

MCAS Accessibility and Accommodations for the 2026 MCAS Tests

The Office of Student Assessment Services

January 22, 2026



Presenters

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Logistics for This Session

- Use the Q&A feature to ask a question.
 - We will answer some questions aloud at specified times during this training session, and we will email the Q&A afterwards.
 - Use the thumbs-up icon to “upvote” someone else’s question.
 - Email student-specific questions to mcas@mass.gov instead of asking here.
- Closed captioning has been enabled for participants who need it.
- This session is being interpreted into ASL. Our interpreting team will be onscreen with the presenters.
- Please be advised that DESE does not authorize attendees to record or to use AI transcription tools during the meeting and DESE does not endorse any unauthorized transcripts created by third parties of its meetings.

Slides for This Session

- Slides were emailed to participants before this session from MCASevents@cognia.org.
- Slides are now being posted in the chat.
 - If you cannot access the slides in the chat, ask in the Q&A.
- After the session, we will send the slides again to participants, and they will be posted in the MCAS Resource Center along with the recording.

Today's Agenda

1. Participation Requirements
2. Important Updates and Reminders
3. Student Registration
4. Accessibility Features and Accommodations
5. Preparation for Testing
6. Resources, Support, and Next Steps
7. Live “Sandbox Time”

1. Participation Requirements

MCAS Participation Requirements

- All publicly-funded students must participate in MCAS tests required for their grade.
 - Includes students in public schools, charter schools, virtual schools, out-of-district placements, SEIS, DYS, and other students receiving instruction with public funds.
- IEP teams determine necessary accommodations for students with disabilities. IEPs and 504 plans list accommodations decisions. Only *Students with the Most Significant Cognitive Disabilities* may participate in the MCAS-Alt.
- Refer to the updated *Accessibility and Accommodations Manual* available at www.doe.mass.edu/mcas/accessibility/.

English Learners – Participation Guidelines

- **ELs** are required to participate in all MCAS tests scheduled for their grade, with **one exception**:
 - First-year ELs are **not required** to take the MCAS ELA test but **may** participate at principal's discretion.
 - First-year ELs are those who enrolled after **March 1, 2025**. Check status in SIMS.
- **EL accommodations**: School staff familiar with the student should meet and
 - Review available accessibility features and accommodations for ELs.
 - Consider EL students' language needs, learning characteristics, and preferences.

Poll Question

What are you most interested in learning about?

- A. How to assign accommodations and accessibility features to students in the Student Registration system
- B. A general overview of accommodations and accessibility options for MCAS tests
- C. A review of how accessibility features and accommodations appear in the MCAS Student Kiosk
- D. Eligibility for Special Access Accommodations

2. Important Updates and Reminders

Important Updates and Reminders

- Answer eliminator is no longer available; the “Hiding Options” tool provides the same support
 - Students can click an icon of an eye to toggle between hiding answer choices and having them reappear (shown later)
 - Additional universal accessibility features: general masking and reverse contrast, notepad tool for all tests
 - New names for color contrast selections (e.g., yellow on red)
- Bilingual Spanish/English test for Mathematics, Science, and Civics (grades 3–8 and high school)
 - MCAS ELA tests are not translated
 - DESE will provide an additional webinar (dates provided at end of slides) for schools with questions about the Spanish/English edition.
 - New for 2026: There will be a separate Spanish/English manual for test administrators that will include all of the Spanish/English scripts.

Important Updates and Reminders (continued)

- Text-to-speech (TTS) is no longer a form-dependent accommodation. TTS can be added or removed during testing, if necessary, without voiding the student's test.
- Embedded Speech-to-Text and Word Prediction accommodation tools are available on MCAS Mathematics, Science, and Civics tests, in addition to ELA tests.
- New *Accessibility and Accommodations Manual* organization
 - CBT and PBT accommodations are grouped separately.
 - Appendices include greater detailed instructions and clarifications.

IEP Team Decisions Needed Before Testing

- Team members should review all accessibility and accommodations policies.
- Important decisions required for each student with (and without) a disability taking spring test(s):
 - All students are eligible for accessibility features.
 - Which accessibility features and accommodations will be needed?
- For students with disabilities:
 - Before testing and making decisions, give opportunity to **view a student tutorial and take practice tests (updated practice tests expected by end of this month)**.
 - If read-aloud is needed, use text-to-speech (TTS) or human read-aloud. Schools may list **“text-to-speech is preferable, but human reader is acceptable.”**
 - Paper-based tests are available and must be listed as an accommodation in IEP or 504 plan for students unable to take computer-based tests.

3. Student Registration (SR)

What is the Student Registration Process (SR)?

- Student Registration is a collection of student-level test data, including
 - students' demographic information
 - registration information for specific tests
 - necessary for **selected accommodations used for MCAS tests**
 - Accommodations listed with the designation of (SR) in Accessibility and Accommodations Manual must be identified in the Student Registration prior to the start of testing.
(Note: Some information can be changed up until end of testing window)
- Used as the basis for initial shipment of test materials to schools, which includes:
 - Student ID Labels
 - Test Administration Manuals
 - Standard booklets, if needed
 - Special test editions (large-print, Braille, Spanish/English, etc.)
- Use [Appendix A](#) in the [Accessibility and Accommodations Manual](#) for a crosswalk of accessibility feature and accommodation numbers and the Student Registration column to assign them correctly.

SR: Special Test Forms and Selected Accessibility Features and Accommodations

Special Test Forms

- Large Print Test Edition
- Braille Test Edition
- Screen Reader Edition
- Compatible Assistive Technology
- American Sign Language Video (ASL edition)
- Spanish/English (Math, STE, Civics)
- Human Read-Aloud
- Human Read-Aloud (Special Access - ELA)
- Human Signer
- Human Signer (Special Access - ELA)

Accessibility Features

- Alternate Mouse/Cursor

Selected Accommodations

- Text-to-Speech Special Access ELA
- Text-to-Speech (Math, STE, Civics)
- Human Scribe (Math, STE, Civics)
- Human Scribe (Special Access - ELA)
- Speech-to-Text (Math, STE, Civics)
- Speech-to-Text (Special Access - ELA)
- Graphic Organizer/Reference Sheet
- Typed Responses
- Calculation Device on Non-Calculator test session(s) (Math only)
- Spell-Checker (Special Access - ELA)
- Word Prediction (Math, STE, Civics)
- Word Prediction (Special Access - ELA)

Form-Dependent Accommodations

The following accommodations must be assigned correctly before testing. If not assigned correctly, a student's test will need to be stopped and a new test will need to be set up, and the student may need to retake a portion of the test.

- **Form-dependent (FD) accommodations for CBT:**
 - ASL video (spring grade 10 Math and June high school Science)
 - Compatible assistive technology
 - Human read-aloud
 - Human signer
 - Screen reader
 - Spanish/English (Math, Science, and Civics)
- **Form-dependent accommodations for PBT:**
 - Large print
 - Braille
 - Spanish/English (Math, Science, and Civics)

Guide to the MCAS Portal Part III: Student Registration

- Available on the [MCAS Resource Center](#)
- **Field Definitions, Notes, and Validations** column describes each accommodation and indicates other accommodations that cannot be co-selected.
- **Administrations** lists availability on specific tests.
- **Expected Values** indicates options for column input.

Column Header	Field Name	Required Y/N	Field Length (Max)	Field Definitions, Notes, and Validations	Administrations	Expected Values
T	Human_Read_Aloud_Standard (A5, EL3.2)	N	1	<p>(FD) Refer to section E: MCAS Portal Guidance for Form-Dependent Accommodations on pages 71–72 for additional information.</p> <p>For CBT or PBT</p> <p>Standard Accommodation</p> <p>Test administrator reads aloud a test to a student with a disability.</p> <p>Refer to Appendix G of the Accessibility and Accommodations Manual for additional instructions.</p> <p>If expected value equals “Y,” then the following criteria must be met, or the record will cause an error message to appear:</p> <ul style="list-style-type: none"> • Screen Reader Edition must be left blank • Compatible Assistive Technology must be left blank 	<p>Available for:</p> <ul style="list-style-type: none"> • November Math Retest • February High School Science • Grades 3–8 Math, STE, Civics • Grade 10 Math • June High School Science 	<p>Y = Yes Blank</p>

4. Accessibility Features and Accommodations

Accessibility Features and Accommodations

Refer to the [Accessibility and Accommodations Manual](#) for a list of:

- **Universal Accessibility Features (UF):** Available to *all* students, either on computer-based tests or as a paper-based equivalent
- **Designated Accessibility Features (DF):** Flexible test administration procedures available to *any* student, at the discretion of principal
 - Includes changes in test location, group size, seating, scheduling
- **Accommodations (A):** Specific supports available *only* to students with disabilities and English learners
- **Special Access Accommodations (SAA):** These accommodations may be only be provided to students who meet specific criteria.

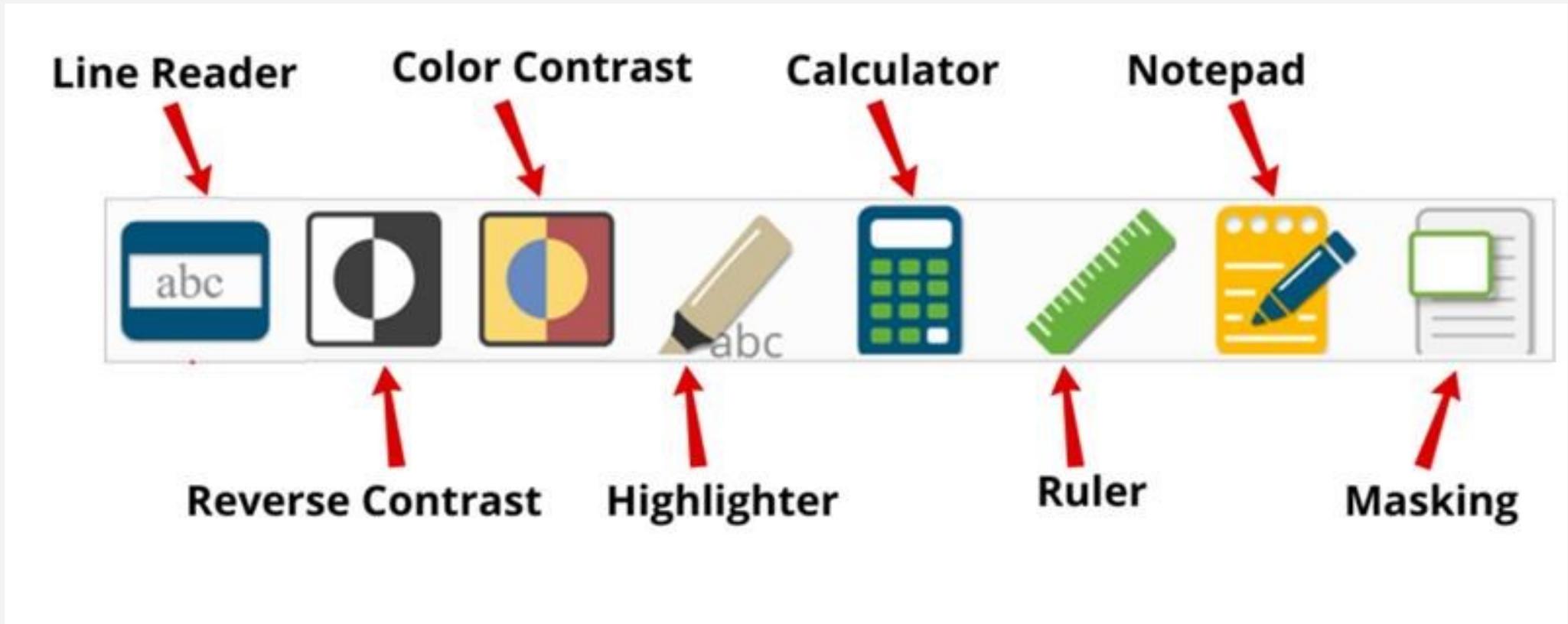
Universal Accessibility Features (UF) for *All* Students

Computer	Paper
Highlighter	<i>Same as computer</i>
Color contrast	Colored overlays
Screen zoom tool	Magnification tool/device
Enlarged Cursor/Mouse (SR)	Enlarged pencil/modified writing instrument
Line Reader	Tracking device/straight edge
General masking	Mask using blank card
Hiding options tool	Use pencil to eliminate answer choices
Item flag/bookmark	Place marker
Audio aids	<i>Same as computer</i>
Notepad	Scratch paper
Human read-aloud (or sign) <u>selected words</u> as requested by student (not permitted for ELA tests)	Human read-aloud (or sign) <u>selected words</u> as requested by student (not permitted for ELA tests)
Redirects student's attention to test	<i>Same as computer</i>
Test administrator repeats/clarifies test direction	<i>Same as computer</i>

Demonstration

- Universal accessibility features

General Tools for All Students



Enlarged Cursor (SR)

- The enlarged cursor/mouse is selected in Student Registration prior to the student logging into the test.
- Students with this tool may select the size and color of the mouse pointer at any time during the test. Students do NOT need to log out.



Highlighter

Question **14** ▼ ☆

Screen Zoom:



Text-to-Speech:

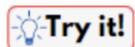


Highlighter Tool

Use the highlighter tool  to access different highlighter colors.



To remove highlighting, select the eraser tool  and select the highlighted words. The highlighting will be erased. To erase all highlighting on the page, select **Clear All**.



Use the highlighter tool.

1. Open the highlighter tool.
2. Select the color from the highlighter color palette.
3. Select a few words somewhere on this page.
4. Remove the highlighting by using the eraser tool or selecting **Clear All**.

Some of the questions may ask you to highlight words to answer the question. You will use a different highlighter tool for those questions.



Color Contrast

Question **13** ▼ ☆

Screen Zoom:



Text-to-Speech:

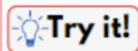


Reverse Contrast Tool

Use the reverse contrast tool  to reverse all of the colors on the screen.

Color Contrast Tool

The color contrast tool lets you choose the color of the screen and text.



Change the colors on the screen.

1. Use the color contrast tool  to change the colors on the screen.

2. The options are listed below:

Black on White	White on Black	Dark Blue on Gold	Yellow on Red	Yellow on Dark Green	Light Pink on Dark Blue
Orange on Brown	Black on Cream	Dark Blue on Light Blue	Black on Orange	Yellow on Dark Blue	Black on Yellow
Dark Purple on Pink					

Line Reader

Question **11** ▼ ☆

Screen Zoom:



Text-to-Speech:



Line Reader Tool

The line reader tool helps you focus on one part of the question or a part of a reading passage.

To use the line reader tool, select the line reader tool  from the toolbar.

To move the line reader tool, click and drag it so it is located over a question or reading passage.



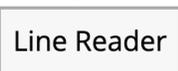
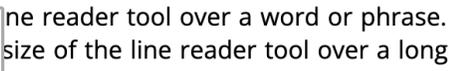
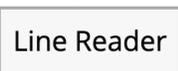
To adjust the size of the line reader tool, click and drag the bottom right corner.

To close the line reader, go back to the toolbar and select the icon again .



Use the line reader tool.

1. Open the line reader tool.

 Line Reader  ne reader tool over a word or phrase.
 size of the line reader tool over a longer phrase or sentence.



Back

Next

Finish

Masking tool

Question **18** ▼ ☆

Screen Zoom:



Text-to-Speech:

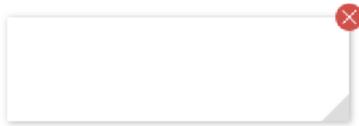


Masking Tool

The masking tool lets you focus on one part of a question or passage.

Select the masking tool  from the toolbar.

To cover any portion of the questions or answers, click and hold the masked area shown in white:



To adjust the size of the masked area, click and drag the bottom right corner.

Try it!

1. Open the masking tool.
2. Drag the masking tool onto the screen.
3. Click and drag the bottom right corner to resize the masked area.
4. Close the masking tool.

Masking



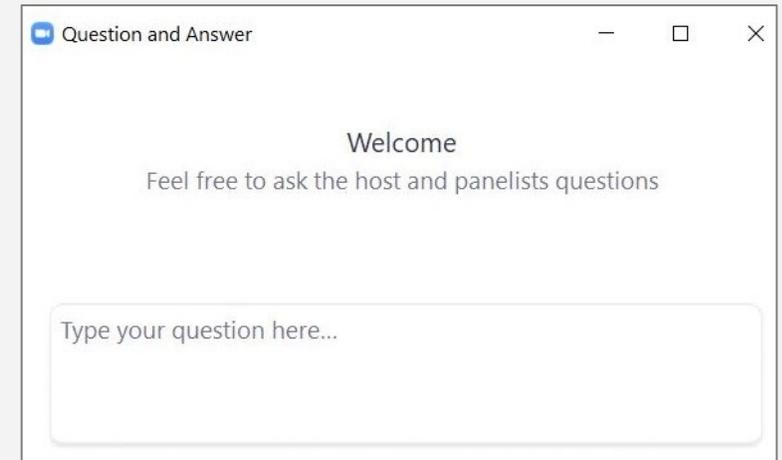
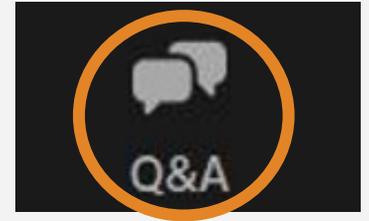
Back

Next

Finish

Questions and Answers

Use the “Q&A” feature
to ask questions.



Designated Accessibility Features (DF) for Any Student, at Principal's Discretion

Computer or Paper

Small group test administration (up to 10 students)

Individual (one-to-one) test administration

Frequent supervised breaks

Test in separate location

Seating in a specified area of room, including study carrel

Adaptive or specialized furniture or lighting

Noise buffer/noise-cancelling earmuffs/headphones (no music)

Familiar test administrator

Student reads test aloud to self

Specific time of day

“Stop Testing” policy: If student is not responding to test questions after 15–20 minutes, test administrator may ask if student is finished. If so, collect the student's test materials. Student may sit quietly or be excused.

Presentation Accommodations for Students with Disabilities

Computer-Based	Paper-Based
Paper test, if unable to use computer <i>(SR)</i>	N/A
N/A	Large print test <i>(SR) (FD)</i>
Screen reader only for student who is blind and uses a school owned program <i>(SR) (FD)</i>	Braille test <i>(SR) (FD)</i>
Text-to-Speech or Human read-aloud for Math, STE, or Civics <i>(SR) (FD for Human read-aloud only)</i>	Human read-aloud for Math, STE, or Civics <i>(SR) (FD)</i>
Human signer for Math, STE, Civics and <u>test questions</u> only for ELA or ASL test forms available of grade 10 math and June Science <i>(SR) (FD)</i>	Human signer for Math, STE, Civics and <u>test questions</u> only for ELA <i>(SR) (FD)</i>
Test administrator helps student track test items	Test administrator helps student track test items

Response Accommodations for Students with Disabilities

Computer-Based	Paper-Based
Department-provided ELA graphic organizer or Math/STE reference sheets (SR) (For STE, Customized reference sheet allowed, if approved by DESE)	<i>Same as computer</i>
Human scribe or speech-to-text device for Math/Science/Civics (SR)	<i>Same as computer</i>
Word Prediction for Mathematics, Science, and Civics (not ELA) Note: Refer to Appendix E of the Accessibility and Accommodations Manual . (SR)	<i>Same as computer</i>
Answers recorded in test booklet or special paper	<i>Same as computer</i>
N/A	Typed responses (SR) (Transcription not needed)
Responses recorded (audio or video), then transcribed by student during playback	<i>Same as computer</i>
Monitor placement of test responses	<i>Same as computer</i>

Special Access Accommodations

Computer and Paper

Text-to-speech/Human reader for ELA (SR) (FD – Human reader only)

Signing the ELA reading passages (SR) (FD)

Scribe responses or speech-to-text for ELA (SR)

**Calculator or other mathematics tool, device, or manipulatives
on noncalculator session of Math (SR)**

Spell-checker for ELA (SR)

(Note: available to all students for Math, STE, and Civics)

Word prediction for ELA (SR)

Criteria for Providing Special Access Accommodations

- Special Access Accommodations may be provided only to a limited number of students who:
 - Demonstrated substantial deficits in reading, calculating, writing, or spelling
AND
 - Receive ongoing intervention for these skills
 - Require the supports to consistently access classroom work.
- Special Access Accommodations may not be provided if student is simply performing “below grade level.”
- Scores may be invalidated if ineligible students are provided Special Access Accommodations.
- Use of Special Access Accommodations will be reported with a notation on
 - Individual Student Reports (ISRs)
 - School and District Rosters

Poll Question

Do students need their own software/web-application for text-to-speech, speech-to-text or word prediction MCAS CBT accommodations?

A. Yes

B. No

Demonstration

- Text-to-speech
- Spell-checker
- Speech-to-text
- Word prediction

Text-to-Speech (SR)

Question **21** 

Screen Zoom: 

Text-to-Speech:    **Speech Settings**

Volume: 80% 

Speed: Slow Normal Fast

Some populations of Atlantic tomcod fish have an allele that makes the fish resistant to toad venom. In 1983, scientists analyzed tomcod populations in several rivers for the presence of this allele. Each river had a different number of tomcod populations. The results are shown in the table below.

Which of the following results would **best** support the conclusion that natural selection is influencing the presence of this allele in the tomcod populations?

A All of the tomcod in each of the rivers have this allele.

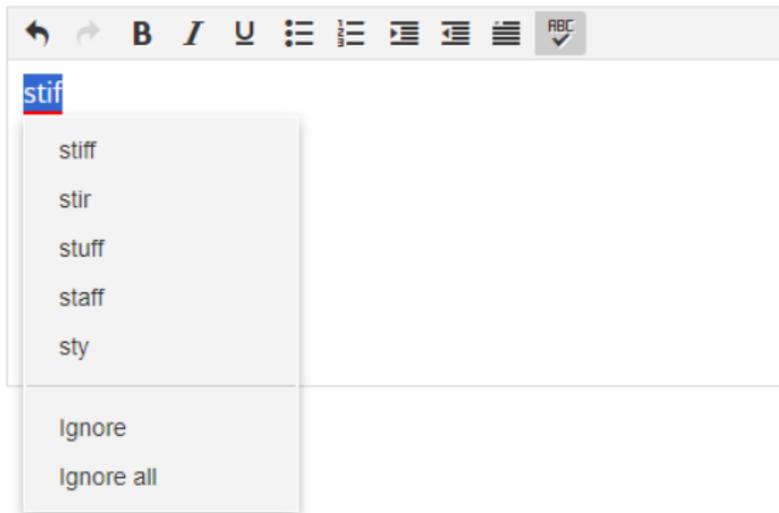
Spell-Checker (SR)

You must type some of your answer into the response box before spell check will work.

All the words in the response box are checked when you use spell check. Any words that may be misspelled will have a red line below them.

When you click on these words, you will see a list of new words to choose from. Select the correct spelling for the word from the list.

Do this for all your misspelled words. You may also retype the misspelled word.

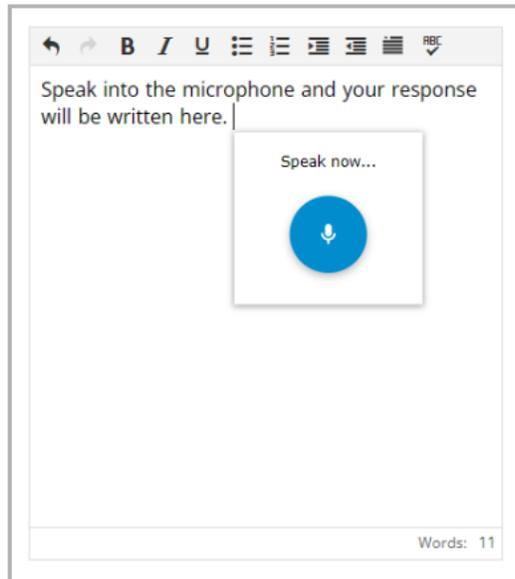


Spell-checker
is
automatically
available for
Math,
Science and
Civics.

Speech-to-text (SR)

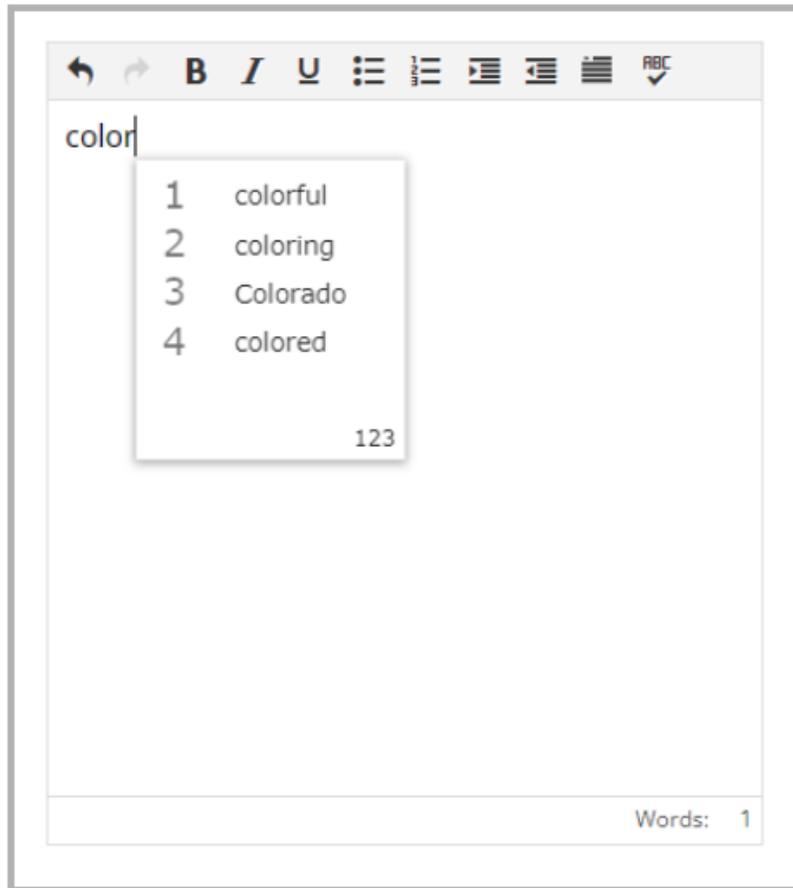
Click on the blue microphone  to use the speech-to-text tool. When the microphone turns white , you may begin speaking into the microphone on your device. The microphone on your device must be enabled for the speech-to-text tool to work.

As you speak, your words will appear as text on the screen. Use your keyboard to delete any words that you do not wish to have appear in the response box.



- Student must be tested in separated space.
- Student should be familiar with speech-to-text prior to providing as an accommodation.
- Standard accommodation for available for Math, Science, and Civics

Word Prediction (SR)



- As student types, a choice of words becomes available.
- Student should have experience using word prediction prior to testing.
- Standard accommodation available for Math, Science, and Civics

Accommodations for English Learners (ELs)

Computer and Paper

Approved Bilingual Word-to-Word Dictionary or Glossary
(also available for Former English Learners)

Paper-based Test (SR)

Text-to-speech/human reader for Math, Science, and Civics (in English) (SR) (FD for human reader only)

Scribe/Speech-to-text for Math, Science, Civics (SR)

Word Prediction for Math, Science, Civics (SR)

Spanish/English edition of Math, Science and Civics
(if enrolled for less than 3 years) (SR) (FD)

Read aloud/repeat/clarify test directions in student's native language

“Stop testing” policy

5. Preparation for Testing

Poll Question

How does your school generally review, assign, and verify accommodations for your students?

- A. The *test coordinator* manages assigning all accommodations in the MCAS Portal (editing DESE's .CSV file and uploading student registration, or making updates directly in the MCAS Portal user interface).
- B. The *special education director* does the steps in A above.
- C. The special education director reviews and verifies IEP information, and then sends the data to the test coordinator to assign accommodations in the MCAS Portal.
- D. The test coordinator and special education director meet to review, assign, and verify all student accommodations together.
- E. Other (Please type your answer in the Q&A.)

Demonstration

- New Export Accommodations feature

New Export Accommodations Feature

- **New for 2026:** Test coordinators can verify accommodations using the Export Accommodations feature on the Students page in the MCAS Portal. **(Administration > Students > Export Accommodations)**
 - A .CSV file will be downloaded to your computer containing the students' first and last names, SASIDs, and a 1 in the column for each accommodation selected for each student.

Students in Cyber City Sch Supp

Cyber City Sch Supp (Cyber City) ▾

Choose a Content Area ▾

[Add Student](#) [Student Search](#)

[Exports](#)

Last Name	First Name	Middle Initial	State Student ID	Student Grade				
Student	Demo	A	9989912347	09	View Classes	View Test Sessions	Enrollment Info	Edit
Student	Demo	A	9899912349	10	View Classes	View Test Sessions	Enrollment Info	Edit

Export Accommodations
Export Roster

	A	B	C	D	E	F	G	H	I
1	Last Name	First Name	State Student ID	Test Code	Medical Absence	EL First Year	Test Format Paper (A1, EL1)	Enlarged Cursor/Mouse Pointer (UF4)	Graphic Organizer/Reference Sheet (A9)
2	Student	Demo	9989912347	BIOFEB					
3	Student	Demo	9899912349	BIOFEB					
4	Student	Demo	9955448820	ELA05				1	

Ensuring Accommodations Are Assigned

- Test coordinators and test administrators can view all assigned accommodations for each CBT class on the summary page that is provided with student logins.
- Test coordinators and test administrators can view assigned accommodated forms for CBT on the View Details/Student Logins page in the MCAS Portal. (**Administration > Test Scheduling > select the scheduled test > View Details/Student Logins**)
- Individual student accommodations can be viewed on the Edit Students page in the MCAS Portal. (**Administration > Students > search for the student > Edit**)

Preparing for Test Administration

- Provide training to those who will provide accommodations.
 - Test administrators
 - Other professional staff
- Develop plan to monitor accommodations that require 1:1 test administration.
- Provide students opportunities to view the **Student Tutorial** and take online **Practice tests** using accommodated format, if appropriate.
- Attend DESE trainings listed on the [Training Opportunities](#) webpage.

REMINDER:

Provide to all students during testing

- Untimed test sessions
- Blank scratch paper (including blank, lined, or graph paper)
- Assistance from test administrator, as needed, to navigate the computer-based testing platform

Reminders for Paper-Based Testing

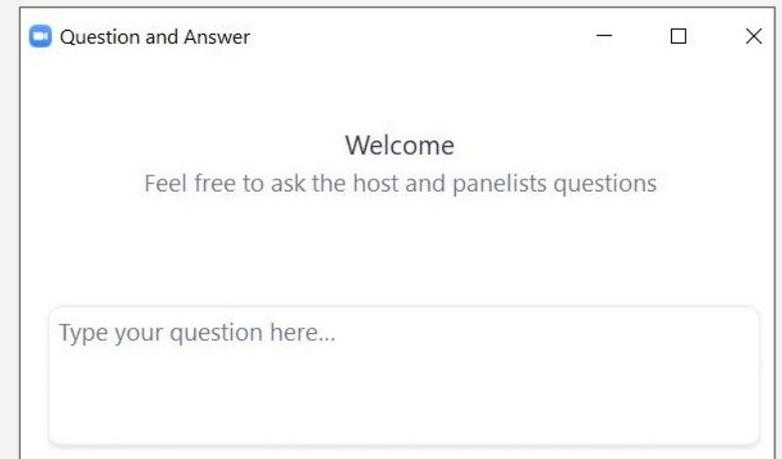
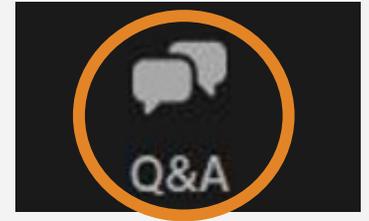
- Review and follow **Special Instructions** included with special test forms (e.g., braille, large-print) to ensure tests are scored properly.
- Designate test administrators to transcribe large-print, braille, and other responses into standard booklet and include with original in **Special Handling Envelope**.
 - Refer to the [Procedures for Scribing and Transcribing Student Responses \(Appendix C\)](#) of the *Accessibility and Accommodation Manual*
- Typed responses:
 - One item response per page
 - Each response must not exceed one page
 - Each page must include all parts of each item (e.g., a., b., c., d...)
 - Include student information in header/footer according to Appendix C of the *Principal's Administration Manual*

If a Student Refuses an Accommodation...

- Document student's refusal in writing; keep in student's file.
 - Sample refusal form — available at www.doe.mass.edu/mcas/accessibility/
- Continue to make accommodation available, if needed, for remainder of test administration.
- Do not make student sign waiver of their right to receive the accommodation.
- Notify parent/guardian of student's refusal.
- Amend IEP/504 plan for future testing.
 - If appropriate, list accommodation in the IEP/504 plan “as requested by student,” or remove it.
- Update the information in student's Student Registration if an accommodation was entered incorrectly or was not used.

Questions and Answers

Use the “Q&A” feature
to ask questions.



6. Resources, Support, and Next Steps

Upcoming Training Sessions

Session	Date and Registration Link	Intended Audience	Recommended Read-Ahead Materials
MCAS Test Security and Administration Protocols for Returning Staff	<u>Tuesday, Jan. 27 at 9:30–11:15 a.m.</u>	Principals and STCs, DTCs	<ul style="list-style-type: none"> • The Spring 2026 MCAS Principal's Administration Manual is planned to be available in advance of this session. • Participants are encouraged to review Part I — MCAS Test Security Requirements prior to the training session.
MCAS Test Security and Administration Protocols for New Staff	<u>Thursday, Jan. 29 at 9:30–11:15 a.m.</u>	Principals and STCs, DTCs	Same as above

Upcoming Training Sessions

Session	Date and Registration Link	Intended Audience	Recommended Read-Ahead Materials
<p>Technology Coordinator Training</p> <p>All levels of experience</p>	<p>Monday, February 2 at 9:30–11:00 a.m.</p>	<p>Technology coordinators</p>	<p>MCAS Student Kiosk Technology Guide</p>
<p>Overview of the Spanish/English MCAS Tests</p> <p>All levels of experience</p>	<p>Tuesday, February 10 at 9:30–11:00 a.m.</p>	<p>Principals and STCs, DTCs, EL directors, Dual Language program directors</p>	<p>Accessibility and Accommodations Manual for the 2025–26 Test Administrations</p>
<p>Tasks in the MCAS Portal Before Testing</p> <p>All levels of experience</p>	<p>Wednesday, March 4 at 9:30–11:00 a.m.</p>	<p>Principals and STCs, DTCs</p>	<p>Guide to the MCAS Portal</p>
<p>Tasks in the MCAS Portal During and After Testing</p> <p>All levels of experience</p>	<p>Thursday, March 12 at 9:30–11:00 a.m.</p>	<p>Principals and STCs, DTCs</p>	<p>Guide to the MCAS Portal</p>

Upcoming “Office Hours” Sessions

Session	Date and Registration Link	Intended Audience	Recommended Read-Ahead Materials
Office Hours for Accessibility and Accommodations	<u>Monday, Jan. 26 at 9:30–10:30 a.m.</u>	Principals and STCs, DTCs, special education supervisors	<u>Accessibility and Accommodations Manual</u>
Student Registration Office Hours	<u>Wednesday, Jan. 28 at 9:30–10:30 a.m.</u>	Principals and STCs, DTCs	<u>Part III of the Guide to the MCAS Portal: Student Registration</u>
Office Hours — MCAS Portal Tasks	<u>Thursday, March 19 at 9:30–10:30 a.m.</u>	Principals and STCs, DTCs	<u>Guide to the MCAS Portal</u>

Additional Resources

Resource	Location
Accessibility and Accommodations Manual	www.doe.mass.edu/mcas/accessibility/default.html
MCAS Resource Center	mcas.onlinehelp.cognia.org
MCAS Portal Guides <ul style="list-style-type: none">• Guide to the MCAS Portal – refer to Part III: Student Registration	https://mcas.onlinehelp.cognia.org/portal/
Student Assessment Updates (Biweekly email with important updates about the MCAS program)	www.doe.mass.edu/mcas/updates.html If you do not already receive this email, subscribe using this link: http://eepurl.com/ghSOhH

Next Steps

- **Today:** Complete the evaluation form.
 - Responses are associated with the name and email address used to log in.
 - Email your input to mcas@mass.gov with any questions.
- **Next week:**
 - Receive an email with the Q&A from this session
 - Recording will be available on the [MCAS Resource Center](#).

Email and Phone Support

MCAS Service Center

- Questions on logistics and technology
 - **Web:**
<https://mcas.onlinehelp.cognia.org/>
 - **Email:** mcas@cognia.org
 - **Phone:** 800-737-5103
 - **TTY:** 888-222-1671
- Live chat is available at the link on the bottom of the page at the [MCAS Resource Center](#)

DESE Student Assessment Services

- Policy questions (e.g., student participation, accommodations)
 - **Web:**
www.doe.mass.edu/mcas
 - **Email:** mcas@mass.gov
 - **Phone:** 781-338-3625
 - **TTY:** 800-439-2370

7. Live “Sandbox” Time

Poll Question

Which would you like to see more information on?

- A. How students use text-to-speech
- B. How students use speech-to-text
- C. The online tools and features available for all students
- D. How to ensure accommodations are correctly assigned

THANK YOU

The Office of Student Assessment Services



781-338-3625



mcas@mass.gov



www.doe.mass.edu/mcas



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