(2) Administer the pre-test to students at a uniform time, according to its State’s assessment policy; and
(3) Administer pre-tests to students in the skill areas identified in its State’s assessment policy.

(c) Post-test. A local eligible provider must—
(1) Administer a post-test to measure a student’s educational functioning level after a set time period or number of instructional hours;
(2) Administer the post-test to students at a uniform time, according to its State’s assessment policy;
(3)(i) Administer post-tests with a secure, parallel, equated form of the same test—either traditional paper and pencil or computer-administered instruments—for which forms are constructed prior to administration to examinees to pre-test and determine the initial placement of students; or
(ii) Administer post-tests with an adaptive test that uses computerized algorithms for selecting and administering items in real time; however, for such an instrument, the size of the item pool and the method of item selection must ensure negligible overlap in items across pre- and post-testing; and
(4) Administer post-tests to students in the same skill areas as the pre-test.

(d) Other requirements. (1) A local eligible provider must administer a test using only staff who have been trained to administer the test.
(2) A local eligible provider may use the results of a test in the NRS only if the test was administered in a manner that is consistent with the State’s assessment policy and the test publisher’s guidelines.

(Approved by the Office of Management and Budget under control number 1830–0027)

(Authority: 20 U.S.C. 9212)

§ 462.43 How is educational gain measured?

(a)(1) Educational gain is measured by comparing the student’s initial educational functioning level, as measured by the pre-test described in § 462.41(b), with the student’s educational functioning level as measured by the post-test described in § 462.41(c).

Example: A State’s assessment policy requires its local eligible providers to test students in reading and numeracy. The student scores lower in reading than in numeracy. As described in § 462.42(d)(1), the local eligible provider would use the student’s reading
§ 462.44  Which educational functioning levels must States and local eligible providers use to measure and report educational gain in the NRS?

States and local eligible providers must use the NRS educational functioning levels in the following functioning level table:

score to place the student in an educational functioning level. To measure educational gain, the local eligible provider would compare the reading score on the pre-test with the reading score on the post-test.

(2) A student is considered to have made an educational gain when the student’s post-test indicates that the student has completed one or more educational functioning levels above the level in which the student was placed by the pre-test.

(b) If a student is not post-tested, then no educational gain can be measured for that student and the local eligible provider must report the student in the same educational functioning level as initially placed for NRS reporting purposes.

(Approved by the Office of Management and Budget under control number 1830–0027)

(Authority: 20 U.S.C. 9212)