



**NEW ENGLAND  
COMMON ASSESSMENT PROGRAM**

***Test Administrator Manual***

**SCIENCE – GRADE 4**

**May 11-28, 2009**

**NECAP SERVICE CENTER: 1-877-632-7774**

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

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

## Information about NECAP Policy

If you have any comments or suggestions regarding the New England Common Assessment Program (NECAP), contact:

New Hampshire Department of Education: Tim Kurtz, Director of Assessment, 603-271-3846, 101 Pleasant Street, Concord, NH 03301-3860, [www.ed.state.nh.us](http://www.ed.state.nh.us)

Rhode Island Department of Elementary and Secondary Education: Mary Ann Snider, Director of Assessment and Accountability, 401-222-8492, 255 Westminster Street, Suite 512, Providence, RI 02903, [www.ride.ri.gov](http://www.ride.ri.gov)

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

## Important Dates

Test administration must be completed during this period ..... May 11–28, 2009

Test materials in all states must be ready at 8:00 a.m. for pick up by UPS ..... May 29, 2009

## 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.

# Checklist for Test Administrators

## Before Testing:

- Read the *Test Administrator Manual* in its entirety.
- Assist the test coordinator with notifying students and parents about the testing program.
- Meet with the test coordinator to review the testing schedule and testing location(s) for the inquiry task, arrange for students who require accommodations, and review procedures in the *Test Administrator Manual*.
- Become familiar with the student grouping plan for the inquiry task.
- Inventory test materials received from the test coordinator, including the inquiry task kits.
- Become familiar with the materials and setup instructions for the inquiry task.
- 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 covers of the test booklets and answer booklets.
- Secure additional materials needed for testing (#2 pencils, scratch paper, calculators, etc.)

## During Testing:

- Maintain test security (see page 2 for more details).
- Post a “Testing—Please Do Not Disturb” sign on your classroom door.
- Be sure that all students have comfortable and adequate workspaces.
- Be available to answer questions as necessary.
- Monitor students’ handling of test materials to keep the materials in good condition.
- Ensure accommodations are provided to students as appropriate.
- Administer makeup testing for students who miss all or part of the test.
- Notify your test coordinator of any testing irregularity.

## After Testing:

- Verify that answer booklets are correctly marked and in good condition.
- For all students, complete the applicable student information on page 2 of the answer booklet. (See page 21 and Appendices 1 and 2 for details.)
- Confirm that no paper has been taped, pasted, stapled, or otherwise attached to the answer booklets. This includes computer-generated responses.
- Remove all scratch paper from the answer booklets.
- Attach an explanatory note to each test booklet and answer booklet that needs special handling and place this material on the top of your stack of test materials.
- Ensure that any computer-generated, large-print, and Braille responses have been transcribed into a regular answer booklet.
- Ensure that all inquiry booklets are returned to your test coordinator.
- Complete the *Test Administrator Questionnaire* using the answer sheet provided. Return the answer sheet to your test coordinator.
- Assemble the test booklets, answer booklets, and all other test materials and return all of the materials to your test coordinator.

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# **The New England Common Assessment Program**

## **Background**

The New England Common Assessment Program (NECAP) is the result of collaboration among New Hampshire, Rhode Island, and Vermont to build a set of assessments for grades 3 through 8 and 11 to meet the requirements of the No Child Left Behind Act (NCLBA). The states decided to work together for three important reasons:

1. Working together brings together a team of assessment and content specialists with experience and expertise greater than any individual state.
2. Working together provides the capacity necessary for the three states to develop quality, customized assessments consistent with the overall goal of improving education.
3. Working together allows the sharing of costs in the development of a customized assessment program of a quality that would not be feasible for any individual state.

## **Structure and Format of the Test**

NECAP is a comprehensive set of tests that cover a broad range of learning expectations in science administered at grades 4, 8, and 11; reading and mathematics administered at grades 3 through 8 and 11; and writing administered at grades 5, 8, and 11. The science assessment targets were developed and adopted collaboratively by the departments of education in New Hampshire, Rhode Island, and Vermont. Full documentation of the learning expectations for each grade span is posted on the individual state department of education websites.

**NECAP science tests include the following types of items:**

### **Sessions 1 & 2**

- multiple-choice items (1 point each), which require students to select the correct answer from four possible responses; and
- constructed-response items (4 points each), which require students to respond to a question by using words, pictures, diagrams, charts, or tables to fully explain their response.

### **Session 3**

- short-answer items (2 points each) and constructed-response items (3 points each), which require students to apply inquiry skills to a scientific situation and respond using words, pictures, diagrams, charts, or tables to show their thinking and explain their response.

## Test Administrator's Responsibilities

Test administrators are vital to the success of the New England Common Assessment Program (NECAP). For this reason, the instructions given in this manual must be followed closely by each test administrator.

**Test administrator's activities include the following:**

- reading the *Test Administrator Manual* in its entirety;
- meeting with the test coordinator to review the testing schedule, to discuss arrangements for students who require accommodations, and to review testing procedures in the *Test Administrator Manual*;
- becoming familiar with the student grouping plan for the inquiry task;
- accounting for all assessment materials given to you;
- becoming familiar with the materials and setup instructions for the inquiry task;
- checking that student ID labels have been affixed in the space provided on the front cover of the test booklets and answer booklets for all students;
- for students without student ID labels, checking that the student name, school name, and district name is written on the lines provided on the front cover of the test booklets and answer booklets;
- ensuring a standardized test environment;
- ensuring that the inquiry task in Session 3 is administered in a room where students can work independently but also collaboratively. These can be separate locations or the same location;
- ensuring that the collaborative work area for the inquiry task is a flat, horizontal, elevated surface, such as a desk or table;
- maintaining the security of your test materials between test sessions;
- ensuring that students use only the test materials assigned to them;
- testing the group of students assigned to you according to the instructions in the *Test Administrator Manual*;
- providing accommodations as determined by the student's educational team;
- ensuring that an answer booklet has been completed for every student assigned to you;
- confirming that no additional pages have been inserted, taped, stapled, pasted, or otherwise attached to the answer booklets; and
- ensuring that all assessment materials are returned to your test coordinator when testing is completed.

## Test Security (Before, During, and After Testing)

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

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

## Breaches in Test Security

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

# Before Testing

## Preparation for Test Administration

### Manuals

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

## Student Participation and Accommodations

### Who Should Be Tested

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

All students enrolled in the school as of May 11, 2009 are required to participate in NECAP with the following exceptions:

1. Students who completed the Alternate Assessment for the 2008–2009 school year.
2. Students who are new to the U.S. within the last 12 months and are Limited English Proficient (LEP) were not required to take the NECAP reading and writing tests. However, these students must take the NECAP mathematics and science tests. For more information on supports available for these students during testing, see Appendix 3 of this manual.
3. Students who have state-approved special considerations. Each state department of education has a process for documenting and approving circumstances that make it impossible or not advisable for a student to participate in state testing. The following table outlines the procedure for each state.

State	Procedure for approval for special considerations	Contact
NH	<ul style="list-style-type: none"><li>▪ Each student MUST be registered with the state</li><li>▪ A <i>Request for Medical Exemption</i> form must be submitted (available on the NH DOE website)</li><li>▪ You must receive written permission from the NH DOE</li><li>▪ Requests are due no later than 5/28/09</li></ul>	Gaye Fedorchak 603-271-7383
RI	<ul style="list-style-type: none"><li>▪ RI state-approved special considerations are medical reasons, personal crisis, family emergency, and court order</li><li>▪ A written request, signed by your superintendent, must be submitted to RIDE to obtain approval</li><li>▪ Requests are due no later than 5/28/09</li></ul>	Mary Ann Snider 401-222-8492
VT	<ul style="list-style-type: none"><li>▪ VT state-approved special considerations are medical reasons, personal crisis, family emergency, and court order</li><li>▪ Contacting the department for approval is not necessary. The Participation Verification form given to schools after assessment will be the basis for approval.</li></ul>	Mary Ann Minardo 802-828-5410

Students who enroll in the school after May 11, 2009 should participate, to the extent possible, in NECAP testing. Students should complete all sessions of the NECAP science test in one school. Sessions completed in different schools will not be combined to produce a score. 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 bubble on page 2 of the answer booklet.

### **Determining How Students Will Participate Using Accommodations**

The NECAP states have agreed upon a common set of allowable accommodations. Accommodations are available to all students on the basis of individual need regardless of disability status. For detailed information on planning and implementing accommodations, refer to the *Accommodations, Guidelines, and Procedures: Administrator Training Guide* available on each state’s department of education website. The Table of Standard Test Accommodations is in Appendix 3 of this manual and is also included in the *Principal/Test Coordinator Manual*.

Decisions regarding accommodations must be made by the student’s educational team on an individual basis. Accommodations must be consistent with those used during the student’s regular classroom instruction, including test taking.

### **Other Accommodations**

If the decision of the student’s educational team requires an accommodation not listed in the Table of Standard Test Accommodations, you must contact your state department of education in advance of testing for specific instructions on encoding the “Other Accommodations (E)” and/or “Modifications (F)” section. (See page *i* of this manual for contact information.) Any accommodation(s) must be consistent with those used during the student’s regular classroom instruction.

Use of an accommodation in the “Modifications (F)” section will invalidate the session(s) in which it was used and no credit will be given. It is important to take this into consideration when choosing whether or not to allow a modification.

### **Document Accommodations**

All accommodations used during any test session must be recorded by authorized school staff on page 2 of the answer booklet in the “Accommodations Used” section. (A sample page 2 of an answer booklet is in Appendix 1 of this manual.)

## Test Schedule

The testing window is **May 11-28, 2009**. The test coordinator in your school will arrange a testing schedule with you. All testing, including makeup testing, must be completed by May 28, 2009. Makeup testing may begin immediately following the scheduled administration of a test session. No student should be scheduled for a makeup session prior to the scheduled administration of that test session. Your test coordinator must also schedule testing for any students who require test accommodations that cannot be made during the regular test sessions.

Ideally, each test session should be administered when and where students are most likely to do their best. Test activities include time during the General Instructions session for completing the front covers of the test booklet and answer booklet and time at the end of testing for completing the student questionnaire. (The student questionnaire is optional in Vermont.) For students who are absent on the first day of testing, the front covers of the test booklet and answer booklet must have a student ID label or be completed by hand prior to administering any part of the test.

Except for makeup sessions, **the test sessions must be taken in the order presented in the test booklet.**

- New Hampshire and Vermont: In schools where students in several classes in the same grade are being tested, all classrooms should take the same test session **simultaneously**.
- Rhode Island: All students at a particular grade level within a **district** must be scheduled to take the same test session **simultaneously**.

Be sure that the test administration sessions do not conflict with regularly scheduled daily activities, such as recess, snack breaks, and lunch. Sufficient time should be allowed for continuous administration of each test session. Please refer to the table on the next page for the science testing schedule information for grade 4.

Sessions 1 and 2 of the science test are designed to be completed in approximately 45 minutes. However, recognizing that students work at different rates, NECAP tests are not strictly timed. Students are allowed up to an additional 45 minutes to complete Sessions 1 and 2 as long as they are working productively. Therefore, schedule 90 minutes for Session 1 and 90 minutes for Session 2. Students who will need beyond the allotted time for these sessions must have an extended time accommodation determined prior to testing.

For grade 4, Session 3 is an inquiry task. The inquiry task kits must be set up by test administrators **before** students arrive for Session 3 testing. This setup should take 15 minutes (see chart on next page).

Session 3 is designed to be completed in approximately 75 minutes (including directions) and is divided into two parts where students first work collaboratively and then answer questions on their own. It is understood that for a test administration of a task of this type—where students may need to perform the collaborative portion in a separate location—additional time may be required in any or all parts of this session. Therefore, schedule 120 minutes of uninterrupted time for administering Session 3. Students who will need beyond 120 minutes for the inquiry task must have an extended time accommodation determined prior to testing.

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

<b>Testing Schedule Grade 4</b>		
<b>Test Session</b>	<b>Test Activity</b>	<b>Scheduled Time (in minutes)</b>
General Instructions	Completing Student Information	5
Session 1 – Science	Directions	5
	Testing (25 multiple choice & 3 constructed response)	90
Session 2 – Science	Directions	5
	Testing (26 multiple choice & 3 constructed response)	90
<b>Before Session 3</b>	Teacher(s) setting up materials before students arrive for testing	15
Session 3 – Inquiry Task	Directions/Demonstrating materials/Making prediction	15–30
	Directions/Performing the inquiry task (in groups)/Cleaning up	30–45
	Testing (students working individually, 8 questions)	30–45
Student Questionnaire	Questionnaire	20

## Test Materials

### Inventory Test Materials

In addition to this manual, you will receive test booklets, answer booklets, inquiry booklets, placemats, and inquiry task kits for the group of students you will be testing. Your test coordinator will provide you with the correct number of test materials for the group of students assigned to you plus one booklet for you to use when proctoring. When you receive the test materials from your test coordinator, check to make sure you have the correct number of each piece of material. If you find any discrepancies, see your test coordinator.

### Preparing Test and Answer Booklets for Testing

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

Students will receive a separate test booklet and answer booklet. The answer booklet comes inserted in the test booklet; they **must** stay together because the answer booklets are specific to each test form. Student identification information must be provided on the test booklets and answer booklets before testing begins. Students will also receive an inquiry booklet. There is no preparation needed for inquiry booklets prior to testing.

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

**IMPORTANT: DO NOT** separate the answer booklets from the test booklets as they are paired by test form. In the event that the documents do become separated, you will need to match the form number on the front cover of the test booklet with the bracketed portion of the number printed on the bottom right corner of the answer booklet. In the sample below, the brackets indicate form 4.

1 6 0 4 2 3 1 3 4 8



If you have questions, please call the NECAP Service Center at 1-877-632-7774.

- For students enrolled in your school with student ID labels, ensure that one label has been affixed to the front cover of the test booklet in the space provided. Open the test booklet and ensure that the second label for the same student has been affixed to the front cover of the answer booklet in the space provided.
- No label is necessary for the inquiry booklet, large-print, or Braille test forms.
- For students enrolled in your school without student ID labels, ensure that the student and school name has been written on the front cover of the test booklet. Ensure that the same student name, the district name, and the school name have been written in the space provided on the answer booklet. If your test coordinator ordered additional labels, affix them in the appropriate spaces when they arrive. If no additional labels are anticipated, you must ensure that the appropriate student information is bubbled in on the front cover and page 2 of the answer booklet. (See page 21 for details.)

## Materials Permitted and Prohibited During Testing

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

The items on the science test are designed so that calculators are not required to solve any of the problems. While calculators are permitted in all sessions of the science test, the departments of education do not recommend their use at grade 4, because the science content does not require their use. The departments of education have set limits on the use of calculators during statewide assessment. These limits specify when calculators may be used during the assessment and which devices are allowable. However, within these limits, the fundamental decision about whether or not to use calculators is made at the local school level.

Calculators are allowed during all NECAP science test sessions. However, scientific or graphing calculators are not allowed during Session 3. Use of a scientific or graphing calculator during Session 3 of the science test will result in an F-1 Modification, invalidating all of the student's responses for that session. In addition, 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.

Dictionaries of any type and/or thesauruses are not allowed during any session of the assessment, except for word-to-word translation dictionaries (without definitions) allowed as an accommodation for English Language Learners.

## 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 Practice Tests and Released Item Documents. Your students should be supported and encouraged to do their best during the testing period. Communicate to them that they may not be able to answer all of the questions. Also, ask your students to relax and try their best; although the test may be challenging, it should be interesting.

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

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

- identify a secure location for storing test materials between test sessions;
- notify students in advance of testing and request that they bring two #2 pencils to every test session;
- obtain scratch paper and extra #2 pencils;
- ensure that calculators are available in accordance with your school's decision regarding calculator use on the test;
- ensure that there are not any materials on display in the classroom or on student desks that would interfere with proper test administration;
- encourage students to bring something non-scientific to read if they finish a test session early;

- discuss plans for the use and implementation of accommodations for the students you will be testing;
- ensure that for the inquiry task there is adequate flat, horizontal, elevated space to set up materials away from where students will be working independently;
- ensure that the inquiry task kits and placemats have been set up **prior** to Session 3 testing; and
- assign students to pairs for the collaborative portion of the inquiry task. Students may also work in groups of three or on their own if circumstances require it. (See Appendix 4 for more information on grouping students.)

#### **Just prior to testing, please**

- check your test materials to be sure you have enough for the students you will be testing;
- check your test materials to identify any defective materials;
- contact your test coordinator for any required additional materials;
- review the session scripts that you will read to students during testing;
- acquire one test booklet, one answer booklet, and one inquiry booklet to use as visual aids while you read the directions;
- arrange test materials for each session so that you will be able to distribute them to students quickly;
- confirm that you have all of the necessary supplies for the test session;
- post a “TESTING—PLEASE DO NOT DISTURB” sign on the classroom door; and
- instruct students to clear their desks of books and other materials not needed for the assessment.

### **Preparing for Administration of the Session 3 Inquiry Task**

An inquiry task is a performance assessment that measures students’ knowledge and skills across the four broad areas of inquiry: 1) formulating questions and hypothesizing; 2) planning and critiquing investigations; 3) conducting investigations; and, 4) developing and evaluating explanations. The inquiry task is structured around grade-appropriate science content. During the inquiry task, students will work collaboratively and individually to demonstrate their scientific thinking. For more information, visit your state department of education website.

For the inquiry task, students will work collaboratively then individually. Students will work with one or two partners on the collaborative part of the investigation. Guidelines for grouping students can be found in Appendix 4 of this manual. However, if you determine that some students will complete the inquiry task individually, you will need to make sure there are enough kits to allow for these individual administrations.

The inquiry task kits are boxed and labeled in quantities of 10, 5, and 1. Included in each box are instructions for setting up a single kit. Each kit is to be shared by two to three students. You will also receive placemats for the inquiry task in packs of 10, 5, and as singles. Ensure that your school test coordinator has provided you with enough kits and placemats to accommodate the groups of students in your class.

For students to complete the inquiry task successfully, the inquiry task kits and placemats must be set up by authorized school personnel **before** starting the test session.

Inquiry task kits should be set up on a flat, horizontal, elevated surface. Science lab benches, flat-topped desks, and library and cafeteria tables are good examples of where to administer the Inquiry Task. Do not use desks or other surfaces that are rough or slanted, and do not allow students to perform the inquiry task on the floor.

Students will be working in groups of up to three. Each group of students must have enough space to work comfortably and efficiently without interfering with other students. Minimally, the work surface should be large enough to accommodate the inquiry task kit materials and each student's inquiry booklet. **The placemat for grade 4 is 8.5 inches x 11 inches. In addition to needing enough desk or table space for the placemat, students will need flat space on which to record their data in their inquiry booklet.**

Because classroom space can vary within a school, how student groups are configured for the inquiry task may also vary. Ideally, the entire inquiry task should be administered in the same classroom. Prior to starting Session 3, the test administrator should arrange desks or tables within the classroom so that student groups can work collaboratively. The test administrator must set up the inquiry task kits and placemats before students arrive for testing. When the collaborative portion of the inquiry task is complete, the test administrator must ensure the classroom is reset for the independent portion of Session 3.

If a classroom is not adequate for the collaborative portion of the inquiry task, authorized school personnel can arrange to have that classroom's students take the collaborative portion of the inquiry task in another room within the school (e.g., the cafeteria). Regardless of where students work on the collaborative portion of the inquiry task, the test administrator is responsible for the security of the test materials when moving between rooms.

## **During Testing**

### **Test Administration: Sessions 1 and 2**

The following pages detail the procedures to be followed for Sessions 1 and 2 of the test. To ensure a consistent and accurate test administration, a "script" (material to read aloud to students) is provided for each session. The script text is printed in bold type inside of shaded boxes. Directions to you within the scripts are in regular type inside of parentheses. Read the scripts exactly as they are written.

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

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

## General Instructions

Estimated Time: 5 Minutes

Materials Needed: test booklets, answer booklets, and #2 pencils.

1. Say to the students:

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

2. Distribute one test booklet and one answer booklet to each student. Ensure that each student receives the correct booklets according to the student ID label or the name written on the front cover of each booklet. Each student must have his or her own test materials. Tell 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 science. Your principal and teachers will use the information from this test to help plan our school's science program. You will receive your results after the test has been scored. This test may be different from other tests you have taken. It is important that you relax and read each question carefully and do your best. If you don't know the answer to a question in a test session, you can skip that one and return to it later in that test session.**

**Please look at the front cover of your test booklet and answer booklet. If a student ID label is on each of your booklets, check that each label has *your* name and our school name on it. If your booklets do not have student ID labels, please make sure *your* name and our school name are written on the lines on the bottom right corner of your answer booklet. Please raise your hand if you have the wrong booklets. (Ensure that all students have the correct booklets.) Now, write your name on the line in the upper left corner of your answer booklet. During all of the test sessions, you must use a #2 pencil to write and to mark your answers. Use of highlighters, markers, and crayons is not permitted. If you do not have a #2 pencil, please raise your hand. (Supply a #2 pencil to students who need one.)**

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

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

# Science — Session 1

**Estimated Time: 45 Minutes**

(Up to 45 minutes additional time may be allowed before an extended time accommodation is necessary)

**Materials needed: test booklets, answer booklets, scratch paper, and #2 pencils.**

**NOTE:** Use of calculators is permitted during the science test. Students may use their own calculators or those supplied by the school, if the school has decided to allow the use of calculators. See page 8 for the NECAP calculator policy. Dictionaries, textbooks, thesauruses, etc., **are not** allowed during any part of this session. Word-to-word translation dictionaries are allowed as an accommodation for ELL students.

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

**You are now going to start Session 1 of the science test. Please turn to page 1 in your test booklet. (Pause.) In this session, you will answer twenty-eight questions. It is important that you relax and read each question carefully and do your best. If you are not sure of the answer to a question, you should make your best guess, or you may skip that one and return to it before the session is over. Do not mark your answers in your test booklet. Instead, mark your answers for this session in your answer booklet. Choose the best answer for each multiple-choice question. For questions requiring a written answer, you may use scientific drawings, labeled diagrams, charts, tables, graphs, or bulleted lists to help explain your answer. Plan your written answers so they fit only inside the answer spaces in your answer booklet.**

**You may use your scratch paper or test booklet to plan your answers and make notes, but only what you write in the answer spaces in your answer booklet will be scored. Some questions have more than one part. Try to answer all of the parts. If you are asked to explain or show how you know, be sure to copy all of your work from the scratch paper and test booklet into your answer booklet. Does anyone have any questions? (Answer any questions the students have about the directions.)**

3. Say to the students:

**Open your answer booklet to page 3. The top of the page is labeled “Science – Session 1”. It will probably take you about 45 minutes to answer the questions in this session, but you can have more time if you want it. Please stop when you come to the stop sign at the end of this session. You may review your answers to the questions in this session of the test, but you may not go past the stop sign to work on any other sessions.**

4. Say to the students:

**If you get stuck on a word in the test booklet, I can read the word to you. If you want help reading a word, raise your hand.** (During testing, pronounce the word to students who ask for assistance. Do not define the word or help the students in any other way.)

**I can answer your questions about the directions, but I cannot answer questions about pictures or graphs. Do you have any questions about the directions?** (Answer any questions the students have about the directions.) **When you finish, place your answer booklet and scratch paper inside your test booklet. Please sit quietly and read until everyone is finished. You may begin.**

5. Circulate and check to make sure all students are on the correct page in their test booklet and answer booklet and are recording their answers within the appropriate answer spaces.
6. Students should be allowed to continue working up to 90 minutes as long as the students are working productively. You may decide to end the session at any point after 45 minutes if all students have completed the session. Ensure that students who have finished sit quietly and read so they will not disturb those students who require more time.
7. If you are not going on to Science – Session 2 immediately, make sure that students have placed their answer booklets inside their test booklets. Collect all test materials, including scratch paper, and store them in a secure place until the next scheduled session of the test.

## Science — Session 2

**Estimated Time: 45 Minutes**

(Up to 45 minutes additional time may be allowed before an extended time accommodation is necessary)

**Materials needed: test booklets, answer booklets, scratch paper, and #2 pencils.**

**NOTE:** Use of calculators is permitted during the science test. Students may use their own calculators or those supplied by the school, if the school has decided to allow the use of calculators. See page 8 for the NECAP calculator policy. Dictionaries, textbooks, thesauruses, etc., **are not** allowed during any part of this session. Word-to-word translation dictionaries are allowed as an accommodation for ELL students.

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

**You are now going to start Session 2 of the science test. Please turn to page 14 in your test booklet. (Pause.) In this session, you will answer twenty-nine questions. It is important that you relax and read each question carefully and do your best. If you are not sure of the answer to a question, you should make your best guess, or you may skip that one and return to it before the session is over. Do not mark your answers in the test booklet. Instead, mark your answers for this session in your answer booklet. Choose the best answer for each multiple-choice question. For questions requiring a written answer, you may use scientific drawings, labeled diagrams, charts, tables, graphs, or bulleted lists to help explain your answer. Plan your written answers so they fit only inside the answer spaces in your answer booklet.**

**You may use your scratch paper or test booklet to plan your answers and make notes, but only what you write in the answer spaces in your answer booklet will be scored. Some questions have more than one part. Try to answer all of the parts. If you are asked to explain or show how you know, be sure to copy all of your work from the scratch paper and test booklet into your answer booklet. Does anyone have any questions? (Answer any questions the students have about the directions.)**

3. Say to the students:

**Open your answer booklet to page 6. The top of the page is labeled “Science – Session 2.” It will probably take you 45 minutes to answer the questions in this session of the test, but you can have more time if you want it. Please stop when you come to the stop sign at the end of this session. You may review your answers in this session of the test, but you may not go past the stop sign or back to work on any other sessions.**

4. Say to the students:

**If you get stuck on a word in the test booklet, I can read the word to you. If you want help reading a word, raise your hand.** (During testing, pronounce the word to students who ask for assistance. Do not define the word or help the students in any other way.)

**I can answer your questions about the directions, but I cannot answer questions about pictures or graphs. Do you have any questions about the directions?** (Answer any questions the students have about the directions.) **When you finish, place your answer booklet and scratch paper inside your test booklet. Please sit quietly and read until everyone is finished. You may begin.**

5. Circulate and check to make sure all students are on the correct page in their test booklet and answer booklet and are recording their answers within the appropriate answer spaces.
6. Students should be allowed to continue working up to 90 minutes as long as the students are working productively. You may decide to end the session at any point after 45 minutes if all students have completed the session. Ensure that students who have finished sit quietly and read so they will not disturb those students who require more time.
7. If you are not going on to Science – Session 3 immediately, collect all test materials, including scratch paper, and store them in a secure place until the next scheduled session of the test. Make sure all scratch paper is removed from the booklets. Keep all scratch paper in a secure place until test materials are returned to your test coordinator. The answer booklets should be collected separately from the test booklets because the answer booklets will be needed for Session 3.

## Test Administration: Session 3

The following pages detail the procedures to be followed for the inquiry task. To ensure a consistent and accurate test administration, directions and a “script” are provided for the inquiry task. The script text is printed in bold type inside of shaded boxes. Read the scripts exactly as they are written. In addition to the script text, directions for test administrators are in regular type, inside parentheses.

Be sure that students clearly understand all of the directions before they begin the inquiry task. During each part of the inquiry task, test administrators should walk around the room to make sure that students are recording their work in the correct place and are not spending too much time on any one part of the inquiry task. Students should be reminded to take the task seriously.

Test administrators may repeat the directions or procedure steps for students once the inquiry task has started.

### Test administrators **should**:

- check that students are using materials appropriately and working effectively;
- encourage students to work cooperatively in their groups;
- encourage students to use the Word Bank on page 1 of their inquiry booklet;
- remind students to not spend too long on any one part of the inquiry task; and
- remind students to record their data in their inquiry booklet.

### Test administrators **may not**:

- comment on students’ work;
- help students in any way except when indicated in the scripts or directions;
- prompt students to revise or edit any of their responses during or after testing; or
- allow students to read science-related material after they complete any part of the task.

### Test administrators **may**:

- repeat directions as needed;
- pronounce words for individual students; and
- assist students with the procedure of the task as needed.

## Science — Session 3

**Estimated Time: 75 Minutes (not including setup time)**

(15 minute for directions/predictions, 30 minutes for group work, 30 minutes for individual work)

It is recognized that for a test administration of a task of this type—where students may need to perform the collaborative portion in a separate location—additional time may be required in any or all parts of this session.

**Materials needed for each student: inquiry booklet, answer booklet, and #2 pencils.**

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

**NOTE:** The Word Bank provided in the inquiry booklet can be used. Dictionaries, textbooks, thesauruses, etc., **are not** allowed during any part of this session. The Word Bank provided in the booklets contains important vocabulary and definitions that students may find helpful as they work on the inquiry task. Students may refer to the Word Bank at any time during the task. The Word Bank is printed in both the inquiry booklet and the answer booklet. Word-to-word translation dictionaries are allowed as an accommodation for ELL students. Scientific and graphing calculators are not allowed during Session 3. For other prohibited devices, see page 8. If you have questions about the use of calculators in your school, ask your school test coordinator.

Inquiry task kits and placemats should be assembled **before** the test session begins. Instructions for setting up the kits are in each box of 10 setups, 5 setups, or 1 setup.

Each inquiry task kit for grade 4 should include:

"Sled Pull" Kit
Setup for 1, 2, or 3 students: <ul style="list-style-type: none"><li>• 1 small box with a string and cup attached</li><li>• 1 small weight</li><li>• 1 large weight</li><li>• 1 straw</li><li>• 20 pennies</li><li>• 4 large stickers</li><li>• 1 placemat</li></ul>

1. Ensure that students are in groups and are seated at a desk or table with an inquiry task kit assembled by a test administrator. The students should be told to **not touch** the materials until instructed to do so.
2. **Distribute an inquiry booklet to each student**, and instruct the students to write their names on it. Keep an inquiry booklet for yourself, and distribute #2 pencils to students who need them. Students should **not** have their answer booklets at this time.

3. The test administrator should have a copy of the inquiry booklet. Say to the students:

**You are now going to start the inquiry task. During this task you will work with a partner or partners to complete a science investigation. After you have finished the task and recorded your data, you will work individually to answer the questions in the answer booklet. Please turn to page 1 in your inquiry booklet. (Pause.) Read along as I read the directions aloud. (Read the directions in the inquiry booklet.) Are there any questions? (Answer any questions the students have about the directions.)**

**Read along as I read the Word Bank aloud. This Word Bank contains definitions of important words used in this investigation. (Read the Word Bank in the inquiry booklet.) You may use the Word Bank throughout this investigation.**

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

**Please turn to page 4 for the list of the materials you will use for your investigation. These materials are set up in front of you. Please look at me while I show you each of the materials. (Hold up and identify each piece of the kit.) Raise your hand if you are missing any of these materials. (Give students any missing materials.)**

4. Say to the students:

**Please turn to “Making a Prediction” on page 5 and read along as I read aloud. (Read all of page 5 to the students.) Follow the directions and make your prediction on your own. When you are finished with “Making a Prediction”, put your pencils down and wait for further instructions. (Once all students have completed “Making a Prediction”, go on.)**

5. Say to the students:

**Please turn to “Procedure” on page 6 and read along as I read aloud. (Read all of page 6 and the top of page 7 to the students.) Are there any questions? (Answer any questions the students have about the procedure.)**

**You may now begin working on the task with your partner(s). Make sure that you copy the data you collect from the investigation into the Data Table on page 7 of your own inquiry booklet. When you are finished, sit quietly and read.**

6. Circulate around the room during the investigation to make sure all students are actively engaged in the process. This part should take approximately 30 minutes, but more time might be necessary. Ensure that students who have finished sit quietly and read so they will not disturb those students who require more time.
7. When all students are finished, instruct them to clean up the materials and prepare for individual work. Students should keep their inquiry booklet.

8. Ensure all inquiry task kits are put away. Students will not need them to answer the questions in the answer booklet. Ensure the classroom setup is returned to that used for Sessions 1 and 2.
9. **Pass out the answer booklets to the students.** Ensure each student receives the same answer booklet he or she used for Sessions 1 and 2. Ensure each student also has his or her own inquiry booklet.
10. Say to the students:

**Copy the data from the Data Table on page 7 of your inquiry booklet into the Data Table on page 11 of your answer booklet.** (Pause. Check that all students have completed this.)

**Now you will work individually in your answer booklet to answer questions about the investigation. You cannot talk with your partner(s) about the investigation or your data. If you have a question, please raise your hand. Remember that you can use the Word Bank that appears in your inquiry booklet and your answer booklet.**

**When appropriate, you may include a labeled diagram or bulleted list to help explain your answers. Please write your answers so they fit only inside the answer spaces in your answer booklet. Any part of your answers written outside the answer space will not be scored.**

**When you have finished, please close your answer booklet and sit quietly and read until everyone is finished. You may begin.**

11. 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.
12. Students should be allowed to continue working up to 45 minutes as long as they are working productively. You may decide to end the session at any point after 30 minutes if all students have completed the session. Ensure that students who have finished sit quietly and read so they will not disturb those students who require more time.
13. When the students are finished, you may collect all test materials. If you are going on to the student questionnaire immediately, students will need their answer booklets.

## **Student Questionnaire**

**Estimated Time: 20 Minutes**

**Materials needed: student questionnaires, answer booklets, and #2 pencils.**

**NOTE:** The student questionnaire is optional in Vermont.

1. If the answer booklets were collected after Session 3, return them to the students. Each student must have his or her original answer booklet. Distribute #2 pencils to students who need them. Distribute a student questionnaire to each student.
2. Please note: If you feel it would be helpful and more efficient for your students, you may choose to read the questionnaire aloud. Say to the students:

**You are now going to complete the student questionnaire. The questions will ask you about different experiences related to school. There are no right or wrong answers to these questions, so you should mark the answers that are true for you. Please mark your answers to the student questionnaire in your answer booklet on page 19 in the box labeled “Student Questionnaire.” There are 36 answer spaces, but only 12 questions. Be sure to mark your answers in the correct spaces and leave the rest blank. If you do not feel comfortable answering a question, leave it blank. If you want help reading or understanding any questions, please raise your hand. Are there any questions? (Answer any questions students might have.) You may begin.**

3. Circulate and check to make sure all students are on the correct page in their answer booklet and are recording their answers in the appropriate answer spaces. Help students read and understand questions, if necessary.
4. After students complete the student questionnaire, collect all test materials and store them in a secure place until you are ready to return them to your test coordinator.

## After Testing

### Completing Student Information on Answer Booklets

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

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

#### For all students WITH student ID labels verify that:

- student ID labels have been properly affixed in the lower right corner of the front cover of the answer booklets,
- accommodation information has been completed on page 2 of the answer booklets for every student who used an accommodation(s) during testing (see Appendix 3 for Table of Standard Test Accommodations),
- a reason why an answer booklet is being returned blank in one or more sessions is bubbled on page 2 of the answer booklet, if applicable,
- the Homeschooled field has been completed on page 2 of the answer booklet, if applicable, and
- the Optional Reports field has been completed, if applicable. (Check with your test coordinator to see if this field is being used in your school.)

#### For all students WITHOUT student ID labels verify that:

- the appropriate information on the front cover has been completed. The information should be written in the spaces provided with the corresponding circles below bubbled in,
- the appropriate student demographic information, located in the box on the right-hand column at the top of page 2 of the answer booklet, has been completed. Detailed instructions for completing these fields are in Appendix 2 of this manual. The table below outlines the student information required by each state,

State	Required on the Answer Booklet for students without a label	
	Page 1	Page 2
NH	Student name, state assigned student ID, and birth date	No student demographic information is required
RI	Student name and birth date	Gender, Primary race/ethnicity, LEP, IEP, SES, Migrant, 504 Plan, Title 1A
VT	Student name and birth date	Gender, Primary race/ethnicity, LEP, IEP, SES, Migrant

For each student without a label, this information must be filled out by authorized school personnel directly onto the answer booklet after testing has concluded.

- accommodation information has been completed on page 2 of the answer booklets for every student who used an accommodation(s) during testing (see Appendix 3 for Table of Standard Test Accommodations),
- a reason why an answer booklet is being returned blank in one or more sessions is bubbled on page 2 of the answer booklet, if applicable,
- the Homeschooled field has been completed on page 2 of the answer booklet, if applicable, and
- the Optional Reports field has been completed, if applicable. (Check with your test coordinator to see if this field is being used in your school.)

## Preparing Special Materials

### Braille and Large Print Tests

Every Braille and large-print version of the test comes with a regular answer booklet. A test administrator or authorized school personnel must transcribe the student’s work into the regular answer booklet. Any student work that is not recorded in the regular answer booklet will not be scored. Any work the student generated AND the regular answer booklet that contains the transcription must be returned to your test coordinator.

### Special Handling Envelope

The Special Handling envelope is intended for the return of any answer booklet that is non-standard. A note explaining why the booklet is being returned in Special Handling must accompany every booklet. Examples of non-standard booklets include, but are not limited to,

- torn booklets,
- responses written in anything other than #2 pencil,
- booklets that are damaged or got wet during testing,
- any booklet with computer-generated responses accompanying it. (Please note: computer-generated responses must be separated from the answer booklet and transcribed into the correct space in the answer booklet. Responses that have been glued, stapled, taped, or attached to the answer booklet in any other way **will not be scored**. Please ensure the student’s name and school name are on the computer-generated responses and return them along with the answer booklet.)

Booklets that should not be returned in Special Handling include,

- voided booklets (see your school test coordinator),
- unused booklets,
- booklets for students who withdrew or are new to the school,
- booklets where standard test accommodations were used (sections A, B, and C of the Table of Standard Test Accommodations).

If you have any questions about what to return in Special Handling or how to handle Braille and large-print booklets, please see your test coordinator.

## Inventory and Prepare Test Materials for Delivery to 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 test booklets and answer booklets.
3. For each student without a label, confirm that the front cover and page 2 of the answer booklet have been completed accurately and appropriately.
4. Confirm that all accommodations have been correctly marked on page 2 of the answer booklets for all students who used an accommodation(s) during testing.
5. Be sure that you are submitting an answer booklet for every student assigned to you.
6. Remove all scratch paper from the answer booklets.
7. Verify that no extra pages or materials have been inserted, stapled, taped, pasted, or otherwise attached to the answer booklets.
8. Confirm that students did not use ballpoint pen, felt-tip pen, or hard or colored pencils to mark their answers in the answer booklets. Responses written with these instruments will not be scanned or scored correctly.
9. Ensure that the answer booklets are in good condition and are free of eraser bits, and that erasures have been made completely.
10. Sort any materials needing special handling. Attach an explanatory note to each booklet.
11. Ensure that all used large-print and Braille forms of the test and any computer-generated responses have been transcribed into a regular answer booklet. Place these materials on top of the Special Handling materials.
12. Place all test materials in a stack in the following order from top to bottom:

<b>TOP OF STACK</b>
Answer sheet for the <i>Test Administrator Questionnaire</i>
Large Print Test Booklets (if applicable)
Braille Test Booklets (if applicable)
Answer booklets requiring special handling (if applicable)
Answer booklets
Inquiry booklets
Test booklets
Scratch paper
All unused test materials
<b>BOTTOM OF STACK</b>

13. Return the stack of test materials to your school's test coordinator.

**The following items DO NOT need to be returned:**

- Materials from the inquiry task kits, including placemats (Keep them for classroom use when the inquiry task is released.)
- *Student Questionnaires* (Students answered in their answer booklets.)
- *Test Administrator Questionnaires* (Return the completed answer sheet.)
- *Test Administrator Manuals*

**THANK YOU VERY MUCH FOR YOUR HELP  
WITH THE NECAP SCIENCE TEST.**

# Appendix 1: Page 2 of the Answer Booklet

## STUDENT PROGRAM PARTICIPATION INFORMATION

Applicable information is to be completed after testing by a teacher/staff person for every enrolled student. Please refer to the Principal/Test Coordinator Manual or the Test Administrator Manual for more information.

ACCOMMODATIONS USED	
	SCIENCE
A-1	<input type="radio"/>
A-2	<input type="radio"/>
A-3	<input type="radio"/>
A-4	<input type="radio"/>
A-5	<input type="radio"/>
A-6	<input type="radio"/>
A-7	<input type="radio"/>
A-8	<input type="radio"/>
A-9	<input type="radio"/>
B-1	<input type="radio"/>
B-2	<input type="radio"/>
B-3	<input type="radio"/>
C-1	<input type="radio"/>
C-2	<input type="radio"/>
C-3	<input type="radio"/>
C-4	<input type="radio"/>
C-5	<input type="radio"/>
C-6	<input type="radio"/>
C-7	<input type="radio"/>
C-8	<input type="radio"/>
C-9	<input type="radio"/>
C-10	<input type="radio"/>
C-11	<input type="radio"/>
C-12	<input type="radio"/>
C-13	<input type="radio"/>
D-1	<input type="radio"/>
D-2	<input type="radio"/>
D-3	<input type="radio"/>
D-4	<input type="radio"/>
D-5	<input type="radio"/>
D-6	<input type="radio"/>
D-7	<input type="radio"/>
E-1	<input type="radio"/>
E-2	NA
F-1	<input type="radio"/>
F-2	NA
F-3	<input type="radio"/>

Complete the information below for every student without a label, if applicable.

### GENDER

Female     Male

### PRIMARY RACE / ETHNICITY

- American Indian or Alaskan Native
- Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian or Pacific Islander
- White

### LEP

- Currently receiving LEP services
- Former LEP student - monitoring year 1
- Former LEP student - monitoring year 2

### IEP

Yes

### SES

Yes

### Migrant

Yes

### 504 Plan

Yes

### TITLE 1A

Yes

**BLANK REASON—Answer Booklet is blank in one or more sessions for the following reason:**

### SCIENCE

- Student withdrew from school after May 11, 2009.
- Student enrolled in school after May 11, 2009.
- State-approved special consideration.
- Student was enrolled on May 11, 2009, and did not complete test for reasons other than those listed above.

### HOMESCHOOLED

Yes

### OPTIONAL REPORTS

Identify the appropriate code number:

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

## **Appendix 2: 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 and page 2 of the answer booklets.

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 (NH only)**

Write in the student's state-assigned, 10-digit 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 (This information should be completed for all students after testing has concluded.)**

#### **Accommodations Used**

If the student used any accommodation(s) listed in the Table of Standard Test Accommodations in Appendix 3 of this manual, bubble in the circle that corresponds to the accommodation(s).

#### **Blank Reason**

If a student's answer booklet is being returned blank in one or more sessions, bubble in the circle next to the most appropriate reason available.

#### **Homeschooled**

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

#### **Optional Reports**

If your school chooses to use this field, bubble in the circles according to the school's key. Only one circle per row may be bubbled in. See your test coordinator for more details on using this field.

For students in Rhode Island and Vermont, the following information must be provided on page 2 of the answer booklet for any student who does not have a student ID label. **This information should be provided after testing in accordance with applicable state and federal regulations governing confidentiality.**

**Gender**

Bubble in the circle that corresponds to the student's gender.

**Primary Race / Ethnicity**

Bubble in the circle that corresponds to the student's primary ethnicity.

**LEP**

Bubble in the circle that corresponds to the student's LEP status, if applicable.

**IEP**

Bubble in the circle if the student has an Individual Education Plan.

**SES**

Bubble in the circle if the student is eligible for Free or Reduced Price Meals consistent with USDA National School Lunch Program regulations.

**Migrant**

Bubble in the circle if the student is classified as Migrant.

**504 Plan (RI only)**

Bubble in the circle if the student has a 504 Plan.

**Title 1A (RI only)**

Bubble in the circle if the student participated in the Title 1A program this year.

## Appendix 3: Table of Standard Test Accommodations

Any accommodation(s) utilized for the assessment of individual students shall be the result of a formal or informal team decision made at the local level. Accommodations are available to all students on the basis of individual need regardless of disability status.

### A. Alternative Settings

- A-1 Administer the test individually in a separate location
- A-2 Administer the test to a small group in a separate location
- A-3 Administer the test in locations with minimal distractions (e.g., study carrel or different room from rest of class)
- A-4 Preferential seating (e.g., front of room)
- A-5 Provide special acoustics
- A-6 Provide special lighting or furniture
- A-7 Administer the test with special education personnel
- A-8 Administer the test with other school personnel known to the student
- A-9 Administer the test with school personnel at a non-school setting

### B. Scheduling and Timing

- B-1 Administer the test at the time of day that takes into account the student's medical needs or learning style
- B-2 Allow short supervised breaks during testing
- B-3 Allow extended time, beyond recommended until in the administrator's judgment the student can no longer sustain the activity

### C. Presentation Formats

- C-1 Braille
- C-2 Large-print version
- C-3 Sign directions to student
- C-4 Test and directions read aloud to student (Math, Science, and Writing only)<sup>1</sup>
- C-5 Student reads test and directions aloud to self
- C-6 Translate directions into other language
- C-7 Underlining key information in directions
- C-8 Visual magnification devices
- C-9 Reduction of visual print by blocking or other techniques
- C-10 Acetate shield
- C-11 Auditory amplification device or noise buffers
- C-12 Word-to-word translation dictionary, non-electronic with no definitions (For ELL students in Math, Science, and Writing only)
- C-13 Abacus use for student with severe visual impairment or blindness (Mathematics and Science – any session)

### D. Response Formats

- D-1 Student writes using word processor, typewriter, computer<sup>2</sup> (School personnel transcribes student responses exactly as written into the answer booklet.)
- D-2 Student hand writes responses on separate paper. (School personnel transcribes student responses exactly as written into the answer booklet.)
- D-3 Student writes using braille (School personnel transcribes student responses exactly as written into the answer booklet.)
- D-4 Student indicates responses to multiple-choice items. (School personnel records student responses into the answer booklet.)
- D-5 Student dictates constructed responses (Reading, Math, and Science only) or observations (during the Science inquiry task) to school personnel. (School personnel scribes student responses exactly as dictated into the answer booklet.)
- D-6 Student dictates constructed responses (Reading, Math, and Science only) or observations (during the Science inquiry task) using assistive technology. (School personnel transcribes student response exactly as written into the answer booklet.)
- D-7 Student takes test using NimbleTools (grade 11 only)

If an accommodation is needed for a student that is not listed above, please contact the state personnel for accommodations to discuss it.

### E. Other Accommodations<sup>3</sup>

- E-1 Accommodations team requested other accommodation not on list and DOE approved as comparable
- E-2 Scribing the Writing test (only for students requiring special consideration)

### F. Modifications<sup>4</sup>

- F-1 Using 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.
- F-2 Reading the Reading test
- F-3 Other

1. Reading the reading test to the student invalidates all reading sessions.
2. Spell and grammar checks must be turned off. This accommodation is intended for unique individual needs, not an entire class.
3. Test coordinators must obtain approval for the accommodation from the Department of Education prior to test administration.
4. All affected sessions using these modifications are counted as incorrect.

## Appendix 4: Guidelines for Grouping Students in Session 3 (Grade 4 only)

The Session 3 inquiry task of the NECAP Science test involves collaborative work at grade 4. It has been designed for students to complete the work in pairs or groups of three. **Prior to the testing window, schools need to determine the student groupings for the inquiry task.**

Structure of Inquiry Task for Grade 4	
Inquiry Task	Work Type
<ul style="list-style-type: none"> <li>making a prediction</li> <li>setting up and conducting an investigation</li> <li>collecting data</li> </ul>	<p>Students will make predictions and record them in their own <b>inquiry booklet</b>. Students will work in <b>collaborative groups</b> to collect experimental data.</p> <p><b>All students</b> must record data in their <b>inquiry booklet</b> for use in the individual portion of the task.</p>
<ul style="list-style-type: none"> <li>organizing and presenting data</li> <li>analyzing and using results</li> </ul>	<p>Students copy data from the inquiry booklet into their <b>answer booklet</b>. Students work individually with data collected from the investigation to answer questions in their <b>answer booklet</b>.</p>

There are no specific requirements for grouping students for the inquiry task. Below are some ideas, in no particular order, which schools may use to determine inquiry task groupings.

### Possible grouping strategies:

- Use student groups you have used in the past for science class.
- Randomly pair students for the test.
- Have the science teacher recommend pairing of students by science groups regardless of where they are taking the test or what teacher is administering Session 3.
- Have students grouped by the teacher administering Session 3 of the test.
- Students who have access issues due to mobility or physical issues may be paired with students who do not have those same issues. **All students should have the opportunity, to the degree possible, to interact with the inquiry materials.**
- Students with Limited English Proficiency may be paired with English proficient students.
- Students requiring special accommodations that involve assistance for scribing of observations should not be paired with other students requiring the same assistance.
- Students who require an individual administration should be identified prior to the testing window. Extra materials and a different location may be needed.
- Special accommodations with regard to grouping or administration of the inquiry task should be determined prior to the testing window. Consult the Table of Standard Test Accommodations for specific rules and codes.

If you still have questions or concerns about grouping students for this task, please contact your state department of education.