2 PREPARING FOR ASSESSMENT DAY

1. Activities to Complete Before the Assessment Period

Procedure 1. Receive and Review the Assessment Schedule

Your AC will give you a tentative schedule of your assessments at the AA in-person training. You should review this schedule and let your AC know if you have any conflicts. After he/she has conducted the preassessment visits at the schools, you will receive an updated schedule. Remember that your AC may alter the schedule at any time due to unforeseen situations such as bad weather and makeup sessions.

Procedure 2. Practice Using Session Scripts

It is your responsibility to practice using the session scripts before you administer an assessment session. It is important for you to be able to read the script verbatim and in a natural manner, without stumbling over or omitting words. Since there are differences between scripts, you should also be familiar with the structure of the script that you will use to conduct the session. Directions for using the script to conduct assessment sessions are provided in chapter 4.

Voices of Experience

Before assessment day, use a Post-it™ note to flag the appropriate session script for easy reference on the day of the assessment.

# 2. Activities to Complete Before Assessment Day

Procedure 3. Receive and Review the Assessment Information Form

You will receive a completed Assessment Information Form from your AC for each school in your assignment at least 1-2 weeks before the assessment. This form will provide all of the information you need to prepare for the assessment.

The general assessment information is provided at the top of the form. A school's participation in the ESBQ and/or NIES will also be noted here.

Next is a table that shows the session information for all sessions in the school. If accommodation sessions are to be conducted, this table will contain information for those sessions. If NIES sessions are to be conducted, this information will also be noted here.

Beneath the session information, you will find directions to the school, parking information, instructions for meeting the assessment team, and instructions for dismissing students for NIES sessions.

The back side of the form contains tables your AC will use to communicate detailed information about the specific accommodation sessions scheduled at the school. Each table shows the overall session characteristics, the line numbers of the students assigned to the session, and any additional accommodations they may require during the session.

It is important that you arrive at the school on time and meet your assessment team in the appropriate location. Your AC will determine when and where the team will meet.

It is also important that you are aware of the protocols you must follow while working with the school, including the policy for dismissing students at the end of the session and handling students who arrive after the session has begun. You also must know how to handle ill or persistently disruptive students. All of this information will be recorded on the Assessment Information Form.

After reviewing the form, you should have the necessary information to get to the school on assessment day and administer your session(s). If you have questions about any of the information, contact your AC immediately.

Procedure 4. Meet With Team to Prepare the Booklets

On a schedule set by your AC, you should plan to gather at your AC's house or another convenient location (schedule and driving distance permitting) to prepare the assessment booklets for the upcoming week. Once the booklets are prepared, they must remain with your AC until the day of the assessment in order to protect the security of the assessment materials.

Meeting with your team to prepare the assessment materials for distribution is a multistep process. Before you begin, you will need to gather the following materials from your AC:

- Administration Schedule;

- student ID labels;

- assessment booklets;

- accommodation booklets, if necessary;

- Extended Student Background Questionnaires (ESBQ) and student ID labels, if necessary; and

- ancillary materials.

You will then perform the steps that follow.

### 4A.   Check the bundles of assessment booklets.

Assessment booklets will be packaged in bundles. The number of booklets in the bundle depends on the grade and session type of the assessment.

Bundle Sizes

Grade	Session type	Bundle size
4	RM	14 booklets
8	RS	16 booklets
8	RN	16 booklets
8	RE	6 booklets
12	RW	16 booklets
12	WT	16 booklets

Each RM, RS, RN, RW, and WT box will contain two bundles of booklets. Each RE box will contain one bundle of booklets. A numbered Bundle Slip will be shrink-wrapped with each bundle. The **Bundle #** on the slip should match the number printed in the **Bundle #** box in the upper-right and upper-left sections of the Administration Schedule.

Each Bundle Slip will list the three-digit prefixes of the booklets contained in the bundle. These prefixes should match the prefixes printed on the Administration Schedule. The slip will also show the types of additional materials needed for the booklets in the bundle.

Be sure to open the bundles in the order indicated on the Administration Schedule, and **never use booklets for any session other than those booklets specified on the Administration Schedule.**

For some schools, there will be one or two additional bundles of ESBQ booklets in the Session Box. These booklets are not assigned to specific students. Special steps for preparing these booklets are included in the procedures that follow.

4B. Verify the booklet ID number and attach the student ID label.

Beginning with the first student listed on the Administration Schedule and the first booklet in the first bundle for the session, check that the booklet ID number is the same on the booklet and in column **N** of the Administration Schedule (see below).

Then, attach the salmon-colored label bearing the student's name and booklet ID number to the cover of the booklet matching that ID. If the student has a code in column P, write that code on the removable label. An example of this process is shown below. If you find you need to fix a label or create a new one, your AC will have blank removable labels to use for this purpose.

As the booklets are prepared, be sure to stack them face down to keep them in Administration Schedule order.

Student ID Labels

Because students' names are never written directly on the assessment booklets, **preprinted removable student ID labels** will be used to help you distribute booklets to the correct students. An example of the information contained on a student ID label is shown below.

School ID #   Session #

122–122–1   RS0801   SEQ# 00018
Booklet ID # → 024 000293 4   ADMIN SCHED LINE# 1
Abate, Mark

Student Name   Line # from Administration Schedule
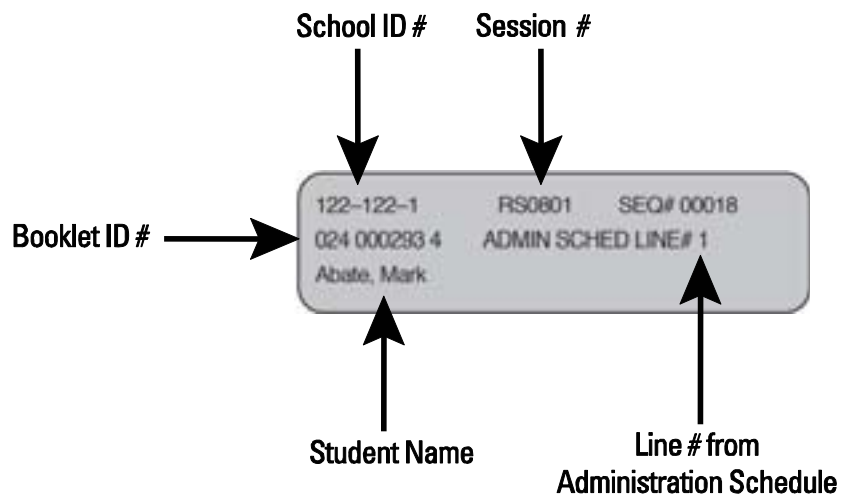
The first line contains the unique school ID number, the specific Session Number from the Administration Schedule, and the sequence number that is used by Pearson only. The second line of the label lists the preassigned booklet ID number from the Administration Schedule and the line number on which the student's name appears on the Administration Schedule. The student's name appears on the last line of the label.

The labels are always printed in the same order as the list of students on the Administration Schedule. Depending on when the student lists were developed, the labels will either be shipped in the Session Boxes to your AC with the student names preprinted on them, or your supervisor will print the labels. For the few schools that did not send student names for sampling, you will need to write the student names on the labels by hand when you prepare the booklets.

4C.   Prepare ESBQs, if necessary.

An additional ESBQ will be administered in some schools. These questionnaires will be included in the session materials for schools that require them. A set of white non-removable student barcode labels will also be included and will be used to assign a questionnaire to each participating student. These labels will contain the student ID number from the Administration Schedule.

You will be responsible for preparing these questionnaires for every student on the Administration Schedule. To do so, follow the steps on the next page.

NAEP ESBQ Labeling Process

3. Record Line and Session Numbers.

Record the corresponding Line and Session Numbers from the Administration Schedule in the spaces provided in the upper-right corner of the questionnaire.

1. Affix preprinted label.

Starting with the first student on the Administration Schedule, assign a questionnaire by placing the preprinted non-removeable student ID label on the questionnaire cover. **Do not write student names on these labels.**

ESBQ Booklet Cover
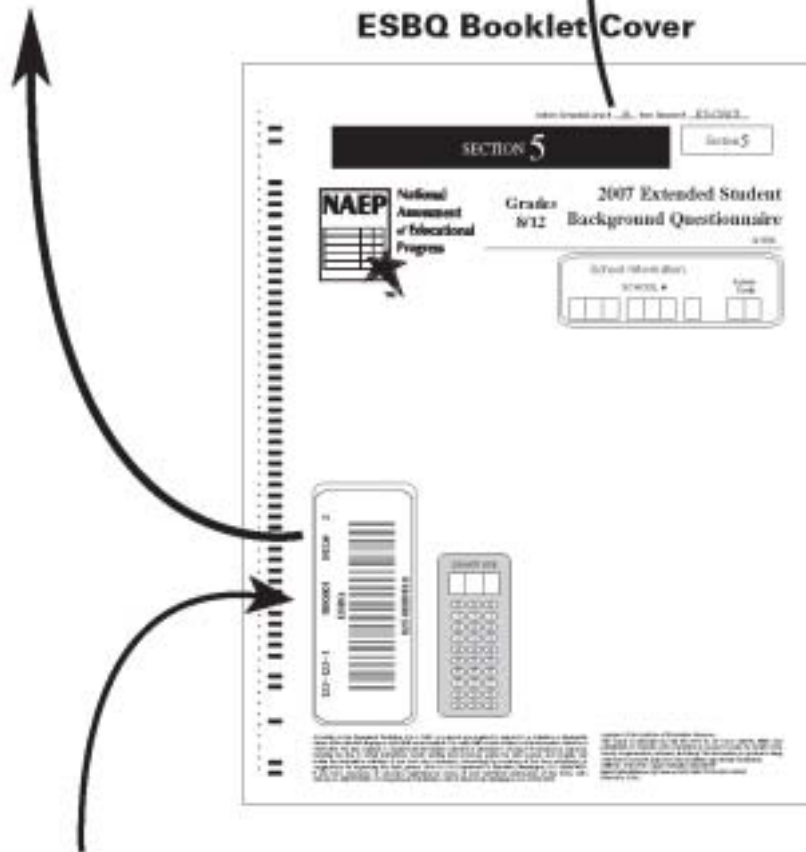
2. Prepare and affix labels for new enrollees.

You will need to prepare non-removeable student ID labels for students newly added to the Administration Schedule for which a booklet ID number is not preprinted. To do so, write the student's booklet ID number and the school ID number on the label. Then place it on the questionnaire cover. **Do not write the student name on the label.**

4. Insert in back of student's booklet cover.

Place each questionnaire inside the back cover of the corresponding student booklet.

4D. Prepare accommodation booklets.

Some students may require a separate accommodation booklet in order to participate in NAEP. If so, your AC will assign an accommodation booklet to the student and record the booklet ID number in column **O** of the Administration Schedule. You will receive assigned accommodation booklets with your session materials.

Below is a chart of accommodations that require separate accommodation booklets along with the subject in which each accommodation is allowed.

Administration Code	Accommodation	Subjects Allowed
71-BIB	Bilingual booklet	Mathematics
73-LRG	Large-print booklet	Reading Mathematics Writing
75-REA	Read aloud	Mathematics Writing
79-OTH	Braille booklet	Reading Mathematics Writing
79-OTH	Directions read aloud in native language	Mathematics

Follow these steps on the next page for assigning an accommodation booklet:

NAEP Accommodation Booklet Assigning Process

1. Remove the original booklet assigned to the student from the stack of booklets.

2. Record an Administration Code of **52** on the cover of the original booklet.

3. Record the Line and Session Numbers in the upper-right corner of the original booklet.

4. Set the original booklet aside.

5. Affix the student's ID label to the accommodation booklet.

6. Substitute the accommodation booklet for the original in the stack of booklets.

OR

6. If a separate accommodation session is scheduled to take place at the school, set the booklets for those students aside.

Bilingual Booklets

Since bilingual booklets contain both the English version of the assessment and the Spanish translation, they are printed in two booklets or parts. You will need to affix the preprinted student ID label to the cover of Part 1 and then create a similar label to apply to the cover of Part 2. Each booklet should have its own label.

4E. Check column P on the Administration Schedule for Withdrawn/Ineligible/ Excluded Students and Refusals.

Check the Administration Code in column **P** on the Administration Schedule for excluded, withdrawn, and ineligible students and refusals. If any of the codes below have been recorded, write the code on the label and set the booklet aside (keeping the label attached to the booklet).

Administration Codes for Withdrawn/Ineligible/Excluded Students and Refusals

Other Student Codes	
51	**Withdrawn/Graduated.** Student is no longer enrolled in the school or is expelled.
54	**Ineligible, never attends campus.** Student is listed as enrolled but is not physically attending the school (e.g., home schooled or attending all classes off campus).
55	**Ineligible, other.** Student was not eligible for the assessment for any other reason (e.g., not in the grade being assessed or foreign exchange student). Explain fully on the booklet cover how you determined the student was ineligible.
Reasons for Exclusion	
60	**SD – Cannot be assessed.** Student whose IEP states he/she cannot be tested or whose cognitive functioning is so limited that the student cannot be included in the assessment even with an accommodation.
61	**SD – Required accommodation not permitted.** Student cannot be included in the session due to a disability for which a required accommodation was not permitted (e.g., reading the assessment items to a student selected for a reading assessment).
62	**ELL – Cannot be assessed.** Student whose English language proficiency is so limited that he/she cannot be included in the assessment even with an accommodation.
63	**ELL – Required accommodation not permitted.** Student cannot be included in the session due to limited proficiency in the English language for which a required accommodation was not permitted (e.g., bilingual booklet for a student selected for the reading assessment).
64	**SD & ELL – Cannot be assessed.** Student whose cognitive functioning and/or English language proficiency is so limited that he/she cannot be included in the assessment even with an accommodation.
65	**SD & ELL – Required accommodation not permitted.** Student cannot be included in the session due to a mental/physical disability and limited English proficiency for which required accommodation was not permitted.
67	**SD – Required accommodation not available.** Student cannot be included in the session due to a disability for which a required accommodation was not available (e.g., Braille typewriter or other equipment supplied by the school).
68	**ELL – Required accommodation not available.** Student cannot be included in the session due to limited proficiency in the English language for which a required accommodation was not available (e.g., bilingual dictionary or other equipment supplied by the school).
69	**SD & ELL – Required accommodation not available.** Student cannot be included in the session due to a mental/physical disability and limited English proficiency for which required equipment was not available.

Absent Student Codes	
45	**Accommodation scheduling problem.** School refused accommodation session due to staffing and/or scheduling issues.
46	**Parent refusal.** Parent officially notified school that he/she refused to allow student to participate in the assessment.
47	**Student refusal.** Student officially notified school or NAEP staff that he/she refused to participate in the assessment before being given an assessment booklet.
49	**Session/subject refused by school.** Entire session or certain subjects within a cooperating session were not conducted due to the refusal by the state or school.

4F.   Record the line number and Session Number on the booklet cover.

In the spaces provided in the upper-right corner of each booklet cover, record the student's line number and Session Number from the Administration Schedule.

Do not fill in any information in the boxes labeled "School and Teacher Information," "Total Time for Accommodation (74-EXT)," "Additional Accommodations Offered," and "Do Not Use" on the cover of the booklets. This information will be completed during or after the assessment.

4G.   Insert required ancillary materials inside the booklets.

Turn over the stack of booklets to be used in the session. Place any additional materials required for each booklet, as identified by the letters next to the booklet version number, inside the front cover of the booklet. All additional materials should be placed inside the front cover except the calculators, which are handed out separately, and manipulative Set K (foam shapes), which will be handed out on top of the booklet.

Repeat this step for booklets to be used in each separate accommodation session. More information on ancillary materials can be found on the following pages.

Ancillary Materials
Certain assessment booklets require the use of additional or ancillary materials. The materials will vary depending on the subject and grade to be assessed. Some of these materials will be individually prepackaged in clear plastic bags. The charts on the next page show the ancillary materials and corresponding letter that appears on the student's booklet cover by subject and grade.

Grade 4 Booklet Covers and Ancillary Materials

Ancillary Codes
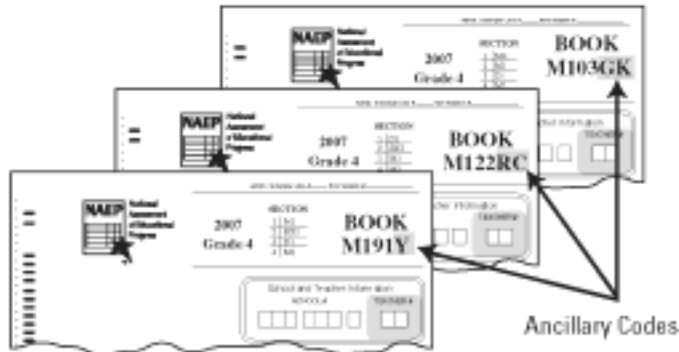
Grade 4	
Subject	**Ancillary Materials**
Mathematics	**C** = Calculator TI-108 **G** = Manipulative Set "G" (prepunched) **R** = Ruler **K** = Manipulative Set "K" – Foam Shapes **Y** = Manipulative Set "Y" – Fraction Strips

Grade 12 Booklet Covers and Ancillary Materials

Ancillary Codes
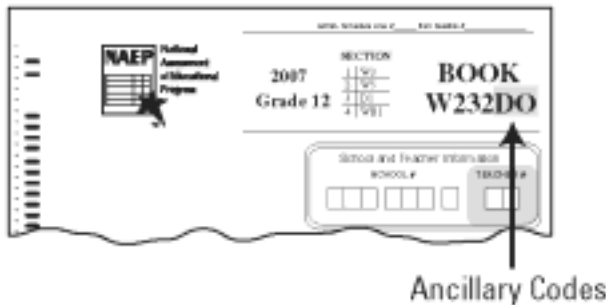
Grade 12	
Subject	**Ancillary Materials**
Writing	**D** = Writing Brochure **O** = Color photo – The Arch

Grade 8 Booklet Covers and Ancillary Materials

Ancillary Codes
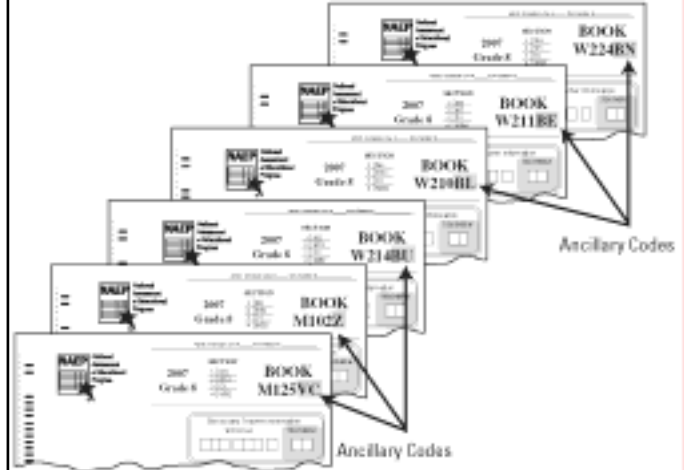
Grade 8	
Subject	**Ancillary Materials**
Mathematics	**C** = Calculator TI-30 **G** = Manipulative Set "G" **P** = Protractor/Ruler **V** = Manipulative Set "V" – Box w/ Protractor **Z** = Manipulative Set "Z" – Tangrams
Writing	**B** = Writing Brochure **E** = Letter w/ matching envelope - Backpack **L** = Color graphic – Dream Weekend **N** = Color photo - Tower **U** = Cartoon story

4H.   Band together booklets.

After all booklets are prepared, band together the booklets for excluded, withdrawn, and ineligible students along with booklets for refusals and original booklets for students who received an accommodation booklet. These should be kept banded together separately but remain at the bottom of the Session Box. It is a good idea to mark this stack of booklets with a Post-it™ note.

Next, band together the booklets for any separate accommodation sessions and place them in the Session Box.

Finally, band together the booklets for participating students and place them in the Session Box with the Administration Schedule on top of the stack. Do not rubber band the Administration Schedule with the booklets as this could tear the Administration Schedule.

4I.   Conduct a quality control (QC) check on the prepared booklets.

After you prepare your stack of booklets, your AC will conduct a "spot" check to ensure the booklets are prepared according to NAEP standards. To conduct this QC check, your AC will run every third or fourth booklet in the stack through a comprehensive series of checks. If errors are found, you and your AC will check each booklet to make sure that the same error has not been repeated.

After the QC check is completed, your AC will record the results in the Quality Control Booklet. You will then repack the Session Box and return it to your AC along with the Administration Schedule. Your AC will keep the session materials until the assessment day.

Before your AC conducts this check, you should conduct an initial QC check by switching your stack of booklets with the stack of another AA.

Procedure 5. Gather Materials to Bring to the School on Assessment Day

Before leaving home for the school on assessment day, or the night before the assessment, gather together all of the materials you will need to bring with you. For each assessment, you will need the items listed below:

* your NAEP identification (ID) Badge,

* the Assessment Information Form for the school, and

* this manual with the session scripts.

Upon arriving at the school, your AC will give you the assessment booklets and the other session materials you will need on assessment day.

Test Your Knowledge

Instructions: Number the booklet preparation steps in order (1-9) below.

_____ a. Band booklets together.

_____ b. Prepare ESBQs, if necessary.

_____ c. Check the bundles of assessment booklets.

_____ d. Insert required ancillary materials inside the booklets.

_____ e. Prepare accommodation booklets.

_____ f. Record the line number and Session Number on the booklet cover.

_____ g. Verify the booklet ID number and attach the student ID label.

_____ h. Check column **P** on the Administration Schedule for withdrawn/ineligible/excluded students and refusals.

_____ i. Conduct a quality control check on the prepared booklets.

Answers: a. 8, b. 3, c. 1, d. 7, e. 4, f. 6, g. 2, h. 5, i. 9

3 COMPLETING ACTIVITIES UPON ARRIVAL AT THE SCHOOL

Procedure 1. Report to the School on Time

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 AC 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 AAs on your team or your AC, you are encouraged to carpool to and from your assigned schools.

Be Sure to Wear Your NAEP ID Badge.
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 incase one is required by the school. In many cases, your AC will request that the entire team meet at a designated place and then enter the school together. 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.
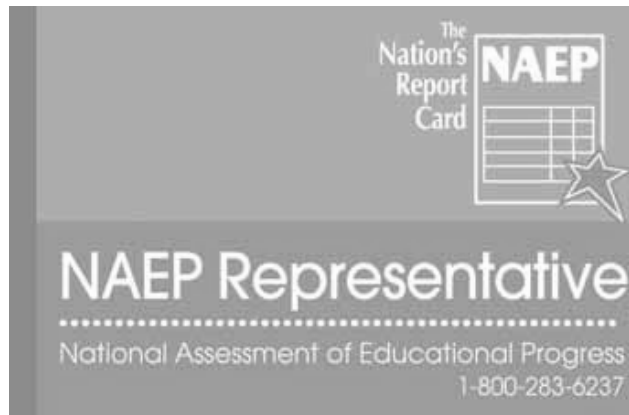
Procedure 2. Meet NAEP Observers, If Necessary, and Follow Guidelines for Interacting With Observers

As explained in the *Overview* magazine, as part of NAEP's comprehensive quality assurance (QA) program, observers from the government (federal and state) and the NAEP contracting organizations (Human Resources Research Organization [HumRRO], Educational Testing Service [ETS], Pearson, Westat), as well as your supervisor and field manager, will schedule visits to a sample of NAEP schools on assessment day throughout the field period. These visits are for the purpose of monitoring field staff performance and observing firsthand how well the assessment administration procedures work in the schools.

While this is the overall purpose of site visits, each observer will have a slightly different focus. For example, observers from NCES will be visiting to see overall how the assessments happen in schools; observers from Pearson will want to learn how the materials and the packaging and shipping processes are functioning; and observers from the Westat home office will be interested in assuring that all field procedures are working as planned and getting feedback from ACs and AAs on what might be improved in future years. In addition, your supervisor is required to observe each assessment team during the field period and will be evaluating the team's performance using a standardized in-person observation form. And finally, HumRRO has been contracted by NCES to conduct independent QA activities throughout the NAEP test cycle. HumRRO has set protocols for conducting site visits to meet its contractual obligation to NCES. Detailed information on HumRRO observations is provided on page 3.4.

All site visits by any of these groups will be scheduled with your supervisor in advance. Your AC will inform you prior to assessment day if you are expected to have observers at a given school in your assignment.

2A. Meet NAEP observers.

Observers will typically plan to arrive at the same time the assessment team is scheduled to arrive so they can observe all assessment day activities in the school. They will want to follow and watch you as you prepare for and conduct the assessment.

2B. Follow guidelines for interacting with observers.

Carefully study the guidelines on the next page before the assessment period begins. Your interactions with NAEP observers represent NAEP staff across the nation. Courtesy and professionalism should be shown at all times.

Interactions Between Observers and NAEP Staff Members

Observers and NAEP assessment administration teams may experience a variety of interactions, including the following:

- **Observation From a Distance**

  The majority of assessment day activities will be easily visible by observers. It should be possible for NAEP staff to go about performing job tasks while taking little or no notice of the person observing. Observers generally try to find a seat in which they can watch all activities while maintaining a comfortable distance between themselves and the assessment administration team.

- **Personal Inquiry**

  In some instances, job tasks, such as booklet preparation, were performed prior to the arrival of the observers or were simply not directly observable. If the opportunity arises, observers may approach a member of the administration team to verify that a given task was indeed performed.

- **"Looking Over the Shoulder" Observation**

  Observers will likely want to observe detailed job tasks including the proper completion of testing materials and paperwork. In some situations, observers may quietly walk amongst team members and view their work.

Observer Expectations

A collegial atmosphere can emerge between some observers and NAEP staff during site visits. As a result, it may seem that when observers are present, they are working with NAEP staff. It is important, however, to note that observers, except supervisors and field managers, are not present to advise NAEP staff on proper procedure. Some additional examples of what should and should not be expected of observers are presented in the following table. Allowable actions are check-marked below.

Action by Observer	Observers				
	HumRRO	NCES	ETS, Pearson	State Dept. of Education	Westat (Supervisor, FM, Home Office Staff)
Look at student booklets (used and unused)	✔	✔	✔	✔	✔
Answer general student questions about NAEP	✔	✔	✔	✔	✔
Answer questions about assessment booklet items (using QxQs)	--	--	--	--	✔
Talk during the assessment	--	--	--	--	--
Assist in assessment day activities	--	--	--	--	✔
Provide booklet security	--	--	--	--	✔
Action by ACs and AAs					
Answer questions upon being asked by:	✔	✔	✔	✔	✔
Ask procedural questions of:	--	--	--	--	✔

Observations by HumRRO

NCES has contracted with HumRRO to conduct independent quality assurance (QA) activities throughout the NAEP test cycle. A large portion of HumRRO's QA activities includes visits to training and assessment locations. The locations of assessment observations are selected from a comprehensive listing of all testing sites. The selection represents schools from across the country, as well as schools of various sizes. Particular NAEP staff members are not targeted for observation.

Observation Protocol
A team of two observers conducts most HumRRO site visits. Observation teams are instructed to split up during the visit, observe all session types being conducted in a given school (e.g., regular and accommodation sessions), and remain as unobtrusive as possible. HumRRO staff members may need to ask questions of NAEP staff to ascertain whether certain activities have been performed, but should do so only when it will not disrupt the assessment administration activities. Anytime a task is not observed being performed correctly, HumRRO observers are trained to provide full documentation of the specifics of the situation (for example, any extenuating circumstances that may have prevented the task from being performed).

Observation Checklist Items
HumRRO has designed separate rating sheets for pre-, during- and post-assessment activities, and for both AC and AA duties. It is important to note that these are only activities that NAEP staff members are expected to perform on the day of assessment. An additional checklist addressing the secure handling of NAEP materials is also completed. Checklists include items related to (though not limited to) the following assessment day responsibilities:

- room preparation;

- informing AAs of school protocol;

- classroom management during testing;

- completion of paperwork; and

- general handling of materials.

At the end of each site visit, time permitting, HumRRO observers will ask NAEP staff a series of questions designed to gather information on how the efficiency and accuracy of future administrations might be improved. Any feedback collected during this brief interview, along with any comments made throughout the visit, may be included in the site visit report and clearly noted as NAEP staff comments.

Procedure 3. Go to the Location Where the Assessment Team Will Meet

Your AC will arrange a place for the team of AAs to meet until it is time to go to your session location.

Procedure 4. Receive the Session Materials

Your AC 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
Session Box	**Session Box**	**Session Box**
• Assessment booklets with ancillaries for all students in the session	• Assessment booklets with ancillaries for all students in the session	• Assessment booklets with ancillaries for all students in the session
• "Testing in Progress— Do Not Disturb" sign	• "Testing in Progress— Do Not Disturb" sign	• "Testing in Progress— Do Not Disturb" sign
• Timer	• Timer	• Timer
Other	**Other**	**Other**
• Blue calculators	• Gray calculators	• Extra ancillary materials
• Extra ancillary materials	• Extra ancillary materials	• No. 2 pencils
• No. 2 pencils	• No. 2 pencils	• Original Administration Schedule
• Original Administration Schedule	• Original Administration Schedule	• Copies of Administration Schedules for other sessions, if necessary
• Copies of Administration Schedules for other sessions, if necessary	• Copies of Administration Schedules for other sessions, if necessary	• Session Debriefing Form
• Copy of the Roster of Questionnaires	• Copy of the Roster of Questionnaires	
• Student Appreciation Certificates	• Session Debriefing Form	
• Session Debriefing Form		

If your AC will be conducting the NIES Survey after the assessment, he/she will provide you with a copy of the NIES Linking form that contains the names of the students who will take the survey. Your AC will also provide you with a set of table tents if you are administering a large session and an example student booklet cover poster to use in fourth-and eighth-grade sessions.

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.

In all cases, remove the stack of booklets from the Session Box to make sure none of the ancillary items fell out of the booklets during transport.

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 the event of an emergency.

Procedure 5. Adhere to Security and Confidentiality Guidelines

It is your responsibility to account for all assessment materials you receive on assessment day. Review the following guidelines before each assessment day:

- Never, under any circumstances, allow anyone to examine NAEP assessment booklets, whether they are completed or unused. If school staff members ask to see the assessment booklets or have questions concerning their content, refer them to your AC. (Guidelines for Viewing Assessment Materials can be found page 3.8.)

- School coordinators will receive NAEP Sample Questions Booklets for inspection by anyone interested in the study. The Sample Questions Booklets contain the NAEP 2007 background questionnaires. These booklets are also posted on the MySchool (www.mynaep.com) and NAEP websites (http://nces.ed.gov/nationsreportcard.gov).

- Never leave any assessment booklets or other NAEP materials unattended. If you leave the school between sessions, take all of these materials with you and lock them in the trunk of your car. If you leave the preparation room provided by the school, either take the materials with you or ask a fellow AA to watch them.

- Only students whose names appear on the Administration Schedule may participate in the assessment (except if the school requires a nonsampled student to participate). Do not permit other students to see the assessment booklets.

- The names of the students who participate in the assessment must not be on or in completed assessment booklets when the booklets leave the school.

At training, you will commit yourself to keeping the used and unused assessment materials secure before, during, and after the assessment by signing an Oath of Office and Pledge of Confidentiality. A violation of the oath or pledge is sufficient grounds for disciplinary action, including dismissal and criminal penalties.

NAEP Guidelines for Viewing Assessment Materials

Since its inception, NAEP has administered both cognitive test questions and background questionnaires. The test questions assess student knowledge and skills in academic subject areas. The background questionnaires provide information for reporting categories and collecting noncognitive data, related to achievement, on students, their family background, teachers, and schools.

By statute (P.L. 107-110), "the public shall have access to all assessment data, questions, and complete and current assessment instruments" of NAEP with two important exceptions:

1. "Personally identifiable" information about individual students, their families, and schools must remain confidential in accordance with the Federal Privacy Act (Sec. 552a of Title 5, U.S. Code); and

2. Access to cognitive questions may be restricted to maintain security if such questions are to be reused. Breaches of security are punishable as a felony.

To fulfill the first requirement, NAEP has made sure since its inception that no information on individual students or schools is included in its data releases or reports. The names of students who have taken NAEP shall not leave the school building in which the assessment is administered, and all information collected by NAEP about individual students and schools will remain strictly confidential.

To fulfill the second requirement, the National Assessment Governing Board (NAGB) adopted a strict policy on how to handle requests to see NAEP assessment booklets. All requests to view NAEP assessment booklets must be handled in the following ways:

If a request is made to view the background questions asked in the student's assessment booklets, your AC must provide copies of the NAEP Sample Questions Booklets.
The Sample Questions Booklets contain the NAEP 2007 background questionnaires. Your AC will receive a supply of Sample Questions Booklets from Westat, and the booklets will also be posted on the MySchool and NAEP websites.

If a request is made to view the actual test questions by school staff members, parents, or anyone else, that person or persons must submit a written request to NCES.
Under the statute, all secure cognitive questions must be made available within 45 days after a written request, provided test security is maintained. All written requests to view test questions should be sent to the NAEP State Coordinator or the field manager, who in turn will contact NCES.

In addition, never, under any circumstance, allow anyone to examine materials completed by students or school staff.
Copying or duplicating actual assessment booklets is never permitted. Following each assessment, NAEP releases to the public approximately 25 percent or more of the test questions. These released questions will not be used in future assessments and appear in the NAEP reports and on the NAEP website. You should encourage any interested party to view the previously released NAEP test questions on the NAEP website at http://nces.ed.gov/nationsreportcard.gov.

Procedure 6. Prepare the Room

In order for you 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 AC 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.

6A. 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
• AA Manual turned to the appropriate session script	• Prepared assessment booklets with appropriate ancillary materials inserted into the front cover
• Copy of the Roster of Questionnaires (Grade 4/8)	• Sharpened No. 2 pencils
• Administration Schedule, plus copies of Administration Schedules for other sessions (if multiple sessions in the school)	• Student Appreciation Certificates (Grade 4 only)
• Timer	• Correct number of grade-appropriate calculators (Grade 4/8)
• Session Debriefing Form	• Extra calculators (Grade 4/8)
	• Extra ancillary materials

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, such as Post-it™ notes and rubber bands, that you might need.

6B. 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 AC will inform you whether you have permission to erase the chalkboards.

6C. 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.
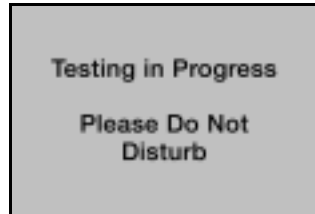
6D. For grades 8 and 12, write the school ID number on the board.

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.
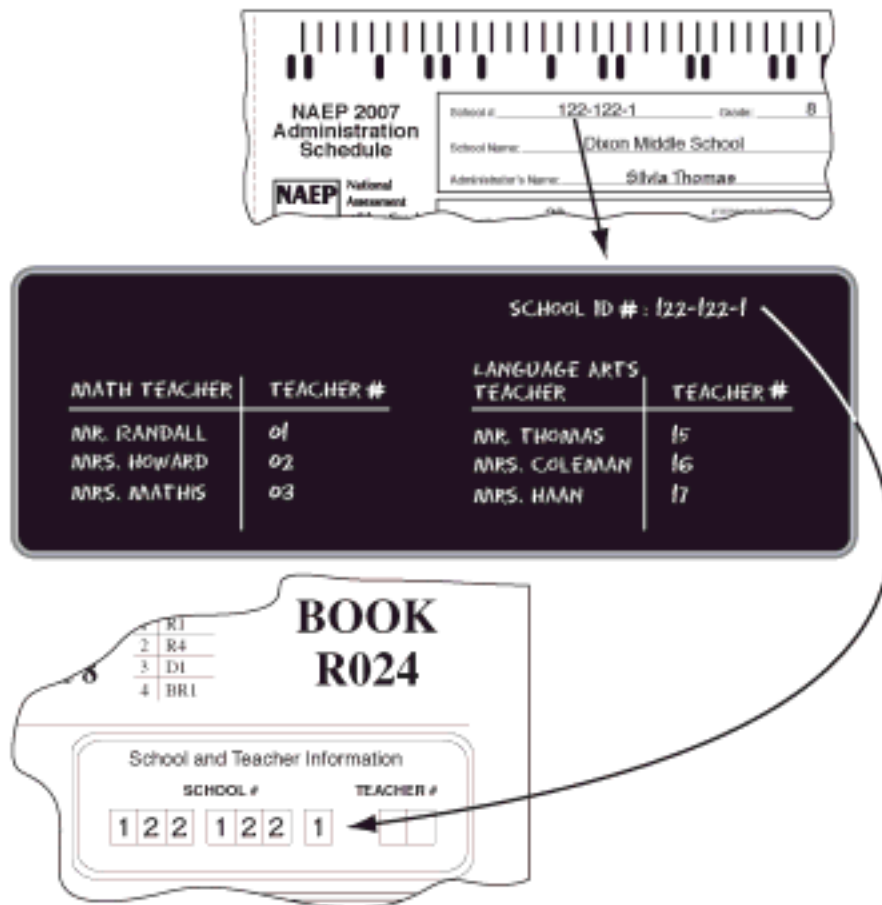
6E. For grades 4 and 8, write the teacher names and corresponding teacher numbers on the board.

On the chalkboard at the front of the room, you will need to write the appropriate teacher names and each teacher's corresponding two-digit number. This information is located on the Roster of Questionnaires.

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

6F. For grades 4 and 8, post the booklet cover poster at the front of the room.

You will use the booklet cover poster to help instruct students where to record the school ID number and the teacher number on the booklet cover. Hang this poster at the front of the room next to these numbers.

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 create a difficult situation for you to handle.

Voices of Experience:

If a session is being conducted in a room without a board, your AC should make arrangements with the school coordinator to have a portable board or easel in place. Otherwise, write the school and/or teacher information in marker on a large piece of paper and post it at the front of the room.

Test Your Knowledge

Instructions: Determine if the statements below are True (T) or False (F).

_____ 1. When AAs receive their session materials, they will also receive copies of Administration Schedules for other sessions being conducted at the school to help students locate the correct session to attend.

_____ 2. Except for supervisors, field managers, and home office staff, NAEP observers are not present to advise NAEP staff on proper procedure.

_____ 3. If a school staff member asks to see the assessment booklets, AAs may provide them with one from the Session Box.

_____ 4. AAs should plan to arrive at the school at least 1½ hours before the first session is scheduled.

_____ 5. When preparing the room, AAs should conceal school materials that would assist the students if the school has given permission.

Answers: 1. T, 2. T, 3. F, 4. F, 5. T

4 ADMINISTERING AND MONITORING THE SESSION

Procedure 1. Administer the Session

To administer the session, perform the following:

1A. Ensure that each student is at the correct location.

As the session is beginning, verify students are in the correct location. Use your copies of the Administration Schedules 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.

1B. 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 AC 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.

1C. Use the correct session script to conduct the session.

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

1D. Read the session script verbatim.

The script begins by introducing you and NAEP, and giving 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.

1E. 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 AC 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.

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.**

1F. Instruct students to remove the student ID label from the cover of their booklets.

After all students have received a booklet, the 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 label with your name on it from the booklet. Place the label on an upper corner of your desk.

1G. Check that students have removed additional materials from the inside cover.

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

Additional Materials

The assessment you are taking today uses many different booklets, each with different questions. Some may have sections in which you will need to use something extra, like a brochure, ruler, protractor, or other materials. Please take a look now to see if you have any extra materials inside the front cover of your booklet.

If you have extra materials, take them out of your booklet and put them on an upper corner of your desk. The instructions in your booklet will tell you when you need to use them.

If you have a packet labeled "Z" containing a set of 7 letters, remove the set, fold along the perforations, and separate the 7 letters. Then put all the materials back into the packet.

- Allow time for students to separate squares.

1H. For grades 8 and 12, verify that students have properly recorded the school ID number on their booklet covers.

The 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.

For grade 8, use the booklet cover poster, provided by your AC, to show students where to record this number.

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.

1I. For grades 4 and 8, verify that all required students have properly recorded the two-digit teacher number on their booklet covers.

The 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.

Use the booklet cover poster, provided by your AC, to show students where to record this number.

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.

If a student says his/her teacher is not listed on the board, ask the student to write the teacher's name on the cover instead. Then, ask your AC about a possible missing teacher questionnaire after the assessment. Once your AC resolves the situation, you will erase the teacher's name from the booklet cover and record the correct teacher number.

Please look again at the group of letters and numbers at the top right corner of your booklet cover, under the word "**BOOK.**"

If the first letter in the group is an "**M**," locate the name of your **math** teacher on the chalkboard and the two-digit number for your teacher. Write the 2-digit number on your booklet cover in the boxes labeled "Teacher #."

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

If the first letter in the group is an "**R**" or a "**W**," locate the name of your **language arts** teacher on the chalkboard and the two-digit number for your teacher. Write the 2-digit number on your booklet cover in the boxes labeled "Teacher #."

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

If your math or language arts teacher is not listed on the board, please raise your hand.

- Point to the teacher names and teacher numbers. Repeat instructions as necessary.
- Assist students whose teachers are not listed on the board.

1J. For 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. You will give students in grades 8 and 12 time to read the directions to themselves.

1K. For grades 4 and 8, distribute and collect calculators appropriately.

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-hand corner, next to the booklet version number. There will also be a "C" printed in the upper 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.
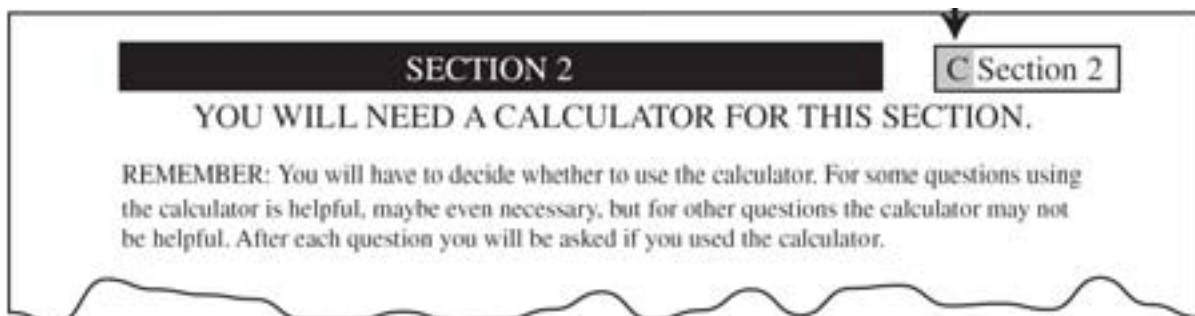
1L.   Time sections appropriately.

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 AC will provide you with any special procedures that should be followed as instructed by the school.

Booklet Section Timing

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)
Section 5	Extended Student Background Questions (if necessary)	5 minutes

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.

1M. 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

Now turn to the beginning of Section 4. You will have 10 minutes to work on this section on your own. While you work, I will collect the labels from your desk. Please begin.

1N. Administer the ESBQ, if necessary.

If the school has been selected for the ESBQ, you will administer it as Part 5 of the assessment. The session script will instruct you on how to administer this portion of the assessment.

You must respond to students' questions during the extended student background section by referring to the ESBQ Question-by-Question Specifications (QxQs), found in the back of the session scripts. If a student has a question, you should walk to the student's desk and respond quietly to the question. It is NAEP procedure that the student may skip any question in this section he/she does not feel comfortable answering.

SECTION 5 – ESBQ, IF REQUIRED

- Set timer for 5 minutes.

Now turn to the beginning of Section 5. You will do this section on your own. You will have 5 minutes to work on this section. Please begin.

- Start timer.
- When all students have finished Section 5, but after no more than 5 minutes, say:

Please stop working.

1O. 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 (at grade 4), 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 <u>any</u> 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 AC 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 with used ancillary materials inside the booklet cover. As the booklets are collected, place them face down, one on top of the other.

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 while verifying that all used ancillary materials are included inside the cover.

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.

1P. 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.

1Q. 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.

If the school has students selected to participate in the National Indian Education Study (NIES) student survey, this information will also be noted on the Assessment Information Form. If the survey will be conducted immediately following the assessment session, you will need to ask the students selected to participate to remain in the classroom. When all of the other students have left the room, and you have accounted for all of the session materials, escort those students to the location where the AC will administer the survey (unless they will remain in the same classroom as the NAEP session).

Procedure 2. Monitor the Session

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 as 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 as students ask questions. 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.

2A. Answer students' questions about how to record answers.

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

2B. 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, 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.

2C. Answer students' questions during the general background section.

You must respond to students' questions during the general 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 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.

2D. Answer 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, or writing QxQs, found in the back of the session scripts.

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. Also, for reading and mathematics booklets, there are several versions of the QxQs. Therefore, you should not advise all students in the session of the question and answer asked by individual students.

The table below outlines the different versions of the subject-area QxQs. In all three grades for reading, you will need to look at the upper corner of the booklet page for the version of reading QxQs to refer to when answering a students' question in that section. If no letter is indicated, you will use the reading QxQs without a letter indicator. If an A, B, C, D, or E is printed in the upper corner of the booklet page, you will refer to the corresponding reading QxQs. You'll do the same in grades 4 and 8 for mathematics.

Grade	Subject	QxQs
4	Reading	*no indicator*
		A
		B
		C
	Mathematics	*no indicator*
		D
8	Reading	*no indicator*
		A
		B
		C
		D
	Mathematics	*no indicator*
		E
	Writing	*no indicator*
12	Reading	*no indicator*
		A
		B
		C
		D
	Writing	*no indicator*

Reading subject-area background question section QxQ version indicator.

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 he/she does not feel comfortable answering.

2E. 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.

2F. 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	• If student does not remain in the session, write **Disruptive behavior** on the booklet cover. • Use Admin. Code **12**.
Reluctant or refuses to participate	• 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 Admin. Code **12**.
Emotionally upset	• If student does not remain in the session, write **Emotionally upset** on the booklet cover. • Use Admin. Code **12**.
Asks to leave the session	• 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 Admin. Code **12**.
Becomes ill	• If student does not remain in the session, write **Student became ill** on the booklet cover. • Use Admin. Code **12**.

2G. 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	• 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.	• 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 Admin. Code **14**.

School fire alarm	• Your first priority is the safety and removal of the students and yourselves from the building. If your AC has informed you that this is a drill and not an emergency, follow these guidelines:
	
	  − 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.
		• 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 Admin. Code **13**.

School lockdown	• 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 these 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.	• Write a brief note explaining the lockdown and place it at the top of the Session Box. • If you cannot continue the session, use Admin Code **13**.

Test Your Knowledge

Instructions: Select the answer that best completes the statements below.

1. If a student arrives late after the AA or the students have begun reading booklet directions, the AA should _____.

    a. give the student his/her booklet.
    b. instruct the student to return to class.
    c. call the AC to find out what to do with the student.
    d. let the student take a seat and wait for the other students to complete the assessment.

2. During the assessment, students are instructed to remove the student ID labels from their booklets _____.

    a. so that they do not become permanently affixed.
    b. so they have a souvenir from the assessment.
    c. in order for AAs to take attendance.
    d. in order to maintain confidentiality.

3. Students are given _____ minutes to complete both cognitive sections of the assessment.

    a. 50 minutes
    b. 70 minutes
    c. 25 minutes
    d. 10 minutes

4. AAs should use the following statement during the _____ sections of the assessment. "I'm sorry. I cannot answer any questions. Please reread the question and do the best you can."

    a. subject area background
    b. ESBQ
    c. general background
    d. cognitive

5. If a student asks to leave the session early and cannot complete the session, code the student with _____.

    a. Admin. Code 11
    b. Admin. Code 12
    c. Admin. Code 13
    d. Admin. Code 14

Answers: 1. b, 2. d, 3. a, 4. d, 5. b

5 ADMINISTERING ACCOMMODATION SESSIONS

Procedure 1. Understand Accommodations Most Frequently Provided by NAEP

NAEP provides accommodations for students identified as SD and ELL whose Individualized Educational Programs (IEP) 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 students who have been identified as SD or ELL 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 AC 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
Bilingual booklet **Admin. Code** 71- BIB **Subjects** Math **Typical additional accommodations** 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.	• This accommodation requires a separate accommodation session. • The person administering the session will use the grade-appropriate, bilingual session script to conduct the session.
Bilingual dictionary without definitions **Admin. Code** 72-BID **Subjects** Math & Writing **Typical additional accommodations** 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."	• This accommodation is usually provided in the regular session, although students who need this accommodation will need to have extended time to look up words in the dictionary. • Prior to the start of the session, the AA should quietly instruct the student to follow along with the regular timing of the assessment, but explain that, at the end, he/she will have extra time to go back and finish working. • The AA is responsible for checking the dictionary prior to the start of the assessment to be sure it does not contain definitions.
Directions read aloud in native language **Admin. Code** 79-OTH **Subjects** Math **Typical additional accommodations** 76-SMG / 77-ONE 71-BIB 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.	• 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 **Admin. Code** 79-OTH **Subjects** Math	For this acommodation 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.	• 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.

	Accommodation	What Is It?	How to Administer
Presentation Format	**Directions only signed** **Admin. Code** 79-OTH **Subjects** Reading, Math & Writing	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.	• 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.
	Read aloud—occasional **Admin. Code** 79-OTH **Subjects** Math & Writing	For this accommodation, students may request to have words, phrases, or sentences read aloud to them. *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.*	• 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 **Admin. Code** 75-REA **Subjects** Math & Writing **Typical additional accommodations** 76-SMG / 77-ONE 74-EXT	For this accommodation, students may request to have most or all of the assessment booklet read aloud to them.	• 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 then one student requires this accommodation, the students can be grouped together (i.e., small group) based on the subject they are originally assigned (writing or mathematics). 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 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.

Accommodation	What Is It?	How to Administer
Presentation Format		
Test items signed **Admin. Code** 79-OTH **Subjects** Math & Writing **accommodations** 76-SMG / 77-ONE 74-EXT 82-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.	• 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 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.
Braille version of test **Admin. Code** 79-OTH **Subjects** Reading, Math & Writing **Typical additional accommodations** 77-ONE 74-EXT 78-SCR	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.	• 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. A scribe is not with the Braille writing booklet. • 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.
Large print version of test **Admin. Code** 73-LG **Subjects** Reading, Math & Writing	NAEP provides large-print booklets to students who are visually impaired. These are assessment booklets that have been enlarged 129 percent.	• This accommodation can be provided in the regular session.

Accommodation	What Is It?	How to Administer
Magnification equipment **Admin. Code** 81-MAG **Subjects** Reading, Math & Writing	This is a lens or system provided by the school that enhances visual function. Magnification devices include eyeglass-mounted magnifiers, free-standing or hand-held magnifiers, enlarged computer monitors, or computers with screen enlargement programs. Some students use closed-circuit television to enlarge print and display printed material with various image enhancements on a screen.	• This accommodation can be provided in the regular session.
Responds in sign language **Admin. Code** 79-OTH **Subjects** Reading & Math **Typical additional accommodations** 76-SMG / 77-ONE 74-EXT 78-SCR	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.	• 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 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). • 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.
Responds using Braille typewriter **Admin. Code** 79-OTH **Subjects** Reading, Math & **Typical additional accommodations** 76-SMG / 77-ONE 74-EXT	This accommodation requires that a visually impaired student record his/her answers using a Braille typewriter, a slate and stylus, or an electronic Brailler note taker provided by the school.	• 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.

Response Format

Accommodation	What Is It?	How to Administer
Responds orally to scribe **Admin. Code** 78-SCR **Subjects** Reading & Math **Typical additional accommodations** 76-SMG / 77-ONE 74-EXT	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.	• 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 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.
Responds using computer or typewriter **Admin. Code** 78-SCR **Subjects** Reading, Math & Writing	This accommodation requires that the student record his/her answers using a computer or typewriter provided by the school. *Note: Use of the spelling/grammar check function on a computer is not allowed.*	• 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.
Uses template to respond **Admin. Code** 79-OTH **Subjects** Reading, Math & Writing	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.	• This accommodation can be provided in the regular session.

Response Format

	Accommodation	What Is It?	How to Administer
Setting Format	**Uses special writing tool** **Admin. Code** 79-OTH **Subjects** Reading, Math & Writing	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. *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.*	• 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.
	Small group **Admin. Code** 76-SMG **Subjects** Reading, Math & Writing **Typical additional accommodations** 74-EXT	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.	• This is by definition a separate session. • The person administering the session will use the grade-appropriate accommodation session script to conduct the session.
	One-on-one **Admin. Code** 77-ONE **Subjects** Reading, Math & Writing **Typical additional accommodations** 74-EXT	This accommodation requires that a student is assessed individually in an area free of distractions.	• 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.
	Study carrel **Admin. Code** 79-OTH **Subjects** Reading, Math & Writing	This is a portable screen provided by the school used to limit distractions for a student.	• 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.

	Accommodation	What Is It?	How to Administer
Setting Format	**Preferential seating, light, furniture** **Admin. Code** 79-OTH **Subjects** Reading, Math & Writing	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.	• This accommodation can be provided in the regular session.
Timing Accommodations	**Extended time** **Admin. Code** 74-EXT **Subjects** Reading, Math & Writing	This accommodation requires that students be given extra time to complete the assessment.	• 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.
	Breaks during test **Admin. Code** **Subjects** Reading, Math & Writing **Typical additional accommodations** 76-SMG / 77-ONE 74-EXT	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.	• 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.

Accommodation	What Is It?	How to Administer
Other **Admin. Code** 79-OTH **Subjects** Reading, Math & Writing	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. *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.*	

Other Accommodations

Procedure 2. Administer Separate Accommodation Sessions

If your AC 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.

2A. Use the accommodation 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 grade has an accommodation script to use for the separate accommodation sessions.

2B. 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 AC 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 AC. If you observe a staff member doing something inappropriate, quietly remind him/her of the guidelines in the letter.

2C. 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 4 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 3. Administer Accommodations Within the Regular Session

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

When administering an accommodation in the regular session, it's 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 4. Recognize Accommodations NOT Allowed by NAEP

It is a goal of NAEP to be as inclusive as possible when it comes to students classified as SD and ELL. However, there are a few accommodations that NAEP does not allow. These include:

- 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*

- Use of scribe *for writing*

- 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

- Respond in sign language *for writing*

- Test taken over several days

- Use of calculator for computation tasks in a booklet that does not require one, including talking or Braille calculator

- Use of abacus, arithmetic tables, or graph paper, or any ruler other than a NAEP-provided cardstock ruler

- Use of dictionary, thesaurus, or spelling- and grammar-checking software or devices

4A.   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

4B. 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

4C. 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 on NAEP, the student must be given 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

4D. 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 Admin. Code **45** – Accommodation Scheduling Problem—on the Administration Schedule.

Procedure 5. Understand How to Code Accommodations According to the NAEP Hierarchy

Typically, students who are provided testing accommodations require more than one accommodation. For example, a student needing one-on-one testing may also require read aloud, extended time, or help recording answers.

The NAEP Administration Schedule can only record a single code for accommodations. Therefore, NAEP has developed a hierarchy to provide a standard procedure for how to code the Administration Schedule and booklet cover of students who are offered more than one accommodation.

To use the hierarchy shown below, your AC will look at the multiple accommodations offered (whether or not they are used) for a student, identify the accommodation highest on the list, and record that accommodation code on the Administration Schedule.

NAEP Accommodation Hierarchy

- Bilingual Booklet (71-BIB)
- Bilingual Dictionary (72-BID)
- Scribe or Use of Computer (78-SCR)
- Large Print Booklet (73-LRG)
- Magnification Device (81-MAG)
- Other (79-OTH)
- Read Aloud (75-REA)
- Extended Time (74-EXT)
- Small Group (76-SMG)
- One-on-One (77-ONE)
- School Staff Administers (82-SSA)
- Breaks During Test (80-BRK)

After the session, you will transfer the accommodation code recorded on the Administration Schedule onto the student's booklet cover in the **Admin. Code** boxes. Then, on the cover, under **Additional Accommodations Offered**, you will record all additional accommodations offered (whether or not they were used).

Test Your Knowledge

Instructions: Note the subjects in which the accommodations listed below are allowed.

R = Reading   **M** = Mathematics   **W** = Writing

_____   1. Bilingual dictionary (72-BID)

_____   2. Extended time (74-EXT)

_____   3. Read aloud (75-REA)

_____   4. Small group (76-SMG)

_____   5. One-on-one (77-ONE)

_____   6. Scribe (78-SCR)

_____   7. Use of computer (78-SCR)

_____   8. Breaks during test (80-BRK)

_____   9. Magnification device (81-MAG)

Answers: 1. M, W; 2. R, M, W; 3. M, W; 4. R, M, W; 5. R, M, W; 6. R, M, W; 7. R, M; 8. R, M, W; 9. R, M, W