

Tasks to Complete Prior to Test Administration

- Monitor students to confirm they do not have access to prohibited materials (see pages 13–17 for lists of required/permitted and prohibited materials).
- Make a list of all students assigned to them who were not tested so that they can be scheduled for make-up testing, and give this list to the principal. It is important to keep accurate records of who has been tested.
- Never leave MCAS materials unattended (unless they are locked in the secure central storage area).
- Sign an MCAS Nondisclosure Acknowledgment if they are authorized to review secure MCAS test content in order to administer MCAS tests to students with disabilities using certain accommodations (See Appendix E of the PAM for the form.)

Individuals must sign in to demonstrate that they attended a training session and to acknowledge that they received TAMs for the test(s) they will administer, 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 the sample form in Appendix E 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.

In addition, principals and test coordinators should view online training modules posted at <http://mcas.pearsonsupport.com/training> and designate others to view the modules as needed. Your principal/designee will inform you if you need to view any training modules.

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 area being tested, including any materials that might help students answer test questions. Examples of materials that must be covered or removed include, but are not limited to, posters, maps, charts, graphic organizers, word lists, 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.

Computer-based testing brings additional considerations for creating a secure testing environment. Because the screens on most testing devices are vertical, it is much easier for students to see each other’s tests than in a paper-based testing environment where testing materials are generally kept flat on desks. Thus, a separation between desks that is appropriate for paper-based testing may not be adequate for CBT. The following are strategies to create a

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secure environment in testing rooms. However the room is arranged, **students must not have a view of any screen but their own.**

- Seat students at least two seats away from each other.
- Arrange monitors back-to-back.
- Seat students back-to-back.
- Seat students in a wide semi-circle.
- Seat students in every other row.

Physical barriers can also be used:

- tri-fold display boards around testing devices
- cardboard or heavy cardstock placed on desks or taped to the sides of monitors to create a barrier
- partitions between students sitting at the same table