**Transcript**

**MCAS Accessibility and Accommodations for 2025 MCAS Tests**

**January 22, 2025**

**The transcript was generated by Zoom and was reviewed by DESE’s Office of Student Assessment Services.**

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00:00:21.780 --> 00:00:40.249

Robert Pelychaty: My name is Robert Pelychaty. I work at the Department of Education, and my role at the Department of Education is the Manager of Inclusive Assessment. And what does that mean? It means I work with a few other colleagues. And our goal basically is to work with educators and the Department and various contractors to ensure that

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00:00:40.250 --> 00:00:56.629

Robert Pelychaty: the MCAS tests are as accessible as possible to our students. We really appreciate the feedback you give us throughout the year to make sure this test is accessible to all students, and we work with other States as well in a collaborative measure, to determine how our other assessments

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00:00:56.920 --> 00:01:22.459

Robert Pelychaty: are accessible to students. I'm joined today by Shannon Cullen, who works at the department as well, and Shannon is the MCAS Test Administration Coordinator for MCAS testing, and she'll be providing some information as well during the slides. And I'm also joined by our testing contractor, eMetric, who provides technology support, and Abbie Currier is the eMetric Senior Project Manager, and Abbie will provide some demonstrations of some of the technology today

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00:01:22.560 --> 00:01:51.180

Robert Pelychaty: Before I begin, I just really want to thank everyone today for taking time out of your busy schedule to hear more about accessibility features and accommodations for MCAS testing. I know that you know everyone looks forward to MCAS testing, but I know I do appreciate you taking time out of your day to learn more about it. I know the educators are very busy during the school year, and a lot of demands on you. So, we just want to make sure we can provide so much support as possible while you deliver these required assessments.

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00:01:52.140 --> 00:01:54.090

Robert Pelychaty: A few logistics for today.

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00:01:54.500 --> 00:02:22.019

Robert Pelychaty: Just please know that the Q&A feature is going to be enabled, and that's where you'll ask questions. We're not going to answer all the questions, probably during the session. We will likely not have enough time to answer all the questions, but if you have questions, you may put them in the Q&A. You can also wait during breaks to put them in, because we're going to take a few breaks during today's presentation time to answer some questions. It's really important for today's session that the questions

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00:02:22.100 --> 00:02:27.290

Robert Pelychaty: will be on topics of accessibility, features, and accommodations for the MCAS testing.

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00:02:27.410 --> 00:02:36.130

Robert Pelychaty: We're not going be able to answer any questions today on accountability or accountability rating. That's not necessarily the scope within the scope of today's

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00:02:37.100 --> 00:02:46.230

Robert Pelychaty: today's session. But if you do have questions that's not going to be covered in today's agenda, please feel free to email those specific questions to MCAS@mass.gov.

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00:02:46.830 --> 00:03:12.479

Robert Pelychaty: Also know that we had a training yesterday, and we have a training today, and these trainings are going to be recorded. We will post one of these particular trainings on the MCAS Resource Center along with the slides. If you use this link here that will take you to the MCAS Resource Center, and just to, you know, closed captioning is enabled. So, if you want to, necessarily, if you want to look at the text along with here. You can make sure closed captioning is turned on for you today.

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00:03:13.660 --> 00:03:21.430

Robert Pelychaty: The slides were emailed to all participants who signed on to today's session. We're going to post the slides in the chat.

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00:03:22.240 --> 00:03:34.120

Robert Pelychaty: And again, after the session we're going to be sending out the Q&A to all those registered, and we're going to send out a copy of the slides again to other participants. So, you'll be expecting to receive those as well from today's session.

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00:03:35.010 --> 00:03:42.989

Robert Pelychaty: A few topics we're going to cover today. Here's the overall agenda in broad categories. We're going to talk about participation requirements.

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00:03:43.380 --> 00:04:01.540

Robert Pelychaty: I'll get some information on important updates. We're going to describe the student registration. We had a training a few days ago about the student registration plan and process. But we're going to provide a little bit of information on the student registration, and how that relates to accessibility, features, and accommodations.

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00:04:01.580 --> 00:04:14.700

Robert Pelychaty: We will also talk about, give an overview of accessibility, features and accommodations for the spring testing. Talk a little bit about what's new for those accessibility, features and accommodation, and you'll see a lot of familiar information that we've provided before.

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00:04:15.610 --> 00:04:38.700

Robert Pelychaty: We will also provide a little information on how to prepare for MCAS, testing what are some preparation strategies, and at the end. I believe we'll have a few minutes available. We're going to go through some what we call sandbox time. And what does that mean? And that means that we'll have opportunities for you to ask some questions, or, I should say, vote for some demonstrations you'd like to see again. So that's our agenda for today.

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00:04:39.160 --> 00:04:39.940

Robert Pelychaty: First,

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00:04:40.340 --> 00:04:47.319

Robert Pelychaty: as I mentioned, let's talk a little bit about participation requirements, who is required to participate in MCAS testing.

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00:04:48.230 --> 00:05:11.960

Robert Pelychaty: Again, as Federal law requires. All students have, all states have to have standardized assessments, large scale assessments, and the MCAS assessment is that for Massachusetts and all public schools have to participate in MCAS tests required for their grades. So, these are all students who are in charter schools, virtual schools out of district placements. All the students are required to participate in MCAS tests.

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00:05:12.350 --> 00:05:41.810

Robert Pelychaty: It's not a matter of whether they participate, but teams determine for students with disabilities how students will participate. In. Last year we updated some of the guidelines for the MCAS-Alt who would participate in the MCAS and with the guidelines there's a definition. Students must meet the definition, the eligibility criteria for a student with the most significant cognitive disabilities to participate in the MCAS. If you use the link that's provided on the slides to you.

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00:05:42.420 --> 00:06:09.890

Robert Pelychaty: This the link for students with the most significant cognitive disabilities. That link will take you to the new definition. If you have any questions about that, please feel free to let us know. But just remember that all students participate. They participate. The MCAS test with or without accommodations, or if they're a student that meets the definition of a student with the most significant disabilities, and the team determines that the alternate assessment is appropriate. They would participate in the MCAS.

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00:06:10.180 --> 00:06:19.319

Robert Pelychaty: We have an updated MCAS accessibility accommodation manual. And if you use the link here, this will take you to the updated MCAS accessibility accommodation manual.

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00:06:20.660 --> 00:06:21.870

Robert Pelychaty: All students

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00:06:21.930 --> 00:06:44.400

Robert Pelychaty: includes English learners. They are also required to participate in the MCAS testing. There is one caveat or one exception, so to speak, and those are English learners that are considered. 1st year English learners, they have to participate in all other MCAS tests except for English language arts. If a student is considered an English learner is considered a 1st year English learner.

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00:06:44.400 --> 00:06:57.870

Robert Pelychaty: meaning they enrolled after March of last year, 2024, then they would be considered a 1st year English learner and participation in the MCAS ELA test is not required, but they can certainly do so.

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00:06:58.179 --> 00:07:05.170

Robert Pelychaty: Remember, and I'll talk a little bit more about this during the training. We have accommodations for English learners that

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00:07:05.310 --> 00:07:23.149

Robert Pelychaty: whether they have a disability or not, and these accommodations are described in the accessibility and accommodations manual, and we have some guidance how to teams could look at, or those familiar with English learners can look at which accommodations could be potentially appropriate. First, English learning students or students are designated as English learners.

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00:07:24.440 --> 00:07:32.800

Robert Pelychaty: I'm going start off with a little poll question here today and just give you a little idea about some topics. We're going cover. So,

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00:07:33.360 --> 00:07:36.189

Robert Pelychaty: I'll read these questions to you. Then you can make your decision.

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00:07:36.450 --> 00:07:46.169

Robert Pelychaty: What are you most interested in learning about today? Would you like to learn about how to assign accommodations and accessibility features in the new student registration system?

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00:07:46.710 --> 00:08:12.129

Robert Pelychaty: a general overview of accommodations and accessibility options for MCAS tests? Would you like to hear more about how accessibility features, and accommodations appear? How do they look in the MCAS Student Kiosk, or would you like to hear most about eligibility for MCAS special access accommodations. I often get a lot of questions about special access accommodations, and how students are eligible for those so I’m just curious if you'd like to hear more about that today.

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00:08:12.620 --> 00:08:14.599

Robert Pelychaty: and let's see the results of the poll.

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00:08:16.780 --> 00:08:26.360

Robert Pelychaty: It appears that a large number of you would like to hear about how to assign accommodations and accessibility features in the new system, the registered registration system.

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Robert Pelychaty: There are some. There is a preference definitely to review how the accessibility, features, and accommodations appear in the kiosk, and a smaller number of you would like the general overview and eligibility for specialized accommodations. So, I'll use this information to guide the presentation, and I'll focus more on some of those topics you are most interested in hearing about. But if you have any questions. After today's presentation, please feel free to let us know.

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00:08:52.420 --> 00:08:57.359

Robert Pelychaty: So important updates, I'll be brief, and I'll go through some of these important updates for everyone.

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00:08:59.260 --> 00:09:14.209

Robert Pelychaty: In the new MCAS Student Kiosk there are a few new universal accessibility features. There is a general masking tool that you will see. There's a reverse contrast, and there is a notepad tool. Please note that the notepad tool

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00:09:14.370 --> 00:09:40.649

Robert Pelychaty: has a certain I want to say life expectancy or a certain availability for the notes. So, when the student takes notes in the MCAS student Kiosk and they write those notes, those notes will stay for about 60 min until a student logs out of the test. If they log out and log back in, those notes will not be retained, and I'll talk a little more about that, and Abbie will provide us with some more information about that later on. In the presentation.

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00:09:41.640 --> 00:09:58.209

Robert Pelychaty: probably a more far-reaching update. We have bilingual Spanish/English tests for math science and civics in grades 3 through 8 and high school. Please know that MCAS ELA tests are not translated obviously because it's a test of English.

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00:09:58.240 --> 00:10:21.159

Robert Pelychaty: But for those other tests, we're able to examine our policies, and we're able to expand the availability of bilingual tests in Spanish and English for grades, 3 through 8 and high school for math science, civics. There's more information and guidance on that policy on our website. And if you use this link here, it will take you to that information. If you'd like to learn a little more,

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00:10:21.430 --> 00:10:28.190

Robert Pelychaty: It’s important to know that civics is a required test for grade 8, and accessibility features and accommodations are available.

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00:10:29.016 --> 00:10:39.180

Robert Pelychaty: Accessibly. Features and accommodations are designated by the team, and teams would make those decisions for students taking a grade 8 MCAS test in civics.

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00:10:39.930 --> 00:10:44.399

Robert Pelychaty: or determine which accessibility, features, and accommodations the students should use for that.

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00:10:44.540 --> 00:10:55.020

Robert Pelychaty: I talked a little bit about eligibility for the MCAS-Alt. Please know that there's a companion document, an alternative assessment participation tool that's available on our website.

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Robert Pelychaty: And teams need to use this. It's a special and required form to determine if a student's going to participate in the MCAS-Alt. So, if you have a student that's participating in the MCAS-Alt, it's required to have this companion document, this participation tool completed and retained in the student's special education records.

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00:11:13.820 --> 00:11:24.399

Robert Pelychaty: We have approved graphic organizers and checklists for students with the A9 accommodation. I'll talk a little more about that. And those are available on the DESE website.

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00:11:24.870 --> 00:11:47.350

Robert Pelychaty: Just know that the past several years we've had questions about these graphic organizers, supplemental reference sheets being available in different formats, because sometimes schools do not have MS Word, we're able to work and get these available on our website in a PDF format and those webs. Those forms should be easily downloaded for schools

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00:11:47.540 --> 00:11:58.699

Robert Pelychaty: also know that there will be some Spanish/English forms available of those approved graphic organizers, checklists and reference sheets that will be posted to the website

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00:12:00.510 --> 00:12:03.420

Robert Pelychaty: continuing to some other important updates.

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00:12:04.070 --> 00:12:29.540

Robert Pelychaty: The MCAS Student Kiosk was, some of you would like to know more about as I indicated in the polls. Just please know that the MCAS Student Kiosk is very similar, and you'll see this to the previous program, which is Pearson AccessNext platform, which is called TestNav. There are some minor aesthetic differences, but the program is very similar, a lot of the same tools and features. But there are some minor changes or differences, and you'll see those today.

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00:12:29.980 --> 00:12:35.970

Robert Pelychaty: The student registration how students will be registered for the test and is completed in the MCAS Portal,

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00:12:36.860 --> 00:12:46.110

Robert Pelychaty: which is the new test administration and management website for the MCAS tests. And you'll see a little bit about that today. Please know that we had a training last

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00:12:46.500 --> 00:12:54.150

Robert Pelychaty: last week for the student registration how to register students for tests, and that training will be posted on the MCAS Resource Center

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00:12:55.140 --> 00:13:06.459

Robert Pelychaty: and along with the Q&A. So, if you missed that particular training, you're interested in knowing more about that, there's going to be a video of that Webinar which will be posted on the MCAS Resource Center for you to refer back to.

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00:13:07.220 --> 00:13:20.589

Robert Pelychaty: You'll hear more about this later on in the presentation form. Dependent accommodations in text-to-speech previously text-to-speech was a form dependent accommodation. And what does that mean? It means that if a student started the test

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00:13:20.780 --> 00:13:26.650

Robert Pelychaty: and did not have text-to-speech, or should or had text-to-speech, and shouldn't have it, had it

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00:13:26.770 --> 00:13:30.509

Robert Pelychaty: for that to be changed, the student would have to log out of the test.

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00:13:30.620 --> 00:13:36.150

Robert Pelychaty: and that student's test would have to be voided, and a whole new test would have to be assigned to the student.

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00:13:36.470 --> 00:13:54.410

Robert Pelychaty: That is not the case this year. If a student does not have text-to-speech and needs it, the student would simply log out of the test, and then that could be assigned, and the student could log back in. So, this should save schools, time and energy. If there's a particular error with assigning text to speech to a student

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00:13:55.660 --> 00:14:19.130

Robert Pelychaty: as an important update, we have embedded speech to text, word, prediction, accommodation, tools in mathematics, MCAS, mathematics, online science, and civics tests. In addition to ELA, previously. The speech to text tool that was embedded was not available on the mathematics tests now is available in mathematics, science, and civics tests. And you'll see more about that today

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00:14:21.090 --> 00:14:31.279

Robert Pelychaty: as an overarching theme for IEP team decisions. What needs to happen before MCAS testing it's important to review the accessibility, features and accommodations

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00:14:31.410 --> 00:14:48.729

Robert Pelychaty: also by attending a training like this, make those decisions for the students to determine which accessibility, features, and accommodations would be appropriate for the children or for the students with the IEP, and if they require accommodations, making sure they're listed in the student’s IEP, it should be listed in the student’s IEP, or 504 plan

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00:14:48.860 --> 00:14:52.010

Robert Pelychaty: before sending them for MCAS tests.

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00:14:52.770 --> 00:15:08.530

Robert Pelychaty: there will be a new student tutorial and practice test. Those practice tests are expected to be posted online by mid-February for students to view. And as an educator, you can view those practice tests as well. We're going to show you a little example of what they'll look like today.

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00:15:09.340 --> 00:15:16.210

Robert Pelychaty: Often I get questions about text-to-speech or human, read aloud, can I assign both? Do I sign one to the other?

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00:15:16.550 --> 00:15:35.600

Robert Pelychaty: If a student needs text to speech, but sometimes they could use a human read aloud, support, or vice versa. We suggest that in the student's IEP, or 504 plan. It is appropriate to write text to speech is preferable, but human reader is acceptable, and then the student would be assigned a text to speech test.

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00:15:35.730 --> 00:15:48.609

Robert Pelychaty: and then, if they needed the support of a human, read aloud that can be provided to the student during that particular test. So again, the student can receive both. But it's important to assign the student to text-to-speech test

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00:15:49.030 --> 00:15:57.049

Robert Pelychaty: over the human. Read aloud, and then a test administrator could provide the student who's receiving the text of speech that human read aloud, support.

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00:15:58.110 --> 00:16:04.229

Robert Pelychaty: Please know that paper tests are available as an accommodation for students who need that as an accommodation.

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00:16:04.430 --> 00:16:17.119

Robert Pelychaty: and those should be listed in an IEP or 504 plan if they need those accommodations. So those are just some updates that I wanted to cover some important updates and a little bit about IEP team decisions.

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00:16:17.490 --> 00:16:31.909

Robert Pelychaty: I will talk briefly about the student registration process. Remember, this was covered in last week's training and the slides will be available online. And there's a recording of it. But I'm just going to talk briefly about student registration. What is it.

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00:16:32.270 --> 00:16:48.019

Robert Pelychaty: Previously we had this process called the SR/PNP. And what was that? That was the process of how students were registered for specific tests, and how accommodations were identified for the students. So, they would see those accommodations on the day of the test.

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00:16:48.410 --> 00:17:12.820

Robert Pelychaty: That's basically the same process as what we're calling the student registration system. But we're no longer using the term of PNP, so think about student registration. What is it? It's how students are registered for the MCAS tests. It's used for initial shipping of labels, student Id labels, and test administration manuals. And, if a student needs a special test booklet, for example.

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00:17:13.040 --> 00:17:21.310

Robert Pelychaty: a student needs a large print test, a braille test, a Spanish/English test, a paper test. Those would all be done in the student registration system.

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00:17:21.720 --> 00:17:38.930

Robert Pelychaty: That's how students are registered for the test. There are certain features, accessibility, features, and accommodations that must be indicated in the student registration system for the student to receive those or see those features experience them on the computer-based test or paper-based test.

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00:17:39.370 --> 00:17:48.160

Robert Pelychaty: And we have those listed for you in Appendix A of the accessibility accommodation manual. If you're interested in looking for a crosswalk of

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00:17:48.320 --> 00:17:59.370

Robert Pelychaty: the accessibility features and accommodations that must be indicated in the student registration process for the students to receive those features or special test forms on the day of the test.

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00:18:01.000 --> 00:18:07.249

Robert Pelychaty: This slide here is just an overall caption of those student registration,

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00:18:07.980 --> 00:18:32.549

Robert Pelychaty: features or accessibility features or accommodations, so you can see them all listed here. If a student were to need a special test, form one of these selected accommodations on the right-hand side of your screen or the accessibility features. All of these ones have the student registration or SR Designation, and they have to be indicated ahead of time for the student to receive those. I'll name a few here, such as text to speech.

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00:18:32.650 --> 00:18:33.960

Robert Pelychaty: speech to text.

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00:18:34.660 --> 00:18:44.360

Robert Pelychaty: calculator, device. Those are all our SR features, and you can use this slide as a reference. Again, these are further described in the accessibility Accommodation manual.

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00:18:46.120 --> 00:19:13.150

Robert Pelychaty: This slide here gives you a screenshot of the Student Registration Guide. And what is that? The Student Registration Guide is available on the MCAS Resource Center. It provides more in-depth information at how you register students for the MCAS test. It gives information about particular field names. How would a human read aloud be indicated in the Student Registration Guide? How would you identify that for a particular student.

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00:19:13.430 --> 00:19:42.949

Robert Pelychaty: what administrations is it available for? And is there expected value in what they call a CSV file that the schools will upload for that particular student to register students for the computer-based test. Again, this is just for your reference. You may not be the individual at your school that registers students for the MCAS accommodations. But if you're interested in knowing more, please know. The Student Registration Guide is available online. And there was a training last week

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00:19:43.040 --> 00:19:44.020

Robert Pelychaty: for that.

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00:19:45.440 --> 00:20:01.429

Robert Pelychaty: We're going to switch gears here a little bit to talk about accessibility, features, and accommodations. Now I'm going to provide an overview of accessibility, features and accommodations, and we're going to stop about midway, and Abbie will provide a demonstration of some of how some of these look in the new system.

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00:20:01.910 --> 00:20:21.170

Robert Pelychaty: So, let's break this down into what are accessibility, features and accommodations, accessibility, features are features that are built into the test, or available as denoted by the principal to all students. Again, they're available to all students. Regardless of this, whether a student has a disability or not

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00:20:21.500 --> 00:20:34.300

Robert Pelychaty: universal accessibility, features are either built into computer-based testing platform. Or there is a paper based equivalent. A test administrator will provide some support. For example, if a student receives a

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00:20:34.420 --> 00:20:37.350

Robert Pelychaty: student is using a highlighter on the computer-based test.

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00:20:38.130 --> 00:20:45.369

Robert Pelychaty: The test administrator could provide that student with a highlighter. Again, that's available for all students. Whether the student has a disability or not

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00:20:45.770 --> 00:21:11.450

Robert Pelychaty: designated accessibility features which I'll talk a little more about provides flexible test administration procedures to any student at the discretion of a principal, so the principal can determine where a student takes a test. The particular group size, the seating arrangement for that particular student. Again, that's available for all students, and it gives a test administration principle, or principal flexibility. In how students take the MCAS test.

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00:21:12.410 --> 00:21:22.630

Robert Pelychaty: We have what we call accommodations and accommodations are only available to students with disabilities or English learners. And there's a slide here. I'll talk a little more about that.

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00:21:22.770 --> 00:21:34.710

Robert Pelychaty: and we have what we call special access accommodations, and we denote these as special access accommodations, because students have to meet a specific criterion to receive these special access accommodations

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00:21:35.020 --> 00:21:45.859

Robert Pelychaty: providing these special access accommodations affects part of what the test is designed to measure. Therefore, only a small number of students are eligible to receive these special access accommodations.

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00:21:47.910 --> 00:21:50.539

Robert Pelychaty: This slide here provides you with an example of

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00:21:51.020 --> 00:22:11.139

Robert Pelychaty: all the universal accessibility features that are available for the MCAS tests. On the left-hand side of your screen you'll see the computer-based accessibility features listed, and on the right hand side you'll see the paper based equivalent. I've talked a little bit about Highlighter, how there's a highlighter tool and students who are taking the paper tests could use a highlighter.

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00:22:11.480 --> 00:22:19.690

Robert Pelychaty: Again, these are described in the accessibility and accommodation manual. This is just for your reference. You could take a look at the accessibility features.

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00:22:20.310 --> 00:22:24.889

Robert Pelychaty: I'm going talk about the important note here. Talk a little bit about.

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00:22:25.270 --> 00:22:36.630

Robert Pelychaty: as I mentioned earlier, that notepad tool that if notes of a student enters notes or highlights information in the test. If a student pauses the test for more than 60 min or signs out.

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00:22:36.790 --> 00:22:50.860

Robert Pelychaty: or if there's a circumstance that interrupts a student test, those particular notes are likely are likely to go away, meaning they will not reappear. So, it's important to be aware of that. If a student highlights or takes notes and they pause more than 60 min.

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00:22:52.540 --> 00:23:01.289

Robert Pelychaty: I'm going to pause here, and as I mentioned earlier, that Abbie currier from EMetric will provide a demonstration of the universe. Accessibility. Features.

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00:23:01.520 --> 00:23:09.230

Robert Pelychaty: you know, show you a little bit about how they look in the new system, and you can see how similar they are to the previous program test nav.

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00:23:10.210 --> 00:23:11.680

Abbie Currier: Great thanks, Rob.

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00:23:12.430 --> 00:23:34.120

Abbie Currier: So, I'm going to share my screen here, and I'm going to get logged in to the kiosk that we have available. Now, I'm using a special version of the kiosk just for demonstration purposes, so that I can show it to you today. Students will not be able to be logged in on Zoom while they are utilizing the kiosk. So, I'm going to log in.

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00:23:34.190 --> 00:24:03.339

Abbie Currier: And I'm going to take the biology practice test because I've logged in as a demo student before I just needed to enter my proctor password. Now here on the options page, you will see for any students that have accommodations ordered for them in the student registration file, that those are listed here for them. The volume and the speed and the size and color of the mouse pointer are options that are

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00:24:03.340 --> 00:24:22.769

Abbie Currier: also available to the students to change at any time during the test, so there's no need for them to change anything here on the options page. Nor is there a need to be able to come back to the options page. All of this is going to be available to them in the test as well. So I'm going to click the continue button

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00:24:23.670 --> 00:24:29.289

Abbie Currier: here on the directions page. The student will just read the directions and click continue.

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00:24:29.700 --> 00:24:46.779

Abbie Currier: and then down here in the bottom left-hand corner, is where we have a number of universal accessibility features. We also have a few up here as well, and so we'll go over those together. So, the 1st is a line reader tool. This is just

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00:24:46.780 --> 00:25:00.009

Abbie Currier: used to help the student focus on the line of text that they may be reading. They can move this as they need to, and make it larger or smaller as they as they need

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00:25:00.140 --> 00:25:24.829

Abbie Currier: for multiple choice items. We have 2 options. We have an answer eliminator, which allows the student to cross out specific distractors, or if they don't find the red lines very useful, they can always close that, and we have a hide or show option as well, and they can hide those distractors instead. So, they're a little less distracting.

109

00:25:25.730 --> 00:25:42.080

Abbie Currier: We also have reverse, contrast and color contrast available to all students. Reverse contrast will reverse the contrast of the entire testing interface, including any of the images, as you can see here

110

00:25:42.150 --> 00:25:55.519

Abbie Currier: versus the color contrast will only change the item content. So, you can see that my controls are still in the regular color options.

111

00:25:55.520 --> 00:26:15.440

Abbie Currier: It's just the content here that has been changed. It will not impact the images either. Sometimes you may come across a scenario where a student might have both turned on, and you'll just need to help them choose whether they want reverse, contrast or color contrast turned on.

112

00:26:16.250 --> 00:26:45.460

Abbie Currier: Going back to the default here. One accessibility feature that does need to be ordered in the student registration file is the mouse pointer. So, this will be turned on or off for the student, and then the student will decide which color and size of mouse pointer they want to utilize. So, if this is most helpful to them, they can select that maybe they want it to be the white.

113

00:26:45.760 --> 00:26:49.409

Abbie Currier: and they can change this at any time on any item.

114

00:26:49.900 --> 00:27:18.316

Abbie Currier: Additionally, we do have a highlighter tool as well with 4 different colors. These colors do change if they have changed the color. Contrast option. So, for default and for some of the lighter color contrast options, it's yellow, pink, purple, and green. And then, if you were to select something like Tuxedo, where it's black and white. Those color options are going to look a little bit different for you down here

115

00:27:20.910 --> 00:27:48.229

Abbie Currier: for the highlighting. I'm actually going to jump over to show you a passage. The highlighting will persist on a passage. So, as I am highlighting information here on this passage, if I move on to the next set of items that also have this passage attached to them, my highlighting will persist throughout all of those items.

116

00:27:48.230 --> 00:27:54.079

Abbie Currier: The same is true for the notepad tool. So, if I add notes on the passage here.

117

00:27:57.220 --> 00:28:11.000

Abbie Currier: and then I move on to subsequent items that have that same passage, and I click on the notepad tool again. Any notes that I took while I was reading that passage will also persist on this notepad.

118

00:28:11.340 --> 00:28:30.019

Abbie Currier: Now, if I were to, let's say, go to an item that did not include that passage, I would have a fresh notepad. So for independent items, each item is going have its own notepad for the items that share passages. The notepad will be shared as well.

119

00:28:31.190 --> 00:28:40.870

Abbie Currier: We also have calculator tools on some of the tests, and the student can open these and move them around the screen as needed.

120

00:28:41.920 --> 00:28:57.510

Abbie Currier: They can close and open the tool by clicking in the icon, or they can use that red X like I showed you at the beginning. We also have a ruler. Generally speaking, it's centimeters, or they can select eighth inch

121

00:28:57.650 --> 00:29:03.970

Abbie Currier: rulers, so if they select that they'll be able to move it here to the center of the screen

122

00:29:04.440 --> 00:29:12.110

Abbie Currier: and then rotate that ruler as needed in order to measure whatever may be on the screen for them.

123

00:29:13.920 --> 00:29:39.129

Abbie Currier: Something else that we have added is general masking. This is sort of like back in the olden days when you took a piece of paper and you covered up certain parts of the test. This is essentially the same sort of thing. So, if I needed to, maybe I needed to focus on each column as I went along, I'd be able to move my general masking tool along

124

00:29:39.450 --> 00:29:44.499

Abbie Currier: as I am answering this question just as a as a potential use case.

125

00:29:44.960 --> 00:30:02.860

Abbie Currier: I can also have multiples of this open. So, if I'm finding some of the directions to be distracting or something like that. I can. I can move these around as I need to, and make sure that I'm really focusing on the item content. I need to.

126

00:30:04.110 --> 00:30:32.140

Abbie Currier: Some of the tests will also have references. It may have one reference listed here. It may have multiple, but at any rate, the references are going to be down here with all the other tools, and so the student will click on that and select the references that they want to view, and then they can always resize this. They can move it around the screen. We do have text to speech available for the

127

00:30:32.490 --> 00:30:36.120

Abbie Currier: references as well, and so they'll be able to listen to that.

128

00:30:37.965 --> 00:30:50.402

Abbie Currier: For the last of the accessibility features screen zoom is considered an accessibility feature, so it will be available for all of your students

129

00:30:51.520 --> 00:31:17.319

Abbie Currier: if they are taking a practice test, and they need to use zoom, they'll just use their browser zoom. But in the kiosk, when they click on the magnifying glass that will automatically zoom in for them, and then, of course, they can continue clicking on the magnifying glass, or they can use the minus sign to return back down to a previous level of zoom.

130

00:31:17.610 --> 00:31:31.840

Abbie Currier: So that concludes all of the accessibility features, we will have a demo later on in the training today to talk about some of the accommodations and how those work in the system. So, at this point. I'll turn it back over to you, Rob.

131

00:31:32.480 --> 00:31:38.049

Robert Pelychaty: Thanks so much, Abbie, I appreciate it. Just give me a second while I go to share my slides again.

132

00:31:41.950 --> 00:31:43.430

Robert Pelychaty: And

133

00:31:48.590 --> 00:31:51.599

Robert Pelychaty: Francisco, can everyone see my slides.

134

00:31:54.960 --> 00:31:56.310

Abbie Currier: Yes, you're good.

135

00:31:56.310 --> 00:31:57.330

Robert Pelychaty: Thank you, Abbie.

136

00:31:57.920 --> 00:32:10.840

Robert Pelychaty: So, the following slides that you should have gotten that were sent to you in the PowerPoint presentation just gives you a background of the accessibility features and how they look like. So, you can just look, use this as a reference.

137

00:32:11.510 --> 00:32:27.560

Robert Pelychaty: and you can see the large cursor, the highlighter tool color contrast, and the line reader in the answer, eliminator. And I really thank you, Heavy, for taking the time to go through that, for folks hopefully got an idea of what they look like at the new system.

138

00:32:27.690 --> 00:32:36.369

Robert Pelychaty: And I'm going to use this time here to pause and see if there's any questions on some of the topics I covered during the 1st 20 or so minutes.

139

00:32:36.679 --> 00:32:48.719

Robert Pelychaty: So, I'm leaving this time now for Shannon to give me some support here. Are there any questions that came in Shannon that you feel are pertinent? That really, should the kind of burning questions you feel would be best answered right now to the group.

140

00:32:49.280 --> 00:33:04.350

Shannon Cullen: Sure, I see a couple of questions here about graphic organizers which I think you touched on earlier. One question asks, can we enlarge the approved graphic organizer. If it does not change the content.

141

00:33:04.980 --> 00:33:23.550

Robert Pelychaty: Thanks. That's a good question, Shannon. So, the graphic organizers that are available on the website, the approved A9 organizers can certainly be printed on larger paper colored paper. You can remove information on it. You just can't add information on those graphic organizers.

142

00:33:25.110 --> 00:33:27.540

Shannon Cullen: Great oops.

143

00:33:27.780 --> 00:33:39.159

Shannon Cullen: Sorry more questions are coming in. So, this is shuffling around another graphic organizer question, is there a way to submit a graphic organizer that is not currently approved for approval from Desi.

144

00:33:39.690 --> 00:33:41.430

Robert Pelychaty: That's a great question, too.

145

00:33:41.640 --> 00:33:50.400

Robert Pelychaty: The Department does not approve individualized graphic organizers for EL Math or civics

146

00:33:50.730 --> 00:33:57.759

Robert Pelychaty: students. There will be an opportunity, or there is an opportunity for a customized reference sheet to be submitted for science tests.

147

00:33:57.780 --> 00:34:26.669

Robert Pelychaty: and they will review that and approve it. But there are examples available online that students could use. But again, we do not have a process for reviewing and approving unique organizers, for ELA or math students could or educators could develop a textless organizer for students with the A9 accommodation. Textless mean. They do not have any words. They could have arrows, circles, and kind of looking like a web diagram, so to speak. But we do not review those

148

00:34:27.570 --> 00:34:29.049

Robert Pelychaty: and approve those.

149

00:34:31.810 --> 00:35:00.929

Shannon Cullen: All right. I've seen a few questions come in about practice tests and giving students an opportunity to practice with these, which I think, rob. You mentioned earlier that practice tests and the student tutorial are expected to be available by mid-February hopefully sooner, and practice tests for high school science for those administering February science are now available on the MCAS Resource Center. So just want to plug that again for folks who are asking about giving students opportunities to practice with these tools.

150

00:35:01.985 --> 00:35:14.280

Shannon Cullen: I see a question about Spanish/English asking if students who are not identified as ell are eligible to take the English editions of the tests.

151

00:35:14.920 --> 00:35:16.350

Robert Pelychaty: That's a good question.

152

00:35:16.590 --> 00:35:24.900

Robert Pelychaty: and we provide some guidance on this. The Spanish/ English test is intended for students who are in the country for less than years

153

00:35:25.405 --> 00:35:33.870

Robert Pelychaty: less than 3 years and predominantly use Spanish to communicate meaning. They're more comfortable with it. Likely they have seen a practice test in Spanish/ English.

154

00:35:34.130 --> 00:35:52.110

Robert Pelychaty: It is not to be provided for students who are not considered English learners, and I'll talk a little more about the English learners accommodations later in the presentation which ones are available. But again, it shouldn't be provided to students that are not English learners and predominantly don't use Spanish as a mode of communication.

155

00:35:53.460 --> 00:35:54.450

Shannon Cullen: Thank you.

156

00:35:55.000 --> 00:36:01.310

Shannon Cullen: I see another question here about universal accessibility features asking if they should be listed on the IEP.

157

00:36:02.440 --> 00:36:11.770

Robert Pelychaty: So, we got this question. We occasionally get this universal accessibility, features and designated accessibility features. Should we list them on an IEP or 504 plan.

158

00:36:12.160 --> 00:36:19.059

Robert Pelychaty: There’s no requirement to list an accessibility feature on a student's IEP or have a floor plan.

159

00:36:19.200 --> 00:36:44.599

Robert Pelychaty: You would, however, want to do it if you want to ensure the student receives it. For example, if it's essential that a student receives a small group testing setting because of the nature of the students. You know, students’ needs. You probably would want to put that in IEP for a few reasons. One like I said, to ensure they receive it. Perhaps a student moves during the school year, and then the new school would know the student’s needs.

160

00:36:44.740 --> 00:36:57.1

Robert Pelychaty: There was a question I saw earlier in relation to this about civics. There was a particular person that asked, how should we denote civics, accommodations for civics on students? IEP.

161

00:36:57.940 --> 00:37:07.690

Robert Pelychaty: The IEP form is available online, I think, from the Special Education Department, but in terms of how you add it or write it, the team determines

162

00:37:08.020 --> 00:37:19.060

Robert Pelychaty: so that there's a shell of the IEP format right. However, what the teams right is up to them. So as I. So, you have a student in grade 8. That's going to take the civics test.

163

00:37:19.170 --> 00:37:30.019

Robert Pelychaty: You would review the accessibility, accommodation, manual, and determine, based on that subject what accommodations the student would need. For example, if the student was receiving a read aloud for math.

164

00:37:30.070 --> 00:37:57.649

Robert Pelychaty: and they're taking out specifics in Grade 8, you certainly could indicate, read aloud for civics as well. If the student was receiving a scribe, you would indicate a scribe. But there are some accommodations that would not align up. So, for example, if a student with a special access accommodation were receiving a calculator for the math test. Obviously, that would not be appropriate for the civics test. So, all the accommodations that are available for civics are listed in the accessibility, accommodation, manual.

165

00:37:57.760 --> 00:38:05.370

Robert Pelychaty: and the teams make that determined determination based on the domain the student is taking for each individual assessment.

166

00:38:08.380 --> 00:38:24.060

Shannon Cullen: I see one other question here about universal accessibility features. Just to tag on to that this person is asking, should we provide all students with these universal accessibility features, and then let them decide.

167

00:38:24.960 --> 00:38:42.710

Robert Pelychaty: That's a good question. The universal access features are built into the test. Therefore, they're kind of already provided for the students. The only thing that you, as a test administrator would do is determine which ones would have to be entered into the SR. Or the student registration system ahead of time.

168

00:38:43.060 --> 00:38:46.249

Robert Pelychaty: and I talked a little bit about the

169

00:38:47.050 --> 00:39:05.250

Robert Pelychaty: a large cursor. This is the only universal feature that would have to be indicated ahead of time for the students to receive that particular accommodation or accessibility feature for the test other than that they're all available and built into the students’ computer-based platform.

170

00:39:05.750 --> 00:39:14.660

Robert Pelychaty: If the student were to need the paper based equivalent, they're taking a paper-based test, then you would want to prepare ahead of time what tools. You would want to provide that student.

171

00:39:16.390 --> 00:39:25.850

Robert Pelychaty: So, there's some good questions thanks for the break. And then we can move on to the next section where we're going talk a little bit more about designated accessibility features.

172

00:39:26.900 --> 00:39:34.650

Robert Pelychaty: designate accessibility features. And I mentioned this earlier have to do with whom, when and where any student takes the test.

173

00:39:34.750 --> 00:39:49.649

Robert Pelychaty: and these designated accessibility features are spelled out for you here. They're described in the manual. And basically, this gives ideas for the test administrator or the, I should say the principal, to determine what's the best setting for some students to take the test.

174

00:39:49.720 --> 00:40:09.150

Robert Pelychaty: There could be a particular reason why a student would receive a small group test, or individuals test or frequent breaks. Again, they could be provided to any student, regardless of the student's status as a student with disability. But if you want to ensure a student receives one of these designated accessibility features.

175

00:40:09.330 --> 00:40:26.579

Robert Pelychaty: you would want to indicate it in the IEP. For example, if you knew a particular student who was on a bit, let's say he was on a function behavior plan or needed frequent supervised breaks. Maybe you want to ensure that the frequency of supervised breaks are educating the students. IEP.

176

00:40:27.310 --> 00:40:39.790

Robert Pelychaty: we mentioned earlier listed here at the bottom of this particular list is stop testing policy. And what does that mean? It means that if a student is taking the MCAS test and it's clear they're not progressing.

177

00:40:39.900 --> 00:41:02.069

Robert Pelychaty: There's no reason for having the student sit in a testing session for more than 15 or 20 min? Obviously, the student could be moved to another task. We suggest that you, the student, attempt to participate. Give this. You afford the student opportunity to participate in both sessions, so the student is provided accounted for accountability purposes. So, they're considered a participant

178

00:41:03.680 --> 00:41:15.309

Robert Pelychaty: accommodations for students with disabilities. I mentioned earlier that accommodations with the SR Designation next to it are those that have to be educated in the student registration system

179

00:41:15.490 --> 00:41:19.320

Robert Pelychaty: for the student to receive those accommodations on the day of the test.

180

00:41:19.600 --> 00:41:46.840

Robert Pelychaty: This slide and the next one just gives you a little idea of some of the accommodations that are available for the computer-based test and their paper based equivalent. For example, a student could have a large print test if they needed a, you know, large print format for the paper-based test. If a student used text to speech, they could have the text to speech for the computer-based test, that computer based test can also be read aloud off the students computer screen. Or

181

00:41:47.580 --> 00:42:00.059

Robert Pelychaty: you could also have a human read aloud for the map for the paper based test. Please know that I get some questions, or there's often questions about a screen reader or text of speech. Are they the same, or are they different?

182

00:42:00.350 --> 00:42:06.399

Robert Pelychaty: The screen reader here, as you'll see, is a has a comparison to a Braille test a paper-based test.

183

00:42:06.510 --> 00:42:32.269

Robert Pelychaty: And that means that a screen reader is only for students that are blind or visually impaired. And they use a special program. These programs are referred to as either jaws or NVDA. And again, these students require a special program to interact with the test. So do not order a screen reader for a student, if you're not positive about what it is, and it's only for students who are blind and visually impaired and have their own program.

184

00:42:35.400 --> 00:42:51.220

Robert Pelychaty: I talked a little bit about graphic organizers. If you have questions and want to know more about the graphic organizers, we suggest that you use this link here, and you can see all the graphic organizers that are available again. These are posted on the website in a PDF format

185

00:42:51.880 --> 00:42:56.609

Robert Pelychaty: new this year. And I talked about this earlier is word prediction.

186

00:42:56.860 --> 00:43:17.549

Robert Pelychaty: We now have word prediction that's built into the computer-based test, and that is available as accommodation for mathematics, science, and civics. These are considered a standard accommodation for math, science and civics, and I'll tell you more about its eligibility for specialized accommodation for the MCAS ELA test.

187

00:43:18.440 --> 00:43:30.590

Robert Pelychaty: and Abbie will also provide an example of that. There is an accommodations to type the response or record them on special paper. For students who need those particular need to record answers on a

188

00:43:30.740 --> 00:43:32.690

Robert Pelychaty: specialized taper or device

189

00:43:33.133 --> 00:43:53.530

Robert Pelychaty: and there is a certain option for students who, for a variety of reasons, can't take the computer-based tests. But they do need to type those responses, and they can do so. But it's really important that if they type their responses that those responses are included correctly in the student’s booklet, we have some more information on that for you today.

190

00:43:54.910 --> 00:44:08.730

Robert Pelychaty: Special access accommodations. What are they? I mentioned this earlier that special access accommodations are accommodations, first, that students have to meet a specific criteria to be eligible for to have.

191

00:44:08.870 --> 00:44:33.240

Robert Pelychaty: And why? Is that? Because if you provide one of these accommodations, the effect, what a part of the test, what the test is designed to measure. For example, if you're providing a text to speech or human. Read aloud for the MCAS ELA test. What you're doing is you're reading the test to the student. Therefore, you're changing the ELA test to a listening comprehension test as opposed to a reading and reading comprehension test.

192

00:44:34.010 --> 00:44:58.240

Robert Pelychaty: Therefore, it affects what it's designed to measure, and only a small number of students can receive these special X accommodations. Students that meet specific criteria and the special access accommodations are listed here for you. Text-to-speech for the ELA test, signing the MCAS ELA reading passages, ascribe for the ELA test calculator for the math test. More prediction, spell checker.

193

00:44:58.860 --> 00:45:10.850

Robert Pelychaty: I mentioned earlier that they have a specific criteria. They're only provided to a small number of students, and the students have to have substantial deficits in reading, calculating, writing, or spelling.

194

00:45:10.980 --> 00:45:14.839

Robert Pelychaty: Students should be receiving ongoing intervention to support these skills.

195

00:45:15.030 --> 00:45:24.979

Robert Pelychaty: It's really important to know that if a student receives one of these special access accommodations, then a notation is provided on the parent and guardian report. And why is that?

196

00:45:25.120 --> 00:45:52.179

Robert Pelychaty: That is because if a parent receives an MCAS score for a student and they know the student is a struggling reader. They have very, very limited reading, but they receive a score that's perhaps partially meeting expectations. One would wonder why a student or how a student could receive a score in that range if they're virtually a non-reader. And therefore that's a notation that has indicated that the student received a

197

00:45:52.600 --> 00:46:03.670

Robert Pelychaty: special access accommodation in terms of a human reader for the MCAS ELA test again, those are. There's no notation on the parent reports for students who receive those special access accommodations.

198

00:46:04.160 --> 00:46:05.700

Robert Pelychaty: It's really important that

199

00:46:05.840 --> 00:46:23.340

Robert Pelychaty: schools exercise caution when indicating a special access accommodation for a student, because if they are indicated for a student that isn't eligible. The students test could be invalidated. So, it takes extra care when students are registered for the special access accommodations.

200

00:46:25.910 --> 00:46:29.970

Robert Pelychaty: Little poll question for everyone here do.

201

00:46:30.210 --> 00:46:35.420

Robert Pelychaty: And this is kind of like a refresher question. I covered this earlier in the presentation.

202

00:46:35.730 --> 00:46:38.309

Robert Pelychaty: Do students need their own software

203

00:46:38.420 --> 00:46:48.649

Robert Pelychaty: or web application for text to speech-to-text or word prediction for the MCAS computer-based accommodations. Did they need their own software?

204

00:46:48.900 --> 00:46:51.389

Robert Pelychaty: And let's see the results of this poll?

205

00:46:53.830 --> 00:47:01.670

Robert Pelychaty: No, virtually everyone got it right? Correct, because there's 1 response to get it wrong. Probably there's probably an incorrect click

206

00:47:02.010 --> 00:47:07.789

Robert Pelychaty: correct, these are built into the computer-based platform speech to text word prediction applications.

207

00:47:08.870 --> 00:47:10.550

Robert Pelychaty: If I move on here.

208

00:47:11.110 --> 00:47:11.990

Robert Pelychaty: Second.

209

00:47:12.390 --> 00:47:21.149

Robert Pelychaty: I'm going to stop the presentation here and I'm going let Abbie take over and Abbie's going provide a demonstration of some of these tools.

210

00:47:22.030 --> 00:47:27.379

Abbie Currier: Perfect. Thank you, Rob, so let me go ahead and share my screen again.

211

00:47:28.680 --> 00:47:29.715

Abbie Currier: And

212

00:47:32.360 --> 00:47:35.060

Abbie Currier: There we go, just waiting for things to

213

00:47:35.750 --> 00:47:45.480

Abbie Currier: settle back down on my screen here. Okay, so a couple of the accommodations that we wanted to go over so we have the Tts controls up here.

214

00:47:45.550 --> 00:48:04.520

Abbie Currier: There's a couple of ways that the student can play text to speech. So, we have just in general for every item we have playing pause. So, this would start on the far left corner. This is going to start with the passage, and then it will move on to the item.

215

00:48:04.520 --> 00:48:19.579

Abbie Currier: If the student has already heard the text to speech for the passage, they don't need to hear it again. We do have this sort of fast forward, or skip the question button for the student. So, if I click play now.

216

00:48:21.200 --> 00:48:43.569

Abbie Currier: male Polynesian field crickets typically sing to attract females by rubbing their wings together so you can hear that it was reading way over here on the passage. If I use this button instead, this question has 2 parts, it's going to start directly with the item, so that the student doesn't have to listen to the passage every time it's presented to them.

217

00:48:43.570 --> 00:49:04.549

Abbie Currier: In addition to that, there's also a Tts selector tool, and this allows them to select a particular point on the item from which they would like to begin the Tts. So maybe they've already heard the entire item read out loud to them, but they want to listen to part B again. They would click on this button

218

00:49:04.610 --> 00:49:13.020

Abbie Currier: and then select part B, part B. Explain why people are concerned about invasive species being introduced into an ecosystem.

219

00:49:13.280 --> 00:49:24.449

Abbie Currier: and that's how they would re-listen to the part that they need to listen to. And then, of course, after you click, play as you've seen, you have a pause and stop, and things like that.

220

00:49:25.620 --> 00:49:53.209

Abbie Currier: if they need to make any adjustments to the volume or the speed at which things are being read. They can do that at any time. They'll just click on the gear, icon, and then they can change the volume. They can change the speed at which things are being read aloud to them, whether they need it to be a little bit faster, or maybe a little bit slower. And they can do that as they need to while they're listening to the Tts being read aloud.

221

00:49:54.920 --> 00:50:12.480

Abbie Currier: Next, we wanted to talk about spell checker for ELA. This is an accommodation for the other test spell checker, like for science, for example, spell checker may be available to all students for ELA. It'll be accommodation. So, as I'm typing

222

00:50:15.110 --> 00:50:35.510

Abbie Currier: let's say that I make a mistake in my spelling, and I want to check my spelling. I would just click the tool. It'll underline the words that are misspelled, and then I can turn that back off so that that red line, you know, doesn't necessarily distract me as I'm continuing to type.

223

00:50:35.940 --> 00:50:38.084

Abbie Currier: This is also where

224

00:50:38.660 --> 00:50:53.919

Abbie Currier: we have this pop up here. We have the word prediction and the speech to text accommodation. Those are 2 different accommodations for demo purposes only.

225

00:50:53.920 --> 00:51:09.060

Abbie Currier: They are both appearing in this box. But obviously, if a student only has word prediction, they're only going to see word prediction here, and if a student only has speech to text. They will only see speech to text here.

226

00:51:09.260 --> 00:51:39.019

Abbie Currier: So, 1st we'll go over the word prediction. The student can select with their mouse an individual word that they would like to add to the open-ended text box, or they can click the number corresponding with that word on the keyboard. So if I hit the number 5, it will enter that 5th word into the open, ended response box. If I need to switch over to numeric values.

227

00:51:39.740 --> 00:51:55.969

Abbie Currier: I would hit this 1, 2, 3 button, and this allows me to then type numbers as I need to. I would then select the ABC icon here to show a list of words again for that word prediction, tool

228

00:51:56.110 --> 00:51:58.040

Abbie Currier: for speech to text.

229

00:51:58.250 --> 00:52:03.179

Abbie Currier: All I need to do is click the microphone icon.

230

00:52:04.230 --> 00:52:08.339

Abbie Currier: And now it will let me know that I can use speech to text.

231

00:52:12.060 --> 00:52:28.239

Abbie Currier: So, both of these are going to be, and let me turn that off so it doesn't keep going. So, both of these are accommodations available to students, and they will pop up automatically for any students that have that particular accommodation.

232

00:52:29.544 --> 00:52:45.810

Abbie Currier: And with that I believe we've covered all of the accommodations we wanted to go over. We talked about text to speech, spell, checker speech to text and word prediction. So, with that I will return it to rob, and the presentation.

233

00:52:49.210 --> 00:52:53.429

Robert Pelychaty: Thanks so much, Abbie. I appreciate it. I hope everyone found that information helpful.

234

00:52:55.300 --> 00:53:00.639

Robert Pelychaty: Go through here, and my slide should be up, back up there. Is that correct, TAbbie.

235

00:53:04.090 --> 00:53:05.120

Abbie Currier: Yes, sir.

236

00:53:05.410 --> 00:53:24.780

Robert Pelychaty: Perfect. Thank you again. There are some slides here that go over the demonstration that Abbie just did, and you could use it for your reference to see if you next slide you'll see what text to speech looks like. You'll see some of the selector tools. These would be used for the student to speed up and slow down the speech

237

00:53:25.250 --> 00:53:47.219

Robert Pelychaty: change the volume selected. We really suggest that students, if they're going to use this on the test, practice ahead of time on the practice test that will be available. Just get. So, the students are more familiar with it. Again, these work, like most other text to speech tools, there's not much difference. But there could be some minor differences that to certain students

238

00:53:47.320 --> 00:53:54.720

Robert Pelychaty: may not be aware of example, the spell, checker speech to text and word prediction. These are not

239

00:53:55.230 --> 00:54:10.450

Robert Pelychaty: obviously all the same tools. These are different tools. And these tools are based on the student’s needs. And we always suggest that you wouldn't provide the tools simply because they're available for available. The students should only be designated these tools

240

00:54:10.560 --> 00:54:18.399

Robert Pelychaty: for one, if they're familiar with them, they use them routinely. And there's a certain level of the need, a strong rationale for the student.

241

00:54:18.640 --> 00:54:30.560

Robert Pelychaty: I mentioned earlier that students who are English learners, whether they have a disability or not, are eligible for accommodations. We call this EL accommodations; accommodations for English learners.

242

00:54:30.770 --> 00:54:57.179

Robert Pelychaty: There is a bilingual word to word dictionary. We have a database on word-to-word dictionaries. These are not the dictionary in the formal sense of providing word and definition. These are strictly word to word comparisons or glossaries, and these are available to all English learners and former English learners, for English learners that have in the country for less than 3 years unfamiliar with computers. There's a paper-based test they could have as an accommodation.

243

00:54:57.920 --> 00:55:20.720

Robert Pelychaty: But please, before signing paper-based tests use your discretion or rationale. If the student is taking computer-based tests, you can see there or for students not to take the computer-based test, there should be a strong rationale, a reason why paper-based test is appropriate for that student. As you can see from the examples, the computer-based test has a lot of different features and tools that could be advantageous for the student.

244

00:55:21.207 --> 00:55:30.659

Robert Pelychaty: And if a student's familiar with computers uses computers routinely, there probably wouldn't be a strong reason why a paper-based test would be appropriate for the student.

245

00:55:31.200 --> 00:55:36.380

Robert Pelychaty: As you can see here, English learners, if they require the accommodation

246

00:55:36.530 --> 00:55:43.420

Robert Pelychaty: for text-to-speech or human reader that is available for math science, civics, but not the MCAS ELA test.

247

00:55:43.440 --> 00:56:08.859

Robert Pelychaty: Please know that if they're receiving this, the Spanish/English tests, and that they need a human read aloud that can be provided for that student. Therefore, the test administrator could read the Spanish/English test to that particular student in math science or civics. But there's not a text to speech option for that particular test. If that makes sense, you could ask them. And if you have questions on that, please let me know.

248

00:56:10.250 --> 00:56:22.139

Robert Pelychaty: form dependent accommodations. I mentioned this earlier in the presentation, how text-to-speech was not a form dependent accommodation, but I want to reiterate the point here, what is a form? Dependent accommodation?

249

00:56:22.340 --> 00:56:41.609

Robert Pelychaty: The form, dependence, accommodation is a particular special form that's ordered, selected for the student. And if a student receives that computer based special form, such as the Asl video, the compatible assistive technology form the screen reader, form the Spanish/English form, and they don't need it.

250

00:56:41.690 --> 00:57:09.989

Robert Pelychaty: or, however, if they do need it, don't receive it. The student needs to be assigned a brand-new test. The student just can't simply log out and a switch can't be turned when the student logs back in, this requires the school to go through a few additional steps of a test being voided, and a new test being assigned. Same thing for a large print paper test. Braille test, Spanish/English test. The reason why we mentioned this and kind of want to drive the point home is that

251

00:57:10.110 --> 00:57:21.469

Robert Pelychaty: every year there's some challenges or concerns with a student not being assigned the correct special test form, the form dependent accommodation, and then, if they're not assigned the correct form, or if they need it.

252

00:57:22.100 --> 00:57:47.610

Robert Pelychaty: Schools have to go through a few additional steps, and it takes time away from the testing for the student, and it usually creates a, you know, a little bit of stress for everybody involved. So, for these form dependent accommodations. Please double check. Make sure they're assigned correctly for the student. Abbie is going to show you an example later on today, in the presentation of how to ensure students are assigned to the correct form. So, we don't have any errors. On the day of the test

253

00:57:49.250 --> 00:58:03.459

Robert Pelychaty: preparation for MCAS testing for the next slide. I'm going to again turn this over to Abbie, and she's going to go through some of these particular steps here. How to ensure the accommodations are correctly assigned to your student.

254

00:58:04.830 --> 00:58:08.560

Abbie Currier: Alright. So, in the MCAS portal.

255

00:58:09.793 --> 00:58:13.850

Abbie Currier: Rob, do you mind sharing your slide again?

256

00:58:16.940 --> 00:58:36.420

Abbie Currier: Awesome. Thank you. So in the MCAS portal the test coordinators can verify the accommodations that have been added to students using the export students feature on the student registration page. And we did have a training last week, as Rob mentioned

257

00:58:36.420 --> 00:58:57.350

Abbie Currier: that went in depth on the student registration file how to create the file, upload the file, export the file; all of that good stuff. But exporting that file will provide you with a list of all of the students and all of the accommodations that have been ordered. For each test that that student is currently registered for.

258

00:58:57.580 --> 00:59:06.119

Abbie Currier: So that's 1 way to verify that all of the accommodations have been added for your particular your group of students

259

00:59:06.410 --> 00:59:23.650

Abbie Currier: test coordinators and test administrators can view the assigned accommodated forms on the view details and student logins. Page. So, after you have added your students and put your students into classes. You'll schedule those classes to take the test.

260

00:59:23.660 --> 00:59:37.189

Abbie Currier: And on that details page for the scheduled test session you'll be able to see the form assignment for each student in that class, and the form name will have something like

261

00:59:37.240 --> 00:59:58.049

Abbie Currier: For screen reader or human. Read aloud, or whatever other accommodated form there may be, so that you can verify that the students who need those special form assignments have been assigned the correct form ahead of time, so that they don't have to log in and then stop, and all of that jazz. So

262

00:59:59.030 --> 01:00:22.570

Abbie Currier: the next place in the portal that you can verify accommodations, and this is for both test coordinators and test administrators, and that is, they can view other assigned accommodations, so not the form assignment, but any other accommodations that have been ordered for a student like a mouse pointer that is available on the summary sheet

263

01:00:22.640 --> 01:00:46.370

Abbie Currier: provided with the student logins. PDF, so when you go to print your student logins so that you can pass them out to students on the day of testing, there's going to be a summary sheet, and that summary sheet is going to include any accommodations that have been ordered for your students, including any accommodation in the system for them. For that particular test.

264

01:00:47.400 --> 01:01:03.429

Abbie Currier: If you have a specific student that you want to verify their accommodations, you don't have to use the export students feature. If it's just a couple of students. You can always go to the students page in the portal and

265

01:01:04.300 --> 01:01:28.880

Abbie Currier: and click to edit the student after you've located them, and that will list out all of their accommodations for each test that they're registered for, and you'll be able to add or remove accommodations that way. So, if especially if it's like the day of testing. And you realize that a student needed text to speech and they don't have it. Just go ahead and edit them directly in the user interface of the MCAS

266

01:01:28.880 --> 01:01:38.549

Abbie Currier: portal, and then they'll be able to have that text to speech accommodation quickly added for them. You don't have to utilize the student registration file in order to do that.

267

01:01:40.170 --> 01:01:44.330

Abbie Currier: and with that I will turn it back over to Shannon.

268

01:01:48.790 --> 01:01:50.659

Shannon Cullen: Great thanks so much.

269

01:01:51.351 --> 01:02:11.559

Shannon Cullen: If we go to the next slide, we just have a few other things here. Some reminders about how to prepare for test administration specifically for accommodations. And I really do want to drive home what Abbie was just saying about ensuring that your accommodations have been assigned correctly prior to testing.

270

01:02:11.560 --> 01:02:17.790

Shannon Cullen: It can be a really big headache and pain point during testing. If a student signs into a test.

271

01:02:17.790 --> 01:02:42.729

Shannon Cullen: you realize while they're testing. They don't have their accommodation, as you can imagine. It can incite a panic in the student and in the test administrator and in the test coordinator and overall. It's a situation that you want to avoid if you can. So, I do really strongly recommend that you check and double check your accommodations before students sign in on test day. And that's particularly important for those form dependent accommodations that

272

01:02:42.730 --> 01:03:02.869

Shannon Cullen: Rob just went over. Because for those, if a student starts a test with the wrong accommodation. If it is form dependent, they may need to have that test voided, create a new test and restart the test, which, if there are several questions in, is really not an ideal testing environment for the student.

273

01:03:03.060 --> 01:03:08.660

Shannon Cullen: So please just make sure you are checking your accommodations in one or more of the ways that Abbie just described.

274

01:03:08.950 --> 01:03:23.379

Shannon Cullen: Aside from that, you'll need to provide training to test administrators and any other staff who will be providing accommodations to make sure that they understand their roles and responsibilities in how those accommodations need to be provided to their students.

275

01:03:23.610 --> 01:03:32.739

Shannon Cullen: You'll also want to develop plans for monitoring accommodations for any of your students that require a 1-to-one individual test administration.

276

01:03:33.560 --> 01:03:58.059

Shannon Cullen: We've mentioned a couple of times now, the student tutorial and the practice tests. So, the practice tests for February High school science or for high school science are available on the MCAS Resource Center for students to begin becoming accustomed to the new platform and the new tools. The student tutorial and the remaining practice tests are expected to be available by mid-February.

277

01:03:59.120 --> 01:04:23.260

Shannon Cullen: and then our training opportunities. Web page. We update this frequently with additional trainings that will be held throughout the year. So, there are some additional trainings for principals and test coordinators next week, as well as some office hours for student registration as well as office hours for MCAS Portal tasks for February science. We also announce those trainings in upcoming student assessment updates. So please stay tuned.

278

01:04:24.560 --> 01:04:53.299

Shannon Cullen: Just a couple of reminders of things that should be provided to all students during testing. So MCAS test sessions are untimed, meaning, I understand that you will likely set aside a certain portion of your day, maybe an hour and a half, 2 and a half hours whatever the recommended testing time is in the mornings. But students are allowed to test for the entire school day if they choose, and just a reminder that that is something that should be made available to all students.

279

01:04:54.290 --> 01:04:59.400

Shannon Cullen: All students should also be given blank scratch paper. Sorry if we could just go back

280

01:04:59.570 --> 01:05:09.279

Shannon Cullen: just a couple more points on this slide. Blank, scratch paper. This can be blank, lined, or graph. There is a place in the test administrator scripts that indicates that they're handing out

281

01:05:09.520 --> 01:05:12.700

Shannon Cullen: scratch paper. So, all students should be given that.

282

01:05:12.720 --> 01:05:40.209

Shannon Cullen: And if assistance is needed from the test administrator to navigate the computer-based testing platform. So not to enter in student answers, but to help them find the tools or the directions that they need. That assistance should be made available to all students and guidelines about what assistance a test administrator can give to their students are available in the Principal's Administration Manual and the Test Administrators Manual.

283

01:05:41.190 --> 01:06:08.289

Shannon Cullen: and then finally, on this next slide, just some reminders for paper-based testing. So, if you have any students testing with special paper-based forms, including braille or large print. Those will have special instructions that you should be sure to review prior to testing. You'll also need to designate test administrators to transcribe those special test forms into a standard booklet, and place that in the special handling envelope to return.

284

01:06:08.390 --> 01:06:28.060

Shannon Cullen: appendix C is available in the accessibility and accommodations manual for scribing and transcribing appendix C of the principals. Administration manual focuses on accessibility, features, and accommodations, and it has instructions for these as well, including instructions for typed responses which are also on your screen here.

285

01:06:28.920 --> 01:06:32.300

Shannon Cullen: and I think with that I will now pass this back to Rob.

286

01:06:32.940 --> 01:06:49.950

Robert Pelychaty: Thanks so much, Shannon, and that should be a very helpful overview. I just want to speak just a few minutes on what to do. If a student refuses an accommodation, and the reason I want to touch on this is, I get a few calls every year about this, you know, how do they handle the situation, and we have some forms to support.

287

01:06:50.109 --> 01:07:03.499

Robert Pelychaty: If, for example, in accommodations offered to a student, and the student refuses that accommodation, we have the sample refusal form available for schools to use indicate that the accommodation was offered. But the student didn't use it.

288

01:07:03.720 --> 01:07:29.240

Robert Pelychaty: Just please make sure that I'm not saying, everyone will do this, but just make sure that you don't try to make the students sign something, saying they didn't want the accommodation. Just notify the parents that student refused an accommodation. It was offered. Maybe you want to go through and amend the IEP for future testing. Talk about it with the IEP team IEP team or could update the IEP saying, you know, accommodation will be available as requested by the student.

289

01:07:29.359 --> 01:07:36.849

Robert Pelychaty: and then, if necessary, you can update the student registration information to indicate that the accommodation wasn't used for the student’s test.

290

01:07:38.840 --> 01:07:46.149

Robert Pelychaty: I'm going to move on here and I'm going talk a little bit about the upcoming training sessions. And Shannon made a good point in mentioning that

291

01:07:46.180 --> 01:08:13.249

Robert Pelychaty: these training sessions that we are available, we notate these on our student assessment Update. And we've had a training last week for the student registration system. But we have some new trainings that are coming up, and you can see on the slide. You can also see in the links that if you're interested in knowing more about MCAS Test Security Administration protocols that we have 2 trainings coming up and register for those trainings using the slides here, but the links here that was sent out to you.

292

01:08:13.460 --> 01:08:32.409

Robert Pelychaty: We also have office hour sessions. And these office hour sessions are exactly what they say they are meaning. It's the opportunity for you to come in and ask questions about the topic. So, there's no real specific tied agenda other than we're there to provide support for student registration, for grades, 3. Through 8

293

01:08:32.410 --> 01:08:53.210

Robert Pelychaty: for high school office hours. How to use the MCAS portal again, these are opportunities for you. If you have questions about various MCAS assessment or administration tasks that you may be doing at your school. And again, if you use these links that are provided to you in the slides you can register for these particular trainings.

294

01:08:54.190 --> 01:09:09.979

Robert Pelychaty: I really want to thank everyone for joining today, taking time out of your busy school day. So, I know that you have a lot to do, you know. Obviously take care of it. But we really want to be here to support you, making sure test administration is as smooth as possible. So

295

01:09:10.210 --> 01:09:16.769

Robert Pelychaty: now I'm going to devote this time for the next few minutes to 2 things. One, we're going to go through some Q&A

296

01:09:16.970 --> 01:09:33.580

Robert Pelychaty: for questions that came in, and 2 after this we'll have an opportunity to see some demonstrations again. So, I'm going to ask Shannon now if there's any questions that came in since our last break, that you felt would be really important for us to answer

297

01:09:34.460 --> 01:09:36.619

Robert Pelychaty: verbally to the folks right now.

298

01:09:36.800 --> 01:10:00.549

Shannon Cullen: Sure. Before I start asking or calling out some of these questions. I just want to know what Rob said at the top of this presentation. I understand that there's a lot of questions that folks have about the new platform and the new systems. We are going to focus our time here on accessibility and accommodations, other questions will be answered in the Q&A. When it comes out it will be sent out to you within the next week.

299

01:10:00.550 --> 01:10:11.150

Shannon Cullen: So if you do not get your question answered, now, please know that we have it. We will need to look into it and write up a response that you will receive later on.

300

01:10:11.300 --> 01:10:16.289

Shannon Cullen: I have a question here asking about El students.

301

01:10:16.480 --> 01:10:28.689

Shannon Cullen: and the question is, is there a formal process of assigning them accommodations like the formal process that there is for students with disabilities having an IEP.

302

01:10:29.150 --> 01:10:40.010

Robert Pelychaty: Good question. There is a form and accessible and accommodation manual that teams can use. That's a sample form. When I say teams, I mean educators familiar with those students.

303

01:10:40.120 --> 01:11:00.559

Robert Pelychaty: So, there isn't like an IEP process where the accommodations are mandated and required, since they're written down on an IEP or 504 plan. But these accommodations are available, and the school should record them in a way indicate for the students who are going to use them. So again, the processes that these are available

304

01:11:00.610 --> 01:11:15.310

Robert Pelychaty: students who are English learners are eligible for them, and they can make the decisions to provide them to them, and they should record it somewhere. There's a sample form in the accessibility accommodation manual. A school may develop their own form if they want, but again, they're not

305

01:11:15.530 --> 01:11:22.030

Robert Pelychaty: insured or guaranteed by you know, IEP protections like they would be for other students.

306

01:11:24.300 --> 01:11:25.590

Shannon Cullen: Great. Thank you.

307

01:11:25.790 --> 01:11:48.420

Shannon Cullen: I see a question here about accommodation, essay for a special access, a calculation device, or other mathematics tool. The question is asking, can it be either or both? And how might one determine which to choose? I'm assuming their meaning when they say either or both, they mean calculation, device, or other mathematics, tool.

308

01:11:48.420 --> 01:12:03.589

Robert Pelychaty: Yeah, that's a good question. So, say, for example, students taking the computer based test and the students taking and needs a calculator. Well, if they indicate in the SR student registration system, the student needs a calculator for the non-calculator session.

309

01:12:03.650 --> 01:12:20.890

Robert Pelychaty: A calculator will appear on the test so they can use the built-in calculator. Perhaps the student uses a multiplication table instead, or they have a handheld calculator. They certainly could use one of those as well. They don't necessarily have to use the embedded calculator tool.

310

01:12:20.940 --> 01:12:43.260

Robert Pelychaty: It's important that the teams identify what the student needs. So, you would determine that, based on the students needs, what they use routinely in the classroom, and how much do they need it? So, if you need to further specify it, use further specify in the IEP. We just give you an accessible and accommodation manual, a broad understanding of what could be available for that student.

311

01:12:45.660 --> 01:12:46.960

Shannon Cullen: Great. Thank you.

312

01:12:47.480 --> 01:12:55.319

Shannon Cullen: I have another question here asking, is the general masking now? Replacing answer, masking, or are they 2 separate things.

313

01:12:55.320 --> 01:13:14.959

Robert Pelychaty: That's a good question. They are 2 separate things. And if you look to the student tutorial, or I can actually, we can have time to show that later the answer masking has to do with the answers being not shown. The masking tool is something that the student could use to mask different portions of the text on the screen

314

01:13:14.960 --> 01:13:36.130

Robert Pelychaty: so, they can just cover. Say, for example, they're taking the science test in grade 5, and there's a lot of material on the science screen, and they just want to cover it because there's so much material to make it less visually distracting. They can. They can use the answer masking much like the answer, eliminator tool is used to eliminate the answer options.

315

01:13:38.580 --> 01:13:39.920

Shannon Cullen: Great. Thank you.

316

01:13:40.820 --> 01:13:49.599

Shannon Cullen: I see another question about special access accommodations. This person is asking, “where are the guidelines for special access accommodations to share with teachers?”

317

01:13:49.600 --> 01:14:05.259

Robert Pelychaty: I'm going say it's page 19 of the accessibility accommodation manual. But I don't know the exact page number, but it's in in section 9. If you will. In the accessibility accommodation manual around, we'll say page 19 to 22 somewhere around there. But it but

318

01:14:05.960 --> 01:14:08.130

Robert Pelychaty: pretty positive it's around that particular page.

319

01:14:10.180 --> 01:14:13.266

Shannon Cullen: I'm very impressed that you know the page number.

320

01:14:13.610 --> 01:14:14.409

Robert Pelychaty: See if I get it right.

321

01:14:14.410 --> 01:14:14.770

Shannon Cullen: Stadium.

322

01:14:15.310 --> 01:14:15.850

Robert Pelychaty: But.

323

01:14:17.321 --> 01:14:20.980

Shannon Cullen: I'm looking for other questions.

324

01:14:24.829 --> 01:14:36.580

Shannon Cullen: If a student has human reader as an accommodation for a non-ELA test, can text to speech be used interchangeably, and does that need to be noted in the IEP.

325

01:14:37.220 --> 01:14:48.299

Robert Pelychaty: Good question, and I try to go over this early in the presentation, and it's one of those like kind of it's, you know, variant of normal. If, for example, the student is taking the math test

326

01:14:48.440 --> 01:14:59.150

Robert Pelychaty: and the team determines whether the student has the accommodation, they should take facts of speech, allows the student to be more independent. They don't need a specialized test administrator. They could use headphones. They go through their test.

327

01:15:00.260 --> 01:15:14.720

Robert Pelychaty: Perhaps it's not working for the student. The student needs some support. They could raise their hand. Certainly, a test administrator could provide. Some read aloud support to that student as long as they're not distracting other students, the student may have to be moved into, you know, a separate setting

328

01:15:15.090 --> 01:15:33.609

Robert Pelychaty: if the student needs it interchangeably. That should be listed on the IEP, as I mentioned before, text-to-speech is preferred, but human read aloud, acceptable. They would schedule a student for the text-to-speech, and they would make their test administration session as such, or setting as such that they could provide both to that particular student.

329

01:15:34.620 --> 01:15:56.500

Robert Pelychaty: And you know it always would be a good idea to just have a good understanding of the students what they use routinely before they sign up for the particular test. So perhaps at your school. You may be the person like the MCAS test coordinator, and you see a lot of these particular accommodations listed on the IEPs that are coming your way you may want to talk to the IEP liaison and

330

01:15:56.520 --> 01:16:15.669

Robert Pelychaty: get a little more information about what the actual student needs. What's the expectation for the student, if it's not clearly written, and then those IEPs could be adjusted if necessary. The liaison could certainly email the parent, or they could do something just to really identify what's needed. One would often wonder why students would have a particular accommodation

331

01:16:15.690 --> 01:16:28.460

Robert Pelychaty: or text to speech if the student never used it in their routine classroom assignments. There may be a good opportunity for a long, larger discussion the school could have regarding determining accommodations for students.

332

01:16:30.700 --> 01:16:32.539

Robert Pelychaty: I hope that answered the question.

333

01:16:33.750 --> 01:16:49.740

Shannon Cullen: Yeah, thank you. I see we have a few other open questions here, but I think for most of these, they are either on other topics or questions that we will need to consult with other folks at DESE before responding. Do you want to move into the sandbox time.

334

01:16:49.740 --> 01:17:19.379

Robert Pelychaty: Yeah, I think it's a good opportunity. We have about 12 min left today. So, I just want to give everyone the opportunity to see some Demos again. But I but I want to reiterate what Shannon said, that we will review all these questions and make sure we get you the correct answer. So sometimes there, we want to consult to make sure all the information we provide is correct for you. So again, thank you for your time, I'm just going move on to what we call sandbox time, as I mentioned earlier, that is an opportunity to see some Demos again, and I get to start with a lovely poll here for everybody.

335

01:17:19.470 --> 01:17:25.390

Robert Pelychaty: Would you like to see more information on? Would you like to see how students use text to speech which we talked about

336

01:17:25.630 --> 01:17:31.310

Robert Pelychaty: how students use speech-to-text, or how to ensure accommodations are correctly assigned.

337

01:17:31.440 --> 01:17:46.190

Robert Pelychaty: You know, just trying to gauge your preference. What didn't we cover enough? What are? What are the more burning questions out there, as you know, as our job basically is to make sure you have as much information as possible. So, let's close the poll. And let's see what we got.

338

01:17:50.920 --> 01:18:16.559

Robert Pelychaty: by the vast majority. We want to see how accommodations are correctly assigned. So if you have questions on the other 2, please let me know. We certainly will provide that. But that's a really good opportunity here just to go back through that information. I know this is somewhat of a new system in the sense of it's different, but there are some of the similar safeguards we have for, so I am going to turn it over to Abbie here.

339

01:18:16.610 --> 01:18:22.440

Robert Pelychaty: and Abbie will go through the process to ensure accommodations are correctly assigned.

340

01:18:23.440 --> 01:18:24.770

Abbie Currier: Great thanks, Ron.

341

01:18:30.820 --> 01:18:40.549

Abbie Currier: So, let me go ahead and share my screen. Here. I'm going get logged in as a Demo DTC user, just for the purposes of

342

01:18:40.770 --> 01:18:45.670

Abbie Currier: my demo here today, and I'm going to utilize the cast training site.

343

01:18:46.282 --> 01:18:49.300

Abbie Currier: So first, we'll click on administration

344

01:18:49.490 --> 01:18:56.389

Abbie Currier: and for focusing on the student accommodations and making sure that those are ordered for students.

345

01:18:56.390 --> 01:19:20.069

Abbie Currier: First, we'll look at the going to test scheduling and using the I'm sorry student registration and using the export students feature this download essentially a file in the exact same layout that was uploaded. And so, it lists all accommodation. It lists all students with all of their accommodations by test code.

346

01:19:20.070 --> 01:19:30.950

Abbie Currier: same as when you uploaded them into the system. So, if you want to look at this holistically across all students. I would strongly recommend that you utilize the export students button.

347

01:19:31.770 --> 01:19:47.759

Abbie Currier: If you only have a few students that you want to double, check their accommodations, you will locate the student that you're looking for, and each of these magnifying glasses allow you to click, and then sort of search within that field.

348

01:19:48.270 --> 01:19:54.050

Abbie Currier: So, I can locate my student this way, and then I'll click on edit.

349

01:19:55.660 --> 01:20:01.760

Abbie Currier: And I can see, okay. So, for this student, they're currently registered for BioFeb.

350

01:20:02.230 --> 01:20:22.609

Abbie Currier: When I come over here, I see that they don't have any accommodations for this test ordered. Yet I would just need to order the particular accommodations that they have. Maybe they need the enlarged cursor. And maybe they also require a word prediction.

351

01:20:22.610 --> 01:20:46.460

Abbie Currier: So, I can assign those two accommodations. I just save for this particular student. And then I'm ready to go if I need to add accommodations for another test. Maybe this student is also going to be testing in an additional administration. It's very easy to just add their testing code over here. Maybe they're taking ELA again in March.

352

01:20:46.620 --> 01:20:55.350

Abbie Currier: and when I come back over here to accommodations. That new test will appear here, and I can order their accommodations there as well.

353

01:20:55.830 --> 01:21:14.054

Abbie Currier: So either way, we're editing their accommodations. If you need to remove an accommodation for a student, it's already checked. For example, all you have to do is unselect that and click, save, and that accommodation will no longer be available for that student.

354

01:21:15.070 --> 01:21:39.600

Abbie Currier: Once you've verified student accommodations for the most part your last stop, if you will, in double checking. All of this is ensuring on the summary page of the student logins that the appropriate accommodations are listed there. So, I'm going to select my high school science test that I've got

355

01:21:40.090 --> 01:21:41.630

Abbie Currier: right here.

356

01:21:41.820 --> 01:21:49.649

Abbie Currier: I can see I've got my students in this particular class, and I'll click on view details and student logins.

357

01:21:50.340 --> 01:22:11.140

Abbie Currier: And here's where I will see a couple of different things. So, number one, I'll be able to print my student logins. I can either select individual students that I'd like to print, or if I want to select all of them, I can just use this checkbox and then we'll click export logins for selected students.

358

01:22:11.650 --> 01:22:24.640

Abbie Currier: We'll select the PDF version. Csv is useful if like, you were in a remote testing situation. But all you're going to do is print them out and provide them to students. Your PDF is your best option

359

01:22:25.927 --> 01:22:48.182

Abbie Currier: you can opt to print one login per page or 8 logins per page, and there's lines on the paper that you can use to cut them out with scissors. 27 logins per page is if you wanted to print these on like Avery labels. And you know, maybe the students need something sticky to really hang on to them.

360

01:22:48.875 --> 01:22:56.140

Abbie Currier: that's an option as well. So, I'm just going select 8 logins per page and click export. And in this, PDF.

361

01:22:57.250 --> 01:23:21.679

Abbie Currier: I'm going to see this summary page and this summary page is important for the test administrators to hang on to, because, in addition to listing out all of the accommodations for students, and they need to verify that and make sure that students who need text to speech, or what have you have that accommodation added? But this is also a really great summary sheet

362

01:23:21.680 --> 01:23:27.289

Abbie Currier: that lists all of the usernames and all of the passwords for students that are in that class.

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01:23:27.290 --> 01:23:52.269

Abbie Currier: So maybe you have a student who loses their sheet of paper or suddenly has issues with reading their username and password. The test administrator is going to have all of those usernames and passwords right here. If there are session access codes like for the operational tests. Those will also be listed here because this is a practice test and just available on the training site.

364

01:23:52.270 --> 01:23:57.900

Abbie Currier: There's no session access codes for the practice test. So that's why you don't see them printed here.

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01:23:58.460 --> 01:24:13.389

Abbie Currier: And then on the subsequent pages are the test, the test tickets or the student logins that would be printed out, cut out on individual pieces of paper, and then passed out to the students the day of testing.

366

01:24:15.240 --> 01:24:24.379

Abbie Currier: additionally making sure that the form assignment is correct. That information is right here. So, it lists the student's name

367

01:24:24.400 --> 01:24:41.989

Abbie Currier: as well as their username and password. And then you can see the form name listed here. Now, right now, because this is a practice test. It's just called Biology practice test. If this were an operational test. It could have forms that are named with SR

368

01:24:42.362 --> 01:24:55.400

Abbie Currier: For screen reader, or they may be called a human read aloud, or human signer form, so that information is going to be provided here. For each of the students in the scheduled class.

369

01:24:56.290 --> 01:25:00.860

Abbie Currier: And that concludes the demo. So, I will turn it back over to Rob and Shannon.

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01:25:05.180 --> 01:25:12.780

Robert Pelychaty: I want to thank you so much, Abbie. I appreciate it. I'm just going share the remainder of my screen here, just give me a second

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01:25:12.890 --> 01:25:15.010

Robert Pelychaty: it should come up, and

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01:25:15.590 --> 01:25:21.870

Robert Pelychaty: the next steps in the last few slides. I just want to cover a couple of closing comments and important information.

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01:25:22.370 --> 01:25:38.400

Robert Pelychaty: You'll receive an evaluation form. Please take your time and go through that and give us some information about what we could do better, and how we could provide you with more information. What topics are you interested in knowing more about? We didn't provide? Please know that your email address and your name are associated with your responses.

374

01:25:38.870 --> 01:25:45.480

Robert Pelychaty: And if you have any other questions about like, I have a student who you always want to, you could certainly email MCAS@mass.gov.

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01:25:45.760 --> 01:25:58.310

Robert Pelychaty: I know we mentioned this before, but it's worth mentioning again that we will receive a Q&A from the session. We're going to go through all the questions, and we'll provide responses. And you'll receive that in about a week. And the recording will be available

376

01:25:58.550 --> 01:25:59.450

Robert Pelychaty: with that

377

01:26:00.060 --> 01:26:13.160

Robert Pelychaty: just information on email and phone support phone support. I should say, questions about logistics and technology. You want to contact Cognia email, MCAS@cognia.org, there's a phone number for you, 807-737-5103,

378

01:26:13.390 --> 01:26:18.240

Robert Pelychaty: 800-737-5103 MCAS Service Center, you know, support number.

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01:26:18.740 --> 01:26:41.830

Robert Pelychaty: And if you have questions about policies and accommodations, you can contact us (781) 338-3625, or email us at MCAS@MASS.gov again, I really want to thank you for taking time out of your busy day. I really hope you found this information helpful. And I wish you a smooth MCAS Test administration. If you have additional questions, please don't hesitate to ask.

380

01:26:42.410 --> 01:26:48.990

Robert Pelychaty: I think we're going close, almost right on the hour. So, it's like really staying with our time limit, which is nice.

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01:26:49.480 --> 01:26:51.549

Robert Pelychaty: Have a great rest of the day, everybody.

382

01:26:51.670 --> 01:26:55.369

Robert Pelychaty: and I'm sure I'll see you all at additional trainings.

383

01:26:55.810 --> 01:26:57.399

Robert Pelychaty: I will close the zoom now.