Task 6

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 test items throughout the assessment. 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. Detailed instructions on answering students' questions are provided on page 4.33.

The remainder of Task 6 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 the AAs 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 Effective Classroom Management

Having knowledge of procedural information is only half the battle in accomplishing a successful test 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 that routinely deals with discipline), 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.

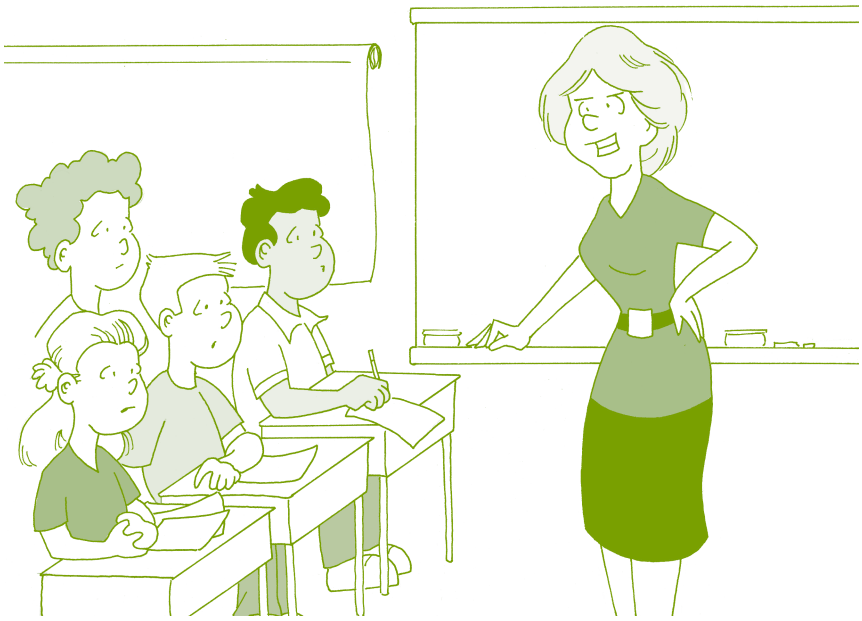
Classroom management skills and strategies will help to define your role as an AA. Leadership is demonstrated by effective management of the classroom. A successful management plan will have a strong effect on student behavior. The following techniques are essential components to any effective management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

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



Using Body Language

Use strong body language and calm facial expressions to project a sense of confidence. 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 administrator is in control of the session. When speaking to students concerning an inappropriate behavior, only 20 percent of the message that they hear is the actual language that is used. The other 80 percent is 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

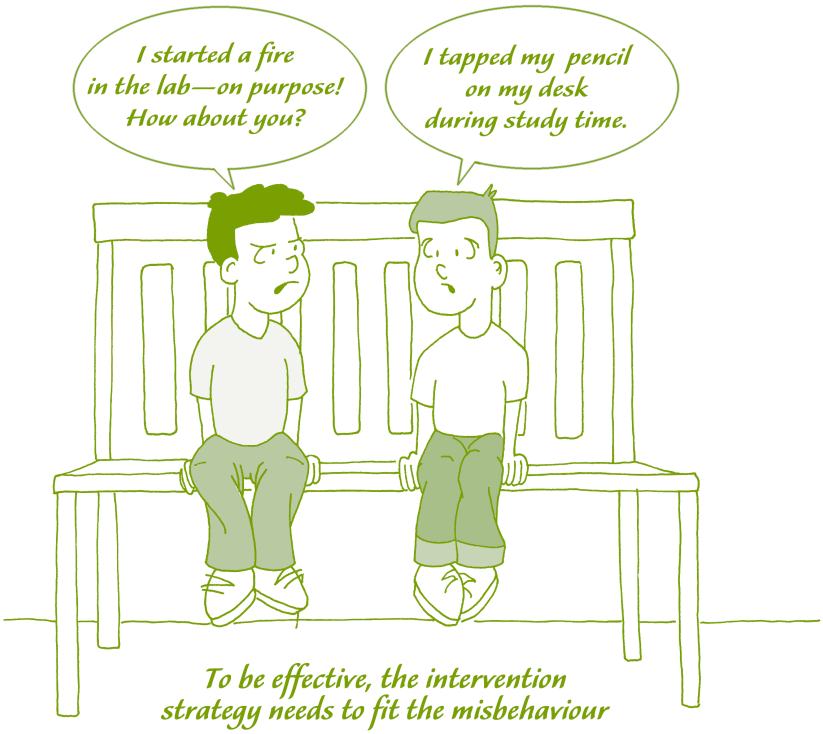
Before students arrive, assess the classroom set up and determine how to move through the classroom in an easy manner in order to establish proximity to each student if necessary. As students are working, move quietly through the classroom monitoring students' work and offering assistance when appropriate. 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 while not disturbing other students nearby.

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 well. 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.



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 and giving 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 in close proximity 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..."

 Chapter 4 Your Responsibilities at the School

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 chose 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.

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

In the event that 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 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 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.

 Chapter 4 Your Responsibilities at the School

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 public address 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.

C 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.
- **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 unintentional 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 vice versa, and write a brief note on the original booklet cover explaining the problem. If a booklet of the same number is not available, have the student continue working in the defective booklet. When the booklets are collected, be sure to write a note on the front cover explaining the problem.

For assessment booklets that require additional materials, in the event that either a student is missing material, or the material is found to be defective, replace it with another (of the same material). ACs will be sent extra assessment materials in their bulk supplies and will have them available at the school for AAs to use in such situations.

If a Student Asks to Leave the Session Early

Students should leave the session only in an emergency situation. 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. Be sure to use the appropriate administration code in these instances.
- 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.

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 on a 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.

Task 7 Assess Students with Disabilities or Limited English Proficiency

As discussed in Chapter 3, in all NAEP schools accommodations will be offered, as necessary, for SD or LEP students. As described on pages 3.18-3.24, students who require certain accommodations can be assessed in the regular session, while students requiring other accommodations will need to be assessed in a separate accommodation session.

A 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, the 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. ACs and AAs should both become familiar with these guidelines in the event that you will need to conduct an accommodation session. AAs who are asked to conduct an accommodation session will receive complete details on administering accommodations from their AC.

Using the Bilingual Script in Accommodation Sessions, if Applicable

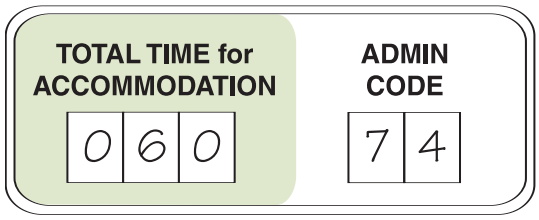
If you are conducting a separate accommodation session using the bilingual mathematics booklet, someone at the school who is proficient in Spanish should read the Spanish script. The AC will arrange for a school staff member to do this during the preassessment phone call. A Spanish script is packaged with each bilingual booklet.

Recordkeeping for Extended Time Accommodations

When a student requires extended time, whether in the regular session or in a separate accommodation session, it is important that the total time the student took for the **cognitive sections** be recorded on the front cover of the student's booklet. During the session you will need to keep track of the time the student takes for each cognitive section. Then, after the session, you will need to add together the time the student used for all cognitive sections, and record the sum in the three boxes labeled ***TOTAL TIME FOR ACCOMMODATION*** on the booklet cover. Note that you should zero-fill these boxes.

If the student did not use extra time, you should record the regular time allowed for the cognitive sections in these boxes.

The following is an example of this section of the booklet cover for a student who took 60 minutes to complete the cognitive sections.



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 page 3.24. 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 them 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 Individualized Education Plan (IEP) or that are not normally used by the student during testing.

B Keeping Children with Disabilities Comfortable and On-Task During the Assessment

Whether accommodating students in the original session or in special sessions, it is important that the AC or 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, or perhaps you could 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 test, the approximate amount of time they will have to complete the test, and the materials you will give them. 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 taking the test, try standing next to his or 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 testing should be discontinued. Be careful, however, not to arrive at the decision to discontinue too quickly. Many students with disabilities get very nervous during testing 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 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 test will bring his/her attention back to the test.

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

Task 8 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 ***M,*** 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 (e.g., restroom or student refusal after starting booklet).
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 (e.g., restroom, or student refusal after starting booklet).
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 4.44 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 reading or writing 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.

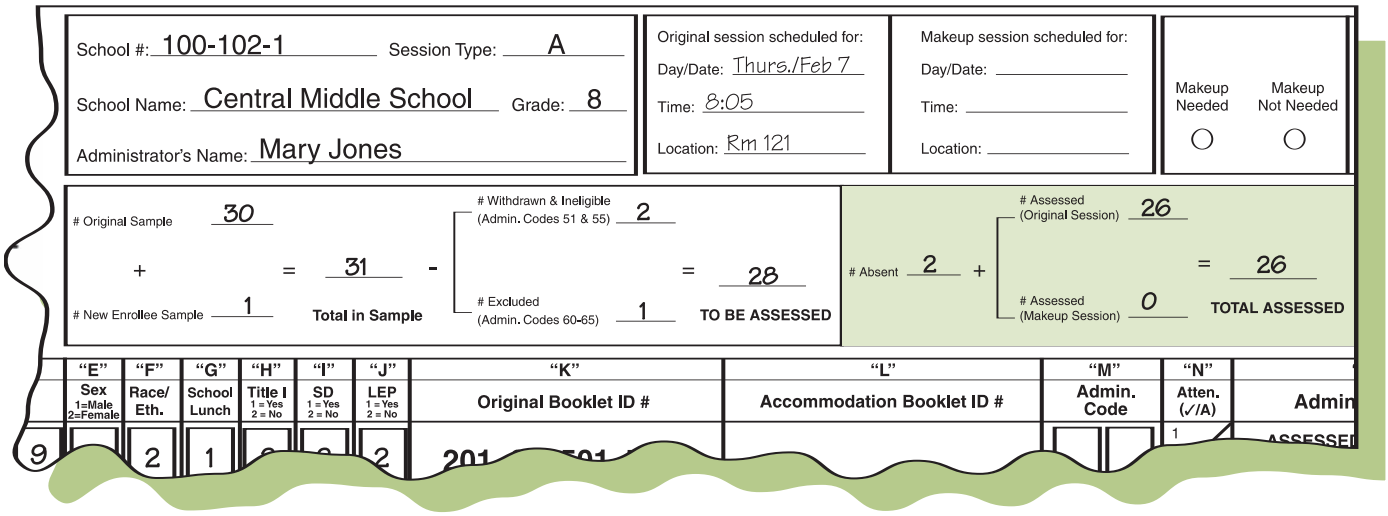
71	**Bilingual math booklet.** Assessed in separate accommodation session. Extended time is assumed. Students using the bilingual booklet are usually in small group or one-on-one sessions. (Math booklets only.)
72	**Bilingual dictionary.** Extended time is assumed. (Do not use with reading booklet.)
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. Directions/questions 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. Directions/questions 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. (Do not use scribe with writing booklet; computer is allowed with writing booklet.)
79	**Other, specify on cover.** Assessed with some other accommodation. Specify the accommodation on booklet cover.

Task 9 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 40-48). This includes students who were absent on assessment day, students who reported to the session but refused to participate, and students who arrived at the session too late to participate. It does not include withdrawn, ineligible, or excluded students.
2. On the line labeled ***# Assessed (Original Session),*** enter the actual number of eligible students who were present for the assessment and received a booklet (Admin. Codes 10-14 and 71-79). Students who attended the session, received a booklet, but did not record any answers **are** included in this category. **This number should also include any students assessed separately in an accommodation 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).
3. If 10 percent or more students were absent (not counting parent and student refusals) from the session, you must schedule and conduct a makeup session, as described in Task 15 in this chapter. 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).
4. 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, AAs should give the Administration Schedule to the AC.


School #: 100-102-1 Session Type: A
School Name: Central Middle School Grade: 8
Administrator's Name: Mary Jones

Original session scheduled for: Day/Date: Thurs./Feb 7 Time: 8:05 Location: Rm 121

Makeup session scheduled for: Day/Date: Time: Location:

Makeup Needed ○ Makeup Not Needed ○

Original Sample 30 + # New Enrollee Sample 1 = 31 Total in Sample - # Withdrawn & Ineligible (Admin. Codes 51 & 55) 2 - # Excluded (Admin. Codes 60-65) 1 = 28 TO BE ASSESSED

Absent 2 + # Assessed (Original Session) 26 + # Assessed (Makeup Session) 0 = 26 TOTAL ASSESSED

	"E" Sex 1=Male 2=Female	"F" Race/ Eth.	"G" School Lunch	"H" Title I 1 = Yes 2 = No	"I" SD 1 = Yes 2 = No	"J" LEP 1 = Yes 2 = No	"K" Original Booklet ID #	"L" Accommodation Booklet ID #	"M" Admin. Code	"N" Atten. (✓/A)	Admin
9		2	1			2	201			1	ASSESSED

"Not In Sample" Students

Rarely, 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 10 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 in Session Type A recorded their teacher number in the space provided according to the guidelines for completing scannable documents (see page 4.3). If not, you should erase the number and reenter it correctly.

Then, for each student, you 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 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. If the booklets were collected in the same order as they appear on the Administration Schedule, you will need to insert in the stack only 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 ***M*** 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 15 of this chapter. These booklets will be coded after the makeup session.

Example of a Coded Booklet Cover

Admin. Schedule Line # 2

2002
Grade 8

SECTION

1	R3
2	R4
3	D1
4	BR1

BOOK R1

naep The Nation's Report Card

School and Teacher Information

SCHOOL #							TEACHER #	
1	0	0	1	0	2	1	0	3

TOTAL TIME for ACCOMMODATION	ADMIN CODE	
	1	0

001 – 054006 – 9

DO NOT USE

PLACE LABEL HERE

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