Principal/Test Coordinator Manual

Grades 3-8 & 11

October 1-22, 2010

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, go to http://iservices.measuredprogress.org and follow the on-screen instructions. (See page 13 of this manual for more information.)

NOTE: Additional copies of this manual and the *Test Administrator Manuals* may be downloaded from your department of education's website or photocopied as needed.

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
Email: susan.smith@maine.gov, Phone: 207-624-6775
www.maine.gov/education/necap

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

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

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

TEST SECURITY

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

Important Dates

All NECAP test materials delivered by this date ..... September 17, 2010
Test administration window ..... October 1-22, 2010
Last day to order additional labels for Maine and New Hampshire schools ..... September 30, 2010
Last day to order additional labels for Rhode Island and Vermont schools ..... October 1, 2010
All orders of additional labels shipped to schools ..... October 8, 2010
Last day for ME, NH, and RI schools to request special considerations ..... October 22, 2010
Complete online *Principal Certification of Proper Test Administration* ..... by October 25, 2010
UPS pickup for all test materials ..... October 25, 2010

New This Year

Test Coordinator Training Webinars
The Principal/Test Coordinator workshop was presented as an online webinar and recorded. The recorded presentations are available on each state's website. The workshop contains information on changes for this year, material receipt and tracking, test security and ethics, training test administrators, and returning materials.

Test Administrator Training Webinars
A new Test Administrator training presentation is available on each state's website. The Test Administrator presentation should be shared with administrators and used at faculty training sessions. It addresses situations frequently encountered by administrators before and during testing, as well as information on appropriate test administration practices.

Computer Generated Responses for Accommodation R4
This year, computer generated responses from students who use accommodation R4 do not need to be transcribed into a student's answer booklet. Detailed specifications for the computer printouts must be followed. See Appendix I for more information on how to prepare and return materials for students using this accommodation.

Operational Testing for Writing Grades 5 & 8
The writing test for grades 5 & 8 is again operational. Items from last year's pilot test were used to create new writing assessments for the next four years. Items in this year's test will be scored and the results will be included in the NECAP reports when they are released in January.

Teacher Judgment data collection process for Writing Grades 5 & 8
An important step in administering an operational test is standard setting. Standard setting results in the classification of student performance into four achievement levels: *Proficient with Distinction, Proficient, Partially Proficient,* and *Substantially Below Proficient.* Collecting Teacher Judgment data is the first step in the standard setting process. For each student in grades 5 & 8, teachers will indicate their judgment of the achievement level that best describes the student's classroom performance this year. An overview of the Teacher Judgment data collection process and instructions for completing the online task are included in the Administrative Materials box for the lowest grade in your school.

No Protractors at Grades 8 & 11
Plastic protractors will not be provided at grades 8 & 11 this year since they are not necessary to answer any of the items on the mathematics test sessions. Protractors will still be provided for grades 5, 6, and 7.

Grade 11 Online Accommodations
Online accommodations via NimbleTools were offered to qualifying schools for the fall Grade 11 NECAP test. If your school is participating, school personnel have already attended a mandatory workshop that was conducted by your state department of education and Nimble Assessment Systems.

Checklist for Principals and Test Coordinators

Please note: this checklist is provided as a summary only. For detailed information on each of the tasks below, refer to the page number in parentheses. 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:

- ❒ Develop a security plan and notify all designated test administrators (pages 2 & 12)
- ❒ Determine the testing schedule for your school, including students who require accommodations and make-up testing (page 5)
- ❒ Receive and inventory test materials (page 9)
- ❒ Order additional testing materials, as needed (page 13)
- ❒ Order student ID labels for students for whom a label was not provided (page 13)
- ❒ Prepare test booklets: count booklets for each test administrator and affix student ID labels (page 14)
- ❒ Conduct a NECAP test administration training session with all test administrators (page 16)

During testing:

- ❒ Maintain security of test materials between testing sessions (page 12)
- ❒ Observe test administration in your school(s) and be available to answer questions as necessary (page 19)
- ❒ Manage logistics and testing of students who move in or out of your school during test administration (page 19)

After testing:

- ❒ Collect and inventory all test materials from test administrators (page 20)
- ❒ Check all used answer booklets for the following:
    - ❒ no extra papers are attached to the booklets (page 20)
    - ❒ the cover has a student ID label or the appropriate information bubbled in (page 21)
    - ❒ page 2 is completed, as needed (page 21)
- ❒ Insert any used large print, Braille, and/or materials requiring special handling into the envelopes provided for their return (page 20)
- ❒ Complete the online *Principal's Certification of Proper Test Administration* for each grade tested (page 22)
- ❒ Complete the online *Principal/Test Coordinator Questionnaire* (page 22)
- ❒ Insert used answer booklets into the grade-appropriate envelope(s) labeled "For Return of Used Answer Documents Only" (page 23)
- ❒ Pack all test materials in shipping boxes for return to Measured Progress. All secure materials (including scratch paper) must be returned to Measured Progress. Affix one UPS return service (RS) label to each box (page 24)

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The New England Common Assessment Program

Background

The New England Common Assessment Program (NECAP) is the result of 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 Coordinator's Responsibilities

Test coordinators are vital to the success of the NECAP. For this reason, the instructions given in this manual and in each grade-specific *Test Administrator Manual* must be followed closely by each principal/test coordinator and test administrator.

The test coordinator's primary responsibilities include:

- serving as the school's contact person for Measured Progress
- coordinating all test-related activities
- preparing test administrators to administer the NECAP tests according to the directions in the *Test Administrator Manual*
- overseeing the inventory, distribution, collection, and return of all test materials
- ensuring the security of all test materials and compliance with test administration procedures

Test Security (Before, During, and After Testing)

The test coordinator is responsible for ensuring the security of materials for the NECAP tests. The test coordinator must notify test administrators and anyone else who has access to the test materials that all test booklets and answer booklets are secure and must not be released, copied, or duplicated 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 the manuals for administering the test and handling materials. Keep the test booklets secure at all times. Any loss of test materials should be reported immediately to Measured Progress, to your superintendent, and to your state department of education.

Failure to comply with the administration and security requirements described in this manual may result in one or more of the following penalties:

- delay in reporting of student, school, or district results,
- invalidation of student, school, or district results, and/or
- investigation by your Department of Education for possible certification/licensure action.

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. (See page *i* of this manual for contact information.)

Before Testing

Preparation for Test Administration

Manuals

This manual and each grade-specific *Test Administrator Manual* outline 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 both this manual and a *Test Administrator Manual* to become familiar with the test administration procedures. Make note of any special arrangements that will be necessary for your school.

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, 2010 are required to participate in the NECAP with the following exceptions:

- Students who completed the alternate assessment for the 2009–2010 school year.
- Recently arrived LEP students first enrolled in any U.S. school after October 1, 2009 are not required to take the NECAP reading and writing tests. A student may only be exempted from the reading and writing tests one time. 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	Conditions for Approval of Special Considerations Requests	Contact
ME	○ ME state-approved special considerations are for medical reasons, personal crisis, family emergency, and court order ○ Each student must be enrolled in Infinite Campus State Edition ○ 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. ○ Requests are due no later than 10/22/10 ○ Schools will receive written notification of approval or denial.	Susan Smith 207-624-6775
NH	○ Each student MUST be registered with the state ○ A *Request for Medical Exemption from NH Statewide Assessment* form must be submitted (available on the NH DOE website) ○ You must receive written acknowledgement from the NH DOE ○ Requests are due no later than 10/22/10	Tim Kurtz 603-271-3846
RI	○ RI state-approved special considerations are for cases involving **1)** *medical issue(s)*; **2)** *a personal crisis*; **3)** *a family emergency*; or **4)** *RIAA-qualified students enrolling after the RIAA registration deadline*.. ○ Applicable "State-Approved Special Consideration" forms (available on the RIDE website) must be completed and submitted to RIDE to obtain approval. ○ Requests ***must*** be submitted ***no later than*** 3:00 p.m. on Friday, Oct. 22nd, 2010.	Dr. Kevon Tucker-Seeley 401-222-8494

State	Conditions for Approval of Special Considerations Requests	Contact
VT	○ VT state-approved special considerations are for medical reasons, personal crisis, family emergency, and court order ○ Contacting the department for approval is not necessary; the *Participation Verification* form mailed to schools after assessment will be the basis for approval	Cindy Moran 802-828-0646 or Greg Wylde 802-828-1338

Determining How Students Will Participate Using Accommodations

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

Other (O) Accommodations and Modifications (M)

If the decision of the student's educational team requires an accommodation not listed in the *NECAP Table of Standard Accommodations*, you must contact your state department of education in advance of testing for specific instructions on coding the "Other (O)" and/or "Modifications (M)" sections. Any accommodation(s) used must be consistent with those used during the student's regular classroom instruction. Use of an "Other (O)" accommodation without state approval or any "Modifications (M)" will invalidate the session(s) in which it was used and no credit will be given.

Documenting Accommodations

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 B of this manual. Please be sure to bubble only those accommodations that the student actually used for the NECAP test for each content area.

If you have any further questions regarding the use of standard test accommodations or approval for other test accommodations and/or modifications, please contact the appropriate DOE representative from your state as listed below:

ME	Susan Fossett: 207-624-6774, susan.fossett@maine.gov
NH	Gaye Fedorchak: 603-271-7383, gfedorchak@ed.state.nh.us
RI	Dr. Kevon Tucker-Seeley: 401-222-8494, kevon.tucker-seeley@ride.ri.gov
VT	Cindy Moran: 802-828-0646, cindy.moran@state.vt.us or Greg Wylde: 802-828-1338, greg.wylde@state.vt.us

Scheduling Test Sessions

The testing window is October 1-22, 2010. All testing, including accommodations and make-up testing, must be completed by October 22, 2010. Each school (district in RI) is responsible for creating its own testing schedule but should consider religious holidays and/or local events that may impact students' ability to participate. Schools may want to schedule around these dates, but also should allow time for 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.

Ideally, each test session should be administered when and where students are most likely to do their best work. Test activities for each grade include time at the beginning of testing for general 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 test booklet**. Refer to the tables on the following pages 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 session. Refer to the tables on the following pages for the testing time information for each grade level.

At grades 3 through 8, 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. As long as they are working productively, students are allowed up to an additional 45 minutes per session.

At grade 11, test sessions are designed to be completed in approximately 60 minutes. However, as long as students are working productively, they are allowed up to an additional 30 minutes per session.

Therefore, for all grades, 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 booklets and sit quietly or read. 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: Grades 3 and 4		
Test Session	**Test Activity**	**Scheduled Time* (in minutes)**
General Instructions	General testing directions	5
Reading Session 1	Testing (14 multiple choice and 3 constructed response)	90
Reading Session 2	Testing (14 multiple choice and 3 constructed response)	90
Reading Session 3	Testing (14 multiple choice and 3 constructed response)	90
Mathematics Session 1	Testing – Non-calculator (12 multiple choice and 11 short answer)	90
Mathematics Session 2	Testing – Calculator (16 multiple choice and 8 short answer)	90
Mathematics Session 3	Testing – Calculator (16 multiple choice and 7 short answer)	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. Students who may require more than 90 minutes, based on daily work, should be considered for the extended time accommodation prior to testing.		

Testing Sessions and Time: Grades 5, 6, 7, & 8		
Test Session	**Test Activity**	**Scheduled Time* (in minutes)**
General Instructions	General testing directions	5
Reading Session 1	Testing (14 multiple choice and 3 constructed response)	90
Reading Session 2	Testing (14 multiple choice and 3 constructed response)	90
Reading Session 3	Testing (14 multiple choice and 3 constructed response)	90
Mathematics Session 1	Testing – Non-calculator (13 multiple choice, 6 short answer, and 2 constructed response)	90
Mathematics Session 2	Testing – Calculator (14 multiple choice, 6 short answer, and 2 constructed response)	90
Mathematics Session 3	Testing – Calculator (14 multiple choice, 6 short answer, and 2 constructed response)	90
Writing Session 1 *(Grades 5 & 8 only)*	Testing (10 multiple choice and 3 constructed response)	90
Writing Session 2 *(Grades 5 & 8 only)*	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. Students who may require more than 90 minutes, based on daily work, should be considered for the extended time accommodation prior to testing.		

Testing Sessions and Time: Grade 11		
Test Session	**Test Activity**	**Scheduled Time* (in minutes)**
General Instructions	General testing directions	5
Writing Session 1	Testing (1 extended writing prompt)	90
Writing Session 2	Testing (1 extended writing prompt)	90
Reading Session 1	Testing (22 multiple choice and 4 constructed response)	90
Reading Session 2	Testing (20 multiple choice and 5 constructed response)	90
Mathematics Session 1	Testing – Non-calculator (16 multiple choice, 12 short answer, and 3 constructed response)	90
Mathematics Session 2	Testing – Calculator (16 multiple choice, 12 short answer, and 3 constructed response)	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. Students who may require more than 90 minutes, based on daily work, should be considered for the extended time accommodation prior to testing.		

Test Materials

Inventory Test Materials

- ❒ Check that all materials for each grade have been received by September 17, 2010
- ❒ Count the number of materials received and compare with the included *Material Summary Form*; report any discrepancies by calling the NECAP Service Center
- ❒ Locate the green instruction sheet for the *Principal's Certification of Proper Test Administration*, shipped with the materials for the lowest tested grade in your building, and keep it in a safe place until completion of testing
- ❒ Save the boxes that the materials were shipped in and the included UPS return service labels for returning materials to Measured Progress when testing is complete

Please read below for more details

Test materials will be delivered to schools via UPS (United Parcel Service). There will be a separate shipment for each grade tested and the shipments may not arrive on the same day. Please alert your school staff to notify you **immediately** upon receipt of the materials. **If you have not received all test materials by September 17, 2010, please call the NECAP Service Center at 1-877-632-7774.**

Inventory all test materials immediately upon receipt. The *Material Summary Form* included in the box labeled "Administration Materials Enclosed" provides the total number of materials shipped to your school for each grade. (A sample *Material Summary Form* is shown in Appendix A.) Using the *Material Summary Form*, mark the quantity of each item shipped in the "Qty Received" column. This is your record of what was received. It is important that all materials are counted prior to testing. Any discrepancy between what is on your *Material Summary Form* and the actual count must be reported immediately to the NECAP Service Center. A separate form, titled *Packing Slip *Secured Material**, provides a detailed list of the contents of each box and lists the bar code numbers that appear on the test booklets; you are not required to record or track these barcodes.

Quantities of Test Booklets and Answer Booklets

The quantity of test materials that Measured Progress sends each school is based on projected enrollment information provided by your state department of education. An overage of 10% has been added to account for new students who may have enrolled after the numbers were submitted and to provide samples for test administrators.

The number of test booklets and answer booklets contained in each shrink-wrapped pack is indicated by a sticker on the front of the pack. Since every test booklet shipped to a school **must** be returned, verify the quantity of booklets contained in each shrink-wrapped pack and immediately report any discrepancies to the **NECAP Service Center at 1-877-632-7774.**

Quantities of Other Materials

One *Principal/Test Coordinator Manual* will be sent in the box of materials for the lowest grade tested in the school. Each school will also receive a set of instructions with a password for completing the online *Principal's Certification of Proper Test Administration* form and the online *Principal/Test Coordinator Questionnaire*. The quantity of *Test Administrator Manuals* is based on a ratio of about one for every 15 students enrolled in the school at each grade level. Additional manuals can be photocopied or downloaded

from each state's department of education website. The number of mathematics reference sheets, mathematics tool kits, rulers, and protractors will be equal to the number of test booklets and answer booklets shipped.

Packaging of Test Materials

The sequence of how test materials are packed for each grade in the school is listed below and on the following pages.

Administrative Materials Box	
NECAP Material	**Notes**
Material Summary Form	Use this form to inventory material and check quantities under the heading "Qty Received" and "Qty Returned."
Principal's Certification of Proper Test Administration instruction sheet (green)	Instruction sheet is included in the shipment for the lowest grade in the school and contains your username and password. The online form **must** be completed by the principal for **each** grade tested.
Teacher Judgment data collection process Instructions Packet	**Only for schools with grades 5 & 8.** This packet is included in the shipment for the lowest grade in the school and contains your username, password, and information for completing this task.
Rulers and protractors	Grade specific rulers are provided at all grades for use on the calculator-allowed mathematics sessions only. Protractors are provided for grades 5, 6, & 7 for use on the calculator-allowed mathematics sessions only.
UPS return service labels	Save these labels until after testing. Affix one label to each box when returning test materials.
Envelope containing student ID labels and instructions for ordering additional labels	The instruction sheet contains detailed information for each state. In RI and VT, the instruction sheet will include your username and password (See page 13 for ordering details).
White plastic envelopes labeled with the grade and "For Return of Used Answer Documents Only"	**Return used answer booklets in these envelopes only**. Do not return used answer booklets loose in the box.
White plastic envelope labeled "Special Handling" in red lettering	This envelope should be used for any test materials needing extra attention. Attach an explanatory note with any test materials returned in this envelope (See page 21 for details on materials that require special handling).
White plastic envelope labeled "For Return of Scratch Paper"	All notes, rough drafts, scratch paper, etc. used by students must be removed from student booklets and returned in this envelope. **Only** return scratch paper in this envelope.
White plastic envelope labeled "For Return of Large-Print Tests" (if applicable)	Return large-print test forms and accompanying standard answer booklet in this envelope.

White plastic envelope labeled "For Return of Braille Tests" (if applicable)	Return Braille test forms and accompanying standard answer booklet in this envelope.
Test Administrator Manuals	Extra copies may be duplicated at your school, if needed, or downloaded from your state's department of education website.
Principal/Test Coordinator Manual	Each school will receive one manual in the shipment for the lowest grade in the school. Extra copies may be duplicated at your school, if needed, or downloaded from your state's department of education website.
Plain white envelopes for mathematics tool kits	Envelopes to hold the pieces of the mathematics tool kits for grades 3, 4, and 5.

Boxes of Test Booklets	
NECAP Material	**Notes**
*Packing Slip *Secured Material**	This document provides the barcode numbers assigned to secure test booklets in each box. You are not required to record or track barcodes or do anything with this packing slip.
Large-print test forms (if applicable)	The large-print version of the test comes with a standard answer booklet. The test administrator **must** transcribe the student's answers into this booklet.
Braille test forms (if applicable)	The Braille version of the test comes with a standard answer booklet. The test administrator **must** transcribe the student's answers into this booklet.
Student Questionnaire (in packs of 15, 10, 5, and singles)	Students should record their responses to the student questionnaire in the "Student Questionnaire" section on the back page of their answer booklet.
Test booklets and answer booklets (in packs of 15, 10, 5, and singles)	The number of test booklets and answer booklets included in each shrink-wrapped pack is indicated on the front of the pack. The same quantity of mathematics **tool kits** or mathematics **reference sheets** are also included in the **back of each pack.**

Save the original shipping boxes for the return of test materials. Each box contains a preprinted bar code label identifying test materials for your school. **Do not remove, destroy, or deface this label**; the information on the label will expedite tracking of returned material.

One UPS return service label was sent for each box. Save all return service labels in a secure place until preparing to return materials.

Storing and Access to Test Materials

Designate a locked and secure location for the storage of all test materials when they are not being used by students. Under no circumstances should anyone have access to test materials other than individuals designated to be directly involved with test distribution or administration and students enrolled in grades 3 through 8 and 11. The test coordinator is responsible for protecting test materials from being viewed by unauthorized individuals from the time the materials are received at the school until the time materials are picked up by UPS.

Test items and student responses may be viewed only by test administrators for the purpose of test administration and only to the extent necessary for proper test administration. Under no circumstances should individuals not involved in test administration be given access to NECAP test materials.

Appendix G of this manual is a sample School Test Materials Tracking form. A tracking form can be a useful tool for a test coordinator handling many grades of test materials. Using a tracking form is optional in ME, NH, and VT; you may modify the sample form or create your own. RI schools must use the tracking sheets included in the RI Test Security packet.

Duplication of test booklets and answer booklets is strictly forbidden, including, but not limited to, audiotaping, videotaping, photocopying, photographing, and handwritten copying. No test materials of any kind may be retained, discarded, recycled, removed, or destroyed. Any loss of test materials must be reported immediately to Measured Progress, your superintendent, and your state department of education.

Distribute the grade-appropriate *Test Administrator Manual* to each administrator before testing. Separate the mathematics tool kits for grades 3, 4, & 5 from the packs of test and answer booklets. Distribute the tool kits and plain white envelopes to test administrators so they may punch out the shapes prior to testing. The tool kits may not be used in classroom lessons prior to testing, but students may participate in punching out the shapes.

Student ID Labels

Student ID labels are used to minimize effort for schools during testing and ensure the accuracy of student demographic information. Student ID labels for students in each grade will come packed in a white envelope in the administrative forms box for that grade. Schools will receive one label for students in grades 3 and 4, and two identical labels for students in grades 5 through 8 and 11.

Student ID labels were based on end of 2009–2010 school year enrollment; therefore, you may be missing labels for some students who are enrolled in your school, receive labels containing incorrect student information, or receive labels for students not enrolled in your school. It is critical to attend to each situation in the following way:

Missing labels for students enrolled in your school: Order additional labels for students currently enrolled in your school who did not receive a label by following the procedure for your state on the following page.

Student ID labels containing incorrect information: The student name and school name **must** be correct for the label to be used. If that information is incorrect, **do not use the label**. Throw it away and follow the procedure for your states on the following page for ordering additional labels. However, if the grade or birth date is incorrect, you may still use the label.

Student ID labels for students NOT in your school: Labels are created for specific schools and are not transferable to other schools. Throw away any labels received for students not enrolled in your school. **Do not** forward labels to other schools. **Do not** affix these labels to test booklets or answer booklets.

Ordering Additional Materials

Ordering Additional Student ID Labels

Schools have the opportunity to order additional labels for students who did not receive labels in the original shipment or to replace labels with incorrect school or student names. All additional labels will be shipped **one time**, on October 8, 2010.

State	Procedure for ordering/receiving additional student ID labels	Deadline
ME	Labels are automatically generated through Infinite Campus State Edition. Review the NECAP Labels Roster under ME State Reporting. If students are missing, check that they have valid enrollments in Infinite Campus. Contact the MEDMS helpdesk if you need assistance: 207-624-6896 or medms.helpdesk@maine.gov	September 30
NH	Call your district i4see contact to submit all requests for additional labels.	September 30
RI	Go to http://iservices.measuredprogress.org. Detailed instructions, including your password, were sent in the envelope containing your original labels. You will need a student name, birth date, gender, and race/ethnicity for each label ordered.	October 1, 3:00 PM
VT	Go to http://iservices.measuredprogress.org. Detailed instructions, including your password, were sent in the envelope containing your original labels. You will need a student name, birth date, and gender for each label ordered.	October 1, 3:00 PM

Students who never receive a student ID label: If you are unable to order a label for a student by the deadline for your state, you must complete the following student information on the front cover of the answer booklet (see Appendix C for more details):

State	Information to complete on the answer booklet (only for students *without* a label)
ME & NH	Student name, state assigned student ID, and birth date
RI & VT	Student name and birth date

Ordering Additional Testing Materials

To order additional materials other than labels, please follow the process listed below.

- ❒ Locate your "MP ship code" in the top left row on your *Material Summary Form*; you will need this to access your school's account
- ❒ Go to http://iservices.measuredprogress.org
- ❒ Select "New England Common Assessment Program" from the drop-down list and click "Enter"
- ❒ Select "Order Additional Materials" from the left column and follow the online instructions
- ❒ Order before 2 PM for materials to ship on the same day.
- ❒ Contact the NECAP Service Center (1-877-632-7774) if you have problems placing your order

Prior to Test Administration

Preparing Test and Answer Booklets for Testing

- ❒ Count out enough booklets for each test administrator and the group of students to whom they will administer the test. Be sure you plan for test administrators who will need multiple tests of the same form number for students who will receive the "read aloud" accommodation (P3).
- ❒ Affix student ID labels to the appropriate booklets – students in grades 3 and 4 receive one label for the integrated booklet, and students in grades 5 through 8 and 11 receive two labels for a test booklet and answer booklet
- ❒ Braille booklets, large-print booklets, and writing test booklets do not need a label
- ❒ For students who do not have a label, and who will not be receiving a label, please complete the appropriate student information sections on the front cover

Please read below for more details

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 test administrators, except for administrators who will administer the "read aloud" accommodation (P3).

Students in grades 3 and 4 will receive an integrated test booklet, which means the test questions and response spaces are in one booklet. Students in grades 5 through 8 and 11 will receive a separate test booklet and answer booklet. Students in grades 5 and 8 will also receive a separate writing test booklet.

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

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

Affixing student ID labels:

- Affix one student ID label to the answer booklet in the space provided in the lower right corner of the front cover. In grades 5 through 8 and 11, you will have a second label for each student. Affix that label to the front cover of the corresponding test booklet in the space provided.
- No label is necessary for the writing test booklet.
- No label is necessary for the large-print test form or Braille test form. Affix student ID labels to the standard test booklet and standard answer booklet included in the Braille or large-print kit.
- For students enrolled in your school without student ID labels, write the student name, school name, and district name on the lines provided in the lower right corner of the front cover of the answer booklet. In grades 5 through 8 and 11, also write the student name and school name on the cover of the test booklet. If you ordered additional labels, affix them in the appropriate spaces on each student's booklets when they arrive. If no student ID label is anticipated, you must bubble the student information on the answer booklet. (See Appendix C for details.)
- Remind test administrators that all students, with or without a student ID label, should write his or her name on the line provided in the upper left corner of the front cover of the answer booklet.

Optional Reports

- ❒ Choose factors or characteristics for which the school or district would like to collect data
- ❒ Determine the coding method that will be used to represent a specific factor or characteristic
- ❒ Record the key and save it until results are released (Measured Progress will not be able to tell you what factors or characteristics have been assigned to each row and bubble)
- ❒ Ensure that the "Optional Reports" box is correctly completed on page 2 of each student's answer booklet

Please read below for more details

This field enables districts or schools to indicate groupings of students that can be used for analysis of results at the local level. Groupings may be based on any factor or characteristic of interest to the school such as class, teacher, feeder school, instructional program, etc. The six rows (A, B, C, D, E, and F) may be used to indicate up to six factors of interest per student. Each student's booklet can have no more than one circle bubbled per row.

For example, row A could represent homeroom teachers. Each number in the row would correspond to one teacher. On each student's booklet, bubble the circle that corresponds to that student's teacher. Row B could represent a specific support program. On each student's booklet, bubble the circle that corresponds to the support program in which the student participates. Schools or districts can develop their own coding system or choose not to use this field. **Be sure to keep a record of the key used so when student data is available you know what each code represents.**

If the "Optional Reports" field is used, data obtained from completed circles on the grid will be included in the student-level data file of NECAP results. This information is available when NECAP reports are released.

Designating Test Administrators

Designate enough test administrators to ensure that

- each test session can be administered simultaneously to all students being tested at a grade level,
- students are tested in surroundings that provide them with the opportunity to do their best work,
- students who require accommodations will be supervised by trained test administrators (see *NECAP Accommodations Guide*), and
- make-up sessions will be supervised by trained test administrators.

When selecting test administrators, they should be made aware that their main responsibilities will be to give clear directions to students, to monitor students throughout test administration, to see that directions are followed, to maintain test security, and to encourage students to take the task seriously.

Training Test Administrators

To prepare the test administrators in their role, schedule a meeting with them prior to the administration to review their responsibilities. Distribute a copy of the *Test Administrator Manual* to each test administrator before this meeting and tell them they must read the manual thoroughly prior to the meeting. Duplicate the manual or download it from the state department of education website if additional copies are required. Show and discuss the Test Administrator training webinar available on the states' websites or direct them to its location for viewing at their convenience. (See page *i* of this manual for website addresses.) During the meeting with test administrators, the test coordinator should

- assign each test administrator a specific group of students for testing, including students who need accommodations,
- explain the testing schedule and how it will be implemented for your school,
- discuss your school's NECAP test security procedures, including test environment and approved testing materials, and the requirement to inform students of the ethical considerations of testing,
- explain your school's plan for inventorying, distributing, collecting, and storing secure test materials,
- notify them of your school's procedures for make-up testing,
- explain the purpose for the optional reports field and the school's coding method (if applicable),
- discuss additional materials needed during test administration: extra #2 pencils, scratch paper, calculators (if applicable), and approved mathematics materials,
- notify them that students may bring reading material in case they finish working before the end of the session,
- explain that prior to testing at grades 3, 4, and 5 the mathematics tool kit pieces must be punched out and placed in the white envelopes provided,
- notify grades 5 and 8 teachers about completing the online Teacher Judgment data collection process for writing,
- encourage test administrators to complete the online *Test Administrator Questionnaire*, and
- answer questions regarding test administration and security procedures.

Important reminders for test administrators:

Test administrators may not comment on students' work or help them in any way, except during the general instructions, *Student Questionnaire,* or as specified in the *Test Administrator Manual*. 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.

Preparing Students and Families

- ❒ Notify parents/guardians and students of the test's purpose and testing schedule.
- ❒ Discourage absences during test administration and explain the need for make-up testing.
- ❒ Explain the importance of test security.
- ❒ Notify students that they may bring reading material in case they finish working before the end of the session.

As principal/test coordinator, you are ultimately responsible for ensuring that students are properly instructed in the use of test materials and are given the opportunity to do their best. You or your designee must ensure that:

1. students have been informed about the importance of the NECAP before testing begins; that their test results will be included in school records; a copy of the test results will be provided to their parent(s) or guardian(s); and test results, including sample student responses, will be used by teachers to help improve academic performance.
2. students are informed about test security and ethical considerations, do not participate in any form of cheating; only provide answers that are strictly their own; do not consult notes, textbooks, or other teaching materials; share test questions with other students; or consult other students, staff, or anyone else accessible to them during test administration.
3. each student receives a set of test materials for the appropriate grade, uses only that assigned set of test materials, and handles and completes the materials properly.
4. students are informed that they will have a specific amount of time to complete each session, with a specified amount of additional time, as detailed in this manual.
5. students are informed that they will be required to make up any test session missed due to absence from school, and that they are encouraged to avoid absences during the testing period.

Equipment and Materials Permitted 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. These materials are listed for each test session in the *Test Administrator Manual* and in the table on the next page.

The items on the mathematics test are designed to be solved without the use of calculators. The departments of education have set limits on the use of calculators during statewide assessment. These limits specify when calculators may be used during the assessment and which devices are allowable. However, within these limits, the fundamental decision about whether or not to use calculators is made at the local school level.

Calculators are permitted only during Session 2 and Session 3 of the mathematics test at grades 3 through 8, and during Session 2 of the mathematics test at grade 11. Calculators are not permitted on Session 1 of the mathematics test at any grade. 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.

During Session 2 and Session 3 of the mathematics test at grades 3 through 8, schools may decide to provide students with the *NECAP Multiplication Table* and/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. Additionally, books that are not content-related may be accessed by those students who finish working before the end of the test session.

Equipment and Materials Prohibited During Test Administration

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, call your state director of assessment. (See page *i* of this manual for contact information.)

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.

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 contact your state department of education.

Ancillary Test Materials

The table below summarizes the materials permitted during the NECAP tests and differentiates between those provided by Measured Progress and those provided by schools.

	Reading & Writing *Provided by schools*	**Mathematics** *Provided by schools*	**Mathematics** *Provided by Measured Progress*
Grades 3-4	#2 pencils scratch paper	#2 pencils scratch paper calculator* *NECAP Multiplication Table** *NECAP Hundreds Chart**	tool kit* ruler*
Grades 5-8	#2 pencils scratch paper	#2 pencils scratch paper calculator* *NECAP Multiplication Table** *NECAP Hundreds Chart**	reference sheet[§] ruler* protractor (grades 5, 6, & 7)*
Grade 11	#2 pencils scratch paper	#2 pencils scratch paper calculator*	reference sheet ruler*

*For use on the mathematics test in Session 2 and Session 3 only.

[§] At grade 5 only, the reference sheet also contains tool kit pieces. While the reference sheet portion may be used during any mathematics test session, the tool kit pieces may only be used during Sessions 2 and 3.

During Testing

Test Administration

Distributing Test Materials

The test coordinator should distribute all prepared materials to test administrators shortly before the start of the first testing session. Include an additional set of materials for the test administrator to use while giving directions.

Monitoring Test Administration

Test coordinators should be actively involved in test administration through careful supervision and monitoring of the administration and test security procedures described in this manual.

During each session of the test, test administrators should walk around the room and check that students are working in the correct session, turning pages when necessary, marking answers in the appropriate answer spaces, and are not spending too much time on any one item. Prior to the beginning of the test, students should be reminded to take the task seriously.

Test administrators may *not* comment on any student work. Test administrators may *not* help students in any way except during the general instructions, when students are completing the *Student Questionnaire,* or as specified in the *Test Administrator Manual*.

Students Who Move During Testing

If a student withdraws from your school after testing has already begun, do not send the test booklet to the student's new school. When possible, please attempt to contact the new school and notify them of any test sessions that the student has already completed.

Students who enroll in your school after October 1, 2010 should participate, to the extent possible, in NECAP testing. The test coordinator should determine which test session(s) of NECAP, if any, were administered in the student's prior school. The remaining test session(s) should be administered. If students enroll after October 1, it will be past the deadline for ordering additional labels. If you choose to test this student, you will need to record the student information on the answer booklets by hand.

Page 2 of the answer booklet contains a box titled "Blank Reason". When a student withdraws from or enrolls in your school without fully completing the NECAP test, you must fill in a bubble indicating why the booklet is partially blank. Return these answer booklets with all other used answer booklets.

Any student who withdraws from your school **before** October 1, and has not taken any test sessions, does not need an answer booklet. If a student ID label was already affixed to an answer booklet, write "VOID" on the cover and return the booklet with all other **unused** test materials.

After Testing

Collecting Materials *After* Testing

- ❒ Make sure all test materials have been returned from each test administrator
- ❒ Verify that the front cover of every used answer booklet has either a student ID label or bubbled student information
- ❒ Check that page 2 of each answer booklet is completed, as necessary
- ❒ Make sure that the answer booklets are in good condition and are free of eraser bits
- ❒ Remove all loose paper and ensure that no paper has been taped, pasted, stapled, or otherwise attached in the answer booklets
- ❒ Contact the service center (1-877-632-7774) if students used ballpoint or felt-tip pen, crayon, highlighter, or colored pencil to mark their answers in the answer booklets
- ❒ Make sure that all large-print and Braille responses have been transcribed into standard answer booklets
- ❒ Write a detailed note to accompany any materials that will require special handling
- ❒ Place all used answer booklets into the envelopes provided for their return
- ❒ Pack all materials correctly and secure them until the UPS pick up on October 25, 2010. (See page 24 for more details about packing materials for return to Measured Progress.)

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 and on the following page to ensure the correct return of all special materials.

Braille and Large-Print Tests

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

Envelopes are provided specifically for the return of Braille and large-print tests. The following materials should be returned in the envelope: the Braille or large-print test, the answer booklet, the standard size test booklet, and the student's original work (any separate pages that were transcribed).

Computer Generated Responses

This year, schools will no longer be required to transcribe responses to any non-multiple-choice item completed on the computer using accommodation R4. Accommodation R4 allows students to answer test items on separate paper, a computer, or similar device. It is intended to be used on an individual basis and not for entire groups of students.

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

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

Special Handling Envelope

The "Special Handling" envelope is intended for the return of any answer booklet that is non-standard. A detailed note explaining why the booklet needs special handling **must accompany every booklet**. Examples of situations requiring the use of the "Special Handling" envelope include, but are not limited to:

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

The "Special Handling" envelope should **not** be used for:

- voided booklets
- booklets for students who withdrew from or enrolled in the school after October 1, 2010
- booklets where standard test accommodations were used

If you have questions or concerns about what to include in the "Special Handling" envelope, please contact the NECAP Service Center at 1-877-632-7774.

Hazardous Test Materials

Materials that have been contaminated with hazardous biological matter, such as blood or vomit, should not be returned to Measured Progress. In the case of contaminated test materials, please contact the NECAP Service Center for guidance. The principal may be directed to observe the destruction of a contaminated test or answer booklet and document this situation on the *Principal Certification of Proper Test Administration*.

Verifying Student Information on Answer Booklets

After testing, the test coordinator is responsible for ensuring that all of the required student information has been correctly recorded in every answer booklet for each student enrolled. Use the instructions below to verify that the necessary student information has been provided on the front cover and page 2 of each answer booklet being returned. (See Appendix C for detailed information on completing each of these fields).

Answer booklets <u>WITH</u> 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 <u>WITHOUT</u> 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"

Completing the Online Principal's Certification Form

The online *Principal's Certification of Proper Test Administration* form certifies that the administration of the test has been completed according to the requirements in this manual. You should complete this form after testing is finished, but **BEFORE** UPS comes to pick up materials on October 25, 2010. To complete the online *Principal's Certification of Proper Test Administration*, please follow the directions below.

- ❒ Locate the green instruction sheet containing the username and password; this sheet was included with the administrative materials that were shipped with the lowest grade tested at your school
- ❒ Go to http://iservices.measuredprogress.org
- ❒ Select "New England Common Assessment Program" from the drop-down list and click "Enter"
- ❒ Select "Principal Certification" from the options in the column on the left
- ❒ Follow the online instructions to complete the form for each grade tested.
- ❒ Confirm that the electronic form has been submitted correctly – you will see the message "Thank you. Your *Principal's Certification of Proper Test Administration* has been successfully submitted." displayed when the form has been correctly submitted
- ❒ Repeat the process for each grade tested in your school
- ❒ It is not necessary to return a printed and signed copy of this form; an electronic form, submitted online, is all that is required – your digital signature affirms a proper test administration. You may still choose to print a copy for your personal records.
- ❒ Please contact the NECAP Service Center at 1-877-632-7774 if you have any questions about submitting your *Principal's Certification of Proper Test Administration*.

Completing the Online Principal/Test Coordinator Questionnaire

The *Principal/Test Coordinator Questionnaire* is to be completed online as part of the *Principal's Certification of Proper Test Administration*. You will not need to log in separately to complete this questionnaire. If you would like to review the questions ahead of time for the online *Principal/Test Coordinator Questionnaire*, they are included in Appendix E.

Detailed instructions for the online *Test Administrator Questionnaire* are located in each *Test Administrator Manual*. Encourage all test administrators to complete this questionnaire.

Preparing Test Materials for Return

Preparing Answer Booklets

All used answer booklets and any extra papers must be returned in the white plastic envelopes provided. Refer to the chart below for appropriate envelope type:

Type of Envelope	Material to Insert
"For Return of Used Answer Documents Only"	**All** used answer booklets, except those below.
"Special Handling"	Any test or answer booklets requiring special attention (see page 21 for details)
"For Return of Large-Print Tests"	All materials associated with a used large-print test*
"For Return of Braille Tests"	All materials associated with a used Braille test*
"For Return of Scratch Paper"	All student scratch paper

*The Large-Print/Braille test booklet, standard test and answer booklets, and any separate pages that were transcribed.

Preparing Other Test Materials

Please follow the process below to prepare all other test materials for return to Measured Progress.

- ❒ For each grade level, separate all used and unused test materials
- ❒ Inventory all materials being returned to Measured Progress using the *Material Summary Form*. Mark the quantity packed for each item under the heading "Qty Returned". Keep this form for your records.
- ❒ Do not use rubber bands, staples, or paper or binder clips when repackaging materials.
- ❒ Print "VOID" in large letters on the outside front cover of any test materials that were marked on or labeled and then not used.
- ❒ Do not put any voided materials in the special handling envelopes – voided materials should be packed with the other unused test materials

Do ***Not*** Return the Following Materials

The following materials do not need to be returned to Measured Progress. You may either dispose of them or keep them for future reference.

- ❒ *Material Summary Form*
- ❒ *Packing Slips *Secured Material**
- ❒ Mathematics tool kits with envelopes
- ❒ Mathematics reference sheets
- ❒ Rulers and protractors
- ❒ *Principal/Test Coordinator Manual* and *Test Administrator Manuals*
- ❒ *Student Questionnaires* (students answered in their answer booklets)
- ❒ Unused student ID labels
- ❒ Optional *NECAP School Test Materials Tracking Form*
- ❒ Optional *NECAP Student Enrollment Update Record*

Shipping Test Materials Back

Use your original shipping boxes for the return shipment of materials. Your set of test materials will include UPS return service (RS) labels for shipping the boxes back to Measured Progress. You will receive the same number of RS labels as the number of boxes shipped to your school. If you use fewer boxes to return materials, please include any unused RS labels in one of the return boxes. The bar code label on the box must be intact and unobscured. If the bar code is missing, or if you need to use other boxes, write your school's name and return address on the box. Remove, cross out, or tape over any old address labels.

Pack test materials for one grade only per box. For example, if your school includes both grade 3 and grade 4, pack grade 3 in one box and grade 4 in a different box. Do not combine grades in a box, even if they will fit.

The test materials for each grade should be packed in the boxes in the following order from top to bottom:

***Top* of Box 1**
"Special Handling" envelope (if applicable)
"Large-Print tests" envelope (if applicable)
"Braille tests" envelope (if applicable)
"Scratch Paper" envelope
"For Return of Used Answer Documents" envelopes – ALL used answer booklets not placed in the envelopes above must be in these envelopes
Used test booklets
Any unused student test materials (including voided materials)
***Bottom* of Box 1 or Last Box**

Reseal the boxes with heavy-duty packing tape. Remove all labels on the boxes except the Measured Progress bar code label and affix one UPS RS label to each box. Mark each box "1 of 1" or "1 of 2," "2 of 2," etc.

UPS is scheduled to arrive at your school on Monday, October 25 to pick up your boxes. UPS can arrive anytime during school hours, therefore all test materials must be packed by 8:00 a.m. UPS may come anytime during the day and will not wait for you to complete packing the materials. Materials must remain secure until they are picked up by UPS. Do not contact UPS directly. Prior arrangements have been made by Measured Progress specifically for the pick up of NECAP test materials. Please note that the pick up may not be made by your regular UPS personnel at your regularly scheduled time. **This is the ONLY scheduled pick-up date.**

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

Appendix A: Sample Material Summary Form

Measured Progress

50 Education Way
Dover, NH 03820

MATERIAL SUMMARY

MP Ship Code:	**000000000007935**	**Date Packed:** 09/08/2010	
Contract: 136800	**Contract Name:** New England Common Assessment Program	**Administration:** 2010-2011	
District Code: 1234	**District Name:** DISTRICT NAME		
School Code: 1234	**School Name:** SCHOOL NAME	**Grade:** 6	**Enrollment:** 84
	Total Boxes Shipped:	2	

Box Number 000000123456789 **Contents:**	**Qty Shipped**	**Qty Received**	**Qty Returned**
Gr. 6 Student Test Booklet with inserted Answer Booklet and reference sheet	50		

Box Number 000000123456789 **Contents:**	**Qty Shipped**	**Qty Received**	**Qty Returned**
Gr. 6 Student Test Booklet with inserted Answer Booklet and reference sheet	45		

Box Number 000000112233445 **Contents:**	**Qty Shipped**	**Qty Received**	**Qty Returned**
Material Summary	1		N/A
Principal/Test Coordinator Manual	1		N/A
Gr. 6 Test Administrator Manual	8		N/A
Ruler – Grade 5, 6	95		N/A
Protractor – Grades 5, 6, & 7	95		N/A
Special Handling Envelope	1		
Return of Used Answer Documents Envelope	1		
Return of Scratch Paper Envelope	1		
Gr. 6 Student Labels	1		N/A
Return Service Label – Ground	2		
Online Principal Certification Instructions	1		N/A
Instructions for ordering Student Labels	1		N/A
Teacher Judgment data collection process Instructions for grades 5 & 8	1		N/A
Student Questionnaire Grades 3-8	95		N/A

COMMENTS:

MPShipCode: 000000000007935 Material Summary **Page:** 1

Appendix B: 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, 2009, and is LEP (reading and writing only).
○	○	○	Student withdrew from school after Oct. 1, 2010.
○	○	○	Student enrolled in school after Oct. 1, 2010.
○	○	○	State-approved special consideration.
○	○	○	Student was enrolled on Oct. 1, 2010, and did not complete test for reasons other than those listed above.

HOMESCHOOLED

○ Yes

OPTIONAL REPORTS

Identify the appropriate code number:

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

RESEARCH

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

2

Appendix C: 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 *NECAP Table of Standard Accommodations*, bubble in the circle that corresponds to the accommodation(s) for each content area. (The *NECAP Table of Standard Accommodations* is printed in Appendix F of this manual.)

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

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

Optional Reports
If your school chooses to use this field, bubble in the circles according to the school's key. Only one circle per row may be bubbled in. Keep a record of the key used. (See page 15 for more details on using this field.)

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

Appendix D: Frequently Asked Questions

Q: Where do I find my password for completing the online *Principal's Certification of Proper Test Administration* or for ordering additional student ID labels (RI and VT)?

A: Your password can be found in two places: on the green instruction sheet for the *Principal's Certification of Proper Test Administration* that came in the administrative materials box or the white instructions sheet for ordering labels that came in the envelope with your student ID labels. The same password can be used for both tasks. If you have difficulty locating your password, or if your password is not working, please contact the NECAP Service Center. (See page 22 in this manual for more details.)

Q: I need multiple copies of the same test form in order to administer the test to a small group of students with the same accommodation(s). What should I do?

A: In specific situations like this one, you may collect enough copies of the same test form from different packs of test materials. If you are unable to collect enough copies, call the NECAP Service Center to request the number of copies of a specific form that you require.

Q: Where can I find the Practice Tests, Released Items, Teacher Tips document, *NECAP Multiplication Table* and *NECAP Hundreds Chart*?

A: These materials are only available on each state's department of education website (see page *i* of this manual for website addresses). They should be downloaded and copied in the school. These are not required materials; schools may decide whether or not to provide these materials to students.

Q: The entire classroom is filled with "reference materials". How do I know which reference materials I need to remove or cover in order to prepare the test site?

A: 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, contact the department of education. (See page 18 in this manual for more details.)

Q: Are highlighters permitted during testing?

A: Highlighters are not permitted for grades 3 & 4 because an integrated test booklet is utilized. Highlighters are permitted at grades 5-8 & 11 in the TEST BOOKLET ONLY. This is not considered an accommodation. (See script pages in the appropriate grade *Test Administrator Manual*.)

Q: A student withdrew from my school. What do I do with his or her label and materials?

A: If a student withdraws from your school prior to October 1, 2010 discard student label and pack materials on the bottom of the box with the rest of the unused materials. If you have already placed the student label on the materials, mark "VOID" across booklets and return them on the bottom of the box with the rest of the unused materials. These should not be placed in the Special Handling envelope.

If a student withdraws from your school during the testing window, the student should complete as much of the test as possible, following your testing schedule, before his move. You must fill in the appropriate bubble in the "Blank Reason" box on page 2 of the answer booklet indicating why the booklet is partially blank and return the booklet with all other used answer booklets. Contact the student's new school to inform them which sessions were completed at your school. The student's new school should provide a new set of materials and complete the remaining test sessions. (See page 12 in this manual for more details.)

Q. A student enrolled in my school during the testing window. Do I have to test him or her?

A. Students who enroll in your school after October 1, 2010 should participate, to the extent possible, in NECAP testing. The test coordinator should determine which test session(s) of NECAP, if any, were administered in the student's prior school. The remaining test session(s) should be administered. You must fill in the appropriate bubble in the "Blank Reason" box on page 2 of the answer booklet indicating why the booklet is partially blank and return the booklet with all other used answer booklets. These should not be placed in the Special Handling envelope. (See page 19 in this manual for more details.)

Q: A student was absent and missed Session 1 yesterday. We are beginning Session 2 today. How do we proceed?

A. Have the student begin Session 2 and continue to follow the test schedule with the rest of the group. Schedule a make-up testing time for student to complete Session 1 as soon as possible. Make-up testing may begin immediately following the scheduled administration of a test session.

Q: I have a student with a broken hand/arm. Should I still test him or her?

A: Yes. The student may utilize an "R" (Response) accommodation. You may need to seek DOE approval if a scribe will be utilized for the Writing test. Please contact your DOE for further guidance or special consideration/medical exemption.

Q: When should I write "VOID" on an answer booklet?

A: Some reasons include

- Student used multiple answer booklets and work was transcribed into one answer booklet by an administrator. Then "VOID" the original answer booklet.
- A student ID label was affixed to answer booklet for a student who was not enrolled in the school as of October 1, 2010.
- A student ID label was affixed to answer booklet for a student who participated in the Alternate Assessment in the 2009-2010 school year.

Q: What happens if I write "VOID" on an answer booklet?

A: Booklets with "VOID" written on them are **not** processed or scored, even if there is student work in them. If you mistakenly voided a booklet and need it to be processed, return it in the "Special Handling" envelope with a note explaining what happened.

Appendix E: Principal/Test Coordinator Questionnaire

The *Principal/Test Coordinator Questionnaire* questions are included below for reference purposes only. Please complete this questionnaire online as part of the *Principal's Certification of Proper Test Administration.*

1. Please rate the system for acquiring additional student labels?
   A. The system worked well.
   B. The system was somewhat confusing.
   C. I chose not to use the system.
   D. I did not need to acquire additional student labels.
   E. I did not know about the system for acquiring additional student labels.

2. Please rate the quality of the logistics associated with the receipt of materials (timeliness, consistency between *Material Summary Form* and actual received inventory, etc.).
   A. Very good
   B. Good
   C. Adequate
   D. Poor

3. Please rate the NECAP Service Center (responsive, polite personnel).
   A. Very Good
   B. Good
   C. Adequate
   D. Poor
   E. Did not use the NECAP Service Center

4. Please rate the logistics associated with the return of test materials (clear directions and procedures, etc.).
   A. Very good
   B. Good
   C. Adequate
   D. Poor

5. Who functions as the NECAP test coordinator in your school?
   A. Principal or assistant principal
   B. Guidance counselor
   C. Teacher
   D. Other

6. Which type of test administration workshop did you attend?
   A. I attended a regional workshop in my state.
   B. I viewed the webinar presentation .
   C. I did not attend a workshop.
   D. I did not know there were workshops.
   E. I attended a regional workshop and viewed the webinar presentation.

7. How well did the level of information provided at the regional workshop meet your needs?
   A. It was insufficient.
   B. It was adequate.
   C. It was more than is necessary.
   D. I did not attend a regional workshop in my state.

8. How well did the level of information provided in the webinar presentation 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 webinar presentation.
   E. I did not know about the webinar presentation.

9. Please rate the *Principal/Test Coordinator Manual* (clear, comprehensive, etc.).
   A. Very good
   B. Good
   C. Adequate
   D. Poor

10. Which statement best describes how your staff was prepared to administer the test?
   A. All teachers were provided with the *Test Administrator Manual* in advance.
   B. All teachers read the *Test Administrator Manual* and attended a faculty meeting on the topic.
   C. All teachers read the *Test Administrator Manual* and attended a faculty meeting where the webinar presentation was shown.
   D. Another method not listed above.

11. Which statement best describes the test administration schedule (not counting make-up testing) for grades 3, 4, and 5 in your school?
   A. Students took all sessions of NECAP in about 1 week.
   B. Students took all sessions of NECAP in about 2 weeks.
   C. Students took all sessions of NECAP in about 3 weeks.
   D. My school does not have enrollment at any of these grades.

12. Which statement best describes the test administration schedule (not counting make-up testing) for grades 6, 7, and 8 in your school?
   A. Students took all sessions of NECAP in about 1 week.
   B. Students took all sessions of NECAP in about 2 weeks.
   C. Students took all sessions of NECAP in about 3 weeks.
   D. My school does not have enrollment at any of these grades.

13. Which statement best describes the test administration schedule (not counting make-up testing) for grade 11 in your school?
   A. Students took all sessions of NECAP in about 1 week.
   B. Students took all sessions of NECAP in about 2 weeks.
   C. Students took all sessions of NECAP in about 3 weeks.
   D. My school does not have enrollment at this grade.

14. Which statement best describes the implementation of the grade 3–8 *NECAP Grade Level Expectations (GLEs)* or the High School *Grade Span Expectations (GSEs)* for reading, mathematics, and writing in your school?
   A. The *GLEs* or *GSEs* have been fully integrated into the program of study at our school.
   B. Our school is working on the implementation of *GLEs* or *GSEs*, but they are not yet totally integrated.
   C. Our school is just beginning the implementation of *GLEs* or *GSEs.*
   D. We have not started to integrate the *GLEs* or *GSEs* with the program of study at our school.
   E. We do not intend to integrate the *GLEs* or *GSEs* with the program of study at our school.

15. What best describes your school's math program?

A. Traditional (Algebra I, Geometry I, Algebra II, etc.)
B. Integrated (Integrated Mathematics I, Integrated Mathematics II)
C. We offer both Traditional and Integrated.
D. I don't know.

16. How often are computers used as part of the regular instruction time at your school?

A. Regularly
B. Some of the time
C. Rarely
D. Computers are not available for student use.

17. How are computers made available to students in your school? (Please select the option that best applies to your school.)

A. Through the use of a computer lab/bank of computers (mobile or fixed)
B. Students have their own laptops
C. Classroom station(s)
D. Computers are not available for student use.

18. How often do your students use a computer to complete writing assignments within any content area?

A. Every day
B. Once a week
C. Once a month
D. A couple of times a year
E. Never

Appendix F: NECAP Table of Standard Accommodations

NECAP Table of Standard Accommodations

Revised August 2009

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

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 and numbers written as numerals 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 preordered. Directions for ordering these materials are included in communications sent to school principals prior to the test.
P9	using a 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' Web sites.
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, spelling 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, 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, spelling 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 a 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 Web site.

O. Other These accommodations require DOE approval. All "Other (O)" accommodations used without DOE approval result in no credit being given.		
Code	Tests were administered	Details on Delivery of Accommodations
O1	using other accommodation(s) not on this list, requested by the accommodations team.	An IEP team or other appropriate accommodation team may request that a student be provided an accommodation not included on this standard list of accommodations. Like all other accommodations, these should be consistent with the student's normal routine during instruction and/or assessment. Requests should be made to the DOE when accommodation plans are being made for a student prior to testing. DOE approval must be received for the requested accommodation to be coded as an O1 accommodation. Non-approved accommodations used during test administration will be coded as an M3 modification.
O2	with a scribe used on the writing test.	The use of a scribe for students dictating a response to the Writing test may only be used under limited circumstances and must be approved by the DOE. When approved as an accommodation, the scribe must follow established guidelines and procedures.

M. Modifications All modifications result in no credit being given for impacted items.		
Code	Tests were administered	Details on Delivery of Accommodations
M1	using a calculator and/or manipulatives on Session 1 of the mathematics test or using a scientific or graphing calculator on Session 3 of the science test.	Inappropriate use of a calculator or other tools will result in impacted items being scored as incorrect.
M2	with the test administrator reading the reading test.	The read aloud accommodation (P3) is not allowed for the reading test. If it is used, all reading items in the sessions that are read aloud will be scored as incorrect.
M3	using an accommodation on this list not approved for a particular test or an accommodation not included on this list without prior approval of the DOE.	Inappropriate use of an accommodation included on this list or use of another accommodation without prior approval of the DOE will result in impacted items being scored as incorrect.

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

Appendix G: Optional NECAP School Test Materials Tracking Form

The test coordinator is responsible for the security of test materials and developing a system for tracking test materials while they are on school premises. The test coordinator must be able to verify that testing materials are being distributed accurately, identify the location of materials at any given time during test administration, and locate any misplaced materials. The following form is an example of one way to track the whereabouts of test materials. In ME, NH, and VT, you may modify this form or create your own; this form is available to download from your state's department of education website. Tracking documents should be attached to any and all containers used to distribute test materials during test administration. Tracking documents should be stored securely with test materials when not in use. It is recommended that you store any tracking documents in a secure location after testing has ended for future reference regarding test materials and their distribution. Please note that Rhode Island schools must use the tracking sheet included in their RI Test Security packets.

SCHOOL TEST MATERIALS TRACKING FORM, NECAP OCTOBER 2010

Principal/Test Coordinator Name:_____ Grade:_____

EXAMPLE

DATE	TEST/ANSWER BOOKLETS MOVED FROM:	TEST/ANSWER BOOKLETS MOVED TO:	QUANTITY	SIGNATURE OF RESPONSIBLE ADMINISTRATOR(S)
10/1/10	Principal's office	Math classroom E37		
10/4/10	Math classroom E37	Secure storage closet, 1st floor, Main building		

DATE	TEST/ANSWER BOOKLET MATERIAL MOVED FROM:	TEST/ANSWER BOOKLET MATERIAL MOVED TO:	QUANTITY	SIGNATURE OF RESPONSIBLE ADMINISTRATOR(S)

Appendix H: Optional NECAP Student Enrollment Update Record 2010

All students at appropriate grades are required to participate in the New England Common Assessment Program. However, some unexpected participation issues may occur due to changes in enrollment or other situations as described below. It is recommended that you track these situations to serve as the school's record for use in verifying NECAP participation. This information should be stored in a secure place and accessible to you during NECAP reporting. This form is available to download from your state's department of education website and can be modified to suit your needs.

In the cells below, please write the students' state assigned student ID numbers (if applicable), names, grade levels, and the codes documenting the reason they are not able to participate in a subject test.

School _____
Person Completing Form _____

State Assigned Student ID Number	Last Name	First Name	Grade	Reading Reason Code	Mathematics Reason Code	Writing Reason Code

Reason Codes

1 student withdrew from school after October 1, 2010
2 student enrolled in school after October 1, 2010
3 state-approved special consideration
4 student was enrolled on October 1, 2010, and did not complete test for reasons other than those above
5 student enrolled in school after October 1, 2010, after this content area was administered and student was unable to participate in a make-up session
6 Student complete the alternate assessment for the 2009–2010 school year
7 Student is a recently arrived LEP student who first enrolled in a U.S. school after October 1, 2009. Student may only be exempted from the reading and writing tests one time. However, this student **must take the NECAP mathematics test**.
8 **"**Other (O)" accommodations **not** approved by the DOE. "Other (O)" accommodations used without approval will invalidate the session(s) in which they were used and no credit will be given.
9 **"**Modifications (M)" was given. Accommodations from this section will invalidate the session(s) in which they were used and no credit will be given.
10 Other

Appendix I: Computer Generated Responses, Accommodation R4

Please note that Accommodation R4 requires "When using a computer, word processing device, or other assistive technology, spell and grammar checks must be turned off, as well as access to the Web."

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

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

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

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

Content Area	Item Type	Allowable Length of Response	Notes
Reading	Constructed Response	up to one-half page	This is the only type of non-multiple-choice reading item at all grades
Mathematics	Short Answer	up to one-quarter page	Grades 3 & 4: short-answer items are the only type of non-multiple-choice math item Grades 5-8 & 11: short-answer items have one or two inch answer spaces in the answer booklet
	Constructed Response	up to one-half page	Grades 5-8 & 11: constructed-response math items have half-page answer space in the answer booklet
Writing	Constructed Response	up to one-half page	Grades 5 & 8: Session 1, items 11, 12, & 13
	Extended Writing Prompt	up to 3 pages	Grades 5 & 8: Session 2, item 14 Grade 11: items 1 and 2 If a response is more than one page long, include the student's identifying information at the top of each page and number the pages 1 of 3, 2 of 3, etc.

Insert the computer printouts in the student's answer booklet and return it in the "Special Handling" envelope. Do not staple or paperclip the computer pages together, and do not staple, tape, or glue the pages into the answer booklet.