

## Draft Scenarios for the Proposed Voluntary National Test

	Public Policy Model	Individual Decision Model
<b>Purpose</b>	To measure individual student achievement in 4 <sup>th</sup> grade reading and 8 <sup>th</sup> grade mathematics, based on the rigorous content and rigorous performance standards of the National Assessment of Educational Progress (NAEP), as set by the National Assessment Governing Board (NAGB).	
<b>Voluntary (Federal Role)</b>	The federal government shall not require participation by any state, district, public or private school, organization or individual in voluntary national tests or require participants to report voluntary national test results to the federal government.	
<b>Voluntary (Who decides)</b>	<ul style="list-style-type: none"> <li>• Public and private school authorities volunteer</li> <li>• State and/or local law and policy determines decision level (i.e., public policy model begins at the state level, then proceeds through district, and school--see Overview for description)</li> <li>• Parents "opt out" as determined by state/local law and policy</li> </ul>	<ul style="list-style-type: none"> <li>• Parents decide whether student participates</li> </ul>
<b>Intended Use</b>	To provide information to parents, students, and authorized educators about the achievement of the individual student in relation to rigorous content and rigorous performance standards based on NAEP, as set by NAGB.	To provide information to parents and students about the child's achievement in relation to rigorous content and rigorous performance standards based on NAEP, as set by NAGB.
<b>Reporting</b>	<ul style="list-style-type: none"> <li>• Results reported by NAEP performance standards (i.e., achievement levels--Basic, Proficient, Advanced)</li> <li>• Explanation of achievement levels in light of test questions taken by student</li> <li>• All test questions, student answers, and answer key returned in timely fashion</li> <li>• Easy to understand, readable</li> </ul>	<ul style="list-style-type: none"> <li>• Parents and students receive reports</li> <li>• Some norm-referenced information (e.g., percent of students nationally at each achievement level taken from the field test results), but no comparisons at class, school, district, or state levels</li> </ul>

# Appendix: Implementation and Other Issues

	Public Policy Model	Individual Decision Model
<b>Possible uses by others*</b>	<ul style="list-style-type: none"> <li>General indicator of individual achievement against rigorous external standards established through a national consensus process</li> <li>Parent/teacher follow up recommended but decided at state/district/school as appropriate</li> <li>Results can be compared to student performance on state and/or local tests as a basis for examining the content of state/local standards</li> <li>Local decision to use as one of several criteria about individual student; should be validated</li> <li>States may want to use as an external anchor to their state tests</li> <li>Since only one grade/two subjects, not much information for use as part of school accountability system; any such use should be validated</li> </ul>	<ul style="list-style-type: none"> <li>Follow up with school/ teacher is up to the parent</li> </ul>
<b>The VNT is Not</b>	<ul style="list-style-type: none"> <li>It is NOT tied to a preferred curriculum, teaching method or approach</li> <li>It is NOT intended for diagnosing specific learning problems or English language proficiency</li> <li>It is NOT intended as sole criterion in high stakes decision about individual student</li> <li>It is NOT intended for evaluating instructional practices, programs, or school effectiveness</li> </ul>	
<b>Possible Test Delivery Models</b>	<p><b>Central Management and Oversight:</b> A federal agency takes the VNT as developed by the Governing Board; develops policies for quality control, security and reporting; contracts for printing, testing, scoring and reporting services; disseminates information about the test schedule; handles the "sign-up" of participants; monitors the testing; and ensures the quality control of results.</p> <p><b>Free Market Model:</b> The VNT is developed by NAGB, licensed for marketing by commercial test publishers, and marketed like any commercial test for use by any appropriate public or private educational agency, testing center, or individual. Parents may "opt out" as determined by state law and policy and may "opt in" by purchasing private testing services if the test is not offered at their child's school. Quality control monitoring, rigor of test security, training of test administrators, content of reports, development of "non-standard" versions of tests, use of norms, etc., determined by costs and market.</p>	
<b>Administration</b>	<ul style="list-style-type: none"> <li>Dissemination strategy to public and private education decision makers</li> <li>Testing in participating schools</li> <li>Training of test administrators</li> <li>Testing during specified date in March</li> <li>Quality control monitoring of testing</li> <li>Guidance to teachers on appropriate test preparation practices</li> <li>Reports sent to states, districts, schools, teachers and parents per state/local policy</li> </ul>	<ul style="list-style-type: none"> <li>Similar to SAT/ACT "Self-select" model</li> <li>Dissemination strategy to parents</li> <li>Parents sign-up at cooperating schools/test centers</li> <li>Testing at cooperating schools/test centers</li> <li>Testing during specified date in March</li> <li>Quality control monitoring of testing</li> <li>Reports sent to parents</li> <li>Q&amp;A system available for parents</li> </ul>
<b>Who Pays: Three Options</b>	<p><b>Option 1:</b> Federal Gov't pays all costs: test development, testing, scoring &amp; reporting.</p> <p><b>Option 2:</b> Fed. Gov't pays for test development; volunteer (whether state, district, school, or parent) pays for testing, scoring &amp; reporting.</p> <p><b>Option 3:</b> Fed. Gov't pays all costs initially; volunteer pays for all costs but development after year 1</p>	
<b>Possible Consequences</b>	<p><b>Positive:</b></p> <ul style="list-style-type: none"> <li>Parents become more involved with child's education</li> <li>Students study harder and learn more</li> <li>Teachers work more to emphasize important skills and knowledge in the subjects tested</li> <li>Parents, students, and teachers have a means for better communications about the child's achievement</li> </ul> <p><b>Negative:</b></p> <ul style="list-style-type: none"> <li>VNT test-preparation "industry" for economically advantaged students</li> <li>Inappropriate test preparation practices and over-emphasis on test-taking techniques</li> <li>Misuse of test results</li> <li>Cheating scandals; security breaches</li> <li>Litigation against NAGB</li> </ul>	
<p>* This list is intended to be illustrative, not exhaustive, of uses that can be imagined that others may want to make of the VNT. Any use of the VNT beyond the intended use described in the draft scenarios should be validated for its applicability and appropriateness by the respective user.</p>		