

# 5

## PREPARING FOR AND ADMINISTERING ASSESSMENT SESSIONS

### 1. Activities to Complete Before the Assessment

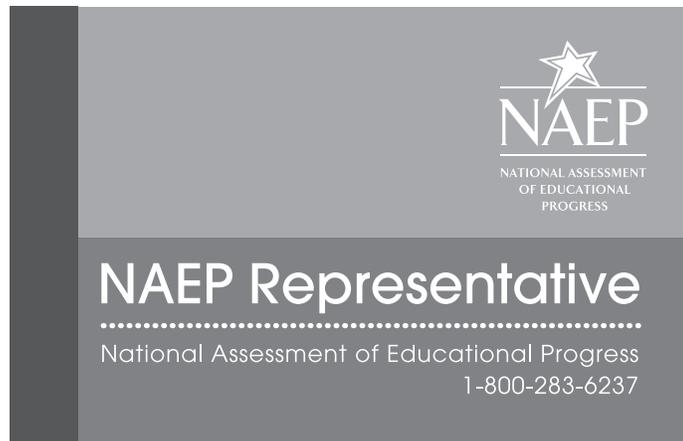
#### Procedure 7. Report to the School on the Day of the Assessment

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. 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 8. 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.

## Procedure 9. 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 Age 9 Session	Materials for Each Age 13 Session	Materials for Each Age 17 Session
<p><b><u>Session Box</u></b></p> <ul style="list-style-type: none"> <li>• Prepared assessment booklets</li> <li>• “Testing in Progress—Do Not Disturb” sign</li> <li>• Timer</li> </ul> <p><b><u>Other</u></b></p> <ul style="list-style-type: none"> <li>• Assessment Information Form</li> <li>• No. 2 pencils</li> <li>• Original Administration Schedule</li> <li>• List of sampled students in other sessions, if necessary</li> <li>• Student Appreciation Certificates, if necessary</li> <li>• Session Debriefing Form</li> </ul>	<p><b><u>Session Box</u></b></p> <ul style="list-style-type: none"> <li>• Prepared assessment booklets</li> <li>• “Testing in Progress—Do Not Disturb” sign</li> <li>• Timer</li> </ul> <p><b><u>Other</u></b></p> <ul style="list-style-type: none"> <li>• Assessment Information Form</li> <li>• No. 2 pencils</li> <li>• Original Administration Schedule</li> <li>• List of sampled students in other sessions, if necessary</li> <li>• Session Debriefing Form</li> </ul>	<p><b><u>Session Box</u></b></p> <ul style="list-style-type: none"> <li>• Prepared assessment booklets</li> <li>• “Testing in Progress—Do Not Disturb” sign</li> <li>• Timer</li> </ul> <p><b><u>Other</u></b></p> <ul style="list-style-type: none"> <li>• Assessment Information Form</li> <li>• No. 2 pencils</li> <li>• Original Administration Schedule</li> <li>• List of sampled students in other sessions, if necessary</li> <li>• Session Debriefing Form</li> </ul>



### 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.

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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 10. Prepare the Room

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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.

### 10A. 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"><li>• AA Manual turned to the appropriate session script</li><li>• Administration Schedule, list of students in other sessions (if more than one session in the school)</li><li>• Timer</li><li>• Session Debriefing Form</li><li>• Assessment Information Form</li></ul>	<ul style="list-style-type: none"><li>• Sharpened No. 2 pencils</li><li>• Student Appreciation Certificates (if appropriate)</li><li>• Assessment booklets</li></ul>



#### Voices of Experience:

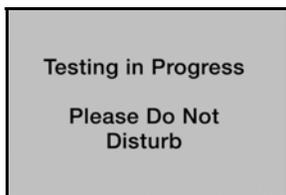
Organize your NAEP materials in the assessment room as best you can without disturbing the items on the teacher's desk or other table you are using. Never go through a classroom desk looking for or taking supplies you might need. Always bring with you to the assessment location all of the supplies that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

**10B. 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.

**10C. Post the “Testing in Progress—Do Not Disturb” Sign Outside the Room.**

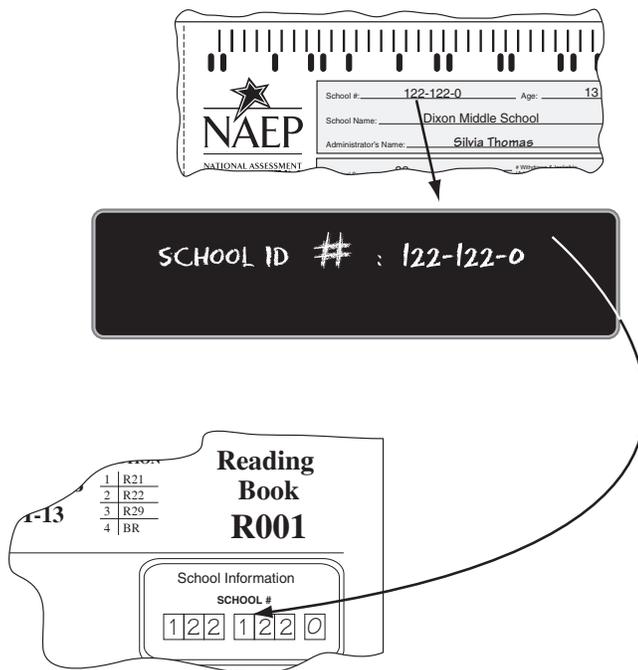
This sign is in the Session Box and should be posted outside the room. If the sign is not posted prominently, disruptions to the testing could happen. If there is more than one door into the testing location, post a sign at each doorway.



**10D. For Ages 13 and 17, 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 13- and 17-year-olds to record this number on their booklet covers. To reduce the possibility for error, you will record the school ID number on all age 9 booklets after the session has been completed.



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## 2. Activities to Complete During the Assessment

### Procedure 11. Administer the Session

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To administer the session, perform the following:

#### 11A. 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.

#### 11B. 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.

#### 11C. Use the Correct Session Script to Conduct the Session.

After all students have been seated, you must conduct the assessment by reciting the appropriate session script verbatim. This is critical because there are differences between scripts in wording, procedures, and required materials.

#### 11D. 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.

### 11E. 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. 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.

#### **For small sessions (30 students or less):**

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

#### **For large sessions (more than 30 students):**

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.**

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## 11F. 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.**

### Remove Label

Now remove the peach-colored label with your name on it from the booklet. Place the label on an upper corner of your desk.

## 11G. For Ages 13 and 17, Verify That Students Have Properly Recorded the School ID Number on Their Booklet Covers.

The session script instructs 13- and 17-year-old students 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.

### Code the Booklet Cover

Now, please look again at the front cover of your booklet. You will see a group of boxes labeled "School Number."

- Point to the "School #" boxes on the Booklet Cover Poster.

The number you are to write in these boxes is on the chalkboard. It is (**READ NUMBER**).

- Point to the number on the chalkboard as you read it. Repeat the number as necessary.

### 11H. For Age 9, 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 age 9 students. The script instructs you to give 13 - and 17-year-old students time to read the directions to themselves.

### 11I. Time Sections Appropriately.

Each assessment booklet contains three blocks of cognitive questions and background questions for students to answer.

Background and cognitive sections are timed while students work independently, except for the age 9 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

Section #	Timing
General Directions	2 minutes (ages 13 and 17 only) (age 9 is read aloud by AA)
Cognitive Block 1	15 minutes
Cognitive Block 2	15 minutes
Cognitive Block 3	15 minutes
Background Question Directions	2 minutes (ages 13 and 17 only) (age 9 is read aloud by AA)
Core Background Questions	5 minutes (ages 13 and 17 only) (age 9 is read aloud by AA)

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.



## 11J. 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.**

### SECTION 4

- Set timer for 5 minutes.

You will have 5 minutes to answer the rest of the questions in Section 4 on your own. While you work on this section, I will collect the labels from your desks and throw them away. Please begin.

- Start timer.
- Walk through the room and collect the labels from every desk. Tear them up and throw them away.
- When all students have finished Section 4, but after no more than 5 minutes, say:

Please stop working and close your booklet.

## 11K. 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. 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.

### **For small sessions (30 students or less):**

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

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

**For large sessions (more than 30 students):**

Instruct students to place the assessment booklet on the corner of their desk or workspace. Collect each booklet. Count the booklets before dismissing students to verify that all are accounted for.

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.

**11L. 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.

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.

**11M. Dismiss Students According to School Protocol.**

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 12. Monitor the Session**

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During the session, it is your responsibility to ensure that students are working in the correct booklet section. 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 AIF 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.

#### **12A. Answer Students' Questions About How to Record Answers.**

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

#### **12B. Answer Students' Questions During Cognitive Block (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.

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### **12C. Answer Students' Questions During the Core Background Section.**

You must respond to students' questions during the core background section by referring to the Question-by-Question Specifications (QxQs) found in the back of each session script.

Questions asked by students during the core 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.

### **12D. 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.

### **12E. 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. The *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"> <li>● If student does not remain in the session, write <b>“Disruptive behavior”</b> on the booklet cover.</li> <li>● Use Admin. Code <b>12</b>.</li> </ul>
Reluctant or refuses to participate	<ul style="list-style-type: none"> <li>● If the student continues to refuse, collect the booklet and materials and dismiss him/her according to the school’s instructions.</li> <li>● Write <b>“Student refused to work”</b> on the booklet cover.</li> <li>● Use Admin. Code <b>12</b>.</li> </ul>
Emotionally upset	<ul style="list-style-type: none"> <li>● If student does not remain in the session, write <b>“Emotionally upset”</b> on the booklet cover.</li> <li>● Use Admin. Code <b>12</b>.</li> </ul>
Asks to leave the session	<ul style="list-style-type: none"> <li>● 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.</li> <li>● If a student cannot complete the session, collect the booklet and other materials.</li> <li>● Write the reason the student left the session on the booklet cover.</li> <li>● Use Admin. Code <b>12</b>.</li> </ul>
Becomes ill	<ul style="list-style-type: none"> <li>● If student does not remain in the session, write <b>“Student became ill”</b> on the booklet cover.</li> <li>● Use Admin. Code <b>12</b>.</li> </ul>

## 12F. Handle Other Unexpected Situations That May Arise.

Listed below are three special situations that may arise while you are administering a session. Procedures for handling and coding each situation are included.

Situation	Guidelines	Coding
Student received defective assessment materials	<ul style="list-style-type: none"> <li>● If a student discovers a defective booklet after beginning to work, replace the booklet with another booklet of the same version number, if possible.</li> <li>● 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.</li> <li>● In the event an ancillary material is found to be defective, replace it with another (of the same material), if possible.</li> </ul>	<ul style="list-style-type: none"> <li>● Record the booklet ID number of the defective booklet on the front cover of the replacement booklet.</li> <li>● Record the booklet ID number of the replacement booklet on the cover of the defective booklet.</li> <li>● Write “<b>Defective booklet</b>” on the defective booklet cover.</li> <li>● Use Admin. Code <b>14</b>.</li> </ul>
School fire alarm	<ul style="list-style-type: none"> <li>● 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"> <li>- stop the timer;</li> <li>- collect all of the assessment booklets from the students;</li> <li>- take the booklets and the timer with you when you exit the school;</li> <li>- when you are safely outside the school, check the timer and note the time remaining in the session; and</li> <li>- when the students return, redistribute the booklets and adjust the timing of the assessment to account for the time the students were gone.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Write a brief note explaining the fire drill and place it at the top of the Session Box.</li> <li>● If you cannot continue the session, use Admin. Code <b>13</b>.</li> <li>● If the session resumes, use Admin. Code <b>12</b>.</li> </ul>
School lockdown	<ul style="list-style-type: none"> <li>● Your first priority is the safety of the students and yourselves.</li> <li>● Generally, a school staff member will advise you of the school protocol in this situation.</li> <li>● Be sure to first follow school instructions. Then, if necessary, stop the timer and collect all the assessment booklets from the students.</li> <li>● 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.</li> </ul>	<ul style="list-style-type: none"> <li>● Write a brief note explaining the lockdown and place it at the top of the Session Box.</li> <li>● If you cannot continue the session, use Admin Code <b>13</b>.</li> <li>● If the session resumes, use Admin. Code <b>12</b>.</li> </ul>

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## ADMINISTERING ACCOMMODATION SESSIONS

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### **Procedure 13. Understand Accommodations Most Frequently Provided by NAEP**

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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.

Direct Linguistic Support

Accommodation	What Is It?	How to Administer
<b>Directions read aloud in native language</b> <b>Booklet Cover Code</b> 79-OTH <b>Subjects</b> Math <b>Typical additional accommodations</b> 76-SMG / 77-ONE 71-BIB 74-EXT 82-SSA	This accommodation requires that the session script instructions be read aloud. This requires the student to use the bilingual Spanish/English mathematics booklet. Therefore, this accommodation is only allowed with the mathematics booklet in Spanish.	<ul style="list-style-type: none"> <li>• This accommodation requires a separate accommodation session.</li> <li>• The person administering the session will use the age-appropriate bilingual session script to conduct the session.</li> <li>• Students will complete the assessment using the bilingual Spanish/English mathematics assessment booklets.</li> </ul>
<b>Test items read aloud in native language</b> <b>Booklet Cover Code</b> 79-OTH <b>Subjects</b> Math <b>Typical additional accommodations</b> 76-SMG / 77-ONE 71-BIB 82-SSA	For this accommodation, students may request to have words, phrases, or sentences read aloud to them in Spanish. This requires the student to use the bilingual Spanish/English mathematics booklet. Therefore, this accommodation is only allowed with the mathematics booklet in Spanish.	<ul style="list-style-type: none"> <li>• This accommodation requires a separate accommodation session.</li> <li>• The person administering the session will use the age-appropriate bilingual session script to conduct the session.</li> <li>• Students will complete the assessment using the bilingual Spanish/English mathematics assessment booklets.</li> </ul>
<b>Bilingual booklet</b> <b>Booklet Cover Code</b> 71- BIB <b>Subjects</b> Math <b>Typical additional accommodations</b> 76-SMG / 77-ONE 74-EXT 82-SSA	NAEP has bilingual Spanish/English mathematics 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"> <li>• This accommodation requires a separate accommodation session.</li> <li>• The person administering the session will use the age-appropriate, bilingual session script to conduct the session.</li> </ul>
<b>Bilingual dictionary without definitions</b> <b>Booklet Cover Code</b> 72-BID <b>Subjects</b> Math <b>Typical additional accommodations</b> 74-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"> <li>• 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.</li> <li>• 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.</li> <li>• The AA is responsible for checking the dictionary prior to the start of the assessment to be sure it does not contain definitions.</li> </ul>

Accommodation	What Is It?	How to Administer
<b>Directions only signed</b> <b>Booklet Cover Code</b> 79-OTH <b>Subjects</b> Reading & Math	<p>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.</p>	<ul style="list-style-type: none"> <li>• This accommodation can be provided in the regular session in the back of the room (or wherever it is typically administered).</li> <li>• The interpreter will sit near the students so they are able to see the directions being signed.</li> </ul>
<b>Test items signed</b> <b>Booklet Cover Code</b> 79-OTH <b>Subjects</b> Math <b>Typical additional accommodations</b> 76-SMG / 77-ONE 74-EXT 82-SSA	<p>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.</p>	<ul style="list-style-type: none"> <li>• This accommodation requires a separate accommodation session.</li> <li>• The interpreter will sign the instructions from the age-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.</li> <li>• For mathematics booklets, the interpreter will refer to the Mathematics Read Aloud Guidelines that are with the accommodation session scripts for details on how to sign certain mathematical symbols and equations.</li> </ul>
<b>Read aloud—occasional</b> <b>Booklet Cover Code</b> 75-REA <b>Subjects</b> Math	<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"> <li>• This accommodation can be provided in the regular session.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<b>Read aloud—most or all</b> <b>Booklet Cover Code</b> 75-REA <b>Subjects</b> Math <b>Typical additional accommodations</b> 76-SMG / 77-ONE 74-EXT	<p>For this accommodation, students may request to have most or all of the assessment booklet read aloud to them.</p>	<ul style="list-style-type: none"> <li>• This accommodation requires a separate accommodation session.</li> <li>• 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 age-appropriate accommodation session script and read the questions and answers choices from the student’s booklet.</li> <li>• 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). The AA will administer the assessment using the age-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.</li> <li>• For mathematics booklets, the AA will refer to the Mathematics Read Aloud Guidelines in the accommodation session script for details on how to read certain mathematical symbols and equations.</li> </ul>

		Accommodation	What Is It?	How to Administer
Presentation Format	<b>Braille version of test</b>		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"> <li>• This accommodation requires a separate accommodation session.</li> <li>• The AA will administer the session by reading the age-appropriate accommodation session script.</li> <li>• Students may require a Braille typewriter or a scribe to respond to the questions.</li> <li>• 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.</li> <li>• 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).</li> <li>• 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.</li> </ul>
	<b>Booklet Cover Code</b> 79-OTH			
	<b>Subjects</b> Reading & Math			
	<b>Typical additional accommodations</b> 77-ONE 74-EXT 78-SCR			
	<b>Large print version of test</b>		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"> <li>• This accommodation can be provided in the regular session.</li> </ul>
	<b>Booklet Cover Code</b> 73-LRG			
	<b>Subjects</b> Reading & Math			
	<b>Magnification equipment</b>		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"> <li>• This accommodation can be provided in the regular session.</li> </ul>
	<b>Booklet Cover Code</b> 81-MAG			
	<b>Subjects</b> Reading & Math			

	Accommodation	What Is It?	How to Administer
Presentation Format	<b>Magnification equipment</b>	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"> <li>This accommodation can be provided in the regular session.</li> </ul>
	<b>Booklet Cover Code</b> 81-MAG		
	<b>Subjects</b> Reading & Math		
Response Format	<b>Responds in sign language</b>	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"> <li>This accommodation requires a separate accommodation session.</li> <li>The AA will administer the session by reading the age-appropriate accommodation session script.</li> <li>When a constructed response is required for the reading or mathematics 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).</li> <li>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.</li> </ul>
	<b>Booklet Cover Code</b> 79-OTH		
	<b>Subjects</b> Reading & Math		
	<b>Typical additional accommodations</b> 76-SMG / 77-ONE 74-EXT 78-SCR		
	<b>Responds using Braille typewriter</b>	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"> <li>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.</li> <li>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.</li> </ul>
	<b>Booklet Cover Code</b> 79-OTH		
	<b>Subjects</b> Reading & Math		
	<b>Typical additional accommodations</b> 76-SMG / 77-ONE 74-EXT		

		Accommodation	What Is It?	How to Administer
Response Format		<b>Responds orally to scribe</b>	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"> <li>• This accommodation requires a separate accommodation session.</li> <li>• The AA will administer the session by reading the age-appropriate accommodation session script.</li> <li>• When a constructed response is required for the reading 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).</li> <li>• 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.</li> </ul>
		<b>Booklet Cover Code</b> 78-SCR		
		<b>Subjects</b> Reading & Math		
		<b>Typical additional accommodations</b> 76-SMG / 77-ONE 74-EXT		
		<b>Responds using computer or typewriter</b>	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"> <li>• This accommodation can be provided in the regular session if the computer or typewriter they use is quiet enough.</li> <li>• The student will use the computer or typewriter to record his/her answers.</li> <li>• The AA will write the booklet ID number on all pages created by the computer and insert these pages into the student's booklet.</li> <li>• 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.</li> </ul>
		<b>Booklet Cover Code</b> 78-SCR		
		<b>Subjects</b> Reading & Math		
		<b>Uses template to respond</b>	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"> <li>• This accommodation can be provided in the regular session.</li> </ul>
		<b>Booklet Cover Code</b> 79-OTH		
	<b>Subjects</b> Reading & Math			

	Accommodation	What Is It?	How to Administer
Response Format	<b>Uses special writing tool</b>	<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"> <li>• This accommodation can be provided in the regular session.</li> <li>• The AA will verify that the student has the special writing tool before the session begins.</li> </ul>
	<b>Booklet Cover Code</b> 79-OTH		
	<b>Subjects</b> Reading & Math		
Setting Format	<b>Small group</b>	<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"> <li>• This is by definition a separate session.</li> <li>• The person administering the session will use the age-appropriate accommodation session script to conduct the session.</li> </ul>
	<b>Booklet Cover Code</b> 76-SMG		
	<b>Subjects</b> Reading & Math		
	<b>Typical additional accommodations</b> 74-EXT		
	<b>One-on-one</b>	<p>This accommodation requires that a student is assessed individually in an area free of distractions.</p>	<ul style="list-style-type: none"> <li>• This is a session with one student and one AA or school staff member administering the session.</li> <li>• The person administering the session will use the age-appropriate accommodation session script to conduct the session.</li> <li>• If the student regularly works with a facilitator provided by the school, that person should be available for the assessment.</li> </ul>
	<b>Booklet Cover Code</b> 77-ONE		
	<b>Subjects</b> Reading & Math		
<b>Typical additional accommodations</b> 74-EXT			
<b>Study carrel</b>	<p>This is a portable screen provided by the school used to limit distractions for a student.</p>	<ul style="list-style-type: none"> <li>• This accommodation can be provided in the regular session, although occasionally the location of the study carrel is in a separate location.</li> <li>• A screen is placed on the student's desk to limit distractions for the student.</li> </ul>	
<b>Booklet Cover Code</b> 79-OTH			
<b>Subjects</b> Reading & Math			

	Accommodation	What Is It?	How to Administer
<b>Setting Format</b>	<b>Preferential seating, light, furniture</b>	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"> <li>This accommodation can be provided in the regular session.</li> </ul>
	<b>Booklet Cover Code</b> 79-OTH		
	<b>Subjects</b> Reading & Math		
<b>Setting Format</b>	<b>School Staff Administers</b>	This accommodation requires that a school staff member familiar to the student administer the session.	<ul style="list-style-type: none"> <li>This accommodation requires a separate accommodation session.</li> <li>The school staff member will administer the session by reading the age-appropriate accommodation session script.</li> </ul>
	<b>Booklet Cover Code</b> 82-SSA		
	<b>Subjects</b> Reading & Math		
<b>Timing Accommodations</b>	<b>Extended time</b>	This accommodation requires that students be given extra time to complete the assessment.	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>During the extended time, the AA must remain in the testing location until students have finished the assessment.</li> </ul>
	<b>Booklet Cover Code</b> 74-EXT		
	<b>Subjects</b> Reading & Math		

	Accommodation	What Is It?	How to Administer
Timing Accommodations	<b>Breaks during test</b>	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"> <li>• This accommodation requires a separate accommodation session.</li> <li>• 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.</li> </ul>
	<b>Booklet Cover Code</b> 80-BRK		
	<b>Subjects</b> Reading & Math		
	<b>Typical additional accommodations</b> 76-SMG / 77-ONE 74-EXT		
Other Accommodations	<b>Other</b>	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>	
	<b>Booklet Cover Code</b> 79-OTH		
	<b>Subjects</b> Reading & Math		

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## **Procedure 14. Administer Separate Accommodation Sessions**

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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 age 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.

The *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.

## **Procedure 15. Administer Accommodations Within the Regular Session**

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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.

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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, 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.

### **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.

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## Procedure 17. Understand How to Code Accommodations

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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 **Q** of the Administration Schedule. The codes, along with an explanation, are listed in the table below.

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

After the session, you will transfer the accommodation code that your supervisor recorded on the Administration Schedule (column **Q**) 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 045 in the Extended Time boxes.

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## COMPLETING ACTIVITIES AFTER THE ASSESSMENT

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### **Procedure 18. Account for All Materials Used**

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You are responsible for returning all NAEP materials to your supervisor immediately following the assessment(s) in a school. Each and every assessment booklet 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.

### **Procedure 19. Complete the Administration Schedule**

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Your role in completing the Administration Schedule involves the following:

#### **19A. Enter an Administration Code in Column R.**

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 **S** 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.

<b>Definitions of Administration Codes Used in Column R</b>	
<b>Assessed Students—Original Session</b>	
10	<b>In session full time.</b> Assessed in original session.
11	<b>No responses in booklet.</b> Student was in original session full time, but there were no responses in the booklet.
12	<b>In session part time.</b> Student left the original session and did or did not return. Specify the reason on the booklet cover.
13	<b>Session incomplete.</b> Specify the reason. Original session was interrupted and no student was able to complete the booklet (e.g., fire drill).
14	<b>Other, specify on cover.</b> 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.
<b>Assessed Students—Makeup Session</b>	
20	<b>In session full time.</b> Assessed in makeup session.
21	<b>No responses in booklet.</b> Student was in makeup session full time, but there were no responses in the booklet.
22	<b>In session part time.</b> Student left the makeup session and did or did not return. Specify the reason on the booklet cover.
23	<b>Session incomplete.</b> Specify the reason. Makeup session was interrupted and no student was able to complete the booklet (e.g., fire drill).
24	<b>Other, specify on cover.</b> 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.
<b>Absent Student Codes</b>	
40	<b>Temporary.</b> Student is temporarily not in school (less than 2 weeks) due to illness, disability, or excused absence.
41	<b>Long-term.</b> Student has been absent from school 2 weeks or more because of an illness or disability.
42	<b>Chronic truant.</b> Student attends school occasionally, if ever.
43	<b>Suspended.</b> Includes in-school suspension.
44	<b>In school, did not attend session.</b> 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	<b>Accommodation scheduling problem.</b> School refused accommodation session due to staffing and/or scheduling issues.
46	<b>Parent refusal.</b> Parent officially notified school that he/she refused to allow student to participate in the assessment.
47	<b>Student refusal.</b> Student officially notified school or NAEP staff that he/she refused to participate in the assessment before being given an assessment booklet.
48	<b>Other, specify on cover.</b> 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	<b>Session/subject refused by school.</b> Entire session or certain subjects within a cooperating session were not conducted due to the refusal by the state or school.

<b>Other Student Codes</b>	
<b>51</b>	<b>Withdrawn/Graduated.</b> Student is no longer enrolled in the school or is expelled.
<b>52</b>	<b>Unassigned book (unused).</b> 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.
<b>54</b>	<b>Ineligible, never attends campus.</b> Student is listed as enrolled but is not physically attending the school (e.g., home schooled or attending all classes off campus).
<b>55</b>	<b>Ineligible, other.</b> 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.
<b>56</b>	<b>Not In Sample (NIS).</b> Use this code for any student not sampled but assessed at the convenience of the school.
<b>Reasons for Exclusion</b>	
<b>60</b>	<b>SD – Cannot be assessed.</b> 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.
<b>61</b>	<b>SD – Required accommodation not permitted.</b> 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).
<b>62</b>	<b>ELL – Cannot be assessed.</b> Student whose English language proficiency is so limited that he/she cannot be included in the assessment even with an accommodation.
<b>63</b>	<b>ELL – Required accommodation not permitted.</b> 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).
<b>64</b>	<b>SD &amp; ELL – Cannot be assessed.</b> 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.
<b>65</b>	<b>SD &amp; ELL – Required accommodation not permitted.</b> Student cannot be included in the session due to a mental/physical disability and limited English proficiency for which required accommodation was not permitted.
<b>66</b>	<b>Excluded, but assessed.</b> Students who the school deemed should be excluded from the assessment but the school requested that they participate anyway.
<b>67</b>	<b>SD – Required accommodation not available.</b> 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).
<b>68</b>	<b>ELL – Required accommodation not available.</b> 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).
<b>69</b>	<b>SD &amp; ELL – Required accommodation not available.</b> 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 **R** 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.

Age: <u>13</u> Middle School Silvia Thomas	Original session scheduled for: Day/Date: <u>Wednesday, Oct. 10</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 1001 1002					
# Withdrawn & Ineligible (Admin. Codes 51, 54 & 55) <u>2</u> # Excluded (Admin. Codes 60-69) <u>1</u> 36 - <u>2</u> - <u>1</u> = <u>33</u> In Sample    TO BE ASSESSED	# Absent (Admin. Codes 40-45, 48 & 49) <u>2</u> # Refused (Admin. Codes 46 & 47) <u>0</u>	# Assessed (Original Session) <u>31</u> # Assessed (Makeup Session) _____	# Assessed (Original Session) <u>31</u> # Assessed (Makeup Session) _____	Session Numbr LT1301					
"J"	"K"	"L"	"M"	"N"	"O"	"P"	"Q"	"R"	"S"
					Original Booklet #	Accommodation #	Accom.	Admin	

**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 **R**.

**2** Next, enter the total number of parent and student refusals, which will be coded **46** and **47** in column **R**. 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 **R**.

---

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 **R** 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, the original booklet should be placed above the accommodation booklet in the stack of booklets.

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

On each age 9 booklet cover enter the seven-digit school ID number from the Administration Schedule in the boxes labeled **School #**. The 13- and 17-year-old students should have entered the school ID number; if not, enter it now.

**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 **R**) 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 **Q**) to the **Accomm. Code** box on the booklet cover.

**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.

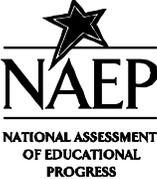
For all students requiring accommodations, you will have recorded an Accommodation Code of 2 or 3 in the **Accomm. Code** boxes. For students requiring one or more accommodation, you must shade the “Y” oval next to each accommodation the student was offered. You will find accommodations information for students on your Assessment Information Form for each school.

**Assessed With Accommodations**

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

<b>71-BIB</b>	<b>Bilingual booklet (mathematics only).</b> Extended time and small group or one-on-one is assumed for bilingual booklet. Note: The bilingual booklet bubble will be prefilled on the cover of bilingual booklets.
<b>72-BID</b>	<b>Bilingual dictionary.</b> (Word-to-word without definitions.) Assign if a student uses for all or part of the assessment. Extended time is assumed. (Do not use with reading booklet.)
<b>73-LRG</b>	<b>Large-print booklet.</b> Usually administered in the regular session.
<b>74-LXT</b>	<b>Extended time.</b> Assessed with additional time to complete the assessment.
<b>75-REA</b>	<b>Read aloud.</b> 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. (Do not use with reading booklet.)
<b>76-SMG</b>	<b>Small group.</b> Assessed in separate accommodation session. Extended time is assumed. Read aloud is acceptable (except with reading booklet).
<b>77-ONE</b>	<b>One-on-one.</b> Assessed in separate accommodation session. Extended time is assumed. Read aloud is acceptable (except with reading booklet).





**NAEP**  
NATIONAL ASSESSMENT  
OF EDUCATIONAL  
PROGRESS

Admin Schedule Line # \_\_\_\_\_ from Session # \_\_\_\_\_

**22007-2008**  
**LTT-9**

SECCIÓN /SECTION  
1 | M23  
2 | M24

**Matemáticas Folleto**  
**/Mathematics Book**  
**M934-BL**  
**Bilingüe/Bilingual**  
(M133)

**This booklet is part 1 of 2.**

Información de escuelas  
School Information  
ESCUELA/SCHOOL #

Accommod. Code (Col. G)	Admin. Code (Col. R)
<input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/>

If Code 2 or 3, complete the box below.

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

- 71 - BIB
- 72 - BID
- 73 - LRG
- 74 - EXT
- 75 - REA
- 76 - SMG
- 77 - ONE
- 78 - SCR
- 79 - OTH
- 80 - BRK
- 81 - MAG
- 82 - SSA

If Extended Time (74 - EXT) is coded above, enter the total time used below

PLACE LABEL HERE

According to the Payment Protection Act of 1985, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0076. The time required to complete this information collection is estimated to average 160 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 or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20520-4801. If you have comments or concerns regarding the status of your individual collection of this form, write directly to NAEP/NCES, U.S. Department of Education, 1980 K Street N.W., Washington, D.C. 20008-9851.

A product of the Institute of Education Sciences. This report is authorized by the (E)-10719, 20 U.S.C. 81013. Write your participation in voluntary your occupation is needed to make the results of the survey comprehensive, accurate, and timely. The information you provide is being collected for research purposes only and will be kept strictly confidential. OMB No. 1850-0076 Approval Expires 08/15/2010. Mark Halliday Form by Pearson HCB BM-770000-001-064381. Printed in U.S.A.

## 20G. Verify That Student ID Labels Are Removed From Booklets.

All salmon-colored student ID labels must be removed from the booklets. You must verify that this was completed by the students. If any were left on the booklet covers (including those booklets 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 are removed from the booklet covers 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. Labels that are taken out of the school even as trash violates our pledge that no student names are taken out of 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. 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.

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, conduct an initial QC check by switching your stack of booklets with another AA’s.

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

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

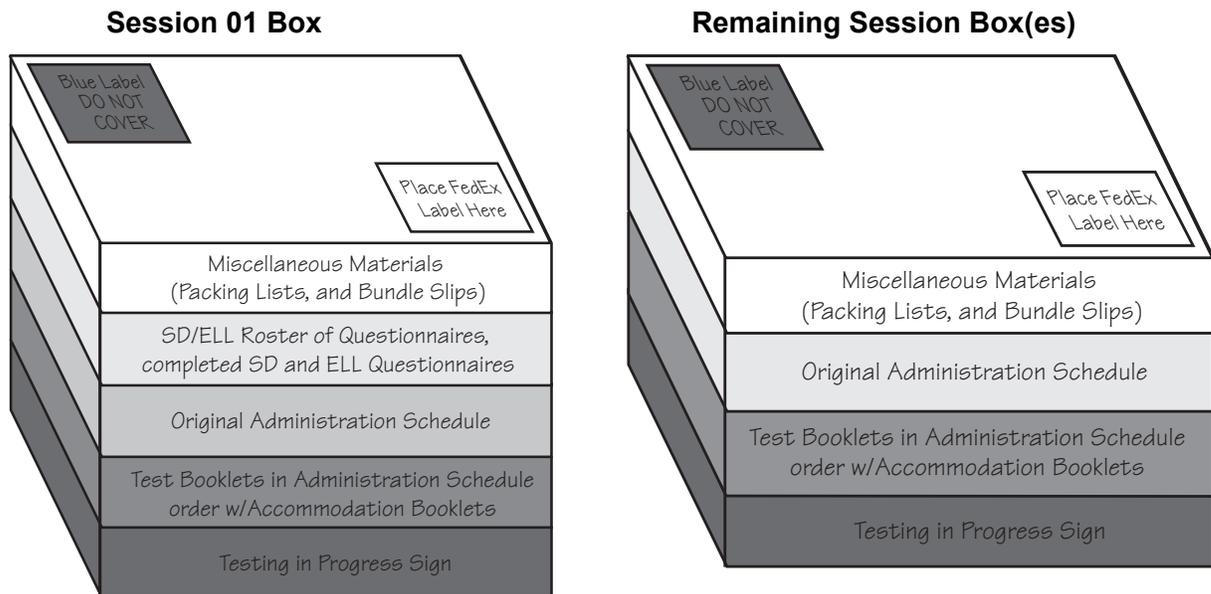
### **21A. Pack the Session Boxes According to Pearson Procedure.**

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.

1. 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.

2. Next, place the original (maroon) Administration Schedule(s) with student names removed in the box.
3. 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.



### 21B. Provide Leftover Session Materials to Your Supervisor.

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

- extra pencils, and
- a session timer.

### 21C. Provide Session Box to Your Supervisor for Final QC Check of Session Materials.

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

## 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.

SV Initials SR

**SESSION DEBRIEFING FORM**

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

Session Date: <u>October 10, 2007</u>	Region #: <u>FL1</u>
School Name: <u>Dixon Middle School</u>	School ID #: <u>122-122-0</u>
Person Completing Form: <u>Sylvia 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>LT1301</u> (e.g. LT0901, LT1302, LT1701)	
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?		<b>X</b>		
Were there any problems getting students to this session?		<b>X</b>		
Were there any problems with the session timing?		<b>X</b>		
Were there any problems with the session materials (including the distribution and use of ancillary items)?		<b>X</b>		
Were there any student refusals?		<b>X</b>		
Were there any students who left the session?		<b>X</b>		
Were students cooperative and orderly during the session?	<b>X</b>			
Were there any problems with accommodations given in this session?		<b>X</b>		
Were there any students still working when the timer rang?		<b>X</b>		
Were there any problems with the location?	<b>X</b>			<i>the testing location was very cold</i>
Were there any interruptions?		<b>X</b>		
Other, specify		<b>X</b>		

**REACTION TO SESSION**

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

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.

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.

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
R	019 002 4077	Student asked the meaning of the word "fancy"

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.

RETURN THIS COMPLETED FORM TO YOUR AC.

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.