NEW ENGLAND COMMON ASSESSMENT PROGRAM

Test Administrator Manual

SCIENCE — GRADE 4

May 6-23, 2013

http://iservices.measuredprogress.org

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 test coordinator at your school or 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 your test coordinator.

NECAP Policy Information

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

Keith R. Burke, Assessment Consultant
New Hampshire Department of Education
101 Pleasant Street, Concord, NH 03301-3860
Email: Keith.Burke@doe.nh.gov, Phone: 603-271-3846
www.education.nh.gov

Dr. Phyllis Lynch, Director of Instruction, Assessment, and Curriculum
Rhode Island Department of Elementary and Secondary Education
255 Westminster Street, Providence, RI 02903
Email: Phyllis.Lynch@ride.ri.gov, Phone: 401-222-4693
http://www.ride.ri.gov/Assessment/necap.aspx

Michael Hock, Director of Assessment
Vermont Agency of Education
120 State Street, Montpelier, VT 05620-2501
Email: Michael.Hock@state.vt.us, Phone: 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.

New This Year

Calculator Policy

To provide further guidance and clarity, minor modifications have been made to the "Materials and Devices Permitted and Prohibited During Test Administration" section on page 7.

Test Security

Test security guidelines and expectations have been clarified and updated in this year's manual in an effort to provide clearer guidance on student/test administrator interaction during testing as well as on the use of computers, handheld electronic devices, etc.

Checklist for Test Administrators

Please note: this checklist is provided as a summary only. It is essential that you thoroughly read this entire manual in order to ensure the proper administration and security of all NECAP tests.

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 this manual.
- ☐ Become familiar with the instructions, materials, and student grouping plan for the inquiry task.
- ☐ Inventory test materials received from the test coordinator, including inquiry task kits.
- ☐ 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 cover of the answer booklets.
- ☐ Secure additional materials needed for testing (#2 pencils, scratch paper, calculators, etc.)

During Testing:

- ☐ Maintain security of test materials between testing sessions.
- ☐ Post a "Testing—Please Do Not Disturb" sign on your classroom door.
- ☐ Be sure that all students have comfortable and adequate workspaces.
- ☐ Monitor students to ensure they are working in the correct sessions of the test, and answer questions in accordance with the policies of this manual.
- ☐ Monitor students' handling of test materials to keep the materials in good condition.
- ☐ If you are administering accommodations, read the *NECAP Accommodations Guide* on your state's website to ensure accommodations are provided to students as were determined prior to testing.
- ☐ If you are administering accommodation R4 with computer generated responses, refer to Appendix E for information about the allowable length of responses and printing specifications.
- ☐ Notify your test coordinator of any students who miss one or more test sessions and will need a make-up test.
- ☐ Notify your test coordinator of any testing irregularity.

After Testing:

- ☐ Verify that all test and answer booklets have been collected.
- ☐ Verify that all answer booklets include correct student information and are in good condition
- ☐ Complete the student information on page 2 of the answer booklet, if assigned this task.
- ☐ Confirm that no paper has been taped, pasted, stapled, or otherwise attached to the answer booklets.
- ☐ Remove all scratch paper and Post-it notes from the answer booklets.
- ☐ Attach an explanatory note to each answer booklet that needs special handling.
- ☐ Ensure that each page of printed computer-generated responses (accommodation R4) contains the required identification information.
- ☐ Ensure that student responses written on separate paper (accommodation R4) have been transcribed into the answer booklet.
- ☐ Complete the online *Test Administrator Questionnaire.*
- ☐ Return all test and answer booklets and all other test materials to your test coordinator as instructed in this manual.

Table of Contents

CONTACT INFORMATION ..... *i*
General Information ..... *i*
NECAP Policy Information ..... *i*
New This Year ..... *ii*
CHECKLIST FOR TEST ADMINISTRATORS ..... *iii*

THE NEW ENGLAND COMMON ASSESSMENT PROGRAM 1
Background 1
Structure and Format of the Test 1
Test Administrator's Responsibilities 2
Test Security (Before, During, and After Testing) 2
Breaches in Test Security 2

BEFORE TESTING 3
Preparation for Test Administration 3
Manuals 3
Student Participation and Accommodations 3
Who Should Be Tested? 3
Determining How Students Will Participate Using Accommodations 3
Other (O) Accommodations and Modifications (M) 4
Documenting Accommodations 4
Test Schedule 5
Prior to Test Administration 6
Inventory Test Materials 6
Preparing Test and Answer Booklets for Testing 7
Materials and Devices Permitted and Prohibited During Test Administration 7
Preparing Students and the Test Site 8
Preparing for Administration of the Session 3 Inquiry Task 9

DURING TESTING 10
Test Administration: Sessions 1 and 2 10
General Instructions 11
Science – Session 1 12
Science – Session 2 14
Test Administration: Session 3 16
Science – Session 3 17
Student Questionnaire 21

AFTER TESTING 22
Preparing Special Materials 22
Braille and Large-Print Tests 22
Computer Generated Responses – Accommodation R4 22
Materials that Require Special Handling 22
Hazardous Test Materials 22
Preparing Test Materials for Delivery to Test Coordinator 23

Appendix A: Page 2 of the Answer Booklet 24
Appendix B: Instructions for Completing Student Information on Answer Booklets 25
Appendix C: NECAP Table of Standard Accommodations 26
Appendix D: NECAP Science Test Administrator Questionnaire 30
Appendix E: Computer Generated Responses, Accommodation R4 32
Appendix F: Guidelines for Grouping Students in Session 3 33

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 (NCLB) Act. 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 and testing location(s) for the inquiry task, to discuss arrangements for students who require accommodations, and to review testing procedures in this manual
- accounting for all assessment materials given to you and maintaining the security of your test materials during and between test sessions
- becoming familiar with the instructions, materials, and student grouping plan for the inquiry task
- ensuring a standardized test environment by following directions and scripts in this manual
- 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
- ensuring that students use only the test materials assigned to them
- testing the group of students assigned to you according to the instructions in this manual
- providing accommodations as determined by the student's educational team prior to testing, if you are assigned this task
- 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 administration 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.

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

All students enrolled in the school as of May 6, 2013 are required to participate in the NECAP Science test with the following exceptions:

- Students who completed the alternate assessment for the 2012–2013 school year.
- 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.
- 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. Notify your test coordinator if you believe a student meets criteria for this exemption.

Students who enroll in the school after May 6, 2013 should participate, to the extent possible, in NECAP testing. The test coordinator should determine which test session(s) of the NECAP, if any, have been completed in the student's prior school. The remaining test session(s) should be administered. 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 "Blank Reason" bubble on page 2 of the answer booklet, if assigned this task.

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 based on individual need regardless of disability status. 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. (The *NECAP Table of Standard Accommodations* is available as Appendix C in this manual.)

Other (O) Accommodations and Modifications (M)

If the decision of the student's educational team requires an accommodation not listed in the *NECAP Table of Standard 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 "Other (O)" accommodation without state approval or any "Modifications (M)" will invalidate the session(s) in which it was used and no credit will be given.

Documenting Accommodations

At the end of testing, authorized school staff must record all accommodations used in the "Accommodations Used" section on page 2 of the answer booklet. A sample page 2 of an answer booklet is in Appendix A of this manual. Remember that you only record the accommodations that were actually used, not all that were approved. If you have any further questions regarding accommodations and/or modifications, please contact your test coordinator.

Test Schedule

The testing window is **May 6-23, 2013**. The test coordinator in your school will arrange a testing schedule with you. All testing, including makeup testing, must be completed by May 23, 2013. 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 order as presented in the test booklet**. Refer to the table on the following page for the order in which tests must be scheduled and administered.

Your test coordinator will schedule test sessions so they do not conflict with regularly scheduled daily activities such as recess, snack breaks, and lunch; sufficient time will be allowed for continuous administration of each test session. Refer to the table on the following page for the testing time information.

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. If you have a student who you think may need more than 90 minutes, based on time allowed in your classroom for his or her daily work, an *extended time accommodation* should be considered. **IMPORTANT:** If this accommodation has not been approved for the student, you must contact your test coordinator 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. In planning for this session, be sure to include 30–45 minutes for the students to respond to the questions in 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 or read. Students may not work on other classroom assignments. 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 so they will not disturb those students who require more time.

Testing Sessions and Time: Grade 4		
Test Session	**Test Activity**	**Scheduled Time (in minutes)***
General Instructions	General testing directions	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
* Although 90 minutes are scheduled for sessions 1 and 2, in past years the majority of students finished in 75 minutes or less. For session 3 it is imperative that schools ensure all students are given at least 30 minutes to answer the test questions. Students who may require more than the scheduled time for any session, based on daily work, should be considered for the extended time accommodation prior to testing.		

Prior to Test Administration

Inventory Test Materials

When you receive the test materials from your test coordinator, check to make sure you have enough of each piece of material for the group of students you will be testing and for yourself to use as a visual aid when giving directions. In addition to this manual, you will receive test booklets, answer booklets, inquiry booklets, and inquiry task kits. If you have been assigned to administer the "read aloud" accommodation (P3) to a small group of students, make sure that the booklets all have the same form number. If you find any discrepancies, see your test coordinator.

Distribute the test/answer booklets in the order in which you have received them. **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 booklets with the bracketed portion of the number printed on the bottom right corner of the answer booklets. In the sample below, the brackets indicate form 4.

1 6 0 4 2 3 1 3 4 8

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

Preparing Test and Answer Booklets for Testing

The test and answer booklets have spaces provided for the student ID labels. Make sure that these labels have been put on the booklets or affix them if you have been assigned this task. No label is necessary for the inquiry booklet, the large-print test form, or Braille test form. However, the student ID labels should be put on the standard test booklet and answer booklet that are included in the large-print or Braille kit.

If no label has been received for a student by the beginning of testing, make sure that the student name, school name, and district name have been written on the lines provided in the lower right corner of the front cover of the answer booklet. Also, ensure that the student name and school name have been written on the cover of the test booklet.

If your test coordinator provides additional labels after the start of testing, place them in the appropriate spaces on each student's booklets. If no student ID labels are received, the test coordinator may direct you to bubble the required student information on the front page of the answer booklet. See Appendix B for detailed information on completing student information.

Materials and Devices Permitted and Prohibited During Test Administration

The test coordinator and the test administrator are responsible for providing an appropriate testing environment for the assessment. It is important to ensure that no students are either advantaged or disadvantaged during testing by their testing environment. 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.

Reference Materials

Dictionaries/Thesauruses: Dictionaries of any type and/or thesauruses are **not** allowed during ***any*** session of the assessment. The only exception is for word-to-word translation dictionaries, which are allowed as an accommodation on the science test for students who are English language learners.

Post-it Notes: Administrators or students may use post-it notes to flag test session stop signs that students must not go beyond. It is very important that any post-it notes be removed before the booklet is returned for scoring. Students may use a plain (non-ruler) straight edge (e.g., scrap paper) to assist with visual tracking.

Additional reference materials that are prohibited include those on the classroom walls and all reference materials printed or attached on student desks, which should be removed or covered. Any displayed materials in the classroom that interfere with proper test administration are also not permitted. Because it is not possible to list all classroom materials that may potentially create an advantage or disadvantage for students during testing, it is best to remember that if in doubt, you should remove or cover the materials, or reposition students' desks so the materials cannot be viewed. If there are any questions, see your test coordinator.

Electronic Devices

Calculators: The items on the science test are designed to be solved without the use of calculators. The departments of education have set a limit on the type of calculator that may be used during the NECAP Science assessment. This limit specifies that *graphing* calculators are **not** allowed during Session 3 (inquiry task). Use of a graphing calculator during Session 3 of the science test will result in an M1 Modification, invalidating all of the student's responses for that session. **Note:** 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 fundamental decision about whether or not to *use* calculators is made at the local school level. If your school does not have enough calculators for all students, students may use their own. Students may not share calculators during testing. If you have a question regarding calculator use, please contact your testing coordinator.

Computers. The use of computers, including handheld or laptop computers is restricted only to those students who have been approved by a team for an accommodation that requires the use of a computer (i.e., R4).

Other Electronic Devices. The use of telecommunication devices such as cell phones, smart phones, texting devices, pocket organizers, electronic writing pads or pen-input devices, etc. in addition to devices such as cameras or video recorders during testing is strictly prohibited.

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 Released Items and Support Materials.* These documents are available on your state's department of education website (see page *i* for website addresses). Communicate to students that there may be some questions that they will be unable to answer, although they should try their best. Your students should be supported and encouraged to do their best during the testing period.

To prepare your students for the assessment, you should:

- inform students of the types of questions included in the test:
  - some of the questions are called multiple-choice, meaning that they will read a statement or question, or look at a picture or graph and then choose one answer out of 4 possible answer choices;
  - the other type of question will require students to write, draw, or graph an answer in answer spaces. Student answers may not fill the entire answer space, but that does not mean the answers are wrong. The student answer must fit in the answer space; work outside the answer space will not be scored.
- use the *NECAP Released Items and Support Materials.*
- notify students in advance of testing, and encourage them to get a good night's rest and have a healthy breakfast prior to test administration to help them focus and give their best effort.
- request that they bring two #2 pencils to every test session.

To prepare the test site for the assessment, you should:

- identify a secure location for storing test materials between test sessions.
- obtain scratch paper and extra #2 pencils; also obtain Post-it notes if you plan to use them.
- ensure that calculators are available in accordance with your school's decision regarding calculator use on the test.
- ensure that students have sufficient space and are unable to view others' answer booklets.
- ensure that there are not any displayed materials in the classroom or on student desks that would interfere with proper test administration. See page 7 for a list of permitted and prohibited materials.

Just prior to testing, you should:

- check your test materials to identify any defective materials.
- ensure that students receiving accommodations in other rooms have the test materials they need. Do NOT allow students to carry materials with them to another location.
- review the session scripts that you will read to students during testing.
- arrange test materials for each session so that you will be able to distribute them to students quickly.
- post a "Testing—Please do not disturb" sign on the classroom door.
- 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.

Students will work with one or two partners on the collaborative part of the investigation. Guidelines for grouping students can be found in Appendix F 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 packaged and labeled in quantities of 10, 5, and 1. Included in each package are instructions for setting up a single kit. Ensure that your test coordinator has provided you with enough kits to accommodate the groups of students in your class.

For students to complete the inquiry task successfully, the inquiry task kits 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.

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 minimum required space for the grade 4 setup is 11 inches x 17 inches. In addition to needing enough desk or table space for the setup, 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 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 each session of the test. To ensure a consistent, standardized, 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**.

Explain to the students that during the test sessions you are the test administrator and are required to follow directions exactly. While you might normally be able to answer any questions they may have or help them with their work, this is not allowed during the test. Once the test session is over, you will be able to help them once again, as long as they do not ask about any test questions. Explain that it is unethical for them or you to discuss test questions with anyone and that they should take the test seriously.

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.

Monitoring Test Sessions
During each session of the test, test administrators should walk around the room and check that students are working in the correct session, turning pages when necessary, marking answers in the appropriate answer spaces, and are not spending too much time on any one item. If you notice any of these types of situations, you may redirect the student to take the appropriate action. You may remind students that their answers must fit inside the answer box. As always, if you have a concern or are unsure how to proceed, please contact your test coordinator.

Remember that the questions you are permitted to answer are:

- questions about the very few test navigation directions (such as: "Mark your answer to number 15 on page 3"; "Go on to the next page"; or "Stop".)
- requests to pronounce single words that students do not recognize. Words must be pronounced in English. You are **not** permitted to read entire sentences. Students requiring more reading support than single words should be considered for an accommodation.

If you notice any testing irregularities, please contact your test coordinator.

IMPORTANT REMINDERS FOR TEST ADMINISTRATORS:

Test administrators may not comment on any student work. Test administrators may not help students in any way, except during the general instructions, *Student Questionnaire*, or as specified in this manual. Under no circumstances are students to be prompted to revise, edit, or complete any test questions during or after testing.

Once a student has completed a session and has handed in his or her student answer booklet, test administrators may not look through the booklets to view student responses.

When students attempt to turn in their answer booklets prior to the end of a test session, test administrators should instruct students to recheck their answer booklet for unintentionally skipped items, stuck pages, or misplaced answers before accepting the answer booklets.

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: Student Test Booklets, Student Answer Booklets, and #2 pencils.

1. Say to the students:

   Before we begin testing, you need to know that cell phones and other electronic devices such as smart phones and tablet computers are <u>not</u> allowed for any reason during this session, even after you turn in your materials. I am now going to pass out your test materials. 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. Remind students that they must not open the 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. You may not be able to answer every question, but it is important that you read each one carefully and do your best.

   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 cover of your test booklet and 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 full name on the line in the upper left corner of your answer booklet.** (Pause.)

   During all of the test sessions, you must use only a #2 pencil to write and to mark your answers in your answer booklet. Marking your answers with anything else is not permitted. Only the answers that you write in the answer booklet will be scored. 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 for each student: Student Test Booklet, Student Answer Booklet, scratch paper, and two #2 pencils.

Materials allowed: Appropriate (e.g., not subject-related) reading materials for students who finish testing early; calculators (if your school has decided to allow their use). **NOTE:** Students may use their own calculators or those supplied by the school. See page 8 for the NECAP calculator policy.

Materials prohibited: The use of devices such as cell phones, smart phones, texting devices, pocket organizers, tablets (e.g., electronic writing pads or pen-input devices, etc.) as well as the use of cameras or video recording devices during testing is strictly prohibited. In addition, dictionaries (*except for* word-to-word translation dictionaries for ELL/LEP students), textbooks, thesauruses, or any other reference materials that relate to science—including those on classroom walls, bulletin boards, desks, or elsewhere in the classroom—are not allowed during any part of this session.

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. As a reminder, cell phones and other electronic devices such as smart phones and tablet computers are <u>not</u> allowed for any reason during this session, even after you turn in your materials. Now, 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, 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 in 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 for each student: Student Test Booklet, Student Answer Booklet, scratch paper, and two #2 pencils.

Materials allowed: Appropriate (e.g., not subject-related) reading materials for students who finish testing early; calculators (if your school has decided to allow their use). NOTE: Students may use their own calculators or those supplied by the school. See page 8 for the NECAP calculator policy.

Materials prohibited: The use of devices such as cell phones, smart phones, texting devices, pocket organizers, tablets (e.g., electronic writing pads or pen-input devices, etc.) as well as the use of cameras or video recording devices during testing is strictly prohibited. In addition, dictionaries (except for word-to-word translation dictionaries for ELL/LEP students), textbooks, thesauruses, or any other reference materials that relate to science—including those on classroom walls, bulletin boards, desks, or elsewhere in the classroom—are not allowed during any part of this session.

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. As a reminder, cell phones and other electronic devices such as smart phones and tablet computers are <u>not</u> allowed for any reason during this session, even after you turn in your materials. Now, 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, 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 go 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. Please 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, 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.

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 "scripts" are provided. The script text is printed in bold type inside shaded boxes. Test administrators must read the scripts exactly as they are written. In addition to the script text, directions for test administrators within the script 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 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 <u>should</u>

- ensure that students follow standard laboratory safety rules;
- 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 1 of their inquiry booklet;
- remind students not to spend too long on any one part of the inquiry task; and
- remind students to record their data in their inquiry booklet.

Test administrators <u>may not</u>

- 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 <u>may</u>

- repeat directions as needed; and
- pronounce words for individual students.

Science — Session 3

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

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, Student Answer Booklet, and two #2 pencils.

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

Materials allowed: Appropriate (e.g., not subject-related) reading materials for students who finish testing early; calculators (if your school has decided to allow their use). **NOTE: Graphing calculators are NOT allowed during Session 3.** Students may use their own calculators or those supplied by the school. See page 8 for the NECAP calculator policy. If you have questions about the use of calculators in your school, ask your school test coordinator.

Materials prohibited: The use of devices such as cell phones, smart phones, texting devices, pocket organizers, tablets (e.g., electronic writing pads or pen-input devices, etc.) as well as the use of cameras or video recording devices during testing is strictly prohibited. In addition, dictionaries (except for word-to-word translation dictionaries for ELL/LEP students), textbooks, thesauruses, or any other reference materials that relate to science—including those on classroom walls, bulletin boards, desks, or elsewhere in the classroom—are not allowed during any part of this session.

NOTE: 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.

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

Each inquiry task kit for grade 4 should include:

"Bees and Pollinators"
Setup for 2 or 3 students:
1 Placemat for all materials (8 ½" × 11")
1 Pollen Drop Off Sheet (8 ½" × 11")
4 swabs in a bag labeled "X"
4 swabs in a bag labeled "Y"
4 swabs in a bag labeled "Z"
1 small plastic dish for pollen
1 bag of "pollen" (fine colored sand)
1 large bag for used materials (the bag the kit was packaged in)

1. As part of the inquiry task kit setup, be sure to unfold and flatten the placemat and Pollen Drop Off Sheet as they will be folded in the kit bags. Ensure that students are in groups and are seated at a desk or table with an inquiry task kit assembled on the placemat by a test administrator. Tell the students **not** to touch the materials until instructed to do so.

2. **Distribute an inquiry booklet to each student**, and instruct the students to write the date, their name, and the name of their partner on the lines provided. Distribute #2 pencils to students who need them. Students should **not** have their answer booklets at this time.

3. Keep a copy of the inquiry booklet to refer to while reading the directions to the students. Say to the students:

Before we begin, I need to remind you that cell phones and other electronic devices such as smart phones and tablet computers are <u>not</u> allowed for any reason during this session, even after you turn in your materials. You are now going to start Session 3 of the science test. This session includes an inquiry task. During this task, you will work with a partner 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 ask about the directions.)

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. At the bottom of the page is a diagram that may be helpful to you during the investigation.** (Identify the objects and read the labels to the students.)

Please turn to the story on page 2 and read along as I read aloud. (Read all of page 2 and the rest of the story on page 3 in the inquiry booklet to the students.)

Please look at "Making a Prediction—What Do You Think?" on page 3 and read along as I read aloud. (Read the rest of page 3 to the students.) **Follow the directions and make your prediction on your own. This should take you about five minutes. When you are finished, put your pencils down and wait for further instructions.** (Once all the students have written their prediction, go on.)

4. Say to the students:

Please look at your Placemat to review the materials you will use for your investigation. All the materials you need for the investigation 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.) **You should each have a bag of pollen, a pollen dish, bags of sticks labeled X, Y, and Z, and a large plastic bag for used materials. Raise your hand if you are missing any of these materials.** (Give students any missing materials. Should students ask in case they have allergies, it is okay to tell them the pollen is not real pollen but colored sand.)

5. Say to the students:

> **Please turn to page 4 and read along as I read aloud.** (Read all of "Materials for the Investigation," "Safety," and "Procedure" to the students.) **Are there any questions?** (Answer any questions the students have.)
>
> **Please follow along as I read Part A.** (Read the rest of page 4 to the students.) **Are there any questions?** (Answer any questions the students have about Part A.) **You may now begin working on Part A with your partner(s). This should take about five minutes. When you are finished with Part A, sit quietly.** (Stick "Z" may be difficult to remove from the paper. Students may rip the paper open to remove Stick "Z." Ensure no wax paper remains stuck to Stick "Z" while the students are using it. Once all students have completed Part A, go on.)

6. Say to the students:

> **Please turn to page 5 and read along as I read Part B aloud. Do not touch any of the materials while I am reading.** (Read all of page 5 to the students.)
>
> **Now look at page 6. Page 6 has two keys and two data tables. Look at the pictures as I read the headings in the Pickup Key to you.** (Read each heading and pause for students to look at the picture.) **Now look at Data Table 1. Do you have any questions about the Pickup Key or Data Table 1?** (Answer any questions the students ask about the key or table.)
>
> **Now look at the pictures as I read the headings in the Drop Off Key to you.** (Read each heading and pause for students to look at the picture.) **Now look at Data Table 2. Do you have any questions about the Drop Off Key or Data Table 2?** (Answer any questions the students ask about the key or table.)
>
> **Remember to record your pickup data before you tap each stick. Are there any questions?** (Answer any questions the students have about Part B.)
>
> **You may now go back to page 5 and begin working on Part B with your partner(s). When you are finished with Part B, sit quietly and read.**

7. Circulate around the room during the investigation to make sure all students are actively engaged in the process. Part B should take approximately 20 minutes, but more time might be necessary. **Ensure that each student is recording data in his/her inquiry booklet**. Make sure any students who finish early sit quietly and read so they will not disturb those students who require more time.

8. When all the students are finished, instruct them to clean up the materials and prepare for individual work. The students can put the inquiry task materials back into the large plastic bags they came packaged in. The test administrator should collect the materials from students when they are done. **Students should keep their inquiry booklet.**

9. 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.

10. **Hand 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.

11. Say to the students:

> **Open your answer booklet to page 10. You will work on your own for this part of the inquiry task. You will use the results of the investigation to answer the questions. You cannot talk with your partner 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 both your answer booklet and your inquiry 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.**

12. Circulate around the room and check to make sure all the students are on the correct page in their answer booklet and are recording their answers within the appropriate answer spaces. Check to make sure the students correctly copy the data from their inquiry booklet into the data tables in their answer booklet.

13. Students must be given a minimum of 30 minutes to answer the questions in session 3 and 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 the 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.

14. When the students are finished, 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, Student 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

Preparing Special Materials

Special materials include Braille tests, large-print tests, and any materials that will require special handling by Measured Progress. Please carefully follow the procedures explained below to ensure the correct return of all special materials.

Braille and Large-Print Tests

Every Braille and large-print version of the test comes with a standard answer booklet. A test administrator or authorized school personnel **must transcribe** the student's work into the accompanying standard answer booklet. Any student work that is not recorded in the standard answer booklet will not be scored.

Computer Generated Responses – Accommodation R4

Schools are not required to transcribe responses to any non-multiple-choice item completed on the computer using accommodation R4. Accommodation R4 allows students to answer test items on separate paper, a computer, or similar device. It is intended to be used on an individual basis and not for entire groups of students.

Responses generated on a computer can be printed out and included with the student's answer booklet by following the specifications outlined in Appendix E. Students using accommodation R4 and responding on separate paper, such as paper with special lines or paper of a larger size, must continue to have their work transcribed into an answer booklet. Transcriptions must appear exactly as written by the student.

All responses to multiple-choice items must continue to be transcribed. Only computer generated responses for non-multiple-choice test items will be accepted, and they must follow the specifications in Appendix E.

Materials that Require Special Handling

Answer booklets that are non-standard may require special handling. Return these booklets to your test coordinator with a **detailed note** explaining why the booklet needs special handling. Examples of situations requiring special handling include, but are not limited to:

- answer booklets that have been torn
- answer booklets that were damaged or got wet during testing
- multiple test forms and/or multiple answer booklets used by one student
- answer booklets with accompanying computer generated responses (accommodation R4)

Materials that do **not** require special handling include:

- voided booklets
- booklets for students who withdrew from or enrolled in the school after May 6, 2013
- booklets where standard test accommodations were used

If you have questions or concerns about which materials require special handling, please see your test coordinator.

Hazardous Test Materials

Materials that have been contaminated with hazardous biological matter, such as blood or vomit, should not be returned to Measured Progress. In the case of contaminated test materials, please contact your test coordinator.

Preparing Test Materials for Delivery to Test Coordinator

After all test sessions have been completed follow the steps below when preparing your test materials for delivery to your school's 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 answer booklets.
3. For each student without a label, confirm that the front cover of the answer booklet has been completed accurately and appropriately according to the instructions in Appendix B, if you have been assigned this task.
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 booklet for every student who used an accommodation(s) during testing, according to the instructions in Appendix B, if you have been assigned this task.
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 stapled, taped, pasted, or otherwise attached to the answer booklets. Only computer-generated responses may be inserted in the answer booklets.
9. If students used ballpoint or felt-tip pen, crayon, highlighter, or colored pencil to mark their answers in the answer booklets, notify your test coordinator.
10. Sort any materials needing special handling. Attach an explanatory note to each booklet.
11. Ensure that any used large-print and Braille tests have been transcribed into the accompanying standard answer booklet.
12. Place all test materials in a stack in the following order and return it to your test coordinator:

Top of stack
Student Answer Booklets requiring special handling (if applicable)
Large-print test materials (if applicable)
Braille test materials (if applicable)
Scratch paper
Used Student Answer Booklets
Used Student Test Booklets
Used Inquiry Booklets
All unused and voided test materials
Bottom of stack

The following items DO NOT need to be returned:

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

Thank you very much for your help in administering the New England Common Assessment Program.

Appendix A: 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 6, 2013.
- ○ Student enrolled in school after May 6, 2013.
- ○ State-approved special consideration.
- ○ Student was enrolled on May 6, 2013, 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 B: 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 <u>without</u> 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 state assigned 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 a student used any accommodation(s) listed in the *NECAP Table of Standard Accommodations*, bubble in the circle that corresponds to the accommodation(s) for each content area. (The *NECAP Table of Standard Accommodations* is printed in Appendix C of this manual.)

Blank Reason
If a student's answer booklet is being returned blank in one or more sessions in a content area, bubble in the circle next to the most appropriate reason available. Do not write "VOID" on the booklet if any of these options accurately represent the student's situation.

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. Keep a record of the key used.

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

Appendix C: NECAP Table of Standard 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* and the *NECAP Test Administrator Manual.***

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. All "Other (O) accommodations used without DOE approval result in no credit being given.		
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 no credit being given for impacted items.		
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 D: NECAP Science 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)

16. Please rate your level of awareness of the Next Generation Science Standards (NGSS).
    a. I am very aware of the NGSS and have deep understanding of them.
    b. I am aware of the NGSS and have a reasonable understanding of them.
    c. I have heard of the NGSS but know little about them.
    d. I have never heard of the NGSS.

17. Which best describes the way in which you have learned about the NGSS.
    a. Through resources published by my state educational agency (listservs, webpages, webinars)
    b. Through national resources or trade publications
    c. Through educators within my school or district
    d. I have never heard of the NGSS

Appendix E: Computer Generated Responses, Accommodation R4

Please note that Accommodation R4 requires "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."

Printouts of student work from a computer MUST follow these specifications:

- 8 ½ x 11 paper, with print on one side only
- Arial or Times New Roman 12 point font
- Responses to each item must be on separate pages. Only one item per page will be scored.
- Every page must have the following information in the upper left corner:
  - Student Name
  - State assigned student ID
  - Booklet number (10 digit number in the lower right corner of the front cover of the student's answer booklet)
  - Content area (Science)
  - Item number

Please note these specifications are for the printout of a student's response. You may find during testing that a student needs to use a larger font. If this is necessary, allow the student to work with the computer in whatever manner best fits his or her needs. School personnel must then ensure the format of the student's responses conforms to these specifications before printing the responses.

Only responses to non-multiple-choice items can be returned as computer printouts. Answers to multiple-choice items must be recorded in the student's answer booklet or transcribed by school personnel into the student's answer booklet. Keep the following guidelines in mind as students create their responses using a computer:

Content Area	Item Type	Allowable Length of Response	Notes
Science	Constructed Response	up to one-half page	These are the 4-point constructed response items in sessions 1 & 2
	Inquiry Task Items	up to one-half page	These are the 2-point short answer and 3-point constructed response items in session 3.

Student work should be deleted from the computer after printing. Insert the computer printouts in the student's answer booklet and return it in the "Special Handling" envelope. Do not staple or paperclip the computer pages together, and do not staple, tape, or glue the pages into the answer booklet.

Appendix F: 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. **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 NECAP Table of Standard 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.