

Spring 2018 MCAS Test Administration Protocols

A student may ask his or her test administrator for clarification about a particular question on the student questionnaire if needed.

C. Ordering Additional Materials

After the student registration period during which the test forms and manuals for CBT and the initial shipment of PBT materials are ordered (i.e., the Student Registration/Personal Needs Profile [SR/PNP] process), additional materials should be ordered, if necessary, only after a complete inventory, because extra standard test materials are included in the shipment. In order to maintain a standard test administration schedule across all schools, additional materials **must** be ordered according to the deadlines on pages iv–v. Additional materials are ordered online at www.mcasservicecenter.com using the MP ship code found on the Materials Summary forms.

Upon receipt of materials, principals should inventory the number of TAMs received and order additional TAMs (e.g., for administering tests to students in small groups). Instructions on ordering additional TAMs as well as PBT test materials are included in Part IV, section C.5.

D. Universal and Designated Accessibility Features

1. Universal Accessibility Features (UFs)

Universal accessibility features are tools and supports that are available to **all** students on the grades 3–8 MCAS tests that are either built into the MCAS computer-based test platform or provided by a test administrator on either the computer- or paper-based tests. Although the majority of universal accessibility features will be available on the day of the test to **any** student who wishes to use them, a small number must be requested **prior** to testing during the student registration process, as shown in the table below.

“PNP” appears next to each feature below that must be documented or requested in the PNP prior to the start of testing.

Universal Accessibility Features Available to All Students

| # | Computer-Based Testing | Paper-Based Testing |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| UF1 | Highlight tool | Highlighter (Used in test booklets, not answer booklets, by students in grades 4–8; colored pencils may be used by students in grade 3 for marking or underlining passages. See page 32 for details.) |
| UF2 (PNP) | Alternative background and font (color contrast) The student can select a predefined color combination for text and background (i.e., black on cream, black on light blue, black on light magenta, white on black, yellow on blue, gray on green). | Use colored overlays or tinted lens(es) |

Spring 2018 MCAS Test Administration Protocols

Universal Accessibility Features Available to All Students continued

| # | Computer-Based Testing | Paper-Based Testing |
|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| UF3 | Magnifier or zoom tool Magnifier tool enlarges part of the screen; zoom tool enlarges or reduces entire screen when Ctrl + or Ctrl – is pressed. | Magnification tool or device/low-vision aid |
| UF4 | Line reader tool (Masks text so only part of the text can be viewed at one time) | Tracking device , such as a straight edge or similar tool |
| UF5 (PNP) | Answer masking The student selects which answer choices will be shown on the screen. | Mask text or answer(s) using a blank card or cutout. |
| UF6 | Answer eliminator (Student marks an “X” through each answer option he or she believes is incorrect.) | Use a pencil to eliminate answer choices in test booklet (not for grade 3 tests). Students should cross out incorrect answers in their test booklets only, not their answer booklets, since any stray marks in answer booklets could cause problems with scoring responses accurately. |
| UF7 | Item flag/bookmark | Use a blank place marker to mark a question for later review. |
| UF8 | Audio aids (e.g., amplification device, noise canceling headphones, or white noise machine. Note: a smartphone may not be used) | |
| UF9 | CBT notepad for notes or calculations, scratch paper (required for all students) | Scratch paper (required for all students) |
| UF10 | Test administrator reads aloud (or signs, in the case of a student who is Deaf or Hard-of-Hearing) selected words on the Mathematics and/or STE tests, as requested by the student. The student will point to the word or phrase that he or she needs read aloud or signed. Test administrator quietly reads aloud or signs the selected word or phrase to the student. Students using this feature may be tested alongside other students in groups of any size. | |
| UF11 | Test administrator redirects the student’s attention to the test without coaching or assisting the student to answer any questions (e.g., test administrator reminds the student to stay focused; it is not permissible to say, “Add more to your response” or “Make sure to answer all questions”). | |
| UF12 | Read aloud, repeat, or clarify general test administration directions to student, as needed. | |

Spring 2018 MCAS Test Administration Protocols

2. Designated Accessibility Features (DFs)

Although most students will be tested in their regular classrooms according to the guidelines and schedule intended for all students, principals have the flexibility to test **any** student, including non-disabled and non-EL students, using the designated accessibility features described in the table below, as long as all requirements for testing conditions, test security, and staffing are met. Designated accessibility features (DFs) may be provided regardless of whether the student is taking a computer- or paper-based test.

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

Designated Accessibility Features Available to Any Student, at the Principal’s Discretion

| # | Designated Accessibility Feature |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DF1 | Small group test administration (may include up to 10 students) |
| DF2 | Individual (one-to-one) test administration (The student must be tested in a separate setting.) |
| DF3 | Frequent brief supervised breaks |
| DF4 | Separate or alternate test location |
| DF5 | Seating in a specific area of the testing room, including the use of a study carrel |
| DF6 | Adaptive or specialized furniture (seating, desk, or lighting) |
| DF7 | Noise buffer or noise-canceling earmuffs/headphones (May be used only after the test administration instructions have been read to student. Music or other recordings may not be played on headphones worn during testing.) |
| DF8 | Familiar test administrator |
| DF9 | Student reads test aloud to self (The student must be tested in a separate setting unless a low-volume device such as a “Whisperphone” is used.) |
| DF10 | Specific time of day |
| DF11 | “Stop Testing” policy (If student does not appear to be responding to test questions after a period of 15–20 minutes, the test administrator may ask if the student is finished. If so, the test administrator may collect the student’s test materials and the student can either sit quietly or be excused from the test setting.) |

E. Preparing the Test Administration Team

1. Qualified Test Administrators

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

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

To assist in maintaining security, the Department recommends that whenever possible, principals assign two test administrators per testing space and assign test administrators to students other than their own.