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ADMINISTERING ACCOMMODATION SESSIONS

Procedure 13. Understand Accommodations Most Frequently Provided by NAEP

NAEP provides accommodations for students identified as students with a disability (SD) and English language learner (ELL) whose Individualized Educational Programs (IEPs) specify them. For ELL students who do not have an IEP, knowledgeable school staff, such as IEP or 504 teams, school psychologists, and teachers, will make decisions about accommodations.

Not all SD or ELL students will require test accommodations. Decisions about accommodations are made individually for each student. When it is determined that a student will receive an accommodation for NAEP, your supervisor will work with the school to ensure the accommodation is consistent with what the student routinely uses in classroom testing, or when receiving classroom instruction.

Exhibit 6-1 shows the Accommodations Charts that describe how to administer the accommodations NAEP allows. They also identify the subjects in which each accommodation is allowed, the additional accommodations typically required, and the Administration Codes for accommodations. Finally, there are general guidelines for determining whether to provide accommodations in separate or regular sessions based on limiting distractions in regular sessions while still providing the usual test accommodations that SD or ELL students receive during regular classroom testing/instruction.

For further information on accommodations, refer to *Inclusion* magazine.

Exhibit 6-1. NAEP Accommodations for Arts Assessment

		Accommodation	What is It?	How to Administer			
Direct Linguistic Support	Bilingual dictionary without definitions	Subjects Music & Visual Arts Booklet Cover Code BID Typical additional accommodations EXT	This is a non-electronic bilingual dictionary provided by the school in any language that contains English translations of words but does not contain definitions. It is sometimes referred to as a “word-for-word” dictionary, “word-to-word translation dictionary,” or a “bilingual word list.”	<ul style="list-style-type: none"> • This accommodation is usually provided in the regular session, although students who need this accommodation will need to have extended time to look up words in the dictionary. • Prior to the start of the session, the AA should quietly instruct the student to follow along with the regular timing of the assessment, but explain that, at the end, he/she will have extra time to go back and finish working. • The AA is responsible for checking the dictionary prior to the start of the assessment to be sure it does not contain definitions. 			
	Directions only signed				Subjects Visual Arts Booklet Cover Code OTH	This accommodation requires that a qualified sign language interpreter at the school sign the instructions included in the session script. The interpreter may not sign any additional directions in the assessment booklet.	<ul style="list-style-type: none"> • This accommodation can be provided in the regular session in the back of the room (or wherever it is typically administered). • The interpreter will sit near the students so they are able to see the directions being signed.
	Test items signed						
Read aloud—occasional	Subjects Music & Visual Arts Booklet Cover Code REA	For this accommodation, students may request to have words, phrases, or sentences read aloud to them.	<ul style="list-style-type: none"> • This accommodation can be provided in the regular session. • The AA should quietly instruct the student before the start of the session to raise his/her hand if he/she needs to have a word, phrase, or sentence read aloud. • If more than one student in a session requires this accommodation, they should be seated together in a way that minimizes distractions for other students. 				
				<i>Note: Reading the script, instructions or directions aloud, when requested, so students understand where and how to record their answers is NOT considered an accommodation and should not be recorded as one on the Administration Schedule. These instructions can be repeated or reworded in any way, in English, so students understand what to do.</i>			

Exhibit 6-1. NAEP Accommodations for Arts Assessment (continued)

		Accommodation	What is It?	How to Administer
Presentation Format		Read aloud—most or all	For this accommodation, students may request to have most or all of the assessment booklet read aloud to them.	<ul style="list-style-type: none"> • This accommodation requires a separate accommodation session. • When a student requires read aloud in a one-on-one setting, the student's originally assigned booklet is used. The AA will administer the session using the appropriate accommodation session script and read the questions and answers choices from the student's booklet. • When more than one student requires this accommodation, the students can be grouped together (i.e., small group) based on the subject they are originally assigned. The AA will administer the assessment using the appropriate accommodation session script and read the questions and answers from an unused assessment booklet. The AA will read aloud all the questions and answer choices and then wait for all of the students to mark their answers before moving on to the next question.
		Subjects Music & Visual Arts		
		Booklet Cover Code REA		
		Typical additional accommodations SMG / ONE EXT		

Exhibit 6-1. NAEP Accommodations for Arts Assessment (continued)

		Accommodation	What is It?	How to Administer
Presentation Format	Braille version of test		NAEP provides a Braille version of the assessment booklet for visually impaired students. The Braille booklet is packaged with an identical Braille companion booklet, if one is required by the administrator, and the matching regular assessment booklet.	<ul style="list-style-type: none"> • This accommodation requires a separate accommodation session. • The AA will administer the session by reading the appropriate accommodation session script. • Students may require a Braille typewriter or a scribe to respond to the questions. • If a Braille typewriter is used, the AA will write the booklet ID number on all pages created by the Braille typewriter and insert these pages into the student's regular booklet. • If a scribe is used when a constructed response is required, the scribe should write exactly what the student says. A student responding orally should indicate when a sentence ends and another one begins. There is no need for the student to indicate grammar or punctuation, provided that the answer can be read and understood. The student should spell a word only if it's critical to distinguish meaning (for example, too vs. two). • The scribe should read the written response to the student. The student will get one chance to make revisions, and then will need to move on to the next question.
	Subjects Music			
	Booklet Cover Code OTH			
	Typical additional accommodations ONE EXT SCR			
	Large print version of test		NAEP provides large-print booklets to students who are visually impaired. These are assessment booklets that have been enlarged 129 percent.	<ul style="list-style-type: none"> • This accommodation can be provided in the regular session.
	Subjects Music			
Booklet Cover Code LRG				

Exhibit 6-1. NAEP Accommodations for Arts Assessment (continued)

	Accommodation	What is It?	How to Administer
Presentation Format	Magnification equipment	This is a lens or system provided by the school that enhances visual function. Magnification devices include eyeglass-mounted magnifiers, free-standing or hand-held magnifiers, enlarged computer monitors, or computers with screen enlargement programs. Some students use closed-circuit television to enlarge print and display printed material with various image enhancements on a screen.	<ul style="list-style-type: none"> This accommodation can be provided in the regular session.
	Subjects Music & Visual Arts		
Booklet Cover Code MAG			
Response Format	Responds in sign language	This accommodation requires that students sign their responses to a qualified sign language interpreter provided by the school. The interpreter records the student's answers in the assessment booklet.	<ul style="list-style-type: none"> This accommodation requires a separate accommodation session. The AA will administer the session by reading the appropriate accommodation session script. When a constructed response is required, the interpreter/scribe should write exactly what the student signs. A student should indicate when one sentence ends and another begins. There is no need for the student to indicate grammar or punctuation, provided that the answer can be read and understood. The student should spell a word only if it's critical to distinguish meaning (e.g., too vs. two). The interpreter/scribe should show the student the written response after the student completes it, but NOT sign the response to the student. The student will get one chance to make revisions, and then will need to move on to the next question.
	Subjects Visual Arts		
	Booklet Cover Code OTH		
	Typical additional accommodations SMG / ONE EXT SCR		
Response Format	Responds using Braille typewriter	This accommodation requires that a visually impaired student record his/her answers using a Braille typewriter, a slate and stylus, or an electronic Braille note taker provided by the school.	<ul style="list-style-type: none"> This accommodation can be provided in the regular session if the Braille typewriter they use is quiet enough. Some older Braille typewriters are very loud and may require a separate session. The AA will write the booklet ID number on all pages created by the Braille typewriter and insert these pages into the student's booklet.
	Subjects Music		
	Booklet Cover Code OTH		
	Typical additional accommodations SMG / ONE EXT		

Exhibit 6-1. NAEP Accommodations for Arts Assessment (continued)

		Accommodation	What is It?	How to Administer
Response Format	Responds orally to scribe		This accommodation requires that the student respond orally to a scribe provided by the school or respond by pointing to his/her answers. The scribe then records the student's responses in the assessment booklet.	<ul style="list-style-type: none"> • This accommodation requires a separate accommodation session. • The AA will administer the session by reading the appropriate accommodation session script. • When a constructed response is required, the scribe should write exactly what the student says. A student responding orally should indicate when a sentence ends and another one begins. There is no need for the student to indicate grammar or punctuation, provided that the answer can be read and understood. The student should spell a word only if it's critical to distinguish meaning (for example, too vs. two). • The scribe should show the student the written response after the student completes it, but NOT read the response to the student. The student will get one chance to make revisions, and then will need to move on to the next question.
	Subjects Music & Visual Arts			
	Booklet Cover Code SCR			
	Typical additional accommodations SMG / ONE EXT			
	Responds using computer or typewriter		This accommodation requires that the student record his/her answers using a computer or typewriter provided by the school. <i>Note: Use of the spelling/grammar check function on a computer is not allowed.</i>	<ul style="list-style-type: none"> • This accommodation can be provided in the regular session if the computer or typewriter is quiet enough. • The student will use the computer or typewriter to record his/her answers. • The AA will write the booklet ID number on all pages created by the computer and insert these pages into the student's booklet. • The AA is responsible for checking the computer prior to the start of the assessment and for monitoring the student during the assessment to be sure the spelling/grammar check function is disabled.
	Subjects Music & Visual Arts			
	Booklet Cover Code SCR			
	Uses template to respond		This is a cutout or overlay provided by the school that is used to focus a student's attention on one part of a page by obscuring other parts of the page.	<ul style="list-style-type: none"> • This accommodation can be provided in the regular session.
	Subjects Music & Visual Arts			
	Booklet Cover Code OTH			

Exhibit 6-1. NAEP Accommodations for Arts Assessment (continued)

		Accommodation	What is It?	How to Administer
Response Format	Uses special writing tool		<p>This is a large-diameter pencil, pencil grip, or other special writing tool provided by the school that a student uses to record his/her answers in the assessment booklet.</p> <p><i>NOTE: Some students' IEPs stipulate that they should receive this accommodation. For those students, this will be coded as an accommodation in response to their IEP. Students who do not have this as an IEP requirement, but who typically use large-diameter pencils, pencil grips, or other special writing tools during assessments may use these for NAEP, and it will not be recorded as an accommodation.</i></p>	<ul style="list-style-type: none"> • This accommodation can be provided in the regular session. • The AA will verify that the student has the special writing tool before the session begins.
	Subjects Music & Visual Arts			
	Booklet Cover Code OTH			
Setting Format	Small group		<p>Generally, a small group session includes no more than five students. A student can be assigned to a small group session because he/she requires one, or because one or more of the accommodations he/she typically requires must be administered in a separate session to minimize distractions to other students in the regular session.</p>	<ul style="list-style-type: none"> • This is by definition a separate session. • The person administering the session will use the appropriate accommodation session script to conduct the session.
	Subjects Music & Visual Arts			
	Booklet Cover Code SMG			
	Typical additional accommodations EXT			
	One-on-one		<p>This accommodation requires that a student is assessed individually in an area free of distractions.</p>	<ul style="list-style-type: none"> • This is a session with one student and one AA or school staff member administering the session. • The person administering the session will use the appropriate accommodation session script to conduct the session. • If the student regularly works with a facilitator provided by the school, that person should be available for the assessment.
	Subjects Music & Visual Arts			
	Booklet Cover Code ONE			
	Typical additional accommodations EXT			
Study carrel		<p>This is a portable screen provided by the school used to limit distractions for a student.</p>	<ul style="list-style-type: none"> • This accommodation can be provided in the regular session, although occasionally the location of the study carrel is in a separate location. • A screen is placed on the student's desk to limit distractions for the student. 	
Subjects Music & Visual Arts				
Booklet Cover Code OTH				

Exhibit 6-1. NAEP Accommodations for Arts Assessment (continued)

	Accommodation	What is It?	How to Administer
Setting Format	Preferential seating, light, furniture	This accommodation requires that a student sit in a designated area for the assessment; such as away from other students to limit distractions; a location where there is access to special equipment; or close to the front of the room so that a student can see or hear more easily. It may also include special light and furniture used by the student.	<ul style="list-style-type: none"> This accommodation can be provided in the regular session.
	Subjects Music & Visual Arts		
	Booklet Cover Code OTH		
	School staff administers	This accommodation requires that a school staff member familiar to the student administer the session.	<ul style="list-style-type: none"> This accommodation requires a separate accommodation session. The school staff member will administer the session by reading the appropriate accommodation session script.
	Subjects Music & Visual Arts		
	Booklet Cover Code SSA		
Timing Accommodations	Extended time	This accommodation requires that students be given extra time to complete the assessment.	<ul style="list-style-type: none"> In a regular session, this accommodation requires that students be given extra time after the timed session has been completed to continue to work on the cognitive sections of the assessment. Prior to the start of the session, the AA should quietly instruct students with this accommodation to follow along with the regular timing of the assessment, but explain that, at the end, they will have extra time to go back and finish working. In a separate session, if most or all of the students are still working on a section at the end of the regular time limit, the AA should allow them to continue to work for about 10 more minutes per section. If most are finished, he/she should move on to the next section. In either case, students who need extra time may go back to work on unfinished sections of the assessment up to the maximum time allowed, which is three times the normal time. The only limit for extended time is that students may not take more than three times the regular time allocated for a particular section of the booklet. During the extended time, the AA must remain in the testing location until students have finished the assessment.
	Subjects Music & Visual Arts		
	Booklet Cover Code EXT		

Exhibit 6-1. NAEP Accommodations for Arts Assessment (continued)

	Accommodation	What is It?	How to Administer
Timing Accommodations	Breaks during test	This accommodation requires that the student be allowed to take breaks as requested or at predetermined intervals during the assessment. This also could mean that the student is allowed to take the assessment in more than one sitting during a single day.	<ul style="list-style-type: none"> • This accommodation requires a separate accommodation session. • There are no specific NAEP requirements regarding the length of time for a break, how often the breaks are taken, or whether the student has contact with other students during the breaks. The test must, however, be administered during a single day.
	Subjects Music & Visual Arts		
	Booklet Cover Code BRK		
	Typical additional accommodations SMG / ONE EXT		
Other Accommodations	Other	This category includes accommodations provided by the school that are not listed above and are regularly used by one or more students sampled for the assessment. One example is some hearing-impaired students require the administrator to wear a small microphone. <i>NOTE: Some schools provide special equipment such as colored highlighters for all students to use as a testing "strategy." If these are typically used on the state assessment by these students, they are allowed for use on NAEP and are not considered an accommodation. However, NAEP does not allow the use of scrap paper or graph paper. Students are instructed to show all of their work in the assessment booklet.</i>	
	Subjects Music & Visual Arts		
	Booklet Cover Code OTH		

Procedure 14. Administer Separate Accommodation Sessions

If your supervisor and school coordinator determine a student needs to be administered an accommodation in a separate session, that information will be communicated to you through the Assessment Information Form.

14A. Use the Accommodation Session Scripts When Conducting Separate Accommodation Sessions.

The accommodation session scripts are slightly modified versions of the regular session scripts. The accommodation scripts have shorter or simpler versions of some sections and less stringent timing. Each music and visual arts session type has an accommodation script to use for the separate accommodation sessions.

14B. Ensure That School Staff Assisting in the Administration Adhere to the Guidelines Described in the Accommodation Teacher Letter.

In some cases, the school will provide a teacher or staff person familiar with the students to work with you in accommodation sessions. If so, the supervisor will provide the teacher with a copy of the Accommodation Teacher Letter that provides guidelines for what staff members can and cannot do. The staff member will sign the letter and give it back to your supervisor. If you observe a staff member doing something inappropriate, quietly remind him/her of the guidelines in the letter.

14C. Follow the Same Standard NAEP Procedures for Monitoring the Session.

Your job as an AA is to administer the accommodations SD or ELL students need to participate while maintaining NAEP test integrity. To truly assess the students' knowledge, it is important for you to refrain from giving and/or prompting answers. As with regular sessions, you should only provide assistance to students in an accommodation session during the background sections and when making sure they understand how and where to record answers. Refer to chapter 5 for guidelines on monitoring all NAEP sessions.

Inclusion magazine provides suggestions for ways you can keep children with disabilities comfortable and on task. Read the magazine carefully and refer back to it as necessary.



Voices of Experience:

During the accommodation sessions that offer extended time, it is helpful to jot down the beginning and ending times of the cognitive sections on the back of the Assessment Information Form. At the end of the session when coding the booklet covers, you have that information easily available in order to record the total time offered in the extended time boxes.

Procedure 15. Administer Accommodations Within the Regular Session

Every attempt should be made to provide students who need accommodations with the best opportunity to participate in the study and to minimize distractions for other students. In many cases, accommodations can be administered in the regular session if both criteria mentioned above are met.

When administering an accommodation in the regular session, it is important that you are alert to the student's needs without hovering or focusing entirely on that student. Refrain from doing anything that will embarrass or single out the student in a negative way.

Procedure 16. Recognize Accommodations NOT Allowed by NAEP

It is a goal of NAEP to be as inclusive as possible with SD and ELL students. However, there are a few accommodations that NAEP does not allow.

These include:

- Oral or written responses translated into written English
- Directions read aloud in native language
- Test material read aloud in native language
- A bilingual version of the test
- Tape records answers
- Test taken over several days
- Use of dictionary, thesaurus, or spelling- and grammar-checking software or devices

In addition, the following accommodations are not allowed on the NAEP Arts assessment for music or visual arts.

For music, NAEP does not allow:

- directions only signed,
- test items signed, or
- responding in sign language.

For visual arts, NAEP does not allow:

- Braille version of the test,
- large print version of the test, or
- using a Braille typewriter to respond.

16A. Code Students Who Cannot be Assessed—Accommodation Not Permitted.

If a student requires one of these accommodations and cannot be included in the assessment with only accommodations allowed by NAEP, as determined by the school staff member most knowledgeable about the student, he/she will be excluded.

These students will receive one of the **REASONS FOR EXCLUSION** Administration Codes below on the Administration Schedule.

- 61 = SD – Required accommodation not permitted
- 63 = ELL – Required accommodation not permitted
- 65 = SD and ELL – Required accommodation not permitted

16B. Code Students Who Cannot Be Assessed—Accommodation Not Available.

If a student can be assessed but the required accommodation, such as a Braille typewriter or other school-provided equipment, is not available to the student for the assessment, the student will also be excluded.

These students will receive one of the **REASONS FOR EXCLUSION** Administration Codes below on the Administration Schedule.

- 67 = SD – Required accommodation not available
- 68 = ELL – Required accommodation not available
- 69 = SD and ELL – Required accommodation not available

16C. Code Students Who Cannot Be Assessed—Cannot Be Assessed.

If it is determined that a student cannot be assessed for reasons other than a required accommodation is not permitted or available for NAEP, give the student an exclusion code.

These students will receive one of the **REASONS FOR EXCLUSION** Administration Codes below on the Administration Schedule.

- 60 = SD – Cannot be assessed
- 62 = ELL – Cannot be assessed
- 64 = SD and ELL – Cannot be assessed

16D. Code Students Who Cannot Be Assessed—Accommodation Scheduling Problem.

If a school refuses an accommodation session due to scheduling or staffing problems, students assigned to that session will be coded Administration Code **45** – Accommodation Scheduling Problem on the Administration Schedule. Do not assign codes 60–69, which will incorrectly classify the student as excluded rather than absent.

Procedure 17. Understand How to Code Accommodations

This year, there is a new procedure for assigning accommodation codes on the Administration Schedule and booklet covers. After meeting with the school coordinator during the preassessment visit, your supervisor will use the Inclusion Worksheet to assign codes to column **P** of the Administration Schedule. The codes, along with an explanation, are listed in the table below.

Accommodation Codes	
1	Assess without accommodations. Used for all students who are not classified as SD and/or ELL, as well as students who are classified as SD and/or ELL and can be assessed in the regular session without any accommodations.
2	Accommodation offered in regular session. Used for SD and/or ELL students who are offered accommodations that can be provided in the regular session.
3	Accommodation offered in separate session. Used for SD and/or ELL students who are offered accommodations that must be given in a separate session.
4	Not applicable. Used for students who are withdrawn/graduated or ineligible. Also used for students who are excluded (Administration Codes 60–65 and 67–69). Students who are Excluded but Assessed (Administration Code 66) should be given an accommodation code of 2 or 3. Should also be assigned to all unused booklets (Administration Code 52).

After the session, you will transfer the accommodation code that your supervisor recorded on the Administration Schedule (column **P**) onto the student's booklet cover in the **Accomm. Code** box. Then, on the cover, under **Accommodations Offered in Regular or Separate Session**, you will record all accommodations offered (whether or not they were used). If extended time was offered (74 – EXT), you will also need to record the total time used in the Extended Time boxes on the booklet cover. If extended time was offered but not used, you will enter the standard time per session type in the Extended Time boxes. The following chart lists the standard and maximum times for the combined cognitive blocks for each session type:

Booklet type	Standard timing for cognitive blocks	Maximum extended time allowed
Music Sessions		
MU741	058 Minutes	174 Minutes
MU742	058 Minutes	174 Minutes
MU743	063 Minutes	189 Minutes
MU744	063 Minutes	189 Minutes
MU745	060 Minutes	180 Minutes
MU746	061 Minutes	183 Minutes
MU747	060 Minutes	180 Minutes
MU748	061 Minutes	183 Minutes
Visual Arts Sessions		
VA761	075 Minutes	225 Minutes
VA762	095 Minutes	285 Minutes
VA763	104 Minutes	312 Minutes
VA764	084 Minutes	252 Minutes
VA765	100 Minutes	300 Minutes
VA766	079 Minutes	237 Minutes
VA767	100 Minutes	300 Minutes
VA768	079 Minutes	237 Minutes

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COMPLETING ACTIVITIES AFTER THE ASSESSMENT

Procedure 18. Account for All Materials Used

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

NOTE: The session CDs are controlled items and must never be left unattended. All CDs must be accounted for at the end of the session.

Procedure 19. Complete the Administration Schedule



Your role in completing the Administration Schedule involves the following:

19A. Enter an Administration Code in Column Q.

Your first responsibility after students have been dismissed is to record an Administration Code for every student listed on the Administration Schedule who does not already have one recorded. These include assessed students (Administration Codes **10-14**) and absent students (Administration Codes **40-49**).

All Administration Codes are listed on the right side of the Administration Schedule in column **R** and are grouped according to participation status. Although you will primarily use the assessed and absent codes, all Administration Codes and the guidelines for using them are printed on the following pages for reference.

Note that this year the same Administration Codes are applied for both non-accommodated and accommodated students. Specific accommodations are recorded only on the booklet cover.

Definitions of Administration Codes Used in Column R	
Assessed Students–Original Session	
10	In session full time. Assessed in original session.
11	No responses in booklet. Student was in original session full time, but there were no responses in the booklet.
12	In session part time. Student left the original session and did or did not return. Specify the reason on the booklet cover.
13	Session incomplete. Specify the reason. Original session was interrupted and no student was able to complete the booklet (e.g., fire drill).
14	Other, specify on cover. Use this code for any situation that is not covered by the other Assessed in Original Session codes (e.g., the discovery of a page missing from a booklet). Explain fully on the booklet cover.
Assessed Students–Makeup Session	
20	In session full time. Assessed in makeup session.
21	No responses in booklet. Student was in makeup session full time, but there were no responses in the booklet.
22	In session part time. Student left the makeup session and did or did not return. Specify the reason on the booklet cover.
23	Session incomplete. Specify the reason. 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 temporarily not in school (less than 2 weeks) due to illness, disability, or excused absence.
41	Long-term. Student has been absent from school 2 weeks or more because of an illness or disability.
42	Chronic truant. Student attends school occasionally, if ever.
43	Suspended. Includes in-school suspension.
44	In school, did not attend session. Student was known to be in school on the day of assessment but, for example, was not released by teacher because of disruptive behavior.
45	Accommodation scheduling problem. School refused accommodation session due to staffing and/or scheduling issues.
46	Parent refusal. Parent officially notified school that he/she refused to allow student to participate in the assessment.
47	Student refusal. Student officially notified school or NAEP staff that he/she 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).
49	Session/subject refused by school. Entire session or certain subjects within a cooperating session were not conducted due to the refusal by the state or school.

Definitions of Administration Codes Used in Column R (continued)

Other Student Codes	
51	Withdrawn/Graduated. Student is no longer enrolled in the school or is expelled.
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.
54	Ineligible, never attends campus. Student is listed as enrolled but is not physically attending the school (e.g., home schooled or attending all classes off campus).
55	Ineligible, other. Student was not eligible for the assessment for any other reason (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.
Reasons for Exclusion	
60	SD – Cannot be assessed. 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 permitted. Student cannot be included in the session due to a disability for which a required accommodation was not permitted (e.g., reading the assessment items to a student selected for a reading assessment).
62	ELL – Cannot be assessed. Student whose English language proficiency is so limited that he/she cannot be included in the assessment even with an accommodation.
63	ELL – Required accommodation not permitted. Student cannot be included in the session due to limited proficiency in the English language for which a required accommodation was not permitted (e.g., bilingual booklet for a student selected for the reading assessment).
64	SD & ELL – Cannot be assessed. Student whose cognitive functioning and/or English language proficiency is so limited that he/she cannot be included in the assessment even with an accommodation.
65	SD & ELL – Required accommodation not permitted. Student cannot be included in the session due to a mental/physical disability and limited English proficiency for which required accommodation was not permitted.
66	Excluded, but assessed. Students who the school deemed should be excluded from the assessment but the school requested that they participate anyway.
67	SD – Required accommodation not available. Student cannot be included in the session due to a disability for which a required accommodation was not available (e.g., scribe or other accommodation supplied by the school).
68	ELL – Required accommodation not available. Student cannot be included in the session due to limited proficiency in the English language for which a required accommodation was not available (e.g., bilingual dictionary or other accommodation supplied by the school).
69	SD & ELL – Required accommodation not available. Student cannot be included in the session due to a mental/physical disability and limited English proficiency for which a required accommodation was not available.

19B. Enter an Administration Code of 52 for All Unassigned Booklets.

Enter Administration Code **52** in column **Q** of the Administration Schedule for all unassigned booklets.

19C. Complete the Summary Box.

It is very important that the summary information at the top of the Administration Schedule is accurately recorded. To do so, follow the steps below.

Grade: <u>8</u>	Original session scheduled for: Day/Date: <u>Monday, Feb. 11</u> Time: <u>8:35</u> Location: <u>Cafeteria</u>	Makeup session scheduled for: Day/Date: _____ Time: _____ Location: _____	If Makeup Needed Makeup Held <input type="radio"/> Makeup Not Held <input type="radio"/>	Bundle #'s 00001 00002																								
Middle School Silvia Thomas	<table border="1"> <tr> <td># Withdrawn & Ineligible (Admin. Codes 51, 54 & 55)</td> <td><u>2</u></td> <td># Absent (Admin. Codes 40-45, & 48)</td> <td><u>1</u></td> <td># Assessed (Original Session)</td> <td><u>19</u></td> </tr> <tr> <td># Excluded (Admin. Codes 60-69)</td> <td><u>1</u></td> <td># Refused (Admin. Codes 46, 47 & 49)</td> <td><u>0</u></td> <td># Assessed (Makeup Session)</td> <td>_____</td> </tr> <tr> <td colspan="3">TO BE ASSESSED</td> <td colspan="3">TOTAL ASSESSED</td> </tr> <tr> <td colspan="3">23 - 2 + 1 = 20</td> <td colspan="3">1 + 0 + 19 = 20</td> </tr> </table>			# Withdrawn & Ineligible (Admin. Codes 51, 54 & 55)	<u>2</u>	# Absent (Admin. Codes 40-45, & 48)	<u>1</u>	# Assessed (Original Session)	<u>19</u>	# Excluded (Admin. Codes 60-69)	<u>1</u>	# Refused (Admin. Codes 46, 47 & 49)	<u>0</u>	# Assessed (Makeup Session)	_____	TO BE ASSESSED			TOTAL ASSESSED			23 - 2 + 1 = 20			1 + 0 + 19 = 20			Session Number M10801
# Withdrawn & Ineligible (Admin. Codes 51, 54 & 55)	<u>2</u>	# Absent (Admin. Codes 40-45, & 48)	<u>1</u>	# Assessed (Original Session)	<u>19</u>																							
# Excluded (Admin. Codes 60-69)	<u>1</u>	# Refused (Admin. Codes 46, 47 & 49)	<u>0</u>	# Assessed (Makeup Session)	_____																							
TO BE ASSESSED			TOTAL ASSESSED																									
23 - 2 + 1 = 20			1 + 0 + 19 = 20																									
<table border="1"> <tr> <td>"K"</td> <td>"L"</td> <td>"M"</td> <td>"N"</td> <td>"O"</td> <td>"P"</td> <td>"Q"</td> <td>"R"</td> </tr> <tr> <td>Final</td> <td>Enroll</td> <td>New</td> <td>Booklet ID #</td> <td>Accommodation</td> <td>Accom.</td> <td>Admin</td> <td>A</td> </tr> </table>					"K"	"L"	"M"	"N"	"O"	"P"	"Q"	"R"	Final	Enroll	New	Booklet ID #	Accommodation	Accom.	Admin	A								
"K"	"L"	"M"	"N"	"O"	"P"	"Q"	"R"																					
Final	Enroll	New	Booklet ID #	Accommodation	Accom.	Admin	A																					

1 Record the number of students who were to be assessed, but who did not participate in the assessment session at all in the # **Absent** space. This includes students with Administration Codes **40-45, 48, and 49** in column **Q**.

2 Next, enter the total number of parent and student refusals, coded **46 and 47** in column **Q**. This total is entered in the # **Refused** space.

3 Finally, enter the **Assessed (Original Session)**. This is the total of the Administration Codes **10-14** in column **Q**.

After you have checked that all the necessary items on the Administration Schedule have been correctly filled in, give the Administration Schedule to your supervisor. He/she will calculate and determine whether a makeup session is needed at the school.

“Not In Sample” Students, Administration Code 56

Sometimes, for convenience purposes, a school will require some students to be included in the assessment even though they were not sampled. In this case, the supervisor 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, gender, 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 column **Q** on the Administration Schedule, your supervisor will enter Administration Code **56 = Not In Sample** for these students.

Not In Sample students should not be counted in the # **Assessed (Original Session)** at the top of the Administration Schedule.

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

Procedure 20. Code the Booklet Covers



To code the booklet covers, complete the following steps. A checklist of these tasks is also provided in the Quick Checks section of this manual.

20A. Organize All Booklets Back Into Administration Schedule Order.

Ensure that all booklets, including those separated before the assessment, are back in Administration Schedule order.

If an accommodation booklet was assigned, follow these procedures.

Braille

The booklet originally assigned to the student in column **N** of the Administration Schedule will go back in the stack of booklets, in Administration Schedule order, from the session to which the student was originally assigned (i.e., if a student originally assigned to a visual arts session was given the Braille accommodation in music, their originally assigned booklet will be put with the visual arts session).

The Braille booklet, the Braille companion booklet, and the accommodation booklet (MU745) will be returned to Pearson separately in an overnight box that they will provide.

Large Print

The booklet originally assigned to the student in column **N** of the Administration Schedule will go back in the stack of booklets, in Administration Schedule order, from the session to which the student was originally assigned (i.e., if a student originally assigned to a visual arts session was given the large-print accommodation in music, their originally assigned booklet will be put with the visual arts session).

The accommodation booklet (MU745) will be put in the stack with the original booklet, and should be placed below that booklet, in Administration Schedule order.

The large-print booklet will be folded up and placed on top of the stack of booklets in the originally assigned session.

Continue to follow the below procedures with the accommodation booklets.

20B. Ensure That Each Booklet Has the Correct School ID Number.

Students should have entered the school ID number already; if not, enter the seven-digit school ID number from the Administration Schedule in the boxes labeled **School #**.

20C. Transfer the Administration Codes and the Accommodation Codes to the Student Booklet Covers.

You will have recorded an Administration Code for each student listed and any unassigned booklets on the Administration Schedule. You must transfer each code from the Administration Schedule (column **Q**) to the **Admin. Code** boxes located on the front cover of the corresponding booklet.

You will also need to transfer the Accommodation Code that your supervisor recorded on the Administration Schedule (column **P**) to the **Accom. Code** box on the booklet cover.

Reminder: Accommodation booklets (MU745) assigned to students in a different session type should have an Accommodation Code of **3** and an Administration Code of **66**.

20D. Write an Explanation on the Booklet Cover.

The Administration Codes **12-14**, **22-24**, and **48** all require, by definition, an explanation of the individual situation. If this has not already been done, write a clear explanation on their booklet cover for each student given one of these codes.

20E. Code the Accommodations on the Booklet Cover.

To collect all of the information about the students assessed with accommodations, a place to record all **Accommodations Offered** has been added to the student booklet cover.

For all students requiring accommodations, you will have recorded an Accommodation Code of **2** or **3** in the **Accom. Code** boxes. For students requiring one or more accommodation, you must shade the “Y” oval next to each accommodation the student was offered whether or not it was used by the student. You will find accommodations information for students on your Assessment Information Form for each school. Students with an Administration Code of **56** or **66** should have all accommodations they were offered filled in on their booklet covers.

If a student given an Accommodation Code of **2** or **3** is absent on assessment day, you do not need to fill in the accommodations offered.

Assessed With Accommodations

Students assessed with accommodations should have all of the accommodations that they were offered filled in on their booklet cover.

BID	Bilingual dictionary. (Word-to-word without definitions.) Assign if a student uses for all or part of the assessment. Extended time is assumed.
LRG	Large-print booklet. Usually administered in the regular session (Music only).
LXT	Extended time. Assessed with additional time to complete the assessment.
REA	Read aloud. Assessed in regular session if only an occasional word or phrase is to be read aloud. Assessed in separate accommodation session if most or all of the assessment is to be read aloud.
SMG	Small group. Assessed in separate accommodation session. Extended time is assumed. Read aloud is acceptable.
ONE	One-on-one. Assessed in separate accommodation session. Extended time is assumed. Read aloud is acceptable.
SCR	Scribe or use of computer to record student answers. Assessed in separate accommodation session. Extended time is assumed. Used to record student answers.
OTH	Other, specify on cover. Assess with some other accommodation. Specify the accommodation on booklet cover.
BRK	Breaks during test. Assign if breaks were taken by the student between sections.
MAG	Magnification device. Assign if student used such special equipment for all or part of the assessment.
SSA	School staff administers. Assign if a school staff member needs to read the script and administer the session.

ACCOMMODATION SESSION INFORMATION			
GROUP #:	SESSION CHARACTERISTICS (circle all that apply): REA / <u>SMG</u> / ONE / SCR / SSA		
STUDENT INFORMATION			
SESSION #	LINE #	SUBJECT	OTHER ACCOMMODATIONS REQUIRED
M10801	2	M	Extended time (EXT)
M10801	11	M	Bilingual Dictionary, Extended time (EXT), Breaks during test (BRK)
M10801	21	M	Study Carrel, Extended time (EXT)
GROUP #:	SESSION CHARACTERISTICS (circle all that apply): REA / <u>SMG</u> / ONE / SCR / SSA		
STUDENT INFORMATION			
SESSION #	LINE #	SUBJECT	OTHER ACCOMMODATIONS REQUIRED
M10801	5	M	Extended time (EXT), Braille
M10801	14	M	Braille, Extended time (EXT)
GROUP #:	SESSION CHARACTERISTICS (circle all that apply): REA / SMG / ONE / SCR / SSA		
STUDENT INFORMATION			
SESSION #	LINE #	SUBJECT	OTHER ACCOMMODATIONS REQUIRED
GROUP #:	SESSION CHARACTERISTICS (circle all that apply): REA / SMG / ONE / SCR / SSA		
STUDENT INFORMATION			
SESSION #	LINE #	SUBJECT	OTHER ACCOMMODATIONS REQUIRED



2008 Grade 8

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

Admin Schedule Line # 5 from Session # M10801

SECTION
1 | MU3
2 | MU5
3 | D1
4 | MUB

Music Book
MU745
Braille

NA00013674

In One Volume
Braille pages p1-p4, 1-46
Print pages 1-a2, 1-8, 1-a6, 1-a7, and 1-4

School Information

SCHOOL #

1	2	1	2	1
---	---	---	---	---

Accom. Code (Col. P)	Admin. Code (Col. Q)
3	10

If Code 2 or 3, complete the box below.

Accommodations Offered in Regular or Separate Session (Code All That Apply)

- N/A
- BIB
- BID
- LRG
- EXT
- REA
- SMG
- ONE
- SCR
- QTH
- BRK
- MAG
- SSA

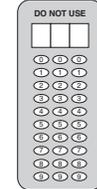
If Extended Time (EXT) is coded above, enter the total time used below

0	6	5
---	---	---

Braille booklet



745 - 043210 - 5



DO NOT USE

PLACE LABEL HERE

According to the Paperwork Reduction Act of 1980, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1800-0705. The time required to complete this information collection is estimated to average 100 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 202-261-1000. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: NAEP/NCES, U.S. Department of Education, 1990 K Street N.W., Washington, D.C. 20006-5001.

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20F. Code the “Total Time for Accommodation (74-EXT)” Boxes for Extended Time Accommodations.

If a student was offered the extended time accommodation, you must enter the total number of minutes the student actually took to complete the cognitive sections in the **Total Time for Accommodation (74-EXT)** boxes on his/her booklet cover. This information must be recorded, whether or not the extended time was used. The standard timing of the cognitive sections varies greatly by session type. Refer to the chart in chapter 6, page 14.

GROUP #: 1		SESSION CHARACTERISTICS (circle all that apply): (REA) / (SMG) / ONE / SCR / SSA	
STUDENT INFORMATION			
SESSION #	LINE #	SUBJECT	OTHER ACCOMMODATIONS REQUIRED
M10801	07	M	EXT sec. 1 begin: 9:30 sec. 1 end: 10:05 sec. 2 begin: 10:07 sec. 2 end: 10:48 Total Time: 76 minutes

Accom. Code (Col. P)

3

Admin. Code (Col. Q)

10

If Code 2 or 3, complete the box below.

Accommodations Offered in Regular or Separate Session (Code All That Apply)

- N/A
- BIB
- BID
- LRG
- EXT
- REA
- SMG
- ONE
- SCR
- OTH
- BRK
- MAG
- SSA

If Extended Time (EXT) is coded above, enter the total time used below

076

20G. Verify That Student ID Labels Are Removed From Booklets and Ancillary Holders.

All salmon-colored student ID labels (with student names) must be removed from the booklets and ancillary holder (Portfolio # 2, Portfolio #5, Whisper Box/return envelope). You must verify that this was completed by the students. If any were left on the booklet covers or materials (including those booklets and ancillaries assigned to students who did not attend the assessment), remove them now unless these students will be invited to participate in a makeup session.



It is important to make sure that all student ID labels (with student names) are removed from the booklet covers/ancillary holders and Whisper Box and disposed of at the school. Failing to do so compromises the confidentiality of NAEP. Labels left on the books are also problematic for Pearson when the booklets are received. Student ID labels harm the scanners used to scan every booklet page in preparation for scoring the assessment. Even taking labels out of the school as trash violates our pledge that no student names will leave the school.

20H. Band the Booklets Together and Place the Administration Schedule on Top of the Stack.

Using a rubber band, band the booklets together and place the correct Administration Schedule on top. Do not band the Administration Schedule with the booklets. This will tear the edges.

20I. Prepare Ancillary Materials for Shipment.

In order to prepare the assessment materials for shipment, there are several steps that need to be taken. The table below describes each of these steps. It also displays where each item goes after you have done the preparation, whether it is back to the bulk supplies, to your supervisor, or in the Session Box to be sent to Pearson. These instructions are also located at the end of each session script for easy reference.

NOTE: You should not repair torn artwork with glue or tape. Those items should be returned to Pearson as is.

Ancillary Materials Preparation and Disposition				
Music block	Bulk items	Session items	Materials collection and preparation	Materials disposition
Michael Row	CD Player/ CD Extension Cord/Adapter	None	For all music sessions: Step 1. Remove CD. Step 2. Take up extension cord/adaptor, if used. Step 3. Remove tape from floor, if used. Step 4. Remove Shalom sheet music, if used. Step 5. Put booklets in Administration Schedule order.	Return to bulk. Return to bulk. Discard tape. Return to Pearson. Complete QC check. Return to Session Box. Ship to Pearson.
Minuet in G	CD Player/ CD Extension Cord/Adapter	None	See Michael Row	See Michael Row
Shalom	CD Player/ CD Extension Cord/Adapter	Shalom Sheet Music	See Michael Row	See Michael Row
Texture	CD Player/ CD Extension Cord/Adapter	None	See Michael Row	See Michael Row

Ancillary Materials Preparation and Disposition (continued)				
Visual Arts Block	Bulk Items	Session Items	Materials Collection and Preparation	Materials Disposition
Collage	7" Safety Scissors Poster by Romare Bearden, <i>Pittsburgh Memories</i>	14"x20" Collage Portfolio containing: <ul style="list-style-type: none"> ● Glue stick (1) ● Black ballpoint pen (1) ● 12" x 18" 80 lb. white drawing paper (1) ● 4" x 5" postcard – <i>Pittsburgh Memories</i> ● Set of 12 Cray-Pas™ (1) ● Set of 8 fine-tip watercolor markers (1) ● Paper Set # 1 ● Print Set # 5, Collage, a 9" x 12" envelope containing: <ul style="list-style-type: none"> ● One 8½" x 11" print of <i>Pittsburgh Memories</i> ● Credit Page - Visual Arts 	Step 1. Collect unused portfolios. 1A. Remove Cray-Pas™, glue sticks, markers, and pens. 1B. Remove scissors. Step 2. Collect scrap paper. Step 3. Collect used portfolio #2 and materials. 3A. Scissors 3B. Print Set #5 3C. Post card 3D. Cray-Pas™, glue sticks, markers, and pens. Step 4. Remove <i>Pittsburgh Memories</i> poster. Step 5. Place a booklet ID label on the upper-right corner on the back of student artwork including blank sheets of students who completed no work.* Step 6. Place a sheet of freezer paper on top of the artwork. Step 7. Return the artwork to the corresponding portfolio. Step 8. Put assigned portfolios in Administration Schedule order.** Step 9. Perform QC check.	Return to Pearson. Give to supervisor. Return to bulk. Recycle. Return to bulk. Return to Pearson. Return to Pearson. Give to supervisor. Return to bulk. Return to Pearson.
Mother and Child	None	Print Set # 3 , a 9" x 12" envelope containing: <ol style="list-style-type: none"> 1. Joan Miró. Series I. <i>The Family</i> 2. Nigerian. Figure of Woman and Child 3. Raphael. <i>The Small Cowper Madonna</i> 4. Byzantine. <i>Madonna and Child on a Curved Throne</i> 5. William Sergeant Kendall. <i>Beatrice</i> 6. (Detail of Miró and Raphael hands) <ul style="list-style-type: none"> ● Credit Page – Visual Art 	Step 1. Collect Print Set #3.	Return to Pearson.
<p>* Sheets and boxes from excluded, but assessed, ineligible/withdrawn, or absent students do need to be labeled and returned in the holders.</p> <p>** All labeled holders should be put in order including materials for absent students and for ineligible/withdrawn, and excluded, but assessed.</p>				

Ancillary Materials Preparation and Disposition (continued)				
Visual Arts Block	Bulk Items	Session Items	Materials Collection and Preparation	Materials Disposition
Self-Portrait	9"x 12" safety mirrors	<p>Portfolio # 5, 14"x20" portfolio containing:</p> <ul style="list-style-type: none"> ● Print Set # 6, Self-Portrait, a 9" x 12" envelope containing: <ol style="list-style-type: none"> 1. Print A – <i>Self-Portrait with a Pencil</i>, K. Kollwitz 2. Print B – <i>Self-Portrait</i>, E. Schiele 3. Credit Page – Visual Art ● Set of 12 Cray-Pas™ (1) ● Charcoal pencil (1) ● 12" x 18" 60 lb. drawing paper (1) ● Wash-n-Dries™ (2) 	<p>Step 1. Gather unused Portfolio #5.</p> <p>1A. Remove charcoal pencils, Cray-Pas™, and Wash-n-Dries™.</p> <p>1B. Remove mirrors.</p> <p>Step 2. Collect used portfolio #5 and materials.</p> <p>2A. Mirrors</p> <p>2B. Print Set #6</p> <p>2B. Charcoal pencils, Cray-Pas™, and Wash-n-Dries™</p> <p>Step 3. Place a booklet ID label on the upper-right corner on the back of student artwork including blank sheets of students who completed no work.*</p> <p>Step 4. Place a sheet of freezer paper on top of the artwork.</p> <p>Step 5. Return the artwork to the corresponding portfolio.</p> <p>Step 6. Put assigned portfolios in Administration Schedule order.</p> <p>Sept 7. Perform QC check.</p>	<p>Return to Pearson.</p> <p>Give to supervisor.</p> <p>Return to bulk.</p> <p>Return to bulk.</p> <p>Return to Pearson.</p> <p>Give to supervisor.</p> <p>Return to Pearson.</p>
Whisper Box	CD Player/ CD #1 Extension Cord/Adapter	<ul style="list-style-type: none"> ● 6" x 6" x 6" Smooth White Box ● 12 Broad-tip markers (distributed on assessment day). 	<p>Step 1. Collect used boxes.</p> <p>Step 2. Collect markers.</p> <p>Step 3. Collect unused boxes.</p> <p>3A. Place a sheet of freezer paper on nonlid side of the boxes. Place another sheet of freezer paper on lid side of the boxes between the lid and the sides. Fold the lid over the paper.</p> <p>3B. Return the artwork.</p> <p>Step 4. Put assigned envelopes in Administration Schedule order.**</p> <p>Step 5. Perform QC check.</p>	<p>Return to Pearson.</p> <p>Return to Pearson.</p> <p>Return to Pearson.</p> <p>Return to Pearson.</p>

* Sheets and boxes from excluded, but assessed, ineligible/withdrawn, or absent students do need to be labeled and returned in the holders.

** All labeled holders should be put in order including materials for absent students and for ineligible/withdrawn, and excluded, but assessed.

20J. Provide Materials to Your Supervisor for Quality Control Check.

After you prepare your stack of booklets and the Administration Schedule, your supervisor will conduct a “spot” check to ensure they are prepared according to NAEP standards. To conduct this quality control (QC) check, your supervisor will run every third or fourth booklet in the stack through a comprehensive series of checks. If errors are found, you and your supervisor will check each booklet to make sure the same error has not been repeated.

Your supervisor will repeat the process for the artwork materials completed by the students.

After the QC check is completed, your supervisor will report the QC status on the Assessment QC Record.



If time allows prior to your supervisor’s check of your booklets and materials, conduct an initial QC check by switching your stack of booklets and materials with another AA’s.

Procedure 21. Pack Session Box and Return Additional Materials to Your Supervisor



Next, you will pack the Session Box and return the additional materials to the supervisor according to the following procedures.

21A. Pack the Session Boxes According to Pearson Procedure.

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

Place all used and unused booklets in Administration Schedule order. Used accommodation booklets should be placed with the original assessment booklets in the order in which they appear on the Administration Schedule. If a large-print accommodation booklet was used in the session, it can be folded and placed on top of the stack of booklets. All booklets should be banded together.

Follow the illustrations below for packing the materials in the Session Boxes. Notice that for some visual arts sessions you may have two boxes. All visual arts sessions, except for Mother and Child, will have two boxes. Be sure to follow the illustrations based on how many boxes you have for each session.

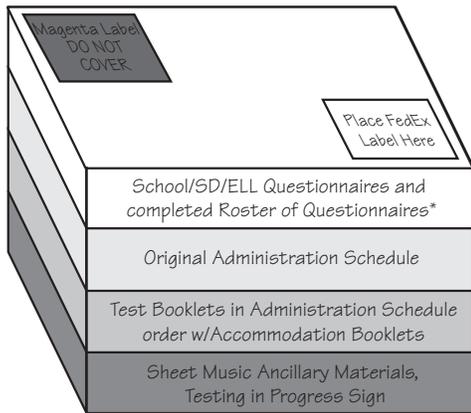
As most schools will have one music session and one visual arts session, the School, SD, and ELL Questionnaires and Roster of Questionnaires for both sessions will go on top of the

music Session Box. If you are in a school that only has a session of visual arts, you will place these materials on top of the visual arts Session Box.

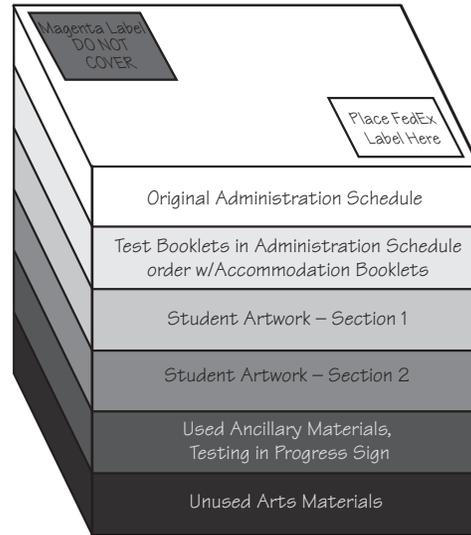
At the top of the materials you have packed, place the miscellaneous materials such as packing lists and Bundle Slips. Use the pillow pack that came in the box as filler, if necessary.

Your supervisor will ship the completed assessment materials. On occasion, however, you may be asked to assist with this task. If so, your supervisor will provide you with complete instructions for doing so.

Music Sessions



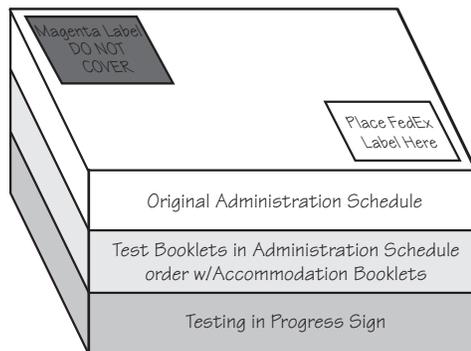
1-Box Visual Arts Sessions



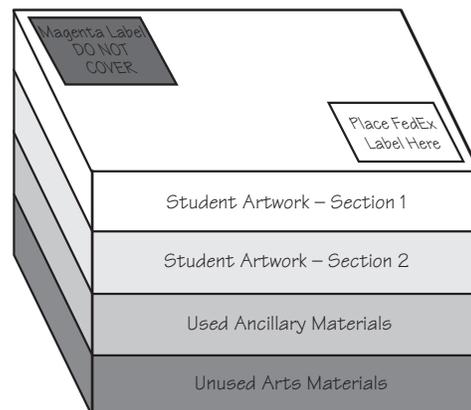
*In schools that have both a music and a visual arts session, the School/SD/ELL Questionnaires and completed Roster of Questionnaires from both sessions should go on top of the music session box. If a school only has a visual arts session, these materials will go on the top of visual arts box 1.

2-Box Visual Arts Sessions

Box 1



Box 2



21B. Provide Leftover Session Materials to Your Supervisor.

Following the assessment, you should return any leftover materials to your supervisor. These materials include:

- extra NAEP pencils,
- extra pencil kits,
- session timer,
- unused bulk ancillaries,
- used items (charcoal pencils, markers, Cray-Pas™, Romare Bearden Poster, pens, and glue sticks)¹,
- CD,
- CD Player, and
- extension cord and adapter.

21C. Provide Session Box(es) to Your Supervisor for Final QC Check of Session Materials.

Return the Session Box(es) to your supervisor who will then verify that all materials are in the Session Box(es) and that the box(es) was/were packed according to Pearson's procedures.

¹ Your supervisor will ask the school coordinator if they would like these items.

Procedure 22. Complete the Session Debriefing Form

It is important for Westat to demonstrate that all data are collected under standard conditions and that any anomalies are carefully documented. The Session Debriefing Form was created for this purpose. Follow the steps on the next two pages for completing this form.

Record the session information in the box at the top of the form. Most of these items can be transferred from the top of the Administration Schedule.

SV initials SR

SESSION DEBRIEFING FORM Arts Assessment

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

Session Date: <u>February 11, 2008</u>	Region #: <u>FL1</u>
School Name: <u>Apex Middle School</u>	School ID #: <u>122-122-1</u>
Person Completing Form: <u>Silvia Thomas</u>	SV: <u>Sally Richardson</u>
Other NAEP Staff Assisting with Session: _____	
Other Observers Present: <u>Sam Stewart (School Coordinator)</u>	
Session Number: <u>M10801</u> (e.g. M10801, V10801)	
This session was: <input checked="" type="checkbox"/> Regular Session <input type="checkbox"/> Accommodation Session	
<input type="checkbox"/> Makeup Regular Session <input type="checkbox"/> Makeup Accommodation Session	

SESSION SUMMARY (Be sure to provide as much detail as possible.)

ITEM	YES	NO	N/A	DETAILS
Were there any problems setting up for this session?		<input checked="" type="checkbox"/>		
Were there any problems getting students to this session?		<input checked="" type="checkbox"/>		
Were there any problems with the session timing?		<input checked="" type="checkbox"/>		
Were there any problems with the session materials (including the distribution and use of ancillary items)?		<input checked="" type="checkbox"/>		
Were there any student refusals?		<input checked="" type="checkbox"/>		
Were there any students who left the session?		<input checked="" type="checkbox"/>		
Were students cooperative and orderly during the session?	<input checked="" type="checkbox"/>			
Were there any problems with accommodations given in this session?		<input checked="" type="checkbox"/>		
Were there any students still working when the timer rang?		<input checked="" type="checkbox"/>		
Were there any problems with the location?	<input checked="" type="checkbox"/>			the testing location was very cold
Were there any interruptions?		<input checked="" type="checkbox"/>		
Other, specify		<input checked="" type="checkbox"/>		

REACTION TO SESSION

AUDIENCE	ATTITUDE	COMMENTS/COMPLAINTS
Students	<input checked="" type="checkbox"/> Positive <input type="checkbox"/> Mixed/Indifferent <input type="checkbox"/> Negative <input type="checkbox"/> Can't say	
School Staff	<input checked="" type="checkbox"/> Positive <input type="checkbox"/> Mixed/Indifferent <input type="checkbox"/> Negative <input type="checkbox"/> Can't say	
Other Observers	<input checked="" type="checkbox"/> Positive <input type="checkbox"/> Mixed/Indifferent <input type="checkbox"/> Negative <input type="checkbox"/> Can't say	

Place a check mark in the Yes or No column for each of the 12 items. Record any comments or explanations about the item in the column labeled "Details."

In this section, we are interested in your opinion of the attitude of the students, the school staff, and any other observers who attended the session.

Here, record your view of how well the session went, and document any pertinent details about the session not mentioned on the previous page.

Record any unusual circumstances you encountered while administering the session, and that were not noted previously on the form, in this section.

Record any questions that students asked during the session. Include general questions about the assessment and specific questions about particular assessment items or background questionnaire items.

Overall, how well did this session go?

Very well
 Satisfactory
 Unsatisfactory

If Unsatisfactory, record comment:

Record any UNUSUAL circumstances in this session not previously mentioned:

none

Record any questions that students asked during the session. Be sure to include the subject and booklet number for questions about items.

Subject	Booklet ID #	Student Question
M	741 002 4077	Student asked for instructions on reading the sheet music

RETURN THIS COMPLETED FORM TO YOUR FIELD MANAGER.

Give the completed Session Debriefing Forms to your supervisor. He/she will review each form and discuss with you any problems or unusual situations that arose during the session.

8

CONDUCTING A MAKEUP SESSION

Procedure 23. Secure Assessment Materials for the Makeup Session

If the attendance at a school is too low (less than 90 percent), your supervisor will schedule a makeup session. If this is the case, you may be asked to return to the school to administer it. If absent students from both a music and a visual arts session are invited to the makeup, two makeup sessions will need to be conducted. They cannot be assessed in the same session.

In preparation for the makeup session, you must retain all materials from the original session until the makeup session has been conducted by doing the following:

- Place all booklets and other materials used in the original session in the original Session Box.
- Gather the booklets, ancillary materials, CD(s), and any required materials to be used in the makeup session, such as the timer, pencils, the “Testing in Progress–Do Not Disturb” sign, and the collage poster, *Pittsburgh Memories*, if needed, and place them on top of the original session materials.
- Protect the security of these materials. Keep the materials in your possession until you return to the school to conduct the makeup session. Before leaving the school on the original assessment day, the supervisor will place the original Administration Schedule and Roster of Questionnaires in the NAEP Storage Envelope for the makeup session.
- Bring CD player(s) and extension cord(s)/adapter(s) (if needed).

Procedure 24. Retrieve the NAEP Storage Envelope

You will need to retrieve the NAEP Storage Envelope from the school coordinator upon your arrival at the school to obtain the Administration Schedule. At this time, you will also ask the school coordinator if there are any new parent or student refusals.

Procedure 25. Organize the Booklets and Ancillary Materials

You will need to check the stack of assessment booklets for students invited to the makeup session. If necessary, except for the session and line numbers, erase all information coded on the booklets. If the student ID label was removed after the original session, replace it with a blank removable label provided by your supervisor and record the student name and booklet ID number. Do the same for ancillary materials, if necessary.

Procedure 26. Prepare the Room

Next, prepare the assessment location using the same guidelines discussed in Procedure 10 in chapter 5.

Procedure 27. Conduct the Makeup Session

Be sure to conduct the makeup session following the same procedures used in the original session. As in the original session, read the script verbatim and use the appropriate Question-by-Question Specifications to answer student questions in the general background and subject background sections of the assessment.

Procedure 28. Complete the Administration Schedule

After the session, enter the results of the makeup session on the Administration Schedule from the original session as shown on the following page:

1. Mark students attending the makeup session by putting a checkmark in the Attendance (✓/A) column.

2. Shade in the Makeup Held oval at the top of the Administration Schedule.

3. Change the Administration Code for participating students to the appropriate Assessed in Makeup Session codes (20-24) on the Administration Schedule. Do this by erasing the initial code and entering the Assessed in Makeup Administration Code outlined in the table below.

4. Complete the summary box at the top of the Administration Schedule as follows:

- enter the number of students assessed on the line labeled # Assessed (Makeup Session); and
- add the numbers assessed in the original and makeup sessions to obtain the TOTAL ASSESSED.

Assessed in Makeup Session Administration Codes	
20	In session full time. Assessed in makeup session.
21	No responses in booklet. Student was in makeup session the full time, but there were no responses in the booklet.
22	In session part time. Student left the makeup session and did or did not return. Specify the reason on the booklet cover.
23	Session incomplete. Specify the 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.

Procedure 29. Code the Booklet Covers

Using the information from the Administration Schedule, you should also code the covers of the booklets for all students invited to attend the makeup session as described in Procedure 20 in chapter 7.

Procedure 30. Prepare the Ancillary Items for Shipment

Follow the procedures described in chapter 7, procedure 20I, to prepare the ancillary materials for shipment

Procedure 31. Prepare the NAEP Storage Envelope

You will need to make one copy of the completed Administration Schedule(s) (front and back) with names still attached. Place these copies in the NAEP Storage Envelope.

Then, remove the names from the original Administration Schedule(s) by tearing them off at the perforation. Place the names in the NAEP Storage Envelope.

Finally, using the originals without names, make a copy of the Administration Schedule(s) (front and back). Retain these copies for your supervisor and place the originals in the appropriate Session Box(es).

Any parental consent forms returned on the makeup session day should be placed in the NAEP Storage Envelope.

Return the NAEP Storage Envelope to the school coordinator to retain until the destroy date printed on the envelope.

Procedure 32. Repack the Session Box and Return It to Your Supervisor

Next, you will repack the Session Box(es) according to Pearson procedure as described in Procedure 21 in chapter 7. When you are finished, return all assessment materials to your supervisor. He/she will be responsible for shipping the materials as soon as possible after the makeup session.

Procedure 33. Complete the Session Debriefing Form and Return It to Your Supervisor

Your final task will be to complete a Session Debriefing Form according to Procedure 22 in chapter 7. If there were any problems, or if anything unusual happened during the makeup session, report this to your supervisor immediately. Include the completed Session Debriefing Form when you return the assessment materials used in the makeup session to your supervisor.

Additionally, any Teacher Observer Letters or Accommodation Teacher Letters signed on the day of the makeup session should be turned in to your supervisor for placement in the School Folder.