

**MAINE OPERATIONAL PROCEDURES
FOR THE
NEW ENGLAND COMMON ASSESSMENT PROGRAM (NECAP)
GRADES 3 - 8**

OCTOBER 2010 ADMINISTRATION

This document is intended for use in conjunction with “*NECAP Accommodations Guide*,” and both the “NECAP Principal/Test Coordinator Manual” and the “NECAP Test Administrator Manual.” These documents will be available prior to testing on the Maine Department of Education (MDOE) web page at <http://www.maine.gov/education/necap/admininfo.html>.

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1. ENROLLMENT ISSUES

All publicly funded students enrolled in Maine public schools or in a private school approved for tuition that enrolls at least 60% publically funded students are required to participate in the NECAP. NECAP reports are based on student enrollments in Infinite Campus. Schools are responsible for regularly updating individual student enrollment information in Infinite Campus to ensure that NECAP and Adequate Yearly Progress (AYP) reports reflect accurate information.

The official student data of record, except for accommodations, will be supplied by Infinite Campus State Edition (ICSE) for all NECAP/PAAP assessment reports and AYP accountability determinations. **It is essential that schools keep their ICSE data current.** To ensure additional accurate student labels for use on the NECAP answer booklets, schools must update and verify student enrollment by **September 30, 2010** by reviewing the “Attending Student Download” and “NECAP Label Roster” reports in ICSE. These can be found under “ME State Reporting” of the Index tab in ICSE. Please make sure the year selected at the top is 10-11. After selecting a report, click “Generate Report” to view the spreadsheet. Clicking “Generate Report” will offer the option to “Open” or “Save” the resulting spreadsheet.

Students who move during the NECAP testing window must be exited from the enrollment of the former school on the last date of attendance and enrolled in Infinite Campus by the new attending school immediately. It is recommended that each school maintains either an optional Enrollment Update Report provided with the NECAP Test Coordinator Manual or other documentation on students who move in or out of the school during testing for school records.

1.1 Public Schools

Each student attending a school in Maine who is publicly funded must be enrolled in ICSE with a “Primary Enrollment”.

- **Students who move** out of a school must be exited from the enrollment of the former school on the last date of attendance. This must occur regardless of whether or not a written request for records has been received. Students who move into a school must be enrolled in ICSE by the new attending school immediately.
- **Expelled students** are no longer considered to be part of a school’s official enrollment. These students must be exited from ICSE, with expulsion as the exit type. Expelled students receiving special education services should be enrolled in ICSE with an enrollment type of “N. Special Ed Services”
- **Suspended students** are considered to be part of a school’s official enrollment.
- **Habitually truant students** are those students who have completed grade 6 and have the equivalent of 10 full days of unexcused absences or 7 consecutive school days of unexcused absences during a school year; or are at least 7 years of age and have not completed grade 6 and have the equivalent of 7 full days of unexcused absences or 5 consecutive school days of unexcused absences during a school year. These students remain enrolled at their school, and their truancy status on the Infinite Campus Truancy tab should be updated as the school follows the protocol for habitually truant students.

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For assessment and accountability purposes only, a habitually truant student is considered one for whom the superintendent has completed an “Official Parent Notification” according to MRSA 20-A 5051-A (2) (C), and delivered the notification in hand or by registered mail to the parent(s)/guardian of the truant student and the student is coded on the Infinite Campus Truancy tab as “1C”.

- **Students** who have been adjudicated and are **committed to a Youth Development Center** are enrolled in the educational program provided at that site. These students must be exited from the enrollment of the former school and enrolled in ICSE by the new school immediately.
- **Students detained by law enforcement** during the NECAP testing window are enrolled at the public school they normally attend. They will be considered for Special Considerations (See section 2.16, below).

1.2 In-State Public Program in Resident SAU

Students who are attending a program in their resident School Administrative Unit (SAU) that is located in a school other than their resident school should be enrolled in their resident school.

1.3 In-State Public Program in Non-Resident SAU

Students who are publicly tuitioned to an in-state public program (e.g., regional special education, alternative education, etc.) in another SAU should be enrolled in their resident school in their resident school administrative unit.

1.4 In-State Private Special Purpose School (approved by MDOE)

Each student enrolled in a public school who is tuitioned by an SAU to an MDOE-approved in-state private special purpose school will have a primary enrollment with the resident SAU in ICSE and must have a partial enrollment in the private special purpose school.

1.5 Out-of-State Schools/Programs

Students who were enrolled in a Maine public school, but are receiving their educational program outside the state of Maine during the NECAP testing window, should be exited from the Maine school and enrolled in “Non-Maine SAU” for the period they are gone. Resident school units should contact the MEDMS Help Desk to enroll the student in the “Non-Maine SAU” and to reenroll the student in the Maine school when they return.

2.0 NECAP PARTICIPATION ISSUES

All students who are publicly funded and enrolled in Maine public schools shall participate in the NECAP test in grades 3, 4, 5, 6, 7, and 8, except for those who meet the criteria for Special Considerations (see section 2.16, below). This includes students designated as state wards, state agency clients, or homeless. Participation can be through standard administration of the NECAP, through administration with accommodations, and/or through alternate assessment (PAAP) in grades 2-7. Schools should ensure that all ICSE enrollment information is accurate for all students by reviewing the “Attending Student Download” report in the Infinite Campus State Edition (see Section 1, “Enrollment Issues” for instructions). They may want to maintain a separate list of students enrolled and their subgroup designations (e.g., ELL, SPED, etc.) during the NECAP administration for their files.

2.1 Students Attending Public Schools

Each publicly funded student enrolled in a Maine public school shall participate in the NECAP test, except for those who meet the criteria for Special Considerations (see section 2.16 below). Students enrolled in Maine public schools who are not publicly funded **may** participate in the NECAP at no cost.

AYP Implications: A student enrolled continuously in a Maine public school from 10/1/09 through the end of the teaching year is considered to be enrolled for a full academic teaching year. The test data for this student are counted for **participation** and for **performance** for AYP purposes.

A student not enrolled continuously from 10/1/09 through the end of the teaching year does not meet the Full Academic Year (FAY) definition. The test data for this student are counted for **participation**, but not for **performance**.

2.2 Students Attending a Public Program in Resident SAU

Each student attending a program in the resident SAU that is not located in the resident school shall participate in the NECAP through the appropriate avenue using testing materials provided by the resident school and returned to the resident school for mailing.

AYP Implications: The student’s scores will be counted as part of AYP data for the resident school and resident SAU **participation** rates. If the student meets the requirement for Full Academic Year, the student’s scores also count for **performance** in the resident school and SAU.

2.3 Students Attending In-State Public Programs in Non-Resident SAU

Students who are publicly tuitioned to an in-state program (e.g., regional special education, alternative education, etc.) in a non-resident SAU shall participate in the NECAP through the appropriate avenue using testing materials provided by the resident school and returned to the resident school for mailing.

AYP Implications: If there is a resident school, the student’s scores will be counted as part of AYP data for the resident school and resident SAU **participation** rates. If the student meets the requirement for Full Academic Year, the student’s scores also count for **performance** in the resident school and SAU.

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2.4 Students Attending In-State Private Special Purpose Schools (approved by MDOE)

These students will participate in the NECAP through the appropriate avenue in the school they are attending. Materials for the NECAP and Personalized Alternate Assessment Portfolios (PAAPs) are shipped directly to private special purpose schools. The student's results on the NECAP or PAAP will be included with the results for the resident SAU.

AYP Implications: The student's scores are counted as part of the resident SAU AYP participation rate. If the student meets the requirement for Full Academic Year, the student's scores also count for **performance** in the resident SAU.

2.5 Students Attending Out-of-State Schools/Programs

Students receiving their educational program outside the state of Maine during the testing window will not participate in the assessment. These students should also be documented on the optional Enrollment Update Report provided with the NECAP Test Coordinator Manual or in some other format.

AYP Implications: These students will not be counted as part of AYP data.

2.6 Students who Reside Out-of-State and are enrolled in Maine Public Schools

Out-of-state residents who are tuitioned to a Maine public school **may** participate in the NECAP at no cost. Their scores will appear in school and SAU assessment reports.

AYP Implications: These students will not be counted as part of AYP data.

2.7 Students who have been Retained

A student who has been retained at a grade level **will** participate again at that grade level.

AYP Implications: The retained student's scores will be counted for **participation and performance** in the current year.

2.8 Students Who Move During the Three-Week NECAP Testing Window (Non-PAAP Participants)

It is the school's responsibility to immediately update ICSE when a student moves. It is recommended that the school maintain, for their own records, either an optional Enrollment Update Report provided with the NECAP Test Coordinator Manual or other documentation on students who move in or out of the school during testing. The two schools should attempt to coordinate the completion of testing for the student. A student's score is based on the items s/he has answered/submitted and may reflect an inaccurate score if the student moved during a content area test. Should this occur, it will be necessary for the school to appeal the participation and/or performance finding during the data review phase of the AYP process if the finding could impact a school's AYP status. Scores will be reported to the school where the student is either enrolled as of October 1, 2010 or the school from which the test was submitted.

2.8.1 From a Maine Public School

A student who moves out of a Maine public school during the testing window must take any content area tests of the NECAP that are administered in that school before the date of the move. The student's testing materials must be returned by the school with other used materials at the end of testing, with the "Blank Reason" box on page 2 of the Student Answer Booklet completed. If a student moves prior to administration of

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testing, the school should update ICSE, destroy the student's testing label, and return all unused materials.

AYP Implications for an out-of-SAU move: The student's scores will not count for participation or performance at the sending school where the child is no longer enrolled.

2.8.2 Into a Maine Public School

A student who enrolls in a Maine public school during the testing window must take any content area tests of the NECAP that are scheduled to be administered in the new attending school on and after the date of enrollment. (**NOTE:** Students should not retake any test session if it has been confirmed with the sending school that the student already participated in those sessions.) The "Blank Reason" box on page 2 of the Student Answer Booklet should be completed.

AYP Implications for an out-of-SAU move: The student's scores will count for **participation only** at the new attending school and SAU since full academic year requirements were not met.

AYP Implications for an in-SAU move: The student's scores will count for **participation only** at the new attending school since full academic year requirements were not met. Student scores will count for both **participation** and **performance** at the SAU level.

2.9 Students Participating in Alternate Assessment (PAAP Participants)

Maine's alternate assessment is the Personalized Alternate Assessment Portfolio (PAAP), in which students may participate if they meet PAAP participation guidelines and assessment through the PAAP is specified in their IEP. While it serves as the avenue of participation in the NECAP for some students, the formats of the two assessments differ significantly. Because the PAAP is a portfolio compiled over five months of a school year, the operational procedures for the NECAP and the PAAP must also differ.

2.9.1 From an In-State Public School (PAAP) on or prior to March 1st

When a student who is participating in alternate assessment through the PAAP moves from one Maine public school to another **on or prior to** March 1, 2011, the PAAP work completed to date should be sent to the receiving school for final completion.

AYP Implications: The student's scores will count at the new attending school for **participation only** unless the schools are in the same SAU. In that case, student scores will count for both **participation** and **performance** at the SAU level.

2.9.2 From an In-State Public School (PAAP) after March 1st

When a student who is participating in alternate assessment through the PAAP moves from one Maine public school to another **after** March 1, 2011, the PAAP work completed before the moving date shall be submitted on April 30, 2011 by the original school for scoring. The receiving school does not need to do a new PAAP.

AYP Implications: The student's scores will count at the original school for **participation only** unless the schools are both in the same SAU. In that case,

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student scores will count for both **participation** and **performance** at the SAU level. There is no impact for the new attending school.

2.9.3 From an Out-of-State School (PAAP) after March 1st

A student needing a PAAP who moves into a Maine public school **after** March 1, 2011 from an out-of-state school will not be required to participate in the PAAP.

AYP Implications: No impact

2.10 Recently Arrived English Language Learners (ELLs)

A recently arrived ELL is an ELL who was enrolled in a school in the United States for the first time on or after October 1, 2009, as indicated in the appropriate field in ICSE "Date Entered US School". School attendance on or after this date is the criterion used to make the determination for the 2010 NECAP administration.

2.10.1 English Language Proficiency Testing

All K-12 ELLs in Maine, including recently arrived ELLs, must be assessed for English language proficiency by participating in the WIDA ACCESS for ELLs® during the testing window of **December 1, 2010 to February 4, 2011**. Those students who arrive after the testing window has closed must be assessed with another English language proficiency assessment in order to count as participating in reading.

AYP Implications: Participation in WIDA ACCESS for ELLs® counts as **participation** in reading.

2.10.2 Required Testing - Mathematics

All English language learners (ELLs), including ELLs who have been enrolled for the first time in a US school during the past 12 months, are required to participate in the mathematics content area tests of the NECAP through standard administration or through administration with accommodations. All test responses must be in English.

AYP Implications: The student's scores in the mathematics content area tests will count for **participation**, not **performance**.

2.10.3 Optional NECAP Testing

ELLs who have been enrolled for the first time in a US school during the past 12 months and who have had their English language proficiency assessed may, but are not required to, participate in the reading content area test.

AYP Implications: If the NECAP reading content area test is taken voluntarily, the student's scores in reading will not count for AYP performance.

2.10.4 English Language Learners – Not Newly Arrived

English language learners who have been enrolled in a US school longer than 12 months are required to take part in all content area tests of the NECAP. Please see the "NECAP Accommodations Guide" for allowable accommodations.

AYP Implications: The student's scores count for AYP **participation** and **performance** provided the student met Full Academic Year requirements for performance.

2.11 Students Not Present During Testing

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All students enrolled in grades 3-8 in a Maine public school must take part in the NECAP. Students not present for testing, including those on scheduled vacations, will be considered to be non-participants, except for those students described in sections 1.1 (detained by law enforcement), 1.5 (students enrolled in an out of state school/program) and 2.16 (students with Special Considerations approved by MDOE).

AYP Implications: Students not present during any content area test count as **non-participants** (DNP-Did Not Participate) for AYP, except for the students described above.

2.12 Students who are Habitually Truant

Habitually truant students who do not participate in the NECAP due to absences during the testing window will be considered non-participants in the NECAP. Any issues or questions related to habitually truant students should be addressed through the AYP appeals process. Please note: For AYP purposes, habitually truant students are those students for whom the “Official Parent Notification” criterion cited in section 1.1 has been met and coded on the ICSE truancy tab.

2.13 Suspended Students

Suspended students are expected to participate in the NECAP through a combination of regularly scheduled administration and makeup sessions.

AYP Implications: The student’s scores count for AYP **participation** and **performance** provided the student met Full Academic Year requirements for performance.

2.14 Students Detained at the Youth Development Centers

Students detained by law enforcement during the NECAP testing window are enrolled at the public school they normally attend. They will be considered for Special Considerations (See section 2.16, below).

AYP Implications: No impact if Special Considerations are granted.

2.15 Students Committed to the Youth Development Centers

Students who have been adjudicated and are committed to a Youth Development Center take part in the NECAP through the educational program provided at that site.

AYP Implications: Students are not included in AYP data.

2.16 Student Conditions Requiring Special Considerations

If the student can receive instruction, the student can participate in NECAP. However, in rare instances, students are unable to participate in either instruction or assessment. In these cases, a request for state approval of non-participation must be made. The state-approved reasons for allowing non-participation are called Special Considerations and fall within four broad areas:

- **Medical Emergency/Serious Illness:** Students experiencing a documented significant and fully incapacitating medical emergency or serious illness, such as: a terminal illness, a serious car accident, hospitalization, or placement in hospice care.
- **Severe Emotional Distress:** Students experiencing a documented significant and fully incapacitating emotional trauma that extends across the entire test window and

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prevents the student from participating in instruction offered either at school or at home. Students may be hospitalized in a mental health facility.

- **Death in the Immediate Family:** Students experiencing the loss of a close family member.
- **Detention by Law Enforcement Pending Adjudication:** see Section 2.14

Special Consideration requests must be submitted by the last day of testing. These requests must be based on a decision made by an educational team that includes the student's teachers, special education staff as appropriate, school counselor, principal, parent or legal guardian, and, if possible, the student. This team will collect/review information and document the decision. The principal will then obtain the parent's consent (Form 2) and complete the Request for Special Consideration (Form 1).

Special Considerations, requests for students identified to take the Alternate Assessment in 2010-11 must be submitted during the testing window (December 1 – April 30). Approved requests will be applied to the following year's NECAP results. (NOTE: Special Consideration requests for students who met criteria and were unable to participate in Alternate Assessment during 2009-10 should be discussed directly with MDOE Alternate Assessment staff prior to October 22, 2010.)

Requests will be reviewed by the Special Considerations Review Panel at MDOE, who will request additional information when needed. Forms 1 and 2 are located at the end of this document and at: <http://www.maine.gov/education/necap/admininfo.html>. The forms must be completed and faxed to the MDOE no later than **October 22, 2010**. It is the school's responsibility to keep documentation on these students.

AYP Implications: No impact. Data regarding students approved by MDOE for Special Considerations will be removed from enrollment data for purposes of NECAP and AYP reporting.

2.17 Students in Ungraded, Multi-age Programs

Students in ungraded, multi-age programs will participate at the ICSE grade levels assigned to the students by the school.

AYP Implications: The student's scores count for AYP **participation** and **performance** in the year they are tested for that grade level provided the student met Full Academic Year requirements for performance.

2.18 Parent/Student Refusals

Federal and Maine laws require that all students be tested.

AYP Implications: If a student does not take the NECAP, the student will be counted as **not participating**. It is the school's responsibility to document efforts to inform parents in these cases.

2.19 Home-Schooled Students

Home-schooled students, including those enrolled in ICSE and taking some coursework in the public school, may take the test on an optional basis at the local school, if the local school agrees. These students are not considered to be part of the school's official enrollment for purposes of NECAP testing and Adequate Yearly Progress. Parent letters containing scores

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of home-schooled students are returned to the local school for distribution but are not included in the scores for the school.

AYP Implications: No impact. Home schooled student scores are not included in AYP data.

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3.0 ADMINISTRATION ISSUES

The NECAP must be administered in accordance with the rules contained in the NECAP Principal/Test Coordinator and Test Administrator Manuals.

3.1 Student Registration (General Assessment)

Schools are **generally not** required to register students or provide information about the number of test materials needed. The testing contractor supplies materials based on ICSE enrollment data. The **only exception** is that schools must order large print versions of the test for visually impaired students. They are **not** required to order Braille versions, since this information is supplied by another source. The ordering information for large print tests has been supplied directly by the testing contractor to schools.

3.2 Student Registration for PAAPs

Student registration will occur through the online Task Bank this year. When students have partial enrollments in ICSE, both resident and attending schools will need to collaborate to make sure the student is being assessed.

3.3 Students with Behavioral Issues

Students who must be removed from testing for inappropriate behavior may be allowed to resume testing at the discretion of the principal after appropriate intervention. In the case of cheating, testing should be stopped and the Maine Department of Education should be contacted for further instructions. See the cover page of this document for contact information.

AYP Implications: Students are counted for **participation** and **performance**. Performance scores will be based on the work completed or allowed.

3.4 Students Experiencing Emergency Situations

If a student experiences an emergency situation during testing that prevents participation in the NECAP, the principal should request a Special Consideration (See section 2.16, above).

AYP Implications: Students approved for an emergency Special Consideration are not counted for **participation** or **performance** on the content areas not completed on the test.

3.5 Blank/Non-Scorable Student Responses

If there is a blank student response booklet or there are no scorable items (e.g., contains expletives, unrelated drawings, but not answers), the student will not receive a score.

AYP Implications: The student is counted as a **non-participant** (DNP-Did Not Participate).

3.6 Incomplete Student Responses

If testing is incomplete, the student gets a score based on the items he or she has answered/submitted.

AYP Implications: The student's score is counted for both **participation** and **performance**.

3.7 Out-of-Level Assessments

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Students at one grade level may not be assessed with material developed for a different grade level. The grade level of record is the grade level in ICSE. If a student takes the NECAP at another grade level, that student will be considered a non-participant, and no scores will be computed.

AYP Implications: The student is counted as a **non-participant** (DNP-Did Not Participate).

3.8 Extensions to NECAP Testing Window

Requests for an extension to the NECAP testing window due to unforeseen circumstances will be resolved on an individual basis by the Maine Department of Education. See the cover page of this document for contact information.

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GLOSSARY

Adequate Yearly Progress (AYP) - Adequate yearly progress is a federal measure of school performance required by the *No Child Left Behind* Act. A school makes adequate yearly progress if the students in the tested grade(s) and all required subgroups meet the participation targets of 95%, meet or exceed the performance targets established for mathematics and reading in the grade(s) to which the test is administered, and meet attendance goals (K-8).

Attending School – The school which a student attends daily.

Partial Enrollment – A student who is tuitioned to a private special purpose school has a primary enrollment in ICSE at his/her resident school and a partial enrollment at the private special purpose school.

English Language Learner (ELL) – This designation refers to a **subset of students** whose English proficiency in **any** of the language modalities (reading, writing, listening or speaking) is significantly below that of their peers. A student is classified as an “English Language Learner” based on the student’s English language proficiency as measured by WIDA ACCESS for ELLs®.

Full Academic Year (FAY) - A student is counted for AYP performance in a school if the student has been present for a full academic year. In Maine, a full academic year is defined as being continuously enrolled in a school from October 1 through the end of the academic “teaching” year.

Individual Educational Program – A program designed by a team of individuals, including parents, responsible for determining a student’s eligibility for special education and related services, including the student’s avenue of participation in the NECAP. (Maine Unified Special Education Regulations, Chapter 101, May 16, 2008)

Limited English Proficient (LEP) – An LEP designation refers to students who are English language learners (ELLs) and is a category in ICSE and assessment and accountability reports. Any student whose English Language Proficiency in ICSE is 03 (Limited English Proficiency) or 04 (Transitioned Back to LEP) would be considered LEP.

New England Common Assessment Program (NECAP) – The testing program in reading, mathematics and writing that Maine uses as a measure of student achievement for No Child Left Behind accountability purposes.

Participation (for AYP purposes) - A student is determined to have participated in a content area test of the NECAP if that student has submitted scorable work for that content test. The participation rate in a content area test is the ratio of the number of students who participate in the test to the number of students enrolled in the test population for the whole group and by subgroup. For a school or SAU to make AYP, at least 95% of students in each reportable group must participate.

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Performance (for AYP purposes) - The student's score is determined by that student's performance on the NECAP. For purposes of AYP, a school is rated on the percentage of students who are proficient (scoring in the "proficient" or "proficient with distinction" range on the NECAP). For each group, the number of proficient students compared to the number of students participating is used to compute the percentage of proficient students. The percentage of proficient students is compared to the established target for that group to determine if the group has made AYP for performance.

Personalized Alternate Assessment Portfolio (PAAP) – Federal and State laws require that all students be included in the New England Common Assessment Program. To that end, three avenues of participation are provided (Standard Administration, Administration with Accommodations, and/or Alternate Assessment). Maine's Alternate Assessment is the PAAP. The PAAP is designed for students needing a modified NECAP sure of performance in a content area because their exceptionality is so significant that it does not allow access to the standard assessment even with a combination of accommodations. The administration window for the PAAP is from December 1, 2010 through April 30, 2011.

Recently Arrived ELL Student - A recently arrived ELL is an ELL who was enrolled in a school in the United States for the first time on or after October 1, 2009 as indicated in the appropriate field in ICSE "Date Entered US School".

Resident School or Resident SAU: The school or school administrative unit where the student's parent/guardian resides.

SAU (for AYP purposes) – A school administrative unit "SAU" may be a school administrative district, municipal district, a community school district, or a regional school unit for the purposes of this document. .

Sending SAU – For the purposes of this document, a sending SAU is one that has fiscal responsibility and pays tuition for students to attend schools in another SAU.

TESTING WINDOWS

NECAP – The testing window for the administration of the NECAP, which should include all make-up testing, begins on October 1, 2010 and ends on October 22, 2010. Material pickup will occur on October 25, 2010.

PAAP - The administration window for the PAAP is from December 1, 2010 through April 30, 2011.

WIDA ACCESS for ELLs® - The testing window for the WIDA ACCESS for ELLs® is December 1, 2010 to February 4, 2011.

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MAINE DEPARTMENT OF EDUCATION – FORM 1: REQUEST FOR SPECIAL CONSIDERATION

STUDENT INFORMATION FORM

| | | | |
|------------------------|---------------|-------------------|----------------------|
| Student Name | | State ID # | Request Date: |
| Grade | School | | SAU |
| Principal Name | | Phone/ext. | |
| Principal Email | | | |

| Reason for Request for Special Consideration (circle one) | | | |
|---|-------------------------|-------------------------------|------------------------------|
| Medical Emergency/ Serious Illness | Severe Emotional Trauma | Death in the Immediate Family | Detention by Law Enforcement |

| Student is unable to participate in the following: (circle one) | |
|---|--|
| Grades 3-8 Assessments | High School Assessments |
| NECAP: All Subjects OR Reading Mathematics Writing | MHSA: Science |
| MEA: Science | May/June SAT (Submit after the June SAT) |
| Alternate Assessments (PAAP) for All Grades | |
| All subjects OR Reading Mathematics Writing* Science** | |

*PAAP Writing: Grades 4, 7, 3rd Year High School only / **PAAP Science: Grades 5, 8, 3rd Year High School only

The criteria below include the minimum conditions that must be met by the principal prior to submission of this request for non-participation in statewide assessment for a student.

| Assurances by principal: | Yes | No | If no, then add comment(s): |
|---|-----|----|-----------------------------|
| 1. Did a team convene to discuss this request? | | | |
| 2. Does the student agree with this request? | | | |
| 3. Has a parent/guardian signed the consent form and agreed to share relevant information with the MDOE Special Considerations Review Team as needed? (Form 2) | | | |
| 4. I certify that this student cannot participate in INSTRUCTION , even with accommodations, during the test window. | | | |
| 5. I certify that this student cannot participate in ASSESSMENT , even with accommodations, during the test window. | | | |

I certify that the information contained within this notification is complete and accurate.

Principal's Signature

____/____/____
Date

Fax completed form to MDOE at 207-624-6771

MAINE OPERATIONAL PROCEDURES
OCTOBER 2010 NECAP ADMINISTRATION

FORM 2: PARENT CONSENT SIGNATURE FORM

(Do not submit to Maine DOE; retain with student record)

I have consulted with the school district, and agree with this request to exempt my child from statewide assessment. I understand that this means I will have no statewide assessment data for my child for the year of instruction being assessed.

Student's name:

By signing this request,

I **do** / **do not** (check one) give the district **permission to seek an exemption** for my child from statewide assessment for medical or other extraordinary reasons.

I **do** / **do not** (check one) give **permission for the district to discuss the request** if necessary with a member of the Special Considerations Review Panel.

Parent Name (Please Print)

Parent Signature

____/____/____
Date