 - student name
 - student SASID
 - answer booklet serial number (the 10-digit number located on the lower right corner of the front cover)
 - subject
 - question number
 - for the ELA Composition only, page x of y, where x = the current page number and y = the last page 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.

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

- For the ELA Composition, plan to print a maximum of four pages.
- For ELA Reading Comprehension, Mathematics, and Biology test sessions, plan to print one open-response per page (multiple responses per page cannot be scored).

During test administration

1. After reading step 9 for ELA Composition on page 28, step 12 for ELA Reading Comprehension Session 1 on page 42, step 20 for Mathematics Session 1 on page 68, or step 20 for Biology Session 1 on page 90, 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 will cause your test results to be invalidated.

You should not have access to the spell check function on your computer during this session. If you see it turned on for some reason during this session, please raise your hand.”
2. For the ELA Composition, say to the students:

“You will be able to submit a maximum of four printed pages for the ELA Composition. Plan your work accordingly.”
3. For ELA Reading Comprehension, Mathematics, and Biology test sessions, say to the students:

“You will be able to submit a maximum of one printed page for each question. Plan your work accordingly.”
4. For Mathematics and Biology test sessions, say to the students:

“During this session, if you come to a question for which you would like to create a graph, draw a figure, or plot coordinates on a grid, but you are unable to do this using your computer, please raise your hand.”

In such cases, a student may **either** write the graphic portion of his or her response in the answer booklet **or** request that the test administrator scribe the graphic response into the answer booklet exactly as dictated by the student. **If the student also typed any portion of his or her response to the same question, you must later transcribe verbatim the portion that was typed into the student’s answer booklet.** It is suggested that you use a piece of paper to mark the student’s answer booklet for later transcription.
5. Say to the students:

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

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

Security Information

Test administrators are responsible for

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

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

After Test Administration

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

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

2. Place the student's final typed response pages for scoring inside the front cover of the student's standard answer booklet. Do not use any clips, tape, or staples. Mark any draft responses as "DRAFT" and ask your principal to return them in the nonscorable shipment.
3. If you are the principal's designee, fill in the circle for accommodation A12 on the inside back cover of the student's answer booklet.
4. 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.
5. Once materials are returned to the principal, delete all student responses from the computers.

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

Sample MCAS Typed Response Template

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

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

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

** (located on the lower right-hand corner of the answer booklet front cover)*

Appendix E

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

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

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

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

1. All passages and test questions must be signed exactly as written, except in cases when doing so would reveal an answer to a question. If a sign visually defines the concept being tested, it must be finger-spelled. Interpreters may not provide assistance to the student regarding the meanings 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).

The following requirements for maximum group size must be adhered to:

- For ELA Reading Comprehension, Mathematics, and Biology, no more than five students may be grouped together for signing the tests, since students typically proceed through the test at different rates.
 - For the ELA Composition, students may be in groups of up to 10.
3. Under secure conditions supervised by the principal, sign interpreters may review test materials up to four days prior to test administration. Test materials may not be removed from the school and **must** be returned to the testing contractor by the principal following test administration. Student test booklets may not be opened or reviewed by students prior to testing.
 4. 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** answer booklet.
 5. 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 and must be tracked properly from the time you receive them until you return them to your principal. Materials must not be removed from the school.

Appendix F

Procedures for Approving Bilingual Word-to-Word Dictionaries

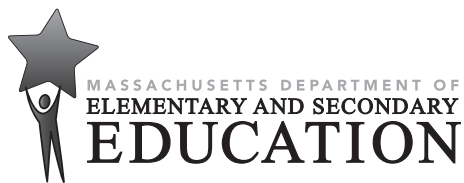
Appendix F—Procedures for Approving Bilingual Word-to-Word Dictionaries

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 MCAS tests.

Bilingual dictionary and glossary use for MCAS tests is limited to those that provide word-to-word translations. Dictionaries and glossaries that include definitions, synonyms, antonyms, phrases, handwritten notes, and other information are prohibited. **Electronic translation devices are not allowed, and the Department recommends that test administrators inform students of this policy at the time that their printed versions are approved. Test results may be invalidated for students who use electronic translation devices during testing.**

A list of authorized bilingual dictionaries and glossaries is available on the Department’s website at www.doe.mass.edu/mcas/accessibility. 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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