Test Administrator Manual
Grade 4

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

If you need additional NECAP test materials, see your test coordinator.

NECAP Policy Information

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

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

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

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

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

TEST SECURITY

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

New This Year

Test Administrator Training Webinars
A new Test Administrator training presentation is available on each state's website. The Test Administrator presentation should be viewed as part of your preparations for testing. 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 in an answer booklet. Detailed specifications for the computer printouts must be followed. See Appendix E for more information on how to prepare and return materials for students using this accommodation.

Checklist for Test Administrators

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

Before testing:

- ❒ Read the *Test Administrator Manual* in its entirety
- ❒ Assist the test coordinator with notifying students and parents about the testing program
- ❒ Meet with the test coordinator to review the testing schedule, arrange for students who require accommodations, and review procedures in this manual
- ❒ Inventory test materials received from the test coordinator
- ❒ Ensure that the mathematics tool kit pieces have been separated and inserted into the white envelopes provided, according to your test coordinator's plan
- ❒ Ensure that your test coordinator has placed student ID labels or written in the student name, school name, and district name on the space provided on the front cover of the answer booklets
- ❒ Secure additional materials needed for testing (#2 pencils, scratch paper, calculators, etc.)

During testing:

- ❒ Maintain security of test materials between testing sessions
- ❒ Post a "Testing – Please do not disturb" sign on your classroom door
- ❒ Be sure that all students have comfortable and adequate workspaces
- ❒ Monitor students to ensure they are working in the correct sessions of the test, and answer questions in accordance with the policies of this manual
- ❒ Monitor students' handling of test materials to keep the materials in good condition
- ❒ If you are administering accommodations, read the *Accommodations Guide* on your state's website to ensure accommodations are provided to students as were determined prior to testing
- ❒ Notify your test coordinator of any students who miss one or more test sessions and will need a make-up test
- ❒ Notify your test coordinator of any testing irregularity

After testing:

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

Table of Contents

CONTACT INFORMATION ..... *i*
General Information ..... *i*
NECAP Policy Information ..... *i*
New This Year ..... *ii*

CHECKLIST FOR TEST ADMINISTRATORS ..... *iii*

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

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

DURING TESTING 9
Test Administration 9
General Instructions 10
Reading - Session 1 12
Reading - Session 2 14
Reading - Session 3 16
Mathematics - Session 1 (Non-Calculator) 18
Mathematics - Session 2 (Calculator) 20
Mathematics - Session 3 (Calculator) 22
Student Questionnaire 24

AFTER TESTING 25
Preparing Special Materials 25
Braille and Large-Print Tests 25
Computer Generated Responses 25
Materials that Require Special Handling 25
Hazardous Test Materials 25
Preparing Test Materials for Delivery to Test Coordinator 26

Appendix A: Page 2 of the Answer Booklet 27
Appendix B: Instructions for Completing Student Information on Answer Booklets 28
Appendix C: NECAP Table of Standard Accommodations 29
Appendix D: NECAP Test Administrator Questionnaire 33
Appendix E: Computer Generated Responses, Accommodation R4 36

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 Administrator's Responsibilities

Test administrators are vital to the success of NECAP. For this reason, the instructions given in this manual must be followed closely by each test administrator.

The test administrator's primary responsibilities include:

- reading the *Test Administrator Manual* in its entirety
- meeting with the test coordinator to review the testing schedule, to discuss arrangements for students who require accommodations, and to review testing procedures in this manual and the webinar presentation available on each state's website
- accounting for all assessment materials given to you and maintaining the security of your test materials during and between test sessions
- ensuring a standardized test environment by following directions and scripts in this manual
- ensuring that students use only the test materials assigned to them
- testing the group of students assigned to you according to the instructions in this manual
- providing accommodations as determined by the student's educational team prior to testing, if you are assigned this task
- ensuring that all assessment materials are returned to your test coordinator when testing is completed

Test Security (Before, During, and After Testing)

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

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

Breaches in Test Security

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

Before Testing

Preparation for Test Administration

Manuals

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

Student Participation and Accommodations

Who Should Be Tested?

All students enrolled in the school as of 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. Notify your test coordinator if you believe a student meets criteria for this exemption.

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 the NECAP, if any, have been completed in the student's prior school. The remaining test session(s) should be administered. If the student was unable to participate in all testing sessions, be sure to indicate why the booklet is partially blank by filling in the appropriate "Blank Reason" bubble on page 2 of the answer booklet, if assigned this task.

Determining How Students Will Participate Using Accommodations

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

Other (O) Accommodations and Modifications (M)

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

Documenting Accommodations

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

Test Schedule

The testing window is October 1-22, 2010. The test coordinator in your school will arrange a testing schedule with you. All testing, including accommodations and make-up testing, must be completed in this window. Make-up testing may begin immediately following the scheduled administration of a test session. No student should be scheduled for a make-up session prior to the scheduled administration of that test session. Your test coordinator must also schedule testing for any students who require test accommodations that cannot be administered during the regular test sessions.

Ideally, each test session should be administered when and where students are most likely to do their best. Test activities for each grade include time at the beginning of testing for general test instructions and time at the end for completing the *Student Questionnaire*. (The *Student Questionnaire* is optional in Vermont.)

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

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

Grade 4 NECAP test sessions are designed to be completed in approximately 45 minutes. However, recognizing that students work at different rates, NECAP tests are not strictly timed. Students are allowed up to an additional 45 minutes per session, as long as they are working productively. Therefore, the schedule will allow 90 minutes of uninterrupted time for administering each test session. If you have a student who you think may need more than 90 minutes, based on time allowed in your classroom for his or her daily work, an extended time accommodation should be considered. If this accommodation has not been approved for the student, you must contact your test coordinator 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 other classroom assignments. Students must not work on any other session of the test. Since some students will finish early, it is important for them to be quietly occupied so they will not disturb those students who require more time.

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

Testing Sessions and Time: Grade 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.		

Prior to Test Administration

Inventory Test Materials

When you receive the test materials from your test coordinator, check to make sure you have enough of each piece of material for the group of students you will be testing and for yourself to use as a visual aid when giving directions. In addition to this manual, you will receive answer booklets, mathematics tool kits, and additional math materials. Students in grade 4 will receive an integrated booklet, which means the test questions and response spaces are in one booklet. Distribute the answer booklets in the order in which you have received them. If you find any discrepancies, see your test coordinator.

If you have been assigned to administer the "read aloud" accommodation (P3) to a small group of students, make sure that the booklets all have the same form number. The form is indicated in 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

Preparing Answer Booklets for Testing

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

If no label has been received for a student by the beginning of testing, make sure that the student name, school name, and district name have been written on the lines provided in the lower right corner of the front cover of the answer booklet. If your test coordinator provides additional labels after the start of testing, place them in the appropriate spaces on each student's booklet. If no student ID labels are received, the test coordinator may direct you to bubble the required student information on the front page of the answer booklet. See Appendix B for detailed information on completing student information.

Equipment and Materials Permitted and Prohibited During Test Administration

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

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 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.

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

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

During Session 2 and Session 3 of the mathematics test, schools may decide to provide students with the *NECAP Multiplication Table* and/or *NECAP Hundreds Chart*, instead of or in addition to a calculator. In making this decision, schools must consider which tools are most familiar to the students. Combined use of all three tools is not recommended and is often unmanageable for students. Schools must use the official NECAP versions provided on each state's department of education website.

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

Preparing Students and the Test Site

It is important that you let your students know what to expect. Hopefully, at this point you and your students have had the opportunity to work with the *NECAP Released Items and Support Materials,* and you have reviewed the information in the document entitled *Preparing Students for NECAP: Tips for Teachers to Share with Students*. These documents are available on your state's department of education website (see page *i* for website addresses). Communicate to students that there may be some questions that they will be unable to answer, although they should try their best. Your students should be supported and encouraged to do their best during the testing period.

To prepare your students for the assessment, you should:

- inform students of the types of questions included in the test:
    - some of the questions are called multiple-choice, meaning that they will read a statement or question, or look at a picture or graph and then choose one answer out of 4 possible answer choices;
    - the other type of question will require students to write, draw, or graph an answer in answer spaces. Student answers may not fill the entire answer space, but that does not mean the answers are wrong. The student answer must fit in the answer space; work outside the answer space will not be scored.
- inform students that in the mathematics test there may be a "think bubble" next to some questions. The think bubble will be part of a drawing and will contain information that may help students understand parts of a question. There may also be a picture of an envelope next to a question, which means they can use some of the shapes in the white envelopes to help them answer a question. Refer to *Preparing Students for NECAP: Tips for Teachers to Share with Students* for more information.
- use the *NECAP Released Items and Support Materials.*
- notify students in advance of testing, and encourage them to get a good night's rest and have a healthy breakfast prior to test administration to help them focus and give their best effort.
- request that they bring two #2 pencils to every test session.

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

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

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

Just prior to testing, you should:

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

During Testing

Test Administration

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

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

Directions to the students should only take a few minutes so that most of the students' time can be spent answering questions. Be sure that students clearly understand all of the directions before you begin testing.

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

Remember that the questions you are permitted to answer are:

- questions about the very few test navigation directions (such as: "Go on to the next page" or "Stop".)
- requests to pronounce single words that students do not recognize (in the mathematics sessions **only**; this is **not** allowed in the reading sessions). Words must be pronounced in English. You are **not** permitted to pronounce mathematical symbols or numbers written as numerals in the mathematics sessions or read entire sentences. Students requiring more reading support than single words should be considered for an accommodation.

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

Important reminders for test administrators:

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

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

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

General Instructions

Estimated Time: 5 Minutes

Materials Needed: Student Answer Booklets and #2 pencils.

1. Say to the students:

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

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

3. Say to the students:

> **During the next few days, you will be tested in reading and mathematics. Your principal and teachers will use the information from this test to help plan your school's program. You will receive your results after the test has been scored. This test may be different from other tests you have taken. You may not be able to answer every question, but it is important that you read each one carefully and do your best.**
>
> **Some of the test questions will be multiple-choice, which means that you will read a statement or question, or look at a picture or graph and then choose the best answer out of 4 choices. Other questions will ask you to write, draw, or graph an answer which must be written in the answer spaces in the answer booklet. Your answer does not have to fill the entire answer space, but the complete answer must fit in the answer space.**
>
> **Please look at the front cover of your answer booklet. If a student ID label is on your booklet, check that the label has *your* name and our school name on it. If your booklet does not have a student ID label, please make sure *your* name and our school name are written on the lines on the bottom right corner of your answer booklet. Please raise your hand if you have the wrong booklet.** (Ensure that each student has the correct booklet.) **Now, write your full name on the line in the upper left corner of your answer booklet.** (Pause.)
>
> **During all of the test sessions, you must use only a #2 pencil to write and to mark your answers in your answer booklet. Marking your answers with anything else is not permitted. Only the answers that you write in the answer booklet will be scored. If you do not have a #2 pencil, please raise your hand.** (Supply a #2 pencil to students who need one.)

Now look in the upper left corner of your answer booklet. You will see examples of the right and wrong ways to mark your answers to the multiple-choice questions. Make sure you completely darken in the circle when you mark your answers in the answer booklet. Also, be sure you completely erase any marks you wish to change. Do not make any stray marks on your answer booklet. (Pause.) **Do you have any questions?** (Answer any questions.)

4. If you are not going on to Reading – Session 1 immediately, collect all test materials and store them in a secure place until the next scheduled part of the test.

Reading — Session 1

Estimated Time: 45 Minutes

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

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

Materials allowed: Appropriate reading materials for students who finish testing early.

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

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

2. Say to the students:

> **You are now going to start Session 1 of the reading test. In this session, you will read two passages and answer seventeen questions. You may not be able to answer every question, but it is important that you read each one carefully and do your best. If you are not sure of the answer to a question, you may go back to reread the passage and then you should make your best guess. You may use your pencil to circle or underline words as you read. Answer the multiple-choice questions by filling in the circle next to the best answer. Plan your written answers so they fit only inside the answer spaces in your answer booklet. You may use your scratch paper to plan your answers and make notes, but only what you write in the answer spaces in your answer booklet will be scored. Your scratch paper will be collected at the end of the session. Does anyone have any questions?** (Answer any questions students have about the directions.)
>
> **It will probably take you about 45 minutes to read the passages and answer the questions in this session of the test, but you can have more time if you want it. Please stop when you come to the stop sign at the end of this session. You may reread any passage or review your answers in this session of the test, but you may not go forward to work on any other sessions. Are there any questions?** (Answer any questions students have about the directions.)
>
> **Open your answer booklet to page 3.** (Pause.) **The top of the page is labeled "Reading – Session 1." When you reach the stop sign, insert your scratch paper into your answer booklet. Please sit quietly and read until everyone is finished. You may begin.**

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

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

5. If you are not going on to Reading – Session 2 immediately, collect all test materials, including scratch paper, and store them in a secure place until the next scheduled session of the test. Once a student's test materials are collected you may not review the student's responses or allow the student to work any further on this session.

Reading — Session 2

Estimated Time: 45 Minutes

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

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

Materials allowed: Appropriate reading materials for students who finish testing early.

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

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

2. Say to the students:

> **You are now going to start Session 2 of the reading test. In this session, you will read two passages and answer seventeen questions. You may not be able to answer every question, but it is important that you read each one carefully and do your best. If you are not sure of the answer to a question, you may go back to reread the passage and then you should make your best guess. You may use your pencil to circle or underline words as you read. Answer the multiple-choice questions by filling in the circle next to the best answer. Plan your written answers so they fit only inside the answer spaces in your answer booklet. You may use your scratch paper to plan your answers and make notes, but only what you write in the answer spaces in your answer booklet will be scored. Your scratch paper will be collected at the end of the session. Does anyone have any questions?** (Answer any questions students have about the directions.)
>
> **It will probably take you about 45 minutes to read the passages and answer the questions in this session of the test, but you can have more time if you want it. Please stop when you come to the stop sign at the end of this session. You may reread any passage or review your answers in this session of the test, but you may not go forward or go back to work on any other sessions. Are there any questions?** (Answer any questions students have about the directions.)
>
> **Open your answer booklet to page 14.** (Pause.) **The top of the page is labeled "Reading – Session 2." When you reach the stop sign, insert your scratch paper into your answer booklet. Please sit quietly and read until everyone is finished. You may begin.**

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

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

5. If you are not going on to Reading – Session 3 immediately, collect all test materials, including scratch paper, and store them in a secure place until the next scheduled session of the test. Once a student's test materials are collected you may not review the student's responses or allow the student to work any further on this session.

Reading — Session 3

Estimated Time: 45 Minutes

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

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

Materials allowed: Appropriate reading materials for students who finish testing early.

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

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

2. Say to the students:

> **You are now going to start Session 3 of the reading test. In this session, you will read two or three passages and answer seventeen questions. You may not be able to answer every question, but it is important that you read each one carefully and do your best. If you are not sure of the answer to a question, you may go back to reread the passage and then you should make your best guess. You may use your pencil to circle or underline words as you read. Answer the multiple-choice questions by filling in the circle next to the best answer. Plan your written answers so they fit only inside the answer spaces in your answer booklet. You may use your scratch paper to plan your answers and make notes, but only what you write in the answer spaces in your answer booklet will be scored. Your scratch paper will be collected at the end of the session. Does anyone have any questions?** (Answer any questions students have about the directions.)
>
> **It will probably take you about 45 minutes to read the passages and answer the questions in this session of the test, but you can have more time if you want it. Please stop when you come to the stop sign at the end of this session. You may reread any passage or review your answers in this session of the test, but you may not go forward or go back to work on any other sessions. Are there any questions?** (Answer any questions students have about the directions.)
>
> **Open your answer booklet to page 28.** (Pause.) **The top of the page is labeled "Reading – Session 3." When you reach the stop sign, remove all scratch paper from your booklet and place it on top of your answer booklet. Please sit quietly and read until everyone is finished. You may begin.**

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

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

5. If you are not going on to Mathematics – Session 1 immediately, collect all test materials and store them in a secure place until the next scheduled session of the test. Once a student's test materials are collected you may not review the student's responses or allow the student to work any further on this session.

   Make sure all scratch paper from the reading test sessions is removed from the booklets. Keep all used scratch paper in a secure place until test materials are returned to your test coordinator.

Mathematics — Session 1 (Non-Calculator)

Estimated Time: 45 Minutes

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

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

Materials allowed: Appropriate reading materials for students who finish testing early.

MATERIALS PROHIBITED: Highlighters, rulers, calculators, mathematics tool kit pieces, *NECAP Multiplication Tables*, and *NECAP Hundreds Charts* **are not** allowed during any part of this session.

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

2. Say to the students:

You are now going to start Session 1 of the mathematics test. In this session, you will answer twenty-three questions. You may not be able to answer every question, but it is important that you read each one carefully and do your best. If you are not sure of the answer to a question, you should make your best guess. Answer the multiple-choice questions by filling in the circle next to the best answer. Plan your written answers so they fit only inside the answer spaces in your answer booklet.

You may use your scratch paper to plan your answers and make notes, but only what you write in the answer spaces in your answer booklet will be scored. Some questions have more than one part. Try to answer all of the parts. If you are asked to explain or show how you know, be sure to copy all of your work from your scratch paper into your answer booklet. Your scratch paper will be collected at the end of the session.

You may see a "think bubble" next to some questions. The think bubble will be part of a drawing and will contain information that may help you understand parts of a question. You are not allowed to use a calculator on this part of the test. Does anyone have any questions? (Answer any questions the students have about the directions.)

3. Say to the students:

> **It will probably take you about 45 minutes to answer the questions in this session of the test, but you can have more time if you want it. Please stop when you come to the stop sign at the end of this session. You may review your answers to the questions in this session of the test, but you may not go forward or go back to work on any other sessions.**
>
> **If you get stuck on a word in the booklet, I can read the word to you. I cannot read numbers, mathematics symbols, or a whole question to you. If you want help reading a word, raise your hand.** (During the test session, pronounce a word to students who ask for assistance. Do not define the word or help the students in any other way. Do not read any numbers written as numerals.) **Are there any questions?** (Answer any questions the students have about the directions.)
>
> **Open your answer booklet to page 42.** (Pause.) **The top of the page is labeled "Mathematics – Session 1." When you reach the stop sign, insert your scratch paper into your answer booklet. Please sit quietly and read until everyone is finished. You may begin.**

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

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

6. If you are not going on to Mathematics – Session 2 immediately, collect all test materials, including scratch paper, and store them in a secure place until the next scheduled session of the test. Once a student's test materials are collected you may not review the student's responses or allow the student to work any further on this session.

Mathematics — Session 2 (Calculator)

Estimated Time: 45 Minutes

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

Materials needed: Student Answer Booklets, mathematics tool kits (in white envelopes), rulers, scratch paper, and #2 pencils.

Other allowable materials (if your school has decided to allow their use): Calculators, *NECAP Multiplication Tables*, *NECAP Hundreds Charts*, and appropriate reading materials for students who finish testing early.

NOTE: Use of mathematics tool kits, rulers, and calculators **is** permitted during Session 2 of the mathematics test. Students may use their own calculators or those supplied by the school. See page 7 for devices and types of calculators that are prohibited.

1. Return the answer booklets to students. Each student must have his or her original test materials. Distribute a mathematics tool kit envelope and a ruler to each student. Distribute calculators, *NECAP Multiplication Tables* and/or *NECAP Hundreds Charts* to students if your school has decided to allow their use on the test. Distribute additional scratch paper to students, if needed, and instruct students to write their names on it. Distribute #2 pencils to students who need them.

2. Say to the students:

You are now going to start Session 2 of the mathematics test. In this session, you will answer twenty-four questions. You may not be able to answer every question, but it is important that you read each one carefully and do your best. If you are not sure of the answer to a question, you should make your best guess. Answer the multiple-choice questions by filling in the circle next to the best answer. Plan your written answers so they fit only inside the answer spaces in your answer booklet.

You may use your scratch paper to plan your answers and make notes, but only what you write in the answer spaces in your answer booklet will be scored. Some questions have more than one part. Try to answer all of the parts. If you are asked to explain or show how you know, be sure to copy all of your work from your scratch paper into your answer booklet. Your scratch paper will be collected at the end of the session.

Beside some test questions you will see a small picture of an envelope. The picture is a reminder for you to use the shapes in your mathematics tool kit envelope to help you answer the question. You may also see a "think bubble" next to some questions. The think bubble will be part of a drawing and will contain information that may help you understand parts of a question. Does anyone have any questions?
(Answer any questions the students have about the directions.)

3. Say to the students:

> **It will probably take you about 45 minutes to answer the questions in this session of the test, but you can have more time if you want it. Please stop when you come to the stop sign at the end of this session. You may review your answers to the questions in this session of the test, but you may not go forward or go back to work on any other sessions.**
>
> **If you get stuck on a word in the booklet, I can read the word to you. I cannot read numbers, mathematics symbols, or a whole question to you. If you want help reading a word, raise your hand.** (During the test session, pronounce a word to students who ask for assistance. Do not define the word or help the students in any other way. Do not read any numbers written as numerals.) **Are there any questions?** (Answer any questions the students have about the directions.)
>
> **Open your answer booklet to page 54.** (Pause.) **The top of the page is labeled "Mathematics – Session 2." When you reach the stop sign, insert all of your materials into your answer booklet. Please sit quietly and read until everyone is finished. You may begin.**

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

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

6. If you are not going on to Mathematics – Session 3 immediately, collect all test materials, including scratch paper, and store them in a secure place until the next scheduled session of the test. Once a student's test materials are collected you may not review the student's responses or allow the student to work any further on this session.

Mathematics — Session 3 (Calculator)

Estimated Time: 45 Minutes

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

Materials needed: Student Answer Booklets, mathematics tool kits (in white envelopes), rulers, scratch paper, and #2 pencils.

Other allowable materials (if your school has decided to allow their use): Calculators, *NECAP Multiplication Tables*, *NECAP Hundreds Charts*, and appropriate reading materials for students who finish testing early.

NOTE: Use of mathematics tool kits, rulers, and calculators **is** permitted during Session 3 of the mathematics test. Students may use their own calculators or those supplied by the school. See page 7 for devices and types of calculators that are prohibited.

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

2. Say to the students:

You are now going to start Session 3 of the mathematics test. In this session, you will answer twenty-three questions. You may not be able to answer every question, but it is important that you read each one carefully and do your best. If you are not sure of the answer to a question, you should make your best guess. Answer the multiple-choice questions by filling in the circle next to the best answer. Plan your written answers so they fit only inside the answer spaces in your answer booklet.

You may use your scratch paper to plan your answers and make notes, but only what you write in the answer spaces in your answer booklet will be scored. Some questions have more than one part. Try to answer all of the parts. If you are asked to explain or show how you know, be sure to copy all of your work from your scratch paper into your answer booklet. Your scratch paper will be collected at the end of the session.

Beside some test questions you will see a small picture of an envelope. The picture is a reminder for you to use the shapes in your mathematics tool kit envelope to help you answer the question. You may also see a "think bubble" next to some questions. The think bubble will be part of a drawing and will contain information that may help you understand parts of a question. Does anyone have any questions?
(Answer any questions the students have about the directions.)

3. Say to the students:

> **It will probably take you about 45 minutes to answer the questions in this session of the test, but you can have more time if you want it. Please stop when you come to the stop sign at the end of this session. You may review your answers to the questions in this session of the test, but you may not go back to work on any other sessions.**
>
> **If you get stuck on a word in the booklet, I can read the word to you. I cannot read numbers, mathematics symbols, or a whole question to you. If you want help reading a word, raise your hand.** (During the test session, pronounce a word to students who ask for assistance. Do not define the word or help the students in any other way. Do not read any numbers written as numerals.) **Are there any questions?** (Answer any questions the students have about the directions.)
>
> **Open your answer booklet to page 66.** (Pause.) **The top of the page is labeled "Mathematics – Session 3." When you reach the stop sign, remove all scratch paper from your booklet. Place your scratch paper and all other materials on top of your answer booklet. Please sit quietly and read until everyone is finished. You may begin.**

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

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

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

   If you are not going on to the Student Questionnaire immediately, collect all test materials and store them in a secure place. Make sure all scratch paper is removed from the booklets. Keep all used scratch paper in a secure place until test materials are returned to the test coordinator.

   Reminder: Once a student's test materials are collected you may not review the student's responses or allow the student to work any further on any session.

Student Questionnaire

Estimated Time: 20 Minutes

Materials needed: Student Questionnaires, Student Answer Booklets, and #2 pencils.

NOTE: The Student Questionnaire is optional in Vermont.

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

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

> **You are now going to complete the Student Questionnaire. The questions will ask you about different things related to school. There are no right or wrong answers to these questions, so you should mark the answers that are true for you. Please mark your answers to the questions from the Student Questionnaire in your answer booklet on page 83 in the box labeled "Student Questionnaire." There are 36 answer spaces, but only 22 questions. Be sure to mark your answers in the correct spaces and leave the last 14 answer spaces blank. If you do not feel comfortable answering a question, leave it blank. If you want help reading or understanding any questions, please raise your hand. Are there any questions?** (Answer any questions students might have.) **You may begin.**

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

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

After Testing

Preparing Special Materials

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

Braille and Large-Print Tests

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

Computer Generated Responses

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 E. Students using accommodation R4 and responding on separate paper, such as paper with special lines or paper of a larger size, must continue to have their work transcribed into an answer booklet.

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

Materials that Require Special Handling

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

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

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

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

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

Hazardous Test Materials

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

Preparing Test Materials for Delivery to Test Coordinator

After all test sessions have been completed follow the steps below when preparing your test materials for delivery to your school's test coordinator:

1. Collect and review all of the test materials that were assigned to you.
2. Confirm that student ID labels have been placed in the space provided on the answer booklets.
3. For each student without a label, confirm that the front cover of the answer booklet has been completed accurately and appropriately according to the instructions in Appendix B, if you have been assigned this task.
4. For all students, whether or not they have a student ID label affixed to the answer booklet, please ensure that they have written their name on the line in the upper left corner of the front cover of their answer booklet.
5. Confirm that all accommodations have been correctly marked on page 2 of the answer booklet for every student who used an accommodation(s) during testing, according to the instructions in Appendix B, if you have been assigned this task.
6. Be sure that you are submitting an answer booklet for every student assigned to you.
7. Remove all scratch paper from the answer booklets.
8. Verify that no extra pages or materials have been stapled, taped, pasted, or otherwise attached to the answer booklets. Only computer-generated responses may be inserted in the answer booklets.
9. If students used ballpoint or felt-tip pen, crayon, highlighter, or colored pencil to mark their answers in the answer booklets, notify your test coordinator.
10. Sort any materials needing special handling. Attach an explanatory note to each booklet.
11. Ensure that any used large-print and Braille tests have been transcribed into the accompanying standard answer booklet.
12. Place all test materials in a stack in the following order and return it to your test coordinator:

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

The following items DO NOT need to be returned to the Principal/Test Coordinator:

- mathematics tool kits
- rulers
- *NECAP Multiplication Tables* and *NECAP Hundreds Charts*
- *Student Questionnaires* (students answered in their answer booklet)
- *Test Administrator Manuals*

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

Appendix A: Page 2 of the Answer Booklet

STUDENT PROGRAM PARTICIPATION INFORMATION

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

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

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

READING	MATH	
○	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 B: Instructions for Completing Student Information on Answer Booklets

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

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

Front cover (for students without a student ID label)

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

State Assigned Student ID (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 C of this manual.)

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

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

Optional Reports
If your school chooses to use this field, bubble in the circles according to the school's key. Only one circle per row may be bubbled in. Keep a record of the key used.

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

Appendix C: NECAP Table of Standard Accommodations

NECAP Table of Standard Accommodations

Revised August 2009

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

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

1. State

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

2. The *Test Administrator Manual* was

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

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

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

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

A. Yes
B. No

5. How well did the level of information provided in the webinar presentation meet your needs?

A. It was insufficient.
B. It was adequate.
C. It was more than necessary.
D. My school did not use the webinar presentation.
E. I did not know about the webinar presentation.

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

6. *NECAP Accommodations Guide*

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

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

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

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

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

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

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

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

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

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

15. Based on your observations during NECAP administration, which statement best describes student effort on the test?

A. Virtually all students gave a good effort. (More than 90%)
B. Most students gave a good effort. (60% - 90%)
C. About half of the students gave a good effort. (40% - 59%)
D. Few students gave a good effort. (Fewer than 40%)

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

Thank you for your assistance in administering the tests and completing this questionnaire. Your input is a valuable part of our ongoing efforts to improve NECAP.

Appendix E: Computer Generated Responses, Accommodation R4

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

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

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