Test Administrator Manual
Grade 8

October 1-22, 2009

NECAP Service Center: 1-877-632-7774

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 Measured Progress NECAP Service Center at 1-877-632-7774. The service center is open Monday through Friday between the hours of 8:00 a.m. and 4:00 p.m.

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

NECAP Policy Information

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

Susan Smith, MEA/NECAP Coordinator
Maine Department of Education
23 State House Station, Augusta, ME 04333
207-624-6775
www.maine.gov/education/

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

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

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

TEST SECURITY

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

Important Dates

Test administration window..... October 1-22, 2009

Maine, New Hampshire, and Rhode Island UPS pickup for all test materials ..... October 23, 2009

Vermont UPS pickup for all test materials
(due to official school closings on October 22 and 23) ..... October 26, 2009

New This Year

Maine joins NECAP
In October 2009, Maine students at grades 3 through 8 will be administered the NECAP test along with students from New Hampshire, Rhode Island, and Vermont.

Revised *Table of Standard Test Accommodations* (see Appendix C, pages 31-34)
The state departments of education worked together to revise the NECAP *Table of Standard Test Accommodations* and the *NECAP Accommodations Guide.* A few new accommodations have been added, several have been clarified, and a few that were rarely used have been removed. The accommodations codes are different from past years. Please study the new table carefully and adjust any accommodations plans for students to match the new accommodations. Refer to the *NECAP Accommodations Guide* (available on your state's department of education website) for additional details and for a crosswalk to old accommodations codes.

Grade 5 and 8 Writing Pilot Test
This year, writing tests at grades 5 and 8 are pilot tests. Each school with grade 5 or 8 will receive one test form of the writing pilot. Session 1 consists of 10 multiple-choice questions and 3 short writing response questions. Session 2 consists of one extended writing response. The test design has been altered slightly; it will no longer include planning boxes for the extended writing response. Schools should schedule 90 minutes for each session. The results of the pilot test will be used to construct operational test forms. Therefore, student scores in writing will **not** be reported to schools for this year only.

Online *Test Administrator Questionnaire* (see Appendix D, page 35)
The *Test Administrator Questionnaire* will be completed online by test administrators. Administrators will need to log on to http://iservices.measuredprogress.org to access the questionnaire. Since this questionnaire is now online, paper questionnaires and scannable answer sheets will not be included in your shipment of test materials this year. Please see Appendix D for a preview of the questions that will appear on the questionnaire.

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

Checklist for Test Administrators

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, arrange for students who require accommodations, and review procedures in the *Test Administrator Manual*
- ❒ Inventory test materials received from the test coordinator
- ❒ 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
- ❒ Be available to answer questions as necessary
- ❒ Monitor students' handling of test materials to keep the materials in good condition
- ❒ Ensure accommodations are provided to students as were determined prior to testing
- ❒ Administer make-up testing for students who miss all or part of the test
- ❒ Notify your test coordinator of any testing irregularity

After testing:

- ❒ Verify that all answer booklets are correctly marked and in good condition
- ❒ For all students, complete the applicable student information on page 2 of the answer booklet
- ❒ Confirm that no paper has been taped, pasted, stapled, or otherwise attached to the answer booklets
- ❒ Remove all scratch paper from the answer booklets
- ❒ Attach an explanatory note to each answer booklet that needs special handling and place this material on the top of your stack of test materials
- ❒ Ensure that any computer-generated, large-print, and Braille responses have been transcribed into the accompanying regular answer booklet
- ❒ Complete the online *Test Administrator Questionnaire*
- ❒ Assemble the answer booklets and all other test materials and return them to your test coordinator

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The New England Common Assessment Program

Background

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

- Working together brings a team of assessment and content specialists together with experience and expertise greater than any individual state.
- Working together provides the capacity necessary for the four states to develop quality, customized assessments consistent with the overall goal of improving education.
- 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

The NECAP is a comprehensive set of tests that cover a broad range of learning expectations in reading and mathematics administered at grades 3 through 8 and 11 and writing at grades 5, 8, and 11. A complete description of the learning expectations for grades 3 through 8 can be found in the *New England Common Assessment Program Grade-Level Expectations* (NECAP GLEs). The high school learning expectations can be found in the *New England Common Assessment Program Grade-Span Expectations* (NECAP GSEs). These documents were developed and adopted collaboratively by the departments of education in Maine, New Hampshire, Rhode Island, and Vermont. The NECAP GLEs and GSEs are posted on the websites of the individual state departments of education.

NECAP tests include the following types of items:

- multiple-choice items, which require students to select the correct answer from four possible responses
- short-answer items, which require students to provide a solution to a problem
- constructed-response items, which require students to write a brief (up to a half page) response or show the solution to a problem
- writing prompts, which require students to demonstrate their ability to communicate in writing through an extended response – these prompts are both stand alone and text based

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.

The test administrator's primary responsibilities include:

- reading the *Test Administrator Manual* in its entirety
- meeting with the test coordinator to review the testing schedule, to discuss arrangements for students who require accommodations, and to review testing procedures in the *Test Administrator Manual*
- accounting for all assessment materials given to you
- checking that student ID labels have been affixed in the space provided on the front cover of the answer booklets
- for students without student ID labels, checking that the student name, school name, and district name is written on the lines provided on the front cover of the answer booklet
- ensuring a standardized test environment
- maintaining the security of your test materials between test sessions
- ensuring that students use only the test materials assigned to them
- testing the group of students assigned to you according to the instructions in the *Test Administrator Manual*
- providing accommodations as determined by the student's educational team prior to testing
- ensuring that an answer booklet has been completed for every student assigned to you
- confirming that no additional pages have been inserted, taped, stapled, pasted, or otherwise attached to the answer booklets
- ensuring that all assessment materials are returned to your test coordinator when testing is completed

Test Security (Before, During, and After Testing)

All 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 answer 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?

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

All students enrolled in the school as of October 1, 2009 are required to participate in the NECAP with the following exceptions:

- Students who completed the alternate assessment for the 2008–2009 school year.
- Students who are new to the U.S. after October 1, 2008 and are LEP and take the ACCESS test of English language proficiency as scheduled in their states are not required to take the NECAP reading and writing tests. However, these students **must take the NECAP mathematics test.**
- Students who have state-approved special considerations. Each state department of education has a process for documenting and approving circumstances that make it impossible or not advisable for a student to participate in state testing. The following table outlines the procedure for each state.

State	Procedure for approval for special considerations	Contact
ME	o ME state-approved special considerations are for medical reasons, personal crisis, family emergency, and court order o Each student must be enrolled in MEDMS o A *Request for Special Consideration* form, signed by your principal, must be submitted to MDOE for approval. This form is available on the MDOE website. o Requests are due no later than 10/22/09 o Schools will receive written notification of approval or denial.	Susan Smith 207-624-6775
NH	o Each student MUST be registered with the state o A *Request for Medical Exemption from NH Statewide Assessment* form must be submitted (available on the NH DOE website) o You must receive written acknowledgement from the NH DOE o Requests are due no later than 10/22/09	Tim Kurtz 603-271-3846
RI	o RI state-approved special considerations are for medical reasons, personal crisis, family emergency, and court order o A written request, signed by your superintendent, must be submitted to RIDE to obtain approval o Requests are due no later than 10/22/09	Dr. Kevon Tucker-Seeley 401-222-8494
VT	o VT state-approved special considerations are for medical reasons, personal crisis, family emergency, and court order o Contacting the department for approval is not necessary; the *Participation Verification* form mailed to schools after assessment will be the basis for approval	Mary Ann Minardo 802-828-5410

Students who enroll in your school after October 1, 2009 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.

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

Other Accommodations

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

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

Document Accommodations

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

Test Schedule

The testing window is October 1-22, 2009. The test coordinator in your school will arrange a testing schedule with you. All testing, including accommodations and make-up testing, must be completed by October 22, 2009. Each school is responsible for creating its own testing schedule but should consider religious holidays and/or local events that may impact students' ability to participate. Your school may choose to schedule around these dates, but also should plan on make-up test sessions at the end of the assessment window for students who miss testing for any reason including absences for religious holidays. Make-up testing may begin immediately following the scheduled administration of a test session. No student should be scheduled for a make-up 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 for each grade include time at the beginning of testing for general test instructions and time at the end for completing the *Student Questionnaire*. (The *Student Questionnaire* is optional in Vermont.)

Except for make-up sessions, **the test sessions must be taken in the order presented in the answer booklet**. Refer to the table on the following page for the order in which tests must be scheduled and administered.

This table describes the requirements of each state for simultaneously administering test sessions:

ME, NH, and VT	All students at a particular grade level within a **school** must be scheduled to take the same test session simultaneously.
RI	All students at a particular grade level within a **district** must be scheduled to take the same test session simultaneously.

Be sure that the test sessions do not conflict with regularly scheduled daily activities such as recess, snack breaks, and lunch; sufficient time should be allowed for continuous administration of each test session. Refer to the table on the following page for the testing time information for grade 8.

Grade 8 NECAP test sessions 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 per session, as long as they are working productively. Therefore, schedule 90 minutes of uninterrupted time for administering each test session. Students who will need beyond 90 minutes must have an extended time accommodation determined prior to testing.

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

ALL test sessions must be scheduled in the order below, and all students must be tested simultaneously within a grade. The only exceptions to these rules are for make-up testing and students with accommodations.

Testing Sessions and Time: Grade 8		
Test Session	**Test Activity**	**Scheduled Time* (in minutes)**
General Instructions	General testing directions	5
Reading Session 1	Directions	5
	Testing (14 multiple choice and 3 constructed response)	90
Reading Session 2	Directions	5
	Testing (14 multiple choice and 3 constructed response)	90
Reading Session 3	Directions	5
	Testing (14 multiple choice and 3 constructed response)	90
Mathematics Session 1	Directions	5
	Testing – Non-calculator (13 multiple choice, 6 short answer, and 2 constructed response)	90
Mathematics Session 2	Directions	5
	Testing – Calculator (14 multiple choice, 6 short answer, and 2 constructed response)	90
Mathematics Session 3	Directions	5
	Testing – Calculator (14 multiple choice, 6 short answer, and 2 constructed response)	90
Writing Session 1	Directions	5
	Testing (10 multiple choice and 3 constructed response)	90
Writing Session 2	Directions	5
	Testing (1 extended writing prompt)	90
Student Questionnaire	Questionnaire	20
* Although 90 minutes are scheduled for each session, in past years the vast majority of students finished in 75 minutes or less.		

Prior to Test Administration

Inventory Test Materials

Inventory your test materials when you receive them from your test coordinator. In addition to this manual, you will receive test booklets, answer booklets, mathematics reference sheets, rulers, protractors, and writing test booklets for the group of students you will be testing. Your test coordinator will provide you with the correct number of test materials for the group of students assigned to you. When you receive the test materials from your test coordinator, check to make sure you have the correct number of each piece of material. If you find any discrepancies, see your test coordinator.

Preparing Answer Booklets for Testing

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

IMPORTANT: Do not separate the answer booklets from the test booklets as they are paired by test form. In the event that the documents do become separated, you will need to match the form number on the front cover of the test 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

This year, the writing test at grades 5 and 8 only is a pilot test. Each school will receive one form of the test; writing test forms will be identified by a letter, A-H. Each student should use his/her answer booklet from the reading and mathematics portion of the NECAP to respond to the writing test sessions. The form number of the answer booklet will not match the form letter of the writing book. Measured Progress will match answer booklets to writing test booklets prior to scoring. The results of the pilot test will be used to construct operational test forms. Therefore, student scores in writing will **not** be reported to schools for this year only.

Grade 8:

- For students with student ID labels, ensure that a label has been affixed to the answer booklet in the space provided in the lower right corner of the front cover. Ensure that the other label has been affixed to the front cover of the corresponding test booklet in the space provided.
- No label is necessary for the separate writing test booklet.
- No label is necessary for the large-print test form or Braille test form. Ensure that the student ID labels have been affixed to the regular test booklet and answer booklet included in the Braille or large-print kit, as outlined above.
- For students enrolled in your school without student ID labels, ensure 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 ordered additional labels, affix them in the appropriate spaces on each student's booklets when they arrive. If no student ID labels are anticipated, you must bubble the student information on the answer booklet.
- All students, with or without student ID labels, should write their name on the line provided in the upper left corner of the front cover of the answer booklet.

A variety of barcodes appear 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.

Equipment and Materials Permitted and Prohibited During Test Administration

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

The items on the mathematics test are designed so that calculators are not required to solve any of the problems. The departments of education have set limits on the use of calculators during statewide assessment. These limits specify when calculators may be used during the assessment and which devices are allowable. However, within these limits, the fundamental decision about whether or not to use calculators is made at the local school level.

If your school has decided to allow their use, calculators are permitted only during Sessions 2 and 3 of the mathematics test. Calculators are not permitted on Session 1 of the mathematics test. If your school does not have enough calculators for all students, students may use their own. Students may not share calculators during testing.

A four-function calculator is sufficient; however, students may use a scientific or graphing calculator. The following devices and/or calculators with the following features are prohibited: pocket organizers, handheld or laptop computers, electronic writing pads or pen-input devices, cellular phones or other wireless communication devices, and calculators with a "QWERTY" keyboard. If you have a question regarding a particular calculator, please see your test coordinator.

During Session 2 and Session 3 of the mathematics test, schools may decide to provide students with the *NECAP Multiplication Table* or *NECAP Hundreds Chart*, instead of or in addition to a calculator. Schools must use the official NECAP version provided on each state's department of education website.

Dictionaries of any type and/or thesauruses are not allowed during any session of the assessment, except for word-to-word translation dictionaries allowed as an accommodation for students who are English language learners.

All cell phones must be turned off during testing.

Preparing Students and the Test Site

It is important that you let your students know what to expect. Hopefully, at this point you and your students have had the opportunity to work with the *NECAP Released Items and Support Materials*, your students have taken the *NECAP Practice Tests*, and you have reviewed the information in the document entitled *Preparing Students for NECAP: Tips for Teachers to Share with Students*. These documents are available on your state's department of education website (see page *i* for website addresses). Communicate to students that all of them may not be able to answer all of the questions. Your students should be supported and encouraged to do their best during the testing period.

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

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

- identify a secure location for storing test materials between test sessions
- notify students in advance of testing and request that they bring two #2 pencils to every test session
- obtain scratch paper and extra #2 pencils
- ensure that calculators are available in accordance with your school's decision regarding calculator use on the test
- ensure that *NECAP Multiplication Tables* and *NECAP Hundreds Charts* are available in accordance with your school's decision to use them
- ensure that there are not any displayed materials in the classroom or on student desks that would interfere with proper test administration
- encourage students to bring something to read if they finish a test session early
- discuss plans for the use and implementation of accommodations for the students you will be testing

Just prior to testing, you should

- check your test materials to be sure you have enough for the students you will be testing
- check your test materials to identify any defective materials
- contact your test coordinator for any required additional materials
- review the session scripts that you will read to students during testing
- acquire one booklet to use as a visual aid while you read the directions
- arrange test materials for each session so that you will be able to distribute them to students quickly
- confirm that you have all of the necessary supplies for the test session
- post a "Testing – Please do not disturb" sign on the classroom door
  instruct students to clear their desks of books and other materials not needed for the assessment

During Testing

Test Administration

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

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

Important reminders for test administrators:

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

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

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

General Instructions

Estimated Time: 5 Minutes

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

1. Say to the students:

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

2. Distribute one Student Test Booklet and one Student 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 reading, mathematics, and writing. Your principal and teachers will use the information from this test to help plan your school's 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 Student Test Booklet and Student 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 name on the line in the upper left corner of your answer booklet.** (Pause.) **During all of the test sessions, you must use a #2 pencil to write and to mark your answers. Use of highlighters, markers, and crayons is not permitted. If you do not have a #2 pencil, please raise your hand.** (Supply a #2 pencil to students who need one.)
>
> **Now look in the upper left corner of your Student 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 Student Answer Booklet. Also, be sure you completely erase any marks you wish to change. Do not make any stray marks on your Student Answer Booklet.** (Pause.) **Do you have any questions?** (Answer any questions.)

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

Reading — Session 1

Estimated Time: 45 Minutes

(Up to 45 minutes additional time may be allowed without requiring an accommodation)

Materials needed: Student Test Booklets, Student Answer Booklets, scratch paper, and #2 pencils.

NOTE: Dictionaries, textbooks, thesauruses, etc. **are not** allowed during any part of this session.

1. Return the Student Test Booklets and Student 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 reading test. Please turn to page 1 in your Student Test Booklet.** (Pause.) **In this session, you will read two passages and answer seventeen questions. You may not be able to answer every question, but it is important that you read each one carefully and do your best. If you are not sure of the answer to a question, you should make your best guess. Do not mark your answers in the Student Test Booklet. Instead, mark your answers in your Student Answer Booklet. Choose the best answer for each multiple-choice question and plan your written answers so they fit only inside the answer spaces in your Student 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 Student Answer Booklet will be scored. Your scratch paper will be collected at the end of the session. Does anyone have any questions?** (Answer any questions students have about the directions.)
>
> **Open your Student Answer Booklet to page 3. The top of the page is labeled "Reading – Session 1." It will probably take you about 45 minutes to read the passages and answer the questions in this session of the test, but you can have more time if you want it. Please stop when you come to the stop sign at the end of this session. You may reread any passage or review your answers in this session of the test, but you may not go forward to work on any other sessions. Are there any questions?** (Answer any questions students have about the directions.) **When you finish, insert your Student Answer Booklet and scratch paper into your Student Test Booklet. Please sit quietly and read until everyone is finished. You may begin.**

4. Circulate and check to make sure all students are on the correct page in their Student Test Booklet and Student Answer Booklet and are recording their answers within the appropriate answer spaces.

5. Students should be allowed to continue working up to 90 minutes as long as they 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 are quiet so they will not disturb those students who require more time.

6. If you are not going on to Reading – Session 2 immediately, collect all test materials, including scratch paper, and store them in a secure place until the next scheduled session of the test.

Reading — Session 2

Estimated Time: 45 Minutes

(Up to 45 minutes additional time may be allowed without requiring an accommodation)

Materials needed: Student Test Booklets, Student Answer Booklets, scratch paper, and #2 pencils.

NOTE: Dictionaries, textbooks, thesauruses, etc. **are not** allowed during any part of this session.

1. Return the Student Test Booklets and Student Answer Booklets to students. Each student must have his or her original test materials. Distribute additional scratch paper to students, if needed, 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 2 of the reading test. Please turn to page 10 in your Student Test Booklet.** (Pause.) **In this session, you will read two passages and answer seventeen questions. You may not be able to answer every question, but it is important that you read each one carefully and do your best. If you are not sure of the answer to a question, you should make your best guess. Do not mark your answers in the Student Test Booklet. Instead, mark your answers in your Student Answer Booklet. Choose the best answer for each multiple-choice question and plan your written answers so they fit only inside the answer spaces in your Student 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 Student Answer Booklet will be scored. Your scratch paper will be collected at the end of the session. Does anyone have any questions?** (Answer any questions students have about the directions.)
>
> **Open your Student Answer Booklet to page 6. The top of the page is labeled "Reading – Session 2." It will probably take you about 45 minutes to read the passages and answer the questions in this session of the test, but you can have more time if you want it. Please stop when you come to the stop sign at the end of this session. You may reread any passage or review your answers in this session of the test, but you may not go forward or go back to work on any other sessions. Are there any questions?** (Answer any questions students have about the directions.) **When you finish, insert your Student Answer Booklet and scratch paper into your Student Test Booklet. Please sit quietly and read until everyone is finished. You may begin.**

4. Circulate and check to make sure all students are on the correct page in their Student Test Booklet and Student Answer Booklet and are recording their answers within the appropriate answer spaces.

5. Students should be allowed to continue working up to 90 minutes as long as they 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 are quiet so they will not disturb those students who require more time.

6. If you are not going on to Reading – Session 3 immediately, collect all test materials, including scratch paper, and store them in a secure place until the next scheduled session of the test.

Reading — Session 3

Estimated Time: 45 Minutes

(Up to 45 minutes additional time may be allowed without requiring an accommodation)

Materials needed: Student Test Booklets, Student Answer Booklets, scratch paper, and #2 pencils.

NOTE: Dictionaries, textbooks, thesauruses, etc. **are not** allowed during any part of this session.

1. Return the Student Test Booklets and Student Answer Booklets to students. Each student must have his or her original test materials. Distribute additional scratch paper to students, if needed, 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 3 of the reading test. Please turn to page 20 in your Student Test Booklet.** (Pause.) **In this session, you will read two or three passages and answer seventeen questions. You may not be able to answer every question, but it is important that you read each one carefully and do your best. If you are not sure of the answer to a question, you should make your best guess. Do not mark your answers in the Student Test Booklet. Instead, mark your answers in your Student Answer Booklet. Choose the best answer for each multiple-choice question and plan your written answers so they fit only inside the answer spaces in your Student 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 Student Answer Booklet will be scored. Your scratch paper will be collected at the end of the session. Does anyone have any questions?** (Answer any questions students have about the directions.)
>
> **Open your Student Answer Booklet to page 9. The top of the page is labeled "Reading – Session 3". It will probably take you about 45 minutes to read the passages and answer the questions in this session of the test, but you can have more time if you want it. Please stop when you come to the stop sign at the end of this session. You may reread any passage or review your answers in this session of the test, but you may not go forward or go back to work on any other sessions. Are there any questions?** (Answer any questions students have about the directions.) **When you finish, insert your Student Answer Booklet into your Student Test Booklet. Remove all scratch paper from your booklets and place it on top of your Student Test Booklet. Please sit quietly and read until everyone is finished. You may begin.**

3. Circulate and check to make sure all students are on the correct page in their Student Test Booklet and Student Answer Booklet and are recording their answers within the appropriate answer spaces.

4. Students should be allowed to continue working up to 90 minutes as long as they 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 are quiet so they will not disturb those students who require more time.

5. If you are not going on to Mathematics – Session 1 immediately, collect all test materials and store them in a secure place until the next scheduled session of the test. Make sure all scratch paper from the reading test sessions is removed from the booklets. Keep all used scratch paper in a secure place until test materials are returned to your test coordinator.

Mathematics — Session 1 (Non-Calculator)

Estimated Time: 45 Minutes

(Up to 45 minutes additional time may be allowed without requiring an accommodation)

Materials needed: Student Test Booklets, Student Answer Booklets, mathematics reference sheets, scratch paper, and #2 pencils.

NOTE: Use of rulers, protractors, calculators, *NECAP Multiplication Tables*, and *NECAP Hundreds Charts* **are not** allowed during any part of this session.

1. Return the Student Test Booklets and Student Answer Booklets to students. Each student must have his or her original test materials. Distribute a mathematics reference sheet to each student and instruct them to write their name on it. 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 mathematics test. Please turn to page 30 in your Student Test Booklet. (Pause.) **In this session, you will answer twenty-one questions. You may not be able to answer every question, but it is important that you read each one carefully and do your best. If you are not sure of the answer to a question, you should make your best guess. Do not mark your answers in the Student Test Booklet. Instead, mark your answers in your Student Answer Booklet. Choose the best answer for each multiple-choice question and plan your written answers so they fit only inside the answer spaces in your Student 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 Student 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 Student Answer Booklet. Your scratch paper will be collected at the end of the session.

You are not allowed to use a calculator on this part of the test. Does anyone have any questions? (Answer any questions the students have about the directions.)

3. Say to the students:

> **Open your Student Answer Booklet to page 12. The top of the page is labeled "Mathematics – Session 1". It will probably take you about 45 minutes to answer the questions in this session of the test, but you can have more time if you want it. Please stop when you come to the stop sign at the end of this session. You may review your answers to the questions in this session of the test, but you may not go forward or go back to work on any other sessions.**
>
> **If you get stuck on a word in the test booklet, I can read the word to you. I cannot read numbers, mathematics symbols, or a whole question to you. If you want help reading a word, raise your hand.** (During the test session, pronounce a word to students who ask for assistance. Do not define the word or help the students in any other way.) **Are there any questions?** (Answer any questions the students have about the directions.) **When you finish, insert your Student Answer Booklet, mathematics reference sheet, and scratch paper into your Student Test Booklet. Please sit quietly and read until everyone is finished. You may begin.**

4. Circulate and check to make sure all students are on the correct page in their Student Test Booklet and Student Answer Booklet and are recording their answers within the appropriate answer spaces.

5. Students should be allowed to continue working up to 90 minutes as long as they 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 are quiet so they will not disturb those students who require more time.

6. If you are not going on to Mathematics – Session 2 immediately, collect all test materials, including scratch paper, and store them in a secure place until the next scheduled session of the test.

Mathematics — Session 2 (Calculator)

Estimated Time: 45 Minutes

(Up to 45 minutes additional time may be allowed without requiring an accommodation)

Materials needed: Student Test Booklets, Student Answer Booklets, mathematics reference sheets, rulers, protractors, scratch paper, and #2 pencils.

Other allowable materials (if your school has decided to allow their use): Calculators, *NECAP Multiplication Tables*, and *NECAP Hundreds Charts*

NOTE: Use of rulers, protractors, and calculators **is** permitted during Session 2 of the mathematics test. Students may use their own calculators or those supplied by the school. See page 8 for devices and types of calculators that are prohibited.

1. Return the Student Test Booklets, Student Answer Booklets, and mathematics reference sheets to students. Each student must have his or her original test materials. Distribute a ruler and a protractor to each student. Distribute calculators, *NECAP Multiplication Tables*, and *NECAP Hundreds Charts* to students if your school has decided to allow their use on the test. 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 mathematics test. Please turn to page 38 in your Student Test Booklet. (Pause.) **In this session, you will answer twenty-two questions. You may not be able to answer every question, but it is important that you read each one carefully and do your best. If you are not sure of the answer to a question, you should make your best guess. Do not mark your answers in the Student Test Booklet. Instead, mark your answers in your Student Answer Booklet. Choose the best answer for each multiple-choice question and plan your written answers so they fit only inside the answer spaces in your Student 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 Student 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 Student Answer Booklet. Your scratch paper will be collected at the end of the session. Does anyone have any questions? (Answer any questions the students have about the directions.)

3. Say to the students:

> **Open your Student Answer Booklet to page 15. The top of the page is labeled "Mathematics – Session 2." It will probably take you 45 minutes to answer the questions in this session of the test, but you can have more time if you want it. Please stop when you come to the stop sign at the end of this session. You may review your answers in this session of the test, but you may not go forward or go back to work on any other sessions.**
>
> **If you get stuck on a word in the test booklet, I can read the word to you. I cannot read numbers, mathematics symbols, or a whole question to you. If you want help reading a word, raise your hand.** (During the test session, pronounce a word to students who ask for assistance. Do not define the word or help the students in any other way.) **Are there any questions?** (Answer any questions the students have about the directions.) **When you finish, insert all of your materials into your Student Test Booklet. Please sit quietly and read until everyone is finished. You may begin.**

4. Circulate and check to make sure all students are on the correct page in their Student Test Booklet and Student Answer Booklet and are recording their answers within the appropriate answer spaces.

5. Students should be allowed to continue working up to 90 minutes as long as they 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 are quiet so they will not disturb those students who require more time.

6. If you are not going on to Mathematics – Session 3 immediately, collect all test materials, including scratch paper, and store them in a secure place until the next scheduled session of the test.

Mathematics — Session 3 (Calculator)

Estimated Time: 45 Minutes

(Up to 45 minutes additional time may be allowed without requiring an accommodation)

Materials needed: Student Test Booklets, Student Answer Booklets, mathematics reference sheets, rulers, protractors, scratch paper, and #2 pencils.

Other allowable materials (if your school has decided to allow their use): Calculators, *NECAP Multiplication Tables*, and *NECAP Hundreds Charts*

NOTE: Use of rulers, protractors, and calculators **is** permitted during Session 3 of the mathematics test. Students may use their own calculators or those supplied by the school. See page 8 for devices and types of calculators that are prohibited.

1. Return the Student Test Booklets, Student Answer Booklets, and mathematics reference sheets to students. Each student must have his or her original test materials. Distribute a ruler and a protractor to each student. Distribute calculators, *NECAP Multiplication Tables*, and *NECAP Hundreds Charts* to students if your school has decided to allow their use on the test. 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 3 of the mathematics test. Please turn to page 48 in your Student Test Booklet.** (Pause.) **In this session, you will answer twenty-two questions. You may not be able to answer every question, but it is important that you read each one carefully and do your best. If you are not sure of the answer to a question, you should make your best guess. Do not mark your answers in the Student Test Booklet. Instead, mark your answers in your Student Answer Booklet. Choose the best answer for each multiple-choice question and plan your written answers so they fit only inside the answer spaces in your Student 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 Student 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 Student Answer Booklet. Your scratch paper will be collected at the end of the session. Does anyone have any questions?** (Answer any questions the students have about the directions.)

3. Say to the students:

> **Open your Student Answer Booklet to page 18. The top of the page is labeled "Mathematics – Session 3." It will probably take you about 45 minutes to answer the questions in this session of the test, but you can have more time if you want it. Please stop when you come to the stop sign at the end of this session. You may review your answers in this session of the test, but you may not go back to work on any other sessions.**
>
> **If you get stuck on a word in your test booklet, I can read the word to you. I cannot read numbers, mathematics symbols, or a whole question to you. If you want help reading a word, raise your hand.** (During the test session, pronounce a word to students who ask for assistance. Do not define the word or help the students in any other way.) **Are there any questions?** (Answer any questions the students have about the directions.) **When you finish, remove all scratch paper from your booklets. Place your Student Answer Booklet and all other materials on top of your Student Test Booklet. Please sit quietly and read until everyone is finished. You may begin.**

4. Circulate and check to make sure all students are on the correct page in their Student Test Booklet and Student Answer Booklet and are recording their answers within the appropriate answer spaces.

5. Students should be allowed to continue working up to 90 minutes as long as they 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 are quiet so they will not disturb those students who require more time.

6. If you are going on to Writing – Session 1 immediately, collect all the test materials except for the Student Answer Booklets, and store them in a secure place until you are ready to return them to your test coordinator.

   If you are not going on to Writing – Session 1 immediately, collect all test materials and store them in a secure place until the next scheduled session of the test. Make sure all scratch paper from the mathematics test sessions is removed from the booklets. Keep all used scratch paper in a secure place until test materials are returned to your test coordinator. The Student Answer Booklets should be collected separately from the Student Test Booklets, because they will be needed for the writing sessions.

Writing — Session 1

Estimated Time: 45 Minutes

(Up to 45 minutes additional time may be allowed without requiring an accommodation)

Materials needed: Writing Student Test Booklets, Student Answer Booklets, #2 pencils, and lined scratch paper.

NOTE: Dictionaries, textbooks, thesauruses, etc. **are not** allowed during any part of this session. Students may use scratch paper for pre-writing.

1. Return the Student Answer Booklets to students. Each student must have his or her original test materials. Distribute a Writing Student Test Booklet to all students and instruct them to write their name and the school name on the front cover. Distribute lined 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 writing test. Please turn to page 1 in your Writing Student Test Booklet.** (Pause.) **In this session, you will answer thirteen questions. Some of the questions will require you to do some reading before responding. If you are not sure of the answer to a question, you should make your best guess. Do not mark your answers in the Writing Student Test Booklet. Instead, mark your answers in your Student Answer Booklet. Choose the best answer for each multiple-choice question and plan your written answers to the questions so they fit only inside the answer spaces in your Student Answer Booklet. You will have a little less than a page for each written response. Only what you write in the answer spaces in your Student Answer Booklet will be scored. Your scratch paper will be collected at the end of the session. Does anyone have any questions?** (Answer any questions students have about the directions.)

3. Say to the students:

> **Open your Student Answer Booklet to page 21. The top of the page is labeled "Writing – Session 1." It will probably take you about 45 minutes to complete this session of the test, but you can have more time if you want it. Please stop when you come to the stop sign at the end of this session and review what you have written during this session. Edit and revise your writing as needed. You may not go forward or go back to work on any other sessions.**
>
> **If you get stuck on a word in the test booklet, I can read the word to you. I cannot read a whole question or passage to you. If you want help reading a word, raise your hand.** (During the test session, pronounce a word to students who ask for assistance. Do not define the word or help the students in any other way.) **Are there any questions?** (Answer any questions students have about the directions.) **When you finish, insert your Student Answer Booklet and scratch paper into your Writing Student Test Booklet. Please sit quietly and read until everyone is finished. You may begin.**

4. Circulate and check to make sure all students are on the correct page in their Writing Student Test Booklet and Student Answer Booklet and are recording their answers within the appropriate answer spaces.

5. Students should be allowed to continue working up to 90 minutes as long as they 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 are quiet so they will not disturb those students who require more time.

6. If you are not going on to Writing – Session 2 immediately, collect all test materials, including scratch paper, and store them in a secure place until the next scheduled session of the test.

Writing — Session 2

Estimated Time: 45 Minutes

(Up to 45 minutes additional time may be allowed without requiring an accommodation)

Materials needed: Writing Student Test Booklets, Student Answer Booklets, #2 pencils, and lined scratch paper.

NOTE: Dictionaries, textbooks, thesauruses, etc. **are not** allowed during any part of this session. Students may use scratch paper for pre-writing.

1. Return the Writing Student Test Booklets and Student Answer Booklets to students. Each student must have his or her original test materials. Distribute additional lined scratch paper to students, if needed, 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 2 of the writing test. Please turn to page 10 in your Writing Student Test Booklet.** (Pause.) **In this session, you will be asked to write an extended response to a writing prompt. Plan your response to the writing prompt so it fits only inside the answer space in your Student Answer Booklet. You will have three pages to write your response. Only what you write in the answer space in your Student Answer Booklet will be scored. Your scratch paper will be collected at the end of the session. Does anyone have any questions?** (Answer any questions students have about the directions.)
>
> **Open your Student Answer Booklet to page 24. The top of the page is labeled "Writing – Session 2." It will probably take you about 45 minutes to complete this session of the test, but you can have more time if you want it. Please stop when you come to the stop sign at the end of this session. You may review what you have written during the session. Edit and revise your writing as needed. You may not go back to work on any other sessions. Are there any questions?** (Answer any questions students have about the directions.)
>
> **When you finish, place your Student Answer Booklet on top of your Writing Student Test Booklet. Remove all scratch paper from your booklets and place it on top of your Writing Student Test Booklet. Please sit quietly and read until everyone is finished.**

3. The test administrator should have a copy of the Writing Student Test Booklet. This test session is read aloud once to all students. Say to the students:

> **Follow along in your Writing Student Test Booklet as I read to you.** (Read aloud all of the text on pages 10-11 to students. Text includes italicized statements, passages, questions, and prompts. If you have Forms G or H, the text is only on page 10.) **You may begin.**

4. Circulate and check to make sure all students are on the correct page in their Writing Student Test Booklet and Student Answer Booklet and are recording their answers within the appropriate answer spaces.

5. Students should be allowed to continue working up to 90 minutes as long as they 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 are quiet so they will not disturb those students who require more time.

6. If you are going on to the Student Questionnaire immediately, collect all the test materials, except for the Student Answer Booklets, and store them in a secure place until you are ready to return them to your test coordinator.

   If you are not going on to the Student Questionnaire immediately, collect all test materials and store them in a secure place. Make sure all scratch paper is removed from the booklets. Keep all used scratch paper in a secure place until test materials are returned to the test coordinator. The Student Answer Booklets should be collected separately from the Writing Student Test Booklets, because they will be needed for the Student Questionnaire.

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 Student Answer Booklets were collected after Session 2 of the writing test, 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. Students at grade 8 should leave question 23 blank and continue on to the writing questions. Say to the students:

> **You are now going to complete the Student Questionnaire. The questions will ask you about different things 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 questions from the Student Questionnaire in your Student Answer Booklet on page 27 in the box labeled "Student Questionnaire." There are 36 answer spaces, but only 34 questions. Be sure to mark your answers in the correct spaces and leave the last 2 answer spaces 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 Student 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 regular size answer booklet. A test administrator or authorized school personnel **must transcribe** the student's work into the accompanying regular answer booklet. Any student work that is not recorded in the regular answer booklet will not be scored.

Materials that Require Special Handling

Materials that require special handling are defined as any booklets that are non-standard. A detailed note explaining why the booklet needs special handling **must accompany every booklet**. Examples of non-standard booklets include, but are not limited to:

- torn booklets
- booklets that are damaged or got wet during testing
- any booklet with computer generated responses accompanying it

Please note: Computer generated responses must be separated from the answer booklet and transcribed into the correct space in the answer booklet. Anything that has been glued, stapled, taped, or attached to the answer booklet in any other way will not be scored. After transcribing, please return the computer generated responses along with the answer booklet to your test coordinator.

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

- voided booklets
- unused booklets
- booklets for students who withdrew from or enrolled in the school after October 1, 2009
- 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

A new hazardous materials policy is in affect for the October 2009 test administration. Materials that have been contaminated with hazardous biological matter, such as blood or vomit, should no longer be returned to Measured Progress. In the case of contaminated test materials, please contact your test coordinator.

Completing Student Information on Answer Booklets

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

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

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

Preparing Test Materials for Delivery to Test Coordinator

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.
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.
6. Be sure that you are submitting an answer booklet for every student assigned to you.
7. Remove all scratch paper from the answer booklets.
8. Verify that no extra pages or materials have been inserted, stapled, taped, pasted, or otherwise attached to the answer booklets.
9. Confirm that students did not use ballpoint pen, felt-tip pen, crayon, highlighter, or colored pencils to mark their answers in the answer booklets.
10. Ensure that the answer booklets are in good condition and are free of eraser bits, and that erasures have been made completely.
11. Sort any materials needing special handling. Attach an explanatory note to each booklet.
12. Ensure that all computer generated responses and any used large-print and Braille tests have been transcribed into the accompanying regular answer booklet.
13. Place all test materials in a stack in the following order and return it to your test coordinator:

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

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

- mathematics reference sheets
- rulers and protractors
- *NECAP Multiplication Tables* and *NECAP Hundreds Charts*
- *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

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

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

READING	MATH	WRITING	
○	NA	○	Student is new to U.S. after Oct. 1, 2008, and is LEP (reading and writing only).
○	○	○	Student withdrew from school after Oct. 1, 2009.
○	○	○	Student enrolled in school after Oct. 1, 2009.
○	○	○	State-approved special consideration.
○	○	○	Student was enrolled on Oct. 1, 2009, 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

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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 (ME and 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 *Table of Standard Test Accommodations*, bubble in the circle that corresponds to the accommodation(s) for each content area. (The *Table of Standard Test 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.

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: Table of Standard Test Accommodations

NECAP Table of Standard Accommodations

Revised August 2009

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

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

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

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

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

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

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

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

Appendix D: NECAP 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. State

A. Maine
B. New Hampshire
C. Rhode Island
D. Vermont

2. The *Test Administrator Manual* was

A. very easy to use.
B. easy to use.
C. somewhat confusing.
D. very confusing.

3. The scripts that you read to students from the *Test Administrator Manual* were

A. very easy for students to understand.
B. easy for students to understand.
C. somewhat confusing for students.
D. very confusing for students.

4. Did the *Test Administrator Manual* provide you with all of the information you needed to successfully administer the NECAP tests?

A. Yes
B. No

5. How well did the level of information provided on the presentation provided to schools on CD meet your needs?

A. It was insufficient.
B. It was adequate.
C. It was more than is necessary.
D. My school did not use the presentations.
E. Did not know about the CD.

How helpful were the following support materials to you as you planned for and administered the NECAP tests?

6. *NECAP Accommodations Guide*

A. Very helpful
B. Helpful
C. Somewhat helpful
D. Not helpful
E. I am not familiar with this material.

7. *Preparing Students for NECAP: Tips for Teachers to Share with Students*

A. Very helpful
B. Helpful
C. Somewhat helpful
D. Not helpful
E. I am not familiar with this material.

8. **NECAP Released Items, NECAP Practice Tests, and associated support materials**
   A. Very helpful
   B. Helpful
   C. Somewhat helpful
   D. Not helpful
   E. I am not familiar with these materials.

9. **Based on your observations during NECAP administration, approximately how much time did most students require to complete each reading session?**
   A. 30 to 45 minutes per session
   B. 46 to 60 minutes per session
   C. 61 to 75 minutes per session
   D. 76 to 90 minutes per session

10. **Based on your observations during NECAP administration, approximately how much time did most students require to complete Session 1 of mathematics (non-calculator)?**
   A. 30 to 45 minutes
   B. 46 to 60 minutes
   C. 61 to 75 minutes
   D. 76 to 90 minutes

11. **Based on your observations during NECAP administration, approximately how much time did most students require to complete Sessions 2 and 3 of mathematics (calculator)?**
   A. 30 to 45 minutes per session
   B. 46 to 60 minutes per session
   C. 61 to 75 minutes per session
   D. 76 to 90 minutes per session

12. **Based on your observations during NECAP administration, approximately how much time did most students require to complete Session 1 of writing?**
   A. 30 to 45 minutes
   B. 46 to 60 minutes
   C. 61 to 75 minutes
   D. 76 to 90 minutes

13. **Based on your observations during NECAP administration, approximately how much time did most students require to complete Session 2 of writing?**
   A. 30 to 45 minutes
   B. 46 to 60 minutes
   C. 61 to 75 minutes
   D. 76 to 90 minutes

14. **Currently 90 minutes is scheduled for each test session. Considering that all students should have enough time to finish, which option best represents your recommendation for timing?**
   A. Keep the timing as it is.
   B. Shorten the time per session
   C. Lengthen the time per session

15. **Based on your observations during NECAP administration, which statement best describes student effort on the test?**
   A. Virtually all students gave a good effort. (More than 90%)
   B. Most students gave a good effort. (60% - 90%)
   C. About half of the students gave a good effort. (40% - 59%)
   D. Few students gave a good effort. (Fewer than 40%)