

NECAP Science Assessment

Assessment Protocols for School Test Coordinators
Grades 4, 8 and 11



Office of Research, Planning and Accountability

May 2010

The Assessment Protocols for School Test Coordinators has been developed by the Office of Research, Planning and Accountability to assist in the administration and security of the NECAP Science Assessment. It provides information on security and administration requirements. Specific directions for the administration are included.

Table of Contents

Part 1: NECAP Science Overview	1
Part 2: Training of Test Administrators	3
Part 3: Timeline	4
Part 4: Security Plan	5
Part 5: Principal / School Test Coordinator Checklist	6
Part 6: Guidelines for Preparing Test Administrators	8
Part 7: Appendix	9
Certification of Receipt and Security	10
Outplaced Students	11
Extended Time Accommodation Request Form	12
Procedure for Handling Testing Irregularities	13
Testing Irregularities Documentation Form.....	14
Students Not Taking/Completing the NECAP Science Assessments	16
REVISED Table of Standard Test Accommodations	17
Helping Your Students Prepare for the NECAP Science Assessment? ..	21
Student Responsibilities During Testing	22
Sample Parent Letter: English	23
Sample Parent Letter: Spanish	24

Background

The NECAP Science is a criterion-referenced standardized test in which students' performance is compared to standards, not a norm-referenced test in which students are compared to other students' performance. The NECAP Science Assessment is intended to inform classroom instruction by giving feedback about student performance on Grade Level Expectations (GLE) in Science at grades 4, 8 and 11.

Test Format

Each question on the test is directly related to a specific element in the state standards – what students should know and be able to do – for each subject and grade level. Tests consist of the following item types:

Sessions 1 and 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 think scientifically about a sample inquiry task and respond using words, pictures, diagrams, charts or tables to show their thinking and explain their response.

Since the NECAP Science is intended to measure the performance of students, schools and districts, achievement results are used in Rhode Island's mandated accountability system required under the No Child Left Behind Act (NCLBA).

Who Takes the NECAP

All students, including ELL students in the US for less than one year, in grades 4, 8 and 11, that are enrolled in your school as of May 10, 2010.

Exceptions:

- students who completed the Alternate Assessment in Science for the 2009–10 school year, and
- students who have state-approved special considerations. **Note:** Please see page 3 of the *NECAP Principal/Test Coordinator Manual* for procedures for approval of special considerations.

General Rule: If a student can receive instruction at home or in school, the student can participate in the assessment.

Administration Dates NECAP testing takes place from May 18 to May 25. See the daily schedule below to determine which Sessions will be administered on which day.

Week I

Grade	Tuesday 5/18/2010	Wednesday 5/19/2010	Thursday 5/20/2010	Friday 5/21/2010
4, 8 and 11	Science Session 1	Science Session 2	Science Session 3 and Student Questionnaire	Science Make-ups

Week II

Grade	Monday 5/24/2010	Tuesday 5/25/2010	Wednesday 5/26/2010
4, 8 and 11	Science Make-ups	Science Make-ups	District Deadline

(**Note:** While the Providence Public Schools will follow a testing window of May 18 to May 25, the Rhode Island Department of Education has a testing window of May 10 to May 27.)

Make-up Testing

Make-up testing can be started immediately after the first testing has begun and can only include what has been tested to date. No student should be scheduled for a make-up session prior to the scheduled administration of that test session. Make-up testing can be administered until May 25.

Test Pick Up

UPS pick-up is to take place at 8:00 a.m. on **Friday, May 28**. All materials will need to be secured in the school building until that day and time following the double lock method.

Training of Test Administrators

Training of Test Administrators

Any teacher that has read the *NECAP Science Test Administrator Manual* and the *NECAP Science Assessment Protocols for Test Administrators* in its entirety and has attended a school based training in regards to testing procedures is qualified to administer the NECAP Science Assessment. Only those who have been sufficiently trained to do so should administer NECAP to avoid testing irregularities which could lead to the invalidation of test results.

Required Training

State requirements: The Rhode Island Department of Education in accordance with Measured Progress requires at least one representative (e.g., Principal or Test Facilitator) from each school attend a NECAP Science workshop.

In addition, all Test Administrators are required to read the *NECAP Science Test Administrator Manual* and the *NECAP Science Assessment Protocols for Test Administrators* in its entirety. The School Test Coordinator is required to hold a training and answer questions about testing procedures.

District-level training/support: The district will provide Principals with background and administration guidelines. Test security guidelines and documentation will also be outlined. Materials to support Principals in training building staff will be provided and time for questions about testing procedures will be provided.

Building-level training/support: The Principal is required to hold a training and answer questions about testing procedures and to ensure that those administering the test have read and understand the administration manual. During this training, Principals may want to demonstrate and familiarize Test Administrators with the *Inquiry Task Kits*.

Materials

Each Test Administrator **must** receive a copy of the following forms and manuals:

- *NECAP Test Administrator Manual* for the appropriate grade level
- *NECAP Science Assessment Protocols for Test Administrators*
- *NECAP Accommodation, : Guidelines and Procedure: Administrator Training Guide*
- *Test Plan*

Spring 2010

- April 15 and 16**
- RIDE Workshops
- Thursday, April 29**
- Principal Workshops
- Friday, April 30**
- All schools received test materials
 - *Test Plan* completed and submitted on “Survey Monkey”
- May 5 and 6**
- Test Facilitator Workshops
- Friday, May 7**
- Inventory materials received against security checklist enclosed.
 - Complete and fax to Office of Research, Assessment and Evaluation:
 - *Certification of Receipt and Security*
 - *Out-Placed Student Form*
 - *Extended Time Accommodation Requests*
- **Please note: The Office of Research, Planning and Accountability will send you ***Authorization to Begin Testing*** as soon as all required documents are completed and approved.
- May 18 - May 26**
- Test Administration, Make-up Testing and Packaging for Scoring
- Friday, May 28**
- UPS has picked up all testing materials for return to Measured Progress for elementary and middle schools.
 - Complete and fax *Students Not Taking/Completing the 2010 NECAP Assessments* form to 278-2842.

Security Plan

1. UPS delivers all testing materials to schools by April 30.
 - UPS driver verifies the correct number of boxes from the shipment as well as the number x of x printed on each box.
 - School personnel count the number of boxes delivered and sign a verification of receipt.
2. All materials moved immediately to a secure double locked storage area.
3. School Test Coordinator or designee inventory materials and verify against the *Materials Summary Form*.
 - Any discrepancy is reported to the District Test Coordinator and Measured Progress.
 - School Test Coordinator signs the *Certification of Receipt and Security* form and faxes to 278-2842 by the end of the day on Friday, May 7.
 - All materials maintained in secure double locked storage area.
4. School Test Coordinator checks material inventory against school enrollment and secures additional materials from Measured Progress as needed.
5. School Test Coordinator conducts training for all Test Administrators.
6. School Test Coordinator organizes materials in class sets for distribution to Test Administrators. Materials issued to each Test Administrator are recorded on the *School Test Materials Tracking Form* received from Measured Progress.
7. Materials are issued to Test Administrators on the first morning of testing.
 - Test Administrator verifies the number of *Student Test Booklets*, *Student Inquiry Booklets* (grades 4 and 8) and *Student Answer Booklets* and signs *School Test Materials Tracking Form* acknowledging receipt.
8. Test Administrators place materials in a secure double locked area until the actual time for use.
9. Test Administrators properly follow all procedures for test.
10. When all testing (including make-ups) has been completed, School Test Coordinator
 - physically count the *Student Test Booklets* and *Student Answer Booklets* received from Test Administrators to verify the count listed on the *School Test Materials Tracking Form*.
 - checks each *Student Test Booklet* and *Student Answer Booklet* to be sure all necessary demographic information has been gridded.
 - physically inventories all non-scorables received from Test Administrators and checks off against the *Materials Summary Form* to verify receipt.
11. School Test Coordinator packages all materials.
12. Principal visits the Measured Progress website to fill out the *Principal's Certification of Proper Test Administration*, prints a copy for the RPA and prints a copy for school records.
12. UPS will pick up all materials from all schools at 8:00 a.m. on Friday, May 28.

School Test Coordinator Checklist

School Test Coordinator: At each school building, the Principal serves as the primary *School Test Coordinator* and will oversee planning and implementation of testing for all students at that school. The Principal may appoint one or more school personnel as a *Test Facilitator*, who will assist in some or all stages of planning and implementing testing. However, it is essential for the Principal, as *School Test Coordinator*, to be familiar with all plans and guidelines to be implemented before, during, and after testing and to assume final responsibility for testing.

Before Testing:

- develop and submit the *Test Plan* on “Survey Monkey” by Friday, April 30.
- become familiar with procedures detailed in all test manuals and training materials.
- meet with and prepare Test Administrators.
- oversee the inventory, distribution, collection, and return of all test materials.
- ensure security of all test materials and compliance with test administration procedures.
- ensure no one administers a test without having been trained in proper test procedure.
- coordinate all test-related activities.
- determine the location(s) in your school where the *Inquiry Task* will be administered, and establish a grouping plan (**grades 4 and 8 only**) for the *Inquiry Task* (see appendix F of the *NECAP Principal/Test Coordinator Manual*).
- ensure that all Student ID labels are placed in the appropriate space provided on the *Student Test Booklet* and *Student Answer Booklet* prior to testing.
- order Student ID labels by May 7 for students who did not have labels in the original shipment. See page 12 of the *NECAP Principal/Test Coordinator Manual* for directions.
- ensure that for every student without a label the student name and birth date is bubbled in on the *Student Answer Booklet*.
- identify students who will not be completing all or part of the NECAP tests and complete necessary documentation.
 - check student rosters for any discrepancies.
 - fill out the *Out-Placed Student forms* and fax to 278-2842 by Friday, May 7.
- inventory shipments of test materials against the *Material Summary Form* to determine sufficiency of materials.
- if you have not received test materials by April 30, immediately contact the NECAP Service Center at 1-877-632-7774.
- ensure booklets are available for students that need large-print or Braille materials per testing accommodations.
- store all test materials in a secure double locked area until needed for testing.
- fax a copy of the *Certification of Receipt and Security* form to 278-2842 by Friday, May 7.
- collect the *Affirmation of Test Security* from all staff who come in contact with test materials. Keep one copy on hand at the school and send one copy to the RPA.

During Testing:

- distribute materials to Test Administrators.
- ensure that an accurate accounting of all materials consigned to each Test Administrator is maintained.
- assign *Student Test Booklets* and *Student Answer Booklets* to each Test Administrator. Have Test Administrators sign the *School Test Materials Tracking Form* for their test materials.
- test materials must be stored in a secured double locked area and only accessible to Test Administrator and School Test Coordinator.

During Testing:

- at the conclusion of testing, count and verify that all materials have been returned.
- ensure that accommodations are provided and that testing procedures are followed.
- ensure that the *Inquiry Task Kits (grades 4 and 8 only)* are set up before Session 3 begins.
- notify the Principal and District Test Coordinator of any other testing irregularities immediately.
- fill out the *Procedure for Handling Testing Irregularities* and fax to 278-2842.

After Testing:

- collect, inventory and verify that you have received all test materials. All *Student Test Booklets* and *Student Answer Booklets* must be accounted for.
- Ensure that for any student that received an accommodation, it is bubbled in on page 2 of the student answer booklet
- inspect each booklet to ensure that all demographic information has been completed.
- contact the District Test Coordinator if any missing items are to be reported to Measured Progress.
- complete the online *Principal's Certification of Proper Test Administration*.
- complete the online *Principal/School Test Coordinator Questionnaire* answer sheet.
- package all materials for 8:00 a.m. pick up on Friday, May 28, following the directions on page 22 of the *NECAP Principal School /Test Coordinator Manual*.

Do not

- allow anyone to administer an extended time accommodation to a student unless such accommodations are part of the students' IEP plan/504 or prior written approval from the district has been obtained for the student.
- allow anyone to administer a test without having been trained in proper test procedure.
- allow content-related instructional materials displayed in the testing room.
 - Charts, diagrams and posters should not be visible.
 - Reference materials should not be used.
- allow anyone to copy tests or make notes about the content or use test materials to prepare students in any way for the test. Released items are available on the RIDE website.
- allow anyone to see the tests before they are administered.

NOTE: Some students may finish testing sooner than others. Therefore, students may have available leisure reading materials to keep them quietly occupied while other students complete testing. Reading materials do not include textbooks, schoolwork and homework. Appropriate materials may include picture books, novels, magazines, and graphic novels as consistent with classroom and school processes and practice.

Guidelines for Preparing Test Administrators

Primary Responsibilities

Test Administrators should be aware that their primary roles are to encourage students to take the task seriously and do their best on the tests, to give clear directions to students, and to monitor students throughout test administration to see that directions are followed.

Meeting with Test Administrators

- assign each administrator a specific group of students for testing, including students who need accommodations,
- notify the Test Administrators of the testing schedule and how it will be implemented,
- inform the Test Administrators about your school's plan for implementing test security procedures,
- ensure that for grades 4 and 8, Session 3
 - ✓ Test Administrators assign their students to groups prior to testing. Refer to Appendix F of the *NECAP Science Principal/Test Coordinator Manual* for Guidelines for Grouping Students
 - ✓ the *Inquiry Task Kit* is set up prior to testing and the collaborative work area is a flat, horizontal surface, such as a desk or table
 - ✓ the *Inquiry Task Kit* is administered where students can work collaboratively in a group setting and independently when answering the test questions in their *Student Answer Booklet*,
- explain your school's plan for inventorying, distributing, collecting, and storing secure test materials,
- explain your school's procedures for make-up sessions,
- discuss additional materials needed during test administration: extra #2 pencils, scratch paper, and calculators,
- encourage Test Administrators to complete the *Test Administrator Questionnaire*,
- answer questions regarding test administration and security procedures, and
- collect the *Affirmation of Test Security* documents from all personnel.

Materials for Meeting

- *Test Plan*
- *NECAP Science Assessment Protocols for Test Administrators*
- *NECAP Science Test Administrator Manual* for the appropriate grade,
- *NECAP Accommodations, Guidelines and Procedures: Administrator Training Guide*,
- *Guidelines for Grouping Students in Session 3* (grades 4 and 8 only)

- Standard Forms
- *Certification of Receipt and Security of 2010 NECAP Science Assessments*
 - *Out-Placed Students*
 - *Extended Time Accommodation Request Form*
 - *Procedures for Handling Testing Irregularities*
 - *Testing Irregularities Documentation Form*
 - *Students not Taking/Completing the 2010 NECAP Science Assessment*
- Accommodations
- *REVISED Table of Standard Test Accommodations*
- Other Support Documents
- *Helping Your Students Prepare for NECAP*
 - *Student Responsibilities During Testing*
 - *Sample Parent Letter: English*
 - *Sample Parent Letter: Spanish*

Certification of Receipt and Security of 2010 NECAP Science Assessment

Photocopy if you need additional pages.

I, _____, do hereby certify that I have received and secured the following NECAP Science test booklets. The levels and numbers of booklets are as follows:

Grade Level	Number of Test Booklets	Number of Answer Booklets	Manuals
_____	_____	_____	_____

I can affirm that access to NECAP Science testing materials will be limited solely to selected teachers during the designated testing window and that no other members of my staff or parties external to my building may gain access to the NECAP Science materials without my expressed knowledge and/or consent. I can affirm that with the completion of the annual assessments, all process and non-process materials will be counted, packaged and returned to Measured Progress. I understand that these security measures are necessary so that the impartiality and integrity of this test instrument is not compromised.

Principal/Administrator

School/Building

Date

Please complete this form by Friday, May 7 and fax to 278-2842.

Extended Time Accommodations Request Form

This form is to be completed and submitted to the Office of Research, Planning and Accountability in its entirety **prior** to the beginning of testing >>> **DUE FRIDAY, MAY 7**. A separate form will need to be submitted for each student for whom extended time accommodations are requested. **NOTE:** Students with an Extended Time Accommodation included in their IEP/504 Plan **do not need prior** approval for extended time.

School			
Classroom Teacher			
Test/Assessment	Grade		Student ID
Student Name			
Reason(s) for Request of an Extended Time Accommodation			
NECAP Reading Scale Score		NECAP Math Scale Score	
SAT RF/SAT10 Reading NCE		SAT10 Math NCE	
Entry Date for Students New to U.S.		ACCESS Overall Performance Level	

Signature of Classroom Teacher

Date

Signature of Classroom Teacher

Date

Principal Signature

Date

For Office of Research, Planning and Accountability Use Only:

Extended Time Accommodation Approved: Yes No

Reason for denial of Extended Time Accommodation		Student Data does not provide enough evidence to support this request.
		Signature(s) Missing/Incomplete form submitted.
		Request submitted after test administration begins.
		Other, see comments below

Comments: _____

Signature

Date

Providence Public Schools

PROCEDURE FOR HANDLING TESTING IRREGULARITIES

Should an irregularity occur during testing, the Test Administrator, and/or the School Test Facilitator should do **all** of the following:

- Report the irregularity to the Principal,
- Call the District Test Coordinator with a report of the irregularity, and
- Complete the *Testing Irregularities Documentation Form* attached and fax to the Office of Research, Planning and Accountability before the end of the day.

The District Test Coordinator will do the following:

- Contact the appropriate individual at RIDE to report the issue and receive guidance, and
- Report RIDE's guidance to the school test coordinator.

Any event that occurs during the testing window could affect the integrity of the test, the data and test results. If you become aware of such an event at any time during the testing window, immediately contact your Principal of a possible testing irregularity. Provide written documentation using the *Testing Irregularities Documentation Form*.

Using information you provided, the Principal will report the incident to the Office of Research, Planning and Accountability. The purpose for completing this form is to collect information which will allow the District to make the appropriate decision and offer possible suggestions that could prevent his from happening in the future. If you are uncertain that an irregularity has occurred, please call the Office of Research, Planning and Accountability.

Testing Irregularities Documentation Form

Principals: If you become aware of a testing irregularity at any time during the testing window, please provide written documentation using this form and fax to 278-2842 on the same day the event occurred. If testing is still going on, immediately contact the Office of Research, Planning and Accountability at 456-9128 to explain the details of the irregularity and seek guidance regarding possible remedies. Please write down your name and “Test Facilitator” in the spaces below for “person completing form” and “position,” respectively.

Other School Personnel: If you become aware of a testing irregularity at any time during the testing window, please notify the School Test Coordinator immediately. Provide written documentation to the principal using this form. Write down your name in the space for “person completing form” and indicate your position at the school.

School	Principal Signature
Person Completing Form	

Please list all parties involved (use additional sheets of paper if needed):

School Personnel: _____

School Personnel: _____

School Personnel: _____

Student Name: _____ 10 Digit Sasid _____

Student Name: _____ 10 Digit Sasid _____

Student Name: _____ 10 Digit Sasid _____

Please list all parties involved (use additional sheets of paper if needed).

Irregularities (select all that apply):

Security Procedure Violation

- Student was given access to test materials prior to the testing period.
- Student cheated on the test or otherwise received unauthorized external aid during testing.
- Test Administrator, Proctor or other personnel coached a student, made answers available to a student, altered a student’s answers, or otherwise interfered with a student’s test responses.
- Testing room was left unsupervised.
- Test materials (including completed student work) were handled in an unauthorized manner, such as reproducing or copying test items, failure to follow regulations for distribution, supervision, and return of materials, or use of test materials for a purpose other than test administration.
- School personnel disclosed contents of secure test materials for purposes other than authorized administration of tests and/or reporting of irregularities.
- Student took a single test section in one or more sittings, with no supervision in between.
- Student was allowed to retake a section of the test.
- Other (please explain)

NECAP Table of Standard Accommodations

Revised August 2009

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

T. Timing		
Code	Tests were administered	Details on Delivery of Accommodations
T1	with time to complete a session extended beyond the scheduled administration time within the same day.	NECAP tests are not designed to be timed or speeded tests. The scheduled administration time already includes additional time and the vast majority of students complete the test session within that time period. Extended time within a single sitting may be needed by students who are unable to meet time constraints. A test session may be extended until the student can no longer sustain the activity.
T2	so that only a portion of the test session was administered on a particular day.	In rare and severe cases, the extended time accommodation (T1) may not be adequate for a student not able to complete a test session within a single day. A test session may be administered to a student as two or more “mini-sessions” if procedures are followed to maintain test security and ensure that the student only has access to the items administered on that day (see the <i>NECAP Accommodations Guide</i> for details).
T3	with short, supervised breaks.	Multiple or frequent breaks may be required by a student whose attention span, distractibility, or physical condition, requires shorter working periods.
T4	at the time of day or day of week that takes into account the student’s medical needs or learning style.	Individual scheduling may be used for a student whose school performance is noticeably affected by the time of day or day of the school week on which it is done. This accommodation may not be used specifically to change the order of administration of test sessions. This accommodation must not result in the administration of a test session to an individual student prior to the regularly scheduled administration time for that session for all students.

S. Setting		
Code	Tests were administered	Details on Delivery of Accommodations
S1	in a separate location within the school by trained school personnel.	A student or students may be tested individually or in small groups in an alternative site within the school to reduce distractions for themselves or others, or to increase physical access to special equipment.
S2	in an out-of-school setting by trained school personnel.	Out-of-school testing may be used for a student who is hospitalized or tutored because they are unable to attend school. The test must be administered by trained school personnel familiar with test administration procedures and guidelines. Relatives/guardians of the student may not be used as the test administrator.

P. Presentation		
Code	Tests were administered	Details on Delivery of Accommodations
P1	individually.	Individual or small group testing may be used to minimize distractions for a student or students whose test is administered out of the classroom or so that others will not be distracted by other accommodations being used (e.g., dictation)
P2	in a small group.	
P3	with test and directions read aloud in English or signed to the student. (NOT allowed for the Reading test.)	A reader may be used for a student whose inability to read would hinder performance on the Mathematics, Science, or Writing test. Words must be read as written. Guidelines for reading mathematical symbols must be followed. No translations (with the exception of signed language) or explanations are allowed. Trained personnel may use sign language to administer the test.
P4	with only test directions read aloud or signed to the student.	A reader may be used for a student whose inability to read or locate directions would hinder performance on the test. Note that most directions on the NECAP test occur at the beginning of the test session and are already read aloud by the test administrator. Guidelines for what are and are not “test directions” must be followed. With the exception of sign language and the case of students enrolled in a program where the test administrator routinely presents information in a foreign language, directions may not be translated.
P5	with administrator verification of student understanding following the reading of test directions.	After test directions have been read, the test administrator may ask the student to explain what he/she has been asked to do. If directions have been misunderstood by the student, the test directions may be paraphrased or demonstrated. Test items MUST NOT be paraphrased or explained.
P6	using alternative or assistive technology that is part of the student’s communication system.	The test may be presented through his/her regular communication system to a student who uses alternative or assistive technology on a daily basis. Technology may not be used to “read” the Reading test to the student.
P7	by trained school personnel known to the student other than the student’s classroom teacher.	A student may be more comfortable with a test administrator who works with the student on a regular basis, but is not the student’s regular teacher for the general curriculum or other staff assigned as test administrator. All test administrators must be trained school personnel familiar with test administration and accommodations procedures and guidelines.
P8	using a large-print version of assessment.	Both large-print and Braille versions of the assessment require special preparation and processing and must be pre-ordered. Directions for ordering these materials are included in communications sent to school principals prior to the test.
P9	using Braille version of assessment.	
P10	using a word-to-word translation dictionary for ELL students. (NOT allowed for the Reading test.)	A student with limited English proficiency may have a word-to-word dictionary available for individual use as needed. A word-to-word dictionary is one that does not include any definitions. Information on acceptable dictionaries is provided on the departments’ websites.
P11	using visual or auditory supports.	The test may be presented using visual aids such as visual magnification devices, reduction of visual print by blocking or other techniques, or acetate shields; or auditory devices such as special acoustics, amplification, noise buffers, whisper phones, or calming music.

R. Response		
Code	Tests were administered	Details on Delivery of Accommodations
R1	with a student dictating responses to school personnel. (NOT allowed for the Writing test. See O2 – using a scribe for the Writing test.)	A student may dictate answers to constructed-response or short answer questions to locally trained personnel or record oral answers in an individual setting so that other students will not benefit by hearing answers or be otherwise disturbed. Policies regarding recorded answers must be followed prior to returning test materials.
R2	with a student dictating responses using alternative or assistive technology/devices that are part of the student’s communication system. (NOT allowed for the Writing test. See O2 – using a scribe for the Writing test.)	Technology is used to permit a student to respond to the test. When using a computer, word processing device, or other assistive technology, spell and grammar checks must be turned off. Policies regarding recorded answers must be followed prior to returning test materials.
R3	with a student using approved tools or devices to minimize distractions.	Noise buffers, place markers, carrels, etc. may be used to minimize distractions for the student. This accommodation does NOT include assistive devices such as templates, graphic organizers, or other devices intended specifically to help students organize thinking or develop a strategy for a specific question.
R4	with a student writing responses using separate paper, a word processor, computer, braille, or similar device	A student may use technological or other tools (e.g., large-spaced paper) to write responses to constructed-response, short-answer, and extended response items. A key distinction between this accommodation and R2 is that the student using this accommodation is responding in writing rather than dictating. When using a computer, word processing device, or other assistive technology, spell and grammar checks must be turned off, as well as access to the Web. This accommodation is intended for unique individual needs, not an entire class. Policies regarding recorded answers must be followed prior to returning test materials.
R5	with a student indicating responses to multiple-choice items to school personnel	A student unable to write or otherwise unable to fill-in answers to multiple-choice questions may indicate a response to trained school personnel. The school personnel records the student’s response in the student answer booklet.
R6	with a student responding with the use of visual aids.	Visual aids include any optical or non-optical devices used to enhance visual capability. Examples include magnifiers, special lighting, markers, filters, large-spaced paper, color overlays, etc. An abacus may also be used for student with severe visual impairment or blindness on the Mathematics and Science tests. Note that the use of this accommodation still requires student responses to be recorded in a student answer booklet.
R7	with a student with limited English proficiency responding with use of a word-to-word dictionary. (NOT allowed for the Reading test.)	A student with limited English proficiency may have a word-to-word dictionary available for individual use as needed when responding. A word-to-word dictionary is one that does not include any definitions. Information on acceptable dictionaries is provided on each Department’s website.

O. Other Accommodations		
These accommodations require DOE approval.		
Code	Tests were administered	Details on Delivery of Accommodations
O1	using other accommodation(s) not on this list, requested by the accommodations team.	An IEP team or other appropriate accommodation team may request that a student be provided an accommodation not included on this standard list of accommodations. Like all other accommodations, these should be consistent with the student's normal routine during instruction and/or assessment. Requests should be made to the DOE when accommodation plans are being made for a student prior to testing. DOE approval must be received for the requested accommodation to be coded as an O1 accommodation. Non-approved accommodations used during test administration will be coded as an M3 modification.
O2	with a scribe used on the Writing test.	The use of a scribe for students dictating a response to the Writing test may only be used under limited circumstances and must be approved by the DOE. When approved as an accommodation, the scribe must follow established guidelines and procedures.

M. Modifications		
All modifications result in impacted items being scored as incorrect.		
Code	Tests were administered	Details on Delivery of Accommodations
M1	using a calculator and/or manipulatives on Session 1 of the Mathematics test or using a scientific or graphing calculator on Session 3 of the Science test	Inappropriate use of a calculator or other tools will result in impacted items being scored as incorrect.
M2	with the test administrator reading the Reading test.	The read aloud accommodation (P3) is not allowed for the Reading test. If it is used, all reading items in the sessions that are read aloud will be scored as incorrect.
M3	using an accommodation on this list not approved for a particular test or an accommodation not included on this list without prior approval of the DOE.	Inappropriate use of an accommodation included on this list or use of another accommodation without prior approval of the DOE will result in impacted items being scored as incorrect.

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

Helping Your Students Prepare for the NECAP Science Assessment

Before your students take a standardized test, review these tips so that they are ready to do their best.

Before the test...

1. Help your students understand that testing is a normal school activity. Students throughout the country take standardized tests as part of planned school programs.
2. Tell your students the purpose of the test they will take, and how the test results will be used.
3. Explain normal testing procedures. Be sure all the students fully understand the test directions. Tell them when and where they will take the test, how long it will take, and what kind of pencils they need. Tell them to arrive early, as doing so reduces test anxiety.
4. Many students are unfamiliar with timed tests and become anxious. It may help if they practice answering timed questions on their own before the test. If the test company provides practice booklets, encourage students to use them. Such practice can help in reinforce how such tests work.
5. Tell your students to carefully mark each answer. If they have to erase an answer, they must erase it thoroughly to register their intended responses.
6. Remind your students that they'll have to stay aware of the time throughout the entire test. If they finish early, encourage students to review their answers of the current subtest.
7. Guessing can have a great impact on students' results. For the NECAP Science, students are not penalized for guessing. As such, students should be encouraged to do so. This is not necessarily true for other tests (e.g., PSAT), so be sure students understands how guessing impacts them differently on various tests and prepare them accordingly.
8. Tell students not to spend too much time on any one question. They may find it helpful to skip the hardest questions and then go back to them later.
9. Explain the hazards of statements that say "All of the above" or "None of the above."

After the test...

1. Immediately after the test, encourage students to talk about their experience. Discussions may help them to vent any frustration they feel about the testing process.
2. When students receive results, talk about class performance as a whole. Was class performance above or below the performance of other students in the district, state or country? In what areas did the class do best? In what areas did the class have difficulty? Were the results consistent with day-to-day performance?
3. If you discuss test scores with students, set up private meetings with them. Encourage them to interpret their own performance. Do they think the scores accurately assessed their abilities or knowledge? How do their scores compare with their classroom performance? Were their scores higher or lower than anticipated? How might they use their scores to inform their own learning/achievement goals?

Student Responsibilities During Testing

The Providence Public Schools would like for you to do your best on the tests for several reasons; to help you set your own achievement goals, to demonstrate your knowledge, skills and abilities, and to accurately inform District decision making about programs and interventions.

For every test, there are appropriate test practices that are to be followed. When testing, there are also prohibited test practices with potential consequences. In order for assessments to accurately reflect what you know and can do, you must follow the responsibilities listed below:

Expected Conduct:

- Do your best on the assessments.
- Make sure you understand and follow the assessment directions.
- Respect other students during the assessment.

Inappropriate and Prohibited Conduct:

You must not:

- Communicate or collaborate in any way with another student. This includes written, electronic, verbal or gestured forms of communication.
- Copy another student's answers or request or accept any help from another person.
- Use any material or equipment that is not expressly permitted by the *Test Administration Manual* and/or the *Test Administrator Reference Guide*.
- Answer an assessment question or any part of an assessment for another student or provide assistance to another student before or while that student is taking an assessment.
- Return to previously administered sections of the assessment after an assessment session is complete.
- Use an unauthorized calculator, communication or information storage device (i.e., pagers, cell phones, PDAs).
- Photocopy any test materials.
- Engage in any other practice that has the intent of artificially affecting the student's score or the score of another student.
- Leave the room during testing without being escorted and supervised by school personnel.

Sample Parent Letter

Dear Parents:

During the week of May 17, all Rhode Island students in grades 4, 8 and 11 will participate in the New England Common Assessment Program (NECAP) Science test. The purpose of this letter is to provide you with a quick overview of the test. It will also give you a few suggestions for helping your child to perform at his/her best.

The NECAP Science test is an important test that looks at individual student achievement. But the test also helps both parents and educators determine how well our school is helping students meet standards and grade level expectations.

In every test, scores are only as meaningful as the effort students put into the tests. The most important thing that you can do for your child during NECAP Science testing is make sure that he/she comes to school on the days they have testing. Making up a missed test means time out of the classroom and losing important learning time that cannot be made up. In addition to attendance, your child will do his/her best on the tests if they:

- are encouraged to take the tests seriously and to give his or her very best effort.
- get to bed early the night before in order to be well-rested on the day of the test.
- have a good breakfast on the morning of the test. Breakfast is critical for your child's performance.
- arrive at school on time so that they can relax and focus on the task ahead.

This testing is very important for your child, the (your school name here), and the Providence Public School District. Let's do everything in our power to help our children succeed and feel good about themselves for a job well done!!

Thank you for supporting your child and our school during the testing period. Please call if you have any questions.

Sincerely,

Principal

Sample Parent Letter

Estimados padres:

Durante la semana del 17 de mayo, todos los estudiantes de 4to, 8avo y 11avo grado participarán en el Programa de Evaluación Común de Nueva Inglaterra (NECAP, siglas en inglés). El propósito de esta carta es proporcionarle con una breve revisión del examen, al igual que con sugerencias para ayudar a que su niño se desempeñe lo mejor que pueda.

Los exámenes de NECAP de Ciencias son importantes por que evalúan el desempeño de los estudiantes. Pero, los exámenes también ayudan a padres y educadores a determinar cuanto la escuela les ayuda a los estudiantes a cumplir con estándares y expectativas del nivel del grado.

En cada examen, las notas son sólo tan significativas como el esfuerzo que los estudiantes ponen en el examen. Durante el NECAP de Ciencias, lo más importante que se puede hacer por el estudiante es asegurarse que él/ella vaya a la escuela en los días de exámenes. Volver a tomar los exámenes significa que el estudiante estará fuera de clases y perdiéndose un valioso tiempo de estudio que no puede recuperarse. Además de la asistencia, su niño tendrá un mejor desempeño si:

- Es animado a tomar a las evaluaciones con seriedad y a dar su mejor esfuerzo.
- Se va a dormir temprano la noche anterior, de manera que descansa bien.
- Toma un buen desayuno la mañana del examen. El desayuno es crítico para el desempeño del estudiante.
- Llega a la escuela a tiempo, de manera que él/ella pueda relajarse y enfocarse en la tarea por realizar.

Este examen es muy importante para su niño, (**your school name here**) y el Distrito de Escuelas Públicas de Providence. ¡Hagamos todo lo que podamos para ayudar a nuestros niños a tener éxito y sentirse bien sobre ellos mismos por un trabajo bien hecho!

Gracias por apoyar a su niño y nuestra escuela durante el periodo de exámenes. Favor de llamar si tiene alguna pregunta.

Sinceramente,

Director(a)