

Appendix D

Department of Agriculture Letter



United States
Department of
Agriculture

Food and
Consumer
Service

3101 Park Center Drive
Alexandria, VA
22302-1500

February 4, 1999

Mr. C. Kent McGuire
Assistant Secretary
U.S. Department of Education
Office of Educational Research and Improvement
FB-400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Mr. McGuire:

The confidentiality of information about children eligible for free and reduced price meals under the National School Lunch Program (NSLP) has long been a sensitive issue for us at the Department of Agriculture. There have been many requests through the years for information about children eligible for free and reduced price meals. Many of these requests were from Federal and State education programs. Free and reduced price school meal eligibility information does not come under the purview of the Family Educational Rights and Privacy Act, since it is not part of an education record.

Previously, program operators were only permitted to release aggregate information about children eligible for free and reduced price meals. Congress amended the National School Lunch Act (42 U.S.C. 1758), which is the authorizing legislation for the NSLP, to now allow limited disclosure of a child's free and reduced price meal eligibility status. Additionally, the statute also specifies civil and criminal penalties for unauthorized disclosure by the determining agency of the recipient agency.

Prior to issuance of a final regulation, we are authorizing the State agency, school food authority, school, child care institution or Summer Food Service Program sponsor that makes the free and reduced price meal or free milk eligibility determination to disclose free and reduced price eligibility information to the extent authorized by the statute. We are pleased to provide you a copy of the guidance we recently issued to implement the disclosure provision in the statute. We encourage you to share the guidance with your associates and others who may be interested in this policy. We also have enclosed the pertinent part of the statute for your review.

Please note that although the statute permits limited disclosure of free and reduced price eligibility information, the decision on whether to disclose information that will identify children as eligible for free and reduced price meals or free milk is at the discretion of local school and program operators.

Please do not hesitate to contact us if you have any questions on the use of eligibility information.

Sincerely,

Shirley R. Watkins
Under Secretary
Food, Nutrition and Consumer Services

Enclosures



United States
Department of
Agriculture

Food and
Consumer
Services

3101 Park
Center Drive

Alexandria, VA
22302 - 1500

SUBJECT: Limited Disclosure of Children's Free and Reduced Price Meal or
Free Milk Eligibility Information (SP 99-3); (CACFP 99-2)

TO: State Agencies
Child Nutrition Programs
All States

The Healthy Meals for Healthy Americans Act of 1994, P.L. 103-448, amended Section 9(b)(2)(C) of the National School Lunch Act (NSLA) (42 U.S.C. 1751(b)(2)(C)) to allow, without consent, limited disclosure of information about free and reduced price meal or free milk eligibility. The disclosure limitations apply to all the Child Nutrition Programs. The statute also specifies a fine of not more than \$1,000 or imprisonment of not more than 1 year, or both, for unauthorized disclosures of free and reduced price-meal or free milk eligibility information.

I. What information may be disclosed permissibly without consent?

(The term "persons directly connected" in this section includes Federal, State and local program operators responsible for program administration or program compliance and their contractors.)

A. Disclosing names and eligibility status in accordance with the NSLA.

Determining agencies may disclose, without consent, participants' **names and eligibility status** (whether they are eligible for free meals or free milk or reduced price meals) to persons *directly* connected with the administration or enforcement of the following programs:

1. Federal education programs, such as Title I and the National Assessment of Educational Progress.
2. State health or State education programs provided the programs are administered by a State agency or a local education agency.

Representatives of State or local education agencies evaluating the results and compliance with student assessment programs would be covered only to the extent that the assessment program was established at the State, not local level.

3. Federal, State, or local means-tested nutrition programs with eligibility standards comparable to the National School Lunch Program (i.e., food assistance programs to households with income at or below 185 percent of the Federal poverty level, such as the Food Stamp Program or a State or local nutrition program).

Appendix E

Student Listing Forms

2000 NAEP ASSESSMENT

A. Instructions for Preparing a List of Fourth-grade Students

1. Two or three weeks before the scheduled assessment date for your school, please prepare a list of **ALL students enrolled in the fourth grade** using the most current enrollment records available. If this is a year-round school, see special instructions below.
2. Include on the list students who typically may be excluded from other testing programs (such as some students with disabilities or limited English proficiency).
3. Provide the name and birth date for each student listed. As described below, additional information will be required for students selected for the assessment. You may prefer to provide this information on all students at the time you prepare the original list.
4. The list may be computer-generated or prepared manually using the NAEP Student Listing Form. A sample Student Listing Form is on the reverse side of these instructions. You may copy this form or request copies from your state coordinator.
5. Please keep the list of students at the school until the NAEP Supervisor arrives for the sampling visit.
6. After the NAEP Supervisor has selected the sample of students, s/he will ask the school to use NAEP criteria to identify students who should not be included in the assessment or may require accommodations.

B. Instructions for Preparing Computer-generated Lists

- Write the school name and address on list.
- List students in alphabetical order.
- Number the students.
- Double-space the list.
- Allow a right-hand margin of at least 2 inches.
- Include the date the printout was prepared.
- Define any special codes used.
- Include preparer's name.

C. Additional Information Required for Sampled Students

1. The NAEP supervisor will provide the school with the list of students selected for the assessment at the time of the sampling visit. The following additional information will be required for **each sampled student**:
 - **Homeroom** or other locator (optional)
 - **Sex**
 - **Race/ethnicity**, using these codes:
 - 1 = **White, not Hispanic**: A person having origins in any of the original peoples of Europe [except Spain], North Africa, or the Middle East.
 - 2 = **Black, not Hispanic**: A person having origins in any of the Black peoples of Africa.
 - 3 = **Hispanic**: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish [but not Portuguese] culture of origin, regardless of race.
 - 4 = **Asian or Pacific Islander**: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the original peoples of the Pacific Islands. These areas include, for example, China, Japan, India, Korea, the Philippine Islands, Samoa, and Hawaii.
 - 5 = **American Indian or Alaskan Native**: A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.
 - 6 = **Other**: A person who identifies with more than one of the first five categories or has a background other than the ones listed.
 - **If Title I** - receiving Title I services.
 - **If SD** - Student with a disability (SD) or having an Individualized Education Plan (IEP) or equivalent classification (such as 504) for reasons other than being gifted and talented.
 - **If LEP** - classified by the school as limited English proficient.
2. You may prefer to provide this information when preparing the original list of all students. If so, include it on the computer-generated list or the appropriate columns on the Student Listing Form.

Special Instructions for Year-round Schools

1. Please record the following information on the list of students: a) Total enrollment in the fourth grade; and b) Percentage of the grade 4 enrollment that will be off-track (not in attendance) on the assessment date.
2. In preparing the list of students, do **not** list students who will be off-track on the assessment date.

2000 NAEP ASSESSMENT

A. Instructions for Preparing a List of Eighth-grade Students

1. Two or three weeks before the scheduled assessment date for your school, please prepare a list of **ALL students enrolled in the eighth grade**, using the most current enrollment records available. If this is a year-round school, see special instructions below.
2. Include on the list students who typically may be excluded from other testing programs (such as some students with disabilities or limited English proficiency).
3. Provide the name and birth date for each student listed. As described below, additional information will be required for students selected for the assessment. You may prefer to provide this information on all students at the time you prepare the original list.
4. The list may be computer-generated or prepared manually using the NAEP Student Listing Form. A sample Student Listing Form is on the reverse side of these instructions. You may copy this form or request copies from your state coordinator.
5. Please keep the list of students at the school until the NAEP supervisor arrives for the sampling visit.
6. After the NAEP supervisor has selected the sample of students, s/he will ask the school to use NAEP criteria to identify students who should not be included in the assessment or may require accommodations.

B. Instructions for Preparing Computer-generated Lists

- Write the school name and address on list.
- List students in alphabetical order.
- Number the students.
- Double-space the list.
- Allow a right-hand margin of at least 2 inches.
- Include the date the printout was prepared.
- Define any special codes used.
- Include preparer's name.

C. Additional Information Required for Sampled Students

1. The NAEP supervisor will provide the school with the list of students selected for the assessment at the time of the sampling visit. The following additional information will be required for **each sampled student**:
 - **Homeroom** or other locator (optional)
 - **Sex**
 - **Race/ethnicity**, using these codes:
 - 1 = **White, not Hispanic**: A person having origins in any of the original peoples of Europe [except Spain], North Africa, or the Middle East.
 - 2 = **Black, not Hispanic**: A person having origins in any of the Black peoples of Africa.
 - 3 = **Hispanic**: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish [but not Portuguese] culture of origin, regardless of race.
 - 4 = **Asian or Pacific Islander**: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the original peoples of the Pacific Islands. These areas include, for example, China, Japan, India, Korea, the Philippine Islands, Samoa, and Hawaii.
 - 5 = **American Indian or Alaskan Native**: A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.
 - 6 = **Other**: A person who identifies with more than one of the first five categories or has a background other than the ones listed.
 - **If Title I** - receiving Title I services.
 - **If SD** - Student with a disability (SD) or having an Individualized Education Plan (IEP) or equivalent classification (such as 504) for reasons other than being gifted and talented.
 - **If LEP** - classified by the school as limited English proficient.
2. You may prefer to provide this information when preparing the original list of all students. If so, include it on the computer-generated list or use the appropriate columns on the Student Listing Form.

Special Instructions for Year-round Schools

1. Please record the following information on the list of students: a) Total enrollment in the eighth grade; and b) Percentage of the grade 8 enrollment that will be off-track (not in attendance) on the assessment date.
2. In preparing the list of students, do not list students who will be off-track on the assessment date.

2000 NAEP ASSESSMENT

A. Instructions for Preparing a List of Twelfth-grade Students

1. Two or three weeks before the scheduled assessment date for your school, please prepare a list of **ALL students enrolled in the twelfth grade** using the most current enrollment records available. If this is a year-round school, see special instructions below.
2. Include on the list students who typically may be excluded from other testing programs (such as some students with disabilities or limited English proficiency).
3. Provide the name and birth date for each student listed. As described below, additional information will be required for students selected for the assessment. You may prefer to provide this information on all students at the time you prepare the original list.
4. The list may be computer-generated or prepared manually using the NAEP Student Listing Form. A sample Student Listing Form is on the reverse side of these instructions. You may copy this form or request copies from your state coordinator.
5. Please keep the list of students at the school until the NAEP supervisor arrives for the sampling visit.
6. After the NAEP supervisor has selected the sample of students, s/he will ask the school to use NAEP criteria to identify students who should not be included in the assessment or may require accommodations.

B. Instructions for Preparing Computer-generated Lists

- Write the school name and address on list.
- List students in alphabetical order.
- Number the students.
- Double-space the list.
- Allow a right-hand margin of at least 2 inches.
- Include the date the printout was prepared.
- Define any special codes used.
- Include preparer's name.

C. Additional Information Required for Sampled Students

1. The NAEP supervisor will provide the school with the list of students selected for the assessment at the time of the sampling visit. The following additional information will be required for **each sampled student**:
 - **Homeroom** or other locator (optional)
 - **Sex**
 - **Race/ethnicity**, using these codes:
 - 1 = **White, not Hispanic**: A person having origins in any of the original peoples of Europe [except Spain], North Africa, or the Middle East.
 - 2 = **Black, not Hispanic**: A person having origins in any of the Black peoples of Africa.
 - 3 = **Hispanic**: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish [but not Portuguese] culture of origin, regardless of race.
 - 4 = **Asian or Pacific Islander**: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the original peoples of the Pacific Islands. These areas include, for example, China, Japan, India, Korea, the Philippine Islands, Samoa, and Hawaii.
 - 5 = **American Indian or Alaskan Native**: A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.
 - 6 = **Other**: A person who identifies with more than one of the first five categories or has a background other than the ones listed.
 - **If Title I** - receiving Title I services.
 - **If SD** - Student with a disability (SD) or having an Individualized Education Plan (IEP) or equivalent classification (such as 504) for reasons other than being gifted and talented.
 - **If LEP** - classified by the school as limited English proficient.
2. You may prefer to provide this information when preparing the original list of all students. If so, include it on the computer-generated list or use the appropriate columns on the Student Listing Form.

Special Instructions for Year-round Schools

1. Please record the following information on the list of students: a) Total enrollment in the twelfth grade; and b) Percentage of the grade 12 enrollment that will be off-track (not in attendance) on the assessment date.
2. In preparing the list of students, do not list students who will be off-track on the assessment date.

Appendix F

Assessing Students with Disabilities

F. ASSESSING STUDENTS WITH DISABILITIES

1.1 Who are Students with Disabilities?

Students with disabilities are students who need specially designed instruction to meet their learning goals. Students with disabilities should be viewed as students first, then as students with disabilities. In most ways they will be more like their non-disabled peers than different from them. They are likely to be nonexceptional in all characteristics other than those related to their disability.

About one in ten students nationwide has a disability; approximately 5.5 million students in the United States receive special education. These students range from those with mild to those with severe disabilities, from those with physical to cognitive disabilities. Federal law currently recognizes 13 disability categories including autism, deaf-blindness, deafness, hearing impairment, mental retardation, multiple disabilities, orthopedic impairment, other health impairment, emotional disturbance, learning disability, speech or language impairment, traumatic brain injury, and visual impairment. Some students may have more than one disability although they may be labeled as primarily having a "learning disability"; for example, a student with a learning disability may also have a speech or language impairment. Labeling of students with disabilities, that is, calling a student learning disabled, speech impaired, mentally retarded, and the like is becoming less common; as a result, some students will not be specifically classified in their student files. However, the various disability labels tend to be used by teachers, counselors, and other school people out of habit. When discussing these students, therefore, it is best to refer to them as students with disabilities or exceptional students. Although school staff may use the word "handicapped", the preferred terminology is "student with a disability."

The Individuals with Disabilities Education Act (IDEA) is the federal legislation that guarantees a free appropriate public education to all students ages 3 through 21 with disabilities; you may hear this legislation referred to by its previous name, the Education of the Handicapped Act (EHA), or the key public law associated with special education, P.L. 94-142. States determine whether students are in need of special education and use diverse terminology to refer to students with disabilities. Some use terms such as learning handicapped, socially maladjusted, educable mentally retarded, physically impaired, etc. All of these students will have an IEP, an individualized education plan, that guides their special education instruction.

- Students who are not eligible to receive special education services under IDEA may receive services as a result of section 504 of the Rehabilitation Act. This legislation provides individuals with

disabilities ("any person who has a physical or mental impairment which substantially limits a major life activity, e.g., learning") with protection against discrimination in all federally-assisted programs and activities. Often such students have temporary physical problems or suffer from illnesses that have not progressed to a point wherein they need special education. Some students with attention deficit disorder (ADD) or attention deficit hyperactivity disorder (ADHD) receive services due to the protections of section 504 while others receive special education services. Students receiving services under section 504 may or may not have an IEP or a similar document, depending on state or local requirements.

You are likely to encounter only a small number of students with disabilities in any school. Discuss with the School Coordinator the nature of the child's disability and then consult the relevant section below for a brief description of the disability and suggestions for working with these students in testing situations. If the opportunity presents itself, find out how the teacher works with the child. Some additional procedures are needed to accommodate these students in a testing situation, but many are similar to those you will use with other students. It is unlikely that you will be testing children with severe cognitive or physical disabilities; their IEPs will probably specify that they should not participate in assessments such as NAEP or they may not have achieved the requisite reading skills needed to participate.

Suggestions for all students with disabilities:

- Encourage effort not results [students with disabilities are accustomed to receiving direct response to their activities, e.g., whether or not an answer is correct].
- Concentrate on the individual, not his/her disability.
- Treat students with disabilities as normally as possible; do not assume you must do things for them.
- Do not lower your expectations for students who have disabilities.
- Ask that a teacher familiar with the student be present at the assessment session.
- Remember that disability-related information is confidential; school personnel may be reluctant to release information. Emphasize the confidentiality procedures of NAEP and assure school personnel that you will keep any information received about particular students confidential.
- Only use accommodations specified in students' IEPs; use of accommodations unfamiliar to students may hurt their performance rather than help it.

1.2 Students with Learning Disabilities

Half of the students with disabilities across the country are classified as having a learning disability. These students have an academic problem in one or more areas; they are not achieving at a level consistent with their ability. The problems these students experience in learning are very heterogeneous. The National Joint Committee for Learning Disabilities (1988) defines learning disabilities as:

"a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders are intrinsic to the individual, presumed to be due to nervous system dysfunction, and may occur across the life span. Problems in self-regulatory behaviors, social perception, and social interaction may exist with learning disabilities but do not by themselves constitute a learning disability. Although learning disabilities may occur concomitantly with other handicapping conditions (for example, sensory impairment, mental retardation, serious emotional disturbance) or with extrinsic influences (such as cultural differences, insufficient or inappropriate instruction), they are not the result of those conditions or influences".

A child with a learning disability in reading may have word recognition, comprehension, or reading habit problems. A child with a learning disability in math may have problems in writing numbers, abstract reasoning, and memory (Harding, McCormick, and Harding, 1994). Many times students with learning disabilities also have speech-language impairments. The IEPs of students with learning disabilities may note they need extended time to complete assessments or oral administration of the test instrument.

Suggestions for working with children with learning disabilities:

- Use simple vocabulary in giving instructions and in your communication with students. When possible, break directions down into steps.
- Encourage and praise students.
- Before reading directions aloud, make sure each student is on the correct page. Have each student demonstrate understanding of the directions.
- Repeat instructions several times.
- Visually demonstrate instructions when possible, e.g., physically fill in a bubble on the chalkboard.

- Some students have severe test anxiety. Acknowledging this fact and your appreciation that the students are trying to do their best often relieves some of the tension. If a student complains of a stomach ache, first ask if the student if he or she is nervous about the test. Sometimes suggesting a few deep breaths and some calming words will do the trick.
- Speak to the School Coordinator about any medications the students may be taking. Have they received the medication at a time that will enable the students to do their best work on the test? Do they need to eat within a certain amount of time after taking the medication? Will this conflict with the test?
- Some students are able to read better when they place a blank sheet or strip of paper under the line that they are reading. Another simple trick to block out unnecessary visual material is to place a piece of paper with a window cutout that is the approximate size of either one problem or 2 to 3 lines of material.
- Since many of these students will also have a communications disorder, use the related suggestions in section 4.0 below.

1.3 Students with Emotional/Behavioral Disabilities

Students with emotional/behavioral disabilities are characterized by behavioral or emotional responses to school programs so different from appropriate age, culture, or ethnic norms that the responses adversely affect educational performance, including academic, social, vocational or personal skills. This disability is more than a temporary condition; that is, it is not the result of an expected response to stressful events in the environment (Forness and Knizer, 1990). These students may exhibit environmental conflict (aggression-disruption, hyperactivity, and social maladjustment) and/or personal disturbance (anxiety-depression and social incompetence) (Achenbach and Edelbrock, 1989). IEPs for these students may specify individual or small group administration of the assessment.

Suggestions for working with students with emotional/behavioral disabilities:

- If students are coming into the room for the assessment, greet the students at the door with a handshake and good eye contact. This establishes control, professionalism, and a friendly attitude.
- If students are taking the test in their own classroom, have them sit at their own desk.
- Some students have severe test anxiety. Acknowledging this fact and your appreciation that the students are trying to do their best often relieves some of the tension. If a student complains of a stomach ache, first ask if the student if he or she

is nervous about the test. Sometimes suggesting a few deep breaths and some calming words will do the trick.

- Speak to the School Coordinator about any medications the students may be taking. Have they received the medication at a time that will enable the students to do their best work on the test? Do they need to eat within a certain amount of time after taking the medication? Will this conflict with the test?
- During the test, observe all of the students closely. It is easier to prevent disruptions than to stop a problem. Stand a few feet away from a student with wandering eyes. Assess whether a teary-eyed student needs reassurance or water to break the tension.
- Reinforce appropriate behavior and ignore or mildly punish inappropriate behavior. Use reinforcement before punishment.
- Use extra patience with these students.

1.4 Students with Communications Disorders

Communications disorders include both speech and language disorders that impact on the exchange of ideas, feelings, and information. Common communications disorders include stuttering, impaired articulation, or voice impairment. Children with language disorders show language deficits in one or more of the systems of language, i.e., phonology, morphology, syntax, semantics, or pragmatics. Speech disorders are problems of oral language; these include voice disorders (deviations in voice pitch, loudness or quality), articulation disorders (defective or nonstandard speech sounds), and fluency (stuttering) disorders. While many children have only a communications disorder, students with other primary disabilities such as learning disabilities and physical impairments often also have communications disorders. IEPs for students with communications disorders may not specify any special accommodations for achievement testing if the assessment includes no verbal responses; however, both verbal and written instructions may be specified.

Suggestions for working with students with communications disorders:

- If you are reading test items aloud, when there is a blank in the stem of the question, do not say the word "blank". This tends to confuse students. Either pause for one or two seconds or say "MMMMM".
- Keep directions simple and provide repetitions to maximize understanding.
- Match your verbal communications with your attitudes, feelings, or intentions expressed by your tone of voice, facial expressions, and body language.

- Encourage students to ask questions if they do not understand instructions.
- Do not talk over a student with stuttering problems, wait until the student finishes his/her statement before speaking. Beware of body language that might show impatience as well.
- Listen carefully to individuals with speech difficulties; most often they understand you more than their expressions may indicate.
- If you are uncertain as to when or how to assist a person with a disability, ask "Do you need help? How can I help?"

1.5 Students with Physical and Health Impairments

These students have orthopedic or health impairments that impact their educational performance. Physical impairments include such orthopedic and muscular impairments as cerebral palsy, muscular dystrophy, spina bifida, spinal cord injury, spinal muscular atrophy, limb deficiency, and juvenile rheumatoid arthritis. Common health impairments include asthma, allergies, epilepsy, juvenile diabetes, hemophilia, cystic fibrosis, sickle cell anemia, cardiac conditions, cancer, and AIDS. IEPs of these students may specify that assistance will be needed in recording answers or that medication will need to be taken prior to the testing situation.

Suggestions for working with students with physical or health impairments:

- Make sure the child is comfortable. Ask the School Coordinator about positioning the student. What is the appropriate seating position? Are the desks and chairs or seating arrangement optimal for the student?
- Ask the School Coordinator if the student has health problems that affect stamina. Does the student's IEP state that the student tires easily and needs to work in short segments of time?
- Check with the School Coordinator to determine if any of the students have seizure disorders. If yes, identify the nurse or trained individual to be called if the student should have a seizure.
- If you are uncertain as to when or how to assist a person with a disability, ask "Do you need help? How can I help?"
- When speaking to someone in a wheelchair in a one-to-one situation, place yourself at his/her level.
- A wheelchair is personal property; do not lean or hang on someone's wheelchair.

- Speak to the School Coordinator about any medications the students may be taking. Have they received the medication at a time that will enable the students to do their best work on the test? Do they need to eat within a certain amount of time after taking the medication? Will this conflict with the test?
- Make sure the room to be used for the assessment is accessible to students in wheelchairs and others with physical impairments.
- Don't be overly sensitive to words like "heard" or "seen."

1.6 Students with Hearing Impairments

There are two types of hearing: deaf and hard-of-hearing. A person with deafness cannot successfully process linguistic information through hearing, with or without a hearing aid. A person who is hard of hearing has some residual hearing such that he/she can process linguistic information through hearing, usually with a hearing aid (Conference of Executives of American Schools for the Deaf, 1975). Some students with hearing impairments may be able to speak; others may not. IEPs of these students are likely to specify that the student needs to speechread, needs a sign language interpreter, and/or needs a hearing aid to participate in achievement testing.

Suggestions for working with students with hearing impairments:

- Ask the School Coordinator how the child receives information, e.g., speechreading, hearing aid, interpretation, etc.
- Remember to stand where students can read your lips or seat students accordingly.
- Do not speak too loudly, especially if students are wearing hearing aids.
- Avoid visual distractions, such as wearing jewelry, that draw attention away from your lips.
- Refrain from standing with your back to a window or bright light source; it puts your face in a shadow and makes speechreading difficult.
- Do not speak while moving around the room or writing on the board.
- Write instructions on the chalkboard or distribute copies of directions.
- Ask students with hearing impairments to repeat instructions to make sure they understand them.
- Do not be overly sensitive to words like "heard."

- On the day of the testing, ask the School Coordinator to double check the students to make sure that each student has their necessary supplies. Do they have their hearing aids, FM devices, or any other devices that are listed on the student's IEP?
- If provided by the school, a system such as the FM assistive-listening device is very helpful for students with hearing impairments. Generally, the teacher needs to be within 200 feet of the student. The FM device creates a listening situation that is comparable to the teacher's being only 6 inches from the student's ear at all times. Remember to turn on the listening device as you begin a new set of instructions and to turn off the listening device after you have given the group instructions. Otherwise, if you talk to someone else during the test, the message will also be whispered to the student with the hearing impairment.

1.7 Students with ADD/ADHD

Attention deficit disorder (ADD) is a neurobiological disability, frequently characterized by inappropriate degrees of inattention, impulsiveness, and hyperactivity (CH.A.D.D., 1992). It is estimated that ADD affects 3% to 5% of the school-age population or about 2.5 to 3.0 million children in the United States. ADD may occur with or without hyperactivity. Characteristics associated with attention deficit hyperactivity disorder (ADHD) include fidgeting with hands or feet or squirming in a seat, difficulty in remaining seated, being easily distracted by extraneous stimuli, blurting out answers to questions, difficulty in following through on instructions from others, shifting from one uncompleted activity to another, talking excessively, interrupting or intruding on others, not seeming to listen to what is being said, and losing things. Characteristics of ADD without hyperactivity include daydreaming, internally preoccupied, confused or lost in thought, appears apathetic or unmotivated, is sluggish or slow moving, and staring. ADD is present in students with varying degrees of severity, and typically children are not equally disordered across all situations. Students with ADD will work to get something stimulating, action-oriented or novel, to get out of or away from something repetitious or boring, and for attention (negative or positive) (CH.A.D.D., 1992). The IEPs of students with ADD or ADHD often note they need small group testing, extended time, and testing in short periods.

Suggestions for working with students with ADD/ADHD:

- Provide structure for the testing situation and maintain it throughout the period.
- Use shorter work periods, if possible, to avoid desk fatigue; have students stretch between sections of the test.
- Provide motivation for the student's participation.

- Use positive reinforcers.
- Enclosed rather than open classrooms are recommended to reduce distractions.
- Ease transitions between sections of the test by providing clear directions and cues.
- Seat the students away from distractions.
- Ask the School Coordinator or teacher if the student recognizes "time to begin work" cues, responds to attention-getting devices, and recognizes an established "secret-signal" to remind him/her that he/she is off-task; if so, use these where feasible.
- Use visual references for giving instruction such as writing on the blackboard.
- Make eye contact with the student before giving instructions.

1.8 Students with Visual Impairments

Most individuals with visual impairments have some vision; only about 15% are completely blind (O'Donnell and Livingston, 1991). Visual acuity (clarity) and visual field (area seen) are the two criteria usually used to describe the quality of one's vision. Federal law defines a child with visual impairments as one who has a visual impairment that even with correction affects educational performance. Three types of students with visual impairments are identified for educational purposes. A student who is blind learns only through tactile or auditory mechanisms. A student with low vision is severely visually impaired with correction but can increase visual functioning through optical aids, non-optical aids, and environmental modifications and/or techniques. The visually limited student has limited vision under normal circumstances, and can benefit from adaptation such as special lighting, corrective lenses, and the like. The IEPs of students with visual impairments are likely to specify that large print or Braille versions are needed for the student to participate in testing; optimal lighting conditions may also be mentioned.

Suggestions for working with student with visual impairments:

- Lighting may be an issue. Some students are light sensitive and will see best with low level desk lighting. Other students need full lighting. When possible, check with teachers or have the student select the seat where lighting is the best.
- Orient students with visual impairments to the testing environment, i.e., acquaint them with the physical features in the room.

- On the day of the testing, ask the School Coordinator to double check the students to make sure that each student has their necessary supplies. Do they have their eyeglasses, large display calculators, computers, Braille typewriters, large print materials, or any other devices that are listed on the student's IEP?
- Read any written instructions to the student.
- Be sure to stand in the center of the child's field of vision. Check with the School Coordinator on the student's particular field of vision.
- Do not be oversensitive to words like "seen."

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Appendix G

Classroom Management Techniques

G. REVIEW OF CLASSROOM MANAGEMENT TECHNIQUES

Having knowledge of technical information is only half the battle in accomplishing a successful test administration. Particularly for "outside" test administrators like yourselves, practical considerations such as how to effectively take charge of a classroom and how to manage inappropriate classroom behavior assume equal importance in the outcomes of the assessment.

Literature on effective classroom management consistently states that it does not occur by accident. A well organized administrator who is equipped to handle any and all situations will be more effective than one who ventures into the classroom ill-prepared. In your role as a NAEP representative or "outside" administrator, you will be looked upon by students as an authority figure not unlike that of a substitute teacher (we all know how horrific an experience that can be!). It is therefore in your best interest to anticipate, prepare, and organize to the greatest extent possible prior to and on assessment day. The guidelines provided here have been borne out by both research and field experience and are presented to help you accomplish a successful assessment.

In the event that you are unfamiliar with youngsters in the age range we are assessing, the following overview will provide some insight into the special challenges at each grade to help you prepare mentally. Helpful hints are offered whenever possible, based on effective procedures used by experienced NAEP supervisors.

G.1 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. They can also be very territorial, so if the assessment is being conducted in their room, 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.

While 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. Stress that they were "picked" for this assessment and that they should try to do their very best. Let them know that not everyone may be working on the same thing, and that it may take some 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 facilities just before the test 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 or she can wait for just a few minutes especially if it is toward the end of the session. If not, 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 or she will begin to cry -- this can be very unnerving. Gently try to find out what the problem is, bearing in mind that if the child is afraid of you, he or 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, provide reassurance if students cannot answer all of 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, remember to praise the students 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 is 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.

G.2 Eighth Grade Assessments

Many districts refer to the schools that their 8th graders attend as "Middle Schools." Whether they are called Middle, Junior High, or Intermediate, they are all good definitions for 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 hair styles 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 already addressed in the script, they may need to be discussed in a little more depth prior to the start of the session.

Be honest with them about what is happening. 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, 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 shows respect and does a lot to boost your credibility and gain their respect. 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. If a student is unruly and you feel unable to comfortably control the situation, don't be afraid to seek assistance!!

G.3 Twelfth Grade Assessments

High school seniors are the most difficult group to notify of the assessment and tend to have larger numbers of absentees from the sessions. 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 on some type of job experience program where they may only spend 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 why some 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, diplomatically (and expeditiously) try to enlist the support of the school administration staff.

Our job is to assess as many sampled students as possible. At this grade level, that is indeed a challenge.

Even more difficult is to know when to begin a session. You must not inconvenience those who showed up by making them wait for others. If there is a public address system in the school and a general announcement is made to refresh the memories of those invited, you may wait a few additional minutes for them to respond. 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?", "What's in it for me?"). Remind them that their school has agreed to participate and that each of them was 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 in the assessment book. 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, ask the students 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.