NECAP Test Administration Workshop
Science: Grades 4, 8, & 11

Vermont Department of Education

and

Measured Progress

April 27, 28, 29 & 30 and May 1, 2009

1

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2

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3

The purpose of this workshop is to ensure that…

- ✓ Students and staff are prepared for a positive and productive assessment experience.
- ✓ Standardized testing procedures are consistent across all schools.
- ✓ Accommodations are provided appropriately for students who need them.
- ✓ Secure test materials remain secure at all times.
- ✓ Test materials are returned according to specifications to expedite the return of test results.
- ✓ Test coordinators and test administrators are prepared to carry out all of their responsibilities.

4

NECAP Science: Important Dates for 2009

April 27–29	Test materials and student ID labels arrive at schools
May 13	Last day to request Other (E) Accommodations
May 8	Last day to order additional labels online (Instructions for ordering labels will be included with the test materials.)
May 11–28	Test administration window
May 29	UPS pickup of materials for return to Measured Progress. Materials must be ready at 8:00 a.m.

5

Who should be tested in Science? (page 3)

All students enrolled in grades 4, 8, and 11 as of May 11, 2009, including ELL students who are new to the U.S. within the last 12 months

Exceptions are students who…

- Have a Vermont Alternate Assessment Portfolio, submitted at the end of their 4th, 7th or 10th grade year, which includes a science component.
- Qualify for state approved special considerations

6

Vermont's State Approved Special Considerations

Students can be excused from assessment for:

- ✓ Medical Reasons
- ✓ Family Emergency
- ✓ Personal Crisis
- ✓ Court Order, excused by judge

Note: Must be significant and longer term circumstances that prevent full assessment even with makeup sessions

It is NOT necessary to contact the VT DOE prior to assessment for approval of Special Considerations. Schools SHOULD take the following actions:

- ✓ Document the reason(s) why the student did not participate in the assessment. Keep the documentation on file.
- ✓ Complete and return the Participation Verification Report that will be sent to you by the VT DOE approximately 1 month after the completion of testing.

7

Discussion and Recommendations

Preparing students and staff for a successful NECAP experience

Discussion Topics:

- ✓ Preparing students for testing
- ✓ Introducing the test to students
- ✓ Encouraging appropriate participation
- ✓ Scheduling sessions
- ✓ Scheduling staff
- ✓ Providing accommodations
- ✓ Using the optional reports codes
- ✓ Other ideas, strategies, issues, and options

8

Science Test Design: Grades 4, 8, & 11

Session 1:

Physical Science
½ of Earth Space Science

25 Multiple Choice
1 point each

3 Constructed Response
4 points each

Session 2:

½ of Earth Space Science
Life Science

26 Multiple Choice
1 point each

3 Constructed Response
4 points each

9

Science Test Design: Session 3 Inquiry Task

Grade 4:
Hands-on Collaborative Experiment
8 Questions:
2-point Short Answer & 3-point Constructed Response

Grades 8 & 11:
Paper/Pencil Inquiry Task (students work independently)
8 Questions:
2-point Short Answer & 3-point Constructed Response

10

Test Preparation: What is supported by research?

Langer, J.A., *American Educational Research Journal*, 2001

Two approaches were studied…

1) Schools that treated test preparation as a separate activity, involving practice tests and test taking hints.

2) Schools that integrated test preparation with the curriculum by analyzing test demands and reformulating curriculum as needed to be sure that students would develop the knowledge and skills needed for strong performance on tests.

11

Test Preparation: What is supported by research?

Findings…

1) Low performing schools treated tests as an additional hurdle separated from curriculum—they implemented the first approach.

2) High performing schools had teachers and administrators who deconstructed and analyzed test items and content standards—they implemented the second approach and obtained higher levels of literacy.

12

Suggested Use of the Practice Tests and Released Item Documents

Practice Tests and Released Items are most useful for familiarizing students with test format, item types, and test-taking strategies.

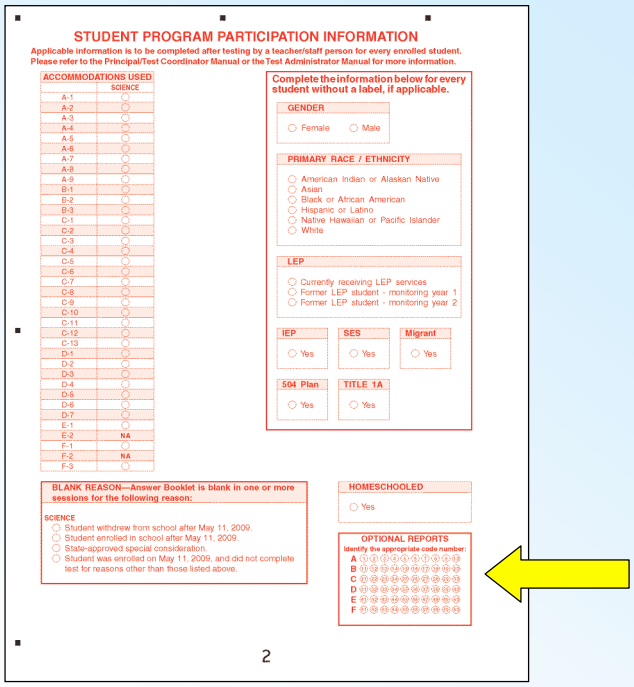
Examining possible student misconceptions

Share the information from the Teacher Tips documents

The best test preparation is good teaching and building a positive learning environment in the classroom.

The science practice tests, released items, and inquiry tasks are available online at: http://education.vermont.gov/new/html/pgm_curriculum/science/necap_science.htlm

13



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	○
A-2	○
A-3	○
A-4	○
A-5	○
A-6	○
A-7	○
A-8	○
A-9	○
B-1	○
B-2	○
B-3	○
C-1	○
C-2	○
C-3	○
C-4	○
C-5	○
C-6	○
C-7	○
C-8	○
C-9	○
C-10	○
C-11	○
C-12	○
C-13	○
D-1	○
D-2	○
D-3	○
D-4	○
D-5	○
D-6	○
D-7	○
E-1	○
E-2	NA
F-1	○
F-2	NA
F-3	○

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 ⓪
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 ㊿ ㊿ ㊿ ㊿ ㊿ ㊿ ㊿ ㊿ ㊿ ㊿

2

14

Using the Optional Reports Codes

- ✓ For districts and schools to group students for analysis at the local level
- ✓ Groupings based on any factor of interest to the school/district (e.g., class, teacher, feeder school, instructional program)
- ✓ Six rows = six factors of interest per student
- ✓ No more than one circle bubbled per row
- ✓ Schools/districts develop their own coding system or choose not to use field
- ✓ Keep a record of the key used (State DOE and Measured Progress will not have copies of your key.)
- ✓ Data is included in the student data file of NECAP results at the district level. No actual "Report" is produced.

15

Test Coordinator's Responsibilities (page 2)

Primary responsibilities:

- ✓ Serve as contact person with Measured Progress & State DOE
- ✓ Ensure that any required additional student labels are ordered
- ✓ Coordinate all test-related activities
- ✓ Prepare test administrators to administer NECAP according to directions in the *Test Administrator Manual*
- ✓ Observe and monitor test administration in your school
- ✓ Oversee the inventory, distribution, collection, and return of all test materials
- ✓ Overall, help the principal maintain test security and ensure compliance with test administration procedures

16

Checklist for Principals and Test Coordinators (page *iii*)

- ✓ Before Testing
- ✓ During Testing
- ✓ After Testing

A checklist for test administrators is provided in the grade-specific *Test Administrator Manuals.*

17

Test Security (page 2)

- ✓ Test Security relies on the professional integrity of everyone in our schools across all three states. No student should be advantaged or disadvantaged based on how or where the test is administered.
- ✓ All test booklets and answer booklets are <u>secure</u> and may not be copied or duplicated in any way or kept by the school after testing is completed.
- ✓ Using secure test material to prepare students in any way for this test administration is a violation of test security and testing procedure.

18

Test Security Procedures

- ✓ Ensure that all school staff who will be involved with the assessment understand the importance of test security and adherence to standard test administration procedures. This includes staff administering any accommodations.
- ✓ Keep testing materials in a locked location when not in use. Do not remove testing materials from the school.
- ✓ Inventory test booklets when they arrive at your school. Keep an on-going inventory of materials as they are distributed and returned each day. Although not required, it may be beneficial to have test administrators sign tests in and out each day.
- ✓ Never leave students alone with testing materials. Do not allow students to carry test materials unescorted from room to room.
- ✓ Complete and submit the online *Principal's Certification of Proper Test Administration*. Keep a copy on file. This should be done after testing but before materials are returned to Measured Progress.

19

Breaches in Test Security

- ✓ Teachers must report any concerns about breaches in test security to the test coordinator and/or principal.
- ✓ The test coordinator/principal is then responsible for reporting breaches to the district superintendent and to Michael Hock at 802-828-3115.

20

Before Testing

Preparation for Test Administration (pages 3–4)

Manuals

✓ Read the *Principal/Test Coordinator* and *Test Administrator Manuals*

Inquiry Task

✓ Prepare test administrators for the inquiry task

Student Participation and Accommodations

✓ Read the *Accommodations, Guidelines, and Procedures: Administrator Training Guide*, which covers these topics:

- Who should be tested
- Determining how students will participate using accommodations
- Documenting and bubbling in accommodation codes

21

Accommodations

Who is eligible for testing accommodations?

ALL students

22

Accommodations

- ✓ Accommodations *do not change* what we expect students to know and be able to do.
- ✓ Test accommodations are based on individual student needs and classroom assessment practice; they are not for the use by an entire classroom or category of students.
- ✓ They should not give students unfair advantages; rather, they are meant to remove barriers that may exist due to a student's learning style or disability.
- ✓ Test administrators must be trained in their use. This includes special education assistants and substitutes.
- ✓ Students should have experience using the accommodation(s). Preferably, they should be accommodations the student uses in day-to-day classroom instruction and assessment.

23

Appendix G

Table of Standard Test Accommodations

(page 32)

Appendix G: 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) [1]
- 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 [2] (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 brailler (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 [3]

- 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 [4]

- 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.

24

2009 Updates to Science Accommodations

D. Response Formats:

- **D-7:** Student takes test using NimbleTools® – Grade 11 students who were pre-registered will take the science test online using NimbleTools accommodations software.
  - Multiple-choice items will be entered online. Open-response items will still be recorded in the answer booklet.
  - All accommodations that are pre-assigned within the NimbleTools school administrator tool are recorded by marking only the D-7 bubble. All additional accommodations need to be bubbled accordingly.

25

Accommodations

Support Manual:

Accommodations, Guidelines, and Procedures

Use with: Table of Standard Test Accommodations: Updated April 2009

- ✓ Available at: http://education.vermont.gov/new/pdfdoc/pgm_assessment/necap/accommodations_guide_0807.pdf
- ✓ Using the Table of Standard Test Accommodations, school teams may choose in advance, and use without state approval, any standard accommodation listed in categories A, B, C, or D. Use of Other Accommodations (E) requires written approval for credit to be granted. (Request Form available online)
- ✓ After testing is finished, all accommodations actually used during testing must be recorded on page 2 of the answer booklet.

26

Accommodations

Requests for the use of Other Accommodations (E)

- ✓ Contact state DOE for review and approval *before testing* ***(Form on page 26 of the Accommodations Manual)***
- ✓ If the requested accommodation is found to be comparable to a standard accommodation, written approval will be given and student work fully credited
- ✓ **Student work done using category A, B, C, D, or *approved* E accommodations will be fully credited and scored.**

27

Modifications

- ✓ If state review determines that your request for an "Other Accommodation (E)" will change what the test measures, the state will respond in writing that use of this procedure will produce a test "modification" and must therefore be coded as a "Modification (F)."
- ✓ Use of a "Modification (F)" will result in **no credit given** for student work during test sessions in which this modification was used.
- ✓ Any "Other" Accommodation not registered as approved by your state department of education will be treated as a "Modification (F)."

28

Scheduling Test Sessions (pages 5–7)

- ✓ All testing, including accommodated sessions and makeup sessions, must occur within the testing window (May 11–28, 2009).
- ✓ Test sessions must be scheduled and given in the order presented in the test booklet.
- ✓ Students who miss a test session may resume testing as soon as they return to school, taking the same session as their classmates. They should make up the missed session as soon as possible. This is the only case when tests or test sessions may be given out of order.
- ✓ All grade-level classrooms in a school must follow the same testing schedule. Schools that have more than one grade participating in the science assessment can schedule different grades at different times. Schools do not need to report their testing schedule to state DOE.

29

Scheduling Test Sessions 1 & 2 (All grades)

- ✓ NECAP science sessions 1 & 2 are designed to be completed by most students in approximately:
  - 45 minutes for grades 4, 8, and 11
- ✓ Test sessions **may be no shorter than these minimum time limits.**
- ✓ All students are allowed an additional 45 minutes up to a total of 90 minutes. Schedule 90 minutes for each session.
- ✓ The additional 45 minutes can be given to all students if needed, without an accommodation.
- ✓ Only those students with an extended time accommodation (B-3) may be permitted more than 90 minutes to complete a session.
- ✓ If all students finish Session 1 or Session 2 before the 90-minute window has ended, testing may be concluded for that session.

30

Scheduling Test Session 3: Inquiry Task

At grade 4, the inquiry task requires 15 minutes of setup time before students arrive. This is *in addition to* the times noted below.

Grades 8 & 11 do not require any setup time beforehand.

- ✓ Session 3 is designed to be completed with most students in approximately:
  - 75 minutes for grade 4
  - 60 minutes for grades 8 & 11
- ✓ Test sessions may be no shorter than these minimum time limits.
- ✓ All students at grade 4 are allowed additional time. 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.
  - Schedule 120 minutes for grade 4 (see chart on next page)

31

Session 3: Grade 4

Before Session 3	Teachers setting up materials before students arrive for testing	15 minutes
Session 3 Inquiry Task	Directions/Demonstrating Materials/Making Predictions	15–30 minutes
	Directions/Performing the Inquiry Task (in groups)/Cleaning Up	30–45 minutes
	Testing (students working individually, 8 questions)	30–45 minutes

32

Session 3: Grades 8 & 11

Session 3 Inquiry Task	Directions	5 minutes
	Testing (Students working individually, 8 questions)	55 minutes

33

The Inquiry Task for Grade 4

- The Session 3 inquiry task is a hands-on experiment at grade 4.
- Schools will receive **placemats** and boxes of **inquiry task kits** at grade 4 only.
- Each inquiry task kit is designed to be used by groups of 2 or 3 students.
- Schools must determine student groupings for grade 4 **before testing** (see Appendix F).

34

The Inquiry Task for Grade 4 (continued)

- Develop a plan and time for school personnel to assemble inquiry task kits for each group prior to Session 3 testing.
- Allow 15 minutes for inquiry task kit setup.
- Students will work in groups to conduct the experiment. Each student will record data in his or her own **inquiry booklet**.
- After inquiry task kits are cleaned up, students will work alone with their inquiry booklet and answer booklet to answer questions. **All students in the room must start the individual student work section at the same time.**

35

The Inquiry Task for Grade 4 (continued)

- The inquiry task kits must be set up on a flat, horizontal, elevated surface (desks pushed together, lab benches, library or cafeteria tables, etc.)
- Grade 4 requires 8.5”x11” for the placemat, plus room for students to write in their inquiry booklets.
- Due to space limitations, some grade 4 schools may need to perform the inquiry task somewhere in the school other than the classroom.

36

The Inquiry Task for Grade 4 (continued)

- Test Administrators **must ensure test security** when moving students and test materials between rooms. Schools must return all test booklets, answer booklets, and inquiry booklets.
- **After testing, schools should keep the placemats and inquiry task kits for future use when the inquiry tasks are released in the fall.**

37

Testing Schedules (pages 6–7)

Grade 4

- ✓ **Sessions 1 & 2: Schedule 90 minutes**
- ✓ **Session 3, Inquiry Task: Schedule 120 minutes**
- ✓ **Student Questionnaire (optional): Schedule 20 minutes**

Grades 8 & 11

- ✓ **Sessions 1 & 2: Schedule 90 minutes**
- ✓ **Session 3, Inquiry Task: Schedule 60 minutes**
- ✓ **Student Questionnaire (optional): Schedule 20 minutes**

38

Student ID Labels (page 11)

- ✓ Labels created for students based on fall NECAP reporting data.
- ✓ Two identical labels provided for students in Grades 4, 8, and 11 (one for the answer booklet, one for the test booklet. No label is required for the inquiry booklet at grade 4.)

39

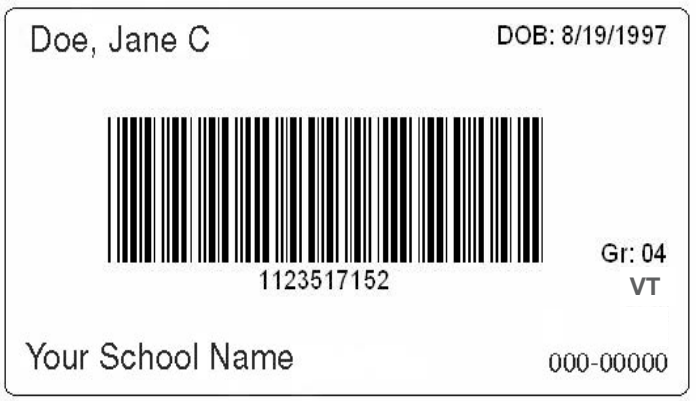
Student ID Labels (page 11)

For Students WITH a Label:

- ✓ 2 fields MUST be correct in order to use label (student name and school name)
- ✓ If either of the 2 fields are incorrect, DO NOT USE the labels. Shred them. Follow procedure for ordering additional student labels.
- ✓ Student ID labels can still be used with incorrect grade or date of birth.
- ✓ Student ID labels should be affixed to the covers of the test booklets and answer booklets prior to testing.

40

Sample Student ID Label



41

Student ID Labels (page 11)

Student ID labels for students NOT in your school:

- ✓ Labels are NOT transferable between schools.
- ✓ Throw away any labels provided for students not enrolled in your school.
- ✓ DO NOT forward these labels on to other schools.
- ✓ DO NOT affix these labels to answer booklets.

42

Ordering Additional Student ID Labels (page 12)

- ✓ Schools may order additional labels online for students who did not receive labels in the original shipment.
- ✓ Instructions for ordering additional labels will be included with your testing materials.
- ✓ Schools may also order additional labels for students with incorrect student or school name.
- ✓ All orders must be submitted by May 8, 2009.
- ✓ If orders for additional labels are not submitted by May 8, 2009, you must complete the student information on pages 1 and 2 of the answer booklet.

43

Preparing Test and Answer Booklets for Testing (page 13)

- ✓ All booklets will be shrink-wrapped in packs.
- ✓ Do not re-sequence test booklets or answer booklets.
- ✓ Answer booklets for grades 4, 8, & 11 come inserted in the test booklet, paired by form.

44

Preparing Test and Answer Booklets for Testing (page 13)

- ✓ DO NOT separate the answer booklets from the test booklets.
- ✓ If the booklets 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.
- ✓ Count the booklets to verify that the quantity received matches the quantity sent. Call Measured Progress if your count does not match the quantity indicated on the Materials Summary form sent by Measured Progress.
- ✓ The unique serial numbers on test booklets and answer booklets are not designed to match.

45

Preparing Test and Answer Booklets for Testing (page 13)

For students WITH student ID labels:

- ✓Affix the first label to the front cover of the test booklet in the space provided.
- ✓Affix the second label to the front cover of the answer booklet in the space provided.

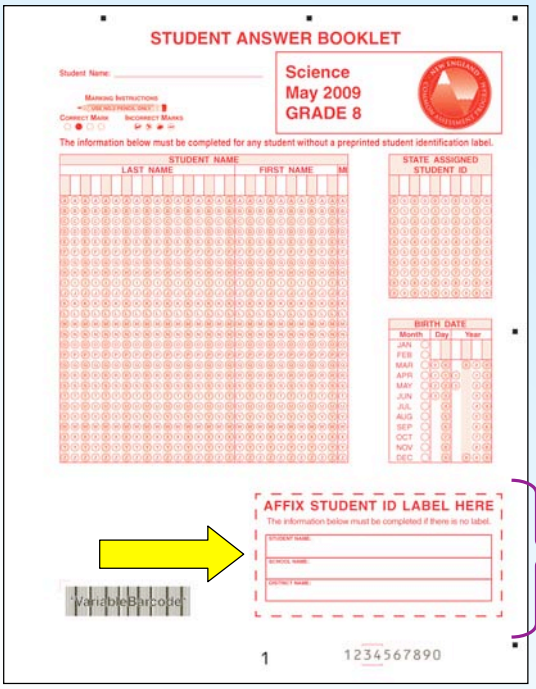
46

Preparing Test and Answer Booklets for Testing (page 13)

For students WITHOUT student ID labels:

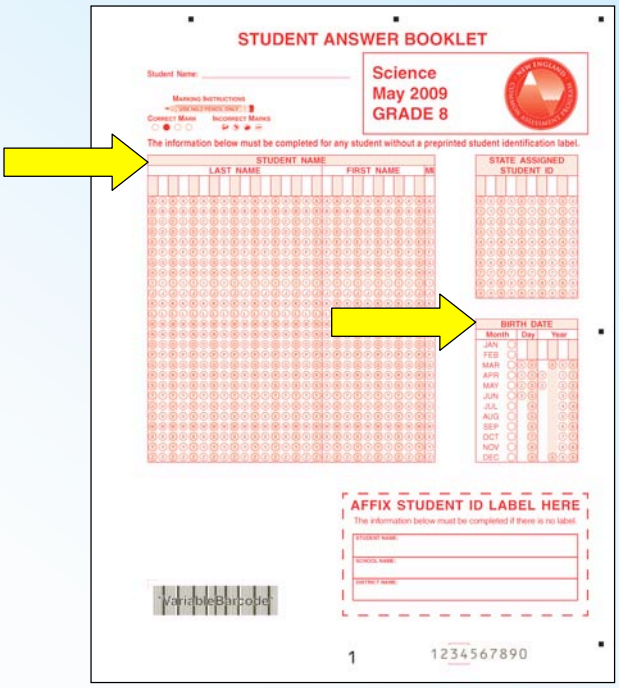
- ✓ Write student name, school name, and district name on the cover of the answer booklet.
- ✓ Write student name on the front cover of the test booklet.
- ✓ If you ordered additional labels and are waiting for them to arrive, enter in pencil the student's name, school name, and district name in the box in the lower right corner of the answer booklet titled "AFFIX STUDENT ID LABEL HERE". Once the label arrives, place it on the box over what has been written.
- ✓ If no student ID label is expected, complete the student information on pages 1 and 2 of the answer booklet.

47



Place labels here upon receipt

48



49

Designating Test Administrators (page 14)

- ✓ Administer test sessions simultaneously at a grade level.
- ✓ Students should be tested in surroundings that will provide them with the opportunity to do their best work.
- ✓ Students who require accommodations must be supervised by trained test administrators (refer to *Accommodations, Guidelines, and Procedures: Administrator Training Guide).*
- ✓ Makeup sessions must be supervised by trained test administrators.

50

Preparing Test Administrators (page 15)

- ✓ Create a plan for applying student ID labels or coding student identification information
- ✓ Explain purpose of "Optional Reports" field
- ✓ Discuss additional materials needed:
  - scratch paper,
  - reference sheets for grades 8 & 11
- ✓ Discuss additional optional materials:
  - calculator,
  - Post-Its,
  - highlighter
- ✓ Explain security procedures
- ✓ Explain guidelines for classroom environment
- ✓ Encourage completion of *Test Administrator Questionnaire*

51

Test Materials (pages 8–11)

- ✓ Inventory Test Materials
- ✓ Quantities of Test Booklets and Answer Booklets
- ✓ Quantities of Other Materials
- ✓ Packaging of Test Materials
- ✓ Storing and Access to Test Materials

52

Test Materials

- ✓ Ordering Additional Materials (page 12)
- ✓ Equipment and Materials *Permitted* During Test Administration (page 15)
- ✓ Equipment and Materials *Prohibited* During Test Administration (page 16)
- ✓ Ancillary Test Materials (page 16)

53

DURING TESTING

Test Administration (page 17)

- ✓ **Distributing Test Materials**
  - Keep test materials in a secure locked storage area except during testing sessions.
  - Provide an extra test booklet to each test administrator for demonstration purposes.
- ✓ **Monitoring Test Administration**
  - 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*.

54

Students Who Move During Testing (page 17)

If a student withdraws from your school:

- ✓ Do not forward the booklets to the student's new school.
- ✓ Every effort should be made to have the student complete all sessions in one location.

55

Students Who Move During Testing (page 17)

If a student enrolls in your school after May 11:

- ✓ Determine if testing was completed by the student in his or her prior school.
- ✓ If student did not test, administer all test sessions if time allows.
- ✓ Complete student information on pages 1 and 2 of the answer booklet.

56

Students Who Move During Testing (page 17)

- ✓ School must fill in appropriate bubble on page 2 of the answer booklet indicating reason for booklet being returned partially blank.
- ✓ Any student who withdraws from school before May 11 does not need an answer booklet returned.
- ✓ If student ID label has already been affixed to an answer booklet, write "VOID" on it and return it with other unused materials.

57

AFTER TESTING

- ✓ **Collecting Materials After Testing**
  - List on page 18 of *Principal/Test Coordinator Manual*
- ✓ **Special Materials**
  - Make sure that all non-standard, student-generated work (computer-generated, large-print, and Braille responses) is transcribed into a regular answer booklet.
  - Examples of materials for the Special Handling envelope: torn answer booklets, responses written with anything other than a #2 pencil, damaged test booklets

58

Verifying Student Information on Answer Booklets (page 19)

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 coded on page 2 of the answer booklet for students who used an accommodation(s) during testing
- ✓ A reason why an answer booklet is being returned blank in one or more sessions is marked on page 2 of the answer booklet, if applicable
- ✓ The Homeschooled field has been completed on page 2 of the answer booklet, if applicable
- ✓ The Optional Reports field has been completed, if applicable

59

Verifying Student Information on Answer Booklets (page 19)

For all students WITHOUT student ID labels verify that:

- ✓ The appropriate information on front cover of the answer booklet has been completed by authorized school personnel

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

60

Verifying Student Information on Answer Booklets (page 19)

For all students WITHOUT student ID labels verify that:

- ✓ Accommodation information has been coded on page 2 of the answer booklet for students who used an accommodation(s) during testing
- ✓ A reason why an answer booklet is being returned blank in one or more sessions is marked on page 2 of the answer booklet, if applicable
- ✓ The Homeschooled field has been completed on page 2 of the answer booklet, if applicable
- ✓ The Optional Reports field has been completed, if applicable

61

Completing the Online Principal's Certification Form (page 20)

Before sealing the boxes for return of test materials:

- ✓ Complete one online *Principal Certification of Proper Test Administration* form per grade
- ✓ Submit the form electronically
- ✓ Numbers needed to complete the form:
  - number of students enrolled in your school
  - number of students tested
  - number of booklets sent to your school
  - number of used booklets being returned
  - total number of booklets being returned
- ✓ Detailed instructions will be shipped with test materials

62

Shipping Test Materials Back

- ✓ Packaging test materials for return to Measured Progress (Instructions are on page 22 of *Principal/Test Coordinator Manual*)
- ✓ UPS one-day pickup on May 29. Please have materials ready by 8:00 a.m.
- ✓ Use original shipping boxes
- ✓ Pack materials for one grade only per box

63

Do Not Return the Following:

- ✓ Materials Summary Form
- ✓ Packing Slip *Secured Material*
- ✓ Inquiry Task Kits: save them for when the inquiry tasks are released
- ✓ Reference Sheets: students should use year-round
- ✓ *Principal/Test Coordinator Manuals*
- ✓ *Test Administrator Manuals*
- ✓ Test Administrator and Student Questionnaires (Test administrator questionnaire answer sheets are returned.)

64

NECAP Resource Materials Available on the Vermont DOE Website

- ✓ **Student Support and Testing Materials**
  - NECAP Science Practice Tests and Released Item Documents
  - Teacher Tips
  - Science Reference Sheets
- ✓ **Manuals**
  - Accommodations, Guidelines, and Procedures: Administrator Training Guide
  - NECAP *Principal/Test Coordinator Manual*
  - NECAP *Test Administrator Manuals*
- ✓ **Reference Materials**
  - Assessment Update Memos
  - Science Grade Span Expectations

65

NECAP Science Test Support Online

For science test administration and test preparation materials, go to:

http://education.vermont.gov/new/html/pgm_curriculum/science/necap_science.html

For science Grade Span Expectations go to:

http://education.vermont.gov/new/html/pgm_curriculum/science/gle.html

66

NECAP Science Summer 2009 Meetings
Attitash Grand Summit Resort Hotel, Bartlett, NH

- ✓ **Teacher Item Review**
  - August 11–12
- ✓ **Bias & Sensitivity Review**
  - August 11–12

See Mary Ann today for an application!

67

2009 NimbleTools Pilot for NECAP Science

- ✓ **Who is participating?**
  - Schools that register grade 11 students in March and April.
  - If a student was not pre-registered, he/she cannot participate in the NimbleTools pilot.
- ✓ **Materials**
  - Participating schools will receive a NimbleTools envelope with their administrative materials.
  - The envelope will contain a memo, a test CD, a survey, and a manual specifically for NimbleTools.
  - Secure test CDs will be returned to Measured Progress.
- ✓ **NimbleTools Support**
  - All questions regarding NimbleTools should go to Jen Higgins at 617-340-2176, or email: jen@nimbletools.com

68

Questions and Answers

69