**Transcript**

**MCAS Portal Tasks: Grades 3–8 Office Hours**

**March 19, 2025**

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

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00:00:20.088 --> 00:00:46.777

Shannon Cullen: My name is Shannon Cullen. I work here at DESE as the MCAS Test Administration Coordinator. You will also be hearing from Abbie Currier today who works with us at our subcontractor for eMetric. There are several other folks on the call today from Cognia, from eMetric, and also from DESE, and you may be hearing from them when we get to the Q&A portion to help answer any of the questions that you may have

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00:00:47.757 --> 00:01:08.547

Shannon Cullen: on the next slide. We just have some initial logistics before we get started. So, the majority of today's hour together will be spent in a Q&A, and so we ask that you use the Q&A feature in Zoom to ask your questions, and we are going to do our best to answer as many questions out loud during this hour together as we can.

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00:01:08.547 --> 00:01:20.237

Shannon Cullen: There may be some questions that you have that we're not able to answer today. And so, in that case we'll take the answers back and send out a Q&A to all participants. Within about a week, as we typically do for our webinars.

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00:01:21.067 --> 00:01:37.846

Shannon Cullen: there will be a thumbs up, icon, so you can upvote someone else's question. If you have the same question and as always, if you have very specific questions about individual students or unique situations, we ask that you instead email those to us at mcas@mass.gov.

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00:01:38.157 --> 00:01:44.797

Shannon Cullen: We are recording today's session. It will be posted to the MCAS Resource Center within about a week, along with the slides

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00:01:44.927 --> 00:01:56.487

Shannon Cullen: Closed captioning is available if you'd like to use it. And please be advised that DESE does not authorize attendees to record or use AI transcription tools during the meetings

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00:01:57.697 --> 00:02:25.697

Shannon Cullen: on the next slide. We just have some information about today's slides. It's a pretty short slide deck since we're spending most of our time on Q&A. Today. Participants were emailed the slides yesterday from mcasevents@cognia.org, I believe Alicia just posted the slides in the chat. If you can't access them, you can ask in the Q&A. And then again, after the session we will be sending the slides to all participants, and they will be posted in the MCAS Resource Center.

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00:02:27.297 --> 00:02:44.946

Shannon Cullen: So, here's today's agenda. Very short. As I said, we're spending most of today on Q&A and requests for additional demonstrations. But I'm going to start by giving you an overview of the resources that are available to you. Then we'll do the Q&A, and we'll finish up with a couple of slides on support and next steps.

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00:02:45.577 --> 00:03:03.406

Shannon Cullen: So, first let's just get into the resources, and I don't think, or I hope, that these are not going to be new for you. These are our resources that are posted on the MCAS Resource Center for assistance with MCAS Portal tasks. So, we have our Resource Center, URL posted here.

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00:03:03.557 --> 00:03:22.046

Shannon Cullen: There are a number of MCAS Portal user guides that are available to you that are listed out here. Someone's to call out for tasks that you might be completing right now are the guide to creating and managing classes. The guide to enrollment transfers the guide to scheduling tests and printing student logins.

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00:03:22.047 --> 00:03:44.676

Shannon Cullen: I also want to note the additional tasks on the test scheduling page which you may need to use during testing. That includes information on how to avoid tests. Add medical absences to tests, reactivating tests. So please, if you've not bookmarked this page and made your way through these guides, they're really good resources and contain step-by-step instructions with screenshots for each of those tasks.

12

00:03:45.287 --> 00:04:11.536

Shannon Cullen: There are also guides on that same page for the MCAS Training Site. So, I know a lot of schools are completing a practice test right around this time through the MCAS Training Site. There's the guide to conducting a practice test through the MCAS Training Site available on the Resource Center and newly posted, is the guide for reviewing reports of results for practice tests that are conducted in the MCAS training

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00:04:11.537 --> 00:04:23.396

Shannon Cullen: site. So, we're focusing today on MCAS Portal tasks. But if you do have questions about the training site, including the reporting section. Please feel free to enter those questions in the Q&A today as well.

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00:04:23.877 --> 00:04:41.916

Shannon Cullen: And then also highlighting this guide that we have for the Student Kiosk, which includes instructions on how to unlock test questions. This was covered in one of our recent trainings. But there are some situations where questions automatically get locked in a test, and this guide contains additional information and instructions.

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00:04:42.747 --> 00:05:07.616

Shannon Cullen: On the next slide we have some additional resources, including modules and recordings of previous training sessions which are listed out here. We also have linked here the slide template for training your test administrators and test administrator tasks in the portal, which was covered in a few of our previous trainings. But there's one that's linked here with the slides as well.

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00:05:09.287 --> 00:05:20.797

Shannon Cullen: On the next slide. We have some resources specific to technology. So, the technology guidelines for MCAS computer-based testing and the guide to installing the MCAS Student Kiosk and conducting site readiness.

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00:05:20.797 --> 00:05:43.477

Shannon Cullen: Your technology coordinators should have already reviewed these guides and completed the steps in these guides to complete site readiness and also make sure that all devices match or meet the technology guidelines for computer-based testing. So please connect with your technology coordinator to make sure that they have reviewed these and ensure that everything is all set.

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00:05:43.477 --> 00:05:47.747

Shannon Cullen: And then there's also some webinars for technology coordinators here.

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00:05:49.307 --> 00:06:11.566

Shannon Cullen: and then, finally, some resources from the DESE website, including the manuals, the schedule, the accessibility and accommodations manual, and a link to our student assessment update which, if you've not subscribed already, please do subscribe and read through some of our recent student assessment updates. This is where we share important information about the MCAS program on a biweekly basis.

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00:06:13.157 --> 00:06:32.527

Shannon Cullen: And so next, we are going to get into the Q&A, so we're here today mostly to answer the questions you have. And if you have demonstrations that you'd like to see. Then please go ahead and put them into the Q&A, and so I'm going to start taking a look at the questions that we have and reading them out loud.

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00:06:34.627 --> 00:06:44.626

Shannon Cullen: Okay? So, I see a question asking if I have a student who has recently been moved to an MCAS Alt, how should I handle that in the MCAS Portal?

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00:06:44.647 --> 00:07:12.836

Shannon Cullen: So, students taking the MCAS Alts do not need to be registered in the MCAS Portal. If the student has already been registered. It's fine, I believe, to leave the student in. If they've been assigned to any classes, you can remove the student from those classes so that they don't show up on the roster, and I'll open it up to Abbie or Scott if there's anything additional you want to add to that

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00:07:15.237 --> 00:07:17.036

Abbie Currier: Nothing more from me.

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00:07:18.387 --> 00:07:19.837

Scott Kelley: That sounds good, Shannon

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00:07:20.337 --> 00:07:21.687

Shannon Cullen: Great. Thank you.

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00:07:24.966 --> 00:07:48.366

Shannon Cullen: Okay. So, I see a question. When students are placed in a small group session in the portal, they are still then also listed in their general session. Do we remove the student from that general session? So, they are only listed in one session, or does it not matter if they are listed in 2 sessions. And so.

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00:07:48.397 --> 00:07:58.146

Shannon Cullen: If I'm understanding this correctly, I think you're referring to classes. And so, I think you're asking if a student can be in 2 classes.

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00:07:58.197 --> 00:08:22.527

Shannon Cullen: And so, we only want students to be in one class per subject area. And so, if you have a student who is in. For example, you've assigned them to 2 different classes for ELA. You should remove them from the class that they are not going to be testing in having the students in 2 different classes. For one subject, it introduces multiple tests for the student.

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00:08:22.587 --> 00:08:37.297

Shannon Cullen: which then runs the risk of the student testing multiple times which we do not want, so please ensure that your students are only assigned to one class. But if I did misunderstand that question, please feel free to clarify.

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00:08:38.847 --> 00:08:46.597

Shannon Cullen: All right. I see a request for a demonstration, Abbie. This person is asking if you can demonstrate how to schedule testing

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00:08:48.557 --> 00:08:52.146

Abbie Currier: Yes, let me go over here.

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00:08:53.437 --> 00:08:56.266

Abbie Currier: So, we're going to log into the portal.

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00:08:57.417 --> 00:09:02.727

Abbie Currier: And I'm just going to log in as a Demo DTC.

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00:09:07.297 --> 00:09:09.726

Abbie Currier: And click on administration.

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00:09:10.217 --> 00:09:26.577

Abbie Currier: Now, I already have students loaded, and I can see my students here. I've already created my classes. So if I come in here. I can see I've already got my math classes set up. I already have my ELA classes set up, etc.

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00:09:27.587 --> 00:09:42.417

Abbie Currier: The next step is to go to test scheduling, and here I would make sure that I've got my correct school selected. I've got either 3 through 8 or high school selected depending on the test. I want to schedule.

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00:09:42.917 --> 00:09:46.506

Abbie Currier: select the content area of the test

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00:09:46.627 --> 00:09:51.617

Abbie Currier: and then select the name of the test that I want to schedule.

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00:09:55.137 --> 00:09:59.017

Abbie Currier: Select this one, and we'll just click schedule new test.

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00:09:59.847 --> 00:10:10.770

Abbie Currier: You would find the classes that have been created. If there's more than one class, you can select all of them right now. I just have one class here.

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00:10:11.317 --> 00:10:13.817

Abbie Currier: and all you have to do is click, scheduling.

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00:10:15.627 --> 00:10:38.826

Abbie Currier: or schedule. I apologize. So now this class is scheduled to take this test. This is a demo test. So, it's already in progress. If you're scheduling tests right now for the start of the 3 through 8 ELA window on Monday. This will show us not started yet, because the testing window opens on Monday.

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00:10:41.417 --> 00:10:50.497

Abbie Currier: I'll just keep going through the workflow. So, after you've scheduled your test, you'll need to click on view details and student logins.

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00:10:51.327 --> 00:11:09.517

Abbie Currier: And this will essentially take you to a list of all the school of all the students that were in that class that you just scheduled to take this test from here, you would do things like double check that the form assignment makes sense. If this is a class of

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00:11:09.617 --> 00:11:28.617

Abbie Currier: students with human read aloud, or human signer accommodations, you'd want to make sure that the form assignment is correct, those types of things. But when you're ready to print your logins, you would just select the students you want to print. You don't have to select all of them. If I you know. Maybe Seamus wasn't

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00:11:28.917 --> 00:11:33.396

Abbie Currier: present or something like that today, I could always deselect him.

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00:11:33.757 --> 00:11:36.837

Abbie Currier: and then you would just click export logins.

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00:11:38.147 --> 00:11:42.456

Abbie Currier: and you would select Pdf and export.

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00:11:42.637 --> 00:12:04.717

Abbie Currier: And that is it. You just need to print out this Pdf, that's going to have a summary sheet on top, with the accommodations listed for each student. This master sheet should be held by the test administrator, and then, after that first sheet, are all of the logins that you would pass out to your students

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00:12:08.957 --> 00:12:10.647

Shannon Cullen: Awesome. Thanks, Abbie.

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00:12:10.917 --> 00:12:36.776

Shannon Cullen: I am going to keep going through these questions, and, Rob, I'm wondering if you're able to help us with the next one. So, I see a question that's asking for the Spanish English test accommodation. If a student has received instruction in Spanish in their previous country, but their native language is something other than Spanish. Can we still assign that accommodation

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00:12:37.227 --> 00:12:42.977

Rob Pelychaty: Question. Thanks. I really appreciate this. I know the Spanish English form we have is new this year

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00:12:43.077 --> 00:13:06.077

Rob Pelychaty: for grades 3 through 8, and it's available in not only math in those grades, but civics and science. What we say is that this Spanish English test form is intended for students who are predominantly Spanish speaking and have been in the country for less than 3 years, or students in dual language programs who predominantly, you know, learn in Spanish and English.

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00:13:06.287 --> 00:13:31.357

Rob Pelychaty: and the tension is that these students actually do have a lot of facility in Spanish, and are familiar with seeing text in Spanish, so I don't know why you would recommend giving a particular test to a student in Spanish English if they haven't read or had instruction Spanish in the past, or have used that you know, to learn or experience in the classroom, or at least seen the practice test.

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00:13:31.497 --> 00:13:50.466

Rob Pelychaty: So, there should be a defensible reason. And the students should obviously meet the intention of the reason why the accommodation is available. It shouldn't be provided to just a student who they think. Oh, this may be helpful. In some ways it could actually be distracting for the students if they're not familiar with the form or how it's set up. So

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00:13:51.107 --> 00:14:08.857

Rob Pelychaty: I would. Strong probably advise against that specific unless there was some kind of defensible reason why you why the student would use that. But again, the policy is that it's intended for students who are predominantly Spanish speaking, and less than 3 years, or the students will do language programs.

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00:14:09.287 --> 00:14:16.586

Rob Pelychaty: I hope you find that information helpful. Or if there's some other information that we fail to capture about this unique situation, please let us know

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00:14:19.067 --> 00:14:20.146

Shannon Cullen: Thanks, Rob.

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00:14:20.817 --> 00:14:36.337

Shannon Cullen: Next question I see here is for eMetric. Is there a way to export the student registration file with the class names? I've imported the classes, and I want to run an export from this for the school. But the class name column is empty

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00:14:36.567 --> 00:15:02.606

Abbie Currier: Right? So, the student registration export does not include the class name. Sometimes students are erroneously put into multiple classes. And we didn't want that to negatively impact being able to download or export the student registration file in case you wanted to make edits and then immediately import it back in. So, the class name is not included there

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00:15:02.697 --> 00:15:26.556

Abbie Currier: to see an individual student's classes. You can always come in and select the student. Let's take a look at this student, and here on the classes tab, it will list all of the classes that an individual student is in by content area. So, if I want to see their ELA class.

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00:15:27.407 --> 00:15:35.307

Abbie Currier: Oh, they're not in a science class, you know that kind of information. So that is available for each student.

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00:15:35.977 --> 00:15:47.807

Abbie Currier: If you want to look at the current rosters for a given class, you would come into class and then just click, view for the class to see overall who is in this class.

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00:15:49.387 --> 00:15:52.556

Abbie Currier: and then, of course, you can edit that class if you need to

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00:15:55.947 --> 00:16:21.366

Shannon Cullen: Thanks, Abbie. I see another question here asking about the use digital proctoring box on the schedule new test screen. So that box, that checkbox is being used by a small subset of schools. If you have not been specifically instructed to use that checkbox, then you should leave it unchecked. The majority of schools will be leaving that checkbox unchecked.

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00:16:22.167 --> 00:16:46.196

Shannon Cullen: I see another question about scheduling, which is, should you be scheduling all the classes for ELA once? In years past. We didn't schedule them until the day before, so I know scheduling for classes only opens one week before testing Abbie. Are you able to offer any other guidance for that question

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00:16:49.134 --> 00:17:14.926

Abbie Currier: From a technical perspective. Once the tests are made available for scheduling. Like Shannon said a week before the start of the testing window. So, like both 3 through 8, ELA and grade 10 ELA are ready for scheduling as of Monday. You can go ahead and schedule your classes now. I don't know

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00:17:15.317 --> 00:17:24.776

Abbie Currier: it. I don't remember any sort of recommendation that you hold off on doing that until closer to the

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00:17:26.097 --> 00:17:42.187

Abbie Currier: the day of testing, I think maybe printing out the logins we recommended waiting until closer to the day of testing that way. If you have to edit classes. If you have to move students from one class to another, that sort of thing.

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00:17:42.187 --> 00:18:01.437

Abbie Currier: you're not having to print out their logins multiple times, because if you move a student from one class to another their login will change. So maybe it was printing logins that needed to be done closer to you the day of testing, but you can schedule your classes to take the tests today, for ELA

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00:18:02.657 --> 00:18:27.236

Shannon Cullen: Thanks, Abbie, and I'll just add onto that. That. Tests need to be scheduled like, Abbie said, before logins can be printed, and DESE's guidance is we recommend printing student logins one to 2 days before testing, but it can be done up to a week before testing. So right around the time that you're scheduling tests, you can then also immediately print out those student logins. If that meets your workflows needs.

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00:18:28.477 --> 00:18:41.057

Shannon Cullen: I see another question about scheduling tests. Can you still update accommodations after tests have been scheduled? If changes need to be made? Abbie, are you able to help answer that

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00:18:42.587 --> 00:19:03.536

Abbie Currier: So yes, they can. I can't remember which training it was in, but it's what the next steps would be are going to depend on which accommodation needs to be changed for a particular student. So, for example, let me take a look at my ELA tests here.

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00:19:05.077 --> 00:19:24.786

Abbie Currier: So, if the student, if you, if you're here and the student has not started the test, and you realize that they have a form-dependent accommodation, a form-dependent accommodation would be something like human signer. human read aloud.

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00:19:24.787 --> 00:19:41.777

Abbie Currier: screen reader or compatible assistive technology. ASL, if we're talking about high school, a form dependent accommodation just means the accommodation dictates which form the student needs to receive. You will see that here in the form name.

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00:19:41.777 --> 00:19:54.216

Abbie Currier: So, if you catch that before the student has logged in. All you would need to do is, let's use Walter here, so we'll go and look for Walter.

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00:19:54.997 --> 00:20:01.127

Abbie Currier: Here he is, and we will edit his accommodation for ELA.

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00:20:02.627 --> 00:20:13.416

Abbie Currier: and let's say that for whatever reason he needs a human read aloud special access accommodation for this. For this test we'll click, save.

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00:20:13.777 --> 00:20:17.476

Abbie Currier: And now, when we come back over for test scheduling.

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00:20:19.297 --> 00:20:47.947

Abbie Currier: We will see this button, and this says that students have been added to the test or received updated forms or accommodations. And we need to click this button. So, when we click this button, it's going to reassign the form to this student, so that they're getting that human read aloud form. From this point I would just need to print out his new username and password and pass that out to him on the day of testing.

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00:20:48.367 --> 00:21:10.947

Abbie Currier: Now what happens if let's say it was Seamus instead, and Seamus has already logged into the test, and I need to update his form dependent accommodation, then it gets a little bit more complicated. So, for Seamus, I would need to add a code indicating void wrong accommodation.

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00:21:12.883 --> 00:21:22.417

Abbie Currier: Yes, success message. I need to go and find Seamus here. Edit his accommodations.

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00:21:22.877 --> 00:21:27.297

Abbie Currier: Same thing I just did. Let's say he needs a human read aloud for ELA

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00:21:28.787 --> 00:21:38.987

Abbie Currier: now from here, because he's already logged into the test. I can't just go back and print his logins. I have to actually put him into a new class.

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00:21:39.517 --> 00:21:48.267

Abbie Currier: and then schedule his new class to take that ELA test so that a new login can be created for him with the corrected form assignment.

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00:21:48.787 --> 00:22:12.876

Abbie Currier: Now, those are the more complex accommodation changes. If all you need to do is change something simple like, let's say that instead of needing a different form assignment because he was getting. He's supposed to get a human read aloud form. Let's say that Seamus just needed

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00:22:13.177 --> 00:22:22.826

Abbie Currier: a mouse pointer or extended time. Something along those lines. I can just clear out that report, code.

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00:22:23.817 --> 00:22:29.077

Abbie Currier: and he still has his assignment. I'll go find Seamus.

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00:22:32.227 --> 00:22:42.237

Abbie Currier: edit his accommodation instead of human read aloud, let's give him what did I say?

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00:22:43.517 --> 00:22:50.246

Abbie Currier: Enlarged cursor, that's what it was. So, this is an embedded accommodation, meaning that it's something that's provided

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00:22:50.407 --> 00:23:02.157

Abbie Currier: in the Kiosk itself. It's not extra time or anything like that, but it doesn't change the form assignment for this student. I would simply add his accommodation and click save.

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00:23:02.577 --> 00:23:05.727

Abbie Currier: And now, when I come back over to test scheduling.

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00:23:08.827 --> 00:23:17.224

Abbie Currier: when I print out this summary sheet. If I haven't already, I will see his new

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00:23:18.047 --> 00:23:25.676

Abbie Currier: Let's go ahead and do it. I will see his new accommodation listed on the summary sheet.

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00:23:26.577 --> 00:23:42.976

Abbie Currier: So now I can see ELA mouse pointer, if I don't care necessarily like. It's the day of testing. This kid's got to get in and resume testing with the new accommodation. I do not have to print out a new login. I would just have Seamus log out.

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00:23:43.137 --> 00:23:52.287

Abbie Currier: I would change his accommodation or have my test coordinator change his accommodation and then have the student log right back into the test and continue testing.

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00:23:52.517 --> 00:24:18.757

Abbie Currier: So that it is far more easily fixed than if it's a form dependent accommodation. So again, I don't have to print out a new login if I don't care about seeing that his accommodation has been added for him at this juncture, because his username and password are going to be the same. He's logging into the same test with the same username and password he had before.

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00:24:20.097 --> 00:24:21.696

Abbie Currier: I hope that makes sense

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00:24:25.197 --> 00:24:37.156

Shannon Cullen: Yeah, thanks so much, Abbie, for walking us through the different scenarios there. If you have other questions about updating accommodations. We have some more time, so feel free to add more questions to the Q&A.

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00:24:37.587 --> 00:24:51.546

Shannon Cullen: The next question is, does each individual proctor need a separate session? Again, I think we're talking about classes here. So does each individual proctor need a separate class in 8th grade alone, we have 6 different small groups.

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00:24:51.697 --> 00:25:11.807

Shannon Cullen: So typically, a class is a group of students that's testing in the same place at the same time, like a classroom of students. So typically, each test administrator would have their own class in the MCAS Portal, a group of students that are testing in the same room. I have seen schools do it differently, where they add

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00:25:12.442 --> 00:25:19.197

Shannon Cullen: a number of different classrooms into one class, or what we used to call sessions in the Portal

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00:25:19.693 --> 00:25:30.427

Shannon Cullen: and then that is managed centrally by the test coordinator. But typically, each class would be its own, or each classroom of students is its own class in the MCAS Portal.

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00:25:32.547 --> 00:25:41.716

Shannon Cullen: Alright I see another request for a demonstration, Abbie. They're asking if you're able to demonstrate what test administration will look like from a test administrator's perspective

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00:25:44.037 --> 00:25:44.577

Abbie Currier: Sure.

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00:25:47.267 --> 00:25:52.136

Abbie Currier: Let me double check what? My username is for a test administrator here.

107

00:26:13.727 --> 00:26:31.767

Abbie Currier: Okay, so from a test administrators’ perspective, when I click on administration. Excuse me. I'm gonna see a much smaller subset of what a test coordinator can see. When I click on students. For example.

108

00:26:32.407 --> 00:26:52.506

Abbie Currier: I can see students in the class, or I'm sorry in the school, but I can only view them. I do not have edit permissions or anything like that. So, when I look at a student, I can see their student information. I can see their accommodations as well

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00:26:53.407 --> 00:27:05.147

Abbie Currier: on classes. Again. I can see classes, so I can click on view and review all the students that are in this class. But I can't make any edits to anything

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00:27:06.507 --> 00:27:17.007

Abbie Currier: on test scheduling. I can see the various tests that have been scheduled. Let me go ahead and select my ELA test.

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00:27:20.688 --> 00:27:29.846

Abbie Currier: Oh, I'm in a different school. That's why so if I had some tests that were scheduled, let's see what I've got here.

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00:27:30.937 --> 00:27:35.187

Abbie Currier: I would be able to see those details and student logins.

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00:27:37.183 --> 00:27:51.077

Abbie Currier: But I wouldn't be able to make any edits to anything I can print logins, I can add, not tested codes but I wouldn't be able to do. I wouldn't be able to make any changes to anything.

114

00:27:51.077 --> 00:28:10.997

Abbie Currier: And I apologize. Apparently, I don't have any scheduled tests for cyber school, but essentially, it's the same view details and student logins that a test coordinator has. I just can't make any edits or changes to it. So, I can look at it. I can review it. I can make sure the accommodations are good, but that's it.

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00:28:11.017 --> 00:28:29.326

Abbie Currier: And then there's for test administrators. All they're doing is passing out the logins on the day of testing and reading the scripts aloud to the students. There's really nothing else I need to do in the portal in order to oversee student testing

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00:28:34.287 --> 00:28:35.447

Shannon Cullen: Thanks, Abbie.

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00:28:36.077 --> 00:28:41.906

Shannon Cullen: Next question is, is there a cutoff date to when you can create classes?

118

00:28:42.097 --> 00:28:47.596

Shannon Cullen: So is there a timeline in the portal that that gets cut off. Abbie.

119

00:28:47.777 --> 00:28:53.807

Abbie Currier: No, you can create classes if you need to. Up through the last day of the testing window

120

00:28:54.577 --> 00:29:18.247

Shannon Cullen: Thanks just to clarify. Classes need to be created, and a student needs to be assigned to a class before that class can be scheduled to a test, and the test needs to be scheduled in order for a student login to be printed. So, working backwards. You do need to be to have created those classes in order to print those student logins.

121

00:29:20.627 --> 00:29:27.796

Shannon Cullen: All right. Another demonstration request. Can you demonstrate how to create test administrator logins for human read aloud

122

00:29:29.467 --> 00:29:31.346

Abbie Currier: Yes, one moment

123

00:29:36.497 --> 00:29:58.127

Abbie Currier: so, for human read aloud, or human signer, essentially, what you're going to be doing is creating a fake student, if you will. So, you can either do this through student registration, or you can do it manually, one by one, and you would just click, add students

124

00:29:58.727 --> 00:30:02.367

Abbie Currier: with the details of what

125

00:30:02.537 --> 00:30:29.277

Abbie Currier: we have. We provide recommendations on what those human read aloud, and human signer students should have, and I can't remember all of them off the top of my head. I think it was like the school code, followed by 01. For the 1st human signer. You need to create things like that. We provide that in one of the help guides. So, I would definitely have that handy.

126

00:30:29.647 --> 00:30:46.816

Abbie Currier: But essentially you would enter like a fake student Id, following our recommendations, you would want to include the student grade for the students that this human signer needs to be

127

00:30:46.997 --> 00:31:08.067

Abbie Currier: like the human signer student needs to match the grade for the human signer student accommodated students. Essentially. So, if I've got a group of, let's say, 5th graders who have human signer or human read aloud, I would make sure that this particular human read aloud, student has grade 5

128

00:31:08.913 --> 00:31:23.597

Abbie Currier: again, the naming conventions for last name and 1st name or something along the lines of I think it says like human read aloud, or human signer. And then what the name of the test administrator would be

129

00:31:25.035 --> 00:31:26.827

Abbie Currier: the date of birth.

130

00:31:27.187 --> 00:31:45.146

Abbie Currier: I think we recommended something such as 01/01/1900 something along those lines. And then you would want to make sure that the registration code matches the test that needs to be read aloud. So, if this is grade 5

131

00:31:45.147 --> 00:32:10.106

Abbie Currier: and you only have students with the human read aloud accommodation for math. I would only select math if they are getting human read aloud for all 3 tests, then you would want to make sure you select all 3 tests. So, whatever the students have, as far as accommodations should match. When you're creating this particular human read aloud.

132

00:32:10.107 --> 00:32:12.657

Abbie Currier: student. If you will.

133

00:32:12.877 --> 00:32:39.906

Abbie Currier: Once you've added the registration codes, you need to come over to accommodations and make sure that you're selecting that human. Read aloud accommodation for the appropriate test code. So again, if you have students with human read aloud for ELA, and then you also have students with human read aloud for math and science. You would need to make sure that this accommodation is human read aloud. The student has matching accommodations.

134

00:32:40.457 --> 00:32:59.146

Abbie Currier: And then you would just save this student. You would put this student into the same small class as all the other human. Read aloud students and schedule that class to take the test. So essentially, you're going through the exact same motions as you are when you're creating a real student.

135

00:32:59.147 --> 00:33:16.827

Abbie Currier: You’re just utilizing some of the recommendations that we have as far as the SASID, the last name, 1st name, and the date of birth. Everything else should match the students that you're trying to do, human reader or human. I'm sorry human read aloud, or human signer, for

136

00:33:19.117 --> 00:33:44.317

Shannon Cullen: Thanks, Abbie. And just to add to that, I think the conventions like you, said the state student, Id would be the school code. And then you're adding 01 or 02 to the end to make sure that it's a unique id. So, you're not just putting in a bunch of different fakes assets and not finding one that works. The last name is TA Login, and then first name would be the test administrator’s first name.

137

00:33:44.487 --> 00:34:00.596

Shannon Cullen: and I just put in the Q&A. The link to Appendix F of the accessibility and Accommodations manual. And that's where you can find the step-by-step instructions, including what to put in each of these fields for the test. Administrator logins.

138

00:34:01.157 --> 00:34:18.837

Shannon Cullen: I see a follow-up question to that, asking if we need to delete the read aloud, TA logins after testing. And so, you'll want to make sure to void those tests after testing you'll void the test on the it's the view details. Student logins page, is that right, Abbie?

139

00:34:19.102 --> 00:34:31.296

Shannon Cullen: And so, you'll want to make sure to avoid just the TA login tests. Because they're not going to be scored right? They're not a student test. They were just for the test administrator to log in and be able to see the questions

140

00:34:31.817 --> 00:34:36.366

Abbie Currier: Right so you could select. Oh, Shannon, was it void Other

141

00:34:36.367 --> 00:34:36.957

Shannon Cullen: Yes.

142

00:34:38.467 --> 00:34:42.126

Abbie Currier: And just click save and you'll see a success message

143

00:34:45.037 --> 00:35:11.307

Shannon Cullen: Thank you and also, I want to note that it's in our guidance in the manuals. But using the TA logins is optional schools can choose, if it works better for you to read the test over the student’s shoulder. But if you want your test administrators for human read aloud and human signer to be able to log into their own device and read the test from their own device. That's when you create those test administrator logins.

144

00:35:13.517 --> 00:35:26.507

Shannon Cullen: Okay? And I think that's all the questions I see on TA logins right now. But I have going back to classes. I see a question, Abbie, asking, how do you find students that have been assigned to multiple classes?

145

00:35:31.982 --> 00:35:46.976

Abbie Currier: I'm assuming it. That means like to identify. If students have more than one class. So right now, we don't have any exports that would provide that information.

146

00:35:47.424 --> 00:36:01.737

Abbie Currier: You would just if you have. If you're suspecting that specific students have more than one class assigned in a content area, you can go over to students and view them here.

147

00:36:01.737 --> 00:36:29.187

Abbie Currier: Additionally, if you have scheduled those classes to take tests in the export, you would see. Let's say you selected export test status for all tests, you would be able to filter that down for a specific student and see if they are in more than one class that's been scheduled for a test, so you would be able to see it there

148

00:36:29.307 --> 00:36:34.516

Abbie Currier: after you have scheduled all of the classes to take the appropriate tests

149

00:36:36.377 --> 00:36:41.557

Shannon Cullen: And the students would still be able to be removed from the class at that point right after the test is scheduled

150

00:36:42.017 --> 00:36:45.696

Abbie Currier: Yes, as long as they haven't logged into the test

151

00:36:45.867 --> 00:36:51.106

Abbie Currier: like if it's before the testing window. Yes, they can be moved out of one

152

00:36:52.047 --> 00:36:53.236

Shannon Cullen: Great. Thank you.

153

00:36:53.997 --> 00:37:07.856

Shannon Cullen: I see another question on classes. I'm not sure I understand it. So, Abbie. I'm wondering if you do. The question is, if there are 2 classes, why does it say 7 forms selected for scheduling 2 classes

154

00:37:12.387 --> 00:37:19.427

Abbie Currier: Oh, let me see here. So when you go to schedule a test,

155

00:37:21.647 --> 00:37:43.036

Abbie Currier: it. So, this automatically selects all of the forms that are available in a particular test, so the number of forms per test may be 7, it may be 23. It just depends on the forms that are in the test. So, it doesn't mean that.

156

00:37:44.667 --> 00:37:46.333

Abbie Currier: How do I explain this?

157

00:37:47.097 --> 00:37:53.106

Abbie Currier: it just means that all of the forms in the test are going to be spiraled to the appropriate students.

158

00:37:53.357 --> 00:38:06.506

Abbie Currier: That's all that means. So this, this information is really not pertinent to anything, because it's automatically gonna assign all the forms. In the test

159

00:38:06.877 --> 00:38:08.217

Abbie Currier: to these students

160

00:38:09.247 --> 00:38:15.976

Shannon Cullen: So, it's not something that schools need to worry about, because it's an automated process. My understanding. Okay, thank you.

161

00:38:18.577 --> 00:38:27.996

Shannon Cullen: I am not seeing any other open questions, but we have about 20 min left, so I'll pause for a couple of minutes here and see if any other questions come in.

162

00:38:52.557 --> 00:39:03.477

Shannon Cullen: I am still not seeing anything, so maybe we can go back to the slides, and I'll just start doing the wrap up slides, and then, if there are any final questions. Come in and we can take them before we finish.

163

00:39:04.445 --> 00:39:24.777

Shannon Cullen: So, support and next steps. So, I've already shared a number of resources for you to refer back to after today as you prepare for testing, to begin next week for grade 10 and grades 3 through 8. ELA next steps after today, as is typical with our

164

00:39:24.957 --> 00:39:54.116

Shannon Cullen: training webinars, you'll be prompted to complete an evaluation form when you leave the webinar. Please note that responses are not anonymous. They're associated with the name and the email address that you use to sign in. We do read through the responses for each of these evaluations after every training, and we try to incorporate that feedback into our upcoming trainings. And so please do take a moment to fill that out, and if you have trouble with the form. You can always email feedback to mcas@mass.gov.

165

00:39:54.727 --> 00:40:08.727

Shannon Cullen: within about a week you'll receive an email with the Q&A from today. I think we got to all of the questions that we've received so far. But we'll have typed up responses that you can refer to, and the recording will be posted on the Resource Center

166

00:40:09.777 --> 00:40:32.856

Shannon Cullen: and then on the next slide. As always, I want to provide you with our contact information for additional support. The MCAS Service Center is available to answer your questions on logistics and technology, and that includes any questions you have on how to complete tasks in the MCAS Portal. So, if you have additional questions about, how do I schedule this test? How do I create this class?

167

00:40:32.857 --> 00:40:50.326

Shannon Cullen: The MCAS Service Center is a really good resource. They can be reached by email, phone or chat, all of which are listed on the slide. And then, if you have questions about any policy or participation guidelines, please contact us here at DESE, and we are ready to assist you.

168

00:40:50.327 --> 00:41:04.247

Shannon Cullen: And with that I'm still not seeing any other questions. So, I really hope this time was helpful to you this morning. Thank you so much for joining us. Oh, I see one last minute question coming in here about accommodations.

169

00:41:04.587 --> 00:41:08.706

Shannon Cullen: Oh, now we have a couple, all right, so we'll stay on for another couple of minutes. Here.

170

00:41:08.907 --> 00:41:26.226

Shannon Cullen: Rob. I'm wondering if you're able to answer this one prescribe accommodations. Can the test administrator automatically read back the student response to the student after they finish dictating it? Or do they need to prompt us to read it back to them.

171

00:41:29.127 --> 00:41:31.416

Shannon Cullen: Rob, are you able to speak to that at all?

172

00:41:36.657 --> 00:41:38.187

Shannon Cullen: We may have lost Rob.

173

00:41:40.637 --> 00:41:41.647

Shannon Cullen: All right.

174

00:41:42.787 --> 00:41:49.816

Shannon Cullen: if we're not able to answer that now we will get back to it in the Q&A. That we send out after and the other question

175

00:41:49.817 --> 00:42:06.286

Shannon Cullen: in the past. If a student signed out of the test, we would have to resume or resume upload. Do we have to do that? So, no resuming and resume upload are not tasks that need to be completed in the MCAS Portal. If a student exits a test.

176

00:42:06.287 --> 00:42:30.517

Shannon Cullen: and this is in one of our guides, if a student exits a test, they may need to enter their username and password, and in some cases the session access code, and in some cases, you may also need to enter the proctor password, which is an additional security measure. The proctor password is listed in the MCAS Portal, but it's only in specific situations.

177

00:42:32.037 --> 00:42:37.607

Shannon Cullen: And I'm trying to remember off the top of my head what guide that is in, and

178

00:42:42.677 --> 00:42:51.757

Shannon Cullen: I'm not sure I'm remembering it. I believe it may be in the instructions, for

179

00:42:53.057 --> 00:43:03.256

Shannon Cullen: no sorry I can. I can put that in the Q&A after this. But you won't need to resume or resume upload. But you may need to enter a proctor password

180

00:43:06.367 --> 00:43:08.917

Rob Pelychaty: Shannon. I just saw the question about the scribe

181

00:43:09.432 --> 00:43:13.716

Shannon Cullen: Is that, does that answer the question? Do we have additional questions we need on that?

182

00:43:14.292 --> 00:43:17.941

Shannon Cullen: No. I was looking for your feedback on that one.

183

00:43:18.307 --> 00:43:21.687

Rob Pelychaty: So, I was distracted for another call. I apologize.

184

00:43:22.077 --> 00:43:22.667

Shannon Cullen: Right.

185

00:43:23.017 --> 00:43:37.847

Rob Pelychaty: For the scribe accommodation. Can a TA automatically read back to student responses after they finish dictating? Or do they need to prompt us to read back response now. So, in general, what I would say is that students should be familiar with the scrap accommodation.

186

00:43:37.937 --> 00:44:03.186

Rob Pelychaty: They should be using it routinely in the classroom. So, part of the instructions are that students are giving an opportunity to have the information reviewed before it is inserted. So, it should be something they've been prepared with, and they understand what to do. So, the scribe should obviously just be there dictating and give the students the opportunity to review it. If they want something to read. Students should certainly ask that

187

00:44:03.637 --> 00:44:07.157

Rob Pelychaty: subscribe should not be there, and saying, Oh, let me read this for you.

188

00:44:08.190 --> 00:44:17.727

Rob Pelychaty: It should be students directed, and it gives them the opportunity. And those directions are in the, in the guidelines for transcribing what they describe

189

00:44:20.057 --> 00:44:21.406

Shannon Cullen: Thanks, so much. Rob, appreciate that

190

00:44:21.407 --> 00:44:22.227

Rob Pelychaty: You're welcome.

191

00:44:23.587 --> 00:44:41.587

Shannon Cullen: And then I see a follow up question to the previous question about the student exiting the test asking. So, the student will be prompted to re-log in. So, I believe that's correct. eMetric, if you can verify. If a student exits the test they will need, they will be prompted to reenter their username and password. Is that right?

192

00:44:44.440 --> 00:45:10.157

Abbie Currier: Right? So, if they exit. So, I guess I'm trying to think of what exactly the scenario is. So, if the student pauses the test. They don't fully exit. They just pause the test as long as they resume testing within 60 min. And there's a countdown timer on that pause screen. All they would need to do is enter their password to resume testing.

193

00:45:10.197 --> 00:45:37.646

Abbie Currier: Now, if they fully exit the test, they don't just pause, they fully exit. They would need to relaunch the kiosk, and they would get to that sign-in page and enter their username and their password. The same would happen if they have paused for more than 60 min, then they would go back to that sign in screen, and they would have to enter in their username and password

194

00:45:40.477 --> 00:46:09.066

Shannon Cullen: Thanks, Abbie and I did find it is the instructions for unlocking test questions posted on the Resource Center. There's a table on page one that lists out all the different ways. A student could pause or exit their test, and then what is needed in order for the student to get back in? Is it just their password? Do they also need their username? Do they need the session access code? Do they need the proctor password? And so that resource is available to you if you want to look at what is needed in each different situation.

195

00:46:11.027 --> 00:46:20.556

Shannon Cullen: And again, I'm not seeing any more open questions, but I don't want to jump the gun again, so I will wait another moment or so and see if anything else comes in.

196

00:46:31.457 --> 00:46:36.197

Shannon Cullen: Where is that resource you just spoke about. It is on

197

00:46:36.377 --> 00:46:42.636

Shannon Cullen: the MCAS Resource Center, and I will place a link to it in the Q&A right now.

198

00:47:03.057 --> 00:47:27.446

Shannon Cullen: All right, I think with that we will wrap up today. Thank you again. Everyone. So much for joining us this morning. Best of luck in your testing next week. We do have another one of these office hours tomorrow for high schools, and then there's another one on Friday, the 28th for tasks during and after testing, if you end up having some questions after testing begins. Thank you again. I hope you have a great rest of your day