

Appendix B

Procedures for Testing Students with Disabilities

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1. Participation of Students with Disabilities in MCAS

A. Definition of a Student with a Disability

For the purposes of MCAS, a student with a disability is defined as a student having an approved Individualized Education Program (IEP) provided under the Individuals with Disabilities Education Improvement Act of 2004 and Massachusetts General Law, Chapter 71B, or a plan provided under Section 504 of the Rehabilitation Act of 1973 (i.e., a 504 plan).

B. English Learners with Disabilities

EL students with disabilities are entitled to receive test accommodations or to participate in the MCAS-Alt, as determined by their IEP or 504 teams. See Appendix A for more information about the participation of EL students.

C. Students Diagnosed with Concussions

The Department has issued guidelines, including MCAS testing policies, for students who are returning to school after being diagnosed with concussions (see page 14 for more information).

D. Determining How Students with Disabilities Will Participate in MCAS

Each student's IEP or 504 team must determine during its annual meeting how the student will participate in MCAS for each subject scheduled for assessment. This information, including any accommodations that a student will use, must be documented in the student's approved IEP or 504 plan. Guidelines for making participation decisions for individual students appear in the *Accessibility and Accommodations Manual for the Spring 2018 MCAS Grades 3–8 Tests*, which is available at www.doe.mass.edu/mcas/accessibility.

2. Nondisclosure Acknowledgments for Test Administrators Administering Certain Accommodations

Test administrators for students with disabilities using accommodations A2, A3, A5, A6, A8, A10.1, A11, A12, A13, A14, and A15, and special access accommodations SA1.2, SA2, SA3.1, and SA6 must sign an MCAS Nondisclosure Acknowledgment (see Appendix E) prior to viewing secure test materials. Principals must keep signed Nondisclosure Acknowledgments in the school's files for three years.

The accommodations are described in section 3, below.

3. MCAS Test Accommodations

A. Definition and Purpose of Test Accommodations

A test accommodation is a change in the way a test is administered or in the way a student responds to test questions. Similar to instructional accommodations, test accommodations are intended to offset the effects of the disability and to provide students with the opportunity to demonstrate knowledge and skills on statewide assessments.

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B. Eligibility for Test Accommodations

ELIGIBLE: *students with disabilities served by a consented-to IEP or a 504 plan*

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

English Learners

Students designated as ELs are eligible for a select group of accommodations listed in Appendix A. Decisions about accommodations for EL students should be made by an informal group of educators familiar with the student; the group will identify the appropriate features and accommodations for each EL student. The decisions of the informal decision-making team should be documented as described in the *Accessibility and Accommodations Manual for the Spring 2018 MCAS Grades 3–8 Tests*.

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

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

C. General Requirements for the Use of Test Accommodations

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

1. The student **has a disability** (nondisabled students may **not** use test accommodations) that is **documented** in an IEP or a 504 plan and **requires the use of one or more accommodations to participate in MCAS testing**.
AND
2. The accommodation is listed as an approved accommodation in this appendix (or if not, prior written approval has been obtained from the Department); the accommodation is listed on the “State- and District-Wide Assessment” page of the student’s IEP and the IEP has been signed by the student’s parent(s)/guardian(s) prior to the date of test administration; or is listed as an MCAS accommodation in a 504 plan developed for the student.
AND
3. The student **uses the accommodation routinely** (with rare exceptions) during classroom instruction and assessment in the subject, both before and after the MCAS test is administered and is comfortable and familiar with its use. Use of an accommodation during instruction does not *necessarily* qualify a student to receive the same accommodation during MCAS testing; for example, the student must meet additional eligibility requirements to receive a *special access* accommodation on an MCAS test.
AND

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4. If a **special access accommodation** will be provided, the student meets **all** of the eligibility criteria for that accommodation listed in section K of this appendix.

IEP teams must reconvene at least annually and determine which accommodations are needed for state- and district-wide assessments. If an IEP team believes that a test accommodation listed in a student’s IEP should be removed because it is no longer necessary and appropriate for the student, the **team must amend the plan** accordingly prior to testing. Similarly, the 504 plan must reflect only those accommodations required by the student, as determined by one or more adults familiar with the student. Districts are required to obtain written consent on an IEP (or amendment) before any changes can be implemented, although this consent is *not* required on a 504 plan.

It is acceptable for teams to list an accommodation in the plan with the notation “as requested by the student,” signifying that the student may require the accommodation only periodically during testing; for example, a student who tires easily may need a scribe only during the latter part of a test session.

Accommodations **may not**

- alter, explain, simplify, paraphrase, or eliminate any test question, reading passage, writing prompt, or multiple-choice answer option;
- provide verbal or nonverbal clues or suggestions that hint at or give away the correct response to the student;
- contradict test administration requirements or result in the violation of test security; e.g.,
 - o test questions may not be modified, reordered, or reformatted in any way for any student;
 - o tests may not be photocopied, photographed, scanned, altered, or duplicated;
 - o screen shots of computer-based tests may not be taken or reproduced;
 - o English-language dictionaries are not allowed for any student on any test.

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

If a student refuses to use an accommodation listed in his or her plan, the accommodation must remain available to the student during testing. The school may want to document in writing that the student refused the accommodation and keep this documentation on file at the school (see the optional sample form in Appendix E; the form is also posted in Microsoft Word format at www.doe.mass.edu/mcas/testadmin/manual/?section=g3-8). Students should *never* be asked to sign an agreement waiving their right to receive an accommodation.

Selected accommodations used by the student must be indicated on the student’s answer booklet and in the PNP according to instructions in Appendix D.

Reporting an Irregularity during MCAS Testing

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

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D. Definition of an Accommodation

For the purposes of MCAS, an **accommodation** is defined as a change in the routine conditions under which students take an MCAS test that does not alter what the test is intended to measure. Standard accommodations are grouped into the following four categories:

- changes in timing or scheduling of the test; for example, administering the test in short intervals or at a specific time of day
- changes in test setting; for example, administering the test in a small group or a separate setting
- changes in test presentation; for example, using a large-print or Braille edition of the test
- changes in how the student responds to test questions; for example, dictating responses to a scribe

A list of accommodations can be found in section I.

E. Definition of a Special Access Accommodation

For MCAS, a **special access accommodation** is defined as an accommodation that

- changes the way an MCAS test is presented;

OR

- changes the way a student responds to test questions;

AND

- alters a portion of what the test is intended to measure.

A list of special access accommodations and the conditions under which they may be used appears in section K.

Special access accommodations are intended for use by a *very small number of students* who would not otherwise be able to take the test because of a disability that severely limits or prevents them from performing the skill in question. Teams must exercise caution when considering whether a student requires a special access accommodation since these accommodations may alter part of what the test is designed to measure, and therefore will affect the interpretation of the test results. Teams must carefully review the criteria described for each special access accommodation on the list. Test results for a student who took the test using special access accommodation(s) must be interpreted with caution by parents/guardians and schools.

The Department will review the rates of special access accommodations use among districts. Districts must ensure that IEP and 504 teams are applying appropriate criteria for use of special access accommodations by carefully reviewing all criteria and eligibility requirements for the special access accommodations listed in section K and revising the IEPs and 504 plans of students with disabilities accordingly.

Please call the Student Assessment office at 781-338-3625 with any questions about accommodations.

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F. Untimed Test Sessions

All MCAS test administrations are untimed. Refer to Part III, section B, of this manual for more information about scheduling test sessions.

G. Use of Dictionaries on MCAS Tests

The use of English-language dictionaries is prohibited for all grades 3–8 MCAS tests. Students who are reported as English learners (EL), or who have been reported as EL at any time in the past may use authorized word-to-word bilingual dictionaries and glossaries on all MCAS tests. A list of authorized word-to-word dictionaries is available at www.doe.mass.edu/mcas/accessibility.

H. Determining School Resources and Other Testing Needs

Prior to MCAS testing, designated staff (e.g., special educator or special education supervisor) should provide information to the principal or test coordinator regarding each student who will require test accommodations, including the specific accommodation(s), resources, and/or space required for each student. Special test editions, including Braille, and large-print, must be ordered online by the principal or designee during the Student Registration/Personal Needs Profile (SR/PNP) process. **Test administrators who will be providing accommodations to students with disabilities should receive additional training prior to MCAS testing to ensure the proper provision of MCAS accommodations.**

A PNP Report is provided in PearsonAccess^{next} by going to **Reports > Operational Reports**, checking the **Students & Registrations** check box on the LH side of the screen and then clicking the **PNP Report – Accessibility Features and Accommodations for Student Tests**. You may filter by Accommodation, Organization, or Test or you can pull the entire report for all accommodations and tests.

The report will show which accommodations have been given to which students, the PAN Sessions the students are in, the test format (paper or online), and the Test Name (Grade 8 ELA, for example).

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I. Accommodations Lists

This section contains a table of the MCAS test accommodations available to students with disabilities on the computer-based test, and where available, the comparable accommodation on the paper-based test.

Note: Accommodations that must be requested in advance in the Personal Needs Profile (PNP) are displayed in *italics*.

Table 1. Test Presentation Accommodations for Students with Disabilities

Test Presentation Accommodations		
#	Computer-Based Test	Paper-Based Test
A1	Paper-based edition of the grades 3–8 ELA, Mathematics, or Science and Technology/Engineering test may be administered as an accommodation for a student with a disability who is unable to take the computer-based test due to a disability.	N/A
A2	N/A (See UF4 on page 24 for information on screen magnification.)	<p>Large print edition (approximately 18-point font size on 11x17-inch paper)</p> <ul style="list-style-type: none"> • Students are not required to use the large-print answer booklet, so IEPs and 504 plans should indicate whether student taking the large-print test also requires a large-print answer booklet. Students who do not require the large-print answer booklet may record their answers in a standard answer booklet. • All responses in the large print answer booklet must be transcribed verbatim from the large-print answer booklet to the student’s standard answer booklet in order for the student to receive credit for his or her work. • Additional large-print special instructions will accompany the large print test. • Test administrators for students with disabilities using accommodation A2 must sign an MCAS Nondisclosure Acknowledgment (see Appendix E) before viewing secure test materials.

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Test Presentation Accommodations		
#	Computer-Based Test	Paper-Based Test
A3.1 and A3.2	<p>A3.1 – Screen reader for a student who is blind or visually impaired</p> <ul style="list-style-type: none"> • If the student will use a screen reader, a separate hard-copy Braille edition test will automatically be sent to provide the student with the appropriate Braille graphics. • All answers must be entered, either by the student or test administrator, onscreen. • Test administrators for students with disabilities using accommodation A3.1 must sign an MCAS Nondisclosure Acknowledgment (see Appendix E) before viewing secure test materials. 	<p>A3.2 – Braille edition (hard copy)</p> <ul style="list-style-type: none"> • All answers must be either scribed or transcribed verbatim into the student’s answer booklet in order for the student to receive credit for his or her work. • Additional Braille special instructions will accompany the Braille test. • See Appendix D of the <i>Accessibility and Accommodations Manual for the Spring 2018 MCAS Grades 3–8 Tests</i> for a schedule of the planned transition of MCAS tests to Unified English Braille (UEB). • Test administrators for students with disabilities using accommodation A3.2 must sign an MCAS Nondisclosure Acknowledgment (see Appendix E) before reviewing secure test materials.
A4	<p>Text-to-speech (TTS) (i.e., computer-based read-aloud) for grades 3–8 Mathematics tests</p> <ul style="list-style-type: none"> • If TTS-enabled version of the computer-based test is read aloud to student using headphones, students may be tested in a typical-size group. If not using headphones, then student must be tested individually in a separate setting. • TTS for ELA is a <i>special access</i> accommodation (SA 1.1). See Table 3 for guidelines to receive this accommodation. • Use extreme caution when assigning a student TTS because doing so for a student who is not entitled to this special access accommodation will result in the student’s test results being invalidated. 	N/A

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Test Presentation Accommodations		
#	Computer-Based Test	Paper-Based Test
A5	<p>Human read-aloud for the grades 3–8 Mathematics and/or Science and Technology/Engineering tests (computer- or paper-based tests)</p> <ul style="list-style-type: none"> • The test must be read word-for-word, exactly as it appears. The test administrator may not provide assistance to the student regarding the meanings of words, intent of any test item, or responses to test items. The test administrator should read with emphasis only when indicated by bold or italicized text. • The test must be administered in a separate setting, either individually or to a small group of 2–5 students, all of whom receive the human read-aloud accommodation. • Reading aloud the ELA test is a <i>special access</i> accommodation. See Table 3 for guidelines on this accommodation. • For computer-based testing, students must be placed in a separate PAN Session so that they are assigned the same test form and so that the test administrator receives a proctor testing ticket. Please reference Part IV Section B for instructions on setting up Human Read Aloud PAN Sessions. <p>Note: Reading aloud selected words to <i>any</i> student on the Mathematics and/or STE test(s) is a universal accessibility feature. See UF10 on page 24.</p> <p>Test administrators for students with disabilities using accommodation A5 must sign an MCAS Nondisclosure Acknowledgment (see Appendix E) before viewing secure test materials.</p>	

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Test Presentation Accommodations		
#	Computer-Based Test	Paper-Based Test
A6	<p>Human signer for the grades 3–8 Mathematics, Science and Technology/Engineering, and test items only (but <i>not reading passages</i>) for the ELA tests for a student who is Deaf or Hard-of-Hearing (computer- and paper-based tests)</p> <ul style="list-style-type: none"> The test must be signed exactly as it appears. The signer may not provide assistance to the student regarding the meanings of words, the intent of any test question, or in responding to test questions. The signer may finger-spell key words in addition to providing the sign for a term, in cases where a signed term may be unfamiliar to the student. The signer should read with emphasis only when indicated by bold or italicized text. The test must be administered in a separate setting, either individually or to a small group of 2–5 students, all of whom are receiving the human signer accommodation. For computer-based testing, students must be placed in a separate PAN Session so that they are assigned the same test form and so that the test administrator receives a proctor testing ticket. Please reference Part IV Section B for instructions on setting up Human Signer PAN Sessions. <p>Notes:</p> <ul style="list-style-type: none"> Under secure conditions supervised by the principal, interpreters may review the test materials once they become available, either online or delivered to the school, for the purpose of preparing to sign the test. Test materials may not be removed from the school or accessed online outside of the school. If preferred, selected words, phrases, or sections of the Mathematics or Science and Technology/Engineering test(s) may be signed to the student, as requested, rather than signing the complete test. Signing the ELA reading passages is a <i>special access</i> accommodation. See Table 3 for guidelines to receive that accommodation. Test administrators for students with disabilities using accommodation A6 must sign an MCAS Nondisclosure Acknowledgment (see Appendix E) before viewing secure test materials. 	
A7	<p>Human signer for test directions only for a student who is Deaf or Hard-of-Hearing</p>	
A8	<p>Track test questions (i.e., helping the student move from one test question to the next)</p> <p>Test administrators for students with disabilities using accommodation A8 must sign an MCAS Nondisclosure Acknowledgment (see Appendix E) before viewing secure test materials.</p>	

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Table 2. *Response Accommodations* for Students with Disabilities

Response Accommodations		
#	Computer-Based Test	Paper-Based Test
A9	<p>Use a Department pre-approved graphic organizer, checklist, or supplemental reference sheet for grades 3–8 ELA, Mathematics, or Science and Technology/ Engineering tests (computer- and paper-based tests).</p> <p>Individualized graphic organizer and reference sheets for ELA and Mathematics may no longer be submitted to the Department for approval. Only the pre-approved versions made available by the Department may be used as an accommodation.</p> <p>Only the <u>pre-approved versions made available by the Department</u> may be used as an accommodation for grades 3–8 MCAS tests for a student with a disability who has this accommodation listed in his or her IEP or 504 plan.</p> <p>Notes:</p> <ul style="list-style-type: none"> • Pre-approved graphic organizers and reference sheets are available on the Department’s website and at mcas.pearsonsupport.com/student/. These have been customized for use on next-generation MCAS ELA tests based on: the 2011 Curriculum Framework standards measured by MCAS tests; the MCAS test design; expectations for how student essays and text-based responses will be scored; and versions of graphic organizers and reference sheets that were previously submitted and approved. • Graphic organizers <i>without</i> any text may be used without Department approval by a student with a disability who has this accommodation listed in his or her plan. • A student may use no more than two different pre-approved graphic organizers or supplemental reference sheets per test session (i.e., two pages total). • Educators will have an opportunity to provide suggestions on future editions of graphic organizers and supplemental checklists after the spring 2018 administration of the next-generation MCAS tests. 	

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Response Accommodations		
#	Computer-Based Test	Paper-Based Test
A10.1 and A10.2	<p>Scribe responses for the Mathematics and/or Science and Technology/Engineering tests using either a</p> <ul style="list-style-type: none"> • human scribe (A10.1), who will record the student’s responses verbatim, either onscreen (computer-based test) or in the student’s answer booklet (paper-based test), as dictated by the student <i>at the time of testing</i>. The student must be tested in a separate setting. <p>OR</p> <ul style="list-style-type: none"> • speech-to-text (A10.2) or other external augmentative communications device (other than a smartphone) to generate responses, under the direct supervision of a test administrator. The test administrator must transcribe the student’s responses verbatim (either onscreen or in student’s answer booklet) <i>anytime prior to the end of the testing window</i>. The student must be tested in a separate setting. <p>If the student is unable to use his or her writing hand or arm at the time of testing due to a recent fracture, injury, or recovery from surgery, the scribe accommodation must be</p> <ul style="list-style-type: none"> • listed in a 504 plan or an approved IEP (no approval by the Department is required); <p>OR</p> <ul style="list-style-type: none"> • in cases where a 504 plan is under development, the staff responsible for writing the plan must have already met and agreed upon the need for the scribe accommodation before a student may be provided with it. • Test administrators for students with disabilities using accommodation A10.1 or A10.2 must sign an MCAS Nondisclosure Acknowledgment (see Appendix E) before viewing secure test materials. 	

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Response Accommodations		
#	Computer-Based Test	Paper-Based Test
A11	N/A	<p>Responses recorded by student in test booklet, rather than in the answer booklet.</p> <ul style="list-style-type: none"> • Responses must be transcribed by a test administrator into the student’s answer booklet. • If the student transcribes his or her own responses, then transcription must occur <i>during the test session</i> and be completed on the day in which the test session began. <p>Note: this accommodation is typically provided to students in grades 4–8, since grade 3 students use a combined test and answer booklet.</p> <p>Test administrators for students with disabilities using accommodation A11 must sign an MCAS Nondisclosure Acknowledgment (see Appendix E) before viewing secure test materials.</p>
A12	N/A	<p>Typed responses</p> <ul style="list-style-type: none"> • Responses must be printed out, one response per page, and inserted in the student’s answer booklet with all required information on each page (see Appendix C). • No transcription is necessary. • After printing out, responses must be deleted from word processor or device. • Test administrators for students with disabilities using accommodation A12 must sign an MCAS Nondisclosure Acknowledgment (see Appendix E) before viewing secure test materials.
A13	<p>Student records responses on an external recording device (other than a smartphone) while reading the test aloud, then transcribes responses into the answer booklet while playing back recorded segment(s). Responses must be deleted from the device once transcription is completed.</p> <p>Test administrators for students with disabilities using accommodation A13 must sign an MCAS Nondisclosure Acknowledgment (see Appendix E) before viewing secure test materials.</p>	

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Response Accommodations		
#	Computer-Based Test	Paper-Based Test
A14	<p>Responses signed onto video (for a student who is Deaf or Hard-of Hearing), then transcribed by the student onscreen or into the answer booklet during playback. The video must be deleted after transcription.</p> <p>Test administrators for students with disabilities using accommodation A14 must sign an MCAS Nondisclosure Acknowledgment (see Appendix E) before viewing secure test materials.</p>	
A15	<p>Monitor placement of responses in the appropriate area onscreen or in the answer booklet by the test administrator.</p> <p>Test administrators for students with disabilities using accommodation A15 must sign an MCAS Nondisclosure Acknowledgment (see Appendix E) before viewing secure test materials.</p>	
A16	<p>Refreshable Braille Display/Braille note-taker (specific external device used in conjunction with screen reader. A hard-copy edition of the Braille test should also be ordered.)</p>	<p>Braille note-taker (specific external device used in conjunction with hard-copy Braille test)</p> <p>Note: Braille notes should be returned with the school’s nonscorable shipment.</p>
A17	<p>Braille writer (specific external device used in conjunction with screen reader and hard-copy Braille test)</p>	<p>Braille writer (specific external device used in conjunction with the hard-copy Braille test)</p>

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

J. Requirements for the Use of Special Access Accommodations

IEP and 504 plans may include the use of one or more of the following special access MCAS test accommodations **only when ALL of the criteria are met**, as described below each special access accommodation. The accommodation can only be provided to a student with a disability on an MCAS test when it is documented on the State- or District-Wide Assessment page in an approved IEP or listed in the student’s 504 plan specifically as an MCAS accommodation.

Use of an accommodation during instruction does not necessarily qualify a student to receive the same accommodation on an MCAS test.

The Department will continue to review the number of students with disabilities who receive special access accommodations in each district. IEP and 504 teams are encouraged to make consistent, defensible, and appropriate decisions for each student, and to amend the IEPs and 504 plans of students who do not meet the following criteria.

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K. Table of Special Access Accommodations

This section contains a table of special access test accommodations for students with disabilities.

Table 3. Special Access Accommodations for Students with Disabilities

Special Access Accommodations	
#	Computer- and Paper-Based Tests
SA1.1 and SA1.2	<p>Text-to-speech (SA1.1) or Human read-aloud (SA1.2) for the ELA test, including oral presentation of test questions, response options, and passages, using either</p> <ul style="list-style-type: none"> • text-to-speech (embedded in the grades 3–8 computer-based ELA tests), with or without headphones; <p>OR</p> <ul style="list-style-type: none"> • a human reader (for which the test administrator either reads aloud the computer-based test either logged in to a nearby computer or sitting next to the student; or reads aloud the paper-based test to the student, or to a group of up to five students). <p>This accommodation is intended for a small number of students with documented disabilities that severely limit or prevent them from reading, as documented in locally administered diagnostic evaluations.</p> <p>The student must meet all of the following criteria:</p> <ul style="list-style-type: none"> • be virtually unable to read, even after varied and repeated attempts to teach the student to do so (i.e., the student is at the very beginning stages of learning to read, and not simply reading below grade level); and • uses this accommodation routinely (except during reading instruction); and • receives ongoing intervention to learn the skill. <p>This accommodation may also be provided to a student who is blind or has a visual impairment and uses a screen reader and/or has not yet learned (or is unable to use) Braille. If the student will use a screen reader, a separate hard copy Braille test edition must be ordered for the student in order to provide the student with the appropriate Braille graphics (see accommodation A3.1).</p> <p>The student</p> <ul style="list-style-type: none"> • may be tested in a typical-sized group if using text-to-speech with headphones; • must be tested individually, in a separate setting, if text-to-speech will be used <i>without</i> headphones; and • may be tested in a group of no more than 5 students if a human reader is used. <p>Test administrators for students with disabilities using accommodation SA1.2 must sign an MCAS Nondisclosure Acknowledgment (see Appendix E) before viewing secure test materials.</p>

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Special Access Accommodations	
SA2	<p>Human Signer for ELA test to a student who is Deaf or Hard-of-Hearing</p> <p>This accommodation is intended for students who are Deaf or Hard-of-Hearing, and who are severely limited or prevented from reading, as documented in locally-administered diagnostic evaluations.</p> <p>The student must meet all of the following criteria:</p> <ul style="list-style-type: none"> • be virtually unable to read, even after varied and repeated attempts to teach the student to do so (i.e., the student is at the very beginning stages of learning to read, and not simply reading below grade level), due to a documented disability and/or history of early and prolonged lack of exposure to and use of language; and • uses this accommodation routinely, except during reading instruction; and • receives ongoing intervention to learn the skill. <p>The student must be tested in a group of no more than five students, unless approval is obtained from the Department to increase group size in rare circumstances.</p> <p>Test administrators for students with disabilities using accommodation SA2 must sign an MCAS Nondisclosure Acknowledgment (see Appendix E) before viewing secure test materials.</p>

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Special Access Accommodations	
SA3.1 and SA3.2	<p>Scribe responses on the ELA test, using either:</p> <ul style="list-style-type: none"> • a human scribe (SA3.1) (records student’s responses verbatim during testing); <p>OR</p> <ul style="list-style-type: none"> • speech-to-text (SA3.2) or other external augmentative communications device (other than a smartphone) used by student to dictate or generate responses, under the direct supervision of a test administrator. The test administrator must transcribe the student’s responses verbatim (either onscreen or in the student’s answer booklet) at any time <i>prior to the end of the testing window</i>. <p>This accommodation is intended for a student who either:</p> <ol style="list-style-type: none"> 1. has a language-processing disability and requires the dictation of virtually all written responses to a scribe or an electronic speech-to-text conversion device to generate responses; <p>OR</p> <ol style="list-style-type: none"> 2. who is unable to use his or her writing hand or arm at the time of testing due to a fracture, severe injury, or recovery from surgery. In this case, the accommodation must either be <ol style="list-style-type: none"> a. listed in a 504 plan or an approved IEP (no additional approval by the Department is required); OR b. in cases where a 504 plan is under development, school personnel responsible for writing the plan must have already met and agreed upon the necessary MCAS accommodation(s) before a student may be provided the accommodation(s). <p>Clarification on the role of a scribe for the ELA test:</p> <ul style="list-style-type: none"> • The test must be administered individually in a separate setting. • The scribe may enter student responses either onscreen (computer-based test) or in the student’s answer booklet (paper-based test) at the time of testing. • The scribe must write exactly what the student dictates. The scribe may not edit or alter the student’s dictation in any way. When scribing, the scribe may assume that each sentence begins with a capital letter and ends with a period. All other capitalization, punctuation, and paragraph breaks are the responsibility of the student. • After the student has finished dictating his or her response(s), the scribe must ask the student to do the following: <ol style="list-style-type: none"> a. Spell key words, including proper nouns, multi-syllable words, and other words relevant to the topic. b. Review the draft composition and make any necessary edits, including edits to capital letters, punctuation, and paragraph breaks. The student may make edits independently or may direct the scribe to make the edits. The scribe must not assist the student in making decisions during the editing process. <p>Test administrators for students with disabilities using accommodation SA3.1 or SA3.2 must sign an MCAS Nondisclosure Acknowledgment (see Appendix E) before viewing secure test materials.</p>

Appendix B—Procedures for Testing Students with Disabilities

Special Access Accommodations	
SA4	<p>Calculation device or other mathematics tool (e.g., addition/subtraction or multiplication/division tables; or manipulatives) on the <i>non-calculator test sessions</i> of the Mathematics test.</p> <p>This accommodation is intended for a small number of students with documented disabilities that severely limit or prevent them from performing basic calculations without a calculation device or other mathematics tool, as documented in locally-administered diagnostic evaluations, even after varied and repeated attempts to teach the student to do so.</p> <p>The student must meet all of the following criteria:</p> <ul style="list-style-type: none"> • be virtually unable to calculate (i.e., unable to perform single-digit addition, subtraction, multiplication, or division without a calculation device or other mathematics tool); and • uses the calculation device or tool during routine instruction in mathematics; and • receives ongoing intervention to learn the skill. <p>The student’s IEP or 504 plan must specify which calculation device or tool will be used.</p> <p>Manipulatives and other mathematics tools (excluding calculators and arithmetic tables) must be approved by the Department prior to their use on MCAS tests. Please contact Student Assessment Services at 781-338-3625 or mcas@doe.mass.edu to request approval.</p> <p>(Note: Calculators are allowed for <i>all</i> students and will be provided on designated calculator test sessions of the computer-based Mathematics test. Schools must provide a calculator to students receiving this accommodation for the non-calculator test session.)</p>
SA5	<p>Spell-checker for the ELA test, including an external spell-checking device for the paper-based test; or in conjunction with the typed response accommodation for the paper-based test.</p> <p>This accommodation is intended for a small number of students with disabilities that severely limit or prevent them from spelling correctly, even after varied and repeated attempts to teach the student to do so.</p> <p>The student must meet all of the following criteria:</p> <ul style="list-style-type: none"> • be virtually unable to spell simple words (i.e., at the beginning stages of learning how to spell), as documented in locally-administered diagnostic evaluations; and • produces understandable written work only when provided this accommodation, which the student uses during routine instruction; and • receives ongoing intervention to learn the skill. <p>The student may not use grammar check or access the Internet.</p>

Appendix B—Procedures for Testing Students with Disabilities

Special Access Accommodations	
SA6	<p>Word prediction for the ELA test, using an external device, application, or software compatible with the computer based test platform.</p> <p>A list of assistive technology devices’ compatibility with TestNav (i.e., the computer-based test) will be available on PearsonAccess^{next} and mcas.pearsonsupport.com/manuals/ in the PearsonAccess^{next} Guidance dropdown in the <i>Guidelines for using Assistive Technology</i></p> <p>Word prediction external device provides a bank of frequently or recently used words after the student keyboards the first few letters of a word.</p> <p>This accommodation is intended for a small number of students who:</p> <ol style="list-style-type: none"> 1. have disabilities that severely limit or prevent them from recalling and processing language to write or keyboard written responses without the use of a word prediction device, application, or software; AND 2. can access written expression only through the use of word prediction software that they use routinely to generate written responses. <p>A test administrator should facilitate the transfer of information from the external device or application to the answer booklet or onscreen. Written responses must either be transcribed by the student at the time of testing or be transcribed by an adult prior to the end of the testing window.</p> <p>During testing, Internet access must be turned off/restricted; and the “predict-ahead” and “predict online” functions must be turned off, since these functions automatically select words for the student.</p> <p>Test administrators for students with disabilities using accommodation SA6 must sign an MCAS Nondisclosure Acknowledgment (see Appendix E) before viewing secure test materials.</p>

4. Procedures for Using Test Accommodations A5, A6, SA1.2, and SA2: Reading or Signing MCAS Tests Aloud

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

The procedures below must be followed:

- No more than five students may be grouped together for reading tests aloud or signing the tests, since students typically proceed through the test at different rates.
- The principal or designee must supervise the assignment of students to groups that will have test questions read aloud to them. Student test booklets may not be opened or reviewed by students or test administrators prior to testing.
- See Appendix A and B in the CBT TAM for instructions on how to administer these accommodations for computer-based testing.
- Test administrators should take a test from overage, as all tests will be the same number form.

Appendix B—Procedures for Testing Students with Disabilities

5. Submitting Student Identification Booklets (SIB) for Students with Disabilities Participating in the MCAS-Alt

For a student participating in the MCAS-Alt, the principal or designee must submit an MCAS-Alt SIB with the student's MCAS-Alt portfolio.

6. Guidelines for Transcribing Student Responses (Paper-based testing only)

Certain situations may require a Test Administrator to transcribe a student's response in a standard answer booklet. These situations may include:

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

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

- At least two persons must be present during the transcription of student responses. One of these persons will be the transcriber, and the other will be an observer confirming the accuracy of the transcription. It is recommended that one of the individuals be the school or district test coordinator or principal.
- The student's response must be transcribed verbatim into the answer booklet or the student's computer-based test.
- Original student responses that were printed from an external device or recorded separately on blank paper or in a test booklet must be securely shredded.