

APPENDIX D

**STANDARD AND NONSTANDARD TEST
ACCOMMODATIONS**

Appendix D. Standard and Nonstandard Test Accommodations¹

D.1 Definition and Purpose of Test Accommodations

A test accommodation is a change in the way a test is administered or in the way a student responds to test questions. Similar to instructional accommodations, test accommodations are intended to offset the effects of the disability to provide students with the opportunity to effectively demonstrate knowledge and skills on statewide assessments. Test accommodations are intended to be generally consistent with those provided during routine instruction in the subject.

Test accommodations **must be provided** when the student's IEP or 504 team has determined their necessity. Teams must ensure that a student meets all eligibility criteria before providing an accommodation.

D.2 Eligibility of a Student with a Disability for Test Accommodations

ELIGIBLE: Students with disabilities served by an IEP or 504 plan

The right of a student with a disability to receive accommodations on MCAS tests is protected by both federal and state laws. The student's IEP or 504 plan must specify precisely which test accommodation(s) he or she will receive. In cases where an IEP or 504 plan is under development, the IEP or 504 team must have met and agreed upon which MCAS accommodations are necessary (and in the case of an IEP, the parent/guardian must have signed the IEP) before a student may be provided the accommodations.

NOT ELIGIBLE: Students *without* documented disabilities and students with documented disabilities *not* served by an IEP or 504 plan

A student who does not have a documented disability is **not eligible** to receive accommodations on MCAS tests, regardless of whether the student already receives instructional support or accommodations. A student with a recently occurring disability (e.g., a fractured arm) must have a 504 plan under development in order to be provided that accommodation.

D.3 General Requirements for Use of Test Accommodations

The use of accommodations is based on the individual needs of a student with a disability and may only be provided when **all** of the following conditions have been met:

1. The student **has a disability** (nondisabled students may **not** use test accommodations) that is documented in an IEP or 504 plan.

AND

2. The student **uses the accommodation routinely** during classroom instruction and assessment in the subject, both before and after the test is administered (with rare exceptions).

AND

¹ All references listed in this section are to the *2011 Principal's Administration Manual*, which is the source of this appendix.

3. The student **requires the accommodation** in order to participate in statewide testing.

AND

4. The **accommodation is listed** in this appendix (or, prior to testing, the district has consulted with the Department and received written permission to use an accommodation not included in this appendix).

AND

5. If a **nonstandard accommodation** will be provided, the student meets **all** the eligibility criteria for that accommodation listed in section D.6 of this appendix.

Accommodations **may not** do any of the following:

- alter, explain, simplify, paraphrase, or eliminate any test question, reading passage, writing prompt, or multiple-choice answer option
- provide verbal or other clues or suggestions that hint at or give away the correct response to the student
- contradict test administration requirements or result in a violation of test security; e.g.:
 - tests may not be photocopied, duplicated, or altered in any way
 - English-language dictionaries are not allowed for any student on any test except the ELA Composition
 - test questions may not be modified, reordered, or reformatted in any way for any student

If these conditions have been met, the accommodation(s) **must be listed in the student’s IEP or 504 plan and provided** to the student during MCAS testing. It is acceptable for teams to list an accommodation in the plan with the notation “as requested by the student,” signifying that the student may require the accommodation only periodically during the test; e.g., a student who tires easily may need a scribe only during the latter part of a test session. Refer to specific conditions and criteria for each accommodation.

If an accommodation does not meet the conditions stated above but is provided to the student, the student’s test score may be **invalidated**.

If a student **refuses an accommodation** listed in his or her plan, the accommodation must still be offered and must remain available to the student during testing. In addition, the school should document in writing that the student refused the accommodation and add this documentation to the student’s temporary file.

If an accommodation is listed in an IEP or 504 plan and the team believes it would be inappropriate to provide this accommodation for MCAS, **the team must amend the plan accordingly prior to testing**. The amended plan must be approved in writing by the parent or guardian in order for accommodations decisions to be implemented.

D.4 Untimed Test Sessions and Use of Dictionaries/Thesauruses

All MCAS test administrations are untimed. Refer to Part III, section C of this manual for more information.

No students, including students with disabilities, are allowed to use an English-language dictionary on any MCAS test, with the exception of the ELA Composition. Students who are currently or ever were limited English proficient may use approved printed word-to-word bilingual dictionaries on all MCAS tests. The use of a thesaurus is not permitted on any test.

D.5 Definition and List of Standard Accommodations

For the purposes of MCAS, a standard accommodation is defined as a change in the routine conditions under which a student takes an MCAS test. Standard accommodations are grouped into the following four categories:

- Changes in timing or scheduling of the test; e.g., administering the test in short intervals or at a specific time of day
- Changes in test setting; e.g., administering the test in a small group or a separate setting
- Changes in test presentation; e.g., using a large-print or Braille edition of the test
- Changes in how the student responds to test questions; e.g., dictating responses to a scribe

Following is the list of standard test accommodations for students with disabilities.

Changes in Timing or Scheduling of the Test

1. **Frequent Breaks:** The test is administered in short periods with frequent breaks.
2. **Time of Day:** The test is administered at a time of day that takes into account the student's medical or learning needs (IEP or 504 plan must specify time of day).

Changes in Test Setting

3. **Small Group:** The test is administered in a small group setting (no more than 10 students).
Note: If students are being provided the accommodation of having the test read aloud or signed, the group may be no more than five students.
4. **Separate Setting:** The test is administered in a room other than the one used by the rest of the class. (Do not fill in the circle on the answer booklet for a student who is administered a test in a separate setting at the principal's discretion.)
5. **Individual:** The test is administered to the student individually.
6. **Specified Area:** The test is administered with the student seated at the front or other specified area of the room, in a study carrel, or in another enclosed area (IEP or 504 plan must specify where).

Changes in Test Presentation

7. **Familiar Test Administrator:** The test is administered by a test administrator familiar to the student.
8. **Noise Buffers:** The student wears noise buffers, after test administration instructions have been read (music may **not** be played on headphones worn during MCAS testing).
9. **Magnification or Overlays:** The student uses magnifying equipment, enlargement devices, colored visual overlays, or specially tinted lenses (IEP or 504 plan must specify which).

- 10. Test Directions:** The test administrator clarifies general administration instructions. No portion of the test questions or reading selections (including introductions to reading selections) may be read or signed.
- 11. Large-Print:** The student uses a large-print (18-point font) edition of the test.
- All answers must be transcribed **verbatim** from the large-print answer booklet to the student’s standard answer booklet.
- 12. Braille:** The student uses a Braille edition of the test.
- All answers must be either scribed or transcribed **verbatim** into the student’s standard answer booklet, unless the student also has accommodation 23 (typed response) in his or her IEP plan.
- Note:** Under secure conditions supervised by the principal, the Braille test administrator may review Braille test materials up to four days prior to test administration. Test materials may not be removed from the school.
- 13. Place Marker:** The student uses a place marker.
- 14. Track Test Questions:** The test administrator assists the student in tracking test questions (e.g., moving from one test question to the next) or by redirecting the student’s attention to the test.
- 15. Amplification:** The student uses sound amplification equipment.
- 16. Test Administrator Reads Test Aloud (except ELA Reading Comprehension test, which is nonstandard accommodation 26):** The test administrator reads the ELA Composition, Mathematics, and/or STE test(s) aloud to the student.
- The test must be read word-for-word, exactly as written. The test administrator may not provide assistance to the student regarding the meanings of words, intent of any test item, or responses to test questions. The test administrator must read in a **neutral tone**, with no emphasis given to any terms, passages, or response options and with no detectable changes in inflection. The test can be read aloud in one of the following ways, **which must be specified in the IEP or 504 plan:**
 - The test administrator reads entire test session word-for-word exactly as written.
- OR**
- The test administrator reads selected words, phrases, and/or sentences as directed by the student. The student points to the word, phrase, or sentence that he or she needs read aloud.
 - The test must be administered in a **separate setting**, either individually or to a small group (2–5 students). For reading aloud to a small group, follow the procedures outlined on page 78.
- 17. Test Administrator Signs Test (except ELA Reading Comprehension test, which is nonstandard accommodation 27):** The test administrator signs the ELA Composition, Mathematics, and/or STE test(s) to a student who is deaf or hard of hearing.
- The test must be signed exactly as written, except in cases when doing so would reveal an answer to a test question. When use of a sign would visually define the concept being tested (e.g., using the sign for parallel lines demonstrates this concept visually), the term or concept must be finger-spelled. Interpreters may not provide assistance to

the student regarding the meanings of words, intent of any test question, or responses to test questions.

- The test may be administered either individually or to a small group (2–5 students). For signing the test to a small group, follow the procedures outlined on page 79.

Notes:

- Under secure conditions supervised by the principal, sign interpreters may review test materials up to four days prior to test administration. Test materials may not be removed from the school.
- An ASL DVD edition of the grade 10 Mathematics test is available.
- New for 2011, an ASL VHS videotape edition is not available.

18. Electronic Text Reader (except ELA Reading Comprehension test, which is nonstandard accommodation 28): The student uses an electronic text reader for the ELA Composition, Mathematics, and/or STE test(s).

Note:

- All MCAS tests are available on a CD in the Kurzweil 3000 format. Responses to all test questions must be submitted in the student’s standard answer booklet.

Changes in How the Student Responds to Test Questions

19. Scribe Test (except ELA Composition, which is nonstandard accommodation 29): The student dictates or signs responses to a scribe or uses a speech-to-text conversion device to record responses.

- The test must be administered **individually** in a **separate setting**.
- The scribe must record the student’s words **exactly as dictated** into the student’s answer booklet and may not edit or alter the student’s responses in any way.
- The scribe must allow the student to review and edit what has been scribed.
- When a student uses an electronic speech-to-text conversion device, the test administrator must follow the instructions for submitting typed responses described in Appendix C.
- Scribes may not type student responses.

Note: A student who has a broken bone or fracture in his or her writing hand or arm at the time of testing may be provided a scribe; however, a 504 plan must be developed immediately if the student needs testing and/or classroom accommodations.

20. Organizer, Checklist, Reference Sheet, or Abacus: The student uses a graphic organizer or checklist to answer open-response items or to respond to a writing prompt, an individualized mathematics reference sheet, or an abacus on the Mathematics tests.

- a. **ELA:** A student generates a draft ELA open response or composition using a graphic organizer or a checklist to check the steps in the writing process and/or recall reading comprehension strategies.

New **pre-approved ELA graphic organizers** are posted at www.doe.mass.edu/mcas/organizers for use on ELA open-response questions and ELA compositions by students who have accommodation 20 listed in their IEPs or 504 plans.

These sample organizers are intended to clarify the difference between, and assist students to prepare, ELA open responses (on the ELA Reading Comprehension tests) and ELA compositions (on the ELA Composition tests).

The following **options** are available to schools that wish to use ELA graphic organizers with eligible students:

- **Use** a posted, pre-approved ELA graphic organizer as is, which does not require submission to the Department for approval prior to MCAS testing;
- **Adapt** a posted ELA graphic organizer, which must be submitted to the Department for approval prior to MCAS testing;
- **Create** a graphic organizer, which must be submitted to the Department for approval prior to MCAS testing.

Notes:

- The student may use no more than two different pre-approved graphic organizers per test.
 - Generic graphic organizers without text do not require submission to the Department for approval.
 - Graphic organizers may not include
 - definitions,
 - specific examples (e.g., examples of adjectives or synonyms), or
 - sentence starters.
- b. **Mathematics:** A student uses an **individualized mathematics reference sheet** or **checklist** to provide memory prompts, mnemonic devices, formulas, word banks, and/or generic steps in solving a mathematics problem. **All** reference sheets or checklists must be **pre-approved** by the Department.

Note: The use of calculators, arithmetic tables, and manipulatives on the noncalculator test sessions of the mathematics tests is **nonstandard accommodation 30**.

The mathematics checklist or reference sheet **must be**

- developed in response to the individual student’s learning needs,
- no more than three pages, and
- specific to the student’s grade.

The mathematics checklist or individualized reference sheet **may not include** the following:

- **arithmetic tables** (including addition/subtraction and multiplication/division charts), unless the student also meets the criteria for **nonstandard accommodation 30** and this accommodation is listed in his or her IEP or 504 plan. **(If arithmetic tables are included on a mathematics reference sheet they will not be approved unless it is noted that the student will also receive accommodation 30.)**
- **definitions** of any mathematical terms

- **graphic illustrations** (e.g., graphs, pictures of geometric shapes, or images that define a mathematical concept)
 - **specific examples** showing solutions to actual mathematical problems
- c. A student who is visually impaired may use an abacus during all sessions of the Mathematics test.

New for 2011

d. Instructions for submitting materials to the Department for approval:

- All mathematics reference sheets, custom graphic organizers, and checklists submitted for approval **must** be accompanied by an **Accommodation 20 Cover Sheet**, posted at www.doe.mass.edu/mcas/participation/?section=sped.
- Graphic organizers, checklists, and mathematics reference sheets **approved by the Department in 2009 or 2010** do not need to be resubmitted for approval this year.
- Please submit **all** new mathematics reference sheets, customized graphic organizers containing text, and checklists for approval by the Department by **fax to 781-338-3630** or **email** (in MS Word or PDF format only) to **mcas@doe.mass.edu at least two weeks prior** to the MCAS test for which it will be used. Reference sheets, checklists, and/or graphic organizers submitted after these deadlines will **not** be reviewed for approval.
- Notice of approval may take up to 10 business days from the time the materials are received at the Department.
- Do not submit multiple copies of identical graphic organizers or mathematics reference sheets for approval.

21. Student Signs or Reads Test Aloud: The student reads the test aloud to himself or herself, or the student reads the test and records answers on audiotape (including ELA Composition), then writes responses to test questions while playing back the tape; a student who is deaf or hard of hearing signs test questions/responses onto video, then writes answers while playing back the video.

- The test must be administered individually in a **separate setting**.
- At the end of testing, all video and audio CDs, DVDs, and tapes must be shipped to the testing contractor with other nonscorable materials.
- Text-to-speech software may **not** be used to listen to test questions or passages.

22. Monitor Placement of Responses: The test administrator monitors placement of student responses in the student's answer booklet.

23. Typed Response: The student uses a word processing program or electronic keyboard (e.g., Alpha-Smart) to type the ELA Compositions and/or answers to open-response, short-response, or short-answer questions on any MCAS test.

Note: See Appendix C for complete instructions for submitting typed responses. New for 2011, the Typed Response Upload System is no longer available.

24. Answers Recorded in Test Booklet: The student records answers directly in the test booklet or **uses special paper** for drafts and/or computation (e.g., lined or graph paper).

Note: Student responses **must** be transcribed verbatim into the student’s standard answer booklet. If the student transcribes his or her own responses, the transcription must be done during the test session and completed on the day in which the test session begins.

- 25. Other Standard Accommodation:** Other standard accommodation used by the student during routine instruction that is identified by the IEP or 504 team as being necessary in order for the student to participate in MCAS tests. The accommodation must meet the conditions of the General Requirements for Use of Test Accommodations (pages 65–66).

At least two weeks prior to test administration, the principal or designee must request written permission from the Department when a standard accommodation not on the above list is being considered for a student. Accommodations must meet the criteria set forth in section 2C of this appendix. The student’s IEP or 504 team must reconvene in order to document any changes to accommodations listed in the plan, and the plan must be signed by the parent before the accommodation may be used. Please call 781-338-3625, email mcas@doe.mass.edu, or fax to 781-338-3630.

D.6 Definition and List of Nonstandard Accommodations

For the purposes of MCAS, a nonstandard accommodation is defined as an accommodation that

- changes the way an MCAS test is presented

OR

- changes the way a student responds to test questions

AND

- alters a portion of what the test is intended to measure.

Requirements for the Use of Nonstandard Accommodations

IEP and 504 teams may allow the use of one or more of the following nonstandard MCAS test accommodations only when **all of the criteria are met**, as described next to each nonstandard accommodation. An accommodation may be provided only when it is documented in a signed IEP or 504 plan. Use of an accommodation during instruction does not necessarily qualify a student to receive the same accommodation on an MCAS test.

The Department continues to carefully review the number of students with disabilities in each district who receive nonstandard accommodations on MCAS tests. IEP and 504 teams are encouraged to make consistent, defensible, and appropriate decisions for each student annually, and to amend the IEPs and 504 plans of students who do not meet the criteria listed for the accommodation.

#	Accommodation	Criteria Required for Use
26.	<p>Test Administrator Reads Aloud the ELA Reading Comprehension Test</p> <p>Note: Reading aloud the ELA Composition, Mathematics, and/or STE test(s) is standard accommodation 16. The decision to use nonstandard accommodation 26 must be made separately from the decision to use standard accommodation 16.</p>	<ol style="list-style-type: none"> <li data-bbox="854 163 1419 449">1. The student has a specific disability that severely limits or prevents him or her from decoding text, even after varied and repeated attempts to teach the student to do so. The student must be a virtual nonreader (e.g., at the beginning stages of learning to read), not simply reading below grade level. <p>AND</p> <ol style="list-style-type: none"> <li data-bbox="854 520 1419 764">2. The student has access to printed materials only through a reader, and/or is provided with spoken text on audiotape, CD, video, or other electronic format during routine instruction, except while the student is actually being taught to decode.
<p>Special Instructions:</p> <ul style="list-style-type: none"> <li data-bbox="279 848 1419 1024">• All passages and test questions must be read word-for-word, exactly as written. The test administrator may not provide assistance to the student regarding the meanings of words, intent of any test question, or responses to test questions. The test administrator must read in a neutral tone, without emphasis on any terms, passages, or response options, and with no detectable changes in inflection. <li data-bbox="279 1041 1419 1142">• If the test is read aloud, it must be administered in a separate setting, either individually or to a small group (2–5 students). When reading aloud to a small group of students, follow the procedures outlined in this appendix. 		

#	Accommodation	Criteria Required for Use
27.	<p>Test Administrator Signs ELA Reading Comprehension Test for a Student Who Is Deaf or Hard of Hearing</p> <p>Note: Signing the ELA Composition, Mathematics, and/or STE test(s) is standard accommodation 17. The decision to use nonstandard accommodation 27 must be made separately from the decision to use standard accommodation 17.</p>	<ol style="list-style-type: none"> 1. The student has a specific documented disability that severely limits or prevents him or her from decoding text, even after varied and repeated attempts to teach the student to do so. The student must be a virtual nonreader (e.g., at the beginning stages of learning to read), not simply reading below grade level. <p>AND</p> <ol style="list-style-type: none"> 2. The student has access to printed materials only through a sign language interpreter, or is provided with signed text on video or other electronic format during routine instruction, except while the student is actually being taught to decode.
<p>Special Instructions:</p> <ul style="list-style-type: none"> • All passages and test questions must be signed exactly as written, except in cases when doing so would reveal an answer to a test question. When use of a sign would visually define the concept being tested, the term or concept must be finger-spelled. Interpreters may not provide assistance to the student regarding the meanings of words, intent of any test question, or responses to test questions. • The test must be administered in a separate setting, either individually or to a small group (2-5 students). When signing a test to a small group of students, follow the procedures outlined in this appendix. • Under secure conditions supervised by the principal, sign interpreters may review test materials up to four days prior to test administration. Test materials may never be removed from the school. 		

#	Accommodation	Criteria Required for Use
28.	<p>Electronic Text Reader for the ELA Reading Comprehension Test: The student uses an electronic text reader for the ELA Reading Comprehension test.</p> <p>Note: Using an electronic text reader for the ELA Composition, Mathematics, and/or STE test(s) is standard accommodation 18. The decision to use nonstandard accommodation 28 must be made separately from the decision to use standard accommodation 18.</p>	<p>1. The student has a specific documented disability that severely limits or prevents him or her from decoding text, even after varied and repeated attempts to teach the student to do so. The student must be a virtual nonreader (e.g., at the beginning stages of learning to read), not simply reading below grade level.</p> <p>AND</p> <p>2. The student has access to printed materials only through an electronic text reader, or is provided with an electronic text reader during routine instruction, except while the student is actually being taught to decode.</p>
<p>Special Instructions:</p> <ul style="list-style-type: none"> • Kurzweil edition MCAS tests are read-only. All answers must be submitted in the student’s standard answer booklet. 		

#	Accommodation	Criteria Required for Use
29.	<p>Scribe ELA Composition: The student dictates the ELA Composition to a scribe or uses a speech-to-text conversion device to record the ELA Composition.</p> <p>Note: The Department strongly urges IEP Teams to consider alternatives to the use of a scribe for students who are deaf and taking the ELA Composition test. One such alternative is accommodation 21, which would permit a deaf student to sign his or her draft composition onto video and then transcribe the signed composition into written English while viewing the video. IEP Teams should select accommodations that promote the independence of students with disabilities to write in English.</p>	<ol style="list-style-type: none"> 1. The student has a significant disability that requires the dictation of all written compositions to a scribe or use of an electronic speech-to-text conversion device for all compositions. <p>OR</p> <ol style="list-style-type: none"> 2. The student with a disability is unable to use his or her writing hand or arm at the time of testing due to a broken bone or fracture. (See accommodation 19 for additional information on using a scribe for a student who is not presently on an IEP or 504 plan.)
<p>Special Instructions:</p> <ul style="list-style-type: none"> • When a student uses an electronic speech-to-text conversion device, the test administrator must follow the instructions for submitting typed responses described in Appendix C. • The test must be administered individually in a separate setting. • Clarification on the role of a scribe for the ELA Composition: <ul style="list-style-type: none"> ○ During <i>Session A</i>, the scribe must write exactly what the student dictates into the student’s test booklet. The scribe may not edit or alter the student’s dictation in any way. When scribing the draft composition, the scribe may assume that each sentence begins with a capital letter and ends with a period. All other capitalization, punctuation, and paragraph breaks are the responsibility of the student. ○ After the student has finished dictating his or her draft composition, the scribe must ask the student to do the following: <ul style="list-style-type: none"> – Spell key words. Key words include proper nouns, multisyllable words, and other words pertinent to the composition. – Review the draft composition and make any necessary edits, including edits to capital letters, punctuation, and paragraph breaks. The student may make edits independently or direct the scribe to make the edits. The scribe must not assist the student in making decisions during the editing process. ○ During <i>Session B</i>, the scribe copies the final draft, including the student’s edits, into the student’s answer booklet. ○ Scribes may not type student responses. 		

#	Accommodation	Criteria Required for Use
30.	<p>Calculation Devices: The student uses a calculator, arithmetic table (including multiplication and division charts), or manipulatives (IEP/504 must specify which) on the noncalculator session of the Mathematics and/or the grades 5 and 8 STE tests. Calculators are allowed for all students on the high school STE tests.</p>	<ol style="list-style-type: none"> 1. The student has a specific disability that severely limits or prevents him or her from calculating mathematically. The student must be virtually unable to perform calculation without the use of a calculator or arithmetic table (e.g., at the beginning stages of learning to calculate), even after varied and repeated attempts to teach the student to do so. <p>AND</p> <ol style="list-style-type: none"> 2. The student has access to mathematical calculation only through the use of a calculator, arithmetic table, or manipulatives, which the student uses during routine instruction except while the student is actually being taught to calculate.
31.	<p>Spell- or Grammar-Checking Function on Word Processor, Spell-Checking Device, or Word-Prediction Software for the ELA Composition: The student uses a spell- or grammar-checking function, spelling device (including hand-held electronic spellers), or word-prediction software (IEP/504 must specify which function or device) for the ELA Composition.</p>	<ol style="list-style-type: none"> 1. The student has a specific documented disability that severely limits or prevents him or her from spelling correctly, even after varied and repeated attempts to teach the student to do so. The student must be virtually unable to spell simple words (e.g., at the beginning stages of learning to spell). <p>AND</p> <ol style="list-style-type: none"> 2. The student can produce understandable written work only through the use of a spell- or grammar-checking device or word-prediction software that is already used during routine instruction.
<p>Special Instructions: When word-prediction software is used, the “predict-ahead” and “predict online” software functions must be turned off.</p>		

#	Accommodation	Criteria Required for Use
32.	<p>Other Nonstandard Accommodation: Other nonstandard accommodation that is identified by the student’s IEP or 504 team is documented in the student’s plan, but is not on this list. The accommodation must meet the General Requirements for Use of Test Accommodations (pages 65–66).</p>	<p>The principal or designee must request written permission from the Department at least two weeks prior to test administration when a nonstandard accommodation not on this list is being considered by the student’s IEP or 504 team. Accommodations must meet the criteria set forth in section 2C of this appendix and receive written approval from the Department. The student’s IEP or 504 team must reconvene in order to document any changes to accommodations listed in the plan, and the plan must be signed by the parent before the accommodation may be used. Please call 781-338-3625, email mcas@doe.mass.edu, or fax requests to 781-338-3630.</p>

Procedures for Using Test Accommodations 16 and 26: Reading MCAS Tests Aloud to a Small Group of Students (2–5)

The test administrator may read the test aloud to a small group of students, provided that each student has an IEP or 504 plan that includes either standard accommodation 16 (for the ELA Composition, Mathematics, and/or STE test[s]) or nonstandard accommodation 26 (for the ELA Reading Comprehension test). **The following procedures must be followed:**

- **No more than five** students may be grouped together, since students typically proceed through the test at different rates.
- The principal or designee must supervise the assignment of students to groups that will have the test read aloud to them. Student test booklets may not be opened or reviewed by students or test administrators prior to testing.
- Students grouped together must have the **same test form number**, since all questions in a given test form are identical. If more than one group of students in the school will have a test read aloud, each group must use a different test form if possible. Test form numbers appear in the upper right-hand corner of each student test booklet.
- The principal or designee may order packets of six of the same test form on the online MCAS Enrollment Verification order form. These packets are intended specifically for use with accommodations 16 and 26. Each packet includes six test booklets (one each for a group of up to five students and one additional test booklet for the test administrator). All test booklets must be returned to the testing contractor by the principal following testing.

Procedures for Using Test Accommodations 17 and 27: Signing an MCAS Test to a Small Group of Students (2–5)

The test administrator may sign the test to a small group of students, provided that each student has an IEP or 504 plan that includes either standard accommodation 17 (for the ELA Composition, Mathematics, and/or STE test[s]) or nonstandard accommodation 27 (for the ELA Reading Comprehension test). **The following procedures must be followed:**

- **No more than five** students may be grouped together, since students typically proceed through the test at different rates.
- Students grouped together must be given **Form 1** (Test Booklet for Signing to a Deaf Student; Form 00 for grade 10 Mathematics), since all questions in a given test form are identical. Test form numbers appear in the upper right-hand corner of each student test booklet. Test forms for signing to students were specially ordered by the principal or designee on the MCAS Enrollment Verification order form.
- Student test booklets may not be opened or reviewed by students prior to testing.
- Under secure conditions supervised by the principal, sign interpreters may review test materials up to four days prior to test administration. Test materials must be reviewed in a secure location supervised by the principal and may not be removed from the school. All test booklets must be returned to the testing contractor by the principal following testing.