

D

Using Ancillary Materials

The rules for the use of other additional materials are less stringent than those for calculators. Other materials, such as rulers and math sets, are given to students inside the front cover of the booklets at the beginning of the session. A student who receives a booklet requiring use of additional materials may keep these materials until the end of the session. Each section requiring additional materials reminds the students to use them when answering the questions in that section. The capital letter that corresponds to the material (see the charts on pages 4.6 and 4.7) appears at the outside corner of each page of the section so you can be sure that the student has the required material for that section.

**Task
9**

Monitor the Session

During the session, it is your responsibility to ensure that students are working in the correct booklet section. The only way this can be adequately accomplished is by quietly walking up and down the aisles during the session. Studies have shown that the closer the physical proximity of the teacher to the student, the more likely that the student will be on task. You should continually move through the classroom during the session. On occasion, you should stand at the rear of the room so you can observe students inconspicuously.

Because only a few students in a session will be using the same booklet, the possibility of collusion among students is reduced. However, by continually walking up and down the aisles during the session you will discourage any such attempts. A large part of monitoring the session is responding to questions students may have about assessment items throughout the session. Although **you will not be able to help students respond to any item** in a cognitive section, you can clarify questions about how to record answers. You may also answer students' questions about the general background section items by referring to the Question-by-Question Specifications found in the back of your session scripts.

The remainder of Task 9 offers practical advice for encouraging appropriate student behavior during the assessment, dealing with the occasional problem situation that may arise in the classroom, and understanding some characteristics unique to students at each assessed grade level. It also provides specific rules for you to follow while supervising the session.

A Note about Your Behavior:

- To effectively monitor the assessment, your attention needs to be focused on the students at all times. Your paperwork should not be done during the session. (The AC will instruct you where to go to complete the Administration Schedule and other paperwork after the conclusion of the session.)
- As you monitor the session, your presence should be as unobtrusive as possible and your behavior should be professional. This means walk softly and quietly around the room, do not jiggle the change or keys in your pocket, do not chew gum, do not whistle, and do not carry on conversations with school staff members who may be in the room. If you need to speak with school personnel in the room, keep your conversation brief and at a whisper. It is important for you to give the students being assessed the same courteous behavior while they work as you are expecting them to give their fellow classmates.

A**Managing the Classroom**

Having knowledge of procedural information is only half the battle in accomplishing a successful assessment administration. As an AA, it is important to understand that effective management of student behavior does not occur by accident. Being prepared and proactive will ensure that the assessment is conducted with few interruptions. There are many strategies that can be used to encourage appropriate student behavior. The more confident the administrator is, the more likely he/she is to be successful.

Classroom management is a skill that takes practice. Developing a positive attitude and anticipating success will help the assessment run smoothly. A well-organized AA who is equipped to handle all situations that may arise will be effective in the classroom. Gaining as much information about school and classroom procedures, as well as learning the name of a school administrator (especially someone who routinely deals with dis-

cipline), will help to ensure your validity with students. Making a reference to a school administrator or teacher by name provides a connection for students. Students will know that they can be held accountable for their behavior. Using strategies and techniques that encourage students, rather than those that discourage, will set a positive tone for the assessment.

Classroom management skills and strategies will help to define your role as an AA. Leadership is demonstrated by effective management of the classroom. A successful management plan will have a strong effect on student behavior. The following techniques are essential components to any effective management plan.

Setting Expectations

You need to establish a position of authority from the beginning. If possible, all materials should be in place and ready before the students arrive. Meet students at the entrance and quietly give them directions on finding their places. After students are seated and quiet, set expectations for the session. Students need to be told how the assessment will begin, how it will end, and what cues they may encounter during the session. Directions should be clear and concise so that students understand what they are expected to do. The NAEP session scripts were designed for this purpose.

Try to be proactive and anticipate any questions or concerns students may have before the session starts. Addressing concerns and answering questions before starting will avoid unnecessary interruptions during the assessment. Getting the students to begin working as soon as possible will help to eliminate down time when students may be tempted to engage in off task behavior. The session script instructs you to tell students before beginning the assessment that they may not be able to answer all of the questions; however, they should read carefully and do the best that they can. It may be necessary to repeat this reminder to students individually if they become frustrated or upset during the assessment.

Using Body Language

Use strong body language and calm facial expressions to project a sense of confidence (but do not forget to smile). This image of assuredness will let students know that the task is a serious one. A firm attitude and presence will indicate to students that the AA is in control of the session. When speaking to students concerning an inappropriate behavior, only 20 percent of the message that is conveyed pertains to the words used. The other 80 percent pertains to how the message is delivered: body language and facial expressions will help to let the student know exactly what is expected of him/her.

Using Proximity and Mobility

Before students arrive, assess the classroom setup and determine how to move through the classroom in an easy manner in order to establish proximity to each student if necessary. As students are working, move quietly through the classroom monitoring students' work and offering assistance when appropriate. If a student raises his/her hand, you should move to the student first, before answering the question. The use of proximity will allow the student to ask the question and have it answered quietly without disturbing other students in the session.

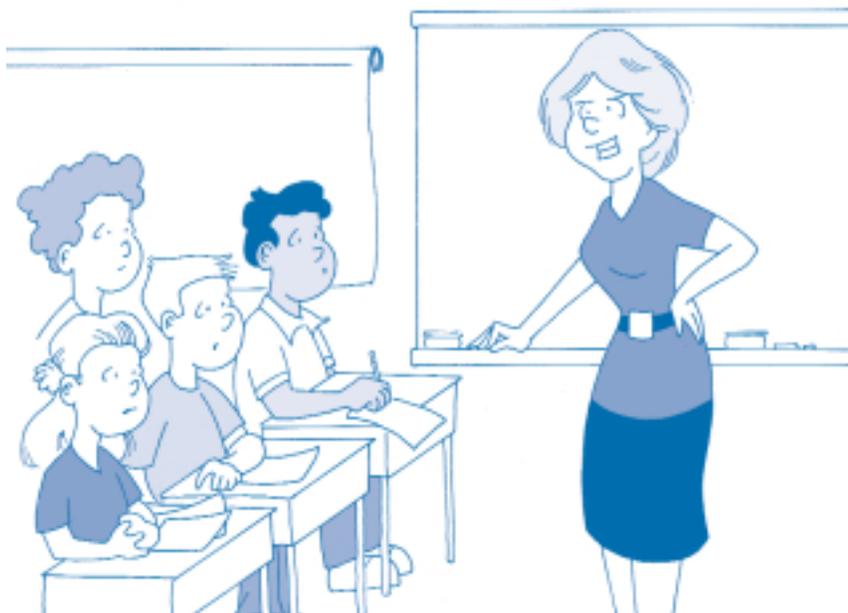
Using Positive Reinforcement

Once the expectations have been set, positive reinforcement should be used to encourage appropriate behavior. Interact with students in a positive and respectful manner. Praising students who are working quietly reinforces their compliance and provides a model for other students. If a student is off task, try to give positive feedback to a student close by who is working appropriately. This will give a subtle reminder to the off task student of the expected behavior.

Ignoring Inappropriate Behavior

Experts on classroom management believe that one of the primary goals of student misbehavior is attention. Students often misbehave to receive individual attention from the adult in charge or to distract from the fact that they are not able to complete the assignment. When students receive attention for inappropriate behavior, they are very likely to repeat the behavior. Whenever possible, try not to respond to inappropriate behavior. Any behavior that can be ignored should be ignored. These behaviors fall into two categories: the behavior is of short duration, or the behavior is not likely to spread to other students. If the behavior fits these criteria, try to ignore the behavior and continue moving through the classroom monitoring the students' work.

"I'm your substitute teacher... You can call me Rambo"



Using P.E.P. (Proximity, Eye Contact, Privacy)

P.E.P. is a three-part strategy that can eliminate off task behavior. If an inappropriate behavior persists and cannot be ignored, it is important to remain calm. Taking two deep breaths before reacting may help to keep the situation from escalating. Start by standing close to the student. Then, if necessary, give a nonverbal cue such as a finger to the lips to signal quiet or a shake of the head to remind the student that he/she needs to get back to work.

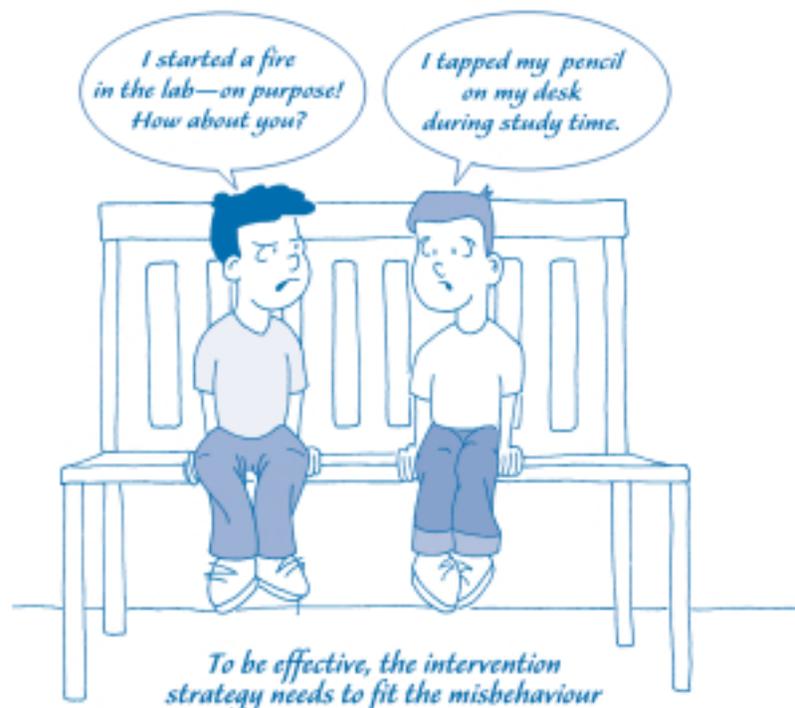
Next, establish direct eye contact with the student. This sends a calm message to encourage the student to behave appropriately. When standing close to the student, it is important that the student not feel that his/her personal space has been invaded. The student will usually respond to proximity by stopping whatever he/she is doing and returning to the assessment. Maintaining direct eye contact also lets the student know that this is serious and the behavior needs to end.

If the behavior continues, speak to the student privately to remind him/her of the expectations and redirect the student's attention back to the assessment. When speaking to the student, use a low voice to ensure privacy. Students close by should not be able to hear what has been said.

It is a message only for the student who is involved in the misbehavior. Interactions with students should be brief, and the language used should be positive. P.E.P. should always be done in a calm nonthreatening manner. Remember that control of the classroom begins with self-control by the administrator (Curwin and Mendler, 96).

Asking What Instead of Why

There are additional techniques that can be used if P.E.P. fails to stop inappropriate behavior. Before reacting to the behavior, make sure that what you are about to do or say is not going to make things worse. You are the one who has control over the situation. When responding to an inappropriate behavior, first take charge of your emotions. Try not to react in a negative way that might encourage the student to engage in a power struggle. The goal for dealing with the behavior should be to get the student back on task with the least amount of disruption. Focus on the negative behavior not the student. Avoid asking questions such as **"Why are you doing that?"** or **"Why aren't you working?"** Questions using **"Why?"** tend to focus on the inappropriate behavior and reward the student with an opportunity for discussion. Instead, use the question **"What?"** **"What should you be doing now?"** **"Do you know what to do?"** **"What can I assist you with?"** (Utah State University, 26).





"Remember, these kids can smell fear..."

Avoiding Arguments/ Verbal Power Struggles

Avoid engaging in arguments or power struggles with students. Students may attempt to argue or make inappropriate comments in order to engage in a power struggle. Try to listen to the student and acknowledge what you have heard him/her say. Often by agreeing or apologizing, you can eliminate the need for the student to continue to argue. You might say ***"I understand what you mean, thank you for sharing that with me,"*** or ***"I am sorry that you feel that way,"*** or ***"You might be right."*** The student will find it hard to continue to try to argue with someone who is agreeing with them. The next step would be to defer the discussion to another time. ***"Perhaps if we have time at the end of the assessment, we could discuss this,"*** or ***"Right now we need to complete the session, we may be able to talk about this later."*** Techniques such as acknowledging, agreeing, and deferring allow the student to feel that he/she has been heard (Albert, 83). This strategy works to defuse situations that are likely to escalate. Always model calm and nonaggressive behavior.

Using the "Language of Choice"

If the student's inappropriate behavior continues, the next approach would be to use the "language of choice." The goal of the language of choice is to remind the student of the expected behavior and the consequences if the inappropriate behavior continues. The language of choice restates the expectations that have been set as well as the choices and consequences that are appropriate. Language such as ***"You have a choice, you can work quietly and continue the assessment and not disturb anyone, or you can choose to go to the office and let the principal know that you would not participate. The choice is yours."*** Thus, the student must take responsibility for the situation and whether it will get better or worse. The consequences need to be clearly identified.

When using the language of choice, the first choice that is given should always be the best or desired choice. Once the student complies, thank him/her for making a good choice. If the student does not comply, make sure to follow through on the consequences. It is important to be proactive and find out prior to the assessment what procedures are to be used if a student needs to be

removed from the session. This assists in a smooth transition if the student makes a poor choice and needs to leave the room. The language of choice is calm and reasonable. The student is provided with the opportunity to save face in front of his/her peers. This empowers the student to make a decision based on the expectations and the consequences that have been set.

Dealing with Reluctant Students

All parents have received a letter notifying them that their student has been chosen to participate in the assessment. The letter emphasizes that participation is voluntary, and thus parents decide whether or not to allow their student to participate. Sometimes a student will recall that participation is voluntary and ask you if he/she actually has to participate. While student participation is indeed voluntary, it is of utmost importance that you contain the situation or additional students may decide to leave the room.

Therefore, it is important that your AC discusses this possibility with the school coordinator and that they derive a plan in advance of the assessment day. It is then your responsibility to talk with your AC to become familiar with this plan. Possible solutions to this situation could be that students who refuse to participate are sent to the office of the principal or the school coordinator to be dismissed from the session.

If you have to answer such questions as, ***“Do I have to take this?”*** or ***“Why do I need to participate?”*** or ***“Couldn’t you pick someone else?”***, be sure to address individual questions about participation immediately and make it as inconvenient as possible for a student to refuse. Other students

are less likely to follow suit and more inclined to cooperate once they realize they must get permission to be released. Speak calmly and professionally. Be positive and never argue with students.

Here are some suggested responses to the questions above that you may want to practice.

- ***“Your school has agreed to participate in this study. I do not have the authority to excuse you. You would need to see the principal (or school coordinator) in order to obtain a note dismissing you from the assessment.”***
- ***“Because your principal has made the decision for your school to participate, you would need to speak with him/her and obtain a note dismissing you from the assessment.”***
- ***“Schools and students are scientifically selected at random to be representative of the population as a whole. We cannot replace a student who does not participate. That means that there are a large number of students who are (demographically) just like you who will not be represented in the assessment if you do not participate. Just as voting and giving blood are responsibilities good citizens happily assume for the welfare for society as a whole, so is participation in this assessment. Participating students are doing their part to assure that legislators, educators, and researchers have the information they need for providing the very best educational programs for all American students. I know you want to do your part by taking the assessment seriously and doing the very best you can.”***

Treating Students with Dignity

As a NAEP representative, you should always treat students with dignity and respect. Practice using strategies that foster and encourage cooperation. Avoid using the following interventions as a reaction to inappropriate student behavior. They may make situations worse and could cause negative behavior to escalate (Utah State University, 35).

- **Criticism** – a verbal attack on the student or his/her behavior. It is meant to insult a student.
- **Sarcasm** – using humor at the student's expense to humiliate or embarrass.
- **Unnecessary Questioning** – encouraging discussion of a negative behavior rather than redirecting the student back to the task.
- **Helplessness/Pleading** – projecting an image of incompetence on the part of the AA, rather than one of confidence and control.
- **Threats** – setting up a verbal challenge for the student, often causing the situation to escalate while the student tries to see if the AA will follow through with the threat.
- **Physical Force** – using physical contact is inappropriate and should never be used to direct student behavior.

Effective classroom management skills are essential in ensuring the success of the assessment.

The majority of the assessments will go well, and students will want to cooperate and participate in the session. Using the strategies discussed in this section will assist you in dealing with inappropriate behaviors in the most positive manner possible. Each assessment will provide the opportunity to practice and refine management skills. In time, these techniques and strategies will become a natural part of administering an assessment.

B

Working with Students at Each Grade Level

If you are unaccustomed to working with students at the grade levels we are assessing, the following overview will provide some insight into the special challenges at each grade to help you prepare mentally. For example, it may not be effective

for the “youngest” AAs to conduct grade 12 sessions, because these “older” students may attempt to take advantage of younger AAs simply because the students assume (perhaps incorrectly) that these AAs are less experienced. Helpful hints are offered whenever possible, based on effective procedures used by experienced NAEP supervisors.

Fourth-Grade Assessments

It is important to understand the elementary school child's strengths and limitations. Developmentally, fourth graders are engaged in a period of rapid brain growth. They are at the age where they develop attachments; they attach themselves to routines and, in school, attach themselves to a single teacher. It is often very helpful (and reassuring) to have the students' teacher remain in the room during the assessment.

These students can also be very territorial, so if the assessment is being conducted in their regular classroom, it is best to let the children assigned to that room sit at their own desks. They tend to worry about others using their things if they see someone else sitting in their seat.

Fourth graders are usually anxious to please others, especially grown-ups, and need to be shown a great deal of respect. They ask many questions, want to be sure they are doing things correctly, and like rewards for a job well done.

Although this enthusiasm is delightful to deal with, it can also be time consuming. A good approach to take is to talk with the entire class before the session begins. You should stress that they were “picked” for this assessment and that they should try to do their very best. You should also let them know that not everyone may be working on the same thing and that it may take some students longer to finish than others so ***“we will all be helpers by remaining quiet when we are finished.”***

This age group will ask to use the restroom more than any other. Hopefully, the teacher has reminded them to use the restroom just before the assessment starts. If not, you should check to make sure that they do have this opportunity prior

to the start of the session. If, however, a child asks to be excused during the session, ask if he/she can wait for just a few minutes especially if it is toward the end of the session. If not, you may dismiss the student **as quietly as possible**. Remember that the power of suggestion is tremendous within this age group, and you could soon have a long line of students wanting to leave.

Occasionally, a child will feel so threatened or frustrated that he/she will begin to cry—this can be very unnerving. You should gently try to find out what the problem is, bearing in mind that if the child is afraid of you, he/she may just cry harder if you approach him/her. This is one of the best examples of why it is good to have a teacher stay in the room. Visibility of the teacher provides reassurance to the students.

Also, you need to provide reassurance if students cannot answer all the questions by saying something like **“Just do the best you can to answer each question.”** We want them to try to respond to every question so we get an accurate evaluation of what they know.

When the session is over, you should remember to praise them for a job well done.

In case you need to hold these students for any length of time when the session is over, one way to sustain their attention would be to play a game with them. Consider playing a popular, updated version of “Simon Says.” Have all students stand and face you. Then, make a movement, such as putting your hands on your shoulders. Make another movement such as putting your hands on your head. Students should put their hands on their shoulders. When you make the next movement, such as putting your hands on your knees, students should put their hands on their heads, and so on. Play continues in this manner with the students always being one movement behind you. If a student makes a wrong move, he/she sits down. Continue until you have a winner. That person then becomes the leader.

Eighth-Grade Assessments

Many districts refer to the schools that their eighth graders attend as “middle schools.”

Whether they are called middle, junior high, or intermediate, all of these terms are good ways of describing this “caught-in-the-middle” group. This group exemplifies a period of social growth; academics are not high on their agenda. Students at this age no longer feel they are children, but they have a long way to go to be adults.

Eighth graders are very aware of their peers. They like being part of a group, at the same time expressing their individuality through hairstyles and dress. They want to be treated as adults but are still easily offended or embarrassed by even the most inconsequential remark.

This age group responds to a sense of fair play and humor. Use this to your advantage.

As you are ready to begin the session, you may find that eighth graders want answers to questions like, **“Why are we taking this test?”** or **“Will this count toward my grade?”** Although these questions are addressed in the script, they may need to be discussed in a little more depth prior to the start of the session.

You should be honest with them about what is happening and explain to them how they were chosen or what will happen if the session runs over. If a session is going to run into another academic period, you should explain to the students that they will be excused from their next class. If the session will run into a recess or lunch break, you need to be aware of this ahead of time and inform students how this will be handled. Students at this level do not like to be deprived of their “free time.” Addressing their concerns will show your respect of them and does a lot to boost your credibility and gain their respect of you. You should also answer questions that are reasonable but control the amount of time spent on this type of activity.

If you must confront disruptive behavior, do so in a decisive manner. Earlier sections of this manual deal with specific techniques you may use to minimize and resolve such behavior. If a student is truly unruly and you feel unable to comfortably control the situation, you shouldn’t be afraid to seek assistance.

Twelfth-Grade Assessments

High school seniors are the most difficult group to notify of the assessment and to locate at the time of the session. There are many reasons for this. High school seniors are not always on campus for the entire day. Many have enough credits to graduate without having to take a first or last period class. Others may be involved in some type of job experience program where they spend only one period a day on campus. Members of an athletic team may often be absent because of scheduling conflicts with a sporting event.

Although every effort is made to schedule the NAEP assessment around these conflicts, it is not always possible. Schedules at this grade level seem to change frequently and without warning, and sometimes even school counselors are unaware of the latest changes.

Another reason that students do not attend our sessions is that sometimes the school personnel have not informed them of the assessment or have not released them from their other commitments. Some teachers do not want their students missing their class for any reason. Even if students are aware that they are supposed to be at the assessment, if their teacher will not release them, they will not challenge that decision. If you are aware that a situation like this is occurring, you should diplomatically (and expeditiously) try to enlist the support of the school administrative staff.

Knowing when to begin a twelfth-grade session presents perhaps an even more difficult problem. Care should be taken not to inconvenience those who showed up by making them wait for others. If the school has a PA system and a general announcement is made to refresh the memories of those invited, you may wait a few additional minutes for them to arrive. You should not, however, wait until every absent student has had a chance to be tracked down. Even more so than eighth graders, twelfth graders do not like to be deprived of their free time and will get up and walk out if a session runs into their lunch break or continues after the closing bell.

Questions from seniors are direct and to the point (e.g., ***“Do I have to take this test?”*** and ***“What’s in it for me?”***). You need to remind them that

their school has agreed to participate and that all of them were selected to represent many students across their state as well as nationwide.

Once you begin the session, you will find that this group knows the “system.” You will be able to read the script with little or no interruption. Your biggest headache will be students who want to work ahead of the current section of the test booklet. Constant monitoring is necessary to keep this from happening.

It also helps to remind them at the beginning of the session that they will be in the room for the full allotted time and cannot leave early. For many of their other exams this may not be the case, so you will need to make this very clear.

At all grade levels, if time allows after the session is finished, you should ask the students for their impression of the assessment—was it easy, hard, too long, fun. This will show your interest in their opinions and reinforce the importance of NAEP.

Rules for Supervising the Session

The following are rules and guidelines to observe while monitoring the assessment session.

Answering Students’ Questions

Once students have begun working in the booklets, you may answer only two types of questions: questions about how and where to record answers, and questions pertaining to items in the general background section.

- To assist you in answering questions about general background section items, Question-by-Question Specifications for each grade level are found in the session scripts. They are to be referred to in helping students understand the intent of a question in the background sections. The purpose of the Question-by-Question Specifications is to allow you to respond to these questions in a standardized manner.
- Questions asked during the general background section should be answered individually. If a student has a question, go to his/her desk to respond quietly to the question so as not to disrupt the other students. Only if several students

ask the same question should the entire class be advised of the question and answer.

- A student may skip any question he/she does not feel comfortable answering.
- You may answer questions regarding how to use the calculator.
- **For all other sections of the assessment, you may not provide any specific information, answers, or instructions about any question, or assist in reading or spelling.** The best response to such a request is *“I’m sorry, I can’t answer any questions. Please reread the question and do the best you can.”*

Recording Answers in Booklets

Because the completed booklets will be scored by machine, students should observe the following rules when recording answers:

- Students may use only No. 2 pencils to record answers.
- For multiple-choice questions, ovals must be completely filled in with heavy marks. There should be no stray marks in the answer spaces or on the timing tracts of the booklet.
- Erasures must be complete and neat. For open-ended items, which are not machine scored, students may make corrections by crossing-out words rather than erasing if they wish.
- Students may not use scratch paper. There is enough white space on the pages of the booklets for students to show all of their work, and it is important that they do so.
- Booklets should never be folded or bent.

Defective Assessment Materials

If a student discovers a defective booklet after beginning to work, replace the booklet with another booklet of the same version number, if possible. Record the new booklet ID number on the front cover of the defective booklet and write a brief note on the original booklet cover explaining the problem. If a booklet of the same version number is not available, have the student skip the defective portion and continue working on the remaining portions of the booklet. When the booklets are collected, be sure to write a note on the front cover explaining the problem.

If a Student Asks to Leave the Session Early

Students should leave the session only in an emergency situation. Be sure to use the appropriate administration code in these instances. To minimize the need for students to leave during the session, make sure that fourth-grade students have gone to the bathroom before the session begins!

- If a student leaves and returns, record on the booklet cover the section number when the student left, the section number when the student returned, and the reason the student left the session.
- If a student cannot complete the session (e.g., he/she has become ill), collect the booklet and other materials and record on the booklet cover the reason the student left the session.
- If a student requests to leave the session before it is over for reasons other than illness or needing to go to the bathroom, try to determine the reason for the request: he/she may need to be someplace else in the school (such as sports practice or a class activity) and feel concerned about being late. Make an effort to persuade the student to remain in the session and give an estimate of the remaining time required to finish. However, students who will miss transportation home if they remain in the session should be excused.

NOTE: Sessions should never continue beyond dismissal time.

- Students who are concerned about being late for other activities should be told to explain to their teachers that they have been participating in NAEP and that the teacher can contact the school coordinator for verification. You may consider writing a “To Whom it May Concern” note on a Student Appreciation Certificate for the student to take to his/her next activity.
- On occasion, a student may be asked to leave the session by a teacher or school official. If this happens, quietly try to determine the reason the student is being asked to leave and, if possible, try to obtain permission for the student to complete the session.

If a Student Refuses to Participate

Students are not required to participate in the assessment; however, all students should be encouraged to do so. If a student refuses to participate, explain to the student that his/her answers are very important because he/she represents many other students across the Nation. The results will have no effect on his/her grade. Encourage the student to begin or to complete the booklet and to make the best possible effort to answer the questions. If the student continues to refuse, collect the booklet and materials and dismiss him/her according to the school's instructions. Write **Student Refusal** on the booklet front cover. Refer to page 4.22 for suggestions on how to deal with reluctant students.

If a Student Is Working in the Wrong Section of the Booklet

If a student is working in the wrong section of the booklet, often, a gentle reminder of the correct section will suffice as an effective prompt (e.g., ***"You should be working on Section 2 now"***). Continue to stand near the student until you see that he/she is working on the correct section. A student who completes a section of the booklet before time is called should be encouraged to review his/her work in that section only. The student should not be allowed to work ahead in the NAEP booklet nor to work on his/her homework or other non-NAEP activity.

If Disruptive Behavior Becomes Out of Control

If all of your attempts to correct an inappropriate behavior fail, it may sometimes be necessary to seek the immediate assistance of school personnel. If you feel that the situation is becoming out of control, do not be afraid to contact the principal's office and ask for assistance.

If a Student Becomes Ill During the Session

In the unlikely event that a student becomes ill during a session, remain calm and seek assistance from school personnel. This may be an extremely embarrassing situation for the student so make every effort not to add to the student's discomfort and handle the matter with as little disruption as possible. Be sure to note the disruption on the student's booklet cover.

If a Student Becomes Emotionally Upset During the Session

Occasionally, a student, particularly in the lower grades, may feel so overwhelmed that he/she will begin to cry. Be understanding, but do not reinforce this behavior by giving the child excessive attention or sympathy. You might suggest that the student skip the question that is bothering him/her and that he/she may think of the answer later. Also, telling the student that we do not expect him/her to know everything may lessen his/her anxiety. It may be helpful to ask a friendly classmate to accompany the student to get a drink of water. If the crying is seriously disruptive, seek assistance from school personnel. Remember to note the incident on the student's booklet.



Assess Students with Disabilities or Limited English Proficiency

NAEP is a timed assessment administered in English to groups of students. The intent is to include all selected students. It is expected that many students can be assessed in the regular session. However, some students with disabilities and some students with limited English proficiency may need an accommodation in the assessment and some may not be able to participate at all.

In all NAEP schools, accommodations will be offered, as necessary, for students with disabilities or limited English proficiency. The accommodations each student receives must be specified in his/her Individualized Education Plan (IEP) and routinely used in testing the student. These accommodations include, but are not limited to the following: extended time, one-on-one testing, small group testing, reading aloud to the student, bilingual dictionary, use of a scribe or computer to record answers, bilingual booklets, and large-print booklets. Students who require certain types of accommodations may need to use a special accommodation booklet. Your AC will review the list of SD/LEP students with the school coordinator during the preassessment contact to determine which students require an accommodation.

Accommodations Most Frequently Provided by NAEP

- **Bilingual mathematics booklet** (Admin. Code 71) – NAEP has special bilingual mathematics booklets available for students whose IEP requires one. When a bilingual booklet is open, generally one page will be in Spanish and the facing page will contain the same directions/questions in English. Students will be able to answer on either the Spanish or English side; they will not be penalized if they answer some questions in Spanish and others in English. Because the directions are read out loud in Spanish, students using bilingual booklets will need additional time and should be administered the assessment in separate sessions. The AC will arrange to have someone at the school who is proficient in Spanish read the Spanish script unless there is a bilingual AA team member available. This script will be packaged with the bilingual mathematics booklet that your AC receives from NCS Pearson.

The bilingual booklet accommodation is only available to students who are being assessed in math. Therefore, if a student requires a bilingual booklet as an accommodation, you must first check the subject column **C** on the Administration Schedule to be sure the student has an **M** (math) next to his/her name. If the student does not have an **M**, then he/she must be coded with a **63 (LEP- Required accommodation not offered) or a 65 (SD and LEP- Required accommodation not offered).**

- **Bilingual dictionary** (Admin. Code 72) – For a math session, an LEP student may use his/her own bilingual dictionary or one provided by the school if his/her IEP requires one. (NAEP will not provide bilingual dictionaries.)

The bilingual dictionary is only available to students being assessed in math. Therefore, if a student requires a bilingual dictionary as an accommodation, you must first check the subject col-

umn **C** from the Administration Schedule to be sure the student has an **M** (math) next to his/her name. If the student does not have an **M**, then he/she must be coded with a **63 (LEP- Required accommodation not offered) or a 65 (SD and LEP- Required accommodation not offered).**

- **Large-print booklet** (Admin. Code 73) – For students whose IEP requires testing with large-print materials or magnifying devices, NAEP has special large-print booklets available for each grade and subject.

Your AC will request large-print booklets from NCS Pearson on an as-needed basis. For each large-print booklet requested, NCS Pearson will package the large-print booklet together with the same booklet in regular size print in a zip-lock bag. You will need to send back **both** booklets in the zip-lock bag after the assessment has been completed.

- **Extended time in regular session** (Admin. Code 74) – Some students may not react well under pressure or may have a disability that requires them to take longer than other students to complete tasks. Any student whose IEP requires an extended-time accommodation may be assessed during the regular session. He/she will be timed with the others but will be told that he/she may go back and continue working on the cognitive sections following the session. The only limit for extended time is that the student may not take more than three times the regular time allocated for a particular section of the booklet.²
- **Read aloud** (of questions and answer categories in math booklets, only) – The read-aloud accommodation can be administered in three different ways, depending on the student's IEP requirements.
 - **Read aloud in regular session** (Admin. Code 75) – Some students require some words, phrases, or sentences to be read to them. In most cases, a student whose IEP requires read aloud will be assessed in a regular

² It is unlikely that students will require much more time than the regular session allows because of the difficulty of the items and because NAEP is not a "speeded" test.

session but will be instructed ahead of time by you to raise his/her hand if he/she needs a word, phrase, or sentence read aloud. You will quietly read text to the student as requested. A student who requires the read-aloud accommodation in a regular session will use his/her originally assigned booklet.

- **Small group** (Admin. Code 76) – Other students will require major portions of the booklet read aloud to them. In these cases, it is better to assess these students together in a small group so that other students are not disturbed by your reading aloud.

In a small group, all students who require a read-aloud accommodation will be given the same booklet version number for ease of administration. For these cases, NAEP has special read-aloud/small group booklets to use in math small group sessions. Read-aloud/small group booklets will be prepackaged in bundles of five booklets. If there is only one student who requires the read-aloud accommodation, you will use the student's originally assigned booklet. When there is more than one student, your AC will assign read-aloud/small group accommodation booklets. The original booklet and the special read-aloud booklet for each student must be accounted for and returned to NCS Pearson after the assessment.

- **One-on-one** (Admin. Code 77) – In other cases, a student who requires the read-aloud accommodation will need to be assessed in a one-on-one setting, as specified in his/her IEP. In such a case, use the student's originally assigned booklet.

Reading directions aloud, when asked, so that students understand where and how to record their answers is NOT an accommodation, should not be recorded, and is allowed with all students and both subjects.

If a student selected for mathematics requires the read-aloud accommodation (for questions and answer categories), you will need to be sure to assign the Administration Code for the way in which the accommodation was administered: read aloud in regular session (75), read aloud in small group (76), or read aloud one-on-one (77).

The read-aloud accommodation, in all three forms, is NOT allowed with reading booklets. Therefore, if a student requires read aloud as an accommodation, you must first check the subject column **C** on the Administration Schedule to be sure the student has an **M** (math) next to his/her name. If the student does not have an **M**, then he/she must be coded with a **61 (SD- Required accommodation not offered)** or a **63 (LEP- Required accommodation not offered)** or a **65 (SD and LEP- Required accommodation not offered)**.

- **Small group** (Admin. Code 76) – A separate session may be held for students who are easily distracted or who have other difficulties in a large group setting, if their IEPs require it. The most common small group will be made up of students who require the read-aloud accommodation in a separate session (as just described).
- **One-on-one** (Admin. Code 77) – Some students have IEPs that require testing in a one-on-one environment. These students may have physical disabilities impeding their ability to write responses to the questions. They may take tests with the aid of a facilitator who records their responses for them and perhaps reads questions to them. If a student regularly works with a facilitator provided by the school, then that person should be available for the assessment. Otherwise, you can serve as the facilitator. Remember that in reading sessions, the questions and passages cannot be read to the student.
- **Scribe or use of computer** (Admin. Code 78) – If a student's IEP requires the use of a scribe or computer to record answers under regular testing situations, it will be allowed for the NAEP assessment. However, the student will not be allowed to use the spell-check function on the computer. The student will need to use his/her own computer or one provided by the school. NAEP will not provide computers.
- **Other, specify on cover** (Admin. Code 79) – Some accommodations not listed above may be required by the IEP of the students sampled for the assessment. For instance, some hearing-impaired students may require the administrator to wear a small microphone or a deaf student may require a sign language inter-

prefer. These types of accommodations are also allowed by NAEP as long as the school can provide the required equipment and/or personnel. If a student requires an accommodation that has not been mentioned and you have some doubt as to whether to allow the accommodation, you should call your supervisor for guidance. After the session, note on the front cover of the booklet the type of accommodation offered.

NOTE: Unless a scribe or use of computer is required, recording answers directly in the test booklet is expected of all assessment participants and is not considered an accommodation for NAEP. If this is a required accommodation in a

particular student's IEP, then he/she should remain in the regular session as long as no other accommodation is required for the student.

Administration Codes for SD/LEP Students Who Require Multiple Accommodations

Students who are accommodated sometimes use more than one accommodation. For example, a student requiring one-on-one testing may also require extended time or help recording answers. For this reason, NAEP has developed codes for the primary and the acceptable additional accommodations we expect will be used. This means that only one Administration Code will be used for the student even though he/she may be receiving several accommodations, as shown in the chart below.

Accommodations Most Frequently Provided by NAEP		
Admin. Code	Primary Accommodation	Acceptable Additional Accommodations
71	Bilingual booklet (math only)	Extended time; usually small group or one-on-one
72	Bilingual dictionary (math only)	Extended time
73	Large-print booklet	Magnifying equipment; extended time; usually small group or one-on-one
74	Extended time in regular session	
75	Read aloud in regular session (math only)	
76	Small group	Extended time; read aloud (math only)
77	One-on-one	Extended time; help recording answers; read aloud (math only)
78	Scribe or use of computer	Extended time
79	Other – includes format or equipment accommodations such as a sign language translator, amplification devices, or magnification equipment (if provided by the school)	

NOTE: For a student who requires extended time, it is important that the total time the student took for the two **cognitive sections** be recorded on the front cover of the student’s booklet. It will be your responsibility to keep track of this and note it in the three boxes labeled **TOTAL TIME FOR ACCOMMODATION** after the session. The only limit for extended time is that the student may not take more than three times the regular time allocated for a particular section of the booklet. If the student did not use extra time, you should record the regular time allowed for the cognitive sections in these boxes. For all three grades, the regular time allowed is 50 minutes (25 minutes per cognitive section).



Conducting Accommodation Sessions

When administering small group or one-on-one sessions, you may make some minor modifications to the script. Because there are so few students, you may want to shorten or simplify the introductory statements depending on the students with whom you are working. The timing of the sections may also be less stringent. For instance, extended time is assumed, so you may give students extra time, if needed. Conversely, students may finish before the allotted time. If, after encouraging them to review their answers, all students indicate that they are finished with the section, you may move on to the next section. As with regular sessions, you may not, however, provide assistance to students in an accommodation session, except during the general background section and when making sure they understand how to record answers.

It is anticipated that, in many cases, the school will provide a teacher or staff person who is familiar with the students to work with you in accommodation sessions.

General guidelines for conducting separate accommodation sessions are shown on the following page. AAs should become familiar with these guidelines.

Administering Accommodations in Separate Sessions

Your primary role is to administer the assessment session and to clarify directions for the students. In order to truly assess the students' knowledge, it is important for you to refrain from giving and/or prompting answers. Here are some basic guidelines to keep in mind:

You May:

- Make minor modifications to the script to shorten or simplify the introductory statements;
- Encourage the student(s) to review his/her answers upon completion of a section.
- Answer student questions regarding the general background section of the booklet, the booklet directions, and the recording of answers;
- Allow students to take a break between sections;
- Schedule the assessment to start at any time; and
- Allow the student(s) to use accommodations/adaptations on the assessment if they have been deemed necessary. A list of the most commonly provided accommodations in NAEP has been printed on pages 4.29-4.31. Other accommodations not on the list will be permitted as long as they do not affect the text or jeopardize the security of the assessment items.

You May NOT:

- Provide assistance on assessment items. Students may look for validation on certain items; you may not indicate verbally or nonverbally your recommendations. Instead you are encouraged to remind students to answer the questions to the best of their ability; and
- Allow any student to use accommodations/adaptations on the assessment that are not indicated in his/her IEP or that are not normally used by the student during testing.

B

Keeping Children with Disabilities Comfortable and On Task

Whether accommodating students in the original session or in special sessions, it is important that the AA conducting the session be comfortable working with special needs children.

Most students with disabilities are familiar with standardized testing procedures. However, because NAEP staff members are unfamiliar to the students in the assessment, it will be important to build rapport with the students before beginning one-on-one or small group accommodation sessions. Discuss the best ways to do this with the school coordinator, or if possible, with each student's teacher. It may be that the teacher will come with the student to the assessment room and introduce you, quietly explaining that you are there to help. An alternative would be to go to the student's classroom before the assessment begins to meet the student.

We want the student to feel comfortable and to know what to expect in the assessment situation. To help students understand what will take place, you should explain the purpose of the assessment, the approximate amount of time they will have to complete the assessment, and the materials that will be provided. Although the session script provides this information, you may make modifications to the script you feel are necessary given the particular students with whom you are working. If the student is getting extended time, he/she should be told so before the session begins and that this means he/she can stay later or return to sections not finished during the regular assessment timing. Similarly, read-aloud students should be seated away from the other students and told that the reason is so other students will not be disturbed by ***"my reading to you."***

You should allow students to ask questions and try to orally and visually give instructions or answers. You might want to initially demonstrate the correct

procedures, thinking out loud as you proceed. Students with disabilities do not like to be surprised. Make sure the materials are ready in advance of the student's arrival and keep the student aware of the time remaining in the session once you have begun testing. During the assessment, you need to be alert to the student's needs without hovering or focusing entirely on that student. We do not want to do anything that will embarrass or single out the student in a negative way.

If a student becomes disruptive and is disturbing others who are working on the assessment, try standing next to his/her desk. This will give you a chance to see if the disruption is caused by a lack of understanding or if the student is frustrated in any way. If the student continues to be disruptive, ask the student if he/she would like to take a few minutes break in the back of the classroom. If the student needs more time and cannot get back on task, his/her participation in the session should be discontinued. Be careful, however, not to arrive at the decision to discontinue too quickly. Many students with disabilities get very nervous during assessments and may need lots of positive reinforcement from you for trying and staying on task.

If a student becomes unfocused but not disruptive, you may want to stand next to his/her desk. Sometimes standing near a student helps him/her refocus. You also may try stating, ***"I know you can do this; keep focused on the test."*** If your presence does not change the behavior, a slight tap on the student's assessment booklet may refocus his/her attention. Most times just by walking by the student who seems to be looking away from the assessment booklet will bring his/her attention back to the task at hand.

The above suggestions are for the few students with disabilities who might need more of your attention. Most students with disabilities will participate in the assessment situation without problems.



Frequently Asked Questions Regarding SD and LEP Students

Who Are the Limited English Proficiency Students?

There is no common operational definition used by states to identify LEP students. Terms that are sometimes used are "English Language Learner" (ELL) and "English as Second Language (ESL) Student," recognizing that these students are in the process of acquiring English language skills and knowledge. Unlike disabilities, which usually are permanent, LEP is considered to be a transitional state. At some point, the student will no longer be LEP or at least will be able to receive instruction and be assessed entirely in English. The LEP student population is very diverse; these students come from many different cultures, homes, and educational backgrounds. Although about three-quarters of all LEP students have Spanish as their language background, approximately 25 percent come from a great number of other language backgrounds. In addition to great language diversity, LEP students have diverse educational experiences and differing amounts of prior exposure to English. Some have good literacy skills and school experiences in their native language, others have received some or all instruction in English, and others have poor skills and experiences in both English and their native language.

Who Are the Students with Disabilities?

To be eligible to receive services in the schools under the Individuals with Disabilities Education Act, or IDEA, a student must meet two criteria. First, the child's disability must fall within one of the categories of eligibility:

- Mental retardation;
- Hearing impairments;
- Speech and language impairments;
- Visual impairments;
- Serious emotional disturbance;
- Orthopedic impairments;
- Autism;
- Traumatic brain injury;
- Specific learning disabilities; and
- Other health impairments, such as attention deficit disorders.

Second, because of his/her disability a student with disabilities must need special education and related services to realize his/her full potential.

Government figures suggest that about 1 out of every 10 students are receiving special education (U.S. Department of Education, 2000). Currently, most students with disabilities are in a general education classroom and are provided with specially designed instruction and support, as necessary. The typical student who receives special education often has no immediate obvious disability. He – more than half of the students served by special education are males – is in elementary or middle school and has persistent problems in learning and behaving appropriately in school. His problems are primarily academic and social or behavioral.

What Is an Individualized Educational Plan (IEP)?

The primary intent of the special education laws passed during the past two decades has been to require educators to focus on the needs of individual students with disabilities. The most important aspect of this focus is the IEP. Each public school child who receives special education and related services must have an IEP. Each program must be designed for one specific student and individuals who know the child well should design it. IEPs contain much information related to the technical requirements of IDEA in addition to instructional components.

In addition, the IEP must include within it the accommodations and modifications needed by the student in order to participate in the administration of state or district achievement assessments.

What Do the Laws Say About Students with Disabilities in Relation to Large-Scale Assessments?

A landmark Federal law was passed in 1975, the Education for All Handicapped Children Act. This law guaranteed that regardless of their handicapping condition, all students must be provided a free appropriate public education in the least restrictive environment possible. The law's name was changed in 1990 to Individuals with Disabilities Education Act, or IDEA, and was amended and reauthorized by Congress in 1997. Two other Federal laws that have played a role in ensuring the rights of individuals with disabilities are 1) Section 504 of the Rehabilitation Act of 1973, and 2) the Americans with Disabilities Act (ADA) enacted in 1990.

Many students with disabilities are included in large-scale assessments, such as NAEP. However, before a student can or cannot be included, the school personnel most knowledgeable about that student must reference the student's IEP to make two types of decisions: should he/she be exempted from the assessment, and if not, what accommodation(s) does the student require in order to participate in the assessment.

Generally, if a student is tested in a state or district testing program, he/she should also be tested in NAEP. Students can be tested with or without accommodations as specified in the IEP.

Task 11

Account for All Materials Used

You are responsible for returning all NAEP materials to the AC immediately following the assessment(s) in a school. Each and every assessment booklet whether completed by a student or blank must be accounted for and returned to NCS Pearson; none will be left in the school or thrown away for any reason. You are expected to use all materials properly and to return them in good condition. Only by maintaining rigid control over all booklets and other materials will you protect your accountability.

Task 12

Record Administration Codes on the Administration Schedule

After accounting for all assessment materials used during the session, you should record on the Administration Schedule in column **P**, labeled **Admin. Code**, the appropriate Administration Code for each student. An Administration Code should be recorded **on every line** of the Administration Schedule, including blank lines (i.e., booklets that were never assigned to students). Because unused assessment booklets will not be processed by NCS Pearson, an Administration Code of **52** must be entered for all unassigned and unused booklets on the Administration Schedule.

The Administration Codes are listed on the right-hand side of the Administration Schedule and are grouped according to student participation status. The codes and the guidelines for using them are printed on the following pages.

Assessed Students - Original Session

- | | |
|-----------|---|
| 10 | In session full time. Assessed in original session. |
| 11 | No responses in booklet. Student was in original session full time, but there were no responses in the booklet. |
| 12 | In session part time. Student left the original session and did or did not return. Specify the reason on the booklet cover. |
| 13 | Session incomplete. Specify the reason. Use this code when the original session was interrupted and no student was able to complete the booklet (e.g., fire drill). |
| 14 | Other, specify on cover. Use this code for any situation that is not covered by the other assessed-in-original-session codes (e.g., the discovery of a page missing from a booklet). Explain fully on the booklet cover. |

Assessed Students - Makeup Session

- | | |
|-----------|---|
| 20 | In session full time. Assessed in makeup session. |
| 21 | No responses in booklet. Student was in makeup session full time, but there were no responses in the booklet. |
| 22 | In session part time. Student left the makeup session and did or did not return. Specify the reason on the booklet cover. |
| 23 | Session incomplete. Specify reason. Use this code when the makeup session was interrupted and no student was able to complete the booklet (e.g., fire drill). |
| 24 | Other, specify on cover. Use this code for any situation that is not covered by the other assessed-in-makeup session codes (e.g., the discovery of a page missing from a booklet). Explain fully on the booklet cover. |

Absent Student Codes

- 40** **Temporary.** Student is not in school temporarily (less than 2 weeks) due to illness, disability, or excused absence.
- 41** **Long-term.** Student has been absent from school 2 weeks or more due to an illness or disability.
- 42** **Chronic truant.** Student attends school occasionally, if ever.
- 43** **Suspended or expelled.** Includes in-school suspension.
- 44** **In school, did not attend session.** Use if student was known to be in school on day of assessment but, for example, was not released by teacher.
- 45** **Disruptive behavior.** Student was in school but not notified of assessment because of disruptive behavior.
- 46** **Parent refusal.** Parent officially notified school that he/she refused to allow student to participate in the assessment.
- 47** **Student refusal.** Student refused to participate in the assessment before being given an assessment booklet.
- 48** **Other, specify on cover.** Use this code for any absence not covered by codes 40-47. Specify reason on booklet cover (e.g., student came to room too late after session started).

Other Student Codes

- 51** **Withdrawn/Graduated.** Student is no longer enrolled in the school.
- 52** **Unassigned book (unused).** Use this code for any booklet not used because the booklet was not assigned to a student. If the student is assigned an accommodation booklet, the original preassigned booklet should receive this code.
- 55** **Ineligible.** Use this code for a student who was not eligible for the assessment (e.g., not in the grade being assessed or foreign exchange student). Explain fully on the booklet cover how you determined the student was ineligible.
- 56** **Not in Sample (NIS).** Use this code for any student not sampled but assessed at the convenience of the school. (See page 4.42 for more information on NIS students.)

Reasons for Exclusion

- | | |
|-----------|---|
| 60 | SD – Cannot be assessed. Use for any student whose IEP states he/she cannot be tested or whose cognitive functioning is so limited that the student cannot be included in the assessment even with an accommodation. |
| 61 | SD – Required accommodation not offered. Use for any student requiring an accommodation that could not be offered, such as reading the assessment items to a student selected for a reading assessment. |
| 62 | LEP – Cannot be assessed. Use for any student whose English language proficiency is so limited that he/she cannot be included in the assessment even with an accommodation. |
| 63 | LEP – Required accommodation not offered. Student cannot be included in the session due to limited proficiency in the English language for which a required accommodation could not be offered, such as a bilingual booklet for a student selected for the reading assessment. |
| 64 | SD&LEP – Cannot be assessed. Student cannot be included in the session due to a mental/physical disability and limited English proficiency. |
| 65 | SD&LEP – Required accommodation not offered. Student cannot be included in the session due to a mental/physical disability and limited English proficiency for which required accommodation was not offered. |

Assessed with Accommodations

Students assessed with special accommodations should always be assigned these codes instead of codes 10-14 or codes 20-24.

- 71** **Bilingual math booklet.** Assessed in separate accommodation session. Extended time is assumed. Students using the bilingual booklet are usually in small group or one-on-one sessions.
- 72** **Bilingual dictionary.** Extended time is assumed. (Do not use with reading booklet.)
- 73** **Large-print booklet.** Extended time is assumed. Use of special equipment such as a magnifying glass is acceptable. Usually these sessions are small group or one-on-one.
- 74** **Extended time in regular session.** Assessed in regular session, with additional time to complete the assessment available to the student.
- 75** **Read aloud in regular session.** Assessed in regular session, with read-aloud accommodation. (Do not use with reading booklet.)
- 76** **Small group.** Assessed in separate accommodation session. Extended time is assumed. Read aloud is acceptable (except with reading booklet).
- 77** **One-on-one.** Assessed in separate accommodation session. Extended time is assumed. Assistance with recording answers is acceptable. Read aloud is acceptable (except with reading booklet).
- 78** **Scribe or use of computer.** Assessed in separate accommodation session. Extended time is assumed. Used to record student answers.
- 79** **Other, specify on cover.** Assessed with some other accommodation. Specify the accommodation on booklet cover.

Task 13

Complete the Top of the Administration Schedule

It is very important that the summary information at the top of the Administration Schedule is accurately recorded. You should calculate the summary box totals carefully following the steps below:

1. On the line labeled **# Absent**, enter the total number of students who were to be assessed but who did not participate in the assessment session at all (Admin. Codes 40-45 and 48). This includes students who were absent on assessment day and students who arrived at the session too late to participate. It does not include student or parent refusals, withdrawn, ineligible, or excluded students.
2. On the line labeled **# Refused**, enter the total number of parent and student refusals (Admin. Codes 46 and 47).
3. Add the **# Absent** (Admin. Codes 40-45 and 48) to the **# Refused** (Admin. Codes 46 and 47) and subtract that number from the **To Be Assessed** to get the **# Assessed (Original Session)**. Do not include any Not In Sample students (Admin. Code 56) in this count (see box titled "Not In Sample" on the next page).

4. If 10 percent or more students were absent (not counting parent and student refusals) from the session, a makeup session is required. To determine the need for a makeup session, divide the **# Assessed (Original Session)** by the number **TO BE ASSESSED** subtracted by **# Refused**. The parent and student refusals do not count in determining the need for a makeup session because those students will not be invited to attend a makeup.

In other words, use the following formula for determining the need for a makeup session:

$$\frac{\text{\# Assessed (Original Session)}}{\text{\# To Be Assessed} - \text{\# Refused}}$$

This number should be rounded up to the next whole number if 0.5 or greater and rounded down if 0.4 or less. If a makeup session is to be held, wait until after the makeup to finish filling out the Administration Schedule and then enter the number of students assessed in the makeup session on the line labeled **# Assessed (Makeup Session)** (Admin. Codes 20-24).

5. After both the original and makeup sessions have been held, on the line labeled **TOTAL ASSESSED**, enter the total number of students who were assessed in the original and makeup sessions.

After double-checking that all the necessary items on the Administration Schedule have been filled in, give the Administration Schedule to the AC.

School #: <u>102-102-1</u> Grade: <u>8</u>		Original session scheduled for: Day/Date: <u>Thurs./Feb. 6</u> Time: <u>8:05</u> Location: <u>Rm 121</u>	Makeup session scheduled for: Day/Date: _____ Time: _____ Location: _____	If Makeup Needed Makeup Held <input type="radio"/> Makeup Not Held <input type="radio"/>
# Original Sample <u>30</u>	+ # New Enrollee Sample <u>1</u>	= Total in Sample <u>31</u>	- # Withdrawn & Ineligible (Admin. Codes 51 & 55) <u>2</u>	+ # Excluded (Admin. Codes 60-65) <u>1</u>
		= TO BE ASSESSED <u>28</u>	- # Absent <u>2</u>	+ # Refused <u>0</u>
		= <u>26</u>	= # Assessed (Original Session) <u>26</u>	+ # Assessed (Makeup Session) <u>0</u>
			TOTAL ASSESSED <u>26</u>	
"E" Sex	"F" SD 1=Yes No	"G" Final SD Code	"H" LEP 1=Yes No	"I" Final 1=Yes No
"J" Race/ Eth.	"K" School Lunch	"L" Title I 1=Yes No	"M" New 1=Yes No	"N" District ID #
"O" Accommodation 1=Yes No	"P" Admin. Code	"Q" Assessed		

“Not In Sample” Students

Sometimes, for convenience purposes, a school will require some students to be included in the assessment even though they were not sampled. In this case, the school coordinator or the AC will have added the students' names to the bottom of the Administration Schedule prior to the assessment. Because no information on these students is required, their birth date, sex, race/ethnicity, etc., may not have been recorded on the Administration Schedule. It is acceptable for this information to be missing for these nonsampled students. In the columns labeled **Admin. Code** on the Administration Schedule, you should enter a code **56 – Not In Sample** for these students.

Not In Sample students should not be counted in the number **TO BE ASSESSED** and should not be counted in the **# Assessed** at the top of the Administration Schedule.

You will need to record an Administration Code of **56** on the booklet covers of Not In Sample students.

**Task
14****Code the
Booklet Covers**

There must be an assessment booklet for every student listed on the Administration Schedule. You will be responsible for entering several pieces of information on the front cover of each booklet.

First, for grade 4 students, on each booklet, you will need to enter the seven-digit NAEP school ID number from the Administration Schedule in the boxes labeled **School #**. You should check to make sure grade 8 and grade 12 students entered the school number; if not, you will need to enter it.

Next, you should check to make sure grade 4 and grade 8 students recorded their teacher number in the space provided according to the guidelines for completing scannable documents (see page 3.10). If not, you should erase the number and reenter it correctly. If a teacher number was not recorded, you should leave the boxes empty.

Then, for each student, you will need to transfer the Administration Code from the Administration Schedule to the boxes labeled **ADMIN. CODE** on the booklet cover. As you work, always confirm that the ID number on the booklet matches the ID number on the Administration Schedule. While doing this, you should also remove any student ID labels that were inadvertently left on the student booklets. An example of a coded booklet cover is shown on the following page.

For any student offered the extended time accommodation, you will need to verify that the number of minutes the student used to complete the cognitive sections was entered in the **TOTAL TIME FOR ACCOMMODATION** boxes on his/her booklet cover, even if the student did not take extra time.

There should be one booklet for each selected student regardless of whether or not the student was assessed. Since you pre-numbered the booklets in the **Admin. Schedule Line #** space on the booklet cover prior to the assessment, you should put all the booklets back in the correct numbering sequence, including the booklets for absent students, excluded students, withdrawn and ineligible students, and those assessed with a special accommodation booklet.

The booklets that were not assigned to students must be accounted for as well. On the Administration Schedule, enter a **52** (unassigned book) in column **P** for every booklet that was never assigned to a student. The front cover of any unused booklet from an open bundle must also be coded with an Administration Code of **52**. In the rare event you are left with an unopened bundle of booklets, breaking the seal in order to code those booklet covers is not necessary.

If a makeup session is needed, you should set aside the booklets and materials for the absent students, holding them for the makeup as described in Task 19 of this chapter. These booklets will be coded after the makeup session.

Admin. Schedule Line # 1



**2003
Grade 8**

SECTION

1	M3B
2	M4B
3	D1
4	MB1

**BOOK
M101PY**



School and Teacher Information

SCHOOL #

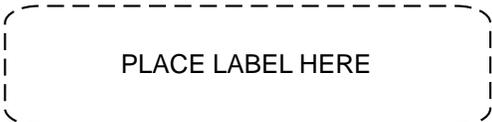
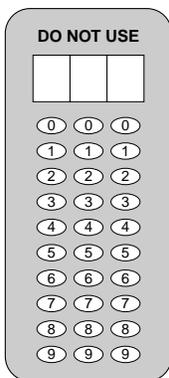
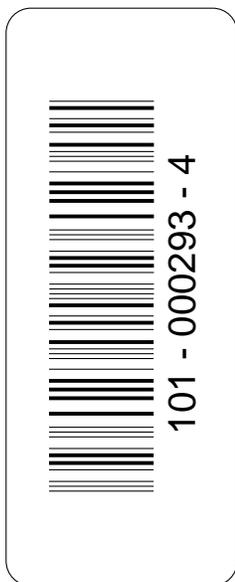
TEACHER #

1 0 2 1 0 2 1 0 3

TOTAL TIME for
ACCOMMODATION

ADMIN
CODE

1 0



According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0628 and 1850-0758. The time required to complete this information collection is estimated to average 20 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: NAEP/NCES, U.S. Department of Education, 1990 K Street, N.W., Washington, D.C. 20006-5651.

A project of the Office of Educational Research and Improvement.
This report is authorized by law (P.L.107-110, 20 U.S.C. /9010). While your participation is voluntary, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. The information you provide is being collected for research purposes only and will be kept strictly confidential.
OMB No. 1850-0628 and OMB No. 1850-0758 Approval Expires 10/31/2005





Complete the Session Debriefing Form

It is important for Westat to demonstrate that all data are collected under standard conditions and that any anomalies are carefully documented. The Session Debriefing Form has been developed to help us gather information about the assessments in your assignment. By accurately completing this two-page form, you will provide NAEP with documentation that the session was completed and a record of any problems that you may have encountered regarding the session. If problems arose, it is important to document exactly what happened, how it affected the performance of students in the session, and how and by whom the situation was resolved.

A Session Debriefing Form must be completed for each original session, each separate accommodation session, and each makeup session held in the school. The person who conducted the session should complete the form.

You should record the session information in the box at the top of the form. Most of these items can be transferred directly from the top of the Administration Schedule.

In the section of the form labeled **SESSION SUMMARY**, you should circle **1** for **Yes** or **2** for **No** for each of the 11 items. You should also record any comments or explanation about the item in the column labeled **Details**.

In the section of the form labeled **REACTION TO SESSION**, we are interested in your opinion of the attitude of the students, the school staff, and any other observers who attended the session. For each item, you should circle one of the four choices:

1. Positive
2. Mixed/Indifferent
3. Negative
4. Can't say

and record any specific comments or complaints you received regarding the assessment.

On page 2 of the Session Debriefing Form, you need to record your view of how well the session went: very well, satisfactory, or unsatisfactory, and document any pertinent details about the session not mentioned on the previous page.

AAs should give the completed Session Debriefing Forms to the AC. Before leaving the school, the AC will review each form and discuss with the AA any problems or unusual situations that arose.

Completed Session Debriefing Form

NAEP 2003 SESSION DEBRIEFING FORM

COMPLETE THIS FORM FOR EACH SESSION! REGULAR, ACCOMMODATION, AND MAKEUP.

Assessment Date: <u>Feb. 6, 2003</u>	Region #: <u>VA2</u>
School Name: <u>Central Middle School</u>	School ID #: <u>102-102-1</u>
Person Completing Form: <u>Mary Jones</u>	Assessment Coordinator: <u>Barbara Smith</u>
Other NAEP Staff Assisting with Session: _____	
Other Observers Present: _____	
Session Number: <u>RM0801</u> (e.g., RM0401, RM0801)	
This session was <u>CIRCLE ONE</u> :	
<input checked="" type="radio"/> 1 Regular Session	<input type="radio"/> 3 Accommodation Session
<input type="radio"/> 2 Makeup Regular Session	<input type="radio"/> 4 Makeup Accommodation Session

SESSION SUMMARY

ITEM	YES/NO	DETAILS
Were there problems setting up for this session?	Yes 1 No <input checked="" type="radio"/> 2	
Were there problems getting students to this session?	Yes 1 No <input checked="" type="radio"/> 2	
Were there problems with the session timing?	Yes 1 No 2	
Any problems with the session materials- including the distribution and use of ancillary items?	Yes 1 No <input checked="" type="radio"/> 2	
Were there any student refusals?	Yes 1 No <input checked="" type="radio"/> 2	
Did any student(s) leave the session?	Yes <input checked="" type="radio"/> 1 No 2	1 student had an early dismissal from school. I recorded it on the booklet cover.
Were students cooperative and orderly during assessment? If no, explain.	Yes <input checked="" type="radio"/> 1 No 2	
Were there any problems with accommodations given in this session?	Yes 1 No <input checked="" type="radio"/> 2	
Any problems with the location?	Yes 1 No <input checked="" type="radio"/> 2	
Interruptions	Yes 1 No <input checked="" type="radio"/> 2	
Other, specify	Yes 1 No <input checked="" type="radio"/> 2	

REACTION TO SESSION

ATTITUDE OF THE:	CIRCLE ONE.	COMMENTS/COMPLAINTS
Students	<input checked="" type="radio"/> 1. Positive 3. Negative <input type="radio"/> 2. Mixed/Indifferent 4. Can't say	
School Staff	<input checked="" type="radio"/> 1. Positive 3. Negative <input type="radio"/> 2. Mixed/Indifferent 4. Can't say	
Other Observers:	1. Positive 3. Negative 2. Mixed/Indifferent 4. Can't say	

Completed Session Debriefing Form

Overall, how well did this session go? *CIRCLE ONE.*

- 1. Very well
- 2. Satisfactory
- 3. Unsatisfactory

If Unsatisfactory, record comment:

Record any UNUSUAL circumstances in this session not previously mentioned:

One student tripped and fell when coming up to get his booklet. I asked him if he wanted to go to the school nurse, but he said no. He appeared to be fine.

Record any other comments about this session:

The school coordinator came in for the first 10 minutes or so of the session. He left after the students began working.

Students were generally well-behaved. One student was disruptive at the start of the session but she calmed down after the school coordinator came in.

WHEN THIS FORM IS COMPLETED RETURN TO AC FOR SHIPMENT TO SUPERVISOR.

**Task
16****Edit Assessment
Materials**

Each AA will be responsible for editing his/her own work. If time allows, you should switch assessment boxes with another AA so you can edit each other's work.

You must conduct a thorough edit of all assessment materials to ensure the materials are completed accurately. Before leaving the school, you must be sure every assessment booklet, used and unused, is in the correct session box being shipped to NCS Pearson.

The final "edit" of assessment materials does not involve correcting students' work. It does, however, encompass a number of tasks. In particular, you should do the following:

1. Double check that there is an assessment booklet for every booklet ID number listed on the Administration Schedule in columns **N** and **O**.
2. Verify that the required information has been coded on the front cover of each booklet and that all student labels have been removed.
3. All calculators, posters, extra pencils, and the timer must be returned to the AC. These materials will be used in future sessions.
4. Remove all additional materials from the booklets. All ancillary materials (except calculators) must be returned to NCS Pearson.
5. Be sure to account for all unused booklets from the session.
6. If a student did not attend an entire assessment session, make sure the circumstances are fully documented on the booklet cover.
7. Inspect the physical condition of each booklet (inside and outside) and Administration Schedule, making sure that any stray marks that would interfere with scanning have been erased.
8. Repack all assessment materials for a school in their original box for shipping to NCS Pearson according to the diagram and instructions on page 4.49.

Task 17

Prepare the NAEP Storage Envelope

Your AC will be responsible for preparing the NAEP Storage Envelope; however, you may be asked to assist.

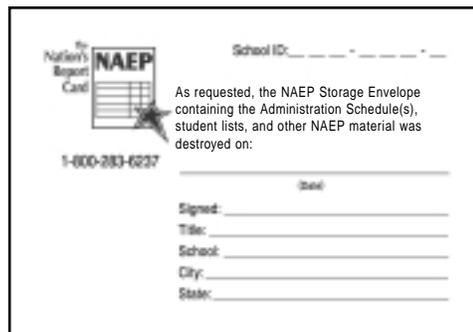
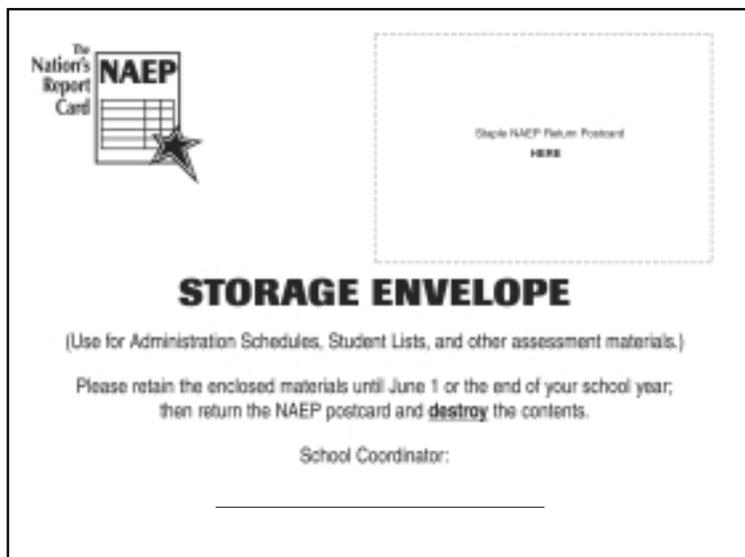
To address any questions or concerns about the assessment that may arise in the future, prepare the following materials to be left at the school in the NAEP Storage Envelope.

- First, you or your AC will make a set of copies of all pages of the completed original Administration Schedule(s) with student names and of the Roster of Questionnaires.
- Next, at the perforation, tear off the column of student names from the original Administration Schedule(s) and the column of teacher names from the original Roster.

- Place all name lists from the original documents, the SCHOOL COPY set of document copies, and the photocopies made for the AAs in the NAEP Storage Envelope to be left at the school. **Names of students and teachers participating in NAEP must not leave the school.** The original Administration Schedules and Roster (without names) will be shipped back to NCS Pearson with the other assessment materials from the school.
- Then, record the NAEP school ID on the **“Destroy by” ... postcard**, shown below, and staple it to the front of the NAEP Storage Envelope.

The AC will give the NAEP Storage Envelope to the school coordinator and explain that the contents of the envelope should be retained until June 1, 2003, or the end of the school year. At that time, the school should destroy the contents of the envelope and complete and detach and mail the **“Destroy by” ... postage-paid postcard**.

NAEP Storage Envelope and “Destroy by” Postcard



Task 18

Prepare Materials for Shipping

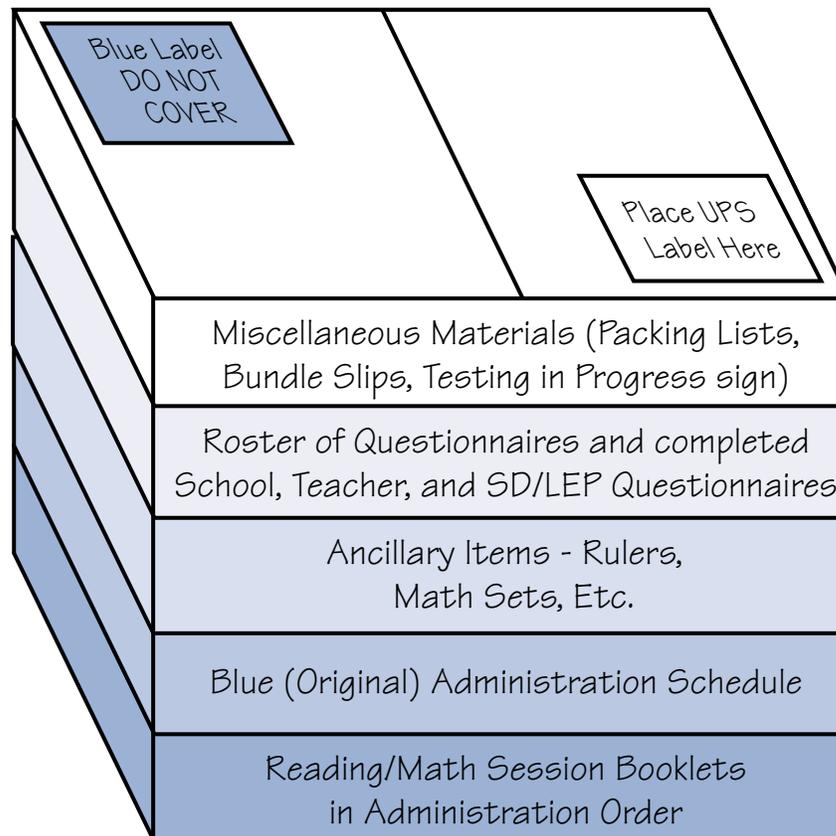
All assessment materials must be repacked in their original boxes and returned to NCS Pearson. Prepare the boxes by following the instructions and illustration shown below.

1. On the bottom of the box, place all used and unused booklets in Administration Schedule order. Used accommodation booklets should be placed with the original assessment booklets in the order in which they appear on the Administration Schedule. If a session used a large-print accommodation booklet, it can be folded and placed on top of the stack of booklets. All booklets should be banded together.
2. Next, place the Administration Schedule with names removed (the one **not** marked SCHOOL COPY).

3. Next, place all ancillary materials except the calculators. The calculators, posters, timers, and extra pencils will be returned to the AC so they can be used in future sessions.
4. Next, if you have the box with the materials from the first session (i.e., the session number ending in 01), then place the Roster of Questionnaires and the completed School, Teacher, and SD/LEP Questionnaires (without names) in the box.
5. At the top of the shipment, place the miscellaneous materials such as packing lists, Bundle Slips, and Testing in Progress sign. Use the pillow pack as filler if necessary.

The actual shipping of the completed assessment materials will be the responsibility of the AC. On occasion, however, you may be asked to assist with this task. If so, your AC will provide you with complete instructions for doing so.

Return Shipment Packing Diagram



**Task
19**

**Schedule and Conduct
a Makeup Session,
If Necessary**

A

**Schedule the
Makeup Session**

If the attendance at a session is too low (less than 90%), a makeup session must be held. The AA will compute the response rate for his/her session and determine if a makeup session is necessary following the guidelines on page 4.41. Your AC will work with the school coordinator to schedule any required makeup sessions.

- Invite all students who were absent from all sessions, even if their original session does not require a makeup; and
- Consider an intact classroom of students as one session, even if the students are listed on two separate Administration Schedules.

Once the makeup session is scheduled, your AC will record the day, date, time, and location in the box at the top of the Administration Schedule, as shown below. The same Administration Schedule will be used for the makeup session as was used for the original session.

When holding makeup sessions, your AC will follow the guidelines listed below.

- Hold only one makeup at a school (unless the school had assessments at more than one grade level);

8	Original session scheduled for: Day/Date: <u>Thurs./Feb. 6</u> Time: <u>8:05</u> Location: <u>Rm 121</u>	Makeup session scheduled for: Day/Date: <u>Tues./Feb. 11</u> Time: <u>9:45</u> Location: <u>Rm 114</u>	If Makeup Needed Makeup Held: <input type="radio"/> Makeup Not Held: <input type="radio"/>	Bundle #s 01001 01002	
Drawn & Ineligible Codes 51 & 55) <u>2</u>	# Absent <u>4</u>	# Assessed (Original Session) <u>23</u>	Session Number RM0801		
+ <u>1</u> = <u>28</u> - TO BE ASSESSED	# Refused <u>1</u>	# Assessed (Makeup Session) _____			TOTAL ASSESSED _____
"M" New Enrollee 1 = Yes 2 = No	"N" Original Booklet ID #	"O" Accommodation Booklet ID #	"P" Admin. Code	"Q" Atten. (/A)	"R" Admin. Codes
2	101 000293 4			1 ✓	ASSESSED IN ORIGINAL 10 = In session full time 11 = No responses in booklet 12 = In session part time 13 = Session incomplete 14 = Other, specify on cover ASSESSED IN MAKEUP 20 = In session full time 21 = No responses in booklet 22 = In session part time 23 = Session incomplete 24 = Other, specify on cover
2	001 054006 9			2	
2	102 005241 1			3 ✓	
2	002 000043 8			4 A	
ABS					

B

Secure Assessment Materials for Makeup

If a makeup session is scheduled, either you or your AC must retain all materials from the original session until the makeup session has been conducted by doing the following:

- Place all booklets and other materials used in the original session in the original session box.
- Gather together the booklets and any required materials, such as the timer and the **Testing in Progress – Do Not Disturb** sign, to be used in the makeup session, and place them on top of the original session materials.
- Protect the security of these materials following the rules outlined in Task 5. The AA or AC assigned to conduct the makeup session should keep the materials in his/her possession until returning to the school to conduct the makeup. **The original Administration Schedule with the student names, however, must remain at the school in the NAEP Storage Envelope.**

C

Conduct the Makeup Session and Complete the Administration Schedule

Your AC will make every attempt to get the students who were absent to attend the makeup session. You should conduct the makeup session to follow the same procedures used in the original session.

After the makeup is held, you should enter the results of the makeup session on the Administration Schedule from the original session as follows:

1. Shade in the **Makeup Held** oval at the top of the Administration Schedule.
2. Mark students attending the makeup session by putting a checkmark below the diagonal line in the **Attendance (✓/A)** column.
3. Change the Administration Code for participating students to the appropriate **Assessed in Makeup Session** codes (20 – 24) on the Administration Schedule and on the students’ booklet covers.
4. Complete the summary box at the top of the Administration Schedule as follows:
 - Enter the number of students assessed on the line labeled **# Assessed (Makeup Session)**; and
 - Add the numbers assessed in the original and makeup sessions to obtain the **TOTAL ASSESSED**.

8	Original session scheduled for: Day/Date: <u>Thurs./Feb. 6</u> Time: <u>8:05</u> Location: <u>Rm 121</u>	Makeup session scheduled for: Day/Date: <u>Tues./Feb. 11</u> Time: <u>9:45</u> Location: <u>Rm 114</u>	If Makeup Needed Makeup Held: <input checked="" type="radio"/> Makeup Not Held: <input type="radio"/>	Bundle # 01001 01002	
Drawn & Ineligible (Codes 51 & 55) <u>2</u>	# Absent <u>4</u>	# Assessed (Original Session) <u>23</u>	Session Number RM0801		
+ = <u>28</u>	+ = <u>27</u>	TOTAL ASSESSED			
TO BE ASSESSED	# Refused <u>1</u>	# Assessed (Makeup Session) <u>4</u>			
codes 00-65) <u>1</u>					
"M" New Enrollee 1 = Yes 2 = No	"N" Original Booklet ID #	"O" Accommodation Booklet ID #	"P" Admin. Code	"Q" Atten. (✓/A)	"R" Admin. Codes
2	101 000293 4		1 0	1 ✓	ASSESSED IN ORIGINAL 10 = In session full time 11 = No responses in booklet 12 = In session part time 13 = Session incomplete 14 = Other, specify on cover ASSESSED IN MAKEUP 20 = In session full time 21 = No responses in booklet 22 = In session part time 23 = Session incomplete 24 = Other, specify on cover
2	001 054006 9		5 1	2	
2	102 005241 1		1 0	3 ✓	
2	002 000043 8		4 0	4 A ✓	
					ABS

D

Code the Booklet Covers

Using the information from the Administration Schedule, you should also code the covers of the booklets for all students invited to attend the makeup session, as described in Task 14 earlier in this chapter.

After completing these tasks, you should return the assessment materials to your AC. He/she will be responsible for shipping the materials as soon as possible after the makeup session.

**Task
20**

Quality Control and Observation

A

School Visits by NAEP Staff

Staff members from the National Center for Education Statistics (NCES), Educational Testing Service (ETS), and Westat will occasionally conduct scheduled and unannounced quality control visits to schools on assessment day. These visits are scheduled at random. While at the school, NAEP staff will do the following:

- Check that the assessment team arrives on time and with the necessary materials;
- Check the preparedness of the room and booklets, and verify that the appropriate materials were given to students;
- Review the Administration Schedule to see if it has been completed according to NAEP guidelines;
- Observe that each session is conducted and supervised according to procedure;

References

Albert, L. (1989). *A teacher's guide to cooperative discipline*. Circle Pines, MN: American Guidance Services.

Cangelosi, J. S. (1988). *Classroom management strategies: Gaining and maintaining students' cooperation*. New York, NY: Longman, Inc.

Curwin, R. L., and Mendler, A. N. (1988). *Discipline with dignity*. Alexandria, VA: ASCD.

- Ensure that assessment materials are accounted for at each step of the administration process;
- Review each session box to check that it is packed according to procedure; and
- Check that the NAEP Storage Envelope left at the school contains the proper information.

This quality check is an integral and necessary part of NAEP's quality control program and is primarily designed to obtain an overall evaluation of how well the field procedures are being followed by all field staff and to guide corrective actions, if necessary.

B

School Visits by Your Supervisor

In addition to the observation by NAEP staff, your supervisor will conduct school visits to observe each assessment team periodically throughout the assessment period. These visits will be scheduled with your AC in advance. The purpose of the supervisor visits is similar to that of the NAEP staff visits. He/she will observe each assessment team and check that all administrative procedures conducted by the assessment team are carried out according to proper procedure. The supervisor will also be available during these visits to answer questions that school staff may have about NAEP and to assist the NAEP team as necessary with assessment procedures.

C

Followup Phone Calls

As a further quality control check, your supervisor will call a subset of schools within 3 days after the assessment date to review with the school coordinator how the session(s) went and to obtain suggestions and comments about NAEP assessments.

Fuery, C. L. (1990). *Successful subbing: A survival guide to help you teach like a pro*. Captiva Island, FL: Sanibel Sanddollar Publications, Inc.

Jones, F. H. (1987). *Positive classroom discipline*. New York, NY: McGraw-Hill Book Company.

Utah State University. (1998). *Substitute teacher handbook* (3rd ed.). Logan, UT: Substitute Training Institute.



Appendix

- 1. Checklist of Tasks for AAs**
- 2. Glossary**
- 3. Frequently Asked Questions**



Checklist of Tasks for AAs

Schedule

Page

A Few Days Before the Assessment:

- Confirm arrival time with AC and review the Assessment Information Form 4.1

On Assessment Day:

- Gather materials needed for the assessment 4.2
- Report to the school at least 1 hour before the assessment 4.2

1 Hour Before the Assessment:

- Receive session materials from AC 4.3
- Open the sealed bundles of booklets 4.4
- Prepare the booklets by affixing the student ID labels and inserting any additional materials 4.4-4.9
- Prepare the room by checking the number of desks, concealing any materials that might assist students, and hanging the “Testing in Progress – Do Not Disturb” sign on the door 4.11
- Set out the session materials 4.11
- For grades 4 and 8, record the teacher names and numbers on the board 4.11
- For grades 8 and 12, record the NAEP School ID number on the board 4.11
- For all grades, hang the extended-response math poster 4.11

During the Session:

- Read the script verbatim as you conduct the session, adhering carefully to the timing of sections and the distribution and collection of materials 4.13-4.18
- Monitor the session, using classroom management strategies as necessary 4.18-4.24
- Observe the rules for supervising the session 4.26-4.28
- Follow the guidelines for assessing students with disabilities (SD) or limited English proficiency (LEP) 4.28-4.33

At the End of the Session:

- Collect the booklets and other materials, making sure that you have accounted for all of them; dismiss the students according to the school’s preference 4.36

Immediately Following the Assessment:

- Record Administration Codes on the Administration Schedule 4.36-4.40
- Complete the summary information at the top of the Administration Schedule 4.41
- Code the front covers of assessment booklets 4.42-4.43
- Complete the Session Debriefing Form 4.44-4.46
- Edit the assessment materials 4.47
- Assist the AC in preparing the NAEP Storage Envelope 4.48
- Prepare the assessment materials for shipping according to the packing instructions 4.49

Within Several Days After the Assessment:

- Conduct the makeup session, if necessary 4.50-4.52

AA (Assessment Administrator)

Westat field staff member hired and trained to administer the assessment and to assist the assessment coordinator with other NAEP activities in the school.

AC (Assessment Coordinator)

Westat field staff member hired and trained to oversee all NAEP activities in the school.

Accommodations

Alterations in the administration of standardized assessments such as NAEP that are provided to certain students with disabilities (SD) and/or limited English proficiency (LEP), as specified in the student's individualized education plan (IEP).

Administration Schedule

The central document used to list the students in a given school selected to participate in NAEP.

AIR (American Institutes for Research)

Contractor responsible for the development of NAEP student background questionnaires.

Assessment Information Form

Form used by assessment coordinators to communicate specific information to their assessment administrators about an assignment.

Assessment Session

The period of time during which test booklets are administered to students. Each regular assessment session will last approximately 90 minutes.

Bundle Slip

Form packaged with each bundle of test booklets listing session information and the first three digits of the booklet ID numbers contained in the bundle.

Contact Log

Form used by assessment coordinators to document the preassessment visit/call and the debriefing interview with the school coordinator.

Criteria for Inclusion

Instructions used to determine whether a student classified as SD or LEP should be assessed without an accommodation, assessed with an accommodation, or cannot be assessed.

ETS (Educational Testing Service)

Contractor responsible for the design, analysis, and reporting of NAEP data.

Field Manager

Westat field staff member hired to coordinate all NAEP field activities with the State Departments of Education and the Westat home office staff.

GMR (Government Micro Resources)

Contractor responsible for the NAEP web operations and web maintenance.

IEP (Individualized Education Plan)

Generally, each public school student who receives special education and related services should have an IEP. The IEP includes any accommodations needed in order for the student to participate in standardized tests such as NAEP.

LEP (Limited English Proficiency)

A term used to describe students who are in the process of acquiring English language skills and knowledge. Some schools refer to these students using the term English language learners, or ELL.

NAEP (National Assessment of Educational Progress)

NAEP is a continuing national survey of the knowledge and skills of American students in major learning areas taught in school. It is often called the Nation's Report Card.

NAEP School Number

Unique ID number for each participating school used on all NAEP materials.

NAGB (National Assessment Governing Board)

Independent organization, appointed by the U.S. Secretary of Education, that provides overall policy direction to the NAEP program.

NCES (National Center for Education Statistics)

NAEP is directed by NCES of the U.S. Department of Education.

NCS Pearson

Contractor responsible for NAEP materials distribution and processing and for scoring the student responses to the test questions.

New Enrollee Listing Form

Form used to create a list of students enrolled in the sampled grade since the original list of students was prepared in the fall.

NSLP (National School Lunch Program)

A Federally assisted meal program that provides low-cost or free lunches to eligible students.

Roster (Roster of Questionnaires)

Form used to keep track of the NAEP questionnaires distributed to school staff members.

Sample

A portion of a population, or a subset from a set of units, that is selected by some probability mechanism for the purpose of investigating the properties of the population. NAEP does not assess an entire population of schools or students but rather selects a representative sample from the population to participate in the assessment.

School Coordinator

Principal or other school staff member assigned to coordinate all NAEP activities at the school.

School Questionnaire

NAEP questionnaire completed for the school by the principal or other official. It is used to gather information concerning school administration, staffing patterns, curriculum, and student services.

SD (Student with a Disability)

A student with a disability needs specially designed instruction to meet his/her learning goals. A student with a disability will usually have an IEP, which guides his/her special education instruction. Students with disabilities are often referred to as special education students and may be classified by the school as learning disabled (LD) or emotionally disturbed (ED).

SD/LEP

Student with a disability and/or limited English proficiency.

SD/LEP Questionnaire

NAEP questionnaire completed for each selected student identified as SD and/or LEP by the school staff member most knowledgeable about the student.

Session Debriefing Form

Form used by assessment administrators to document certain details about a session.

Session Scripts

Scripts and instructions used by assessment administrators to conduct all NAEP assessments in a uniform manner. Each grade level has a different script.

State Coordinator

Staff member at the State Department of Education who works with the Westat field manager to coordinate all NAEP activities in the state.

Supervisor

Westat field staff member hired to manage assessment teams, to select the samples of students to be assessed, and to send NAEP materials to the participating schools.

Teacher Questionnaire

Questionnaire completed by teachers of students selected to participate in NAEP. It is used to gather information concerning years of teaching experience, frequency of assignments, use of teaching materials, and availability and use of computers.

Title I

A Federally funded assistance program for economically and educationally disadvantaged students.

Westat

Contractor responsible for NAEP sampling, data collection, and quality control monitoring activities.

3

Frequently Asked Questions

The following is a list of some of the most frequently asked questions from schools in previous assessments. If school staff members are interested in general or more technical information about NAEP, you should refer them to the NAEP web site at <http://nces.ed.gov/nationsreportcard>.

Who evaluates and validates NAEP?

NAEP and its findings have a considerable impact on the public understanding of student academic achievement. Because NAEP plays a unique and prominent role, precautions must be taken to ensure the validity and reliability of its findings. Therefore, Congress consistently passes legislation that establishes panels to evaluate the assessment as a whole. In response to these mandates, the National Center for Education Statistics (NCES) has established various expert panels to study NAEP. These panels have produced a series of reports that address numerous important NAEP issues.

What publications are available from NAEP?

A list of available publications can be found on the NAEP web site at <http://nces.ed.gov/nationsreportcard>. Printed copies of NAEP publications can be ordered by contacting:

Education Publications Center (ED Pubs)

<http://www.ed.gov/pubs/edpubs.html>

Phone: (877) 4-ED-PUBS (433-7827)

Fax: (301) 470-1244

Mail: Ed Pubs

P.O. Box 1398

Jessup, MD 20794-1398

What process is used to develop the assessments?

To meet the Nation's growing need for information about what students know and can do, the NAEP assessment instruments must measure change over time and must reflect changes in curricula and instruction in diverse subject areas. Meeting these goals can be especially challenging because instructional design and objectives may change at any time in the Nation's 100,000 schools.

Developing the assessment instruments—from writing questions to analyzing field test results to constructing the final instruments—is a complex process that consumes most of the time during the interval between assessments. In addition to conducting a field test, developers subject the assessment instruments to numerous reviews to identify areas that require revision or augmentation so they comply with the specifications of the framework and the achievement levels.

What results does NAEP provide?

NAEP provides results about subject-matter achievement, instructional experiences, and school environment and reports these results for populations of students (e.g., fourth graders) and subgroups of those populations (e.g., male students or Hispanic students). NAEP does **not** provide individual scores for the students or schools assessed. Subject-matter achievement is reported in two ways—scale scores and achievement levels—so that student performance can be more easily understood. NAEP scale score results provide information about the distribution of student achievement for groups and subgroups.

Achievement levels categorize student achievement as **Basic**, **Proficient**, and **Advanced**, using ranges of performance established for each grade. (A fourth level, below **Basic**, is also reported for this scale.) Achievement levels are used to report results in terms of a set of standards for what students should know and be able to do.

Because NAEP scales are developed independently for each subject, scale score and achievement level results cannot be compared across subjects. However, these reporting metrics greatly facilitate performance comparisons within a subject from year to year and from one group of students to another in the same grade.

How does NAEP reliably score and process millions of student-composed responses?

Scoring a large number of constructed responses with a high level of reliability and within a limited time frame is essential to NAEP's success. (In 1998, approximately 3.8 million constructed responses were scored.) To ensure reliable, quick scoring, Educational Testing Service (ETS) and NCS Pearson take the following steps:

- Develop focused, explicit scoring guides that match the criteria emphasized in the assessment frameworks;
- Recruit qualified and experienced scorers, train them, and verify their abilities through qualifying tests;
- Employ an image-processing and scoring system that routes student responses directly to the scorers so they can focus on scoring rather than paper routing;
- Monitor scorer consistency through ongoing reliability checks and assess the quality of scorer decision making through frequent backreading; and
- Document all training, scoring, and quality control procedures in the technical reports.

NAEP assessments generally contain both constructed-response and multiple-choice questions. The constructed responses are scored using the image-processing system, whereas the responses to the multiple-choice questions are scored by scanning the test booklets.

Can my school get school-level or individual student-level results?

No. By design, information will not be available at these levels. Reports will disclose state, regional, and national results. Because NAEP is a large-group assessment, each student takes only a small part of the overall assessment. In most schools, only a small number of the total grade enrollment is selected to take the assessment and these students may not reliably or validly represent the total school population. Only when the student scores are aggregated across the state, region, or Nation are the data considered reliable and valid estimates of what students know and can do in the content area.

What is the purpose of asking such personal questions in the background section of the assessment booklet?

In addition to testing students' cognitive abilities, NAEP collects information from participating schools, teachers, and students about contextual background variables regarding student and school characteristics, instructional practices, and curricula. When developing the questionnaires used to gather this information, NAEP ensures that the questions do not infringe upon respondents' privacy, that they are grounded in research, and that the answers can provide information relevant to the debate about educational reform.

Student background questionnaires gather information about factors such as the following:

- Race or ethnicity;
- School attendance; and
- Academic expectations.

These questionnaires also collect information about factors believed to influence academic performance including the following:

- Homework habits;
- The language spoken in the home; and
- The quantity of reading materials in the home.

Student subject area questionnaires gather three categories of information:

- Time spent studying the subject;
- Instructional experiences in the subject; and
- Attitudes and perceptions about the subject.

Because these questions are specific to each subject area, they can probe in some detail the use of specialized resources such as calculators in mathematics classes.

Is participation in NAEP voluntary?

The “No Child Left Behind” legislation, which was signed into law by President Bush on January 8, 2002, links receipt of Title I funds at the state and district levels to participation in NAEP. Regulations regarding the implementation of this law are being developed by the U.S. Department of Education. Participation in NAEP has always been, and remains, voluntary for students.

What do I do if a parent wants to see the assessment booklets?

NAEP has Demonstration Booklets available that contain all the background questions and representative samples of the cognitive area questions. These may be copied and made available to parents who request such detailed information. Requests to see the actual booklets should be directed to the NAEP State Coordinator. Field managers, supervisors, assessment coordinators, and assessment administrators are not authorized to show actual assessment booklets to anyone.

What if a reporter shows up at the school on the day of the assessment and wants to do a video story about the school’s participation in NAEP?

In keeping with our pledge of confidentiality for schools and individual students, NAEP does not permit videotaping of assessments. If this situation happens, the assessment coordinator should call the NAEP help desk at 1-800-283-6237 to have a copy of the NAEP Press Release faxed to the school. The school should provide the press release to the reporter and refer the reporter to the State Coordinator or to ETS at 1-800-223-0267 if more information is requested.

Should the school coordinator talk to the selected students about NAEP prior to the assessment?

This is a decision left to the discretion of the school. Should you choose to meet with students before the assessment, you might explain what NAEP is and why it is important to your state and the Nation. Give them the locations and times for the assessment. Encourage them to be present and do the best they can.

Can a school offer an incentive such as a pizza party or ice cream to students who participate?

NAEP has no rules prohibiting the offering of such incentives to students. In the past, many schools have given incentives to students who were selected for the assessment. This demonstrates that the school supports the assessment and encourages student participation.

What is the purpose of asking for free and reduced-price lunch information?

Congress now requires NAEP to report information on the socioeconomic status of students who participate in the assessment. Information from the National School Lunch Program is being collected because it is considered the most effective means to provide this information without violating the student’s privacy.

Free and reduced-price information is confidential. Why would schools release this information?

The U.S. Department of Agriculture has provided a letter of support to the U.S. Department of Education, which agrees to the release of school lunch information. A copy of this letter is made available to states and districts to review and is included in the school’s packet of NAEP materials. The confidentiality of each child is maintained, as the names of the students are not included on any of the assessment materials that leave the school.

What is the definition of Title I?

Title I, formerly Chapter I, is the largest Federally supported program in education. Its purpose is to assist economically and educationally disadvantaged students in achieving academically at the same level as their peers.

What is the definition of 504?

Five-O-Four (504) is an equivalent classification for an Individualized Education Plan, or IEP, that is used by some states or districts where 504 legislation is in effect.

Why does the script have to be read word-for-word?

Assessment administrators are required to read the script word-for-word for uniformity. This is to ensure that all assessments are conducted the same way. Failure to do so may invalidate the results of the study.

Why is a makeup required if the assessment session attendance is less than 90 percent?

NAEP has relied on makeup sessions to give every selected student a chance to participate and to keep average participation rates well over 90 percent. If participation rates are low, the reliability and validity of the study may be jeopardized. Schools should make every attempt to conduct a makeup session, if one is needed.

How long will it take staff members to complete the Teacher Questionnaire? SD/LEP Questionnaire? School Questionnaire?

Teacher Questionnaire: About 10 minutes

SD/LEP Questionnaire: About 10 minutes

School Questionnaire: About 30 minutes

What do I do if a teacher refuses to complete a questionnaire?

Collect the questionnaire assigned to the teacher and note the circumstances on the cover. In the **Returned** column on the Roster of Questionnaires, the assessment coordinator will code the questionnaire for this teacher number as **Yes** for returned.