**Answers to Questions from the Next-Generation MCAS Session**

**Accountability and Hold Harmless**

1. For 2017, does hold harmless apply to all districts, schools, and classes, since everyone will be administering the next-gen MCAS? Or, does it apply only to those grades/districts that administer CBTing? **The BESE vote extended the hold harmless to all schools administering the new MCAS in 2016-17.  Please note that this does not apply to high schools and applies only to the performance for the new test. Districts and schools still must meet the student participation requirement to be held harmless.**
2. For hold harmless during the choice years, will those results count later since ESE uses three years of scores to establish SGP, etc.? Or will ESE use "other" data to supplant the hold harmless years if this "other" data is advantageous to the district? **This is to be determined, but we have not ruled out using prior data including the choice years.**

**Technology Access and Equity**

1. Western MA communities are concerned that because of a lack of broadband access, students will not have access to online practices tests at home – putting these students at further disadvantage. Has the Digital Learning Advisory Committee discussed this issue? **We have provided the DLAC with an overview of its digital equity resources, which included an RFQ to service providers on the state contract to offer low or no cost services in areas such as: residential high-speed internet, Wi-Fi, mobile Wi-Fi plans, portable Wi-Fi hot spots; cellular service; related equipment and devices; and parent education. This information has been disseminated to all districts. This includes national programs like Lifeline, EveryoneOn, and Kajeet. In addition, we have released BYOD/1:1 guidance that addresses digital equity. The Governor's Office and MassIT are working with MBI to identify/remove roadblocks to residential broadband connectivity more generally. This information will be shared with and discussed by the DLAC once more concrete data become available.**

**Test Results, Administration, and Security**

1. Some School Committees are looking for a crosswalk between the MCAS and PARCC tests so that they can compare results. Does this exist? **Yes, the concordance tables have been  posted since 2015:** [**http://www.doe.mass.edu/parcc/2016/results/concordance.xlsx**](http://www.doe.mass.edu/parcc/2016/results/concordance.xlsx)
2. Has ESE created an "internal validity control" tool. Because middle-school MCAS tests aren't taken that seriously, some students don't fully answer test questions. They may put in all "A" responses or create patterns throughout the test like "A,B,C,D; A,B,C,D, and so on." This tool would help teachers eliminate the tests that weren't taken seriously so that they can analyze the serious test results to refine their instruction. **No, it is very rare to find test results that appear to be answered randomly. We have had one report of this during the discrepancy resolution process over the past 5 years. During preliminary results reporting would be the time to identify such a case we don’t have precedent so any request to change or address a result like this would be considered on its merits.**
3. Will classroom level data be available for next-gen MCAS? This wasn't available for PARCC. **Yes, we are planning to release item level analysis as we have with MCAS.**
4. When creating labels, will the principal be able to upload student information organized by who will be in each testing room. This was possible with PARCC, and much easier to manage vs. dealing with an alphabetized list currently used with MCAS. **Labels are created through the student registration process, which will be similar to PARCC.  We will be experimenting with a system that allows label information to be updated through a deadline, they will start with October SIMS as the default and will be updated through a date that will be published later this fall.**
5. Will the IEP information already uploaded using PARCC be accessible with the next-gen MCAS or will districts have to reload this information? **When the student information is uploaded initially, it will include prior accommodation data available from the previous year’s MCAS or PARCC assessment.**
6. With MCAS, all students in a particular grade have to take the test at the same time. With the next-gen MCAS CBT test, will schools be allowed to administer the test to some students one day and other students the next? Some school don't have enough devices to administer the test for every student in at a particular grade level. **For CBT, test sessions must be administered as close together as possible to all students taking that test in the same school (with the exception of make-up sessions). Schools are expected to schedule most students for the first administration of a session; if space or device constraints require additional sessions, they should be scheduled as close together as possible in order to maintain the security of the tests.**
7. Students are allowed to license/lease devices from the school and take them home. If a device is taken home, is it still considered to be a secured device for testing? **We understand that some schools use a 1:1 device model, and that many of these devices are taken home.  Provided that they are properly configured for testing on the day of a test session, they will be considered a secure device for testing. Students will be unable to log in to see test content at home, since content will be sealed with a code that needs to be provided by the test administrator at the start of the session.**