



Lincoln Public Schools

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Patricia Kinsella
Assistant Superintendent of Schools

To: School Committee
From: Patricia Kinsella
Re: Report on Preparations for Next-Gen MCAS
Date: March 9, 2017

Overview

This report provides information about the district's planning for the implementation of the revised Next-Gen MCAS that starts in April, 2017.

Next-Gen MCAS incorporates design features of the PARCC assessments and is available in an online format. The Department of Elementary and Secondary Education (DESE) required that all students in grades 4 and 8 take the online MCAS this year, with limited exceptions for districts facing extraordinary hurdles converting to the online program. DESE gave districts the option to include other grades in the online version of MCAS.

Lincoln Public Schools has opted to include grade 3 in this online testing. Given that these students will be required to take the test in its online format when they are in grade 4, it seemed prudent to avoid having them begin standardized testing with paper only to shift to online testing the following year.

Half of our students in the tested grades, therefore, will participate in online testing (grades 3, 4 and 8), while half will participate in paper-and-pencil testing (grades 5, 6 and 7).

The STE MCAS for grades 5 and 8 continues to be available only in a paper-based format.

The district's preparations for MCAS have included the following actions:

- Administrator and technology staff participation in numerous DESE webinars and conference calls on the technology resources and preparations necessary for online testing, along with procedures related to the new online student registration processes.
- Technology department preparation of all computer-based testing devices, along with the infrastructure necessary to support the online testing platform, including the completion of the Lincoln School wireless network upgrade project.
- Development and dissemination of a message regarding the district's perspective on MCAS testing (attached). This message was designed to allay teacher anxiety about the new tests and to enumerate the types of support the district will be providing to both teachers and students.
- District-led training for administrators regarding the online testing platform, the look and feel of the revised tests, accommodations necessary for students with special needs, etc. This training has been followed by individualized support for Principals and Special Education Coordinators to ensure timely completion of state-required tasks.

- Development and implementation of training sessions for all educators involved in MCAS testing; these sessions include awareness of the online testing platform, guidance on how and when students will participate in online practice sessions, the look and feel of the revised assessments, both paper-and computer-based, etc. (Sample training documents attached.)
- Development of content-area guidance documents that highlight changes with the new assessments, along with differences between the paper- and computer-based versions of the tests. (Sample ELA document attached.)
- Development of students' technology skills to prepare them for computer-based testing through keyboarding instruction in grades 3-5, direct technology instruction, and the general integration of technology into curriculum.
- Computer-based testing user interface tutorials and practice sessions led by classroom teachers, curriculum specialists and instructional technology specialists for all students participating in the computer-based version of MCAS to be completed in March.
- Simulated computer-based tests in late March to give students and faculty experience with the new testing system and test our infrastructure.
- Communication with parents to make them aware of the changes in the state's standardized testing program, including the implementation of online testing in certain grades.

Given the amount of work required to transition to online testing and the switch to a revised version of MCAS, and despite the challenges the state has faced with adhering to its own timelines to launch Next-Gen MCAS, district staff have done an excellent job preparing for this spring's testing season.

We commend the work of Rob Ford and the Technology Department and the Content Specialists, in particular, for their leadership in ensuring that our students and teachers are prepared for the new tests.

District Perspective on Next-Gen MCAS

Lincoln Public Schools, 2/27/16

Given the changes taking place with MCAS, the district shares the guidance below regarding our overall approach to the new tests.

1. Preparing students

The best way to prepare our students to demonstrate their learning will always be to provide them with excellent instruction, every day. Rather than "teaching to the test," we encourage faculty to continue with their regular, strong routines in teaching and learning. Our goal in preparing for this year's MCAS is to bolster student self-confidence and to reduce anxiety during the spring standardized tests. We encourage you to share the following messages with your students in advance of the tests:

- *This is the first year that some students will take MCAS online.*
- *Our job is to make sure that you have a sense of what the new MCAS looks like before the test begins.*
- *Your job is to do your best on the test - and not worry!*

2. Compressed state timeline and our response

The state's compressed timeline for rolling out the new assessment will present a challenge to faculty and students. However, we are going to do everything we can to make the implementation as smooth as possible. As adults, we will minimize both adult and student stress by:

- ensuring students have the tools they need to be successful with the new computer-based assessment via a balanced preparation program,
- refraining from over-emphasizing the importance of the assessment or making it seem "high stakes," and
- working to minimize the stress on students through planning and poise

3. The mode effect – and how we're not stressing about it

The state has learned from PARCC pilots in other districts that there is a demonstrated mode-effect when students shift to computer-based tests. We expect that students taking the test for the first time online will score lower than in the past. *This is not a reflection on students or teachers, but rather an expected consequence of a shift to the computer-based format.*

4. No Risk

LPS has no plans to begin implementing Impact Ratings based on DDMs, and the state is currently reconsidering the future of DDMs and Impact Ratings. Given the mode effect and the transitional year, the district wants to allay any concerns about the impact of MCAS scores on a teacher's evaluation, by clearly committing that the 2017 MCAS performance ratings will not be used in the evaluation process to support a finding of "Low" impact.

MCAS 2017: LPS Teacher Info

2/27/17

MCAS testing windows, Grades 3-8

ELA: April 3 – May 3
Math: April 4 – May 26
STE: April 5 – May 26

Computer-based ELA & Math

Gr. 3, 4, 8

Paper-based ELA & Math

Gr. 5, 6, 7

Paper-based STE

Gr. 5 & 8

Find more resources from DESE at the [MCAS resource center](http://mcas.pearsonsupport.com/)
(<http://mcas.pearsonsupport.com/>).

Questions? Contact the people below.	
Hardware issues (internet service, testing devices, etc.)	Hanscom: Dane Clune Lincoln: James Suttie Backup: Rob Ford and Joe Dearden
Logging students in and functioning of practice tests	Building-based ITS
ELA content: question types, similarity with LPS curriculum, essays, online tools etc.	Content: Gwen Blumbeg Online tools: Building-based ITS
Math content: question types, similarity with LPS curriculum, essays, online tools, etc.	Content: Kathy O'Connell or Ellen Metzger Online tools: Building-based ITS
Accommodations, accessibility features – online or paper-based	Hanscom: Denise Oldham Lincoln: Jennifer Wolf
Test administration, security, etc.	Principals
Test tickets, seal codes	Principals

Computer Based MCAS Interface Checklist

General Navigation and tools: I can...

- ☐ Use the blue arrows to navigate through the different pages of the test
- ☐ Add a bookmark to a question
- ☐ Use the review feature to find unanswered questions and bookmarks
- ☐ Use the answer eliminator to cross out multiple choice answers and then return to the pointer tool to select an answer
- ☐ Find the word count for an answer where I am required to type in text
- ☐ Locate accessibility tools (accessible only by students who have specific accommodations)
- ☐ Submit a finished test
- ☐ Write a note in the notepad (ELA)
- ☐ Highlight text (ELA and Math)
- ☐ Drag and drop to answer a question (ELA Grade 4 Q2 and Math Grade 3 Q4)

Math Specific: I can...

- ☐ Explain the difference between the Basic Equation Editor and the Open Response Equation Editor
- ☐ Enter a fraction in the equation editor
- ☐ Write an equation using number and symbols on the keyboard
- ☐ Write an equation using number keys and symbols in the equation editor
- ☐ Write an equation and change the symbol after I have written the equation (i.e. change $2 + 3 = 5$ to $2 \times 3 = 6$)
- ☐ Move around an equation using the arrow keys
- ☐ Use the undo button and clear button to change an equation
- ☐ Rotate and align the ruler to measure something
- ☐ Open the calculator (Grade 8 - part 2)
- ☐ Open a reference sheet in the math test (Grade 8 only)
- ☐ Expand the basic equation editor and the open response equation editor to see all the functions. (grade 8 only)

Math Tips on how to use the Equation Editor:

Fractions

1. If you want to add two fractions ($\frac{1}{2} + \frac{3}{4}$) you will have to add the plus sign outside of the fraction. To do this, after you have entered the number in the denominator, move outside the fraction by:
 - a. pressing the right arrow (the space bar won't work) or
 - b. clicking to the right of the fraction.
2. You can also create a fraction using the slash key on the keyboard.

Fill-in-the-Blank Questions

Sometimes there will already be some math in your answer box to help you answer a question and you will not be able to change the math. You should enter math in all the empty boxes to answer the question completely. The arrow keys will not work to move in a fill-in-the-blank question. Use the tab key or click with the mouse to complete the answer.

Mixing Words and Math

1. When writing words and math together, pressing any of the math symbol buttons or typing a math symbol on the keyboard will tell the answer box that you are entering math. As soon as you hit the spacebar or Enter key, the answer box will switch back to text.
2. Do not add spaces around the plus and equal signs. Entering a space will make the answer box think that you want to start writing words.

Other tips

1. You can use the keyboard to enter numbers, letters and some math symbols, but you can't use the keyboard to enter all math symbols.
2. To move around an equation it's best to use the arrow keys.
3. To change an equation you can use the undo/redo buttons or clear all with the trash.

2017 MCAS Practice Test Analysis

Gwen Blumberg, ELA Content Specialist | Lincoln Public Schools

Overview of All Tests at All Grade Levels

Paper and online test samples and answer keys can be found: [HERE](#)

This year's MCAS includes operational items, which count toward a student's score, and matrix items. The matrix portion of the test consists of field-test and equating questions that do not count toward a student's score.

Operational Test Design by Grade On the operational portion of the test, students will read three passage sets and answer the associated questions; each passage set will include a single passage or a passage pairing.

Gr.	# of 1- Point Questions (Multiple-choice)	# of 2-point Questions (Multiple-choice or technology-enhanced)	# of Short Responses	# of Essays (includes Narrative & Text-Based Essays)
3	18	4	1	2
4	18	4	1	2
5	18	4	0	3
6	18	4	0	3
7	18	4	0	3
8	18	4	0	3

Computer-Based Specifics & TIPS:

READING THE ONLINE PASSAGES:

The reading passages are presented in their entirety first (see screenshot below on left) and then reappear on each question or writing page on the left hand side so students don't have to toggle back and forth between pages (see screenshot below on the right). There is a highlighting option on each page with text, but *the highlighting does NOT transfer to the next page when the same text appears.*

GRADE 3 ELA PRACTICE TEST / SESSION 1 / PASSAGE

Today you will read the story "A Once-in-a-Lifetime Experience." Pay close attention to the actions of the characters and the events in the story. Answer the questions to help you prepare to write a narrative story.

1. The car blew a tire on the way to our campsite. Not an impressive start.
2. "A minor setback, that's all," Dad said as Derrick and I tumbled out of the car to help.
3. It was dark by the time we reached the campsite, got the boat into the water, and set up the tent. There was a stiff, icy breeze blowing off the lake.
4. Derrick shivered as he examined the sky. "That isn't snow, is it?"
5. "Snow?" I said.
6. "It never snows in March!" Dad protested.
7. But those big flakes fell fast and heavy, blanketing the ground.
8. I burst out laughing. Derrick grinned. But Dad was horrified. He hustled us into the tent so we wouldn't catch pneumonia or something. But first he made sure we didn't track any snow into the tent with us.
9. "We need to keep the floor dry," Dad insisted. "There's nothing worse than sleeping in wet sleeping bags."
10. He passed out sandwiches after we settled in. "Minor setback," he assured Derrick. "The snow should be gone tomorrow." Dad reached for the large bottle of cola to pour us each a drink.
11. Maybe the cola was warm, or maybe it had been jostled too much, because when Dad opened it, that bottle erupted like Mount Vesuvius. Cola overflowed like lava. Dad dropped the bottle. It rolled across the tent floor spewing its contents, and we ended up perched on our sleeping bags like castaways adrift in a cola sea.
12. Derrick clapped both hands over his mouth. His face turned red, and his cheeks ballooned out as if he were about to explode, too. From behind his hands came the snuffling and snorting of trapped laughter.
13. I tried to keep a straight face, out of respect for Dad—not just because he'd insisted that we keep the tent floor dry, but because he'd wanted this trip to be perfect.
14. "Minor setback," Dad muttered as we soaked up cola with our towels.

GRADE 3 ELA PRACTICE TEST / SESSION 1 / 1 OF 11

Today you will read the story "A Once-in-a-Lifetime Experience." Pay close attention to the actions of the characters and the events in the story. Answer the questions to help you prepare to write a narrative story.

Read the story "A Once-in-a-Lifetime Experience." Then answer the questions.

A Once-in-a-Lifetime Experience
by Sandra Beswetherick

1. It was my idea to invite Derrick, the new kid in our neighborhood, on our annual father-and-son weekend trip. Derrick had never been camping or fishing.
2. "Great idea!" Dad said. "It'll be a once-in-a-lifetime experience for him, one he'll never forget."
3. Dad and I didn't realize how true that would turn out to be.
4. The car blew a tire on the way to our campsite. Not an impressive start.
5. "A minor setback, that's all," Dad said as Derrick and I tumbled out of the car to help.
6. It was dark by the time we reached the campsite, got the boat into the water, and set up the tent. There was a stiff, icy breeze

Part A
Throughout the first half of the story, Dad can best be described as feeling

☐ A. brave.

☐ B. amused.

☐ C. peaceful.

☐ D. determined.

Part B
Which sentence from the story best supports the answer to Part A?

☐ A. "Derrick had never been camping or fishing." (paragraph 1)

☐ B. "Great idea!" Dad said." (paragraph 2)

☐ C. "Dad and I didn't realize how true that would turn out to be." (paragraph 3)

☐ D. "Minor setback," he assured Derrick." (paragraph 13)

TIP: It might be helpful to teach students to approach the readings with a "close reading mindset." A close reading mindset would encourage students to read the entire passage on the first page one time completely through and then reread the passage again with an eye toward specific detail/s on the pages where there are questions on the right and the passage is on the left.

LENGTH OF STUDENT RESPONSE:

Students will type their responses into boxes that provide a similar amount of space to the paper-based tests. The response boxes on the screen are a fixed size. However, as students type their responses, a scrollbar will appear. Students will be able to use the scroll bar to review everything they have written. A "counter" will also appear to show kids how much space they have left. For the narrative essays, the count is 10,000 characters.

TIP: To provide kids with a visual of 10,000 characters, you could opt to [show them the text of the Star Spangled Banner cut and pasted into a document 25 times](#). It is nearly three pages of single spaced text! Not including spaces, it is 9,104 characters and including spaces, it is 11,153 characters. If kids are unfamiliar with The Star Spangled Banner... try the [full text of Green Eggs and Ham by Dr. Suess](#). The full text copied over 3 times = 8,004 characters without spaces/ 10,490 with spaces... more than 3 pages of single spaced, 12 font text. These visuals *might* help kids know most will likely NOT run out of space and to not be worried about the character counter.

Grade 3 Paper Sample Test

- 3 reading passages with questions
 - Text formats in the sample include:
 - A fiction text (Once in a Life-Time Experience)
 - An article paired with a poem (Penguins)
 - A narrative nonfiction text (Balloons Over Broadway)
 - Some (not all) questions have a part A & a part B
 - Part B is dependant upon part A
 - Sample questions (paper & online) ask students::
 - to infer
 - about vocabulary
 - about figurative language
 - to summarize/synthesize (ie: what would be the best heading for the paragraph)
 - a character's response to a specific event (cause/effect)
- Reading is divided into paragraphs that are numbered
- After answering questions, there is a writing task based on the reading
 - In Grade 3, there is a narrative writing task that asks students to assume the role of one of the characters and write a journal entry about how that character responded to the main event in the story. Children are also asked to include how other characters responded to events in their narrative/journal entry using details from the passage.
 - In Grade 3, there is a paragraph writing task that asks students to explain how feelings change throughout a poem with a request to support the response with details from the poem.
 - In Grade 3, there is a text-based essay task where students are asked to explain how the author shows a particular character trait to the reader. Children are also asked to present and develop a central idea and provide evidence from the passage.
 - On all writing tasks, students are to include correct grammar, spelling and punctuation

Testing vocabulary to be mindful of that appears in the samples:
supports, "as used in"

Grade 3 Online Sample Test

Same content as paper, however in lieu of one of the two part multiple choice questions, there is a drag and drop question.

Paper:

2 Part A

Read paragraph 14 from the story.

Maybe the cola was warm, or maybe it had been jostled too much, because when Dad opened it, that bottle erupted like Mount Vesuvius. Cola overflowed like lava. Dad dropped the bottle. It rolled across the tent floor spewing its contents, and we ended up perched on our sleeping bags like castaways adrift in a cola sea.

What does **that bottle erupted like Mount Vesuvius** mean as used in the paragraph?

- ☐ Ⓐ The cola bottle was open and floating in the water.
- ☐ Ⓑ The cola was bubbling and spilling out.
- ☐ Ⓒ The cola bottle was moving around.
- ☐ Ⓓ The cola was hot.

Part B

Which detail from paragraph 14 supports the answer to Part A?

- ☐ Ⓐ "... the cola was warm. ..."
- ☐ Ⓑ "... jostled too much ..."
- ☐ Ⓒ "... overflowed like lava."
- ☐ Ⓓ "... perched on our sleeping bags ..."

Computer:

Drag and drop into the chart the way that Dad responds to each event during the camping trip. Not every response will be used.

How Dad Responds

Dad feels sad that the trip was not a success.

Dad hurries the boys into the tent.

Dad gets everyone to work together to make it safely back to shore.

Dad talks about how much fun it is to catch fish.

Dad starts to feel happier.

Events	How Dad Responds
Derrick asks if it is snowing.	
The boys make fish faces.	
Derrick asks if there should be water in the boat.	

Grade 4 Paper Sample Test

- 3 readings (one is a set) with questions
 - Text formats in the sample include:
 - A fiction text (Those Wacky Shoes)
 - An article (Musical Plumbing)
 - An article paired with a folktale around a common theme (Fear)
 - Some (but not all) questions have a part A & a part B
 - Part B is dependant upon/supports part A
 - Sample questions (paper & online) ask students:
 - about theme
 - about author's purpose
 - about character traits
 - how to interpret a diagram
 - how one part of a passage relates to a larger section of reading
 - details that support the main idea
- Reading is divided into paragraphs that are numbered
- After answering questions, there is a writing task based on each reading:
 - In Grade 4, there is a text-based narrative writing task that asks students to put themselves in the main character's shoes (literally & figuratively) and write a narrative story considering the details the author used to create characters, settings and events.
 - In Grade 4, students are asked why a person has a specific character trait and to support their responses with important information from the article.
 - In Grade 4, there is a text-based essay task where students are asked to explain how fear affects people. Children are asked to use information from the paired reading, present and develop a central idea, and provide evidence/details from the passage.
 - On all writing tasks, students are to include correct grammar, spelling and punctuation

Testing vocabulary to be mindful of that appears in the samples:

supports, main, mostly, most likely, develop

Grade 4 Online Sample Test

Same content as paper, however in lieu of one of the two part multiple choice questions, there is a drag and drop question.

Paper:

2 Part A

Which is a main theme of the story?

- A. Overcoming fear can lead to success.
- B. Being creative can solve problems.
- C. Knowing a lot of information is necessary for solving problems.
- D. Having a positive attitude can help when things are challenging.

Part B

Which sentence from the story **best** supports the answer to Part A?

- A. "I *thought* it was going to be an ordinary Saturday—but, boy, was I wrong."
- B. "I tried not to look down."
- C. "The good thing about being stuck in the tree was that I had time to think up a wild idea."
- D. "'Thanks, guys!' I said."

Computer:

Select two details that **best** support the main idea of the passage. Drag and drop two details in the box labeled "Details That Support the Main Idea."

Main Idea
The main character thinks of a clever way to solve a problem.

Details That Support the Main Idea

"I put them on outside the store." (paragraph 3)

"So those shoes weren't perfect, after all." (paragraph 12)

"Can you get someone to bring a big bucket of wet cement? It would really help me out." (paragraph 17)

"The cement held the shoes in place, and I came out of them." (paragraph 26)

Grade 5 Paper Sample Test

- 2 readings (one is a set) with questions
 - Text formats in the sample include:
 - A fiction text (The Growin' of Paul Bunyan)
 - Two poems (First Night & Beech Leaves)
 - Some questions have a part A & a part B
 - Part B is dependant upon/supports part A
 - Part B may have TWO answers
 - Sample questions (paper & online) ask students:
 - about differing points of view
 - about mood
 - how point of view affects the reader
 - about vocabulary in context
 - how multiple parts of a passage relates to the overall structure
- Reading is divided into paragraphs that are numbered
- After answering questions, there is a writing task based on each reading
 - In Grade 5, there is a text-based essay task where students are asked to present and develop a narrative using details from the passage that considers how a story would be different if it were told from another character's point of view. Children are then asked to write the story from that point of view.
 - In Grade 5, there is a text-based essay that asks students to compare 2 speakers' attitudes from 2 different poems. Children are asked to use information from the paired reading, present and develop a central idea and provide evidence/details from the passage.
 - On all writing tasks, students are to include correct grammar, spelling and punctuation

Testing vocabulary to be mindful of that appears in the samples:

supports, main, mostly, most likely, contribute, develop, first-person POV, affect/effect

Grade 5 Online Sample Test

Same content as paper, however in lieu of one of the two part multiple choice questions, there is a drag and drop question.

Paper:

2 Part A

At the beginning of the story, how is Johnny's view about his trees different from Paul's?

- A. Johnny views his trees as food for the rabbits while Paul views them as useful in his work.
- B. Johnny views his trees as the result of hard work while Paul views them as objects to win a contest.
- C. Johnny views his trees as needing his protection while Paul views them as needing too much care.
- D. Johnny views his trees as friends that he needs to take care of while Paul views them as something to brag about.

Part B

Choose **two** details, one for Johnny and one for Paul, that support the answer to Part A.

- A. "It took you six days to plant 'em an' it took me only three days to chop 'em down."
- B. "It's always easier to chop somethin' down than to make it grow."
- C. "Johnny reaches way down in the bottom o' his bag an' holds out a seed."
- D. "So he takes the little bitty seed an' pushes it down in the ground with the tip o' one fingernail."
- E. "He pats the soil around it real nice, like he seen Johnny do."
- F. "Don't matter," says Johnny's voice, "if the rabbits get the seed."

Computer:

Events

- Paul falls asleep.
- Johnny hands Paul a seed.
- Paul discovers the new plant has grown.
- Johnny disappears during the night.
- The rabbits use Paul's hands to scratch their backs.
- Paul is proud of chopping down all the trees so quickly.
- Paul is angry that Johnny does not appreciate his hard work.
- Paul places his hands around the seed to keep it warm.
- Johnny challenges Paul to prove that growing a tree is easy.
- Johnny discovers that all his work has been destroyed.

	Summary
First	

Grade 6 Paper Sample Test

- 2 readings (one is a set)
 - Text formats in the sample include:
 - A fiction text (from Magic Elizabeth)
 - A nonfiction text (Maripaluk) paired with a play (from Matthew Henson: Explorer of the Arctic)
 - Some questions have a part A & a part B
 - Part B is dependant upon/supports part A
 - Part B may have TWO answers
 - Sample questions (paper & online) ask students::
 - the purpose of a specific paragraph
 - how attitudes change
 - to infer relationships
 - To note differences between characters
 - notice and note *how* character's differences are revealed in the play and not the nonfiction passage
 - about vocabulary usage
 - which details would belong in a summary
 - chronological order of details
- Reading is divided into paragraphs/sections that are numbered
- After answering questions, there is a writing task based on each reading
 - In Grade 6, there is a text-based essay task where students are asked to think about how the author creates a vivid setting and 2 distinct characters and the details used to establish setting & character. Students are then asked to write what happens next using what they have learned about the characters & setting.
 - In Grade 6, there is a text-based essay that asks readers to consider how the nonfiction passage helps the reader understand character traits revealed in the play about the same character. Children are asked to use information from both readings, present and develop a central idea and provide evidence/details from the passage.
 - On all writing tasks, students are to include correct grammar, spelling and punctuation

Testing vocabulary to be mindful of that appears in the samples:
supports, main, "when taken together," mostly, most likely, conclude, revealed

Grade 6 Online Sample Test

Same content as paper, however in lieu of one of the two part multiple choice questions, there is a drag and drop question.

Paper:

2 Part A

How does Sally's attitude change during the passage?

- A. At first she is unhappy, but then she becomes satisfied.
- B. At first she is distrustful, but then she becomes confident.
- C. At first she is scared, but then she becomes a little curious.
- D. At first she is angry, but then she becomes slightly daring.

Part B

Which **two** sentences from the passage, when taken together, **best** support the answer to Part A?

- A. "Sally, clinging to Mrs. Chipley's plump hand, was almost running to keep up with her."
- B. "As they stepped off the bus, the branches of the tall trees rattled like bones in the wind."
- C. "Rain flew into Sally's eyes and even into her mouth, and it dribbled unpleasantly beneath the collar of her coat."
- D. "And yet Sally, at least, was not feeling brave at all."
- E. "And it was your own ma left her name in case of an emergency."
- F. "I wonder what she's like," Sally said."

Computer:

Which details from the passage would be important to include in a summary? Drag and drop into the chart **four** details in chronological order.

- Mrs. Chipley and Sally ride across town on a bus.
- The moon cannot be seen through the rain clouds.
- Sally wonders aloud about what her Aunt Sarah is like.
- The feather on Mrs. Chipley's hat droops from the rain.
- The rain is falling so hard that it sounds like drumbeats.
- Mrs. Chipley and Sally are caught in a sudden rainstorm.
- Mrs. Chipley explains why they are traveling to Aunt Sarah's house.

STEPS IN PROCESS	DETAILS
First	
Second	
Third	
Fourth	

Grade 7 Paper Sample Test

- 2 readings (one is a set)
 - Text formats in the sample include:
 - A passage from a novel (The Fast & the Furriest)
 - A nonfiction article (Blizzard!) paired with a poem (The Blizzard Voices)
 - Some questions have a part A & a part B
 - Part B is dependant upon/supports part A
 - Part B may have TWO answers
 - Sample questions (paper & online) ask students:
 - the central idea of a passage
 - author's purpose for including a character
 - author's main purpose in an article
 - why specific writing decisions were made
- Reading is divided into paragraphs/sections that are numbered
- After answering questions, there is a writing task based on each reading where students are expected to present and develop a narrative that uses details from the passage. Students are also expected to include correct grammar, spelling and punctuation.
 - In Grade 7, there is a text-based essay task where students are asked to write a story that describes what would happen next in the story in order for one character to change another character's mind.
 - In Grade 7, there is a text-based essay that asks readers write an essay about how the article and poem portray the central topic (blizzards).

Testing vocabulary to be mindful of that appears in the samples:

central idea, supports, main, most likely

Grade 7 Online Sample Test

Online Sample
Not Yet Available

Grade 8 Paper Sample Test

- 2 readings (one is a set)
 - Text formats in the sample include:
 - A passage from a novel (The 7 Keys of Balabad)
 - Two paired short stories (Celeste's Heart & Principals & Principles)
 - Some questions have a part A & a part B
 - Part B is dependant upon/supports part A
 - Part B may have TWO answers (although none of the samples for this grade level had two answers)
 - Sample questions (paper & online) ask students:
 - how a paragraph helps develop the overall plot
 - which sentence state the central idea of a passage
 - inferring character's feelings
 - how actions can describe more than one facet of a character's personality/character
 - Reading is divided into paragraphs/sections that are numbered
- After answering questions, there is a writing task based on each reading/set of readings where students are expected to present and develop a narrative that uses details from the passage. Students are also expected to include correct grammar, spelling and punctuation.
 - In Grade 8, there is a text-based essay task that asks students to continue the story and include obstacles the character will face and what he will have to do to overcome them.
 - In Grade 8, there is a text-based essay that asks students to explain how the themes in the two readings are similar.

Testing vocabulary to be mindful of that appears in the samples:

central idea, develop

Grade 8 Online Sample Test

Same content as paper, however in lieu of one of the two part multiple choice questions, there is a question that asks student to click on details within the passage that show a character's feelings. Students have to scroll through the entire passage on the left hand side of the screen to see all of the options. (This is the first time this format has appeared in test samples.)

Computer:

Today you will read and answer questions about a story of a man seeking to complete an important mission. When you have finished reading and answering questions, you will write a narrative story using details from your reading.

Select the two details from paragraphs 1-12 that best show that Bahauddin has a feeling of great responsibility.

1 Bahauddin Shah stumbled through the darkened passageway, gripping the cold stone wall for balance and keeping his head low to avoid the rocky ceiling. The sound of his footsteps echoed back at him through the gloom, and his heart thumped beneath his loose-fitting shirt.

2 The old man wore a heavy iron key chain around his belt, and it weighed down on him in more ways than one.

3 There was so little time!

4 Bahauddin held a small lantern in his right hand that threw his shadow onto the dark red wall above him, making his face seem impossibly long and his beard even thicker than it really was, which was pretty thick indeed. The shadow would have scared the living

Paper:

2 Part A

Which sentence states a central idea of the passage?

- A. Bahauddin Shah is lost in a vast underground cave, and he is frightened.
- B. Bahauddin Shah is the guardian of an important secret that will allow the people of his city to survive after a destructive attack.
- C. The Salt Caverns are a secret underground hiding place for the citizens of the city, and Bahauddin Shah is the only one who can open the caverns.
- D. Outsiders who come to conquer Bahauddin Shah's city soon realize they are in very hostile territory.

Part B

Which detail from the passage **best** states the central idea?

- A. "The sound of his footsteps echoed back at him through the gloom, and his heart thumped beneath his loose-fitting shirt." (paragraph 1)
- B. "Baladis are survivors. We will rebuild. It just might take some time." (paragraph 14)
- C. "Balabad's great defense was that it was impossible to hold on to, and any rational outsider eventually came to the same conclusion." (paragraph 16)
- D. "You would never have seen it had you not known where to look." (paragraph 18)

Lincoln Public Schools, Spring 2017

MCAS Schedule

April & May, 2017

revised as of 1/23/17

MON	TUES	WED	THURS	FRI
April 3	4	5	6	7
ELA, Gr. 3 Lincoln Session #1, 60 min	ELA, Gr. 3 HPS Session #1, 60 min	No testing	ELA, Gr. 3 (both) Session #2, 60 min	ELA, Gr. 3 (both) Session #3, 45 min
10	11	12	13	14
ELA, Gr. 6-8 Session #1, 110 min.	No testing (Passover)	No testing	ELA, Gr. 6-8 Session #2, 100 min.	Good Friday Hanscom – ½ day Lincoln – no school
17	18	19	20	21
SCHOOL VACATION				
24	25	26	27	28
No testing (day after vacation)	ELA, Gr. 4-5 Session #1, 60 min.	No testing	ELA, Gr. 4-5 Session #2 Gr. 4: 60 min. Gr. 5: 75 min.	ELA, Gr. 4-5 Session #3, 45 min.
May 1	2	3	4	5
ELA Makeup #1	ELA Makeup #2	No testing	Math Gr. 4-8 HMS Gr. 5-8 Lincoln Session #1, 70 min.	Math Gr. 4-8 HMS Gr. 5-8 Lincoln Session #2, 70 min
8	9	10	11	12
Math, Gr. 4 Lincoln Session #1, 70 min.	Math, Gr. 4 Lincoln Session #2, 70 min.	No testing	Math, Gr. 3 Session #1, 65 min STE, Gr. 5 & 8 Session #1, 45 min	Math, Gr. 3 Session #2, 65 min STE, Gr. 5 & 8, HMS Session #2, 45 min
15	16	17	18	19
STE, Gr. 5 & 8, Lincoln Session #2, 45 min. Math Makeup #1	STE Makeup #1	No testing	Math Makeup #2	STE Makeup #2
22	23	24	25	26
		No testing		

MCAS testing windows from DESE

ELA: April 3 – May 3
Math: April 4 – May 26
STE: April 5 – May 26

MCAS test formats in Lincoln Public Schools

ELA and Math
Computer-based tests: Gr. 3, 4, 8
Paper-based tests: Gr. 5, 6, 7
STE: Paper-based tests, Gr. 5 & 8