

5

PREPARING FOR AND ADMINISTERING ASSESSMENT SESSIONS

1. Activities to Complete Before the Assessment

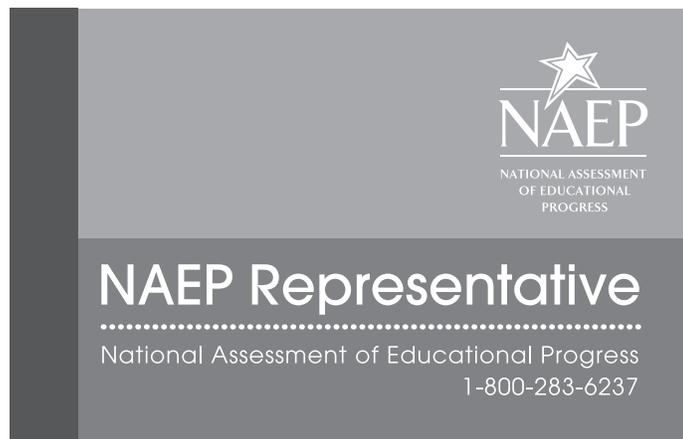
Procedure 1. Report to the School on the Day of the Assessment

On the day of your assignment, you should plan to arrive at the school at least 1 hour before the first session is scheduled. Your arrival time will be noted on the Assessment Information Form and should be confirmed with your supervisor before the assessment day. If there are SICT sessions being conducted your supervisor may ask you to arrive earlier. The amount of time you will need depends on the size of the assessment, whether or not the assessment booklets have been prepared in advance, and the school's schedule.

If you live near other assessment administrators (AAs) on your team or your supervisor, you are encouraged to carpool to and from your assigned schools.

Wear Your NAEP ID Badge.

You should be wearing your NAEP ID badge when you arrive at the school to help establish your authority with both school staff and students. When arriving at the school, you must first check in at the school office, identify yourself, and explain why you are there. Have a photo ID with you in case one is required by the school. In many cases, your supervisor will request that the entire team meet at a designated place and then enter the school together.



Procedure 2. Go to the Location Where the Assessment Team Will Work

Your supervisor will arrange a place for the team of AAs to meet until it is time to go to your session location. You will remain in this location until it's time to go to your assessment location.

Procedure 3. Receive the Session Materials

Your supervisor will provide you with all of the necessary materials for the session(s) you are scheduled to conduct. These materials include the following:

Materials for Each Grade 4 Session	Materials for Each Grade 8 Session	Materials for Each Grade 12 Session
<ul style="list-style-type: none"> ● Original Administration Schedule ● 1 Copy of the Roster of Questionnaires ● Prepared assessment booklets ● Accommodation booklets, if necessary ● Additional booklets assigned to students added to the Administration Schedule, if necessary ● Timer ● “Testing in Progress—Do Not Disturb” sign ● Student Appreciation Certificates, if necessary ● Session Debriefing Form ● 5 blue calculators ● Science HOTS Kits, if applicable <p>Extra Materials to Have Available for AA’s Use</p> <ul style="list-style-type: none"> ● One “Ancillary Materials Grade 4 Math” bag (from bulk supplies) that contains the following: C = Calculator (TI-80) R = Ruler G = Manipulative Set “G” prepunched K = Manipulative Set “K” Foam Shapes ● 10 blue calculators ● One box of pencils ● Goody bags for science kits 	<ul style="list-style-type: none"> ● Original Administration Schedule ● 1 Copy of the Roster of Questionnaires ● Prepared assessment booklets ● Accommodation booklets, if necessary ● Additional booklets assigned to students added to the Administration Schedule, if necessary ● Timer ● “Testing in Progress—Do Not Disturb” sign ● Session Debriefing Form ● Science HOTS Kits, if applicable <p>Extra Materials to Have Available for AA’s Use</p> <ul style="list-style-type: none"> ● One “Ancillary Materials Grade 8” bag (from bulk supplies) that contains the following: Math C = Calculator (TI-30) P = Ruler/Protractor V = Manipulative Set “V” – box w/protractor G = Manipulative Set “G” ● 10 gray calculators ● One box of pencils ● Goody bags for science kits 	<ul style="list-style-type: none"> ● Original Administration Schedule ● 1 Copy of the Roster of Questionnaires ● Prepared assessment booklets ● Accommodation booklets, if necessary ● Additional booklets assigned to students added to the Administration Schedule, if necessary ● Timer ● “Testing in Progress—Do Not Disturb” sign ● Session Debriefing Form ● Science HOTS Kits, if applicable <p>Extra Materials to Have Available for AA’s Use</p> <ul style="list-style-type: none"> ● One “Ancillary Materials Grade 12” bag (from bulk supplies) that contains the following: Math C = Calculator (TI-30) N = Spinner on cardstock O = Folding card U = Reference sheet of math formulas ● Reading M = Pamphlet, “Applying for a Federal Job” ● Science Q = Periodic table of elements ● One box of pencils ● 10 gray calculators ● Goody bags for science kits



Perform QC Check of Assessment Booklets

If your session’s assessment booklets were prepared in advance by an AA other than yourself, it is a good idea to quickly check the booklets to make sure they were prepared properly and are in Administration Schedule order. You should also confirm that during transport to the school, no ancillary materials slipped out of the inside front covers of the booklets.

If multiple sessions are being conducted concurrently at the school, you will receive copies of Administration Schedules for the other sessions as well. This is so that you can help students find the correct session to attend.

Before sessions begin, you should also review the following information on your Assessment Information Form:

- how the students were notified of the assessment (Student Appreciation Certificate or other means),
- how the school wants students returned to their classes at the end of the session, and
- how to call the principal’s office from the assessment classroom in an emergency.

Procedure 4. Prepare the Room



To properly prepare the classroom for the assessment, you must complete the tasks described in this section.

After you have finished preparing your room, your supervisor will conduct a QC check to ensure it has been prepared according to NAEP standards. Once this QC check is completed, he/she will record the results on the Assessment QC Record in the QCB.

4A. Set Out the Supplies You Will Need for the Session.

There are two groups of materials you should have ready for the session, as shown in the chart below.

Materials Out for Easy Access	Materials Ready for Distribution
<ul style="list-style-type: none"> • AA Manual • Appropriate session script • Administration Schedule, list of students in other sessions (if more than one session in the school) • Copy of the Roster of Questionnaires • Timer • Session Debriefing Form • Assessment Information Form 	<ul style="list-style-type: none"> • Sharpened No. 2 pencils • Student Appreciation Certificates (if appropriate) • Assessment booklets with appropriate ancillary materials inserted into the front cover • Number of grade appropriate calculators • Extra calculators and ancillary materials in the event of missing or damaged materials identified during the assessment • SH and C1/C2 sessions: Hands-on science kits and goody bags

**Voices of Experience:**

Organize your NAEP materials in the assessment room as best you can without disturbing the items on the teacher's desk or other table you are using. Never go through a classroom desk looking for or taking supplies you might need. Always bring with you to the assessment location all of the supplies that you might need, such as tape, Post-it™ notes, and rubber bands.

4B. If SICT, Help Your Supervisor Set Up the Computer Room.

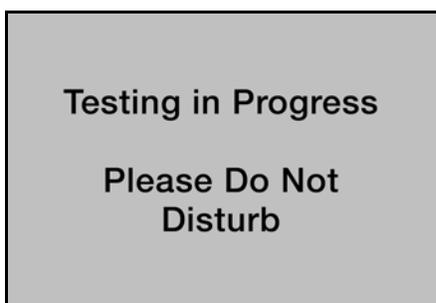
If the school is selected for SICT your supervisor may ask you to help set up the computer lab before the assessment. You may be asked to start up the TestNav application onto each computer and enter the school ID to get the application to the main screen where the student will enter his/her ID and password.

4C. Erase or Conceal Visual Materials.

If you have permission from the school, you should erase the chalkboards and, if necessary, conceal any school materials that would assist the students (e.g., multiplication tables in a mathematics session). Your supervisor will inform you whether you have permission to erase the chalkboards.

4D. Post the “Testing in Progress—Do Not Disturb” Sign Outside the Room.

This sign is in the Session Box and should be posted outside the room. If the sign is not posted prominently, disruptions to the testing could happen. If there is more than one door into the testing location, post a sign at each doorway.



4E. For Grades 4 and 8, Write the Teacher Names and Corresponding Teacher Numbers on the Board.

On the chalkboard at the front of the room, you will need to write the teacher names and each teacher’s corresponding two-digit number. This information is located on the Roster of Questionnaires, as shown below. If the session is being conducted in a room without a board, your supervisor should make arrangements with the school coordinator to have a portable board or easel in place. Otherwise, write the information in marker on a large piece of paper and post it at the front of the room. The same is true for the SICT sessions conducted in a computer lab with no chalkboard.

This form must be completed in No. 2 pencil.	 <p>2008 Field Test Grade 8 Roster of Questionnaires <small>(School and Teacher Questionnaire Tracking Form)</small></p>	SCHOOL #: 1 2 2 - 1 2 2 - 2
I. NAEP School Questionnaire ID# (Barcode ID # on Cover) 964 0 0 0 8 7 5 5		Page <u>1</u> of <u>1</u> SCHOOL NAME: <u>Dixon Middle School</u> CITY/STATE: <u>Oakland, FL</u>
I. NAEP School Questionnaire Distributed to: Mr. Maxwell	II. NAEP Teacher Questionnaire ID# (Barcode ID # on Cover)	Returned Yes No Online <input type="radio"/> <input type="radio"/> <input type="radio"/>
II. Teacher Questionnaire	II. NAEP Teacher Questionnaire Language Arts Teacher Questionnaire	Returned Yes No Online
Teacher's Name	Teacher's Name	Returned Yes No Online
01 Mr. Maxwell	01 987-	01 983- 0 0 3 6 2 1 7
02 Ms. Black	02 987- 0 2 2 9 1 1 3	02 983-
03 Mrs. Shultz	03 987-	03 983- 1 1 5 0 0 4 6
04 Mr. Montgomery	04 987-	04 983- 1 8 4 4 0 3 0
05	05 987-	05 983-
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Voices of Experience:

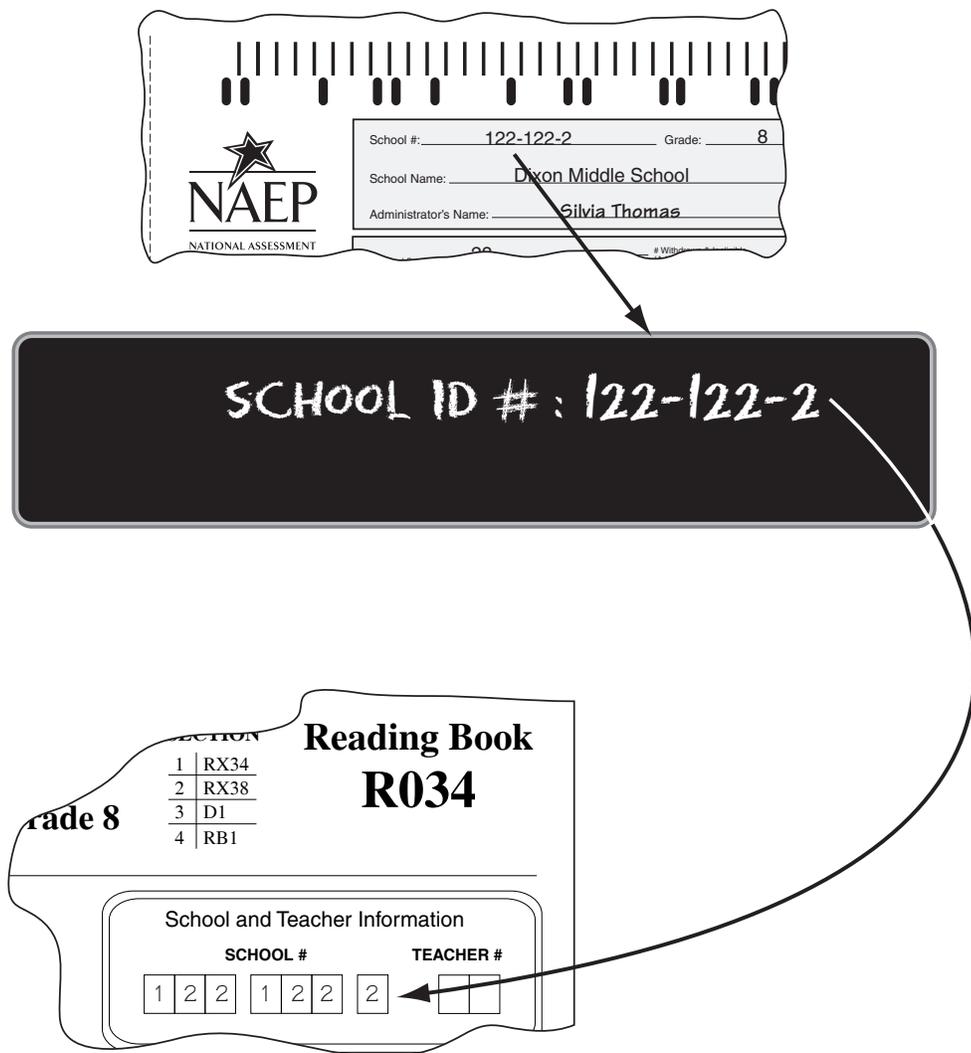
It is important, especially for grade 4, that all teacher names and corresponding numbers are displayed on the board. Leaving off one name and number can disrupt the flow of the assessment session and make for a difficult situation for you to handle.

At the beginning of the assessment, the session script will instruct students to record on their booklet cover the two-digit number of the teacher who teaches the subject they are being assessed in.

4F. For Grades 8 and 12, Write the School ID Number on the Board.

Write the school ID number from the Administration Schedule on the chalkboard at the front of the room.

The script will instruct eighth- and twelfth-grade students to record this number on their booklet covers. To reduce the possibility for error, you will record the school ID number on all grade 4 booklets after the session has been completed.



4G. Conduct Quality Control Check of Assessment Room.

After you have finished preparing your room, your supervisor will conduct a QC check to ensure it has been prepared according to NAEP standards.

After the QC check is complete, your supervisor will report the QC status in the Quality Control Booklet.

2. Activities to Complete During the Assessment

Procedure 5. Administer the Session



To administer the session, perform the following:

5A. Ensure That Each Student Is at the Correct Location.

As the session is beginning, verify students are in the correct location. Use the student lists provided by your supervisor to determine in which session, if any, the student belongs.

In large sessions, AAs should stand in strategic locations: one or two at the door to direct students, and one or two inside the assessment location to monitor students as they wait for the assessment to begin.

5B. Begin the Session on Time.

You should make every effort to begin the session on time. If four or more students listed on the Administration Schedule have not arrived after you have taken attendance, wait a few minutes before beginning the session. While you are waiting, you may informally ask those present if the missing students are absent from school that day. If your supervisor or a school staff member is present, discuss the possibility of finding the missing students. Proceed with the assessment if it is determined that missing students are, in fact, absent or after 5 minutes have passed. Do not, under any circumstances, allow another student to substitute for a sampled student who is absent from the session.

5C. Stagger Start Times.

In schools selected for the SICT assessment you may not be able to assess all the students at the same time if the school does not have enough computers. If you encounter this situation, your supervisor will split the session into groups of students depending on the number of computers available. A new session will start every 90 minutes. You will conduct the assessment sessions until all the students are assessed.

5D. Use the Correct Session Script to Conduct the Session.

As described in chapter 2 you will have the following session scripts:

- Grade 4 Session Script;
- Grade 8 Session Script;
- Grade 12 Session Script;
- Grade 4 Science HOTS Session Script;
- Grade 8 Science HOTS Session Script;
- Grade 12 Science HOTS Session Script;
- Grade 4 Science HOTS/SICT Session Script;
- Grade 8 Science HOTS/SICT Session Script;
- Grade 12 Science HOTS/SICT Session Script;
- Grade 4 Accommodation Session Scripts;
- Grade 8 Accommodation Session Scripts; and
- Grade 12 Accommodation Session Scripts.

5E. Read the Session Script Verbatim.

The script begins by introducing you and NAEP and gives an overview of the session. It is important to read the script with fluency and expression. Fluency means you have practiced the script ahead of time and are familiar with its syntax. Expression means that you can read the script naturally and comfortably, so students easily understand it.

Reading the script verbatim ensures standardized administration of the assessment across the nation. It also preserves trend across time.

5F. Use the Most Appropriate Method to Distribute Booklets.

After you read the script introduction, the script instructs you to distribute the booklets and other materials. In a SICT session you will be instructed to distribute booklet covers only since the students will work on the computer. There are two ways you may choose to distribute booklets. Both methods are written into the script and are listed below. You must decide ahead of time which method to use. A smooth assessment session will be defined from the beginning if you select the most appropriate method for booklet distribution.

Option 1:

You should call the students in Administration Schedule order to the front of the room to receive their booklets and pencils.

Option 2:

You can place the booklet and a pencil on each student's desk prior to the students arriving in the classroom. Your supervisor will provide you with alpha table tents to place on the tables as an indicator to students where they will find their booklets.

Once it looks like all students have arrived, one AA should begin reading the script, while the monitoring AAs walk around the room collecting the booklets at empty seats. These booklets for absent students should then be placed in Administration Schedule order in case a student arrives in time to participate. The booklets should then be counted along with the students present for the assessment to make sure all booklets are accounted for.

When it is clear that no other students will be admitted, one AA should record an “A” for absent in column **A** of the Administration Schedule for each unused booklet collected and place the corresponding booklets in the Session Box for security.

How Are Latecomers Handled?

Standard NAEP procedures address two different “latecomer” scenarios:

1. If a student arrives during booklet distribution, ask the student to wait at the front of the room while you finish distributing booklets. Then, check in the late student; give each his/her assigned booklet, pencil, and other required assessment materials; and direct the student where to be seated.
2. If a student arrives after the AA or the students have begun reading booklet directions, instruct the student to return to his/her classroom or to the office according to school preference. **No student may be admitted once booklet directions are being read.**

5G. Instruct Students to Remove the Student ID Label From the Cover of Their Booklets.

After all students have received a booklet, the session script instructs you to tell the students to remove the student ID labels from the cover of the booklets and place them on the corner of their desks. This will assist you in monitoring the session because you will be able to ascertain the student’s name simply by glancing at the label on the desk.

This procedure is also critical for protecting the confidentiality of students because the names of students must never leave the school on the booklets. **At the end of the session, you will collect and destroy these labels before dismissing students.**

The exception is with the SICT booklet labels. If the students are in a split SICT/Science HOTs session they will not be instructed to remove the label until the second session.

5H. For FT Sessions, Check That Students Removed Additional Materials From the Inside Cover and Placed Them on the Corner of Their Desks.

After the students removed the student ID label from the booklets, you will instruct them to remove any additional materials from the front cover of their booklet and place the materials on the corner of their desks. If SICT, the students will only have a booklet cover.

For grade 8 sessions, check that students, who were required to separate additional materials, did so, and placed them back in the original packet.

5I. For Grades 8 and 12, Verify That Students Have Properly Recorded the School ID Number on Their Booklet Covers.

The session script instructs students in grades 8 and 12 to enter the school ID number you wrote on the board prior to the start of the assessment.

Verify that students have properly recorded the school ID number on their booklet covers by walking around the classroom and conducting a spot check of students' booklets, or computer screens, if necessary.

5J. For Grades 4 and 8, Check to See That All Students Have Properly Recorded the Two-Digit Teacher Number in the Correct Area of the Booklet Covers.

The session script instructs students in grades 4 and 8 to record their two-digit teacher number from the board onto their booklet covers. You will have already written this information on the board prior to the start of the assessment.

To collect accurate data, it is critical that students enter the correct teacher number. Data analysts match these two-digit teacher numbers to the Teacher Questionnaires for each school.

Walk around the classroom and conduct a spot check of students' booklets to be sure this information is entered in the correct location on the student's booklet cover, or computer screen, if necessary.

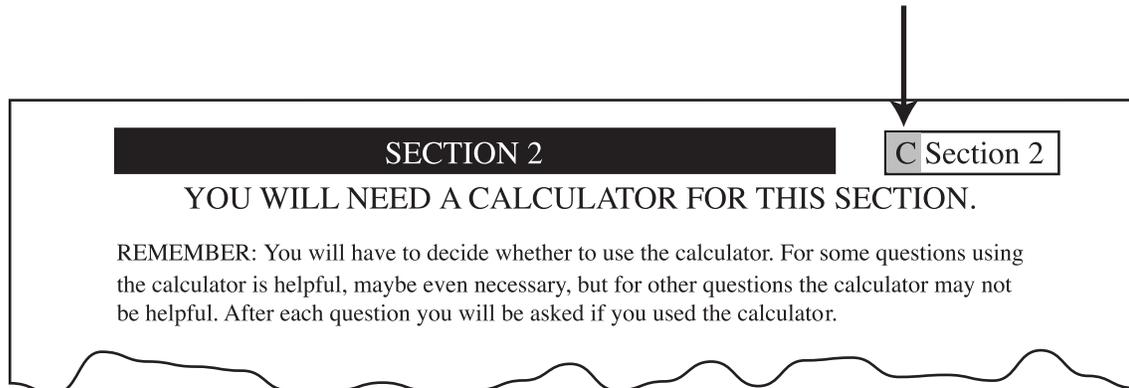
5K. If Grade 4, Read the Booklet Directions Aloud.

The instructions for using the assessment booklets are presented on the first two pages of each booklet and are reprinted in the script. The script instructs you to read these directions aloud to grade 4 students. Students in grades 8 and 12 will be given time to read the directions to themselves.

5L. If Grade 4, Distribute and Collect Calculators Appropriately, When Required.

After the booklet directions and throughout the session, some students being assessed in mathematics will need to use a calculator. Because it is very important that students have a calculator only when working in a section that requires one, calculators must be distributed and collected from individual students at the beginning of each mathematics cognitive section in the assessment booklet. Follow the script instructions for distributing and collecting calculators throughout the session.

If a mathematics booklet requires a calculator, a large “C” (for calculator) will appear on the booklet cover in the upper-right corner, next to the booklet version number. There will also be a “C” printed in the upper-right corner of each page of the booklet that requires a calculator.



The letter “C” will serve as a visual cue for you as you walk around the room and glance at the student’s booklet to verify whether the student should be using a calculator or not.

5M. If Grades 8 and 12: Check To See That Students Who Brought Their Own Calculators Are Using One That Is NAEP Appropriate.

Students in grade 4 must use calculators provided by NAEP. Students in grades 8 and 12 may use their own personal calculators as long as they are not a laptop or other portable computer, pocket organizer, cell phone, device with a typewriter-style keyboard, electronic writing pad, or pen-input device.

Students in grades 8 and 12 who do not bring a calculator should be furnished with one of the gray calculators provided by your supervisor. It is your responsibility to check during the course of the assessment to verify that students are using NAEP-appropriate calculators.

5N. Time Sections Appropriately.

Each assessment booklet contains several blocks of cognitive questions and background questions for students to answer. There are subject area background questions and general background questions.

Background and cognitive sections are timed while students work independently, except for the grade 4 general background section, which is read aloud to the students. The session scripts provide instructions for the timing of each section. The chart below summarizes the timing for each grade and session type.

At the request of the school, you may allow students to take a stretch break between sections of the booklets. Students should not be allowed to leave the assessment location during the break. The time you allow for a break will vary by grade and school. Your supervisor will provide you with any special procedures that should be followed as instructed by the school.

Booklet Section Timing

Session Type: FT (Reading/Mathematics/Science Paper-and-Pencil)

Section #	Content	Timing
Section 1	Subject-Area Cognitive Items	25 minutes
Section 2	Subject-Area Cognitive Items	25 minutes
Section 3	General Student Background Questions	5 minutes (grades 8 and 12) (in grade 4, read aloud by AA)
Section 4	Subject-Area Background Questions	10 minutes (grade 4) 8 minutes (grades 8 and 12)

Session Type: SH (Science Hands-On Tasks Only)

Section #	Content	Timing
Section 1	Kit #1	30 minutes
Section 2	Kit #2	30 minutes
Section 3	General Student Background Questions	5 minutes (grades 8 and 12) (in grade 4, read aloud by AA)
Section 4	Subject-Area Background Questions	10 minutes (grade 4) 8 minutes (grades 8 and 12)

Session Type: IC (Science Interactive Computer Tasks Only)

Section #	Content	Timing
Section 1	Computer Task	30 minutes
Section 2	Computer Task	30 minutes
Section 3	General Student Background Questions (on computer)	5 minutes (grades 8 and 12) (in grade 4, read aloud by AA)
Section 4	Subject-Area Background Questions (on computer)	10 minutes (grade 4) 8 minutes (grades 8 and 12)

Session Type: C1 (SICT/Science HOTS)

Section #	Content	Timing
Section 1	Computer Tasks	30 minutes
Section 2	HOTs	30 minutes
Section 3	General Student Background Questions (in booklet)	5 minutes (grades 8 and 12) (in grade 4, read aloud by AA)
Section 4	Subject-Area Background Questions (in booklet)	10 minutes (grade 4) 8 minutes (grades 8 and 12)

Session Type: C2 (Science HOTS/SICT)

Section #	Content	Timing
Section 1	HOTs	30 minutes
Section 2	Computer	30 minutes
Section 3	General Student Background Questions (on computer)	5 minutes (grades 8 and 12) (in grade 4, read aloud by AA)
Section 4	Subject-Area Background Questions (on computer)	10 minutes (grade 4) 8 minutes (grades 8 and 12)

You are encouraged to practice using the timers before your first test administration so that you are familiar with how they work. Follow the instructions on the next page for using the timers.

NAEP Timer Instructions (TYPE A)

(Read all four steps before you begin.)

1. Press the “HOUR/CLEAR” and/or “MIN” button to set the length of time to be calculated. (**NOTE:** there are no “seconds” displayed on this timer.)
2. Once the appropriate amount of time is set and you are ready to start the timer, press the “START/STOP” button. The colon (:) between the hour and minutes will start flashing as a sign the timer is working.
3. The timer will sound an alarm when the time has expired. Press the “ALARM STOP” button to silence the alarm.
4. If you initially enter an incorrect amount of time to calculate, you will need to start the timer using the “START/STOP” button and then immediately press the “START/STOP” button again when the colon starts to flash. Press the “HOUR/CLEAR” button to reset the amount of time to 0:00 and then start over with step 1 above.



NAEP Timer Instructions (TYPE B)

(Read all five steps before you begin.)

1. Set to “TIMER” using the button on the left of the timer.
2. Press the “HOUR” and/or “MIN” button to set the length of time to be calculated.
3. Once the appropriate amount of time is set and you are ready to start the timer, press the “START/STOP” button. The colon (:) between the hour and minutes will start flashing as a sign the timer is working.
4. The timer will sound an alarm when the time has expired. Press the “START/STOP” button to silence the alarm.
5. If you initially enter an incorrect amount of time to calculate, press and hold the “RECALL/RESET” button to reset the amount of time to 0:00 and then start over with step 2 above.



5O. If C1 or C2 Session, Collect Booklets and Transport Students to Their Next Session.

In a C1 (SICT/Science HOTS) session you will need to collect the booklet covers from the students at the end of the SICT assessment. Walk the students to the room where the Science HOTS assessment will be conducted. Distribute the booklet and science kits following the steps described in **Procedure 6**.

In a C2 (Science HOTS/SICT) session you will need to collect the assessment booklets and science kit materials from the students at the end of the Science HOTS assessment. The guidelines for collecting and cleaning up after a Science HOTS assessment are described in **Procedure 6**. Since the students will work on the computer for the SICT assessment, you may need to walk the students to another room. Take the students to the correct room and follow the instructions in **Procedure 7** to distribute the booklet covers and conduct the SICT assessment.

5P. Collect Student ID Labels.

While the students are working in the last section of their booklets, the session script instructs you to walk through the room and remove the student ID labels from the corner of every student's desk. After the labels are collected, tear them up and throw them in the trash. **Remember, names of NAEP participants must never leave the school on the booklets or any other NAEP documents.**

5Q. Collect NAEP Materials at the End of the Assessment.

At the end of the session, the session script instructs you to collect all materials (except pencils), distribute Student Appreciation Certificates (if necessary), and dismiss the students according to the school's preference. Students may keep the pencils as a thank you gift from NAEP. You will instruct the students to visit the NAEP website printed on the pencil for more information about NAEP.

To collect assessment materials, you should select an appropriate booklet collection method and count the booklets to ensure all of them have been accounted for before dismissing any students from the session. The following are two suggested collection methods for small and large sessions. However, you may find it necessary to devise another method depending on time constraints and grade level. Your supervisor can give you a suggested collection method in a unique situation.

See **Procedure 6** for instructions on how to collect materials used during a Science HOTS session.

Option 1:

Call students to the front of the room in Administration Schedule order and verify that each student has returned an assessment booklet with used ancillary materials included inside the booklet cover. As the booklets are collected, place them face down, one on top of the other.

You should also collect any other NAEP materials that the student may have used, such as calculators. Place these materials in a separate pile on the table or work space in front of you.

Collecting assessment booklets in Administration Schedule order will make your responsibilities following the assessment session much easier.

Option 2:

Instruct students to place the assessment booklet on the corner of their desk or workspace. Collect each booklet while verifying that all used ancillary materials are included inside the cover. Count the booklets before dismissing students to verify that all are accounted for.

You should also collect any other NAEP materials that the student may have used, such as calculators. Place these materials in a separate pile on the table or work space in front of you.

If you are conducting the session in a large space, such as a cafeteria or auditorium, an AA should stand at each exit during booklet collection to ensure that no students leave the area with a booklet or science materials.

NOTE: For those students whose booklet indicates that they are to complete the hands-on science section, you will collect their booklets at the end of the regular session. After all of the other students have been dismissed, you will redistribute the booklets and the appropriate science kit to each student according to his/her booklet cover codes. Follow the instructions for distributing the science kits in the session script. See **Procedure 6** for more details on administering hands-on science tasks.

5R. Account for All NAEP Materials Before Dismissing Students.

It is critical that NAEP materials are accounted for before dismissing students from the assessment session. You must account for each and every assessment booklet, whether completed or blank, as well as the NAEP calculators and used ancillary materials.

After collecting NAEP materials, count the number of used booklets to ensure the number matches the number of students present at the session. You should also count the blank booklets to ensure the number you had before the session is consistent with the number after the session.

If you find any NAEP booklets (including blank ones) missing, students are not to be dismissed until the missing booklet has been found.

5S. Dismiss Students According to School Protocol Outlined on the Assessment Information Form.

Dismiss students at the conclusion of the assessment session in the manner described on the Assessment Information Form. In order to maintain a good rapport with the school, it is important you follow school protocol.

Procedure 6. Administer Science Hands-On Tasks

When administering the Science HOTs assessment you should comply with the following mandatory hands-on science procedures.

6A. Distribute the Science Kits.

Before the session, you should divide the kits into three groups by type to facilitate distribution. You should read the script that instructs the students to raise their hand when their kit type, which is written in their booklet, is called out. You should then give each student the appropriate kit. You will also distribute graph paper on white cardstock developed by Pearson. Student names or other identifiable information will not be on these sheets. Hand 1-2 sheets out with the booklets. At the end of the assessment, these sheets must be collected and sent back to Pearson with other Science HOTs ancillary materials.

Using the session script, you will then instruct students to open their science kits and check the diagram in their booklets to determine if all the necessary supplies have been provided in their kit. If a student's kit has either missing or defective items, you should replace the kit item from the extra science kit supplies that the supervisor has provided you. Your supervisor should have given you the goody bag, which contains extra Science HOTs kit parts that are prone to breaking. Below is a table with the contents of the goody bag for each grade.

Goody Bag Contents		
Grade 4	Grade 8	Grade 12
<ul style="list-style-type: none">• 3 seed packets per seed type (for Kit A – Seeds)• 20 toothpicks (for Kit B – Electrical Circuits)• 5 plastic straws (for Kit B – Electrical Circuits)• 5 light bulbs (for Kit B – Electrical Circuits)• 5 wires with alligator clips (for Kit B – Electrical Circuits)• No additional supplies needed for Kit C – Mystery Metal Bars	<ul style="list-style-type: none">• 5 plastic scoops (for Kit E – What's Cooking?)• 5 extra pairs of safety gloves (for Kit E – What's Cooking?)• No additional supplies needed for Kit D – Magnetic Fields or Kit F – Clues From Bones	<ul style="list-style-type: none">• 3 clips (for Kit G – Pendulum)• 10 pairs of safety gloves (for Kit H – Maintaining Water Systems and Kit I – Plant Pigments)• 3 chromatography plates (for Kit I – Plant Pigments)• 20 toothpicks (for Kit I – Plant Pigments)

During a SH session, when the first Science HOTs session is finished collect all the science kit materials from the student and clean up the assessment area following the guidelines for cleanup procedures below. Once the room is ready for the second Science HOTs session distribute the kits as described above.

6B. Follow Safety Issues Guidelines.

The *Instructions for Administering Hands-On Science Task* document, located with the scripts, outlines the safety issues involved with each of the science kits. As the students are working on the section, check that each student is following these instructions and correct students as needed.

6C. Follow Guidelines for Responding to Students’ Questions.

Since portions of each science kit are unique, there are different responses you should use in answering students’ questions relating to the science kits. You should refer to the *Instructions for Administering Hands-On Science Task* to appropriately answer these specific questions. Any other questions that are not addressed in this document should be answered as outlined later in this chapter.

6D. Follow Guidelines for Cleanup Procedures.

At the end of the session, students will be asked to set aside their waste materials and then place all the other materials back into the kit bag. The specific cleanup procedures that are included in the students’ booklets are also written in *Instructions for Administering Hands-On Science Task*. Check that each student is following these instructions.

After the students have finished cleaning up, you will walk around the room with the garbage bag, which was included in the box of science kits, and have the students dispose of the waste materials. You should then tie up the garbage bag and dispose of it in the garbage. Finally, all of the kit bags and booklets need to be collected by you in an appropriate collection method as described earlier in this chapter. After you have accounted for all of the materials and booklets, you should dismiss the students in the appropriate manner.

Refer to the table below for a list of items that can be left at the school after the assessment:

Grade	Science Kit	Materials left at the school
4	Kit A - How Seeds Travel	All materials must be collected
4	Kit B - Electric Circuits	Battery, Battery Holder, Wires with clips
4	Kit C - Mystery Metal Bars	Ruler, Magnet labeled “Test Magnet”
8	Kit D - Magnetic Fields	Ruler, Compass
8	Kit E - What’s Cooking	Goggles, Hour Glass Timer, Spot Plate, Iodine
8	Kit F - Clues From Bones	Ruler
12	Kit G - Pendulum Clock	Ruler, Clip, Stopwatch, Tape
12	Kit H - Maintaining Water Systems	Goggles, Stopwatch
12	Kit I - Plant Pigment	All materials must be collected

Procedure 7. Administering SICT

During the assessment, students will work on the computer using the TestNav application that your supervisor has installed on the computers. You may have helped your supervisor install the software prior to the start of the assessment.

Make sure all the computers are turned on, and the TestNav log-in screen is ready for the students to use.

7A. Instruct Students to Enter Their Login Information.

Students will use the information on their booklet cover to log-in to the TestNav application. They will enter their booklet barcode as the User ID and the passcode will be printed on the booklet label. At grade 4, wait until all students have logged into the system before moving to the next step.

7B. Time Directions.

You will give the students a predetermined amount of time to review the directions and start the assessment.

7C. Instruct Students to Remove the Student ID Label From the Cover of Their Booklets.

After all students have read the directions, the session script instructs you to ask the students to remove the student ID labels from the cover of the booklets and place them on the corner of their desks. At the end of the session, you will collect and destroy these labels before dismissing students.

7D. Time Cognitive Sections – 2 30 min.

Give students a warning 15 minutes before the end of the section.

7E. Time Background Sections.

You will also need to time background sections appropriately.

7F. Answer Students' Questions About How to Navigate the System.

You may, and should, clarify students' questions about how to navigate through the items and clarification of directions.

7G. Answer Students' Questions Related to the Complex Items.

Refer to the Question-by-Question Specifications (QxQs) in the back of the session script.

Procedure 8. Monitor the Session



During the session, it is your responsibility to ensure that students are working in the correct booklet section or working through the items in a SICT session. This is done by quietly walking up and down the aisles during the session. The *Strategies* magazine describes effective methods for monitoring the session and managing the classroom.

You will perform many of the checks described in this chapter on a continual basis throughout the assessment. You must also follow the standard NAEP procedures for responding to students' concerns or questions and handling special situations that may arise.



Voices of Experience:

It is a good idea to walk around the room with a handful of sharpened pencils ready to hand out when students request them.



Voices of Experience:

Walk around with the Session Debriefing Form inside your script. You will need to record information regarding students' questions about specific items in the table on the back of the form. To make this an easy process, jot down the Session Number and line number of the student and a word or short phrase when a student asks a question. Go back after the session and record more detail. Noting the Session Number and line number of the student is important in identifying the booklet number. NAEP uses this information to find questions that are commonly misunderstood or confusing to students.

It is also helpful to walk around with the Assessment Information Form inside your script. This way, it is easy to review which students get accommodations and what accommodations they get when students begin raising their hands.

8A. Answer Students' Questions About How to Record Answers.

You may, and should, clarify students' questions about how or where to record answers.

8B. Answer Students' Questions During Cognitive Block (or Subject-Area) Sections of the Assessment.

Under no circumstance are you allowed to help students respond to any item in a cognitive section. You may not provide any specific information, answers, or instructions about any question, or assistance in reading or spelling.

Instead, you should reply with this scripted response:

“I’m sorry. I cannot answer any questions. Please reread the question and do the best you can.”

However, you may read and provide clarification of directions to a student.

The NAEP procedure for responding to student questions during the cognitive block is different than the NAEP procedure for responding to student questions during the general background section, which is described below.

You should also be familiar with your session scripts for the Science HOTs and what aspects of these tasks you are allowed to help with.

8C. Answer Students' Questions During the General Background Section.

You must respond to students' questions during the general background section by referring to the QxQs found in the back of each session script.

Questions asked by students during the general background section should be answered individually. If a student has a question, you should walk to the student's desk and respond quietly to the question.

If several students have the same question, you may advise all students in the session of the question and answer.

Also, it is NAEP procedure that the student may skip any background question he/she does not feel comfortable answering. You should advise students of this if they ask.

8D. Answering Students' Questions During the Subject-Area Background Section.

You must respond to students' questions during the subject-area background section by referring to the mathematics, reading, science, and SICT QxQs found in the back of each operational session script.

As with the questions asked by students during the general background section, they should be answered individually. If a student has a question, you should walk to the student's desk and respond quietly to the question.

Unlike in the general background section, students will have different questions in the subject-area background sections depending on the subject area of their assessment booklet. Therefore, you should not advise all students in the session of the question and answer when an individual student asks a question.

As with the questions asked by students during the general background section, it is NAEP procedure that the student may skip any subject area background question that he/she does not feel comfortable answering.



Impacts Statistical Validity

Failure to use the Question-by-Question Specifications when answering students' questions during the background sections of the assessment booklet could jeopardize the validity of data collected.

8E. Ensure That Students Who Have Finished Sections Early Have Not Gone Back to Previous Sections or Worked Ahead in the Booklets.

Redirect students who appear to be working in the wrong section of a booklet. If students finish a section early, they may not go back to previous sections or work ahead.

If a student is working in the wrong section of the booklet, a gentle reminder of the correct section will suffice as an effective prompt (e.g., “**You should be working in Section 2 now.**”). Then, you should 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, review previously completed sections of the NAEP booklet, read other material, or work on his/her homework or another non-NAEP activity.

NOTE: SICT students will not be able to go back and check their work.

8F. Handle Difficult Situations Pertaining to Students' Behaviors or Attitudes.

Occasionally during the course of administering an assessment, you may encounter a difficult situation with student behavior or attitude. It is important that you respond appropriately to each situation. *Strategies* magazine provides important classroom management techniques to help you avoid many of these situations. It also provides guidelines for handling difficult situations when they do arise.

The table below outlines the procedures for coding these situations.

Behavior	Coding
Behavior becomes disruptive and out of control	<ul style="list-style-type: none"> ● If student does not remain in the session, write “Disruptive behavior” on the booklet cover. ● Use Administration Code 12.
Reluctant or refuses to participate	<ul style="list-style-type: none"> ● If the student continues to refuse, collect the booklet and materials and dismiss him/her according to the school’s instructions. ● Write “Student refused to work” on the booklet cover. ● Use Administration Code 12.
Emotionally upset	<ul style="list-style-type: none"> ● If student does not remain in the session, write “Emotionally upset” on the booklet cover. ● Use Administration Code 12.
Asks to leave the session	<ul style="list-style-type: none"> ● If a student leaves and returns for any reason, record on the booklet cover the time and section number when the student left and the time and section number when the student returned. ● If a student cannot complete the session, collect the booklet and other materials. ● Write the reason the student left the session on the booklet cover. ● Use Administration Code 12.
Becomes ill	<ul style="list-style-type: none"> ● If student does not remain in the session, write “Student became ill” on the booklet cover. ● Use Administration Code 12.

8G. Handle Other Unexpected Situations That May Arise.

There are four special situations that may arise while you are administering a session. The following procedures for handling and coding each situation are included.

Situation	Guidelines	Coding
Student received defective assessment materials	<ul style="list-style-type: none"> ● If a student discovers a defective booklet after beginning to work, replace the booklet with another booklet of the same version number, if possible. ● If a booklet of the same version number is not available, have the student skip the defective portion and continue working on the remaining portions of the booklet. ● In the event an ancillary material is found to be defective, replace it with another (of the same material), if possible. 	<ul style="list-style-type: none"> ● Record the booklet ID number of the defective booklet on the front cover of the replacement booklet. ● Record the booklet ID number of the replacement booklet on the cover of the defective booklet. ● Write “Defective booklet” on the defective booklet cover. ● Use Administration Code 14.

Situation	Guidelines	Coding
<p>(For SICT) Student cannot access the text</p>	<ul style="list-style-type: none"> ● If a student cannot access the test, try re-entering the ID number. ● Move the student to a different computer, if possible. ● If a different computer is not available, hold the student in the room while you contact Pearson to try to fix the problem. ● If you cannot get the computer to work within a reasonable amount of time, follow the steps in the Coding column. 	<ul style="list-style-type: none"> ● Detail what happened on the Session Debriefing Form. ● Use Administration Code 14.
<p>School fire alarm</p>	<ul style="list-style-type: none"> ● Your first priority is the safety and evacuation of the students and yourselves from the building. If your supervisor has informed you that this is a drill and not an emergency, follow these guidelines: <ul style="list-style-type: none"> - stop the timer; - collect all of the assessment booklets from the students; - take the booklets and the timer with you when you exit the school; - when you are safely outside the school, check the timer and note the time remaining in the session; and - when the students return, redistribute the booklets and adjust the timing of the assessment to account for the time the students were gone. 	<ul style="list-style-type: none"> ● Write a brief note explaining the fire drill and place it at the top of the Session Box. ● If you cannot continue the session, use Administration Code 13. ● If the session resumes, use Administration Code 12.
<p>School lockdown</p>	<ul style="list-style-type: none"> ● Your first priority is the safety of the students and yourselves. ● Generally, a school staff member will advise you of the school protocol in this situation. ● Be sure to first follow school instructions. Then, if necessary, stop the timer and collect all the assessment booklets from the students. ● When a school staff member has indicated it is okay to proceed with the assessment, redistribute the booklets and adjust the timing of the assessment to account for the lost time. 	<ul style="list-style-type: none"> ● Write a brief note explaining the lockdown and place it at the top of the Session Box. ● If you cannot continue the session, use Administration Code 13. ● If the session resumes, use Administration Code 12.

6

ADMINISTERING ACCOMMODATION SESSIONS

Procedure 1. 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 during state assessments.

The next few pages 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 their state assessment.

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

		Accommodation	What Is It?	How to Administer
Direct Linguistic Support	Directions read aloud in native language	Booklet Cover Code OTH FT Session Subjects Math & Science Typical additional accommodations SMG / ONE BIB / EXT SSA	This accommodation requires that the session script instructions be read aloud. This requires the student to use the bilingual Spanish/English mathematics or science booklet. Therefore, this accommodation is only allowed with the mathematics or science booklet in Spanish in the FT Session.	<ul style="list-style-type: none"> • This accommodation requires a separate accommodation session. • The person administering the session will use the grade-appropriate bilingual session script to conduct the session. • Students will complete the assessment using the bilingual Spanish/English mathematics assessment booklets.
	Test items read aloud in native language			
	Booklet Cover Code OTH			
	FT Session Subjects Math & Science			
	Typical additional accommodations SMG / ONE BIB SSA	For this accommodation, students may request to have words, phrases, or sentences read aloud to them in Spanish.	<ul style="list-style-type: none"> • This accommodation requires a separate accommodation session. • The person administering the session will use the grade-appropriate bilingual session script to conduct the session. • Students will complete the assessment using the bilingual Spanish/English mathematics assessment booklets. 	
	Booklet Cover Code OTH	This requires the student to use the bilingual Spanish/English mathematics or science booklet. Therefore, this accommodation is only allowed with the mathematics or science booklet in Spanish in the FT Session.		
	FT Session Subjects Math & Science			
	Typical additional accommodations SMG / ONE BIB SSA			
	Bilingual booklet	Booklet Cover Code BIB FT Session Subjects Math & Science Typical additional accommodations SMG / ONE EXT SSA	NAEP has bilingual Spanish/English mathematics or science assessment booklets available for students who require them. When a bilingual booklet is open, one page has the directions and questions in Spanish, and the facing page will have the same directions and questions in English. Because of the size, the booklets are printed in a set of two. Students may mark their answers on either page and in either language.	<ul style="list-style-type: none"> • This accommodation requires a separate accommodation session. • The person administering the session will use the grade-appropriate, bilingual session script to conduct the session.
	Booklet Cover Code BIB			
FT Session Subjects Math & Science				
Typical additional accommodations SMG / ONE EXT SSA				
Bilingual dictionary without definitions	Booklet Cover Code BID Subjects Math & Science 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. 	
Booklet Cover Code BID				
Subjects Math & Science				
Typical additional accommodations EXT				

Accommodation	What Is It?	How to Administer
Directions only signed Booklet Cover Code OTH Subjects Reading, Math & Science	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 Booklet Cover Code OTH Subjects Math & Science Typical additional accommodations SMG / ONE EXT SSA	This accommodation requires that a qualified sign language interpreter at the school sign some or all of the test questions and answer choices for the student.	<ul style="list-style-type: none"> This accommodation requires a separate accommodation session. The interpreter will sign the instructions from the grade-appropriate accommodation session script to the student along with the question and answer choices then wait for the student to mark the answer before moving on to the next question. For mathematics or science booklets, the interpreter will refer to the Mathematics or Science Read Aloud Guidelines that are with the accommodation session scripts for details on how to sign certain mathematical symbols and equations.
Read aloud—occasional Booklet Cover Code REA Subjects Math & Science	<p>For this accommodation, students may request to have words, phrases, or sentences read aloud to them.</p> <p><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></p>	<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.
Read aloud—most or all Booklet Cover Code REA Subjects Math & Science Typical additional accommodations SMG / ONE EXT	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 grade-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 (mathematics or science). The AA will administer the assessment using the grade-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. For mathematics or science booklets, the AA will refer to the Mathematics or Science Read Aloud Guidelines in the accommodation session script for details on how to read certain mathematical symbols and equations.

		Accommodation	What Is It?	How to Administer
Presentation Format	Braille version of test		This is a Braille version of the student's booklet.	<ul style="list-style-type: none"> • This accommodation requires a separate accommodation session. • The AA will administer the session by reading the grade-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 for the reading or mathematics assessment, 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.
	Booklet Cover Code	OTH		
	Subjects	Reading, Math & Science		
	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.
	Booklet Cover Code	LRG		
Subjects	Reading, Math & Science			
Magnification equipment		This is a lens or system provided by the school that enhances visual function. Magnification devices include eye-glass-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. 	
Booklet Cover Code	MAG			
Subjects	Reading, Math & Science			

Accommodation	What Is It?	How to Administer
<p>Responds in sign language</p> <p>Booklet Cover Code OTH</p> <p>Subjects Reading, Math & Science</p> <p>Typical additional accommodations SMG / ONE EXT SCR</p>	<p>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.</p>	<ul style="list-style-type: none"> • This accommodation requires a separate accommodation session. • The AA will administer the session by reading the grade-appropriate accommodation session script. • When a constructed response is required for the reading, mathematics, or science assessment, 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.
<p>Responds using Braille typewriter</p> <p>Booklet Cover Code OTH</p> <p>Subjects Reading, Math & Science</p> <p>Typical additional accommodations SMG / ONE EXT</p>	<p>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.</p>	<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.

		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 grade-appropriate accommodation session script. When a constructed response is required for the reading, mathematics, or science assessment, 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.
		Booklet Cover Code SCR		
		Subjects Reading, Math & Science		
		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 they use 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.
		Booklet Cover Code SCR		
		Subjects Reading, Math & Science		
		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.
		Booklet Cover Code OTH		
	Subjects Reading, Math & Science			

	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.
	Booklet Cover Code OTH		
	Subjects Reading, Math & Science		
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 grade-appropriate accommodation session script to conduct the session.
	Booklet Cover Code SMG		
	Subjects Reading, Math & Science		
	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 grade-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.
Booklet Cover Code ONE			
Subjects Reading, Math & Science			
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. 	
Booklet Cover Code OTH			
Subjects Reading, Math & Science			

	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.
	Booklet Cover Code OTH		
	Subjects Reading, Math & Science		
	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 grade-appropriate accommodation session script.
	Booklet Cover Code SSA		
	Subjects Reading, Math & Science		
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.
	Booklet Cover Code EXT		
	Subjects Reading, Math Science		

	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.
	Booklet Cover Code BRK		
	Subjects Reading, Math Science		
	Typical additional accommodations SMG / ONE EXT		
Other Accommodations	Other	<p>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.</p> <p>Reading Inclusion Books and Math Inclusion Books are offered to fourth-grade students excluded from reading or mathematics assessments.</p> <p><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></p>	<ul style="list-style-type: none"> • Reading Inclusion Books and Math Inclusion Books can be administered during a regular or accommodation session. Offered to students in fourth grade.
	Booklet Cover Code OTH		
	Subjects Reading, Math & Science		

Procedure 2. Understand How to Code Accommodations

2A. Assign the Accommodation Codes

After meeting with the school coordinator during the preassessment visit, your supervisor will assign every student a code in 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 students who are not 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.

These codes are listed in the upper-left corner of the Administration Schedule.

Your supervisor may ask you to use the Inclusion Worksheet to assign accommodation codes to the booklet cover of the student's accommodation booklet in the accommodation code box. The codes, along with an explanation, are listed in the table below.

Accommodations Offered in NAEP 2008	
Code	Description
BIB	Bilingual Booklet – NAEP provides for mathematics and science at grades 4 and 8.
BID	Bilingual dictionary (without definitions) – school provides for mathematics or science.
LRG	Large-print booklet – School provided only in 2008.
LXT	Extended time – any type of session.
REA	Read-aloud (in any type of session). Not allowed in reading.
SMG	Small group – specific booklets for read-aloud (students use assigned books for other accommodations).
ONE	One-on-one – students use assigned booklets.
SCR	Scribe or Use of Computer (school provides and the students use their assigned booklets).
OTH	Other; specify on cover – students use assigned booklets. School provides any needed Braille booklets.
BRK	Breaks during test – students use assigned booklets.
MAG	Magnification device – school provides.
SSA	School staff administers – students use assigned booklets.

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 (**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 050 in the Extended Time boxes.

2B. Accommodations for Science Interactive Computer Tasks (SICT)

Your manager will alert accommodations for sessions.

IC Sessions

For Science ICTS there is a special booklet for read aloud. Students requiring a read aloud accommodation should receive the online portion of booklet S213, which includes ICT's and background questions online; these students, in the IC session, with booklet S213 will not receive a HOTS.

C1 and C2 Sessions

Students in a CI session requiring a read aloud accommodation will also be assigned booklet S213 and will be assessed together in a common accommodation session with students from C2.

Since the SICT is a pilot study, you may find schools have a wide range of all accommodations allowable for computer activities. Be sure to keep track of any other accommodations. Students in the SICT needing an accommodation will receive a code of **OTH** on the student's booklet cover.



Voices of Experience

When preparing the accommodation booklets, it is a good idea to write the three-letter accommodation codes that will be offered to the student on the student ID label. This will help you to prepare the stacks of assessment booklets, and, on assessment day, it will be easier to identify what accommodations the students in the regular session need, if any. You should only write the three-letter code though. Never use the complete accommodation description.

2C. Bilingual, Braille, and Large-Print Booklets

The following table is a quick reference for identifying if Bilingual, Braille, Read Aloud, or Large Print accommodation booklets are offered at grades 4, 8, and 12.

Accommodation Booklet Types	Mathematics			Reading			Science*		
	Grades			Grades			Grades		
	4	8	12	4	8	12	4	8	12
Bilingual	Yes	Yes	No	No	No	No	Yes ¹	Yes ¹	No
Braille	Yes ²	Yes ²	Yes	Yes	Yes	Yes ³	Yes	Yes	Yes
Read Aloud	Yes	Yes	Yes	No	No	No	Yes	Yes	Yes
Large Print	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

¹ Will use booklets from 2005 assessment (does not match a 2008 booklet).
² Will use MATH booklets from 2007 assessment (does not match a 2008 booklet).
³ Will use READING booklet from 2008 assessment.
Note: The "Yes" or "No" is in response to the question, "Does NAEP provide?"
* Unsure about Science HOTS. No ICTs.

2D. Extended Time

Some students may not react well under pressure in timed scenarios or may have a disability that requires them to take longer than other students to complete tasks. Your supervisor will have talked to the school coordinator to see if there are students who are typically accommodated with extended time.

Remember that NAEP is not a "speeded" test and therefore it is unlikely that students will require much more time than the regular session allows.

If a student does not require extended time but will be assessed in a separate session, you should use the regular session script since the accommodation session script does not have timing.

For C1, C2, and IC sessions students cannot be offered extended time.

2E. Read Aloud to Self

It has been noted that use of the "Read aloud to self" accommodation is becoming more common. This accommodation is allowable and should be coded **OTH** on the student's SD booklet cover. If it is encountered in a school, your supervisor will have a conversation with the school coordinator regarding the most efficient way to administer this accommodation. Most students are able to read softly and can remain in the classroom with special attention to seating. Others may need to be assessed with this accommodation in a separate session if their reading aloud would disturb other students. To reduce the strain on staffing, when there is more than one student requiring this accommodation in a separate session, your supervisor may make arrangements to set up a small group session where all of the students requiring this accommodation are grouped together but seated apart from each other in one room.

2F. Code for Read Aloud – Occasional

If a student needs “Read aloud – occasional” your supervisor will code the student a **REA**.

2G. Administering Bilingual Booklet Accommodations

Your supervisor will make sure this accommodation will be offered if allowed by the state.

2H. If Grade 4, Inclusion Books

The Inclusion Book is an easier version of the assessment booklet available to assess students who are excluded from reading or mathematics assessments. Your supervisor will ask the school coordinator if the students can be assessed using this version of the booklet during the regular session.

2I. If Grade 4, Code for Inclusion Books

If a student is assessed with the Inclusion Book version of the booklet, code the student a **14** in the Administration Schedule and code the accommodation on the booklet cover as “Other.”

Procedure 3. 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.

3A. 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 age has an accommodation script to use for the separate accommodation sessions.

3B. 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.

3C. 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.

The *Inclusion* magazine suggests ways you can keep children with disabilities comfortable and on task. Read the magazine carefully and refer to it as necessary.

Procedure 4. 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 5. 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, including:

- oral or written responses translated into written English;
- bilingual dictionary *for reading*;
- directions read aloud in native language (permissible in Spanish only and only when a Spanish/English bilingual mathematics booklet is used);
- test material read aloud in native language (permissible in Spanish only and only when a Spanish/English bilingual mathematics booklet is used);
- test questions read aloud or signed *for reading*;
- uses a bilingual version of the test (permissible in Spanish only and only when a Spanish/English bilingual mathematics booklet is used);
- tape-records answers;
- test taken over several days;
- use of abacus, arithmetic tables, or graph paper, or any ruler; or
- use of dictionary, thesaurus, or spelling- and grammar-checking software or devices.

5A. 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

5B. 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

5C. 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

5D. 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.