Presenters

★ Amy Carithers, Administrator for ELA Test Development
★ Simone Johnson, Administrator for Mathematics Test Development
★ Robert Pelychaty, Accommodations Coordinator
Agenda

★ Introduction

★ Spring 2017 Next-Generation MCAS English Language Arts and Mathematics Tests
  ★ Similarities to and differences from the 2016 tests
  ★ New question types and sample questions

★ Accessibility features and accommodations

★ Questions and answers
What does “next-generation” mean?

- Computer-based
- Stronger alignment to the current Massachusetts Curriculum Frameworks
- New types of test questions that more deeply assess students’ level of knowledge and ability
- Will provide clear signals to students, parents, and educators about readiness for the next grade and college/career
- Next-generation ELA and Mathematics tests will be a combination of
  - Legacy MCAS items
  - Newly developed MCAS items
  - PARCC items
Transition to Next-Generation Tests for ELA and Mathematics

2017

CBT **required*** for gr. 4 and 8

CBT **optional** for gr. 3, 5, and 6

2018

CBT **required*** for gr. 4, 5, 7, and 8

CBT **optional** for gr. 3 and 6

2019

CBT **required*** for 3–8 and 10

* Paper-based testing will be available for **students with disabilities** who require a paper-and-pencil test as well as for new **ELL students** unfamiliar with computers.
Number of Sessions

**ELA**
- **Grades 3–5:** 3 sessions
- **Grades 6–8:** 2 sessions

**Mathematics**
- **Gr. 3–6:**
  - 2 non-calculator sessions
- **Gr. 7–8:**
  - 1 non-calculator session
  - 1 calculator session

See the test schedule (www.doe.mass.edu/mcas/1617schedule.pdf) for details.
MCAS English Language Arts (ELA) Test Design
What is the same in ELA from spring 2016 MCAS?

★ Reading passage sets
   ★ Text types still include Literary and Informational texts.
★ All test questions are still based on passages.
What is different from spring 2016 MCAS ELA tests?

- Computer-based
- New types of test questions
- Writing at all grades embedded within the ELA test
  - Not a separate task like Composition
Presentation of Passages for CBT

Tony Sarg was a puppet maker who worked with marionettes, small wooden puppets that are moved by strings. Read the passage about Tony Sarg, and then answer the questions that follow.

BALLOONS
OVER
BROADWAY
by Melissa Sweet

1. From the time he was a little boy, Tony Sarg loved to figure out how to make things move. He once said he became a marionette man when he was only six years old.

2. His father had asked him to feed their chickens at six-thirty in the morning—every day. Tony had an idea—what if he could feed
Today you will read the story “A Once-in-a-Lifetime Experience.” Pay close attention to the actions of the characters and the events in the story. Answer the questions to help you prepare to write a narrative story.

Read the story “A Once-in-a-Lifetime Experience.” Then answer the questions.

A Once-in-a-Lifetime Experience
by Sandra Beswetherick

1. It was my idea to invite Derrick, the new kid in our neighborhood, on our annual father-and-son weekend trip. Derrick had never been camping or fishing.

2. “Great idea” Dad said. “It’ll be a once-in-a-lifetime experience for him, one he’ll never forget.”

3. Dad and I didn’t realize how true that would turn out to be.

4. The car blew a tire on the way to our campsite. Not an impressive start.

5. “A minor setback, that’s all,” Dad said as Derrick and I tumbled out of the car to help.

6. It was dark by the time we reached the campsite, got the boat into the water, and set up the tent. There was a stiff, icy breeze blowing off the lake.

7. Derrick shivered as he examined the sky. “That isn’t snow, is it?”

8. “Snow?” I said.


10. But those big flakes fell fast and heavy, blanketing the ground.

11. I burst out laughing. Derrick grinned. But Dad was horrified. He hustled us into the tent so we wouldn’t catch pneumonia or something. But first he made sure we didn’t track any snow into the tent with us.

12. “We need to keep the floor dry,” Dad insisted. “There’s nothing worse than sleeping in wet sleeping bags.”

13. He passed out sandwiches after we settled in. “Minor setback,” he assured Derrick. “The snow should be gone tomorrow.” Dad reached for the large bottle of cola to pour us each a drink.
Presentation of Multiple Passages

Read the article and poem about penguins. Then answer the questions that follow.

My Father’s Feet
Penguins

Based on the article and the poem, why do male penguins put their eggs and chicks on their feet?

- A. The ice is very cold.
- B. The sun is very bright.
- C. The young penguins are shy.
- D. The other penguins are dangerous.

Read the poem about penguins.

My Father’s Feet

To keep myself up off the ice,
I find my father’s feet are nice.
I snuggle in his belly fluff,
## ELA Item Types

<table>
<thead>
<tr>
<th>Question Type</th>
<th>Total Points</th>
<th>Domain Assessed</th>
<th>Grade Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple Choice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Students select the correct answer(s) from among several answer options.</em></td>
<td>1 or 2</td>
<td>Reading Comprehension</td>
<td>Grades 3–8</td>
</tr>
<tr>
<td>Technology Enhanced</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Students taking the computer-based test answer questions using technology such as drag-and-drop or hot spot.</em></td>
<td>2</td>
<td>Reading Comprehension</td>
<td>Grades 3–8</td>
</tr>
<tr>
<td>Short Response</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Students construct a short written response, approximately the length of a paragraph.</em></td>
<td>3</td>
<td>Reading Comprehension</td>
<td>Grades 3 and 4</td>
</tr>
<tr>
<td>Narrative Essay*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Students write an essay in response to text they have read (expected response length is two pages for grade 3; four pages for grades 4–8).</em></td>
<td>12–15</td>
<td>Writing</td>
<td>Grades 3–8</td>
</tr>
<tr>
<td>Text-Based Essays</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Students write an essay in response to text(s) they have read (expected response length is one page for grades 3–5; two pages for grades 6–8).</em></td>
<td>7</td>
<td>Reading Comprehension and Writing</td>
<td>Grades 3–5</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td></td>
<td>Grades 6–8</td>
</tr>
</tbody>
</table>

http://www.doe.mass.edu/mcas/tdd/ela.html?section=testdesign
Reading Comprehension Item Types

- **Multiple Choice**: worth one and two points
- **Technology Enhanced**: worth two points
- **Short Response (SR)**: a short written response, approximately the length of a paragraph (grades 3 and 4 only) and worth three points
1-Point Multiple-Choice Item

Read the two poems and then answer the questions that follow.

Read the poem "First Night."

First Night

Dear Zuri,
I wish that you were here.
I camped out my first night
in my aunt’s backyard.

5 Sleeping was hard
with all the sparkling beauty hanging overhead.

Night-lights, Zuri, everywhere!
Clusters of fireflies
dancing ‘round my head,

10 keeping me from bed
for hours.

And the sky! I’ve never seen one
so blue-black, like a thick overcoat
all buttoned up with stars.

In “First Night,” what is the most likely reason the speaker says “sleeping was hard”?

- A. The speaker is playing outside.
- B. The speaker is admiring nature.
- C. The speaker is talking to someone.
- D. The speaker is waiting for someone.
Today you will read a passage from the story titled *Magic Elizabeth*. As you read and answer the questions, pay close attention to the characters to help prepare you to write a narrative story.

Read the passage from *Magic Elizabeth*. Then answer the questions.

*by Norma Kassirer*

1. It all began one rainy night at the end of a summer.

2. "As if we didn’t have enough troubles!" groaned Mrs. Chipley. "There it goes and rains on us!"

3. Sally, clinging to Mrs. Chipley’s plump hand, was almost running to keep up with her. The bright feather on Mrs. Chipley’s black hat, which had started out so proudly erect, had gradually wilted, and now drooped sadly down the back of that lady’s stout neck. Sally’s red suitcase, its handle firmly gripped by Mrs. Chipley’s other hand, bumped in a steady rhythm against her right leg. But Mrs. Chipley strode purposefully on, as if she had no time to notice small discomforts.

4. The two of them had come all the way across the city on the bus, and during the ride the sky had darkened and the street lights had bloomed all at once. High-piling storm clouds snuffed out the light of

**Part A**

Which option describes the main purpose of paragraph 8 in the passage?

- **A.** to give the reasons Mrs. Chipley and Sally are going to Aunt Sarah’s house
- **B.** to reveal that Sally’s Aunt Sarah will be in town only for a short time
- **C.** to show Sally’s confusion about how to handle the situation
- **D.** to explain that Mrs. Chipley has a daughter who needs help

**Part B**

Which detail from paragraph 8 best supports the answer to Part A?

- **A.** "‘Going back again too, pretty soon, your ma tells me,’ said Mrs. Chipley."
- **B.** "‘Only came back here to sell the house.’"
- **C.** "‘But never you mind, honey,’ she went on, without slackening her furious pace at all...”
- **D.** "‘I’m sure I didn’t know what else to do but call her, what with your mom and dad away on that business trip, and we don’t want to spoil it for them...’"
Technology Enhanced Item

Today you will read the story “A Once-in-a-Lifetime Experience.” Pay close attention to the actions of the characters and the events in the story. Answer the questions to help you prepare to write a narrative story.

Read the story "A Once-in-a-Lifetime Experience." Then answer the questions.

A Once-in-a-Lifetime Experience

by Sandra Beswetherick

1. It was my idea to invite Derrick, the new kid in our neighborhood, on our annual father-and-son weekend trip. Derrick had never been camping or fishing.

2. “Great idea!” Dad said. “It’ll be a once-in-a-lifetime experience for him, one he’ll never forget.”

3. Dad and I didn’t realize how true that would turn out to be.

4. The car blew a tire on the way to our campsite. Not an impressive start.

5. "A minor setback, that’s all," Dad said as Derrick and I tumbled out of the car to help.

6. It was dark by the time we reached the campsite, got the boat into the water, and set up the tent. There was a stiff, icy breeze.

Drag and drop into the chart the way that Dad responds to each event during the camping trip. Not every response will be used.

How Dad Responds

- Dad feels sad that the trip was not a success.
- Dad gets everyone to work together to make it safely back to shore.
- Dad talks about how much fun it is to catch fish.
- Dad starts to feel happier.

<table>
<thead>
<tr>
<th>Events</th>
<th>How Dad Responds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Derrick asks if it is snowing.</td>
<td>Dad hurries the boys into the tent.</td>
</tr>
<tr>
<td>The boys make fish faces.</td>
<td></td>
</tr>
<tr>
<td>Derrick asks if there should be</td>
<td></td>
</tr>
<tr>
<td>water in the boat.</td>
<td></td>
</tr>
</tbody>
</table>
Writing Item Types: Grades 3–8

- Response to reading, including essays
- Scored in both reading comprehension and writing
Writing Expectations

★★ Paper-based test
★★ Narrative Essay:
★★ Gr. 3: 2 pages
★★ Gr. 4–8: 4 pages
★★ Text-Based Essays:
★★ Gr. 3–5: 1 page
★★ Gr. 6–8: 2 pages

★★ Computer-based test
★★ Students type responses into boxes that provide a similar amount of space to the paper-based test.
★★ Item-level directions will indicate an estimated amount of space for each response.
Narrative Essay

Today you will read and answer questions on a story about a man seeking to complete an important mission. When you have finished reading and answering questions, you will write a narrative story using details from your reading.

Read the passage from *The Seven Keys of Balabad*. Then answer the questions.

_from The Seven Keys of Balabad_
by Paul Haven

1. Bahauddin Shah stumbled through the darkened passageway, gripping the cold stone wall for balance and keeping his head low to avoid the rocky ceiling. The sound of his footsteps echoed back at him through the gloom, and his heart thumped beneath his loose-fitting shirt.

2. The old man wore a heavy iron key chain around his belt, and it weighed down on him in more ways than one.

3. There was so little time!

4. Bahauddin held a small lantern in his right hand that threw his shadow onto the dark red wall above him, making his face seem impossibly long and his beard even thicker than it really was, which was pretty thick indeed. The shadow would have scared the living daylights out of anyone who’d seen it, except there was no daylight...
Text Based Essay

Read the passage and folktale about fear. Then answer the questions that follow.

Fear Factors

Conquering Fear

Read the article “Fear Factors” about the causes of fear.

Fear Factors

by Jeanna Bryner

1 What gives you the creeps? Does the sight of a mouse cause you to break into a sweat? Does the thought of the dentist's office send shivers up your spine?

2 Fears come in many varieties. At times, everyone feels afraid. In fact, about 6.3 million people in the United States have specific fears called phobias (FOE-bee-ahz). Scientists are still trying to figure out what causes phobias. One thing they do know: All fears cause a series of reactions inside your body.

3 Let's take a closer look at what's happening inside your body as your hair stands on end.

Fight or Flight

Believe it or not, fear can be good for you. Fear is your body's
ELA Matrix Design

- In addition to operational questions, students will take a matrix (field test and equating) portion of the test that is embedded within the session designs.

- All students will read one additional passage set.

- Types of items and writing will vary by grade.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of 1-Point Questions (Multiple-choice)</th>
<th>Number of 2-point Questions (Multiple-choice or technology-enhanced)</th>
<th>Number of Short Responses</th>
<th>Number of Essays (includes Narrative and Text-Based Essays)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>18</td>
<td>4</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>18</td>
<td>4</td>
<td>1</td>
<td>2</td>
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<td>5</td>
<td>18</td>
<td>4</td>
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<td>3</td>
</tr>
<tr>
<td>8</td>
<td>18</td>
<td>4</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>
MCAS Mathematics Test Design
What is the same in Mathematics from spring 2016 MCAS?

★ Two Sessions
★ **Grades 3–6:** Both Sessions are non-calculator
★ **Grades 7–8:** Session 1: non-calculator
  Session 2: calculator

★ Certain item-types: Multiple-Choice, Short-Answer, and Open-Response (OR)

★ Number of open-response items per grade
What is different from spring 2016 MCAS Math tests?

- Computer-based
- New item types
- Calculator restrictions
- Increased number of points in grade 3
- No tool kits
- Updated reference sheets (grades 5–8)
Calculator Restrictions

★ **Grades 3–6:** Calculators are prohibited

★ **Grade 7:** A five-function calculator is allowed (Session 2 only)

★ **Grade 8:** A scientific calculator is allowed (Session 2 only)

★ **Computer-Based Test**
   ★ Calculator is embedded in the testing platform.
   ★ Students can have equivalent handheld calculators.

★ **Paper-Based Test**
   ★ Calculator should be equivalent version of calculator that is provided for CBT.
# Math Item Types

<table>
<thead>
<tr>
<th>Question Type</th>
<th>Total Points</th>
<th>Grade Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Multiple Choice</strong></td>
<td>1</td>
<td>Grades 3–8</td>
</tr>
<tr>
<td>Students select one correct answer from among several answer options.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Multiple Select</strong></td>
<td>1</td>
<td>Grades 3–8</td>
</tr>
<tr>
<td>Students select more than one correct answer from among several answer options.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Short Answer/Fill-in-the-Blank</strong></td>
<td>1</td>
<td>Grades 3–8</td>
</tr>
<tr>
<td>Students construct a short written response, typically only a word or a number.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Technology Enhanced</strong></td>
<td>1 or 2</td>
<td>Grades 3–5</td>
</tr>
<tr>
<td>Students answer questions using technology such as drag-and-drop or hot spot (on the computer-based test only).</td>
<td>1, 2 or 4</td>
<td>Grades 6–8</td>
</tr>
<tr>
<td><strong>Open Response</strong></td>
<td>2 or 3</td>
<td>Grade 3</td>
</tr>
<tr>
<td>Students write a response to a multi-part item that includes answers and explanations to all parts.</td>
<td>3 or 4</td>
<td>Grades 4–8</td>
</tr>
</tbody>
</table>

Multiple-Select Item

Which **two** conversions are correct?

A.  7 mm = 70 cm

B.  7 cm = 0.07 m

C.  7,000 m = 7 km

D.  0.7 cm = 70 mm

E.  7 m = 7,000 km
The area of the rectangular sandbox at Dave's school is 108 square feet.
The sandbox has a width of 9 feet as shown in the diagram.

What is the length, in feet, of the sandbox? Enter your answer in the box.

feet
Gridded Response

Grades 3-5

Grades 6-8
Mia is playing several rounds of a word game. Each coordinate pair shows the number of the round and Mia's score for that round. She is keeping track of these coordinate pairs on a coordinate plane.

- Round 1: (1, 3)
- Round 2: (2, 6)
- Round 3: (3, 3)

**Part A**

Graph Mia's scores for the first three rounds of play. Select the "Point A" button and plot round 1. Select the "Point B" button and plot round 2. Select the "Point C" button and plot round 3. Be sure to graph all three points.

**Part B**

In round 4, Mia scores the same number of points as in rounds 2 and 3 combined.

What is the coordinate pair that represents Mia's score for round 4?

- A. (4, 5)
- B. (9, 4)
- C. (5, 4)
- D. (4, 9)
4-Point (Multi-Part) Item

Chad drove 168 miles in 3 hours.

Part A
How many miles per hour did Chad drive?
Enter your answer in the box.

56 miles per hour

Part B
Chad will drive 672 more miles. He continues to drive at the same rate.
How many hours will it take Chad to drive the 672 miles?
Enter your answer in the box.

12 hours

Part C
Chad stopped and filled the car with 11 gallons of gas. He had driven 308 miles using the previous 11 gallons of gas.
How many miles per gallon did Chad’s car get?
Enter your answer in the box.

28 miles per gallon

Part D
Chad’s car continues to get the same number of miles per gallon.
How many gallons of gas will Chad’s car use to travel 672 miles?
Enter your answer in the box.

24 gallons
Select the correct symbol from each drop-down menu to compare the measurements.

0.4 meter > 0.04 meter

0.3 meter < 0.5 meter

0.65 meter Choose... 0.61 meter

Choose...

< = >
Drag-and-Drop Item

Drag and drop the expression that matches each statement into the correct box. Each expression may be used more than once or not at all.

- $2 + 4 - 9$
- $9 - 2 + 4$
- $9 - (2 + 4)$

- $9 - (2 + 4)$
- $2 + 4 - 9$
- 

the sum of 2 and 4

add 2 and 4, then

subtract 2 from 9,

subtracted from 9

subtract 9

then add 4
This table shows the ages of 20 visitors at a library.

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Number of Visitors</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 9</td>
<td>4</td>
</tr>
<tr>
<td>10 - 19</td>
<td>8</td>
</tr>
<tr>
<td>20 - 29</td>
<td>3</td>
</tr>
<tr>
<td>30 - 39</td>
<td>2</td>
</tr>
<tr>
<td>40 - 49</td>
<td>1</td>
</tr>
<tr>
<td>50 - 59</td>
<td>2</td>
</tr>
</tbody>
</table>

Create a histogram that represents the data. Adjust the size of the slider by dragging the top of the slider to the appropriate height.
Ms. Shaw has a quilt that is in the shape of a rectangle. The quilt is 7 feet long and 6 feet wide, as shown.

Part A
What is the perimeter, in feet, of Ms. Shaw’s quilt? Show or explain how you got your answer.
Enter your answer and your work or explanation in the space provided.
Grades 6–8 Equation Editor

Lily wrote the expression shown in the box.

\[ 6x - 3 \]

**Part A**

What is the coefficient of the variable in Lily's expression?

Enter your coefficient in the space provided. Enter **only** your coefficient.

**Part B**

What is the value of Lily's expression when \( x = 5 \)? Show or explain how you got your answer.

Enter your answer and your work or explanation in the space provided.
Math Matrix Design

- In addition to operational questions, students will take a matrix (field test and equating) portion of the test which is embedded within the session designs.

- Types of items will vary by grade.

- Number of items will vary by grade.
# Math Test Design

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of 1-Point Questions (includes Multiple-choice, multiple-select, short answer/fill-in-the-blank, or technology-enhanced)</th>
<th>Number of 2-point Questions (includes Multiple-choice, multiple-select, short answer/fill-in-the-blank, or technology-enhanced)</th>
<th>Number of 4-point Questions (includes Multiple-choice, multiple-select, short answer/fill-in-the-blank, or technology-enhanced)</th>
<th>Number of Open Response Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>34</td>
<td>2</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>32</td>
<td>4</td>
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</tr>
<tr>
<td>5</td>
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<td>7</td>
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<tr>
<td>8</td>
<td>24</td>
<td>4</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>
MCAS Accommodations and Accessibility Features
Available to All Students

The following will be available for all students (details to be provided in the Principal’s Administration Manual):

- Untimed test sessions
- Blank scratch paper (including blank lined or graph paper)
- Assistance from a test administrator regarding the use of the computer-based testing platform (only)
Overview of MCAS Accessibility and Accommodations for Gr. 3-8

- **Accessibility and Accommodations Manual for the Spring 2017 Grades 3–8 MCAS Tests**

- Many previous MCAS accommodations now called
  - **Universal Accessibility Features**, available to all students on new computer- and paper-based MCAS.
  - **Designated Accessibility Features** can be given to any student at the discretion of the principal.

- **Accommodations** available to students with disabilities and English language learners
  - “Nonstandard” accommodations are now called **Special Access accommodations**.
Universal Accessibility Features (UF) available to *all* students

<table>
<thead>
<tr>
<th>Computer</th>
<th>Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highlighter</td>
<td>Colored overlays</td>
</tr>
<tr>
<td>Change background/font color</td>
<td>Magnification device</td>
</tr>
<tr>
<td>Screen magnification/Zoom tool</td>
<td>Tracking device/straight edge</td>
</tr>
<tr>
<td>Line reader tool</td>
<td>Masking using blank card</td>
</tr>
<tr>
<td>Answer eliminator</td>
<td>Place marker</td>
</tr>
<tr>
<td>Item flag/bookmark</td>
<td></td>
</tr>
</tbody>
</table>

**Audio aids**

**Human read-aloud (or sign) selected words on Math or STE, as requested by student**

**Repeat/clarify test directions**

**Test administrator redirects student’s attention to test**
### Designated Accessibility Features (DF), for any student at discretion of Principal

**Computer or Paper**

- **Small group** test administration (up to 10 students)
- **Individual** (one-to-one) test administration

**Separate location**

- Frequent supervised breaks
- Seating in a specified area of room, including study carrel
- Adaptive or specialized furniture or lighting
- Familiar test administrator
- Student reads test aloud to self
- Specific time of day

**“Stop Testing” policy:** If student is not responding to test questions after 15-20 minutes, test administrator may ask if student is finished. If so, collect the student’s test materials. Student may sit quietly or be excused.
Accommodations for Students with Disabilities (A)

<table>
<thead>
<tr>
<th>Test Presentation</th>
<th>Computer-Based</th>
<th>Paper-Based</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Paper test</strong>, if unable to use computer</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>N/A</td>
<td>Large print test</td>
<td>Braille test</td>
</tr>
<tr>
<td>Screen reader for student who is blind</td>
<td></td>
<td>Human read-aloud</td>
</tr>
<tr>
<td><strong>Text-to-speech/Human read-aloud</strong></td>
<td></td>
<td>Human read-aloud</td>
</tr>
<tr>
<td>for Math, STE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human signer for Math, STE, and test questions only for ELA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Test administrator helps student track test items</td>
<td></td>
<td></td>
</tr>
<tr>
<td>response accommodations</td>
<td>computer-based</td>
<td>paper-based</td>
</tr>
<tr>
<td>--------------------------</td>
<td>----------------</td>
<td>-------------</td>
</tr>
<tr>
<td>ELA graphic organizer or Math/STE reference sheet for grades 3-8 (only those developed by ESE)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Human scribe</strong> for Math/STE (Note: 504 plan in place for fractured writing arm)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Answers recorded in test booklet</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Typed responses (No transcription necessary)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Monitor placement of test responses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Braille writer, note-taker, or refreshable Braille display</td>
<td></td>
</tr>
</tbody>
</table>
### Special Access Accommodations for Students with Disabilities (SA) (formerly Nonstandard Accommodations)

<table>
<thead>
<tr>
<th>Special Access Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Computer and Paper</strong></td>
</tr>
<tr>
<td><strong>Text-to-speech/Human reader for ELA</strong></td>
</tr>
<tr>
<td><strong>Signing the ELA reading passages</strong></td>
</tr>
<tr>
<td><strong>Scribe responses (or speech-to-text device) for ELA</strong></td>
</tr>
<tr>
<td><strong>Calculator or other mathematics tool, device, or manipulatives on non-calculator session of Math</strong></td>
</tr>
<tr>
<td><strong>Spell-checker for ELA</strong></td>
</tr>
<tr>
<td><strong>Word prediction for ELA</strong></td>
</tr>
</tbody>
</table>
## Accommodations for ELLs (EL)

<table>
<thead>
<tr>
<th>ELL Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved Bilingual Word-to-Word Dictionary or Glossary</td>
</tr>
<tr>
<td><strong>Text-to-speech/human reader</strong> for Math and STE (in English)</td>
</tr>
<tr>
<td><strong>Scribe</strong> for Math and STE</td>
</tr>
<tr>
<td>Grade 10 English/Spanish Mathematics Test or Retest, if enrolled fewer than 3 years</td>
</tr>
<tr>
<td><strong>Read aloud/repeat/clarify test directions</strong> in student’s native language, if native language speaker is available</td>
</tr>
<tr>
<td>“Stop testing” policy</td>
</tr>
</tbody>
</table>
Resources Coming This Winter

🌟 ELA and Mathematics practice tests: January 2017.

🌟 Short response and essay rubrics

🌟 Student tutorial to orient students to TestNav testing platform
Resources Available: ESE Web Page

www.doe.mass.edu/mcas/
Resources and Support

Specific web pages

- ELA test design:  
  www.doe.mass.edu/mcas/tdd/ela.html?section=testdesign
- Mathematics test design:  
  www.doe.mass.edu/mcas/tdd/math.html?section=testdesign
- Accessibility and accommodations:  
  www.doe.mass.edu/mcas/accessibility/

ESE Student Assessment Services

- 781-338-3625
- mcas@doe.mass.edu
Questions & Answers