



NAEP 2002

Assessment Team Manual

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Your Role in NAEP

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Overview of the NAEP Field Staff

As the contractor responsible for the administration of the assessments, Westat has field staff working throughout the country in order to conduct all assessments within the required 6-week period. This field organization is composed of:

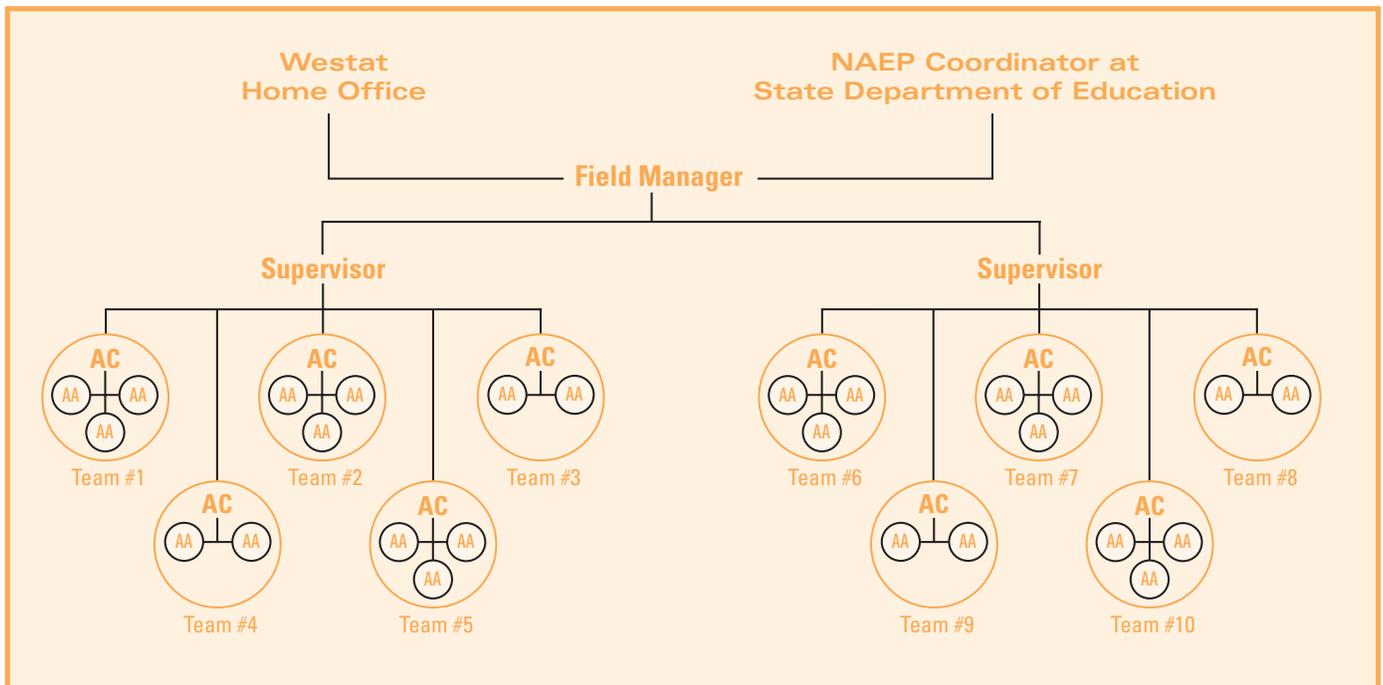
- Field managers (10) who coordinate all field activities with the State Departments of Education and the Westat home office staff. They will also train the assessment teams in their assigned states.
- Supervisors (150) who manage the assessment teams working in their regions, select the samples of students to be assessed, and send NAEP materials to the participating schools. There will be two supervisors working in most states, although large states may have up to five supervisors.

- Assessment coordinators (AC) (600) who finalize assessment arrangements with schools, coordinate the work of a team of AAs, and report assessment results to their supervisor.
- Assessment administrators (AA) (1600) who conduct the assessments in the schools.

In addition to the Westat field staff, there are people whom NAEP calls state coordinators. They are administrative staff members at participating State Departments of Education. Typically, the state coordinator is located at the state assessment office and works with the Westat field manager on coordinating all NAEP efforts in his/her state.

An example of the NAEP organizational structure in a participating state is illustrated by the flow-chart below.

NAEP Field Staff Structure



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Schedule of Data Collection Activities

Preparations in the field for NAEP 2002 began during the summer of 2001. The chart below provides an overview of this year's data collection activities.

Schedule of Data Collection Activities for NAEP 2002	
September 2001	Westat sent state coordinators informational materials and the list of schools selected for the NAEP 2002 assessment.
September – November 2001	State coordinators obtained cooperation from districts and public schools and reported participation status to the Westat field manager. Each State Department of Education office sent informational materials to participating schools. AND Supervisors obtained cooperation from all nonpublic schools and from districts and public schools in states that did not sign up for NAEP 2002. Supervisors reported participation status to their field manager. Westat sent informational materials to participating schools.
December 2001	Supervisors selected student samples for each session. Supervisors prepared a preassessment packet of NAEP materials for each school, which will be mailed to the school 2 weeks before the assessment date.
January 5-12, 2002	Westat conducts supervisor and AC training.
January 14-25, 2002	Field managers conduct AA trainings.
January 28 - March 8, 2002	ACs and AAs conduct assessments.

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Overview of Assessment Team's Responsibilities

Your job as either an AC or an AA involves a number of tasks and responsibilities that you will complete for each school assigned to you. These activities are organized according to three major categories of tasks: Before You Arrive at the School, Your Responsibilities at the School, and After You Leave the School. These tasks are listed on the following page and are described in detail in the sections of the manual that follow. In addition, a checklist of tasks has been provided in Appendix A of this manual as a quick reference. It can be removed for your convenience.

The Assessment Team's Tasks

Before You Arrive at the School	Your Responsibilities at the School	After You Leave the School
<ol style="list-style-type: none"> 1. Complete home study and attend the in-person training. 2. Receive School Folders (including Administration Schedules) from your supervisor. (AC Only) 3. Secure assessment materials. 4. Conduct the preassessment call. (AC Only) <ol style="list-style-type: none"> A. Verify the school packet. B. Review status of School and Teacher Questionnaires. C. Select a sample of newly enrolled students. D. Review Administration Schedule. E. Review status of SD¹/LEP² Questionnaires. F. Determine student accommodations. G. Make assessment arrangements. 5. Verify assessment materials and request additional materials, if necessary. (AC Only) 6. Plan assessment schedule for the AAs. (AC Only) 	<ol style="list-style-type: none"> 1. Report to the school on assessment day. 2. Complete initial activities at the school. (AC Only) 3. Prepare the booklets for the assessment. 4. Prepare the assessment room. 5. Administer the regular session. 6. Monitor the session. 7. Administer separate accommodation sessions, when necessary. 8. Record Administration Codes on the Administration Schedule. 9. Complete the summary box at the top of the Administration Schedule. 10. Code the booklet covers. 11. Complete the Session Debriefing Form. 12. Collect the questionnaires. 13. Prepare the NAEP Storage Envelope. 14. Review and pack assessment materials. 15. Schedule and conduct makeup session(s), if necessary. 16. Collect Session Debriefing Forms and complete the School Summary Sheet. (AC Only) 17. Debrief the school coordinator. (AC Only) 	<ol style="list-style-type: none"> 1. Ship assessment materials to NCS Pearson. 2. Report assessment results to your supervisor. (AC Only) 3. Finalize and ship the School Folder to your supervisor. (AC Only) 4. Report time and expenses weekly to Westat.

¹ SD is defined as a student with a disability.

² LEP is defined as a student with limited English proficiency.

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Answering Questions About NAEP

In addition to understanding the procedures described in this manual, you will need to be prepared for questions school staff or students may ask about NAEP. Because you are a NAEP representative, you are expected to have enough knowledge of NAEP's history, objectives, and operations to answer questions that may arise from students and school staff. Some of the questions will be about NAEP procedures and should be easy to answer because you will be familiar with the required procedures. Others may be technical in nature and will require a basic understanding of the design of the assessment in order to give a credible response.

As a general rule, answer a question only when you are confident that you know the correct answer to it. Refer to Appendix A for a list of some of the most common questions you may be asked and suggested responses. AAs, if you do not know the answer, say so, and ask your AC to respond. ACs, if you do not know the answer, say so, and tell the school personnel you will get back to them with the answer to the question after contacting your supervisor. Follow-through is critical.

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Attitude and Conduct

The NAEP assessment teams are critical to NAEP's success, for you conduct the assessments and are the face of NAEP in the schools. Assessment sessions must be administered in a standardized and professional manner for the results to accurately reflect the achievement of American students. Only if the sessions are conducted properly will each child have the opportunity to show what he/she can do in the subject being assessed. If the data are not valid, not only will all analyses and reports be incorrect, but the 30 plus year reputation of NAEP will be discredited.

Because you serve as a representative of NAEP, your attitude and conduct in working with school officials, teachers, and students must reflect the importance and seriousness of this project. Fulfilling your responsibilities in a professional manner will indicate to others that you consider the project worthy of the time and effort that students, parents, teachers, and school, district, and state staff have devoted to NAEP.

As visitors to the schools, NAEP staff should always remember that schools are busy places with ongoing activities and procedures that are essential to their functioning. Thus, it is important that participation in NAEP cause minimal disruption in the school's routine. Occasionally a school will request that a NAEP procedure be modified to better conform with school routine. We will make every effort to comply with such a request as long as NAEP standards are not compromised. This requires that you work with school officials and teachers in a courteous, rather than a demanding fashion and that you convey respect for school rules and procedures at all times.

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Testing Code of Ethics

In addition to the general attitude and conduct standards discussed above, as a member of the NAEP data collection team, you are expected to abide by the NAEP Code of Ethics for Test Administration and Data Collection. This Code of Ethics, provided on pages 2.5 and 2.6, defines the principles that guide NAEP test administration and details how these principles translate into the procedural guidelines necessary for fair and accurate collection of data. It is very important that you become thoroughly familiar with the content of the Code of Ethics prior to accepting your position as a member of the assessment team. At the conclusion of your in-person training session, you will be asked to sign an oath of office committing yourself to uphold the principles stated in the Code.

NAEP Code of Ethics: Test Administration and Data Collection

The National Assessment of Educational Progress (NAEP) is firmly committed to the collection of high quality, independent, and unbiased measures of student academic performance.

This Code of Ethics defines the principles that are the foundation for fair and accurate test administration and data collection. NAEP grantees, contractors, and subcontractors must ensure that all procedures, materials, training programs, and administrative guidelines are derived from these principles.

This Code of Ethics applies to all staff and contracted employees who are involved in the collection of NAEP data. Each individual must have the opportunity to review the Code before becoming a part of the NAEP team. Prior to collecting NAEP data, an individual must swear or affirm his/her commitment to uphold the principles stated in this Code.

The basic principles guiding NAEP data collection are:

Accuracy

- All sampled schools are to be included in the assessments.
- All sampled students who are eligible for the assessment are to be included.
- All students requiring accommodations in testing are to receive them.
- All necessary materials and equipment are to be provided by NAEP.
- An appropriate testing atmosphere is to be maintained in all NAEP sessions.

Integrity

- Assessments are to be conducted according to rigorous and independent procedures.
- All improprieties and the appearance of impropriety are to be avoided.
- NAEP staff members administering assessments are to be trained in appropriate testing practices and procedures and in procedures for working in and with schools.
- School personnel working with NAEP assessments will receive guidance in the management of the assessments and in handling NAEP materials.
- All confidential NAEP materials must be kept secure before, during, and after testing.

Respect

- NAEP staff members are to ensure the confidentiality of personally identifying information and responses given by students and school staff to assessment and questionnaire items.
- NAEP staff members are to treat all students, parents, teachers, and school staff with respect and address their concerns promptly, openly, and courteously.

NAEP Code of Ethics: Test Administration and Data Collection (continued)

These principles translate into the following operational guidelines:

Security

1. Student and teacher names and other personally identifiable information shall be removed from all test booklets and questionnaires prior to those materials leaving the school.
2. Tests shall be stored and transported in secure, dry, and locked areas.
3. Only personnel employed by NAEP or otherwise authorized by NAEP shall have access to testing materials.
4. Test content shall not be copied, reproduced, or paraphrased in any manner or for any reason without the expressed, prior, written consent of the National Center for Education Statistics (NCES).
5. Breaches of security, loss of materials, failure to account for materials, or any other deviation from required administrative and security procedures shall be reported immediately to the NCES, or its designee.

Preparation for testing

1. Schools shall be notified in advance of the assessment and provided all relevant information about NAEP, NAEP assessment procedures and schedules, and NAEP personnel who might be entering the school.
2. NAEP materials shall be maintained in dry, secure, locked storage before and after testing.
3. Persons with access to NAEP test materials before, during, and after the assessments shall be identified and provided with clear, unambiguous guidance on materials handling.
4. Persons administering and monitoring NAEP assessments shall be trained in NAEP testing, data collection procedures, and school visitation procedures, including these principles.

Test administration

1. The NAEP testing environment shall be correctly structured and a positive atmosphere established so that all students have a fair chance to perform to full capacity.
2. Students shall be assessed using accommodations as specified in their education plans and not prohibited by NAEP.
3. Testing personnel shall comply with NAEP administration guidelines included in the Administrators Manual and any subsequent updates.
4. Testing personnel shall maintain high standards of professional conduct.
5. Testing personnel shall be sensitive to the needs of students, teachers, and the school in administering NAEP.
6. Teachers and other proctors assigned to the testing session by the school shall be provided clear, unambiguous guidance on testing procedures. Deviations from proper procedures shall be documented, and those affecting student performance shall be reported immediately.
7. All students, teachers, and other personnel in schools participating in the assessments are to be treated fairly and with the utmost respect. Any issues that arise shall be resolved in a courteous and professional manner.
8. All improprieties and appearances of impropriety shall be avoided. All NAEP procedures for visiting schools shall be followed.

General

1. Test takers and other stakeholders shall have access to information about NAEP including sample items and NAEP reports.
2. Any complaint or concern about a NAEP assessment shall be addressed directly by testing personnel in the field and promptly reported to NCES, or its designee.