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## MCAS Read-Aloud Directions

### **Test Administrator Reads Test Aloud (except ELA Language and Literature test and Reading test):**

Test administrator reads the ELA Composition writing prompt, Mathematics, Science and Technology/Engineering, and/or History and Social Science passages and test items to the student

#### **Test Administration Information:**

a) Reading the test aloud can be done in one of the following ways:

- Test administrator reads word, phrase, or sentence as directed by the student. The student points to the word, phrase, or sentence that he or she needs read aloud.

OR

- Test administrator reads entire test (passages and test items) word-for-word exactly as written.

OR

- Test administrator reads the test to a small group (2-5 students) by following procedures outlined at the end of this appendix. b) The test administrator must not provide assistance to the student regarding the meaning of words, intent of test items, or responses to test items. c) The test must be administered in a separate setting.

**Note:** Reading the ELA Language and Literature test or Reading test aloud to a student is nonstandard accommodation 26

## MCAS Scribing Directions

### 1. *Short Answer*

When scribing for short answer questions you can ...

**Scribe Test (except ELA Composition):** Student dictates responses to open-response test items (and multiple-choice items if needed) to a scribe a) 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. b) The scribe must allow the student to review and edit what the scribe has written.

- c) Scribes may be used for students who have this accommodation documented in their IEPs or 504 plans or who have a broken bone or fracture in their writing hand or arm at the time of testing.
- d) The test must be administered in a separate setting. Note: Scribing the ELA Composition is nonstandard accommodation 29.

### 2. *Open Response ELA Composition*

When scribing for the ELA composition you can...

**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

new One such alternative is accommodation 21, which would permit a deaf student

to sign his or her draft composition onto a video and then transcribe the signed composition into written English while viewing the video. IEP Teams should select accommodations that will promote the independence of deaf students to write in English.

- a) The use of accommodation 29 may be considered when any of the following conditions apply. The student routinely
  - dictates all compositions to a scribe

OR

- uses an electronic "speech-to-text" conversion device for all compositions

OR

- does not have sufficient manual dexterity at the time of testing to produce legible written work In addition, this accommodation may be used by a student who has a **broken bone or fracture** in his or her writing hand or arm at the time of testing.

- b) When a student uses an electronic "speech-to-text" conversion device, the test administrator must follow the instructions for submitting typed responses described under accommodation 23 (use of word processor).
- c) The test must be administered in a *separate setting*.

**Clarification on the role of a scribe for the ELA Composition**

- a) During *session A*, 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:

- Spell key words. Key words include proper nouns, multisyllable words, and other words pertinent to the story.
- 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 during the editing process.

- b) During *session B*, the scribe copies the final draft, including the student's edits, into the student's answer booklet.

### Editing Checklist

- I used words from the question in my answer.
  - I gave two examples.
  - I labeled my examples.
  - I indented my paragraphs.
  - For my first example, I gave information and what I thought about the information.
  - For my second example, I gave information and what I thought about the information.
  - I used CUPS.
  - I re-read my paragraphs.
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## Writing Process Checklist

- I have placed the prompt in the inner circle
- I have placed a main idea or reason on at least 2 *arms*
- I have at least three details or explanations on the *fingers* of each *arm*
- I have numbered my *arms* in the order of importance
- I have numbered my *fingers* in the order of importance
  
- I restated the prompt and tell how many reasons (*arms*) I have
- I gave a sentence for each idea (*arm*)
- I indented
- I restated *arm* 1 as a sentence
- I restated *finger* 1 of *arm* 1 as a sentence
- I restated *finger* 2 of *arm* 1 as a sentence
- I restated *finger* 3 of *arm* 1 as a sentence
- I indented
- I restated *arm* 2 as a sentence
- I restated *finger* 1 of *arm* 2 as a sentence
- I restated *finger* 2 of *arm* 2 as a sentence
- I restated *finger* 3 of *arm* 2 as a sentence
- I continued until all *arms* and *fingers* have been stated

## Editing Checklist

- I Began at the back of my writing piece with the beginning word
- I checked for Ending punctuation
- I checked for Capitalization, Contractions and Commas
- I checked for Apostrophes
- I checked for Run-ons and Repeated words
- I checked for Spelling (ESPN)
- I checked for sentence Fragments
- I checked for quotation marks (U)
- I read it out Loud

## Math Word Problem Graphic Organizer

PART \_\_\_\_

1. What is the problem asking?

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2. Underline key words and information

3. Key information in the problem:

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4. What operation(s) will you perform?

5. Work Space (label your answers)

6. Answer (In your answer book)

Include:

- State your answer using words from the question
- Show your work in a variety of ways (picture, tables, pictures, charts, or number sentences)
- Explain the procedure you used

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## Scribing an Open Response for Math

### **If using a Graphic Organizer:**

- Make sure that the student has a copy of the graphic organizer in front of them or they are able to look at the one you are writing on.
- As the student directs you, fill in the graphic organizer with the information from the problem.
  - You can assume spelling and punctuation.
  - Have them do their own math work on the paper unless they are using a calculator. Then write what they are doing on the calculator.
- Have the student look at the graphic organizer and edit their answer
- After they are done editing, rewrite the answer in the answer book

### **If not using a Graphic Organizer:**

- As the student directs you, fill in information from the problem.
  - You can assume spelling and punctuation.
  - Have them do their own math work on the paper unless they are using a calculator. Then write what they are doing on the calculator.
- Have the student look at the rough draft and edit their answer
- After they are done editing, rewrite the answer in the answer book

### **If student needs a Read Aloud and Graphic Organizer:**

- Read the entire question to the student.
- Next read the first step in graphic organizer
- Read question again and have them listen for the question being asked.
- Write their answer on graphic organizer (you can assume spelling and punctuation)
- Read second step in graphic organizer.
- As you read the problem again have them underline or tag the key information.
- Copy the information the underlined onto step three of graphic organizer
- Have them tell you what operation(s) they will perform to solve problem and fill it in on step four of graphic organizer
- Have them do their work on step five of graphic organizer.
  - If they are using a calculator, then write what they are doing on the calculator
  
- Read step five in the graphic organizer to them
- As the student directs you, fill in the information from the problem.
  - You can assume spelling and punctuation.
- Have the student look at the graphic organizer and edit their answer
- After they are done editing, rewrite the answer in the answer book

## Open Response Graphic Organizer

### First paragraph

First Sentence (use words from question):

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Reason One:

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Reason Two:

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### Second Paragraph



Reason One (restate):

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Quote:

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Explanation:

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## **Open Response Checklist**

- I fully embedded the question in the answer
- I gave two reasons or answers
- I used numbers for my two reasons
  
- I indented on the next line and started with 1)
  - I gave background and context for reason 1
  - I began with a solid quote from the text
  - I explained what the quote meant
  
- I indented on the next line and started with a 2)
  - I gave background and context for reason 2
  - I began with a solid quote from the text
  - I explained what the quote meant
  
- I used the whole page

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## Scribe for Open Response Items *with* Read Aloud

- Scribe must record the student's words **exactly** as dictated into the student's answer booklet
- Scribe may read student's checklist aloud to student when prompted to do so
- Scribe may go back and read passages aloud to student when requested to do so by student
- Scribe must allow student to go back to review and edit what was written by reading the piece to the student when prompted to do so.
- Scribe must make any corrections the student requests on the written piece