NEW ENGLAND
COMMON ASSESSMENT PROGRAM

Test Administrator Manual

SCIENCE — GRADE 4

May 10-27, 2010

NECAP SERVICE CENTER: 1-877-632-7774

http://iservices.measuredprogress.org

Important Contact Information

General Information

If you have any questions regarding the New England Common Assessment Program (NECAP) or procedures for administering the NECAP tests, contact the Measured Progress NECAP Service Center at **1-877-632-7774**. The service center is open Monday through Friday between the hours of 8:00 a.m. and 4:00 p.m.

If you need to order additional NECAP test materials, see the test coordinator for your school.

If you are administering the grade 4 test using NimbleTools® and need technical assistance, call the number provided on the manual you received with your test materials, or email jen@nimbletools.com.

NECAP Policy Information

If you have any questions or suggestions regarding NECAP policy, please contact:

Tim Kurtz, Director of Assessment
New Hampshire Department of Education
101 Pleasant Street, Concord, NH 03301-3860
603-271-3846
www.ed.state.nh.us

Dr. Kevon Tucker-Seeley, Office of Instruction, Assessment, and Accountability
Rhode Island Department of Elementary and Secondary Education
255 Westminster Street, Suite 512, Providence, RI 02903
401-222-8494
www.ride.ri.gov

Michael Hock, Director of Assessment
Vermont Department of Education
120 State Street, Montpelier, VT 05620-2501
802-828-3115
www.state.vt.us/educ/

TEST SECURITY

All test items and responses to those items in the New England Common Assessment Program are secure and may not be copied or duplicated in any way, or retained in the school after testing is completed.

Important Dates

All NECAP science test materials delivered by this date ..... April 30, 2010

Test administration window ..... May 10–27, 2010

Last day to order additional labels ..... May 7, 2010

All orders of additional labels shipped to schools ..... May 14, 2010

Last day for NH and RI schools to request special considerations ..... May 27, 2010

UPS pickup for all test materials ..... May 28, 2010

New This Year

Revised *Table of Standard Test Accommodations* (see Appendix 3, pages 27-30)
The state departments of education worked together to revise the NECAP *Table of Standard Test Accommodations* and the *NECAP Accommodations Guide.* A few new accommodations have been added, several have been clarified, and a few that were rarely used have been removed. The accommodations codes are different from past years. Please study the new table carefully and adjust any accommodations plans for students to match the new accommodations. Refer to the *NECAP Accommodations Guide* (available on your state's department of education website) for additional details and for a crosswalk to old accommodations codes.

Online *Test Administrator Questionnaire*
The *Test Administrator Questionnaire* will be completed online by test administrators. Administrators will need to log on to http://iservices.measuredprogress.org to access the questionnaire. Since this questionnaire is now online, paper questionnaires and scannable answer sheets will not be included in your shipment of test materials this year.

NimbleTools® accommodations package
Some pre-registered students at grades 4, 8, and 11 will take a computer-based version of the science test using accommodations software called NimbleTools®. Schools who registered students for NimbleTools will receive a NimbleTools packet with their administrative materials. Please call NimbleTools at 1-877-636-0371 with any questions or email Jen Higgins at Nimble Assessment Systems at jen@nimbletools.com. Please note: NimbleTools presents all test items in sessions 1 and 2, but only multiple-choice items are answered online. Students using NimbleTools will need to answer constructed-response items in their regular NECAP answer booklet. For grade 4, session 3 is not offered in NimbleTools. You must arrange accommodations for session 3 following traditional guidelines.

Returning hazardous materials (see page 23 for details)
This year, test materials that have been contaminated with hazardous biological matter, such as vomit or blood, should no longer be returned to Measured Progress. If you have contaminated materials, contact your test coordinator.

Checklist for Test Administrators

Before Testing:

- ☐ Read the *Test Administrator Manual* in its entirety.
- ☐ Assist the test coordinator with notifying students and parents about the testing program.
- ☐ Meet with the test coordinator to review the testing schedule and testing location(s) for the inquiry task, arrange for students who require accommodations, and review procedures in the *Test Administrator Manual.*
- ☐ Become familiar with the student grouping plan for the inquiry task.
- ☐ Inventory test materials received from the test coordinator, including the inquiry task kits.
- ☐ Become familiar with the materials and setup instructions for the inquiry task.
- ☐ Ensure that your test coordinator has placed student ID labels or written in the student name, school name, and district name on the space provided on the front covers of the test booklets and answer booklets.
- ☐ Secure additional materials needed for testing (#2 pencils, scratch paper, calculators, etc.)

During Testing:

- ☐ Maintain test security (see page 2 for more details).
- ☐ Post a "Testing—Please Do Not Disturb" sign on your classroom door.
- ☐ Be sure that all students have comfortable and adequate workspaces.
- ☐ Be available to answer questions as necessary.
- ☐ Monitor students' handling of test materials to keep the materials in good condition.
- ☐ Ensure accommodations are provided to students as appropriate.
- ☐ Administer makeup testing for students who miss all or part of the test.
- ☐ Notify your test coordinator of any testing irregularity.

After Testing:

- ☐ Verify that answer booklets are correctly marked and in good condition.
- ☐ For all students, complete the applicable student information on page 2 of the answer booklet. (See page 25 and Appendices 1 and 2 for details.)
- ☐ Confirm that no paper has been taped, pasted, stapled, or otherwise attached to the answer booklets. This includes computer-generated responses.
- ☐ Remove all scratch paper from the answer booklets.
- ☐ Attach an explanatory note to each test booklet and answer booklet that needs special handling and place this material on the top of your stack of test materials.
- ☐ Ensure that any computer-generated, large-print, and Braille responses have been transcribed into a regular answer booklet.
- ☐ Ensure that all inquiry booklets are returned to your test coordinator.
- ☐ Complete the *Test Administrator Questionnaire* using the answer sheet provided. Return the answer sheet to your test coordinator.
- ☐ Assemble the test booklets, answer booklets, and all other test materials and return all of the materials to your test coordinator.

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The New England Common Assessment Program

Background

The New England Common Assessment Program (NECAP) is the result of collaboration among New Hampshire, Rhode Island, and Vermont to build a set of assessments for grades 3 through 8 and 11 to meet the requirements of the No Child Left Behind Act (NCLBA). The states decided to work together for three important reasons:

1. Working together brings together a team of assessment and content specialists with experience and expertise greater than any individual state.
2. Working together provides the capacity necessary for the three states to develop quality, customized assessments consistent with the overall goal of improving education.
3. Working together allows the sharing of costs in the development of a customized assessment program of a quality that would not be feasible for any individual state.

Structure and Format of the Test

NECAP is a comprehensive set of tests that cover a broad range of learning expectations in science administered at grades 4, 8, and 11; reading and mathematics administered at grades 3 through 8 and 11; and writing administered at grades 5, 8, and 11. The science assessment targets were developed and adopted collaboratively by the departments of education in New Hampshire, Rhode Island, and Vermont. Full documentation of the learning expectations for each grade span is posted on the individual state department of education websites.

NECAP science tests include the following types of items:

Sessions 1 & 2

- multiple-choice items (1 point each), which require students to select the correct answer from four possible responses; and
- constructed-response items (4 points each), which require students to respond to a question by using words, pictures, diagrams, charts, or tables to fully explain their response.

Session 3

- short-answer items (2 points each) and constructed-response items (3 points each), which require students to apply inquiry skills to a scientific situation and respond using words, pictures, diagrams, charts, or tables to show their thinking and explain their response.

Test Administrator's Responsibilities

Test administrators are vital to the success of the New England Common Assessment Program (NECAP). For this reason, the instructions given in this manual must be followed closely by each test administrator.

Test administrator's activities include the following:

- reading the *Test Administrator Manual* in its entirety;
- meeting with the test coordinator to review the testing schedule, to discuss arrangements for students who require accommodations, and to review testing procedures in the *Test Administrator Manual*;
- becoming familiar with the student grouping plan for the inquiry task;
- accounting for all assessment materials given to you;
- becoming familiar with the materials and setup instructions for the inquiry task;
- checking that student ID labels have been affixed in the space provided on the front cover of the test booklets and answer booklets for all students;
- for students without student ID labels, checking that the student name, school name, and district name is written on the lines provided on the front cover of the test booklets and answer booklets;
- ensuring a standardized test environment;
- ensuring that the inquiry task in Session 3 is administered in a room where students can work independently but also collaboratively. These can be separate locations or the same location;
- ensuring that the collaborative work area for the inquiry task is a flat, horizontal, elevated surface, such as a desk or table;
- maintaining the security of your test materials between test sessions;
- ensuring that students use only the test materials assigned to them;
- testing the group of students assigned to you according to the instructions in the *Test Administrator Manual*;
- providing accommodations as determined by the student's educational team;
- ensuring that an answer booklet has been completed for every student assigned to you;
- confirming that no additional pages have been inserted, taped, stapled, pasted, or otherwise attached to the answer booklets; and
- ensuring that all assessment materials are returned to your test coordinator when testing is completed.

Test Security (Before, During, and After Testing)

All test booklets and answer booklets are secure and must not be released, copied, or duplicated in the school before or during testing or retained in the school in any way after testing is completed. To protect the security of the test, all test administrators must carefully follow the instructions in this manual for administering the test and handling materials. Keep the test booklets secure at all times. Any loss of test materials should be reported immediately to the test coordinator.

Using secure test material to prepare students in any way for this test is a violation of test security and testing procedure.

Breaches in Test Security

Any concern about breaches in test security or noncompliance with test administration procedures must be reported **immediately** to the test coordinator and/or principal. The test coordinator and/or principal is responsible for **immediately** reporting the concern to the district superintendent and state director of assessment at the department of education. (See page *i* of this manual for contact information.)

Before Testing

Preparation for Test Administration

Manuals

The *Test Administrator Manual* outlines all of the steps to be followed before, during, and after test administration. Understanding of and compliance with each of these steps is vital for a successful NECAP administration. Please read the *Test Administrator Manual* to become familiar with the test administration procedures. Make note of any special arrangements that will be necessary for your students.

Student Participation and Accommodations

Who Should Be Tested

The NCLBA makes clear in its title that schools are accountable for all students. The three NECAP states are equally committed to supporting the inclusion of all students in assessment by using elements of universal design in the NECAP tests and by developing alternate assessments for the small percentage of students who cannot participate in the NECAP tests.

All students enrolled in the school as of May 10, 2010 are required to participate in NECAP with the following exceptions:

1. Students who completed the Alternate Assessment for the 2009–2010 school year.
2. Students who are new to the U.S. within the last 12 months and are Limited English Proficient (LEP) were not required to take the NECAP reading and writing tests. However, these students must take the NECAP mathematics and science tests. For more information on supports available for these students during testing, see Appendix 3 of this manual.
3. Students who have state-approved special considerations. Each state department of education has a process for documenting and approving circumstances that make it impossible or not advisable for a student to participate in state testing. The following table outlines the procedure for each state.

State	Procedure for approval for special considerations	Contact
NH	▪ Each student MUST be registered with the state ▪ A *Request for Medical Exemption* form must be submitted (available on the NH DOE website) ▪ You must receive written permission from the NH DOE ▪ Requests are due no later than 5/27/10	Gaye Fedorchak 603-271-7383
RI	▪ RI state-approved special considerations are medical reasons, personal crisis, family emergency, and court order ▪ A written request, signed by your superintendent, must be submitted to RIDE to obtain approval ▪ Requests are due no later than 5/27/10	Dr. Kevon Tucker-Seeley 401-222-8494
VT	▪ VT state-approved special considerations are medical reasons, personal crisis, family emergency, and court order ▪ Contacting the department for approval is not necessary. The Participation Verification form given to schools after assessment will be the basis for approval.	Mary Ann Minardo 802-828-5410

Students who enroll in the school after May 10, 2010 should participate, to the extent possible, in NECAP testing. If the student was unable to participate in all testing sessions, be sure to indicate why the booklet is partially blank by filling in the appropriate bubble on page 2 of the answer booklet.

Determining How Students Will Participate Using Accommodations

The NECAP states have agreed upon a common set of allowable accommodations. Accommodations are available to all students on the basis of individual need regardless of disability status. The *Table of Standard Test Accommodations* was modified this year. Use the updated table when planning accommodations for students. It is available as Appendix 3 of this manual. Decisions regarding accommodations must be made by the student's educational team on an individual basis. Accommodations must be consistent with those used during the student's regular classroom instruction, including test taking. Refer to the *NECAP Accommodations Guide,* available on each state's department of education website for detailed information on planning and implementing accommodations and for a crosswalk to old accommodation codes.

Students Taking the Test with NimbleTools Accommodations

NimbleTools is an online accommodation software program for the NECAP Science test. Only those students who were pre-registered to use NimbleTools are permitted to participate using this accommodation.

Schools with students using NimbleTools will receive a memo, CD, and NimbleTools manual. The NimbleTools manual must be used for all NimbleTools administrations of the NECAP science test and should be referred to for any and all NimbleTools questions.

Students using NimbleTools must answer all multiple-choice items directly on the computer—and **only** on the computer. NimbleTools users must answer all short-answer and constructed-response items in the regular answer booklet.

Other Accommodations

If the decision of the student's educational team requires an accommodation not listed in the *Table of Standard Test Accommodations*, your test coordinator must contact your state department of education in advance of testing for specific instructions on coding the "Other (O)" and/or "Modifications (M)" sections. Any accommodation(s) used must be consistent with those used during the student's regular classroom instruction.

Use of an accommodation in the "Modifications (M)" section will invalidate the session(s) in which it was used and no credit will be given. It is important to take this into consideration when choosing whether or not to allow a modification. Additionally, the use of an accommodation in the "Other (O)" section without state approval will invalidate the session(s) in which it was used.

Document Accommodations

All accommodations used during any test session must be recorded by authorized school staff on page 2 of the answer booklet in the "Accommodations Used" section. A sample page 2 of an answer booklet is in Appendix 1 of this manual. If you have any further questions regarding the use of standard test accommodations or approval for other accommodations and/or modifications, please contact your test coordinator.

Test Schedule

The testing window is **May 10-27, 2010**. The test coordinator in your school will arrange a testing schedule with you. All testing, including makeup testing, must be completed by May 27, 2010. Makeup testing may begin immediately following the scheduled administration of a test session. No student should be scheduled for a makeup session prior to the scheduled administration of that test session. Your test coordinator must also schedule testing for any students who require test accommodations that cannot be made during the regular test sessions.

Ideally, each test session should be administered when and where students are most likely to do their best. Test activities include time during the General Instructions session for completing the front covers of the test booklet and answer booklet and time at the end of testing for completing the student questionnaire. (The student questionnaire is optional in Vermont.) For students who are absent on the first day of testing, the front covers of the test booklet and answer booklet must have a student ID label or be completed by hand prior to administering any part of the test.

Except for makeup sessions, **the test sessions must be taken in the order presented in the test booklet**.

- New Hampshire and Vermont: In schools where students in several classes in the same grade are being tested, all classrooms should take the same test session **simultaneously**.
- Rhode Island: All students at a particular grade level within a **district** must be scheduled to take the same test session **simultaneously**.

Be sure that the test administration sessions do not conflict with regularly scheduled daily activities, such as recess, snack breaks, and lunch. Sufficient time should be allowed for continuous administration of each test session. Please refer to the table on the next page for the science testing schedule information for grade 4.

Sessions 1 and 2 of the science test are designed to be completed in approximately 45 minutes. However, recognizing that students work at different rates, NECAP tests are not strictly timed. Students are allowed up to an additional 45 minutes to complete Sessions 1 and 2 as long as they are working productively. Therefore, schedule 90 minutes for Session 1 and 90 minutes for Session 2. Students who will need beyond the allotted time for these sessions must have an extended time accommodation determined prior to testing.

For grade 4, Session 3 is an inquiry task. The inquiry task kits must be set up by test administrators **before** students arrive for Session 3 testing. This setup should take 15 minutes (see chart on next page).

Session 3 is designed to be completed in approximately 75 minutes (including directions) and is divided into two parts where students first work collaboratively and then answer questions on their own. It is understood that for a test administration of a task of this type—where students may need to perform the collaborative portion in a separate location—additional time may be required in any or all parts of this session. Therefore, schedule 120 minutes of uninterrupted time for administering Session 3. Students who will need beyond 120 minutes for the inquiry task must have an extended time accommodation determined prior to testing.

If students complete a test session early, those students may go back and check work in that session of the test **only** or close their answer booklets and sit quietly. Students may not work on any other session of the test. Since some students will finish early, it is important for them to be quietly occupied with non-science reading material (fiction, nonfiction) so they will not disturb those students who require more time.

Testing Schedule Grade 4		
Test Session	**Test Activity**	**Scheduled Time (in minutes)**
General Instructions	Completing Student Information	5
Session 1 – Science	Directions	5
	Testing (25 multiple choice & 3 constructed response)	90
Session 2 – Science	Directions	5
	Testing (26 multiple choice & 3 constructed response)	90
Before Session 3	Teacher(s) setting up materials before students arrive for testing	15
Session 3 – Inquiry Task	Directions/Demonstrating materials/Making prediction	15–30
	Directions/Performing the inquiry task (in groups)/Cleaning up	30–45
	Testing (students working individually, 8 questions)	30–45
Student Questionnaire	Questionnaire	20

Test Materials

Inventory Test Materials

In addition to this manual, you will receive test booklets, answer booklets, inquiry booklets, placemats, and inquiry task kits for the group of students you will be testing. Your test coordinator will provide you with the correct number of test materials for the group of students assigned to you plus one booklet for you to use when proctoring. When you receive the test materials from your test coordinator, check to make sure you have the correct number of each piece of material. If you find any discrepancies, see your test coordinator.

Preparing Test and Answer Booklets for Testing

Test booklets and answer booklets are shrink-wrapped together in packs of 15, 10, 5, and as singles. The quantity in each pack is indicated by a label on the top of the pack. Shrink-wrapped packs may be split to accommodate the number of students in any one testing group within a grade level at the school. Each pack contains a mix of test forms—do not reorder the test forms.

Students will receive a separate test booklet and answer booklet. The answer booklet comes inserted in the test booklet; they **must** stay together because the answer booklets are specific to each test form. Student identification information must be provided on the test booklets and answer booklets before testing begins. Students will also receive an inquiry booklet. There is no preparation needed for inquiry booklets prior to testing.

A variety of bar codes appear on the test booklets and answer booklets. These are used by Measured Progress to assist in tracking and accounting for the return of the booklets. The serial numbers on the test booklets will not match the serial numbers on the answer booklets.

IMPORTANT: **DO NOT** separate the answer booklets from the test booklets as they are paired by test form. In the event that the documents do become separated, you will need to match the form number on the front cover of the test booklet with the bracketed portion of the number printed on the bottom right corner of the answer booklet. In the sample below, the brackets indicate form 4.

1 6 0 4 2 3 1 3 4 8

- For students enrolled in your school <u>with</u> student ID labels, ensure that one label has been affixed to the front cover of the test booklet in the space provided. Open the test booklet and ensure that the second label for the same student has been affixed to the front cover of the answer booklet in the space provided.
- No label is necessary for the inquiry booklet, large–print, or Braille test forms. Ensure that the student ID labels have been affixed to the regular test booklet and answer booklet included in the Braille or large-print kit.
- For students enrolled in your school <u>without</u> student ID labels, ensure that the student name, school name, and district name have been written on the front cover of the test booklet. Ensure that the same student name, the district name, and the school name have been written in the space provided on the answer booklet. If your test coordinator ordered additional labels, affix them in the appropriate spaces when they arrive. If no additional labels are anticipated, you must bubble the student information on the answer booklet.
- All students, with or without student ID labels, should write their name on the line provided in the upper left corner of the front cover of the answer booklet.

Materials Permitted and Prohibited During Testing

The test coordinator and the test administrator are responsible for providing an appropriate testing environment for the assessment. Students may use **only** the materials permitted for the assessment. Allowable materials are listed in this manual at the beginning of the instructions for each test session.

The items on the science test are designed so that calculators are not required to solve any of the problems. While calculators are permitted in all sessions of the science test, the departments of education do not recommend their use at grade 4, because the science content does not require their use. The departments of education have set limits on the use of calculators during statewide assessment. These limits specify when calculators may be used during the assessment and which devices are allowable. However, within these limits, the fundamental decision about whether or not to use calculators is made at the local school level.

Calculators are allowed during all NECAP science test sessions. However, scientific or graphing calculators are not allowed during Session 3. Use of a scientific or graphing calculator during Session 3 of the science test will result in an M-1 Modification, invalidating all of the student's responses for that session. In addition, the following devices and/or calculators with the following features are prohibited: pocket organizers, handheld or laptop computers, electronic writing pads or pen-input devices, cellular phones or other wireless communication devices, and calculators with a "QWERTY" keyboard. If you have a question regarding a particular calculator, please see your test coordinator.

Dictionaries of any type and/or thesauruses are not allowed during any session of the assessment, except for word-to-word translation dictionaries (without definitions) allowed as an accommodation for English Language Learners.

All cell phones must be turned off during testing.

Preparing Students and the Test Site

It is important that you let your students know what to expect. Hopefully, at this point you and your students have had the opportunity to work with the NECAP Practice Tests and Released Item Documents. Your students should be supported and encouraged to do their best during the testing period. Communicate to them that they may not be able to answer all of the questions. Also, ask your students to relax and try their best; although the test may be challenging, it should be interesting.

It is important to ensure that no students are either advantaged or disadvantaged by their testing environment. Reference materials, including those on the classroom walls, should not be used by students. All reference materials (printed or attached) on student desks should be removed or covered. Any displayed materials in the classroom that interfere with proper test administration are not permitted. It is not possible to list all classroom materials that may potentially create an advantage or disadvantage for students during testing; if in doubt, remove or cover the materials, or reposition students' desks so the materials cannot be viewed. If there are any questions, see your test coordinator.

To prepare your students and the test site for the assessment you should:

- identify a secure location for storing test materials between test sessions;
- notify students in advance of testing and request that they bring two #2 pencils to every test session;
- obtain scratch paper and extra #2 pencils;
- ensure that calculators are available in accordance with your school's decision regarding calculator use on the test;
- ensure that there are not any materials on display in the classroom or on student desks that would interfere with proper test administration;
- encourage students to bring something non-scientific to read if they finish a test session early;
- discuss plans for the use and implementation of accommodations for the students you will be testing;
- ensure that for the inquiry task there is adequate flat, horizontal, elevated space to set up materials away from where students will be working independently;
- ensure that the inquiry task kits and placemats have been set up **prior** to Session 3 testing; and
- assign students to pairs for the collaborative portion of the inquiry task. Students may also work in groups of three or on their own if circumstances require it. (See Appendix 4 for more information on grouping students.)

Just prior to testing, please

- check your test materials to be sure you have enough for the students you will be testing;
- check your test materials to identify any defective materials;
- contact your test coordinator for any required additional materials;
- review the session scripts that you will read to students during testing;
- acquire one test booklet, one answer booklet, and one inquiry booklet to use as visual aids while you read the directions;
- arrange test materials for each session so that you will be able to distribute them to students quickly;
- confirm that you have all of the necessary supplies for the test session;
- post a "TESTING—PLEASE DO NOT DISTURB" sign on the classroom door; and
- instruct students to clear their desks of books and other materials not needed for the assessment.

Preparing for Administration of the Session 3 Inquiry Task

An inquiry task is a performance assessment that measures students' knowledge and skills across the four broad areas of inquiry: 1) formulating questions and hypothesizing; 2) planning and critiquing investigations; 3) conducting investigations; and, 4) developing and evaluating explanations. The inquiry task is structured around grade-appropriate science content. During the inquiry task, students will work collaboratively and individually to demonstrate their scientific thinking. For more information, visit your state department of education website.

For the inquiry task, students will work collaboratively then individually. Students will work with one or two partners on the collaborative part of the investigation. Guidelines for grouping students can be found in Appendix 4 of this manual. However, if you determine that some students will complete the inquiry task individually, you will need to make sure there are enough kits to allow for these individual administrations.

The inquiry task kits are boxed and labeled in quantities of 10, 5, and 1. Included in each box are instructions for setting up a single kit. Each kit is to be shared by two to three students. You will also receive placemats for the inquiry task in packs of 10, 5, and as singles.

Ensure that your school test coordinator has provided you with enough kits and placemats to accommodate the groups of students in your class.

For students to complete the inquiry task successfully, the inquiry task kits and placemats must be set up by authorized school personnel **before** starting the test session.

Inquiry task kits should be set up on a flat, horizontal, elevated surface. Science lab benches, flat-topped desks, and library and cafeteria tables are good examples of where to administer the Inquiry Task. Do not use desks or other surfaces that are rough or slanted, and do not allow students to perform the inquiry task on the floor.

Students will be working in groups of up to three. Each group of students must have enough space to work comfortably and efficiently without interfering with other students. Minimally, the work surface should be large enough to accommodate the inquiry task kit materials and each student's inquiry booklet. **The placemat for grade 4 is 11 inches x 17 inches. In addition to needing enough desk or table space for the placemat, students will need flat space on which to record their data in their inquiry booklet.**

Because classroom space can vary within a school, how student groups are configured for the inquiry task may also vary. Ideally, the entire inquiry task should be administered in the same classroom. Prior to starting Session 3, the test administrator should arrange desks or tables within the classroom so that student groups can work collaboratively. The test administrator must set up the inquiry task kits and placemats before students arrive for testing. When the collaborative portion of the inquiry task is complete, the test administrator must ensure the classroom is reset for the independent portion of Session 3.

If a classroom is not adequate for the collaborative portion of the inquiry task, authorized school personnel can arrange to have that classroom's students take the collaborative portion of the inquiry task in another room within the school (e.g., the cafeteria). Regardless of where students work on the collaborative portion of the inquiry task, the test administrator is responsible for the security of the test materials when moving between rooms.

During Testing

Test Administration: Sessions 1 and 2

The following pages detail the procedures to be followed for Sessions 1 and 2 of the test. To ensure a consistent and accurate test administration, a "script" (material to read aloud to students) is provided for each session. The script text is printed in bold type inside of shaded boxes. Directions to you within the scripts are in regular type inside of parentheses. Read the scripts exactly as they are written.

Directions to the students should only take a few minutes so that most of the students' time can be spent answering questions. Be sure that students clearly understand all of the directions before you begin testing. During each part of the test, walk around the room and check that students are working in the correct session, turning pages when necessary, marking answers in the proper places, and are not spending too much time on any one item. Students should be reminded to take the test seriously.

Test administrators may not comment on students' work. Test administrators may not help students in any way except during the General Instructions, *student questionnaire*, or as specified in the *Test Administrator Manual.* Under no circumstances are students to be prompted to revise, edit, or complete any test questions during or after testing.

Using the current year's test materials to familiarize students with test items is a violation of test security and testing procedures.

All test items and all student responses in the NECAP are secure and may not be released, copied, or duplicated in any way, or kept at the school once testing is completed.

General Instructions

Estimated Time: 5 Minutes

Materials Needed: test booklets, answer booklets, and #2 pencils.

1. Say to the students:

> **I am going to pass out your test materials now. Do not open the booklets I give you until I tell you what to do.**

2. Distribute one test booklet and one answer booklet to each student. Ensure that each student receives the correct booklets according to the student ID label or the name written on the front cover of each booklet. Each student must have his or her own test materials. Tell students that they must not open their booklets until they are instructed to do so.

3. Say to the students:

> **During the next few days, you will be tested in science. Your principal and teachers will use the information from this test to help plan our school's science program. You will receive your results after the test has been scored. This test may be different from other tests you have taken. It is important that you relax and read each question carefully and do your best. If you don't know the answer to a question in a test session, you can skip that one and return to it later in that test session.**
>
> **Please look at the front cover of your test booklet and answer booklet. If a student ID label is on each of your booklets, check that each label has *your* name and our school name on it. If your booklets do not have student ID labels, please make sure *your* name and our school name are written on the lines on the bottom right corner of your answer booklet. Please raise your hand if you have the wrong booklets.** (Ensure that all students have the correct booklets.) **Now, write your name on the line in the upper left corner of your answer booklet. During all of the test sessions, you must use a #2 pencil to write and to mark your answers. Use of highlighters, markers, and crayons is not permitted. If you do not have a #2 pencil, please raise your hand.** (Supply a #2 pencil to students who need one.)
>
> **Now look in the upper left corner of your answer booklet. You will see examples of the right and wrong ways to mark your answers to the multiple-choice questions. Make sure you completely darken in the circle when you mark your answers in the answer booklet. Also, be sure you completely erase any marks you wish to change. Do not make any stray marks on your answer booklet.** (Pause.) **Do you have any questions?** (Answer any questions.)

4. If you are not going on to Science – Session 1 immediately, have the students insert their answer booklets inside their test booklets. Collect all test materials and store them in a secure place until the next scheduled part of the test.

Science — Session 1

Estimated Time: 45 Minutes

(Up to 45 minutes additional time may be allowed before an extended time accommodation is necessary)

Materials needed: test booklets, answer booklets, scratch paper, and #2 pencils.

NOTE: Use of calculators is permitted during the science test. Students may use their own calculators or those supplied by the school, if the school has decided to allow the use of calculators. See page 8 for the NECAP calculator policy. Dictionaries, textbooks, thesauruses, etc., **are not** allowed during any part of this session. Word-to-word translation dictionaries are allowed as an accommodation for ELL students.

1. Return the test booklets and answer booklets to students. Each student must have his or her original test materials. Distribute scratch paper to all students and instruct them to write their names on it. Distribute #2 pencils to students who need them.

2. Say to the students:

> **You are now going to start Session 1 of the science test. Please turn to page 1 in your test booklet.** (Pause.) **In this session, you will answer twenty-eight questions. It is important that you relax and read each question carefully and do your best. If you are not sure of the answer to a question, you should make your best guess, or you may skip that one and return to it before the session is over. Do not mark your answers in your test booklet. Instead, mark your answers for this session in your answer booklet. Choose the best answer for each multiple-choice question. For questions requiring a written answer, you may use scientific drawings, labeled diagrams, charts, tables, graphs, or bulleted lists to help explain your answer. Plan your written answers so they fit only inside the answer spaces in your answer booklet.**
>
> **You may use your scratch paper or test booklet to plan your answers and make notes, but only what you write in the answer spaces in your answer booklet will be scored. Some questions have more than one part. Try to answer all of the parts. If you are asked to explain or show how you know, be sure to copy all of your work from the scratch paper and test booklet into your answer booklet. Does anyone have any questions?** (Answer any questions the students have about the directions.)

3. Say to the students:

> **Open your answer booklet to page 3. The top of the page is labeled "Science – Session 1". It will probably take you about 45 minutes to answer the questions in this session, but you can have more time if you want it. Please stop when you come to the stop sign at the end of this session. You may review your answers to the questions in this session of the test, but you may not go past the stop sign to work on any other sessions.**

4. Say to the students:

> **If you get stuck on a word in the test booklet, I can read the word to you. If you want help reading a word, raise your hand.** (During testing, pronounce the word to students who ask for assistance. Do not define the word or help the students in any other way.)
>
> **I can answer your questions about the directions, but I cannot answer questions about pictures or graphs. Do you have any questions about the directions?** (Answer any questions the students have about the directions.) **When you finish, place all of your materials inside your test booklet, then sit quietly and read until everyone is finished. You may begin.**

5. Circulate and check to make sure all students are on the correct page in their test booklet and answer booklet and are recording their answers within the appropriate answer spaces.

6. Students should be allowed to continue working up to 90 minutes as long as the students are working productively. You may decide to end the session at any point after 45 minutes if all students have completed the session. Ensure that students who have finished sit quietly and read so they will not disturb those students who require more time.

7. If you are not going on to Science – Session 2 immediately, make sure that students have placed their answer booklets inside their test booklets. Collect all test materials, including scratch paper, and store them in a secure place until the next scheduled session of the test.

Science — Session 2

Estimated Time: 45 Minutes

(Up to 45 minutes additional time may be allowed before an extended time accommodation is necessary)

Materials needed: test booklets, answer booklets, scratch paper, and #2 pencils.

NOTE: Use of calculators is permitted during the science test. Students may use their own calculators or those supplied by the school, if the school has decided to allow the use of calculators. See page 8 for the NECAP calculator policy. Dictionaries, textbooks, thesauruses, etc., **are not** allowed during any part of this session. Word-to-word translation dictionaries are allowed as an accommodation for ELL students.

1. Return the test booklets and answer booklets to students. Each student must have his or her original test materials. Distribute additional scratch paper to students, if needed, and instruct students to write their names on it. Distribute #2 pencils to students who need them.

2. Say to the students:

> **You are now going to start Session 2 of the science test. Please turn to page 14 in your test booklet.** (Pause.) **In this session, you will answer twenty-nine questions. It is important that you relax and read each question carefully and do your best. If you are not sure of the answer to a question, you should make your best guess, or you may skip that one and return to it before the session is over. Do not mark your answers in the test booklet. Instead, mark your answers for this session in your answer booklet. Choose the best answer for each multiple-choice question. For questions requiring a written answer, you may use scientific drawings, labeled diagrams, charts, tables, graphs, or bulleted lists to help explain your answer. Plan your written answers so they fit only inside the answer spaces in your answer booklet.**
>
> **You may use your scratch paper or test booklet to plan your answers and make notes, but only what you write in the answer spaces in your answer booklet will be scored. Some questions have more than one part. Try to answer all of the parts. If you are asked to explain or show how you know, be sure to copy all of your work from the scratch paper and test booklet into your answer booklet. Does anyone have any questions?** (Answer any questions the students have about the directions.)

3. Say to the students:

> **Open your answer booklet to page 6. The top of the page is labeled "Science – Session 2." It will probably take you 45 minutes to answer the questions in this session of the test, but you can have more time if you want it. Please stop when you come to the stop sign at the end of this session. You may review your answers in this session of the test, but you may not go past the stop sign or back to work on any other sessions.**

4. Say to the students:

> **If you get stuck on a word in the test booklet, I can read the word to you. If you want help reading a word, raise your hand.** (During testing, pronounce the word to students who ask for assistance. Do not define the word or help the students in any other way.)
>
> **I can answer your questions about the directions, but I cannot answer questions about pictures or graphs. Do you have any questions about the directions?** (Answer any questions the students have about the directions.) **When you finish, place all of your materials inside your test booklet, then sit quietly and read until everyone is finished. You may begin.**

5. Circulate and check to make sure all students are on the correct page in their test booklet and answer booklet and are recording their answers within the appropriate answer spaces.

6. Students should be allowed to continue working up to 90 minutes as long as the students are working productively. You may decide to end the session at any point after 45 minutes if all students have completed the session. Ensure that students who have finished sit quietly and read so they will not disturb those students who require more time.

7. If you are not going on to Science – Session 3 immediately, collect all test materials, including scratch paper, and store them in a secure place until the next scheduled session of the test. Make sure all scratch paper is removed from the booklets. Keep all scratch paper in a secure place until test materials are returned to your test coordinator. The answer booklets should be collected separately from the test booklets because the answer booklets will be needed for Session 3.

Test Administration: Session 3

The following pages detail the procedures to be followed for the inquiry task. To ensure a consistent and accurate test administration, directions and a "script" are provided for the inquiry task. The script text is printed in bold type inside of shaded boxes. Read the scripts exactly as they are written. In addition to the script text, directions for test administrators are in regular type, inside parentheses.

Be sure that students clearly understand all of the directions before they begin the inquiry task. During each part of the inquiry task, test administrators should walk around the room to make sure that students are recording their work in the correct place and are not spending too much time on any one part of the inquiry task. Students should be reminded to take the task seriously.

Test administrators may repeat the directions or procedure steps for students once the inquiry task has started.

Test administrators should:

- check that students are using materials appropriately and working effectively;
- encourage students to work cooperatively in their groups;
- encourage students to use the Word Bank on page 2 of their inquiry booklet;
- remind students to not spend too long on any one part of the inquiry task; and
- remind students to record their data in their inquiry booklet.

Test administrators may not:

- comment on students' work;
- help students in any way except when indicated in the scripts or directions;
- prompt students to revise or edit any of their responses during or after testing; or
- allow students to read science-related material after they complete any part of the task.

Test administrators may:

- repeat directions as needed;
- pronounce words for individual students; and
- assist students with the procedure of the task as needed.

Science — Session 3

Estimated Time: 75 Minutes (not including setup time)
(15 minute for directions/predictions, 30 minutes for group work, 30 minutes for individual work)

It is recognized that for a test administration of a task of this type—where students may need to perform the collaborative portion in a separate location—additional time may be required in any or all parts of this session.

Materials needed for each student: inquiry booklet, answer booklet, and #2 pencils.

Materials needed for each group of students: one assembled inquiry task kit

NOTE: Dictionaries, textbooks, thesauruses, etc., **are not** allowed during any part of this session. The Word Bank provided in the booklets contains important vocabulary and definitions that students may find helpful as they work on the inquiry task. Students may refer to the Word Bank at any time during the task. The Word Bank is printed in both the inquiry booklet and the answer booklet. Word-to-word translation dictionaries are allowed as an accommodation for ELL students. Scientific and graphing calculators are not allowed during Session 3. For other prohibited devices, see page 8. If you have questions about the use of calculators in your school, ask your school test coordinator.

Inquiry task kits should be assembled **before** the test session begins. Instructions for setting up the kits are in each box of 10 setups, 5 setups, or 1 setup.

Each inquiry task kit for grade 4 should include:

"Sand Movers" Kit
Setup for 1, 2, or 3 students: • 1 clear plastic box • 1 paper insert for the box • 1 clear plastic lid for the box • 1 bag of sand • 1 plastic cup • 1 ruler (150 mm) • 1 bag of sticks • 3 plastic drinking straws (one for each student) • 1 placemat for all materials

1. Ensure that students are in groups and are seated at a desk or table with an inquiry task kit assembled by a test administrator. The students should be told to **not touch** the materials until instructed to do so.

2. **Distribute an inquiry booklet to each student**, and instruct the students to write their names on it. Keep an inquiry booklet for yourself, and distribute #2 pencils to students who need them. Students should **not** have their answer booklets at this time.

3. The test administrator should have a copy of the inquiry booklet. Say to the students:

You are now going to start the inquiry task. During this task you will work with a partner or partners to complete a science investigation. After you have finished the task and recorded your data, you will work individually to answer the questions in the answer booklet. Please turn to page 1 in your inquiry booklet. (Pause.) **Read along as I read the directions aloud.** (Read the directions in the inquiry booklet.) **Are there any questions?** (Answer any questions the students have about the directions.)

Please turn to page 2 and read along as I read the Word Bank aloud. This Word Bank contains definitions of important words used in this investigation. (Read the Word Bank in the inquiry booklet.) **You may use the Word Bank throughout this investigation.**

Please turn to the story on page 3 and read along as I read aloud. (Read all of pages 3 and 4 in the inquiry booklet to the students.)

Please turn to "Making a Prediction" on page 5 and read along as I read aloud. (Read all of page 5 to the students.) **Follow the directions and make your prediction on your own. When you are finished with "Making a Prediction", put your pencils down and wait for further instructions.** (Once all students have completed "Making a Prediction", go on.)

4. Say to the students:

Please turn to page 6 for the list of materials you will use for your investigation. These materials are set up in front of you. Please look at me while I show you each of the materials. (Hold up and identify each piece of the kit.) **Raise your hand if you are missing any of these materials.** (Give students any missing materials.)

5. Say to the students:

Please turn to "Procedure" on page 7 and read along as I read aloud. (Read all of pages 7 and 8 to the students.) **Are there any questions?** (Answer any questions the students have about the procedure.) **The procedure on pages 9 and 10 is just about the same as what we just read. The only difference is that you will add sticks to the sand. Are there any questions?** (Answer any questions the students have about the procedure with sticks.)

You may now begin working on the task with your partner(s). Make sure that you copy the data you collect from the investigation into the data tables on pages 8 and 10 of your own inquiry booklet. When you are finished, sit quietly and read.

6. Circulate around the room during the investigation to make sure all students are actively engaged in the process. This part should take approximately 30 minutes, but more time might be necessary. Ensure that students who have finished sit quietly and read so they will not disturb those students who require more time.

7. When all students are finished, instruct them to clean up the materials and prepare for individual work. Students should keep their inquiry booklet.

8. Ensure all inquiry task kits are put away. Students will not need them to answer the questions in the answer booklet. Ensure the classroom setup is returned to that used for Sessions 1 and 2.

9. **Pass out the answer booklets to the students**. Ensure each student receives the same answer booklet he or she used for Sessions 1 and 2. Ensure each student also has his or her own inquiry booklet.

10. Say to the students:

> **Copy the data from the pages 8 and 10 of your inquiry booklet into the Data Table on page 11 of your answer booklet.** (Pause. Check that all students have completed this.)
>
> **Now you will work individually in your answer booklet to answer questions about the investigation. You cannot talk with your partner(s) about the investigation or your data. If you have a question, please raise your hand. Remember that you can use the Word Bank that appears in your inquiry booklet and your answer booklet.**
>
> **When appropriate, you may include a labeled diagram or bulleted list to help explain your answers. Please write your answers so they fit only inside the answer spaces in your answer booklet. Any part of your answers written outside the answer space will not be scored.**
>
> **When you have finished, please close your answer booklet and sit quietly and read until everyone is finished. You may begin.**

11. Circulate and check to make sure all students are on the correct page in their answer booklet and are recording their answers within the appropriate answer spaces.

12. Students should be allowed to continue working up to 45 minutes as long as they are working productively. You may decide to end the session at any point after 30 minutes if all students have completed the session. Ensure that students who have finished sit quietly and read so they will not disturb those students who require more time.

13. When the students are finished, you may collect all test materials. If you are going on to the student questionnaire immediately, students will need their answer booklets.

Student Questionnaire

Estimated Time: 20 Minutes

Materials needed: student questionnaires, answer booklets, and #2 pencils.

NOTE: The student questionnaire is optional in Vermont.

1. If the answer booklets were collected after Session 3, return them to the students. Each student must have his or her original answer booklet. Distribute #2 pencils to students who need them. Distribute a student questionnaire to each student.

2. Please note: If you feel it would be helpful and more efficient for your students, you may choose to read the questionnaire aloud. Say to the students:

> **You are now going to complete the student questionnaire. The questions will ask you about different experiences related to school. There are no right or wrong answers to these questions, so you should mark the answers that are true for you. Please mark your answers to the student questionnaire in your answer booklet on page 19 in the box labeled "Student Questionnaire." Be sure to mark your answers in the correct spaces and leave the rest blank. If you do not feel comfortable answering a question, leave it blank. If you want help reading or understanding any questions, please raise your hand. Are there any questions?** (Answer any questions students might have.) **You may begin.**

3. Circulate and check to make sure all students are on the correct page in their answer booklet and are recording their answers in the appropriate answer spaces. Help students read and understand questions, if necessary.

4. After students complete the student questionnaire, collect all test materials and store them in a secure place until you are ready to return them to your test coordinator.

After Testing

Completing Student Information on Answer Booklets

After testing is finished, test administrators or authorized school personnel must verify that all of the required student information has been provided in every answer booklet for each student enrolled, whether or not the student has a student ID label. For students without a label, check with your test coordinator to see if additional labels were ordered for those students.

Use the instructions below to verify that necessary student information has been provided on the front cover and page 2 of all answer booklets being returned for your students.

Answer booklets WITH student ID labels
Front cover: ❒ label is properly affixed in the lower right corner of the front cover of the answer booklet **Page 2 (if applicable):** ❒ "Accommodations Used" is appropriately marked ❒ "Blank Reason" ❒ "Homeschooled" ❒ "Optional Reports"
Answer booklets WITHOUT student ID labels
Front cover: ❒ Student name ❒ Birth date ❒ NH ONLY: state assigned student ID (RI and VT schools should not complete this field) ❒ Ensure that student information is written in the spaces provided with the corresponding circles below bubbled in to match the letters/numbers **Page 2 (if applicable):** ❒ "Accommodations Used" is appropriately marked ❒ "Blank Reason" ❒ "Homeschooled" ❒ "Optional Reports"

Preparing Special Materials

Braille and Large Print Tests
Every Braille and large-print version of the test comes with a regular answer booklet. A test administrator or authorized school personnel **must transcribe** the student's work into the accompanying regular answer booklet. Any student work that is not recorded in the regular answer booklet will not be scored. Any work the student generated AND the regular answer booklet that contains the transcription must be returned to your test coordinator.

Special Handling Envelope

The Special Handling envelope is intended for the return of any answer booklet that is non-standard. A note explaining why the booklet is being returned in Special Handling **must accompany every booklet**. Examples of non-standard booklets include, but are not limited to,

- torn booklets,
- responses written in anything other than #2 pencil,
- booklets that are damaged or got wet during testing,
- any booklet with computer-generated responses accompanying it.

Please note: computer-generated responses must be separated from the answer booklet and transcribed into the correct space in the answer booklet. Responses that have been glued, stapled, taped, or attached to the answer booklet in any other way **will not be scored**. Please ensure the student's name and school name are on the computer-generated responses and return them along with the answer booklet.

Booklets that should not be returned in Special Handling include,

- voided booklets
- unused booklets
- booklets for students who withdrew from or enrolled in the school after May 10, 2010
- booklets where standard test accommodations were used

If you have any questions about what to return in Special Handling or how to handle Braille and large-print booklets, please see your test coordinator.

Hazardous Test Materials

A new hazardous materials policy is in affect for the May 2010 test administration. Materials that have been contaminated with hazardous biological matter, such as blood or vomit, should no longer be returned to Measured Progress. In the case of contaminated test materials, please contact your test coordinator.

Inventory and Prepare Test Materials for Delivery to Test Coordinator

1. Collect and review all of the test materials that were assigned to you.
2. Confirm that student ID labels have been placed in the space provided on the test booklets and answer booklets.
3. For each student without a label, confirm that the front cover and page 2 of the answer booklet have been completed accurately and appropriately.
4. For all students, whether or not they have a student ID label affixed to the answer booklet, please ensure that they have written their name on the line in the upper left corner of the front cover of their answer booklet.
5. Confirm that all accommodations have been correctly marked on page 2 of the answer booklets for all students who used an accommodation(s) during testing.
6. Be sure that you are submitting an answer booklet for every student assigned to you.
7. Remove all scratch paper from the answer booklets.
8. Verify that no extra pages or materials have been inserted, stapled, taped, pasted, or otherwise attached to the answer booklets.
9. Confirm that students did not use ballpoint pen, felt-tip pen, or hard or colored pencils to mark their answers in the answer booklets. Responses written with these instruments will not be scanned or scored correctly.
10. Ensure that the answer booklets are in good condition and are free of eraser bits, and that erasures have been made completely.
11. Sort any materials needing special handling. Attach an explanatory note to each booklet.
12. Ensure that all used large-print and Braille forms of the test and any computer-generated responses have been transcribed into a regular answer booklet. Place these materials on top of the Special Handling materials.
13. Place all test materials in a stack in the following order and return it to your test coordinator:

TOP OF STACK
Answer booklets requiring special handling (if applicable)
Large Print Test Booklets (if applicable)
Braille Test Booklets (if applicable)
Scratch paper
Used student answer booklets
Used test booklets
Inquiry booklets
All unused test materials
BOTTOM OF STACK

The following items <u>DO NOT</u> need to be returned:

- Materials from the inquiry task kits, including placemats (Keep them for classroom use when the inquiry task is released.)
- *Student Questionnaires* (Students answered in their answer booklets.)
- *Test Administrator Manuals*

THANK YOU VERY MUCH FOR YOUR HELP WITH THE NECAP SCIENCE TEST.

Appendix 1: Page 2 of the Answer Booklet

STUDENT PROGRAM PARTICIPATION INFORMATION

A teacher/staff person should fill in the information below, if applicable, after the completion of testing. Please refer to the Principal/Test Coordinator Manual or the Test Administrator Manual for more information.

ACCOMMODATIONS USED

	SCIENCE
T1	○
T2	○
T3	○
T4	○
S1	○
S2	○
P1	○
P2	○
P3	○
P4	○
P5	○
P6	○
P7	○
P8	○
P9	○
P10	○
P11	○
R1	○
R2	○
R3	○
R4	○
R5	○
R6	○
R7	○
O1	○
O2	NA
M1	○
M2	NA
M3	○

BLANK REASON—Answer booklet is blank in one or more sessions for the following reason:

SCIENCE

- ○ Student withdrew from school after May 10, 2010.
- ○ Student enrolled in school after May 10, 2010.
- ○ State-approved special consideration.
- ○ Student was enrolled on May 10, 2010, and did not complete test for reasons other than those listed above.

HOMESCHOOLED

○ Yes

OPTIONAL REPORTS

Identify the appropriate code number:

A	1	2	3	4	5	6	7	8	9	10
B	11	12	13	14	15	16	17	18	19	20
C	21	22	23	24	25	26	27	28	29	30
D	31	32	33	34	35	36	37	38	39	40
E	41	42	43	44	45	46	47	48	49	50
F	51	52	53	54	55	56	57	58	59	60

RESEARCH

1	A	B	C	D	E	8	A	B	C	D	E
2	A	B	C	D	E	9	A	B	C	D	E
3	A	B	C	D	E	10	A	B	C	D	E
4	A	B	C	D	E	11	A	B	C	D	E
5	A	B	C	D	E	12	A	B	C	D	E
6	A	B	C	D	E	13	A	B	C	D	E
7	A	B	C	D	E	14	A	B	C	D	E

2

Appendix 2: Instructions for Completing Student Information on Answer Booklets

Test administrators or authorized school personnel are responsible for properly affixing student ID labels in the appropriate space provided on the answer booklets. For students who do not have a student ID label available for them, test administrators or authorized school personnel are responsible for completing the student information on the front cover. The test coordinator is responsible for verifying that the information has been completed correctly.

Use the instructions below to complete the student information sections located on the front cover and page 2 of the answer booklets.

Front Cover (for students without a student ID label)

Student Name
Write in the student's last name, first name, and middle initial in the spaces provided and then bubble in the corresponding circles below that match those letters.

State Assigned Student ID (NH only)
Write in the student's state-assigned, 10-digit student ID number in the spaces provided and then bubble in the corresponding circles below that match those numbers.

Birth Date
Bubble in the month of the student's birthday. Write the number of the day and year the student was born in the spaces provided and then bubble in the corresponding circles below that match those numbers.

Page 2 (To be completed after testing has concluded, if applicable)

Accommodations Used
If the student used any accommodation(s) listed in the Table of Standard Test Accommodations in Appendix 3 of this manual, bubble in the circle that corresponds to the accommodation(s).

Blank Reason
If a student's answer booklet is being returned blank in one or more sessions, bubble in the circle next to the most appropriate reason available.

Homeschooled
Bubble in the circle if the student is a homeschooled student and is not enrolled in the school.

Optional Reports
If your school chooses to use this field, bubble in the circles according to the school's key. Only one circle per row may be bubbled in. See your test coordinator for more details on using this field.

Research
School personnel do not complete this section of the answer booklet. For Measured Progress us only.

Appendix 3: Table of Standard Test Accommodations

NECAP Table of Standard Accommodations

Revised August 2009

Any accommodation(s) used for the assessment of an individual student will be the result of a team decision made at the local level. All decisions regarding the use of accommodations must be made on an individual student basis – not for a large group, entire class, or grade level. Accommodations are available to all students on the basis of individual need regardless of disability status and should be consistent with the student's normal routine during instruction and assessment. This table is not intended to be used as a stand-alone document and should always be used in conjunction with the *NECAP Accommodations Guide*.

T. Timing		
Code	Tests were administered	Details on Delivery of Accommodations
T1	with time to complete a session extended beyond the scheduled administration time within the same day.	NECAP tests are not designed to be timed or speeded tests. The scheduled administration time already includes additional time and the vast majority of students complete the test session within that time period. Extended time within a single sitting may be needed by students who are unable to meet time constraints. A test session may be extended until the student can no longer sustain the activity.
T2	so that only a portion of the test session was administered on a particular day.	In rare and severe cases, the extended time accommodation (T1) may not be adequate for a student not able to complete a test session within a single day. A test session may be administered to a student as two or more "mini-sessions" if procedures are followed to maintain test security and ensure that the student only has access to the items administered on that day (see the *NECAP Accommodations Guide* for details).
T3	with short, supervised breaks.	Multiple or frequent breaks may be required by a student whose attention span, distractibility, or physical condition, requires shorter working periods.
T4	at the time of day or day of week that takes into account the student's medical needs or learning style.	Individual scheduling may be used for a student whose school performance is noticeably affected by the time of day or day of the school week on which it is done. This accommodation may not be used specifically to change the order of administration of test sessions. This accommodation must not result in the administration of a test session to an individual student prior to the regularly scheduled administration time for that session for all students.

S. Setting		
Code	Tests were administered	Details on Delivery of Accommodations
S1	in a separate location within the school by trained school personnel.	A student or students may be tested individually or in small groups in an alternative site within the school to reduce distractions for themselves or others, or to increase physical access to special equipment.
S2	in an out-of-school setting by trained school personnel.	Out-of-school testing may be used for a student who is hospitalized or tutored because they are unable to attend school. The test must be administered by trained school personnel familiar with test administration procedures and guidelines. Relatives/guardians of the student may not be used as the test administrator.

P. Presentation		
Code	Tests were administered	Details on Delivery of Accommodations
P1	individually.	Individual or small group testing may be used to minimize distractions for a student or students whose test is administered out of the classroom or so that others will not be distracted by other accommodations being used (e.g., dictation)
P2	in a small group.	
P3	with test and directions read aloud in English or signed to the student. **(NOT allowed for the Reading test.)**	A reader may be used for a student whose inability to read would hinder performance on the Mathematics, Science, or Writing test. Words must be read as written. Guidelines for reading mathematical symbols must be followed. No translations (with the exception of signed language) or explanations are allowed. Trained personnel may use sign language to administer the test.
P4	with only test directions read aloud or signed to the student.	A reader may be used for a student whose inability to read or locate directions would hinder performance on the test. Note that most directions on the NECAP test occur at the beginning of the test session and are already read aloud by the test administrator. Guidelines for what are and are not "test directions" must be followed. With the exception of sign language and the case of students enrolled in a program where the test administrator routinely presents information in a foreign language, directions may not be translated.
P5	with administrator verification of student understanding following the reading of test directions.	After test directions have been read, the test administrator may ask the student to explain what he/she has been asked to do. If directions have been misunderstood by the student, the test directions may be paraphrased or demonstrated. Test items MUST NOT be paraphrased or explained.
P6	using alternative or assistive technology that is part of the student's communication system.	The test may be presented through his/her regular communication system to a student who uses alternative or assistive technology on a daily basis. Technology may not be used to "read" the Reading test to the student.
P7	by trained school personnel known to the student other than the student's classroom teacher.	A student may be more comfortable with a test administrator who works with the student on a regular basis, but is not the student's regular teacher for the general curriculum or other staff assigned as test administrator. All test administrators must be trained school personnel familiar with test administration and accommodations procedures and guidelines.
P8	using a large-print version of assessment.	Both large-print and Braille versions of the assessment require special preparation and processing and must be pre-ordered. Directions for ordering these materials are included in communications sent to school principals prior to the test.
P9	using Braille version of assessment.	
P10	using a word-to-word translation dictionary for ELL students. **(NOT allowed for the Reading test.)**	A student with limited English proficiency may have a word-to-word dictionary available for individual use as needed. A word-to-word dictionary is one that does not include any definitions. Information on acceptable dictionaries is provided on the departments' websites.
P11	using visual or auditory supports.	The test may be presented using visual aids such as visual magnification devices, reduction of visual print by blocking or other techniques, or acetate shields; or auditory devices such as special acoustics, amplification, noise buffers, whisper phones, or calming music.

R. Response		
Code	Tests were administered	Details on Delivery of Accommodations
R1	with a student dictating responses to school personnel. (**NOT allowed for the Writing test**. See O2 – using a scribe for the Writing test.)	A student may dictate answers to constructed-response or short-answer questions to locally trained personnel or record oral answers in an individual setting so that other students will not benefit by hearing answers or be otherwise disturbed. Policies regarding recorded answers must be followed prior to returning test materials.
R2	with a student dictating responses using alternative or assistive technology/devices that are part of the student's communication system. (**NOT allowed for the Writing test**. See O2 – using a scribe for the Writing test.)	Technology is used to permit a student to respond to the test. When using a computer, word processing device, or other assistive technology, spell and grammar checks must be turned off. Policies regarding recorded answers must be followed prior to returning test materials.
R3	with a student using approved tools or devices to minimize distractions.	Noise buffers, place markers, carrels, etc. may be used to minimize distractions for the student. This accommodation does NOT include assistive devices such as templates, graphic organizers, or other devices intended specifically to help students organize thinking or develop a strategy for a specific question.
R4	with a student writing responses using separate paper, a word processer, computer, brailler, or similar device.	A student may use technological or other tools (e.g., large-spaced paper) to write responses to constructed-response, short-answer, and extended response items. A key distinction between this accommodation and R2 is that the student using this accommodation is responding in writing rather than dictating. When using a computer, word processing device, or other assistive technology, spell and grammar checks must be turned off, as well as access to the Web. This accommodation is intended for unique individual needs, not an entire class. Policies regarding recorded answers must be followed prior to returning test materials.
R5	with a student indicating responses to multiple-choice items to school personnel.	A student unable to write or otherwise unable to fill-in answers to multiple-choice questions may indicate a response to trained school personnel. The school personnel records the student's response in the student answer booklet.
R6	with a student responding with the use of visual aids.	Visual aids include any optical or non-optical devices used to enhance visual capability. Examples include magnifiers, special lighting, markers, filters, large-spaced paper, color overlays, etc. An abacus may also be used for student with severe visual impairment or blindness on the Mathematics and Science tests. Note that the use of this accommodation still requires student responses to be recorded in a student answer booklet.
R7	with a student with limited English proficiency responding with use of a word-to-word dictionary. **(NOT allowed for the Reading test.)**	A student with limited English proficiency may have a word-to-word dictionary available for individual use as needed when responding. A word-to-word dictionary is one that does not include any definitions. Information on acceptable dictionaries is provided on each Department's website.

O. Other These accommodations require DOE approval.		
Code	Tests were administered	Details on Delivery of Accommodations
O1	using other accommodation(s) not on this list, requested by the accommodations team.	An IEP team or other appropriate accommodation team may request that a student be provided an accommodation not included on this standard list of accommodations. Like all other accommodations, these should be consistent with the student's normal routine during instruction and/or assessment. Requests should be made to the DOE when accommodation plans are being made for a student prior to testing. DOE approval must be received for the requested accommodation to be coded as an O1 accommodation. Non-approved accommodations used during test administration will be coded as an M3 modification.
O2	with a scribe used on the Writing test.	The use of a scribe for students dictating a response to the Writing test may only be used under limited circumstances and must be approved by the DOE. When approved as an accommodation, the scribe must follow established guidelines and procedures.

M. Modifications All modifications result in impacted items being scored as incorrect.		
Code	Tests were administered	Details on Delivery of Accommodations
M1	using a calculator and/or manipulatives on Session 1 of the Mathematics test or using a scientific or graphing calculator on Session 3 of the Science test	Inappropriate use of a calculator or other tools will result in impacted items being scored as incorrect.
M2	with the test administrator reading the Reading test.	The read aloud accommodation (P3) is not allowed for the Reading test. If it is used, all reading items in the sessions that are read aloud will be scored as incorrect.
M3	using an accommodation on this list not approved for a particular test or an accommodation not included on this list without prior approval of the DOE.	Inappropriate use of an accommodation included on this list or use of another accommodation without prior approval of the DOE will result in impacted items being scored as incorrect.

Note: English Language Learners may qualify for any of the accommodations listed as appropriate and determined by a team. Refer to the *NECAP Accommodations Guide* for additional information.

Appendix 4: Guidelines for Grouping Students in Session 3

The Session 3 inquiry task of the NECAP Science test involves collaborative work at grade 4. It has been designed for students to complete the work in pairs or groups of three. **Prior to the testing window, schools need to determine the student groupings for the inquiry task.**

Structure of Inquiry Task for Grade 4	
Inquiry Task	**Work Type**
• making a prediction • setting up and conducting an investigation • collecting data	Students will make predictions and record them in their own **inquiry booklet**. Students will work in **collaborative groups** to collect experimental data. **All students** must record data in their **inquiry booklet** for use in the individual portion of the task.
• organizing and presenting data • analyzing and using results	Students copy data from the inquiry booklet into their **answer booklet**. Students work individually with data collected from the investigation to answer questions in their **answer booklet**.

There are no specific requirements for grouping students for the inquiry task. Below are some ideas, in no particular order, which schools may use to determine inquiry task groupings.

Possible grouping strategies:

- Use student groups you have used in the past for science class.
- Randomly pair students for the test.
- Have the science teacher recommend pairing of students by science groups regardless of where they are taking the test or what teacher is administering Session 3.
- Have students grouped by the teacher administering Session 3 of the test.
- Students who have access issues due to mobility or physical issues may be paired with students who do not have those same issues. **All students should have the opportunity, to the degree possible, to interact with the inquiry materials.**
- Students with Limited English Proficiency may be paired with English proficient students.
- Students requiring special accommodations that involve assistance for scribing of observations should not be paired with other students requiring the same assistance.
- Students who require an individual administration should be identified prior to the testing window. Extra materials and a different location may be needed.
- Special accommodations with regard to grouping or administration of the inquiry task should be determined prior to the testing window. Consult the Table of Standard Test Accommodations for specific rules and codes.

If you still have questions or concerns about grouping students for this task, please contact your state department of education.

Appendix 5: 2010 Test Administrator Questionnaire

Instructions: These *Test Administrator Questionnaire* questions are included below for reference purposes only. Please complete this questionnaire online. Go to http://iservices.measuredprogress.org and choose "New England Common Assessment Program" from the drop-down box. Click on the link "Questionnaires".

1. In which state do you teach?
    a. New Hampshire
    b. Rhode Island
    c. Vermont

2. Which best describes your position within the school?
    a. general education teacher (Science is part of my teaching responsibilities.)
    b. science teacher
    c. science supervisor or coach
    d. special education teacher
    e. other

3. Which best describes the group to whom you administered the test?
    a. individual administration
    b. small group
    c. whole class
    d. multiple classes
    e. other

4. Which best describes your relationship with the students to whom you administered the test?
    a. I teach or taught them in science class.
    b. I teach or taught them in some other class this year (not science).
    c. I was assigned these students for testing only.

5. How were you prepared to administer the science test?
    a. I attended a test administration workshop offered in my state.
    b. I attended a test administration meeting offered by my school.
    c. I read the *Test Administrator Manual* before testing began.
    d. A combination of the options above.
    e. I did not receive training prior to administering the test.

6. How clear and comprehensive was the *Test Administrator Manual*?
    a. extremely clear and comprehensive
    b. very clear and comprehensive
    c. fairly clear and comprehensive
    d. not very clear and comprehensive

7. How helpful was the *NECAP Accommodations Guide* to you as you planned for and administered the science test?
    a. very helpful
    b. somewhat helpful
    c. not helpful
    d. I am not familiar with the *NECAP Accommodations Guide*.

8. How long did it take most of your students to answer the questions on Sessions 1 & 2?
    a. under 45 minutes per session
    b. between 45 and 60 minutes per session
    c. between 60 and 90 minutes per session
    d. over 90 minutes per session (with an extended time accommodation)

9. Which phrase describes your students' level of comfort with the science test?
    a. Students appeared engaged and comfortable with the material on the science test.
    b. Students appeared to be struggling with the material on the science test.
    c. Students appeared to be struggling only with the Inquiry Task portion of the science test.

10. To what extent did students use calculators during the test?
    a. Almost all students used a calculator at some point during the test.
    b. Some students used a calculator at some point during the test.
    c. Few students used a calculator at some point during the test.
    d. No students used a calculator during the test.
    e. Calculators were not permitted during the test at our school.

11. Were the directions for the Inquiry Task clear to students?
    a. The directions were clear to most students.
    b. The directions were clear to some students.
    c. The directions were clear to few students.

12. How long did it take you to set up materials for the Inquiry Task?
    a. under 10 minutes
    b. between 10 minutes and 20 minutes
    c. over 20 minutes
    d. I did not set up materials for the Inquiry Task.

13. How were students grouped for the Inquiry Task?
    a. I used existing science groupings.
    b. I created groupings specifically for this test.
    c. I let the students choose their partner(s).
    d. I used a combination of the options above.
    e. other

14. How long did it take most of your students to complete the collaborative portion of the Inquiry Task?
    a. under 30 minutes
    b. about 30 minutes
    c. over 30 minutes

15. How long did it take most of your students to answer the questions on the Inquiry Task?
    a. under 30 minutes
    b. approximately 30 minutes
    c. between 30 minutes and 45 minutes
    d. over 45 minutes (with an extended time accommodation)