**Transcript**

**Test Security and Administration Protocols for New Staff**

**January 28, 2025**

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

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00:00:00.570 --> 00:00:04.029

Jodie Zalk: alright. So, welcome everyone. Thank you for joining us.

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00:00:04.150 --> 00:00:23.389

Jodie Zalk: This session is what we used to refer to, and with this weather we like to say, a surefire sign of spring coming. This is our test. Administration and security protocols for new staff, and while it is January, and while there is ice and snow on the ground, we are preparing for our spring administrations

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00:00:23.650 --> 00:00:33.230

Jodie Zalk: for those of you in high schools. We know that we are also preparing for February science as well as March retests, and we thank you for your time joining us this morning.

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00:00:33.510 --> 00:00:50.610

Jodie Zalk: This session, in particular, is being geared toward new staff. We do have another session later this week for returning staff. So if you would like to hear this in a slightly different version, or if you have colleagues who would like to attend registration is still available for that session.

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00:00:51.050 --> 00:00:52.389

Jodie Zalk: Next slide, please.

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00:00:54.250 --> 00:01:01.860

Jodie Zalk: My name is Jodie Zalk. I'm the manager of test administration and publications at the Department of Elementary and Secondary Education

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00:01:02.000 --> 00:01:16.209

Jodie Zalk: and I have the pleasure of introducing my team to you this morning. Unfortunately we can't see you all and hear from you, but we also want to welcome you and thank you again for taking the time to be with us this morning.

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00:01:16.740 --> 00:01:25.269

Jodie Zalk: During this session you'll hear from my colleagues at DESE Shannon, Cullen, Robert Pelychaty, as well as David Ragsdale.

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00:01:25.530 --> 00:01:50.200

Jodie Zalk: We also have a number of folks here with us to help support the session as well as answer questions, so you may see responses from folks from Cognia, our testing contractor as well as eMetric, our testing subcontractor. And you'll be hearing from Abbie Currier, who's a senior project manager with eMetric, and she'll be doing some demonstrations this morning.

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00:01:52.470 --> 00:02:05.489

Jodie Zalk: And so, before we get into the content, we just wanted to go over briefly how we'll be handling the questions and answers this session. You can use the Q&A feature and we'll be taking some breaks. And at

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00:02:05.670 --> 00:02:29.739

Jodie Zalk: answering aloud some of the questions that you're asking. But we want to make sure that you know that you can type questions at any point during the session. If something is coming up. We may get to that later on, but we will be emailing out a record of all the questions in about a week after the session. So do not fear that your questions will go into a void. We will be answering all of the questions.

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00:02:29.800 --> 00:02:51.100

Jodie Zalk: I know that the very first question will be, where is the Principal's Administration Manual for spring? We just sent that out yesterday with your slides. You're the 1st group in the State to have that. So, we want to make sure that you have the PDF. Of the PAM. So Alicia is going to put that in the chat for you now.

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00:02:52.178 --> 00:03:02.470

Jodie Zalk: and another note on logistics for folks who need closed captioning that's available by clicking the CC option show captions on your zoom screen

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00:03:03.550 --> 00:03:04.609

Jodie Zalk: next slide.

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00:03:05.810 --> 00:03:19.700

Jodie Zalk: And I also wanted to call out that we sent the slides yesterday to you. Alicia is going to put them in the chat for you now, and we will again send them out after the session for you, and we will post them to the resource center

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00:03:20.460 --> 00:03:21.550

Jodie Zalk: next slide.

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00:03:22.460 --> 00:03:44.400

Jodie Zalk: So, this morning, what are we going to be covering together, we have a number of different topics primarily focused on test security and administration protocols. We'll be doing a walkthrough of an introduction of resources to make sure that after today's session you get the answers to the questions that you have, and then we'll walk through from soup to nuts.

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00:03:45.039 --> 00:03:50.859

Jodie Zalk: Preparing for testing the protocols, the procedures, all the security requirements.

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Jodie Zalk: Then we'll be sharing a little information about accessibility and accommodations and again providing resources for the next steps in that area.

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00:04:01.260 --> 00:04:09.229

Jodie Zalk: And then we'll be turning toward additional resources and support and let you know what happens after today's session.

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00:04:09.500 --> 00:04:15.819

Jodie Zalk: And then for folks who are doing paper-based testing. We'll have a little part at the end for folks doing paper-based testing

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00:04:15.950 --> 00:04:21.890

Jodie Zalk: throughout the session. As I mentioned, we'll have breaks for questions and answers that will take aloud.

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00:04:22.010 --> 00:04:31.770

Jodie Zalk: And we also have some interactive poll questions because we want to make this interactive for you and also check for understanding in certain places.

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00:04:32.190 --> 00:04:36.440

Jodie Zalk: So, with that, I'm going to turn this over to my colleague, Shannon Cullen.

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00:04:37.640 --> 00:05:02.059

Shannon Cullen: Great thanks, Jodie, and good morning, everyone. And thanks for joining us today. We're gonna kick things off with a quick poll question. And the question is, have you attended any of DESE's MCAS training sessions this school year? Have you attended 3 or more, one or 2, or is this your first DESE MCAS training session? I'll give folks just a moment to enter in their answers.

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00:05:04.770 --> 00:05:06.430

Shannon Cullen: And let's close the poll.

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00:05:09.130 --> 00:05:36.009

Shannon Cullen: Okay? So, it looks like more than 80% of folks who are here with us this morning have already attended at least one training. Most are at one or 2, and we do have about 16% of participants that this is their 1st MCAS DESE training this school year. So, welcome everyone. And let's get started. We go to the next slide. As Jodie said, we're going to start today with an introduction and some resources for you.

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00:05:36.200 --> 00:05:56.879

Shannon Cullen: So, on the next slide, we have some information and introduction to MCAS. Computer-based testing linked. Here are sites that hopefully are not new to you. We have the crosswalk of terminology for MCAS tests. So, this links our terminology this year to prior years and explains the different components.

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00:05:56.920 --> 00:06:11.879

Shannon Cullen: The MCAS Portal is the site that you, as principals and test coordinators, are using to set up and administer computer-based testing. And then the MCAS Training Site is a site that you can use to practice with MCAS Portal tasks and administer practice tests.

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00:06:12.160 --> 00:06:18.560

Shannon Cullen: The MCAS Student Kiosk is the student testing platform that needs to be downloaded on all student devices.

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00:06:19.350 --> 00:06:25.720

Shannon Cullen: On the next slide we have just a few next slides.

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00:06:27.160 --> 00:06:42.609

Shannon Cullen: Thank you. A few commonly used acronyms. I'm not going to go through all of these, but this slide is here for you to refer back to. If you need it. Most commonly today you'll probably hear CBT and PBT. Or computer-based testing and paper-based testing

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00:06:42.810 --> 00:06:43.960

Shannon Cullen: next slide.

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00:06:45.170 --> 00:07:05.360

Shannon Cullen: We've also listed out for you here again, just some upfront information. The delivery dates for manuals and materials for paper-based testing. These dates are included in the statewide testing schedule, but just wanted to put them in one place for you here, so you can see that you'll start receiving materials for spring testing in March

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Shannon Cullen: next slide.

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00:07:08.460 --> 00:07:35.669

Shannon Cullen: All right, as we begin to talk about some resources that are available to you, we have a lot of different resources in a couple of different places, and one place that a lot of those are concentrated is on the MCAS page of the DESE website. So that is linked for you on this slide here, and if you go to that page and look at the left side of the page in this red box here you'll see a lot of different pages within this MCAS page that contain a lot of different information.

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00:07:35.670 --> 00:08:00.979

Shannon Cullen: So, there are links to the statewide testing schedule, to the test administration resources, accessibility and accommodations. Information, if you don't already have this web page bookmarked in your browser would highly suggest you do so. And on this main page we also post the most recent updates and announcements in the center section here that says MCAS updates. So, this will be a really good resource moving forward

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Shannon Cullen: next slide.

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Shannon Cullen: So, I mentioned the test administration resources. So, the link on this slide here links back to the MCAS page, specifically to the test administration resources and the spring page will contain all of these materials. Not all of them are posted yet.

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00:08:21.360 --> 00:08:37.109

Shannon Cullen: So, like Jodie said, you are the 1st people in the state to receive the Principal's Administration Manual for the spring that will soon be posted to this website along with the test administrators manuals for the spring. So those will be available. Soon. You'll also find sample forms and materials

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Shannon Cullen: and other information related to additional policies and technology. And then we've also linked here the high school participation guidelines in the FAQ on student competency determinations, because we know that that generates a lot of questions. So again, just more resources for you to refer back to as you prepare for testing for the spring.

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00:08:57.970 --> 00:09:17.680

Shannon Cullen: The MCAS resource center is the other website that contains a lot of different resources to help you prepare for testing and a lot of these resources focus on the MCAS Portal, the online test management system. So, the resource center is linked for you on this slide. And this is what the homepage looks like. And then if we go to the next slide.

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00:09:18.190 --> 00:09:40.050

Shannon Cullen: We've listed out some of the resources that are available for you within the resource center. So, within the resource center there are various pages. There's an MCAS Portal page, a technology setup page, a training page, and a practice test page. There are other pages there as well, and we just wanted to highlight some of the resources that are available for you on each of those pages.

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00:09:40.110 --> 00:10:07.730

Shannon Cullen: The MCAS Portal Page contains a lot of different guides to tasks within the MCAS Portal technology setup page, as you may guess, contains technology information. It also contains the download links for the MCAS Student Kiosk for your technology coordinator. The training page is where you'll find this webinar recording within about a week, along with the recordings of our other previously held webinars from the school year.

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00:10:07.890 --> 00:10:19.999

Shannon Cullen: And then the practice test page is where the practice tests will live. So, the high school science practice tests are available. Now, additional practice tests are expected to be available in the next few weeks along with the student tutorial.

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00:10:20.320 --> 00:10:26.649

Shannon Cullen: So again, another page for you to bookmark, if you have not already, as it contains a whole host of resources for you.

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00:10:27.540 --> 00:10:49.750

Shannon Cullen: and then we also included this slide here on an orientation to the principal’s administration manual. I'm not going to go through this in detail, either, but this just lists out some of the information on a high level that is included in that principal’s administration manual, or the PAM, as we refer to it. So, this slide is just here for your reference to refer back to after this presentation.

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00:10:51.780 --> 00:11:09.139

Shannon Cullen: All right. So that was a really quick rundown of an introduction and a few resources for you again, just for you to refer back to after this presentation, and you'll hear us refer back to many of those resources throughout today's webinar as well. But let's get started on the test administration protocols.

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00:11:09.810 --> 00:11:18.030

Shannon Cullen: So, we have here a general timeline for MCAS computer-based testing pre-administration tasks that I'm going to walk through right now.

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Shannon Cullen: So, these are tasks to be completed by principals or test coordinators.

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Shannon Cullen: beginning in fall 2024. So, some tasks that you should have already started or completed, making sure you're reading our biweekly student assessment. Update. This is the newsletter that we send out to schools and districts across the commonwealth every 2 weeks, and sometimes more frequently than every 2 weeks. When we have some additional news to share in a special edition. If you have not already subscribed, please follow the link to do so. There's a subscribe link at the bottom of each student assessment update.

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00:11:52.010 --> 00:12:00.560

Shannon Cullen: You'll need to become familiar with the computer-based testing components that I was just speaking about the MCAS Portal, the MCAS Student Kiosk, the MCAS Training Site.

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Shannon Cullen: You'll also want to identify your school test administration team. Who's going to be coordinating, testing? Who is going to be administering, testing? Who's going to play the different roles? In addition to that, you'll need to establish a communication plan with them. So how will information be shared? Will you all subscribe to the student assessment update?

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00:12:20.310 --> 00:12:32.160

Shannon Cullen: Will just one person subscribe and then forward the information as necessary, so it’s really important that you've already, or if you haven't yet, that you soon identify your team and establish that communication protocol.

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Shannon Cullen: And then also, you want to be sure that you've updated your contact information with DESE. And one part of that is updating your information on profiles, the school and district Profiles website. It contains school information. It contains contact information for individuals within your school. And so you'll want to make sure that has been Updated so that we are communicating information to the proper people within your organization

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00:12:57.170 --> 00:13:18.200

Shannon Cullen: at least 2 months before testing. So, for spring testing, that's right about now, you'll want to make sure that you've updated the user accounts in the MCAS Portal. So, you'll want to make sure that your test coordinators, your technology coordinators and your test administrators. Have the accounts that they need with the proper permissions in order to be able to complete their tasks.

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00:13:19.090 --> 00:13:27.308

Shannon Cullen: planning for accessibility, features, and accommodations. So, you'll need to connect with the folks in your school who are responsible for

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00:13:27.940 --> 00:13:35.710

Shannon Cullen: planning for accessibility, features, and accommodations, and making sure that those are being accounted for in your MCAS testing plan.

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00:13:36.490 --> 00:13:57.569

Shannon Cullen: viewing online modules and trainings. And I'll add the guides here, too. Just making sure you're taking or you're using all of the resources that we have available to you, that you're watching the online modules that you are reading through the guides, that you're participating in the training sessions. And if you can't participate that you're watching them afterwards as they are posted to the resource center.

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Shannon Cullen: Making sure you've met with your technology coordinator. So, your technology coordinator should have already reviewed the technology guidelines and they need to prepare the school's technology, including site readiness which we will touch on a little bit later. Site. Readiness was something that we asked all technology coordinators to conduct this past fall. So, if they haven't yet, that is something they will need to do as soon as they can, and that's to make sure

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00:14:24.930 --> 00:14:27.919

Shannon Cullen: that all of the student devices are ready for testing

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00:14:28.430 --> 00:14:47.949

Shannon Cullen: and then completing student registration. So, we're in the middle of a number of student registration windows right now. We had a training on it a couple of weeks ago. We had an office hours yesterday for grades 3 through 8. There's another office hours tomorrow for high school. So, making sure that you're getting students registered for the upcoming test administrations.

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00:14:48.990 --> 00:14:56.370

Shannon Cullen: And then 2 weeks before testing, you'll want to make sure that you've trained your test administrators in the protocols and the security requirements

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00:14:56.520 --> 00:15:06.029

Shannon Cullen: that you've prepared, your devices and materials. So, making sure that student devices are ready, and that you have additional materials additional required materials ready for students

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00:15:06.200 --> 00:15:16.289

Shannon Cullen: that the students are prepared for online testing. So, making sure they have gone through the student tutorial and the practice tests which I mentioned will be available in the next few weeks.

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00:15:16.430 --> 00:15:23.319

Shannon Cullen: and that you have reviewed all of the instructions in the PAM which we shared with you prior to today's session.

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00:15:24.780 --> 00:15:27.609

Shannon Cullen: All right. Yep, we can go to the next slide.

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00:15:28.119 --> 00:15:42.389

Shannon Cullen: So this next slide again just covers what we just talked about with identifying your test administration team? So, making sure that you're connecting with the right people and commuting communicating the information accurately and efficiently.

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Shannon Cullen: So, we can go into the next slide.

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00:15:46.690 --> 00:16:10.589

Shannon Cullen: identifying who, where and when. So, this is again in terms of planning for test administration, thinking about who's going to participate, where they're going to participate when they're going to participate so particularly for high schools, making sure that you reviewed the participation guidelines and identifying students that will participate in the tests. I mentioned, accessibility, features, and accommodations, planning for those.

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Shannon Cullen: And you'll also need to consider your testing locations. So where will students test in what rooms and with who will be assigned to each testing room?

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00:16:20.920 --> 00:16:30.959

Shannon Cullen: And so, you'll need to make additional plans for test administrators and staff, and there are some additional steps to consider on this slide that you can refer back to later.

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00:16:32.130 --> 00:16:33.070

Shannon Cullen: Next slide.

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00:16:34.970 --> 00:16:50.119

Shannon Cullen: as we're thinking about scheduling considerations. And when students will test. So, the MCAS Student Kiosk, which students will be testing on is available between 7 a.m. And 4 p.m. Monday through Friday, during test administration windows.

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Shannon Cullen: Exceptions here are the week of April school vacation. If you do need to request access or request that students can test outside these hours. For example, if you're a high school that tests in the evenings. Then you can request that

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00:17:05.420 --> 00:17:13.770

Shannon Cullen: by writing to mcas@mass.gov. And there's information in the PAM and the Principal’s Administration Manual about how to send in those requests

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00:17:15.080 --> 00:17:29.489

Shannon Cullen: some other scheduling considerations. There's an optional questionnaire for certain grade levels for 5 and 8, and you'll need to consider whether that questionnaire will be administered directly after session 2, or at a different time.

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00:17:30.310 --> 00:17:45.210

Shannon Cullen: Other logistics rated, related to scheduling, will students take one break per session. So, this is included in the test administrator scripts that the test administrator can call a break during a test session for 3 to 5 min.

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Shannon Cullen: and then you'll also need to consider students that may finish early, and students who may need extra time. So you'll need to consider where the students who need extra time will test. Will they stay in their original testing rooms? Will they be grouped in a different room? So just a few more things to consider.

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00:18:02.920 --> 00:18:25.359

Shannon Cullen: On the next slide we have a few more scheduling considerations. So, if needed for efficiency, you can group together students in different grades, taking the same subject area test for makeup testing. As long as the TAM script, the test administrator, manual script matches. And so we've listed out those groups here that can be grouped together.

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Shannon Cullen: Please note that you should not be grouping together students that are doing computer-based testing and students that are doing paper-based testing. They should be tested in different locations.

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00:18:36.290 --> 00:18:53.560

Shannon Cullen: and also want to note that in the MCAS Portal some of you may already have experience with creating classes in the portal for upcoming administrations, classes, or groups of students that will test together. And in the portal classes are grade and subject specific.

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00:18:53.560 --> 00:19:09.629

Shannon Cullen: So, for example, if you have students that are making up an ELA test. Maybe some of them are in grade 3, and some of them are in grade. 4. Those students would still be in 2 different classes, a grade, 3 class and a grade, 4 class, within the MCAS Portal.

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Shannon Cullen: And that means they're also going to need a different session access code for each group, and we'll touch on session access codes a little bit later. And what that means.

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Shannon Cullen: You'll also want to make sure that you're updating student information. So, 2 different places to update student information really important that if it's updated in one place.

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00:19:29.160 --> 00:19:53.129

Shannon Cullen: it is also updated in the other place. So, if you need to update student information, you should do so in Sims. And there's information here on how to contact your Sims contact. That would be the person to get in touch with. If you need to update a name or a birth date or other demographic information about a student, then you'll also want to make sure that that information is updated in the MCAS Portal.

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00:19:53.330 --> 00:20:03.870

Shannon Cullen: And there's information here on registration deadlines. Student demographic information can continue to be updated after those initial student registration deadlines.

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00:20:05.110 --> 00:20:08.250

Shannon Cullen: All right. And on the next slide

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00:20:08.910 --> 00:20:31.569

Shannon Cullen: We have another poll question before we get into our next group of slides here, and we'd like to know where you work. So, we want to know who is on the line with us this morning. Do you work at an elementary school, a middle school at a combined middle or high school, at a high school, at a district office or other? I'll pause for just a moment, so folks can enter in their answers.

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00:20:35.730 --> 00:20:37.300

Shannon Cullen: And let's close the poll.

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00:20:41.080 --> 00:20:44.116

Shannon Cullen: Okay? So, we have a bit of a mix here.

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00:20:44.870 --> 00:21:03.920

Shannon Cullen: looks like the largest group is elementary school at 44%, then high school at 19% district office at 17. And then the rest of these are within 6 to 9% each. So, thank you, that helps us target some of our conversations later in today's presentation

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00:21:04.951 --> 00:21:11.450

Shannon Cullen: and with that I'm going to hand this over to Jodie now to talk through the test schedules.

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Jodie Zalk: Thanks, Shannon. That does help us in knowing which grades to focus on a little bit more during our training and thinking about scheduling the tests.

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00:21:23.150 --> 00:21:50.849

Jodie Zalk: And so we've linked here for you the Test administration schedule. We want to make sure that you're preparing your students and your staff accordingly and know that there is a sequence that should be followed. However, that's considered something to be done as possible whenever possible, and that's not a requirement, as you're scheduling your tests.

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00:21:50.850 --> 00:22:07.900

Jodie Zalk: I do want to note that the 1st date that the testing window opens, the 1st date that you can administer any computer-based tests are listed here, and noting that ELA is earlier than math and science, and also noting that science

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00:22:07.950 --> 00:22:14.979

Jodie Zalk: civics for grade 8 continues through May. So you have a little bit extra time for civics to be scheduled

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00:22:15.780 --> 00:22:20.829

Jodie Zalk: next slide, please thank you, and all of the tests

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00:22:20.940 --> 00:22:42.349

Jodie Zalk: are untimed. We do, however, always provide recommended testing times. This is information that's based on last year's data from computer-based testing. And we review the data each year and based on the number of students completing sessions. We provide this information to schools.

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Jodie Zalk: All of the tests should be administered simultaneously to all students. Taking that test, except for a couple of exceptions with students who have designated accessibility, features, and more information about those are provided in the principal's administration. Manual

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00:23:01.240 --> 00:23:17.489

Jodie Zalk: next slide. Thank you. In high school tests have prescribed dates. So, all of your grade 10 students should be taking session one together on March 25th for ELA. Session, 2 for ELA on March 26th.

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00:23:17.670 --> 00:23:39.719

Jodie Zalk: After those dates you can begin makeup testing, and you can administer the makeup tests all the way through the last date for makeup testing. That's listed here the difference for grades. 3. Through 8. There's an entire window for scheduling tests and high school tests have the initial. 2 prescribed dates, and then

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00:23:40.310 --> 00:24:03.130

Jodie Zalk: the subsequent dates are for makeup testing. If there are technology or device limitations. Then you would administer the test to the 1st group on those 1sts 2 dates, and then begin administering the test to subsequent groups on the 3rd date. So, session one session 2, and then begin session, one session, 2 again.

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00:24:03.410 --> 00:24:04.780

Jodie Zalk: next slide, please.

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00:24:05.830 --> 00:24:25.600

Jodie Zalk: And then for high school science. Here are the prescribed administration dates for high school science in June for folks who are administering science over time we'll note that this is a little bit later than in the past, or one day later than in the past. So, I'm calling that out for folks to note on your calendars

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00:24:26.540 --> 00:24:28.599

Jodie Zalk: and next slide, please.

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00:24:29.240 --> 00:24:40.990

Jodie Zalk: And here are the recommended testing times for high schools and noting that session. One for ELA has a different recommendation than session 2 next slide, please.

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00:24:42.430 --> 00:24:54.260

Jodie Zalk: And next, as you're preparing for testing, we wanted to share out resources for you, and information that you can use to prepare your students and families for computer based testing.

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Jodie Zalk: There was a question that came up earlier about practice tests, and there was a link that we provided there, there are different ways to access the practice tests.

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Jodie Zalk: The

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Jodie Zalk: February Science practice tests are currently available. Additional practice tests are expected to be available by mid-month in February.

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00:25:16.290 --> 00:25:20.460

Jodie Zalk: and the student tutorial will also be available at that time.

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00:25:21.448 --> 00:25:33.110

Jodie Zalk: The practice tests are an opportunity to walk through the accessibility, features, accommodated forms as well as the different equation editors for the different math tests for the different grades.

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00:25:33.830 --> 00:25:40.820

Jodie Zalk: If you're looking to take a look at the previous test items. You can do that in the digital item library.

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00:25:41.180 --> 00:25:46.099

Jodie Zalk: If you're looking to practice with your educators around what

116

00:25:46.200 --> 00:25:56.959

Jodie Zalk: student responses look like, we've provided those sample student responses and sample student work for each score point from released items on our website.

117

00:25:58.870 --> 00:26:03.250

Jodie Zalk: And we also have resources for parents and guardians and caregivers,

118

00:26:03.580 --> 00:26:06.668

Jodie Zalk: and those may be provided.

119

00:26:07.470 --> 00:26:19.779

Jodie Zalk: In meetings that you have with parents, newsletters that go out to parents and also for students. If you have student meetings which we recommend in advance of testing

120

00:26:20.050 --> 00:26:28.159.

Jodie Zalk: I do want to call out the image on the slide, and that is something that was shared with me years ago from a friend of a friend

121

00:26:28.470 --> 00:26:29.150

Jodie Zalk: who

122

00:26:29.940 --> 00:26:45.890

Jodie Zalk: Who prepared MCAS pancakes for their child on test day, and it was a nice reminder that across the board that we're preparing and supporting students and families and families are supporting their students during the testing window as well.

123

00:26:46.340 --> 00:26:47.450

Jodie Zalk: Next slide.

124

00:26:48.720 --> 00:27:07.147

Jodie Zalk: And as you're preparing students, I also wanted to share with you the different materials that are available for each different test. Some of these are available within the computer-based platform. Rather, all of them are available in the platform, but they also can be provided.

125

00:27:08.550 --> 00:27:30.179

Jodie Zalk: Calculators can be provided as physical calculators. And you can print out reference sheets and provide those to students as well. So as you're making preparations for your school's administration, and what you'll be preparing and providing to your educators and students. These are some things that you may want to consider at this time.

126

00:27:31.000 --> 00:27:34.239

Jodie Zalk: So, with that, I'm going to turn this back over to Shannon.

127

00:27:35.360 --> 00:27:44.220

Shannon Cullen: Great. Thank you. So, we are going to turn over to our next topic, which is preparation for computer-based testing. And

128

00:27:44.220 --> 00:28:08.469

Shannon Cullen: in the next section over the next few slides. I'm going to walk through the steps that are required of test coordinators, technology coordinators and test administrators in the MCAS Portal. So, I know this is where a lot of our questions are coming from right now, because the MCAS Portal is new. February Science is our 1st administration with the MCAS Portal. So, I'm hoping that, going through this step by step

129

00:28:08.500 --> 00:28:15.489

Shannon Cullen: will be useful to you in thinking about preparations for your administrations at your school.

130

00:28:16.130 --> 00:28:39.260

Shannon Cullen: So test coordinator tasks in the MCAS Portal. Some of these you should have already completed and hopefully are not news to you. So, fall 2024 is when you would create an update MCAS Portal user accounts. So again, making sure that all of the staff in your school have their MCAS Portal accounts as needed and that the user permissions or the user roles have been assigned correctly

131

00:28:39.690 --> 00:28:53.660

Shannon Cullen: and then making sure that your technology coordinators have downloaded the MCAS Student Kiosk to all student devices and have already conducted site readiness. So, you'll want to check in with your technology team to make sure that has already been done

132

00:28:54.390 --> 00:29:03.119

Shannon Cullen: approximately 2 months before testing right about now, for most of our spring administrations is when you're submitting student registration in the portal.

133

00:29:03.280 --> 00:29:28.040

Shannon Cullen: Then approximately 2 weeks before testing you're creating classes in the MCAS Portal. There was recently posted an instructional video on the MCAS resource center that walks you through the steps on how to do this. There's also the creating or the guide to creating and managing classes on the MCAS resource center. So there are guidance materials available to you to help you with that step of creating classes in the MCAS

134

00:29:28.040 --> 00:29:35.470

Shannon Cullen: Portal. And again, classes or groups of students that will test together in the same time, or at the same time, and in the same place

135

00:29:36.370 --> 00:29:49.080

Shannon Cullen: also approximately 2 weeks before testing you should be verifying accommodations, making sure that they have been assigned correctly in the MCAS Portal and that that information is carrying over accurately from IEPs

136

00:29:50.090 --> 00:30:18.460

Shannon Cullen: one week before testing you will need to schedule classes to tests. So, this is a new step that needs to be taken in the MCAS Portal that we did not do in previous using previous testing systems. And so that is done one week before testing. And again, there's a guide on how to do this. The guide to scheduling tests is on the MCAS resource center. And there's also in the same instructional video, it's on the modules page of the Resource Center

137

00:30:18.460 --> 00:30:21.529

Shannon Cullen: video will walk you through how to schedule classes to tests

138

00:30:22.490 --> 00:30:26.950

Shannon Cullen: and then up to 2 days before testing you are printing student logins.

139

00:30:28.240 --> 00:30:29.460

Shannon Cullen: Next slide

140

00:30:31.640 --> 00:30:57.189

Shannon Cullen: a preview of some tasks that you'll be completing during and after testing. So, during testing in the MCAS Portal, you'll be resolving any incorrect accommodations and other issues so hopefully, all of your accommodations were assigned correctly. But if not, that's a task that you'll need to take on during testing, you'll be managing makeup testing if needed and voiding tests as needed. And then, after testing, you're filling in. Not tested codes.

141

00:30:57.492 --> 00:31:07.770

Shannon Cullen: That's if a student has a medical absence, and you need to mark them as such. And, also if you need to avoid any tests, we also include that in the after-testing steps.

142

00:31:07.890 --> 00:31:27.330

Shannon Cullen: So, if you are a returning test, coordinator or principal, you may notice that there are fewer steps to take in the MCAS Portal than there have been in previous years. So just want to note that here that there are fewer tasks within the MCAS Portal itself than we've had in previous test administration systems.

143

00:31:27.900 --> 00:31:28.910

Shannon Cullen: Next slide.

144

00:31:31.290 --> 00:31:40.800

Shannon Cullen: Okay? So MCAS Portal question, this is a check for understanding from previous trainings that we've had. But seeing if we know the answer to this

145

00:31:40.960 --> 00:31:50.940

Shannon Cullen: as a principal or test school test coordinator, excuse me as a principal or school test coordinator. Who should you contact if you do not have an MCAS Portal account.

146

00:31:51.070 --> 00:32:05.040

Shannon Cullen: A, another principal or test coordinator. B, your technology Coordinator C. Call the MCAS Service Center or D, your district test coordinator, and I'll pause for just a second to see

147

00:32:05.560 --> 00:32:10.879

Shannon Cullen: or to let folks answer and let's close the poll.

148

00:32:13.580 --> 00:32:39.049

Shannon Cullen: Oka, great. Most of us know the accurate answer to this. So as a principal or school test coordinator, you should contact your district test coordinator. If you don't have an MCAS Portal account, your district test coordinator can create new accounts. They can also adjust your permissions if needed, and then, as a principal or school test coordinator. You can do the same for other individuals and staff within your school. That need accounts

149

00:32:39.600 --> 00:32:40.999

Shannon Cullen: alright next slide.

150

00:32:44.439 --> 00:32:57.949

Shannon Cullen: So, I'm going to talk for just a moment about technology preparations for your technology coordinator. So, you should be checking in with your technology coordinator to make sure they have completed and are completing these preparations.

151

00:32:58.100 --> 00:33:13.400

Shannon Cullen: So again, I mentioned the installation of the student kiosk and conducting site readiness. You want to make sure that they've reviewed the technology guidelines which are linked here, which list out the different operating systems that are acceptable for computer-based testing for the MCAS

152

00:33:14.120 --> 00:33:40.760

Shannon Cullen: reviewing appendix A of the PAM so Appendix A of the PAM contains additional instructions for technology coordinators. They should read through that and check off the tasks as they complete them and then reviewing the introduction to the MCAS Portal tasks for technology coordinators. So, it's a training that we held this past fall. If your technology team was not able to attend that training highly. Suggest that they take a look at it, download the slides and review the information.

153

00:33:42.036 --> 00:34:06.549

Shannon Cullen: You'll also want to make sure that you've met with your technology coordinator to make sure that they have completed the task listed above and are planning for troubleshooting and setup during test administration. So, making sure they're preparing the devices, whatever hardware you might need for students, but also that you have a plan for troubleshooting. So what happens if a student encounters an error, how will a test administrator get in touch with

154

00:34:06.550 --> 00:34:16.362

Shannon Cullen: technology coordinator? How many technology coordinators will you have on site on the day of testing etc. So, making sure that you are considering

155

00:34:17.020 --> 00:34:24.990

Shannon Cullen: the staffing during testing and the plans for during testing as well as completing all of the preparations for technology

156

00:34:25.990 --> 00:34:45.620

Shannon Cullen: on the next slide. We have some additional information about site readiness. I'm not going to go through all of this site. Readiness is something that's conducted by technology coordinators. The biggest thing for principals and test coordinators is confirming that technology coordinators have completed and certified site readiness

157

00:34:45.620 --> 00:35:05.420

Shannon Cullen: certifying site. Readiness is something that technology coordinators do in the portal. They go in and enter information that signifies that the technology at the school has been tested and is ready for testing. So, you'll want to just check in with your technology coordinator about that. If that step has not already been completed

158

00:35:06.900 --> 00:35:09.000

Shannon Cullen: on the next slide.

159

00:35:09.680 --> 00:35:13.950

Shannon Cullen: I'll talk about tasks for test administrators. So

160

00:35:14.150 --> 00:35:39.229

Shannon Cullen: these are tasks for test administrators within the MCAS Portal, and I want to know what's noted on the bottom of the slide here that schools may choose to have the test coordinator complete these tasks instead of the test administrator. So that's a local decision. If you want to give these tasks to your test administrators, or if you want to complete these tasks centrally and have your test coordinator, complete them

161

00:35:40.000 --> 00:35:51.039

Shannon Cullen: so approximately 3 weeks before testing you'll need to have your test administrators verify that they can access their MCAS Portal account if they will be completing any of the following tasks

162

00:35:51.420 --> 00:36:00.029

Shannon Cullen: up to 2 days before testing they should excuse me, verify that students have the correct form, dependent accommodations in the MCAS Portal.

163

00:36:00.800 --> 00:36:19.970

Shannon Cullen: and then, on the day of testing, they should verify their student roster and verify that the accommodations on the student summary page, which is a printout that you give them along with the student. Logins are correct. So, test administrators should be checking that accommodations have been correctly assigned to their students.

164

00:36:19.970 --> 00:36:30.959

Shannon Cullen: This should really be maybe the 3rd or 4th time that this is checked. Your central team, your test coordinator should have checked with the administrator. Excuse me. Accommodations previously.

165

00:36:31.790 --> 00:36:41.149

Shannon Cullen: during testing test administrators should distribute student logins. So, on the morning of testing, they're distributing those student logins to students so that students can sign into the test.

166

00:36:41.320 --> 00:37:05.160

Shannon Cullen: They are monitoring student testing status in the MCAS Portal, and they are entering the proctor password as needed. So, the proctor password is different from the student password. It's a special password that is only needed in certain situations in order for a student to log back into the test, and we'll demonstrate in just a moment how to do each of these tasks, including how to enter the proctor password

167

00:37:06.270 --> 00:37:07.310

Shannon Cullen: next slide.

168

00:37:09.190 --> 00:37:24.180

Shannon Cullen: And so, as you're preparing for computer-based testing, you'll want to meet with your test administrators. If they will be completing those tasks to make sure they are familiar with those tasks in the MCAS Portal and the MCAS Training Site offers a

169

00:37:24.450 --> 00:37:29.140

Shannon Cullen: testing ground, a practice site for them to practice with those tests. If you'd like to use that.

170

00:37:29.370 --> 00:37:54.969

Shannon Cullen: there's also additional information in the CBT TAM in terms of computer-based testing preparations for test administrators. And then a note here about technology situations. Sometimes students may have an error, a technology error during testing, and if a student is waiting for more than 15 or 20 min, you should call the MCAS Service Center for support. You can also schedule the student to complete the session at a different time.

171

00:37:55.080 --> 00:38:19.310

Shannon Cullen: And so again, for those of you who are returning, I just want to reiterate that steps or the tasks that need to be completed in the MCAS Portal are far fewer than the tasks that need to be completed in previous testing systems, including the tasks for test administrators. But I know we've had a lot of questions about what test administrators are going to be responsible for and how they should be trained.

172

00:38:19.310 --> 00:38:30.770

Shannon Cullen: And so, at this point, I'm going to hand it over to Abbie to do a brief demonstration of what test administrators can and are responsible for doing in the MCAS Portal.

173

00:38:32.020 --> 00:38:47.989

Abbie Currier: Thanks, Shannon. So, I'm going to be logging into the MCAS Portal today as a test administrator user. And so you'll be able to see how it's slightly different than what test coordinators have access to in the portal.

174

00:38:50.080 --> 00:38:58.670

Abbie Currier: So, I'll be logging in. And I have access to a demo school today, I'm gonna come in and click administration.

175

00:38:59.710 --> 00:39:15.570

Abbie Currier: And for those of you who may need a proctor password during testing again, as Shannon mentioned, this is a special password just for the proctors. In case a student needs to be logged back into a test.

176

00:39:15.570 --> 00:39:35.869

Abbie Currier: a test session after a couple of different things have happened. We do provide more information in the help guides about that. But I wanted to point it out because it's right here on the home page of the Administration section. So, if a test administrator needs this, it's just 3 clicks away from them when they've get gotten into the portal.

177

00:39:36.240 --> 00:39:53.489

Abbie Currier: Now the vast majority of tasks for a test administrator are going to be here in test scheduling. They do have access to view students and view classes. But today we're going to focus on the tasks in the test scheduling page.

178

00:39:53.740 --> 00:40:23.199

Abbie Currier: So, the 1st thing that a test administrator is going to have access to is viewing scheduled test sessions. So the 1st thing I want to point out to you is that we have a couple of different filters up here, and obviously the 1st one is going to be my organization as this login. I only have access to one school. You may have access to more than one school, and that's okay. You'll want to make sure that you use this dropdown menu to select the correct school.

179

00:40:23.590 --> 00:40:47.370

Abbie Currier: The next selector is for either the 3 through 8 assessments or the high school assessments. So, if you are in a school that has both middle school and high school, you'll want to make sure that you're utilizing the selector to select the correct grade span. My tests today are in the high school program. So, I'm going to go ahead and select that

180

00:40:48.070 --> 00:41:01.470

Abbie Currier: the next is the content area. So, if I am coming in to view the math tests, I'll want to select math if I need to review the science tests. I'll select science instead.

181

00:41:01.670 --> 00:41:05.559

Abbie Currier: And then the last step is to

182

00:41:05.880 --> 00:41:15.449

Abbie Currier: look for the test that you're looking to administer. So, for today's Demo. I'm going to use the QA test for biology.

183

00:41:15.620 --> 00:41:35.010

Abbie Currier: and I'll select that test name here, and then I'll get a list of all of the classes that have been scheduled in this school for this test. For right now, I just have one demo class that's been assigned to this test, and I'm gonna click on view details and student logins.

184

00:41:35.590 --> 00:41:54.450

Abbie Currier: This is going to take me to an overview of the scheduled test. All the students that were in that class that was scheduled. It's also going to provide me an overview of the access codes for each session for this class and good information like that.

185

00:41:54.730 --> 00:42:13.650

Abbie Currier: Now, the 1st thing that I'll want to do as a test administrator on this page is review the form, name, assignment. So, if you have students that have an accommodation that requires a specific form assignment. It's important to verify that the form has been assigned to them

186

00:42:13.780 --> 00:42:38.989

Abbie Currier: for most students. They will not receive an accommodated form, and so you'll see something like form one or form 2, etc. But, for example, this student has been assigned the screen reader form, and so I want to make sure that that student is supposed to have a screen reader or compatible assistive technology accommodation, and that it fits with the form assignment.

187

00:42:40.580 --> 00:43:05.060

Abbie Currier: In addition to this, on this page I'll be able to export my logins, and I can either select the entire class by using this checkbox here in the header column, or I can select individual students. So maybe I've already printed out these students’ logins. But now I want to print out a few additional logins. Maybe these are makeup students.

188

00:43:05.962 --> 00:43:12.799

Abbie Currier: So, I will select the students. I want to print and click export logins for selected students.

189

00:43:13.560 --> 00:43:23.530

Abbie Currier: And now I have 2 different export options the vast majority of the time you're going to want to use a Pdf, this allows you to

190

00:43:23.540 --> 00:43:35.929

Abbie Currier: easily print out these logins with test tickets for students. So, I'm going to select the number of logins that I want to be printed per page. We have 3 different options.

191

00:43:35.930 --> 00:43:57.349

Abbie Currier: One is one login per page, so that a full sheet of paper with the login information is passed out to each student. If I select 8 logins per page. That means that 8 logins will be printed on a single sheet of paper with guidelines on the printed paper to so that I can

192

00:43:57.350 --> 00:44:20.110

Abbie Currier: cut those out with scissors and pass those out to students. We also have an option for 27 logins per page, which I know seems a little random, but these are configured to be printed on Avery labels in case students need something a little sticky that they can hang on to, so that they have their printed logins.

193

00:44:20.690 --> 00:44:25.740

Abbie Currier: I'm going to select 8 logins per page and then click export.

194

00:44:26.500 --> 00:44:47.259

Abbie Currier: So, this file will automatically download to my computer. And I can click on it. And this is a pdf. That has, depending on the number of students in the class. At least one sheet. That is a summary sheet. It is very important that the test administrators hang on to this summary sheet

195

00:44:47.320 --> 00:45:16.849

Abbie Currier: after passing out all of the student logins to the students. So, remember, I selected 8 logins per page. So, these are the guidelines for printing and then cutting these out for students to hand them out. But even after you've handed out these logins to the students, the test administrators need to hang on to this summary page. It's going to provide them really important information to provide to students. So here are the session access codes.

196

00:45:16.850 --> 00:45:42.490

Abbie Currier: You'll want to only provide the access code for the session you're administering that day to the students. This is also a list of all the usernames and passwords for students that were printed out in this pdf, so just in case the student loses their login information. As long as the test administrator has this summary page, they'll be able to note the username and password for the students.

197

00:45:43.950 --> 00:45:50.879

Abbie Currier: This is also a really important place where test administrators have one more

198

00:45:51.410 --> 00:46:17.149

Abbie Currier: time to verify that the accommodations for specific students have been ordered appropriately. So here you can see, this particular student has a speech to text accommodation. This student has word prediction as well as an enlarged mouse pointer. This student is receiving text to speech. And this student is getting the screen reader.

199

00:46:17.880 --> 00:46:37.139

Abbie Currier: So, it's important to double check and make sure that these accommodations are correct, so that you don't need to after the student has logged in, go back in and turn off accommodations or turn on accommodations. So, one last chance to verify accommodations for your assigned students.

200

00:46:39.280 --> 00:46:59.409

Abbie Currier: In addition to being able to print your student logins during testing on the day of testing, you can also return to this page and refresh it periodically, and you will see the students testing status update on this page. So you can see when the student logged in.

201

00:46:59.530 --> 00:47:11.870

Abbie Currier: If it's in progress. If it's finished. You'll also see when the student finished the test, and then you can see if any students have not yet started as well.

202

00:47:11.960 --> 00:47:33.679

Abbie Currier: You don't necessarily have to monitor this during the testing window. If your test administrators are actively working with students and not at a computer. But this information is here and available to them. And again, all they'll need to do is refresh their browser page to see updated statuses for each student.

203

00:47:34.250 --> 00:47:40.180

Abbie Currier: And with that I'm going to go back to the presentation and turn it back over to Shannon.

204

00:47:41.870 --> 00:48:06.559

Shannon Cullen: Thanks so much, Abbie, for that demonstration of test administrator tasks in the MCAS Portal. And just again to reiterate, I saw a couple of questions about this in the Q&A. So again, these are the tasks that test administrators can do. It is up to the school whether you want to assign those responsibilities to your test administrators, or if you'd prefer to take care of these tasks centrally with the test coordinator.

205

00:48:06.860 --> 00:48:35.209

Shannon Cullen: So the next few slides are just a recap. I'm not going to go through these step by step, but they are here for you to refer back to or for you to share with your test administrators if they will be completing these tasks. So we talked about how to access the proctor password, and then on the next slide. There are steps for viewing the scheduled tests, and then on the next slide, again viewing scheduled tests, steps on verifying accommodations.

206

00:48:35.982 --> 00:48:38.629

Shannon Cullen: On the next slide.

207

00:48:39.620 --> 00:48:56.969

Shannon Cullen: This is a sample student. Summary page. So again, this is where you will print out this information for your test. Administrators. It contains the session names, the access codes, the students, usernames and passwords, and it also lists out each student's accommodations

208

00:48:57.910 --> 00:49:23.579

Shannon Cullen: on the next slide. There's the steps for accessing the session access codes if you wanted to find them not on the summary sheet. They are also available on the test scheduling page, and then on the next slide, monitoring student testing status. So again, this is all being done from the test, or most of these are being done from the test scheduling page. But these are the steps to find that testing status has not started, in progress or finished.

209

00:49:23.670 --> 00:49:34.079

Shannon Cullen: Okay, so I hope that was useful to see what test administrators can do during testing and you can refer back to those slides for step by step, instructions.

210

00:49:34.900 --> 00:49:59.779

Shannon Cullen: So now, switching gears back to steps for principals and test coordinators to complete. So, we talked about MCAS Portal tasks during and after testing and noting here that CBT tasks for principals and test coordinators are also listed out in the Principal’s Administration Manual. The pages are here, so you'll want to be sure to refer to those pages to know what the expected steps are during and after testing

211

00:50:00.110 --> 00:50:12.089

Shannon Cullen: again, making sure that you've updated Sims with. So, if you've updated any student information in the MCAS Portal, making sure that that is also accurately reflected in Sims, so that the 2 student records connect

212

00:50:13.150 --> 00:50:31.599

Shannon Cullen: checking preliminary data according to the reporting schedule which we provide in the spring. In a student assessment update and then please stay tuned for additional training sessions. We're planning on holding additional training sessions prior to spring testing later this winter with more information on tasks during and after testing

213

00:50:32.810 --> 00:50:33.930

Shannon Cullen: next slide.

214

00:50:38.560 --> 00:51:06.359

Shannon Cullen: An additional task that you'll need to complete after testing is the PCPA. So, principals must complete the PCPA to certify that the school has followed the proper MCAS Test Security protocol. So, there's information about this in the PAM. This is a form that you complete online on the MCAS Service Center. After testing there are deadlines for submitting the PCPA. They're listed here. They are also in the statewide testing schedule.

215

00:51:06.360 --> 00:51:24.140

Shannon Cullen: and we also have on this slide information on how to get into the MCAS Service Center website. So you will have a school password for that website for 2025, and you'll need it in order to access the MCAS Service Center website in order to complete the PCPA.

216

00:51:24.310 --> 00:51:43.459

Shannon Cullen: So there's information about that. In a previous student assessment update that's linked here. Passwords are located in Dropbox Central in the security portal. And if you have questions, we have some contact information here, but just noting that that is a step that you will need to complete after testing, to certify that the school has followed the proper protocols

217

00:51:44.130 --> 00:51:45.060

Shannon Cullen: next slide.

218

00:51:46.390 --> 00:51:52.030

Shannon Cullen: And then I also just wanted to leave you with resources for MCAS Portal tasks.

219

00:51:52.090 --> 00:52:18.929

Shannon Cullen: So Abbie just demonstrated a whole host of tasks in the MCAS Portal. We discussed several others that technology coordinators or test coordinators are responsible for. So we have a lot of guides that are available on the MCAS resource center, some general guides, some guides for student registration and guides for additional pre-administration tasks. So, these are here for you to refer back to for additional information. As you complete the tasks in the portal.

220

00:52:19.900 --> 00:52:28.239

Shannon Cullen: and I think on the next slide. This brings us to our 1st Q&A. So I'll pause and ask Jodie if there's any questions that we want to call out.

221

00:52:28.590 --> 00:52:30.489

Jodie Zalk: Yeah, thank you, Shannon.

222

00:52:31.050 --> 00:52:34.590

Jodie Zalk: There have been a number of questions asking when

223

00:52:34.980 --> 00:52:38.119

Jodie Zalk: different tasks can be done in the portal.

224

00:52:39.660 --> 00:52:42.600

Jodie Zalk: Abbie, if you could go back in the slides

225

00:52:42.960 --> 00:52:55.879

Jodie Zalk: to. I think it's Slide 32 with that 1st arrow slide. I think that it would be helpful to show folks and for folks to make note of this.

226

00:52:56.290 --> 00:52:59.335

Jodie Zalk: Yeah, thank you for scrolling back there.

227

00:53:00.830 --> 00:53:09.110

Jodie Zalk: I wanted to call out creating classes, scheduling classes and printing logins. In particular, on this slide.

228

00:53:12.850 --> 00:53:14.479

Jodie Zalk: There was a question.

229

00:53:15.256 --> 00:53:20.499

Jodie Zalk: Shifting gears. Can the summary sheet be printed by the school?

230

00:53:24.450 --> 00:53:35.009

Jodie Zalk: Abbie, is that something that the summary sheets are done? Group by group. Or is there a way to do that for the school as a whole?

231

00:53:36.150 --> 00:53:51.089

Abbie Currier: So the summary sheets are printed with the student logins for each class that is scheduled for the test, and the reason behind that is that the session access codes are set for that class for that scheduled test.

232

00:53:52.080 --> 00:53:54.719

Abbie Currier: So each class needs to be printed.

233

00:53:55.300 --> 00:53:57.059

Jodie Zalk: Okay, thank you.

234

00:53:58.440 --> 00:54:06.739

Jodie Zalk: The next question that came was, related to printing student’s tickets.

235

00:54:08.640 --> 00:54:28.759

Jodie Zalk: one of the options for makeup testing might be created, like moving all the students into a separate makeup session and creating a new session in class. So just wanted to confirm Abbie that that's an option. They could leave the students in their class or move students to a new class.

236

00:54:31.240 --> 00:54:36.930

Abbie Currier: Yes, that is an option, the one thing that I would

237

00:54:37.110 --> 00:54:46.059

Abbie Currier: caution you to think through. If you're trying to make that decision. If the students have started a test like maybe they took

238

00:54:46.140 --> 00:55:13.680

Abbie Currier: session one on the assigned day, and then they were absent the following day, when they should have taken session 2. I would not move that student to a new class. I would allow them to log into that session. 2 of the test that they originally started with. If you have a student, maybe they haven't started the test at all, and you want to put them into a new makeup test. I think that's totally fine.

239

00:55:14.022 --> 00:55:21.219

Abbie Currier: But it's the students that have already started the test that I would not recommend moving them into a new class.

240

00:55:22.480 --> 00:55:24.200

Jodie Zalk: Okay, thank you, Abbie.

241

00:55:25.806 --> 00:55:32.099

Jodie Zalk: There was a question that came up, what to do if accommodations are wrong and how to correct them. The day of

242

00:55:33.160 --> 00:55:41.779

Jodie Zalk: Shannon. I think that's covered in other training sessions. Is there anything that you want to call out here on fixing accommodations.

243

00:55:42.610 --> 00:55:50.300

Shannon Cullen: Sure. So, most accommodations you'll be able to edit on the day of you would just have the student log out of the test

244

00:55:50.300 --> 00:56:15.120

Shannon Cullen: and then update the accommodation in the MCAS Portal and then have the student log back in, and it would be accurately reflected. The exception to that would be form dependent accommodations that includes things like American or Asl, human reader, human signer, I think screen reader and compatible assisted technology. There's an appendix, a in the Student Registration Guide.

245

00:56:15.120 --> 00:56:28.989

Shannon Cullen: with additional information about form dependent accommodations, and there are instructions at the end of the PAM and the TAMs. If you do misassign a form dependent accommodation, additional steps to take.

246

00:56:29.790 --> 00:56:34.250

Shannon Cullen: And yes, we plan on covering this in future trainings prior to spring testing.

247

00:56:35.330 --> 00:56:37.320

Jodie Zalk: Thank you. That's very thorough.

248

00:56:37.900 --> 00:56:47.729

Jodie Zalk: There's a comment about printing multiple classes testing tickets. And I think Abbie just covered that.

249

00:56:48.920 --> 00:56:57.959

Jodie Zalk: There is a question about assigning educators to view the status.

250

00:56:58.480 --> 00:57:07.499

Jodie Zalk: Can you still assign any educator to view the status meaning beyond just the educator? That is special education teachers.

251

00:57:09.355 --> 00:57:16.240

Jodie Zalk: Shannon, are you able to help answer this? I think we need a little clarification here.

252

00:57:17.450 --> 00:57:20.189

Shannon Cullen: Yeah, if the question is whether

253

00:57:20.550 --> 00:57:43.300

Shannon Cullen: staff members can view the testing status within the MCAS Portal they would need to be assigned an MCAS Portal user account, and the MCAS Portal User management Guide outlines the different permissions for each user role. So, I'd suggest referring to that document so that your users are assigned to the appropriate role.

254

00:57:44.750 --> 00:57:45.620

Jodie Zalk: Thank you.

255

00:57:45.890 --> 00:57:57.930

Jodie Zalk: The next question is about the sequence of completing tasks in the portal. And can we access features in the testing schedule page before we create classes or not?

256

00:58:01.380 --> 00:58:03.460

Jodie Zalk: Shannon, do you want to take this one.

257

00:58:03.882 --> 00:58:07.680

Shannon Cullen: I think that's a question for Abbie or eMetric.

258

00:58:11.070 --> 00:58:40.360

Abbie Currier: So, I'm not a hundred percent sure. I understand the question. But I'll just walk through the order of operations if you will. So once the students have been added into the portal, either by manually creating a student or by using the student registration feature, and all of the accommodations are correctly added for the appropriate students. You must put those students into classes

259

00:58:40.570 --> 00:58:45.789

Abbie Currier: and then schedule those classes to take specific tests.

260

00:58:46.190 --> 00:58:49.399

Abbie Currier: Once you've scheduled classes to take tests.

261

00:58:49.510 --> 00:58:52.119

Abbie Currier: you will then be able to

262

00:58:52.684 --> 00:59:05.420

Abbie Currier: go in and print out the student logins, do one last verification of accommodations and form assignments, and then the test will begin at the start of the testing window.

263

00:59:07.220 --> 00:59:08.920

Abbie Currier: I hope that helps.

264

00:59:09.790 --> 00:59:10.660

Jodie Zalk: Thank you.

265

00:59:11.820 --> 00:59:17.569

Jodie Zalk: Alright. We'll take just a couple of more at this time, and then we'll move along in our session, and we'll keep

266

00:59:17.710 --> 00:59:31.870

Jodie Zalk: answering the questions as they come in. There are a couple of questions related to test administrators. One do test. Administrators have access to all test sessions or only theirs.

267

00:59:33.860 --> 00:59:35.549

Jodie Zalk: Abbie, do you want to take that.

268

00:59:35.860 --> 00:59:40.059

Abbie Currier: Sure. Yes. Test. Administrators are not

269

00:59:40.783 --> 00:59:57.759

Abbie Currier: directly linked like their accounts, are not directly linked to specific classes that have been scheduled so they can see all of the test sessions that have been scheduled in the portal for their organization. So that's for the schools that they belong to in the portal.

270

00:59:58.990 --> 01:00:00.590

Jodie Zalk: Okay, thank you.

271

01:00:01.200 --> 01:00:06.199

Jodie Zalk: And then there was a question for the steps for logging in.

272

01:00:06.370 --> 01:00:14.769

Jodie Zalk: and I know that, Abbie, you walked through some demonstrations to help describe the test administrator tasks.

273

01:00:15.290 --> 01:00:25.370

Jodie Zalk: and I'm wondering if there's anything from the demonstrations that you are able to help pinpoint again for this person.

274

01:00:27.630 --> 01:00:30.929

Abbie Currier: I'm sorry, was the question about logging into the portal

275

01:00:32.670 --> 01:00:37.030

Abbie Currier: or students logging into the MCAS Student Kiosk.

276

01:00:39.210 --> 01:00:42.209

Jodie Zalk: That is a great question.

277

01:00:42.390 --> 01:00:48.579

Jodie Zalk: So, we'll ask them to clarify, and we'll ask students logging into the MCAS kiosk.

278

01:00:50.130 --> 01:01:19.630

Abbie Currier: Okay, so once a test coordinator or test administrator has printed the student logins, those will be passed out to students on the day of testing. So, whether you've printed out those logins on one sheet of paper each, or you have printed them out 8 to a page, you'll need to cut those out so you can hand them out to students. But that student login information will provide them with the students

279

01:01:19.630 --> 01:01:23.280

Abbie Currier: username and password for that specific test.

280

01:01:23.650 --> 01:01:32.509

Abbie Currier: So, if I'm an 8th grader and I'm taking 4 different tests, I'm going to get a different username password for each test

281

01:01:32.790 --> 01:01:44.830

Abbie Currier: so that will get them into the correct test to get the student into the correct session. That session access code will be provided by the test administrator to the students

282

01:01:44.830 --> 01:02:03.419

Abbie Currier: on that day of testing. So, if they're going to be taking session one that day, the test administrator will provide the session, one access code to the students. And again, that session access code is applicable to all students in that class that was scheduled to the test.

283

01:02:04.480 --> 01:02:26.700

Abbie Currier: Once the students gotten into the correct session, they'll be able to finish taking that session, and they won't need another password unless they have need of a proctor password. And there's various instances in which a proctor password would be required, such as if there was

284

01:02:26.740 --> 01:02:53.829

Abbie Currier: a need for the student to pause the test for longer than 60 min, or the student timed out, due to inactivity for longer than 60 min. Or there was a technology issue. They had to move computers. Then a proctor password would be used as well. But that Proctor password is not provided to students. The proctor or the test administrator would need to go to that student's device and type in that proctor password for them.

285

01:02:54.130 --> 01:02:59.619

Abbie Currier: So, from a student's perspective, they need a username and password to get into the correct test.

286

01:02:59.760 --> 01:03:04.679

Abbie Currier: and they need a session access code to get into the correct session of that test.

287

01:03:10.340 --> 01:03:11.260

Jodie Zalk: Awesome.

288

01:03:11.640 --> 01:03:15.249

Jodie Zalk: Thank you, Abbie. That was very thorough and very clear. So,

289

01:03:15.460 --> 01:03:21.799

Jodie Zalk: I'm hoping that helps with folks, and I'm just scrolling on the slides here, just to

290

01:03:21.910 --> 01:03:29.200

Jodie Zalk: also reinforce Abbie, if you could pull up slide 44, one more time.

291

01:03:36.240 --> 01:03:42.024

Jodie Zalk: and that's the summary sheet on 44 for folks to be able to see

292

01:03:44.090 --> 01:04:05.750

Jodie Zalk: They're the session, access codes and students, usernames and passwords. This is on the summary page, and then, following this page will be all the different tickets for students that have their username and passwords. And then, during the session, the test administrator writes on the board the session access code to get students into the test.

293

01:04:09.440 --> 01:04:26.450

Jodie Zalk: Alright. So, thank you. Everyone for these great questions, Abbie and Shannon and folks thank you for answering the questions. And I think, let's keep moving along. We have a lot more to cover. And let's shift gears and talk about test security. So, I'm gonna turn this over now to David.

294

01:04:31.250 --> 01:04:46.550

David Ragsdale: Thanks, Jodie. Good morning, everyone. My name is David Ragsdale. I'm the test security specialist at DESE, and I'm going to walk you through the MCAS test security requirements. So, let's begin with a quick poll question, which of these are testing irregularities?

295

01:04:49.480 --> 01:04:54.729

David Ragsdale: So, 7 options here, if you're not sure, that's okay, we'll be going over all of these.

296

01:05:03.250 --> 01:05:11.389

David Ragsdale: and let's close this in 5, 4, 3, 2, 1.

297

01:05:17.590 --> 01:05:26.300

David Ragsdale: Alright. So, there's 7 options here. And the answer is that all of these are irregularities except D.

298

01:05:26.370 --> 01:05:50.100

David Ragsdale: All of the science tests both the grades 5 and 8 tests, as well as biology and introductory physics allow calculator use on both sessions, but the rest of these are irregularities. In C students must have accommodation a. 9. In order to receive the supplemental mathematics, reference sheet rather than the standard reference sheet and in number B, which I want to call out.

299

01:05:50.100 --> 01:06:03.269

David Ragsdale: Word prediction on ELA is a special access accommodation and is designed for a very small number of students. Accommodation A18 only applies to math, science and civics tests.

300

01:06:04.170 --> 01:06:05.590

David Ragsdale: Thank you. Next slide.

301

01:06:07.130 --> 01:06:30.669

David Ragsdale: So, I always begin by just setting the stage a little with the framework for test security and most of our efforts in test security are about prevention. So, it's not just the 1st step. It is by far the most important. Most of the issues can be anticipated. They can't all be prevented, but the majority of our efforts are all about prevention, the more incidents that we prevent, the better it is for our security.

302

01:06:31.056 --> 01:06:50.269

David Ragsdale: We won't prevent them all, and that means that we do need to be vigorous about looking. For instance, we have to detect the ones that do occur once they occur, we need to find out as much as we can about them, and then we'll talk more about reporting to DESE at the end. But this is the fundamental framework, and most of what I'm going to be talking about today in the end. Goes to prevention

303

01:06:50.670 --> 01:06:51.949

David Ragsdale: next slide, please.

304

01:06:54.256 --> 01:07:02.843

David Ragsdale: We think that leadership is very important for MCAS, that the teachers and the students in a school take their cues from above. The leaders set the tone.

305

01:07:03.150 --> 01:07:26.799

David Ragsdale: and so, having a serious and supportive tone coming from the top, and this is both from districts and superintendents down to principals, is very important. So, we like superintendents to be actively involved in the MCAS preparations for their schools. So, we want them to be checking in with their principals and school leaders, making sure that they have the resources that they need, and have a plan to maintain a secure administration.

306

01:07:26.800 --> 01:07:33.279

David Ragsdale: and then at the school level. The principals really establish the expectations for a proper test administration.

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01:07:33.420 --> 01:07:58.239

David Ragsdale: and some of the most important tasks are training test administrators. Making sure accommodations are given. Principals don't have to do all of these themselves. Many of these tasks can be delegated to a test coordinator. But even if you do that, make sure that you check in frequently with that test coordinator and make sure that they have the resources that they need and the people resources. The time that they need to do the job properly.

308

01:07:58.330 --> 01:08:18.159

David Ragsdale: One thing that cannot be delegated is signing the PCPA. This is something Shannon talked about a little bit earlier at the end of testing, principals must attest that the test administration was done correctly. These statements are posted on our website in advance of testing, and I always advise that principals look at those statements in advance

309

01:08:18.160 --> 01:08:29.110

David Ragsdale: and work backwards from them to think about, what do I need to do now? And in preparation that will ensure that at the end of testing I can properly attest to all of these statements

310

01:08:29.640 --> 01:08:30.660

David Ragsdale: next slide.

311

01:08:32.970 --> 01:08:40.780

David Ragsdale: So another quick poll question here which of the following materials are secure, blank scratch paper, student logins.

312

01:08:40.900 --> 01:08:43.640

David Ragsdale: reference sheets, test and answer booklets.

313

01:08:44.110 --> 01:08:48.130

David Ragsdale: use scratch paper and test administrator logins.

314

01:08:51.480 --> 01:08:55.369

David Ragsdale: So I'll give you a moment here to look through these

315

01:08:57.130 --> 01:09:02.320

David Ragsdale: and let's close this in 5, 4, 3, 2, 1,

316

01:09:07.470 --> 01:09:34.679

David Ragsdale: all right. So test administrator logins, use scratch paper, test and answer book with student logins, very high numbers on those, and those are all indeed secure materials, blank scratch paper and reference sheets are not secure. Blank scratch paper is literally just blank sheets of paper. Don't have to worry about that. Reference. Sheets are published on our website and are not by themselves secure unless students have written on them, turning them into use scratch paper next slide.

317

01:09:36.520 --> 01:09:50.030

David Ragsdale: So I'm going to talk about secure content and secure materials. So, beginning with secure content, it's essentially anything related to MCAS content that has not been publicly released. So questions, passages, writing prompts

318

01:09:50.070 --> 01:10:06.879

David Ragsdale: graphics. Anything that is the actual content of the test that has not been publicly released is secure content. In addition to that, student responses to test questions are secure, because by responding to the questions they are now engaging with the test, and it reveals information about the test.

319

01:10:07.290 --> 01:10:34.160

David Ragsdale: Secure materials, mostly listed in the previous poll question, student logins and test administrator logins. So those are the actual kind of tickets that get access to the test. The summary pages which we've been talking about a little bit beforehand contain not only all of the student login information, but the session access codes, and then used scratch paper after students have worked on it. And of course, for paper-based testing booklets that contain responses and test content.

320

01:10:34.350 --> 01:10:40.869

David Ragsdale: Next slide, the basic rule of test content is that it is confidential.

321

01:10:41.020 --> 01:11:04.280

David Ragsdale: So, no one in the school principals test administrators test you know, test coordinator. Everyone is prohibited from viewing, discussing, duplicating. None of that is allowed. You can't look at it, certainly can't copy it. You can't discuss it with other teachers or with students. That is the basic rule that secure test content is confidential and secure for everyone next slide.

322

01:11:06.090 --> 01:11:06.910

David Ragsdale: with

323

01:11:07.050 --> 01:11:30.940

David Ragsdale: a few important exceptions. So, the most important exception on this prohibition of viewing MCAS. Content is the administration of certain accommodations. And so they're listed on the slide. Here there are certain accommodations that require the test administrator to have some contact with the content of the test, and the best example is a human. Read aloud in order to read the test aloud to a student, you need to, of course, literally be looking at the test to read it.

324

01:11:31.170 --> 01:11:50.720

David Ragsdale: There are a few others, such as signing the test, scribing the test, and a lot of accommodations that involve transcribing. But in any case, the list is here. These accommodations are going to require potentially some contact with the test, and therefore, there is an extra step required which is the signing of an MCAS nondisclosure acknowledgement

325

01:11:50.820 --> 01:12:20.329

David Ragsdale: when we go out in the spring to do observations in schools which we do every spring. We do MCAS observations. One of the things we look at is some of the documentation, and when we find any documentation missing, more likely than not. It's the nondisclosure acknowledgement. So, I want to flag this for you here. I want to hang a lantern on it. Make sure that any test. Administrators who are administering these accommodations have signed the nondisclosure acknowledgment, and that you have those on file.

326

01:12:20.780 --> 01:12:46.739

David Ragsdale: Another exception is assisting a student with the computer interface. So, if they're struggling with some aspect of the technology of the kiosk itself, the test administrator can assist and universal accessibility feature 11, which is reading a word or phrase aloud on mathematics, science, and civics only not ELA, and you have to, of course, look at the test. You have to look at the word or phrase that the student is pointing to. In order to do that

327

01:12:47.290 --> 01:12:48.240

David Ragsdale: next slide.

328

01:12:50.380 --> 01:13:10.340

David Ragsdale: We also have a procedure in case a student registers a concern with a question that is nonacademic, something related that makes them uncomfortable, or there's a flaw in the question. I won't go over these details. This is a procedure by which you can report those situations to DESE, and this is also covered in the manuals as well.

329

01:13:10.650 --> 01:13:11.630

David Ragsdale: Next slide.

330

01:13:13.910 --> 01:13:28.559

David Ragsdale: So going back to secure materials. How do they have to be handled and stored? All secure materials? The things that we covered on the previous slide have to be secured in a central location. You need a locked central storage area where all of these materials are kept

331

01:13:28.560 --> 01:13:45.389

David Ragsdale: that needs to be locked when tests are not being administered and to which access is restricted. So these materials cannot be kept in classrooms. Even if they're locked up, they cannot be distributed in advance to test administrators. They have to be kept in central storage until they are distributed on the day of testing.

332

01:13:45.620 --> 01:14:08.889

David Ragsdale: The other key aspect of this is maintaining the chain of custody of these materials, and you do that with internal tracking forms. So when student logins and other secure materials go out from the central storage to testing rooms. You need to use internal tracking forms to make sure that you record the count of materials, and that at the point of transfer everyone signs off on what you're actually taking out to the classrooms.

333

01:14:08.940 --> 01:14:29.560

David Ragsdale: So, this requires independent counting of materials on both sides. So, you can't just count out your tickets and all the materials for a room, put it in a box, put the test administrator’s name on it, and then just leave it on, you know. Line them up on a conference table, and the test administrators come in and just whisk the boxes away to their testing rooms when they come in to receive their materials.

334

01:14:29.560 --> 01:14:46.509

David Ragsdale: The test administrators must independently count the logins, sign the tracking form, verify the number so that everyone is in agreement as to what's going out to that testing room, and then the process reverses itself. When everything comes back independent counts of materials. So, we verify that everything went out. Came back

335

01:14:47.740 --> 01:14:49.040

David Ragsdale: next slide, please.

336

01:14:51.740 --> 01:14:56.310

David Ragsdale: I'm going to talk about a secure testing environment, and that begins out of the room.

337

01:14:56.750 --> 01:15:13.650

David Ragsdale: So there are reasons why students have to leave the testing room during testing most commonly to use the restroom, but they might need to visit the nurse. You might need to move them to a test completion room. If you're consolidating students at the end of testing and so on. The basic rule is, they must be supervised while they are out of the room

338

01:15:13.940 --> 01:15:42.050

David Ragsdale: all right. There are different ways. You can do that. I've listed a few of them on the slides here. The most important thing is that you make sure that they are supervised while they go outside. They cannot simply leave the room and be left with their own devices. I could tell you war stories about the things that students get up to when they're out of the room and not properly supervised. Don't become one of my war stories. Make sure that when students leave the room, you have a procedure in place to make sure that they are supervised during that time.

339

01:15:42.050 --> 01:15:48.979

David Ragsdale: and we also have a few optional scripts that I've mentioned here, that are listed in each of the TAM scripts that you can use as well if you wish.

340

01:15:49.780 --> 01:15:50.739

David Ragsdale: Next slide.

341

01:15:52.910 --> 01:16:17.150

David Ragsdale: Now we want to talk about in the room. So how do we keep the testing environment secure in the room 1st is, you have to make sure that the walls have been appropriately covered, or certain displays have been removed. If you add a new room into your testing plan late, don't forget to do this step. Sometimes. Schools do this in advance, and they forget to do it. If a room that they weren't originally planning to use suddenly gets used.

342

01:16:17.390 --> 01:16:41.310

David Ragsdale: It's also important that there are no unauthorized visitors in the testing rooms, so some of these, I think, are obvious, such as parents or non-testing students. But other teachers in the school should also not be in testing rooms unless they're specifically there for test administration purposes. So a teacher in the school can't just pop into a testing room just to sort of see how their students are doing. You have to be there for a particular purpose.

343

01:16:41.460 --> 01:16:59.559

David Ragsdale: Test rooms can be entered by technology staff, if necessary, for troubleshooting school administrators, including the test coordinator, even if they're not officially an administrator, and we encourage this, so not only may they be entered by they should be entered by testing rooms, should be entered by test administrators, checking on how everything is going.

344

01:16:59.710 --> 01:17:15.290

David Ragsdale: Same idea with district personnel. We like it. When districts observe MCAS testing in their schools, they can enter and DESE observers. I mentioned that we do observation visits when we visit the school. We also will enter testing rooms and verify that everything is set up correctly.

345

01:17:15.610 --> 01:17:40.950

David Ragsdale: And lastly, one thing that we always try to encourage is that schools use 2 test administrators in the room when possible. We know this is not always possible. It will be based on how many students and how many rooms you have, and how many test administrators are available, but to the extent you can do it. There are tremendous advantages to having more than one person in the testing room. So, we always mention that that is a best practice that we encourage you to do if you can.

346

01:17:42.238 --> 01:17:53.361

David Ragsdale: The second aspect of the secure room is that no one can see anyone else's computer based screen no one can see anyone else's screen or test booklet. Alright. So, this is just how you set up the room.

347

01:17:53.640 --> 01:18:18.619

David Ragsdale: and each room may be different, depending on the layout of the room and the number of students there. So, you need to think through. How is each room going to be set up? Sometimes there might be enough space, that distance is all you need. Everyone is just far enough apart that that's all you need. But there are other times that you have to be a little bit more creative. So, you may need to turn students in particular directions, you might need a particular shape of the room. You may need physical barriers, some kind of partitions available.

348

01:18:18.620 --> 01:18:43.979

David Ragsdale: All right. So, there are different ways. You have to set up the room, but you have to think it through for each room to make sure that no one can see anyone else's screen or booklet. And this is another good reason for an administrator at the school or the test coordinator to go around and visit the rooms after testing has begun, because often having that independent eye, when you just go up and look at a classroom, you can sometimes see. Oh, these students are too close together

349

01:18:43.980 --> 01:18:52.700

David Ragsdale: that should be changed. This person should move here sometimes. That's hard for a test administrator to think about with so many different tasks they're doing as testing gets started

350

01:18:53.620 --> 01:18:54.620

David Ragsdale: next slide

351

01:18:57.770 --> 01:19:21.129

David Ragsdale: prohibited materials. That's, of course, most materials. That's a much shorter list of what students are allowed to have with them. But we've listed some of the important ones here. We also have a poster available that you can print from our website that lists some of the most common prohibited materials that students do end up using. So we encourage you to print that and put that up as an extra reminder

352

01:19:21.130 --> 01:19:45.019

David Ragsdale: not entirely directly connected to security. But I did want to call your attention to a new document. You may have seen this in the Commissioner's weekly update that went out yesterday, but a new document from the Massachusetts Attorney General related to cell phones and social media is a really good resource that touches, of course, on just student access to phones in school, and that would also be helpful for MCAS testing

353

01:19:46.260 --> 01:19:47.239

David Ragsdale: next slide.

354

01:19:49.290 --> 01:19:58.590

David Ragsdale: Here are just a few examples of how some schools have collected cell phones. So, I just present it here as just a few different possibilities.

355

01:19:59.850 --> 01:20:00.870

David Ragsdale: Next slide

356

01:20:04.020 --> 01:20:08.740

David Ragsdale: poll question, how do you ensure students don't have access to cell phones during testing.

357

01:20:08.870 --> 01:20:11.039

David Ragsdale: So, this is, what does your school do?

358

01:20:22.600 --> 01:20:28.399

David Ragsdale: And let's close this in 5, 4, 3, 2, 1

359

01:20:32.480 --> 01:20:54.639

David Ragsdale: alright. So, we have 38% with phones, go in backpacks and then get put away at the side of the room, 37%, just about the same. Phones being collected at the front of the room, and then kind of splitting the rest of the difference. Not allowed in the testing room not allowed in school and locked away during the school day, 23% locked away during the school day.

360

01:20:56.580 --> 01:20:58.320

David Ragsdale: All right. Next slide, please.

361

01:20:59.530 --> 01:21:23.000

David Ragsdale: One of the important responsibilities is training test administrators. I mentioned this before on the leadership slide that, one of the most important responsibilities of the test administrator. Rather excuse me of the principal is to make sure that all test administrators are trained. They need to be trained in advance of testing every year. And this is a really important task. Well trained test administrators lead to a smooth administration.

362

01:21:23.090 --> 01:21:47.889

David Ragsdale: So everyone involved in the MCAS Administration has to participate. This training can be virtual. So, if you want to do it over. Zoom, that's fine, but it should be live. It should be synchronous rather than, for example, emailing a PowerPoint to test administrators and just saying, read this there should be an opportunity to answer questions, and it should be something that is done collectively with everyone at the same time.

363

01:21:49.880 --> 01:22:08.089

David Ragsdale: we post sample slides. So, every year we provide sample training slides. We will be doing so again this year. We already have. We have February slides up March retest, and spring slides will be coming soon, and these sample slides are available for you to simply use as you wish, so you can adapt them. However, you want.

364

01:22:08.090 --> 01:22:32.089

David Ragsdale: You can add your own materials. They contain sections for you to put your own local requirements in and your own procedures, and then they also contain the test security requirements and administration protocols. The test administrators need to know they are optional, so you don't have to use them. But the information they contain should be conveyed that does need to be conveyed. So even if you don't plan to use them.

365

01:22:32.090 --> 01:22:38.500

David Ragsdale: we recommend that you review them so that you make sure that your training materials do contain all the information that they should

366

01:22:39.390 --> 01:22:40.590

David Ragsdale: next slide.

367

01:22:42.030 --> 01:23:11.440

David Ragsdale: The other aspect of training that's very important is documenting that all of your test administrators have been trained, so you must make sure that they sign forms, acknowledging that they received their manuals, and that they were trained and that you have the date, and the idea is that you know at some point in the future. You should be able to. You know, document you should be able to provide documentation. That says my test administrators were trained on this day, and here is the acknowledgement. Here are their signatures or their recognition that they were present on that day during that training.

368

01:23:11.500 --> 01:23:30.309

David Ragsdale: This is also a good opportunity to sign the nondisclosure acknowledgement. So, I'm bringing it back, talking about it again. It's not required to do it here. But since you have all your test administrators together, if you're doing it, live, this is also a good opportunity to make sure that those nondisclosure acknowledgements get signed for test administrators who need them.

369

01:23:30.630 --> 01:23:31.639

David Ragsdale: Next slide.

370

01:23:33.730 --> 01:23:37.210

David Ragsdale: These are the fundamental responsibilities of test administrators.

371

01:23:37.760 --> 01:23:46.999

David Ragsdale: And I'm not going to go through every bullet here, but I am going to focus just a little bit on the last 2, the second to last bullet focuses their full attention on the testing room.

372

01:23:47.650 --> 01:24:06.930

David Ragsdale: This is an important part of their responsibilities. It is important that test administrators are not doing other tasks during testing. You know, they can't be grading papers. They can't be checking other papers, even if it's schoolwork. The responsibility is to focus their full attention on the testing room while testing is occurring.

373

01:24:07.200 --> 01:24:16.019

David Ragsdale: I'm also going to talk a little bit more about this issue of coaching students and influencing their responses. Another important responsibility. And that's on the next slide.

374

01:24:19.725 --> 01:24:24.509

David Ragsdale: So quick. Poll question here. Examples of coaching, yes or no.

375

01:24:25.920 --> 01:24:27.670

David Ragsdale: So, there are 6 options here.

376here are

01:24:33.660 --> 01:24:36.310

David Ragsdale: Which of these are examples of coaching?

377

01:24:40.290 --> 01:24:44.860

David Ragsdale: and let's close that in 5, 4, 3, 2, 1,

378

01:24:48.990 --> 01:24:58.820

David Ragsdale: A and B are coaching. E is coaching. Yeah, very good CD, and EF are encouragement and A, B and E are coaching.

379

01:24:59.550 --> 01:25:01.180

David Ragsdale: Let's move to the next slide.

380

01:25:02.860 --> 01:25:27.620

David Ragsdale: So coaching is essentially influencing students’ responses in any way. So that's providing hints and clues, you know, prompting them indicating that they've answered something incorrectly, telling them you should look at that one again, or a student who's working on a particular question, saying, “Check your work”, defining, spelling, words, explaining, simplifying voice, inflection, facial expressions, body, language. All of these can be coaching

381

01:25:27.920 --> 01:25:31.110

David Ragsdale: all right and are prohibited next slide.

382

01:25:32.030 --> 01:25:50.229

David Ragsdale: What kind of assistance can you give, what is permitted? First, as I mentioned on a couple of slides ago, assisting students with technology related problems. If a student is struggling with some aspect of actually using the platform using the kiosk, they can’t find a tool, can't sign in. These are situations that you can assist with.

383

01:25:50.370 --> 01:26:13.869

David Ragsdale: You can also encourage students. So, there are a bunch of examples of that on the previous poll question. Encouragement is fine. And then this middle bullet, rereading part of the TAM script to students, you can always reread part of the script to students, and I want to specifically bring this up in the context of check your work because we do sometimes get questions. I've gotten questions over the years. Can we tell the class to check the work. Is it okay to tell everyone to check their work?

384

01:26:14.130 --> 01:26:25.969

David Ragsdale: And if you're telling the entire class, it's completely fine. In fact, it's in the script. The TAM script. All of the scripts contain lines that you read to the class, saying, “Make sure that you check your work.”

385

01:26:26.080 --> 01:26:50.939

David Ragsdale: What you can't do is tell an individual student who is working on an individual question on a specific question. Check your work, because even if that's not how you mean it, it may be interpreted as, oh, there's something wrong with this I got this question wrong. I have to go change my answer so that kind of falls into the coaching thing, even if that's not how you intended it, but telling the entire class to check their work is perfectly fine, and is, in fact, part of the script

386

01:26:51.890 --> 01:26:53.010

David Ragsdale: next slide.

387

01:26:55.190 --> 01:27:11.610

David Ragsdale: These are some of the requirements for students and reasons that their tests can be invalidated. You should make sure that in general, as you prepare your students for testing, they understand their responsibilities. We do also have a form that you can use if you wish that we recommend for older classes

388

01:27:12.180 --> 01:27:13.270

David Ragsdale: next slide.

389

01:27:16.160 --> 01:27:19.020

David Ragsdale: All right. So now we're gonna finish up here by talking about

390

01:27:19.620 --> 01:27:22.180

David Ragsdale: what to do when irregularities do happen.

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01:27:22.330 --> 01:27:25.639

David Ragsdale: So, what is the first step here. If you have an irregularity.

392

01:27:29.430 --> 01:27:34.050

David Ragsdale: and let's close that in 5, 4, 3, 2, 1

393

01:27:37.790 --> 01:28:00.302

David Ragsdale: alright. So, call the MCAS Service Center is the most selected answer, followed by Call DESE the answer is to call the office of student assessment services. This is a DESE issue. If you call the MCAS Service Center, they will immediately forward you over to us, so of course it won't take long for you to get here. But these are the calls that we take, not the service center. So

394

01:28:00.870 --> 01:28:04.479

David Ragsdale: you're going to. Yep. So, you're going to make the call to us. First next slide

395

01:28:08.018 --> 01:28:16.701

David Ragsdale: something that we started doing last year, and that I did want to just mention, at least for one more year before we, you know, assume that it's just kind of out there is that,

396

01:28:17.210 --> 01:28:43.233

David Ragsdale: Certain irregularities do not need to be reported to DESE. And this was a new thing last year, as I said, I'm going to mention it one more time this year, and that is, if a student has completed their test. So, they have finished their test. They've turned in their test. They are done testing. And then some kind of relatively benign irregularity happens. So, a student finishes their test, and then, a few minutes later, the test administrator notices. They have their phone out. And they are, you know, watching YouTube or something.

397

01:28:43.540 --> 01:28:56.029

David Ragsdale: They're not supposed to do that they're not supposed to have access to their devices. But this is the type of thing that doesn't have to be reported to DESE. It can just be handled locally because the student was done testing. And they're just kind of goofing with their phone

398

01:28:56.150 --> 01:29:09.890

David Ragsdale: alright. So that type can of irregularity can be handled locally, anything that happens while students are actively testing still needs to be reported to DESE. And if there's anything ambiguous, just call us, and we'll figure it out

399

01:29:10.860 --> 01:29:11.970

David Ragsdale: next slide.

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01:29:14.160 --> 01:29:42.750

David Ragsdale: So when something happens, here are the steps that you need to take. So we're finally getting all the way to the reporting part of that security framework so 1st thing to do is call us and kind of walk us through what happened because it may turn out that we don't think that it's that big of a problem, or we'll solve the problem over the phone. There are a lot of things that we can solve. If you call us, we'll explain what to do. You may not need to file a report. It all depends, but the 1st step is to call us and talk us through what happened

401

01:29:43.063 --> 01:30:00.530

David Ragsdale: we may tell you that you need to have more information. So, then you may need to, you know. Speak to the students, the test administrator. You'll need to do a little this, of course, before you call us, or you won't know what it is you're reporting, but we may ask you to go back and do some extra work and depending on you know how the conversation goes. We may ask you to submit a report

402

01:30:00.530 --> 01:30:17.820

David Ragsdale: alright. So if we do that, then we have a secure, web-based reporting form. And if we need you to submit a report, we will email you the link and instructions to submitting the report through that online form. And that is how you will report irregularities to us if we deem it necessary.

403

01:30:18.050 --> 01:30:34.839

David Ragsdale: And then, after you've done that, you may take local action, so irregularities don't just violate kind of the MCAS rules. Often, they violate school rules. So, if there is any particular local action, disciplinary or otherwise, that seem appropriate to the situation, then that is something that you will also do on your own.

404

01:30:36.150 --> 01:30:41.360

David Ragsdale: Alright. And at this point we can take any questions that you may have.

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01:30:41.870 --> 01:30:44.510

David Ragsdale: We want to call out from the Q&A.

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01:30:47.080 --> 01:30:56.680

Shannon Cullen: So, we don't actually have any open questions right now. So, I think we're going to just keep moving in the interest of time.

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01:30:56.680 --> 01:31:17.949

Shannon Cullen: I also want to acknowledge that we are running a little bit behind. I know we have a 11:15 stop time this morning. We may end up running just a few minutes beyond that. Hope to not take up too much more of your time. If you do need to drop just a reminder that the slides and the recording of this webinar will be posted on the MCAS resource center.

408

01:31:17.950 --> 01:31:23.279

Shannon Cullen: and I will pass it over to Rob to talk briefly about accessibility and accommodations.

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01:31:23.280 --> 01:31:51.040

Rob Pelychaty: All right. Thanks, Shannon. As Shannon mentioned today, I'm going to speak a little bit about accessibility and accommodations for the MCAS test. My name is Robert Pelychaty, and I work at the department, and my role is to help support educators and schools with my colleagues. To make sure the MCAS test is accessible as possible for all of our students, and to make sure that these students can not only access the test, but there's a certain amount of equity built into. You know how we proceed in providing support for our students.

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01:31:51.170 --> 01:32:12.279

Rob Pelychaty: Few resources here on the slides you can certainly use that are posted if you use the links that were provided to you in the slides, you could certainly get the MCAS Accessibility Accommodation Manual that was updated this year. There's some information on providing procedures and supports for students who use a cell phone or smartwatch to monitor glucose.

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01:32:12.360 --> 01:32:21.240

Rob Pelychaty: And there's also some other information that are available on various slides. So, I just want to let you know that the slide is a reference for resources that you could use.

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01:32:21.400 --> 01:32:40.900

Rob Pelychaty: And last week we had 2 trainings for accessibility and accommodations. If you use the link to go to the MCAS resource center that's provided here, you can also review those trainings on MCAS accessibility and accommodations. If we move on to the next slide, you'll see some other information, just some general rules for participation.

413

01:32:41.150 --> 01:33:02.009

Rob Pelychaty: Remember, all students, regardless of their disability status are required to participate in MCAS tests. Either students participate in the MCAS with or without accommodations, and students who meet the definition for students with the most significant kind of disabilities, are eligible to participate in the MCAS. The alternate assessment.

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01:33:02.130 --> 01:33:05.279

Rob Pelychaty: We have one small exception for participation.

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01:33:05.910 --> 01:33:32.019

Rob Pelychaty: And that's regarding the MCAS ELA tests students that are considered 1st year. Els are not required to take the MCAS ELA test, but they can do so, but they're not required. And those are students who enter their district. After March 2024 of the last school year. Again, some other information that you know English learners or former English learners can certainly use a bilingual vertebra dictionary.

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01:33:32.290 --> 01:33:33.750

Rob Pelychaty: I will make a note.

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01:33:33.810 --> 01:33:55.040

Rob Pelychaty: and I'll talk a little more about this, that this year is an important update regarding our accessibility policies, we're able to work. And through a lot of effort, we're able to make tests available bilingual tests in Spanish, English for all grades and subject except for obviously, MCAS ELA, because ELA is a test of your English language skills.

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01:33:55.050 --> 01:34:04.339

Rob Pelychaty: But students who are English learners, certain students are eligible for that Spanish English test bilingual test in math, science and civics.

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01:34:04.610 --> 01:34:08.230

Rob Pelychaty: There's also more information. Appendix E. If we move on to the next slide.

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01:34:09.040 --> 01:34:30.429

Rob Pelychaty: you will see a little bit about test preparation. A lot of this was information that was already discussed, and I don't want to go in too much details, but if you have questions about assistive technology or IEPS, or the tutorial and supports for students with disabilities, please email MCAS@mass.gov, or certainly you can certainly contact me, and I'll try to provide support to you.

421

01:34:30.730 --> 01:34:33.290

Rob Pelychaty: Let's move on to talk a little bit about

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01:34:33.420 --> 01:34:49.880

Rob Pelychaty: prohibition for accommodations. David talked a lot about testing irregularities. He mentioned some accommodations and what is allowable. Just please make sure that you know regarding those prompts. You're also not providing coaching to student’s disabilities, who may be in a small group setting

423

01:34:50.030 --> 01:35:17.589

Rob Pelychaty: and not providing accommodations that are not listed in their IEPs. Certain accommodations that are provided if they're not listed could lead to the test being validated. For example, if the MCAS ELA test is read aloud to a student or text to speech, is provided to a student that does not require that accommodation that could lead to the test being validated also giving a student a calculator for the math test

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01:35:17.710 --> 01:35:27.390

Rob Pelychaty: with, and the student does not have that calculator combination for the non-calculator section. Remember that an English language dictionary is not allowed.

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01:35:27.710 --> 01:35:29.770

Rob Pelychaty: Students who are English learners

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01:35:30.100 --> 01:35:35.143

Rob Pelychaty: can use a bilingual word to word dictionary, but not an English language dictionary. That's

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01:35:35.640 --> 01:35:47.249

Rob Pelychaty: that is not provided again, these are just some general provisions, some information to provide you some support. I'm not going to go into any too much more detail. And I just wanted to gloss over that and remember that

428

01:35:47.380 --> 01:35:56.050

Rob Pelychaty: we have information for accessibility accommodations. Through the force of a through a form of a training that we provided last week. If we move on.

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01:35:56.710 --> 01:36:00.420

Rob Pelychaty: I'll just leave a few minutes for some questions. If there are any.

430

01:36:03.770 --> 01:36:20.650

Shannon Cullen: Thanks, Rob. I see a couple of open questions. But again, I think in the interest of time we'll keep going. And we'll answer questions in the background as we can, and just a reminder that if we're not able to answer your question during today's session, we will be sending out the Q&A. Within about a week.

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01:36:20.870 --> 01:36:25.780

Shannon Cullen: And so, I think Jodie is now going to walk us through the additional resources.

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01:36:26.760 --> 01:36:29.100

Jodie Zalk: Great. Thank you so much, Shannon.

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01:36:30.485 --> 01:36:53.999

Jodie Zalk: We wanted to make sure that we leave you with additional resources not to overwhelm you with resources. But to make sure that you have answers to questions that you have after today's session. So, in addition to the resources also already provided to you, we wanted to provide additional information, and I want to call out in particular the last

434

01:36:54.040 --> 01:37:21.859

Jodie Zalk: 2 rows on this table here grade 8 civics unlike last year, all students are doing the same topic assignment. So I'm just calling out the link for that topic assignment as well as resources for schools. And then very recently, we provided a student assessment update with information about updates to test designs. So, if you have not seen that the link is available here next slide, please.

435

01:37:22.860 --> 01:37:44.159

Jodie Zalk: and we have a number of upcoming training sessions and office hour sessions that will be later this week that I wanted to call out, and we'll have additional sessions. Coming up later this winter and later this spring to make sure that we provide you with the support that you need for administering tests.

436

01:37:44.310 --> 01:37:45.640

Jodie Zalk: Next slide, please.

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01:37:47.140 --> 01:37:54.269

Jodie Zalk: And we wanted to make sure that we provided you some information related to

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01:37:54.290 --> 01:38:21.911

Jodie Zalk: just making sense of all these new systems for you as a new Test coordinator one. We wanted to let you know that there is a test administration work group. It's made up of representatives of different schools and districts across the Commonwealth, and we had asked folks what advice they would share with the new Test administrator and test coordinator. Excuse me, so we did want to call out their advice and make sure that they're

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01:38:22.390 --> 01:38:25.970

Jodie Zalk: able to help support new test coordinators as well.

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01:38:26.100 --> 01:38:27.420

Jodie Zalk: Next slide, please.

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01:38:29.060 --> 01:38:57.010

Jodie Zalk: And then, after today's session. What are the next steps for you? After you close out, you'll see an evaluation form. This is what you'll see after you close out of all of our training sessions. We want to make sure the sessions are useful for you, and we want to know your thoughts and hear how we can improve future sessions. If you're not able to access the evaluation form, please email us and we always welcome feedback.

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01:38:57.280 --> 01:39:09.730

Jodie Zalk: Within about a week we'll compile all the answers to the Q&A. And we'll send that out in an email. And we also will be posting the recording to our MCAS resource center

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01:39:10.650 --> 01:39:12.150

Jodie Zalk: next slide, please.

444

01:39:12.290 --> 01:39:38.490

Jodie Zalk: and after today's session, David had an interactive way of asking, who do you call for? What? But here we'll lay it out again, if you have any questions on logistics, any questions on technology, please reach out to the MCAS Service Center. The info is on the left-hand side of the slide. And then, if you have any policy questions, any questions on participation, any questions on accommodations that Rob covered.

445

01:39:38.877 --> 01:39:47.410

Jodie Zalk: Those are questions better addressed to DESE, to my colleagues and myself, and our contact info! It's on the right-hand side.

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01:39:48.370 --> 01:39:55.340

Jodie Zalk: And so with that I'm going to turn this over to Shannon. We'll walk through paper-based testing protocols.

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01:39:56.230 --> 01:40:18.419

Shannon Cullen: Thanks, Jodi, I'm just going to do a really quick run through of paper-based testing. So, this is, if you have students who will be using paper-based tests because of accommodation, a 1 or EL one. So, there's information on this slide about the booklets for this spring, and the number of booklets per grade, level and test.

448

01:40:18.420 --> 01:40:32.100

Shannon Cullen: So, you can see that some grade levels and tests have combined test and answer booklets, and some of them have separate test and answer booklets. So, this is here for you to refer back to, if you need.

449

01:40:32.380 --> 01:40:59.909

Shannon Cullen: On the next slide, there's some information about receiving materials so you'll want to make sure that you're accounting for secure materials, using the ID numbers on your packing slips, and that you're document documenting the counts of materials on your internal tracking forms and material summary. So, making sure that you are documenting what materials you are receiving, so that all of them are accounted for and Dusty recommends having 2 people present to count materials. When you receive them

450

01:41:00.200 --> 01:41:15.210

Shannon Cullen: you'll need to affix student ID labels to the answer booklets before testing, and there's more information about that on this slide here and in the PAM, in terms of when you are able to open those booklets and apply the student ID labels. Next slide.

451

01:41:17.160 --> 01:41:46.509

Shannon Cullen: You may need to order materials for newly enrolled students. So, this is if you do not include all of your paper-based testing students in your initial student registration upload. Maybe you have a few students that transfer to your school after the deadline, and you need to register them for paper-based testing. I want to note that a small overage of materials is shipped to schools. So, you'll want to check your shipment to see if you already have enough materials for those extra students or the additional students. And then there is an additional ordering

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01:41:46.510 --> 01:41:54.149

Shannon Cullen: window, additional ordering additional materials, window for each test administration where you can order additional materials if needed.

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01:41:55.080 --> 01:41:56.080

Shannon Cullen: Next, slide

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01:41:57.830 --> 01:42:15.520

Shannon Cullen: Additional preparations for paper-based testing include sharing resources with students so that they are prepared to take the test on paper, and then there are also tools available for students taking the math and the STE. Tests, and more information on that is in the principal's administration manual

455

01:42:16.130 --> 01:42:17.110

Shannon Cullen: next slide.

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01:42:18.380 --> 01:42:43.320

Shannon Cullen: some additional steps during and after testing for paper-based testing. So, you'll want to make sure that you are counting all the materials as they are returned to you, and double checking your central storage area to make sure that no materials slip under a folder or go missing under a bin, but that everything is being documented and accounted for as needed. You will want to refer to the PAM for packing instructions.

457

01:42:43.320 --> 01:42:56.980

Shannon Cullen: And there's also lists in the PAM of what materials you'll need to keep on file at the school, what you can recycle or discard, and what needs to be securely destroyed in addition to how to pack your materials for return

458

01:42:57.320 --> 01:42:58.420

Shannon Cullen: next slide.

459

01:43:00.130 --> 01:43:14.800

Shannon Cullen: I won't go through all of these, right now. Given our time crunch here, but there are some important reminders for packing that you can refer back to. Note that there are some special instructions for certain paper-based materials, including braille and large print.

460

01:43:14.800 --> 01:43:38.719

Shannon Cullen: You'll want to review the tables in the PAM in order to determine whether to assign booklets to students, and for additional instructions. There are several different kinds of envelopes that are used to return materials, including special handling envelopes and void envelopes. So, you'll want to follow the instructions in the PAM on how to use those and what to include in each of those envelopes.

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01:43:39.590 --> 01:43:46.530

Shannon Cullen: And just to note that all the materials will be shipped back in their original packing cartons next slide.

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01:43:48.530 --> 01:44:09.150

Shannon Cullen: There's dates here for the Prescheduled automatic pickup. So, a UPS pickup is automatically scheduled for each school, and the dates are listed here as well as on the test administration schedule. So, you'll want to make note of that date. You are able to schedule an earlier pickup if your materials are ready prior to that date.

463

01:44:09.150 --> 01:44:20.169

Shannon Cullen: and as you're preparing for the shipment, you'll want to make sure that you've completed the material summary to make sure that the secure materials. Match what you received in terms of what you are returning

464

01:44:20.340 --> 01:44:27.080

Shannon Cullen: and make sure that you're maintaining the security of materials while you're awaiting that UPS pickup next slide.

465

01:44:28.940 --> 01:44:50.990

Shannon Cullen: Okay, and sorry to do that last bit in like 4 min or less. But thanks so much for joining us this morning. I really do hope that you found today's presentation useful as you start preparing or continue preparing for the spring administrations. We are here to support you and answer your questions as you have them. So, thank you again for taking the time this morning, and have a great rest of your day.