

NECAP Science Assessment

**Assessment Protocols for Test Administrators
Grades 4, 8 and 11**



Office of Research, Planning and Accountability

Spring 2010

The Assessment Protocols for Test Administrators 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.

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Background

The NECAP 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 apply inquiry skills to a scientific situation and respond using words, pictures, diagrams, charts or tables to show their thinking and explain their response.

Since the NECAP 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.

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

Roles and Responsibilities

- School Test Coordinator - The Principal is the School Test Coordinator.
- Test Facilitator - The Test Facilitator is the designee assigned by the School Test Coordinator to oversee certain aspects of the test administration.

Before Testing:

- Read the *Test Administrator Manual* in its entirety.**
Follow the security procedures and protocols in the grade appropriate *Test Administrator Manual* exactly.
- 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*.**
Meet with the School Test Coordinator to review administration protocol. Administer the tests according to the test schedule specified in the school's *Test Plan*
- Become familiar with the materials and setup instructions for the *Inquiry Task* (grades 4 and 8 only)**
The *Inquiry Task* should take 15 minutes to set up. Be sure it is set up on a flat, horizontal, elevated surface, large enough to accommodate the *Inquiry Task* and each student's Booklet. Students should be able to work comfortably without interfering with others. Follow the *Guidelines for Grouping Students in Session 3*.
- Inventory test materials received from the School Test Coordinator.**
Be certain that all materials (including *Test Administrator Manuals*) issued to you are carefully counted by you as close as possible to the start of testing each day. Sign the *Materials Record Form* each day indicating that you have received all materials. If you need and have not received large-print and Braille test materials see your School Test Coordinator. If discrepancies are noted, notify the School Test Coordinator immediately. When test materials are not in use, they should be secured in a double-locked area.
- Secure additional materials needed for testing (#2 pencils, scratch paper, calculators, etc.)**
See your School Test Coordinator for any additional materials need.
- Post a "Testing–Please Do Not Disturb" sign on your classroom door.**
This sign can be found on page 14 of this manual. Ensure that no content-related instructional materials; charts, diagrams and posters are displayed in the testing room. Reference materials should not be used.

During Testing:

- Maintain test security.**
Keep all test materials stored in a secure double locked location while in your possession and until testing begins. Contact the School Test Coordinator if any questions arise about tests or test security and you are not completely sure of the answer.
- Be sure that all students have comfortable, adequate workspaces and be available to answer questions.**
Ensure that students are not close enough to converse or copy answers.
- Ensure accommodations are provided to students as were determined prior to testing.**
See your school's *Test Plan* for arrangements for students that need accommodations.
- Administer make-up testing for students who miss all or part of the test.**
Account for all students in terms of testing requirements. See your school's *Test Plan* for administering make-up testing protocol.
- Notify your School Test Coordinator of any testing irregularity.**
Be sure to inform the School Test Coordinator of any problems that may occur during testing.

After Testing:

- Assemble all test materials and return all of the materials to the School Test Coordinator.**
Return all materials as close as possible to the end of testing each day. Be sure the School Test Coordinator (or designee per you school's *Test Plan*) signs the *Materials Record Form* each day indicating that you have returned all materials listed.

DO**Prior to testing:**

- read the *Test Administrator Manual* in its entirety.
- meet with other Test Administrators to discuss procedures and answer questions; discuss the test schedule, and scheduling and staffing of Test Administrators for students who need accommodations.
- ensure accommodations are provided to students as appropriate.
- assist the School Test Coordinator with notifying students and parents about the testing program.
- carefully count materials when received from the School Test Coordinator. Be sure that students that need large print/Braille have the appropriate booklets. If there is a discrepancy, notify the School Test Coordinator.
- ensure that all Student ID Labels are correct and placed in the appropriate space provided on the *Student Test Booklet* and *Student Answer Booklet*. For **all** students, whether or not they have a student ID label affixed to the answer booklet, ensure that they have written their name on the cover.
- for students who do not have Student ID Labels bubble in the name and birth date on the *Student Answer Booklet*.
- identify students who will not be completing all or part of the NECAP Science tests for the following reasons:
 - student completing the Alternate Assessment in Science for the 2009–10 school year
 - student with state-approved special consideration
- maintain test security and follow all test security instructions in this guide.
- take down or cover any content-related materials (i.e. charts, maps, word walls, etc.).
- secure additional materials needed for testing (#2 pencils, scratch paper, calculators, etc.) prior to the start of testing. See your School Test Coordinator for any additional materials needed.
- review the session scripts that you will read to students during testing.
- become familiar with the student grouping plan, test location(s), materials and setup instructions for the *Inquiry Task* (grades 4 and 8 only).
- post a “Testing–Please Do Not Disturb” sign on your classroom door.

During testing:

- for all grades, administer the NECAP tests according to the directions in the *Test Administrator Manual*, in the following order at the time specified in the school's *Test Plan*:
 - May 18, Session I
 - May 19, Session III
 - May 20, Session III and Student Questionnaire
- be sure that students clearly understand directions before you begin testing.
- walk around the room to make sure students are marking their answers appropriately, in the correct section and that they have not returned to a previous section. Be available to answer questions.
- inform the School Test Coordinator of any problems that may occur during testing.
- follow your school's *Test Plan* for administering make-up testing protocol.

After testing (each session):

- for the grade 8 *Inquiry Task*, have paper towels available for clean up.
- collect a *Student Test Booklet*, *Student Answer Booklet* and scratch paper from all students after each session of testing. Be sure that all scratch paper collected has a student name on it and is returned with test materials.
- be sure that for each student not taking a test section the *Student Answer Booklet* is properly coded.
- ensure that accommodations used during any test session has been recorded on page 2 of the *Student Answer Booklet* for each student who used an accommodation during testing.
- ensure that computer-generated, large-print and Braille materials have been scribed and are included with the special handling materials.
- attach an explanatory note to each *Student Answer Booklet* that needs special handling and place this material on the top of your stack of test materials (torn, damaged or scribed booklets, responses written in anything other than a #2 pencil, etc.).
- complete the *Test Administrator Questionnaire* using the answer sheet provided, and return to your School Test Coordinator. If you have not received a copy of the *Test Administrator Questionnaire* please see your School Test Coordinator.

DO NOT

- administer a test without having been trained in proper test procedure.
- have 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 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.
- copy tests, 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.
- allow students to intentionally damage any test materials.
- give students the answer or clues to the answer to a test question.
- keep testing materials at the end of testing.
- dispose of scratch paper used by students. Scratch paper must be returned with test materials (student name must be on it).

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.

- Standard Forms
- *Helping Your Students Prepare for NECAP Science*
 - *Procedures for Handling Testing Irregularities*
 - *Testing Irregularities Documentation Form*
- Accommodations
- *Table of Standard Test Accommodations*
- Other Support Documents
- *Testing Poster*
 - *Resources*

How Can You Help Your Students Prepare for a Test?

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; it will help them remain calm.
5. 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; they help in understanding how the test works.
6. 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.
7. Remind your students that they'll have to stay aware of the time throughout the entire test and, if they finish early, they should review their answers.
8. Guessing has a great impact on students' results. Find out if students are penalized for guessing.
9. 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.
10. Mention 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?

Providence Public Schools

PROCEDURE FOR HANDLING TESTING IRREGULARITIES

Should an irregularity occur during testing, all Staff should do **all** of the following:

- Report the irregularity to the Principal,
- Complete the *Testing Irregularities Documentation Form* attached,
- Turn in the *Testing Irregularities Documentation Form* to the Principal by the end of day.

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* 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	Test Facilitator
_____	_____
Person Completing Form	Position

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)

This document can also be found in the *NECAP Science Grade Level Administrator Manual*.

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.



TESTING

Please Do Not
Disturb!

Enter Quietly

All cell phones must be turned off and kept out of view and reach during testing sessions.

Post this notice in all testing locations. DO NOT block any security windows that permit monitoring of the testing environment by school administration.

Resources:

Office of Research, Planning and Accountability

<http://www.providenceschools.org/assessments/>

Rhode Island Department of Education, Office of Assessment and Accountability

<http://www.ride.ri.gov/Assessment/default.aspx>

NECAP Accommodations Training Guide

<http://www.ride.ri.gov/assessment/DOCS/NECAP/AccommodationsTrainingGuide.pdf>