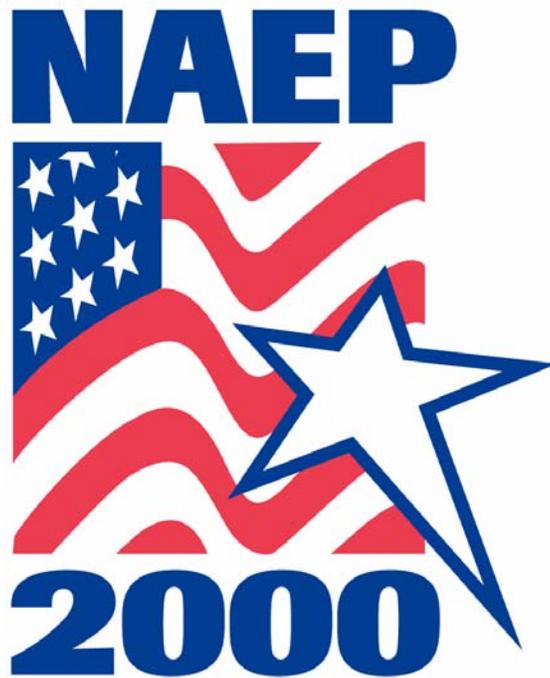


2000 NAEP FIELD TEST

EXERCISE ADMINISTRATOR MANUAL



JANUARY 2000

**NATIONAL ASSESSMENT OF EDUCATIONAL
PROGRESS**

2000 NAEP Field Test

EXERCISE ADMINISTRATOR MANUAL

Conducted for:

National Center for Education Statistics
Office of Educational Research and Improvement
U.S. Department of Education

Conducted by:

Westat
Rockville, Maryland

with

Educational Testing Service
Princeton, New Jersey

and

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Iowa City, Iowa

January 2000

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1. INTRODUCTION AND OVERVIEW

1.1 Summary Background of The National Assessment of Educational Progress (NAEP)

For over two decades, information on what American students know and can do has been generated by the Nation's Report Card, formally mandated by Congress as the National Assessment of Educational Progress (NAEP). NAEP is a continuing, national survey of the knowledge and skill of young Americans in major learning areas usually taught in school. It is the first, ongoing effort to obtain comprehensive and dependable achievement data on a national basis in a uniform, scientific manner. The purpose of the national assessment is to gather information which will aid educators, legislators, and others in improving the education experience of youth in our country. Its primary goals are to measure the current status of the educational attainments of young Americans and to report changes and long-term trends in those attainments. Other goals include disseminating assessment methods and materials and assisting those who wish to apply them at local, state, and national levels.

Planning and development of the National Assessment of Educational Progress began in 1964 with the appointment by the Carnegie Foundation of an Exploratory Committee on Assessing the Progress of Education. The specific tasks assigned to the Exploratory Committee included the development and testing of an all-inclusive methodology to assess the knowledge and skills of **groups** of American young people rather than of **individuals**. With support from both the Fund for the Advancement of Education and the Ford Foundation, the Committee completed the developmental phase of the project in late 1968.

NAEP has always been a unique cooperative undertaking of the education community and the federal government. The program is funded by the U.S. Congress, directed by the National Center for Education Statistics of the Department of Education, and governed by an independent group. The Assessment Policy Committee governed NAEP until 1988, when the National Assessment Governing Board (NAGB) was created by new legislation.

The National Assessment Governing Board, made up of representatives of state and local education associations and the business community, makes policy decisions and provides overall direction to the program. The board is responsible for selecting the subject areas to be assessed, including adding to those specified by Congress; identifying appropriate achievement goals; developing assessment objectives; developing test specifications; designing the assessment methodology; developing guidelines

and standards for data analysis and reporting; and developing standards and procedures for interstate, regional, and national comparisons.

Each learning area assessment is the product of several years of work by a great many educators, scholars, and lay persons from all over the nation. Working in committee, these people propose general goals they feel Americans should be achieving during the course of their education. These goals are reviewed and discussed until a consensus is reached on objectives for each subject area. The objectives are then given to exercise (question) writers with the task of creating measurement instruments appropriate to the objectives. When the exercises have passed extensive review by subject-matter specialists, measurement experts, and lay persons, they are compiled into booklets to be administered to national probability samples of young people, and sometimes adults.

While the primary purpose of The Nation's Report Card is to document patterns and trends in student achievement, the project is also able to inform educational policy by collecting descriptive background information from students, teachers, and school administrators. The authorizing legislation for NAEP dictates a careful and extensive process of background questionnaire design and development. It states that the purpose of NAEP is **not** "to authorize the collection or reporting of information on student attitudes or beliefs or on other matters that are not germane to the acquisition and analysis of information about academic achievement." The law further provides that no data shall be collected "that are not directly related to the appraisal of educational performance, achievements, and traditional demographic reporting variables, or to the fair and accurate presentation of such information."

NAEP procedures guarantee the anonymity of participants, as **no student names are recorded on the assessment booklets nor removed from the schools**. The results of the national assessment are reported on the national level and by region of the country, not by school district, school, or individual student. Only group statistics are reported, broken down by gender, race/ethnicity, and a host of variables that illuminate students' instructional experiences.

In 1988, Congress authorized the expansion of NAEP to permit reporting at the state level on a trial basis. States volunteer for the state component and assume responsibility for data collection. The state component of NAEP surveyed eighth-grade mathematics in 1990, eighth-grade mathematics and fourth-grade reading and mathematics in 1992, and fourth-grade reading in 1994 and eighth grade science and fourth and eighth grade mathematics in 1996. With the 1996 assessment, the authorizing statute no longer considers the state component a "trial". In 1998, reading was assessed at the fourth and eighth grade levels, and writing was assessed at grade 8. The state assessment being conducted in 2000 involve science and mathematics at the fourth and eighth-grade levels.

These two components of NAEP, the national assessment and the state assessment are described in detail in Sections 1.2 and 1.3.

In 1983, responsibility for management of NAEP was awarded to the Center for the Assessment of Educational Progress of the Educational Testing Service. Since 1983, Westat, Inc., has been responsible for sampling and field administration, usually as a subcontractor to ETS. Since 1989 National Computer Systems has been the materials distribution and processing subcontractor.

1.2 The National Assessment

Since 1969, the national assessment has gathered information about levels of educational achievement across the country and reported findings at the national and regional levels. The learning areas assessed are shown in Exhibit 1-1. Reading, writing, math, and science have been surveyed most frequently. All areas except career and occupational development have been periodically reassessed in order to detect changes in achievement.

Three separate components of NAEP will be conducted during the 1999 – 2000 school year. (1) The national assessment will be conducted at 3 grade levels in mathematics and science and reading at grade 4. The sample includes approximately 2,500 schools in 52 geographic areas called primary sampling units (PSUs) throughout the states and the District of Columbia. The PSUs were selected by Westat to represent the nation as a whole. Assessments are conducted in January through March. (2) A field test of items to be used in the year 2001 national assessment in history and geography will be conducted at 3 grade levels during the months of January and February. It involves approximately 300 schools in 50 PSUs. (3) The state assessment will also be conducted this year. (See Section 1.3)

The national assessment is required by law (1) to provide fair and accurate information on the educational achievement of American students and (2) to ensure valid and reliable trend reporting. Achieving these two mandates often creates tension. To maintain trend reporting requires that all procedures and materials remain the same from year to year. Yet, there is competing pressure on the national assessment to be on the cutting edge of assessment and to be more closely aligned with instructional practices. This tension has led to the creation of two separate samples and staff: one for the long term trend and one for the main NAEP assessments. This allows the procedures and the design to evolve while still maintaining trend.

Exhibit 1-1. Assessment timetable*

Assessment year	School year	Learning Area			Special Assessments
01	1969-70	Science	Citizenship	Writing	
02	1970-71	Reading		Literature	
03	1971-72	Music		Social Studies	
04	1972-73	Science		Mathematics	
05	1973-74	Writing		Career and Occupational Development	
06	1974-75	Reading		Art	Basic Skills
07	1975-76		Citizenship/Social Studies		Basic Mathematics
08	1976-77	Science		Adult Assessment (Health, Energy, Reading and Science)	Basic Life Skills
09	1977-78	Mathematics		Consumer Skills	
10	1978-79	Writing		Art Music	
11	1979-80		Reading/Literature		
13	1981-82	Mathematics		Citizenship/Social Studies	
15*	1983-84		Writing/Reading		
17	1985-86	Mathematics U.S. History	Reading	Science Literature	Computer Competence
19	1987-88	Mathematics Writing	Reading Geography	Science Civics	
21	1989-90	Mathematics Writing		Reading Science	State Level Mathematics
23	1991-92	Mathematics Science	Writing	Reading	State Level Mathematics and Reading
25	1993-94	Reading Writing	History Mathematics	Geography Science	State Level Reading
27	1995-96	Reading Writing		Mathematics Science	State Level Mathematics and Science
29	1997-98	Reading	Writing	Civics	State Level Reading and Writing
30	1998-99	Reading Writing		Mathematics Science	
31	1999-2000	Mathematics	Science	Reading	State Level Science and Mathematics

*The long-term trend sample began in Year 15 with tape administered sessions surveying reading, mathematics and science. The reading/writing print administered sessions of Year 15 were added to the long term trend in Year 17, so that the trend always involves these same subjects and session types.

For example, until 1983, eligibility for NAEP was determined by age alone. Three age groups were assessed: 9-year-olds, 13-year-olds, and 17-year-olds. Beginning with the 1983-84 assessment, the project added samples of students in the fourth, eighth, eleventh, and twelfth grades to provide data on the achievement of grade as well as age groups. The grades are the "modal" grades for the age samples; that is, the grade most students of the particular age attend, i.e., approximately 70 percent of fourth graders are nine years old. From 1984-1996, both components of the national assessment included age as well as grade eligible students. Beginning in 1996, main NAEP assesses grade eligible students only; that is, only students in the fourth, eighth and twelfth grades, while trend NAEP will continue to assess age and grade-eligible students.

The trend assessments were last conducted in the 1998-99 school year and will not be conducted again for a few years.

In the 1999-2000 school year, the national assessment is beginning a yearly cycle of assessments. The National Assessment Governing Board (NAGB) has published a schedule of assessments, both state and national, through the year 2010. (See Exhibit 1-2)

For administrative purposes, national and field test assessments are conducted in different schools. The schools in the sample have been selected for either the field test or national assessment of a particular grade. A few schools have been selected for the assessment of more than one grade.

Responsibility for the assessments in national sample schools belongs to one group of assessment supervisors while responsibility for field test assessments belongs to another group of supervisors.

In order to reduce the burden on the participating schools, national assessment field staff do most of the work associated with the assessment. Introductory contacts and meetings are held in the fall to explain the assessment procedures to school and district representatives and to set a mutually agreed-upon assessment date. The assessment supervisor visits the school to select the sample of students a week or two before the assessment. The assessment sessions are conducted by national assessment field staff, called exercise administrators, under the direction of the assessment supervisor. At the completion of the assessment in a school, field staff code the booklets and ship the completed materials to National Computer Systems, the processing subcontractor.

Exhibit 1-2 NAEP Assessment Schedule

NAEP ASSESSMENT SCHEDULE

YEAR	NATIONAL	STATE
2000	Mathematics Science Reading (4)	Mathematics (4, 8) Science (4, 8)
2001	U.S. History Geography	
2002	Reading Writing	Reading (4, 8) Writing (4, 8)
2003	Civics Foreign Language (12)	
2004	Mathematics Science	Mathematics (4, 8) Science (4, 8)
2005	World History Economics	
2006	Reading Writing	Reading (4, 8) Writing (4, 8)
2007	Arts	
2008	Mathematics Science	Mathematics (4, 8) Science (4, 8)
2009	U.S. History Geography	
2010	Reading Writing	Reading (4, 8) Writing (4, 8)

1.3 The State Assessment Program

NAEP reports information for the nation as a whole and for geographic regions of the country. Many people have maintained that more detailed information than is currently available from national assessment would assist efforts to improve American education. Because states have the primary responsibility for public education, state-level data is seen as being particularly useful.

In April 1988, Congress responded to these concerns by adding a new dimension, the trial state assessment program, to the NAEP legislation. Under this new federal project, states could volunteer to participate in the program and would assume responsibility for administration of the assessments within the state. The grades and subjects assessed in the state component are a subset of those in the national component. The program began in 1990 with eighth-grade mathematics and expanded to include eighth-grade mathematics and fourth-grade reading and mathematics in 1992. In 1994 because of budgetary restraints only reading was assessed at the fourth-grade. In 1996, eighth grade mathematics and science and fourth grade mathematics were assessed. In 1998, reading and writing were assessed at grade 8 and reading only at grade 4. In 2000, mathematics and science are being assessed at grades 4 and 8. After the assessments, states exercise the option to compare the knowledge and skills of their students with students in other states and in the nation.

In each state volunteering to participate, the state assessment involves:

- A sample of about 100 public schools per grade.
- A sample of about 30 students per subject, per school to yield approximately 2,500 students assessed in each grade and subject.
- State or local staff trained in assessment procedures by NAEP.
- Assessments conducted during February with schools spread evenly throughout this four-week period.
- Assessments conducted by state/local staff with a subsample of the assessment sessions monitored by NAEP staff.

The state assessment component affects the field test to the extent that school and district personnel are more likely to be familiar with the state assessment. Since that component requires greater involvement of school staff and resources, it is important that schools realize that, for the field test, Westat is responsible for all data collection activities.

1.4 Field Test for 2000

As discussed earlier, assessments in the field test component of the 2000 study will involve the subject areas of history and geography at grades 4, 8, and 12. Both subjects will be assessed in the same session. Some students in the session will have a booklet in history some will have booklets in geography.

The 2000 field test for the year 2001 national assessment will be conducted in January and February 2000. In each school, generally two sessions will be held. The items tested will replace items released publicly after previous assessments in these subjects.

The NAEP data collection tool that guides and documents the administration of each assessment session is the Administration Schedule. A separate Administration Schedule is used for each assessment session at each grade level. Essentially, the Administration Schedule is a roster of the students selected to attend a particular session and also identifies the specific test booklet assigned to each student. The preparation of the Administration Schedule begins at the time of sampling when the students' names (and other information) are recorded, continues through the assessment when the Administration Schedule is used to distribute assessment materials to each student and to record "attendance" for the session, and concludes shortly after the assessment ends with a tally of the number of students participating in (or missing from) the assessment session. These procedures are described in detail in Chapters 3 through 5 of this manual.

2. THE EXERCISE ADMINISTRATOR'S TASKS

This manual is organized according to three major categories of tasks: Preassessment Activities, Conducting the Assessment, and Post-Assessment Activities. Each section of this manual details procedures for the assessment sessions you will be conducting.

Your job as an exercise administrator (EA) involves a number of tasks and responsibilities that you will complete for each assessment session assigned to you. This chapter describes the overall guidelines within which EAs are expected to perform.

2.1 Overview of EA Tasks

- Perform preassessment activities. (Chapter 3)
 - Assist the supervisor in sample selection as needed. (Section 3.1)
 - Prepare Administration Schedules. (Section 3.3)
 - Prepare assessment booklets and other materials for distribution. (Section 3.3)
- Conduct the assessment session. (Chapter 4)
 - Check in students participating in session. (Section 4.2)
 - Use the script to administer the session. (Section 4.3)
 - Monitor and supervise the session. (Section 4.4)
- Complete post-assessment activities. (Chapter 5)
 - Account for all materials used in session. (Sections 4.5 & 5.1)
 - Record results of session attendance on Administration Schedule. (Section 5.1)
 - Review booklets and complete booklet cover coding. (Section 5.3)
 - Return materials to supervisor and pick up next assignment. (Section 5.5)

2.2 Attitude and Conduct

In your role as an exercise administrator, you serve as a representative of the National Assessment of Educational Progress. For this reason, 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 involved in all levels of participation.

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 causes minimal disruption in the school's routine. Occasionally, a school will request that a NAEP procedure be modified to better conform with school routine. As NAEP representatives, 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 demanding, fashion and that you convey respect for school rules and procedures at all times.

2.3 Handling and Storage of Materials and Supplies

Proper handling and storage of all assessment materials and supplies is an important part of your job as an exercise administrator. You are responsible for:

- Ensuring the confidentiality of all used and unused materials;
- Providing accurate accounting of all materials issued to you; and
- Maintaining the condition of all supplies that you use.

2.3.1 Confidentiality of Materials

NAEP guarantees the confidentiality of all participants. Further, since many of the assessment items are used from one assessment to another to measure trends in performance, the assessment items are secure. However, "security is not secrecy." NAEP can, and will, share the background questions and other non-secure items with schools, staff, and interested parties. Your NAEP supervisor will be instructed on these procedures.

In order to protect the confidentiality of NAEP participants and items, EAs must strictly observe the following rules at all times:

- NAEP booklets, whether they are completed or unused, should not be given to anyone not directly involved in the exercise administration. If any school staff ask to see the assessment booklets or have questions concerning their content, they **may** look at the booklets, but they **may not** copy questions or examine booklets completed by the students.
- NAEP supervisors will provide all school principals with NAEP "demonstration" books for inspection by anyone interested in the study. The demonstration booklets may be copied.
- **No duplication of assessment booklets is ever permitted.**
- Never leave any assessment booklets or other NAEP materials at the school overnight. Take everything with you when you leave the school. If you leave the school between sessions, take all of these materials with you and lock them in the trunk of your car.
- Only students whose names appear on the Administration Schedules (the list of sampled students) may participate in the assessment (except if the school **requires** a non-sampled 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 assessment booklets when the booklets leave the school.
- Any materials that list student or teacher names may **never** be taken from the school. These items will be retained by the school coordinator.

2.3.2 Accounting for Assessment Materials

An important part of your job as an exercise administrator is accounting for all assessment materials you receive from your supervisor, particularly the assessment booklets. It is your responsibility to be sure that you receive a sufficient number of the appropriate assessment materials needed for your assignment and that you can account for **all** of these materials (used and unused) when the assignment is completed. This means that you must work carefully and keep accurate records of materials used as you work through your assignment. If any NAEP assessment booklets are lost, misplaced, taken by students (inadvertently or otherwise), or cannot be accounted for, the confidentiality and validity of the national assessment may be seriously jeopardized.

2.3.3 Condition of Supplies

You are also responsible for making sure that all supplies used during the assessment are in good condition. If this is not the case, ask your supervisor for any replacements needed.

PREASSESSMENT ACTIVITIES

Task	Materials/Source	Manual Reference
1. Assist supervisor in sample selection as needed <ul style="list-style-type: none"> - Review student lists for completeness as directed by supervisor - Number all students on listings - Abstract and record demographic information as necessary 	Student Listing Forms (provided by supervisor).	3.1.3
2. Prepare Administration Schedules and Teacher Questionnaires <ul style="list-style-type: none"> - List students selected for session - Record homeroom, grade, birth date, sex, race, SD, LEP - Code information for any excluded or withdrawn students - Complete "Total in Sample" and "TO BE ASSESSED" boxes 	Student Listing Forms, Administration Schedule, Roster of Teacher Questionnaires.	3.3.1
3. Prepare assessment booklets and other materials for distribution <ul style="list-style-type: none"> - Prepare Post-it notes with student name and booklet ID - Attach Post-it notes to booklets - Separate excluded, withdrawn, and ineligible student booklets - Prepare any additional materials needed for the session - Band booklets for a session together with Admin. Schedule 	Assessment Booklets, Administration Schedule, Post-it notes, Rulers, and Atlases.	3.3.3 & 3.3.4

3. PREASSESSMENT ACTIVITIES

This chapter describes in detail the activities that are to be completed prior to conducting an assessment session. The key materials that you will use before, during, and after the assessment sessions are also introduced and described in this chapter.

3.1 Understanding the Mechanics of the Assessment

In order for you to fully understand your role in NAEP as an exercise administrator, it is important to have a good understanding of some of the more technical aspects of preparing for the assessment. This section presents information on the structure and types of assessment sessions, the student sampling procedures, and the scheduling of the assessment sessions within the school. Although your supervisor will have the lead responsibility in assuring that these tasks are executed correctly, you may be asked to assist in some of these activities.

3.1.1 Assessment Sessions

The 2000 NAEP field test assessments involve students at three grade levels: fourth, eighth, and twelfth. All grade levels will be assessed in two subject areas, history and geography. Each assessment session will involve both subject types with some students working in history booklets and some in geography booklets.

Each assessment booklet contains several blocks (or sections) of assessment items. Sections are spiraled among all booklets of an assessment type. Therefore, not all booklets contain the same sections **and** not all students may be working on the same section at any given time. Students are given a set period of time to work in a particular section of the assessment booklet, but within the section, they work at their own pace. The role of the exercise administrator is to read the directions where appropriate, to distribute, to time the sections, and to collect assessment materials.

3.1.2 Selection of Students to Participate in National Assessment

One of the responsibilities of the assessment supervisor is to select a sample of students to participate in the assessment according to carefully defined rules specified by the Westat statisticians. Because this is a field test year, schools have been offered the option of selecting an intact classroom for each subject to be assessed. It will be necessary, however, to follow many of the normal sampling steps in preparing the assessment documents and materials. The sample of students who will participate in the assessment is usually selected one week to 10 days prior to the scheduled administration of NAEP sessions. Your supervisor is responsible for selecting the sample of students but may ask your assistance in the sample selection process.

Some of the tasks that you may be asked to assist with include:

- Reviewing the school's list(s) of students for completeness as directed by your supervisor;
- Numbering the student list;
- Abstracting and/or recording demographic information about the students on the lists;
- Preparing Post-it notes to facilitate booklet distribution;
- Preparing materials for teacher, student, or parent notification.

Your supervisor will instruct you in each of these tasks as necessary.

3.1.3 Planning the Assessment Sessions

The sampling process for the 2000 field test will result in the selection of about 60 students per school. Each of these students will be assigned to one of two sessions scheduled for the school. This will usually result in approximately 30 students for each session.

Available space and the total time that the school can allow for the assessments are important factors in determining the logistics for the 2 sessions to be held. Your supervisor will ask the school coordinator how the school prefers the sessions to be organized, where the sessions will be held, and how the students will be notified.

Because schools are selecting intact classrooms for assessment, it is expected that students will be notified of assessment details such as date, location, and time through that classroom teacher.

The procedures for notifying the students selected for the sessions will be worked out with the school coordinator by your supervisor. One option the coordinator will be given is to use NAEP Student Appreciation Certificates as student appointment cards (Exhibit 3-1). We will also provide Teacher Notification Letters for the school to use. The teacher letter briefly explains NAEP and can be accompanied by a list of students or a set of certificates. If the coordinator elects to use the certificates and/or teacher letters, your supervisor may ask your assistance in filling them out at the time of sampling.

3.1.4 Preparation of Teacher Questionnaires

For the field test, NAEP has streamlined procedures for preparing and distributing teacher questionnaires. In grade 4, the teacher of the self-contained class being assessed will receive a questionnaire with instructions to complete both the history and geography sections. For grade 8, the school coordinator will identify the social studies teachers of the selected students. They will be given the 8th grade teacher questionnaires. Your supervisor has the responsibility of preparing and distributing these questionnaires, but you may be asked to assist with this task during the sampling visit.

There is one teacher questionnaire at Grades 4 and 8, as follows:

	<u>Subject Areas</u>	<u>Questionnaire ID No. Prefix</u>
Grade 4	History/geography	083
Grade 8	History/geography	084

There is no teacher questionnaire for grade 12. A form called the Roster of Questionnaires (Exhibit 3-2) is used to keep track of the teacher questionnaires at each school.

Exhibit 3-1. NAEP Student Appreciation Certificate

Certificate of Appreciation



Presented to _____
(Student's name)

*for participating in the
National Assessment of Educational Progress*

Date: _____
Time: _____
Location: _____

Gary W. Phillips
Gary W. Phillips, Acting Commissioner,
National Center for Education Statistics
U.S. Department of Education

Exhibit 3-2. Examples of Roster of Questionnaires – Teacher Questionnaires

III. Teacher Questionnaire		III. Teacher Questionnaire										Administrator Use Only							
Teacher's Name		Teacher #	Subject		HISTORY/GEOGRAPHY Teacher Questionnaire ID #		Returned		SCHOOL #:		NCS USE ONLY								
			History	Geography	083 -	000	3	3	3	3	Yes	No	9	9	1	0	4	0	
01	Ms. Kidd	01	<input type="radio"/>	<input type="radio"/>	083 -	000	3	3	3	3	<input type="radio"/>	<input type="radio"/>							
02	Ms. Field	02	<input type="radio"/>	<input type="radio"/>	083 -	000	3	3	4	5	<input type="radio"/>	<input type="radio"/>							
03		03	<input type="radio"/>	<input type="radio"/>	083 -						<input type="radio"/>	<input type="radio"/>							
04		04	<input type="radio"/>	<input type="radio"/>	083 -						<input type="radio"/>	<input type="radio"/>							
05		05	<input type="radio"/>	<input type="radio"/>	083 -						<input type="radio"/>	<input type="radio"/>							
06		06	<input type="radio"/>	<input type="radio"/>	083 -						<input type="radio"/>	<input type="radio"/>							
07		07	<input type="radio"/>	<input type="radio"/>	083 -						<input type="radio"/>	<input type="radio"/>							
08		08	<input type="radio"/>	<input type="radio"/>	083 -						<input type="radio"/>	<input type="radio"/>							
09		09	<input type="radio"/>	<input type="radio"/>	083 -						<input type="radio"/>	<input type="radio"/>							
10		10	<input type="radio"/>	<input type="radio"/>	083 -						<input type="radio"/>	<input type="radio"/>							
11		11	<input type="radio"/>	<input type="radio"/>	083 -						<input type="radio"/>	<input type="radio"/>							
12		12	<input type="radio"/>	<input type="radio"/>	083 -						<input type="radio"/>	<input type="radio"/>							
13		13	<input type="radio"/>	<input type="radio"/>	083 -						<input type="radio"/>	<input type="radio"/>							
14		14	<input type="radio"/>	<input type="radio"/>	083 -						<input type="radio"/>	<input type="radio"/>							
15		15	<input type="radio"/>	<input type="radio"/>	083 -						<input type="radio"/>	<input type="radio"/>							
16		16	<input type="radio"/>	<input type="radio"/>	083 -						<input type="radio"/>	<input type="radio"/>							
17		17	<input type="radio"/>	<input type="radio"/>	083 -						<input type="radio"/>	<input type="radio"/>							

This form must be completed in No. 2 pencil.

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3.2 The Materials Used in the Assessment

3.2.1 The Administration Schedule

The Administration Schedule (Exhibit 3-3) is the primary document used to record information about each assessment session. As part of the NAEP sampling process, an Administration Schedule is prepared for each assessment session. A very important job of the EAs is to list the names of the students selected to participate in a session on the Schedule, and to record information about each student. Since 33 booklet ID numbers are preprinted on each Administration Schedule, listing the sampled students on the Administration Schedule results in automatic assignment of a NAEP assessment booklet to each student.

The Administration Schedule is printed in such a way that all recorded information is machine-scannable. Therefore, only a No. 2 pencil should be used to make entries on the form. The page is perforated so that the names of the students and the locator information can be torn off and left at the school after the assessment is over.

As shown in Exhibit 3-3, several blocks of information are printed at the top of the Administration Schedule. In the top left corner are Race/Ethnicity Codes that should be used to fill in the "Race/Ethnicity" column for each student. Below this are the bundle numbers for the three bundles of assessment books that contain the booklet ID numbers printed on the Administration Schedule. The top right corner provides space to record the number of students sampled for the session and the final results of session attendance.

Finally, the center block contains preprinted information identifying the NAEP school ID number, school name, session type, grade, and a space for the session administrator's name. Spaces are also provided here for the session date, time, and location. Details about recording information on the Administration Schedule are given in Section 3.3 of this manual.

3.2.2 Assessment Booklets

Your supervisor will know how many assessment booklets will be needed for a school as a result of sampling and will give you enough booklets for the session you will be conducting. Booklets will be packaged in bundles of 11. The booklets from 3 bundles will be listed on each Administration Schedule.

Each booklet has an alphanumeric code in the upper right corner. Numerals identify the booklet number. Letters that **precede** the numeral identify the booklet type: H (history) and G (geography). Letters that **follow** the numeral identify materials to be handed out during the session. Below is a summary by grade level of assessment book numbers and the materials required.

Grade	Subject	Booklet Numbers	Additional materials
4	History	H501 H502 H503 H504 H505 H506	None
	Geography	G401RA G402R G403AR G404RA G405R G406AR	A = Atlas R = Rulers
8	History	H501 H502 H503	None
	Geography	G401RA G402R G403AR	A = Atlas R = Rulers
12	History	H501 H502 H503 H504	None
	Geography	G401RA G402R G403AR	A = Atlas R = Rulers

You should be able to recognize the assessment booklet codes to ensure that you are distributing the correct booklets for each session and the correct materials for each booklet. To distinguish further among sessions, the booklet covers are printed in different colors: booklet covers for

Grade 4 are printed in blue ink; for Grade 8 in brown ink; and for Grade 12, booklet covers are printed in gray ink.

An illustration of a few booklet covers is given in Exhibit 3-4. Refer to the codes in the chart above to identify the type of booklet and additional materials to be used with each booklet.

3.2.3 Geography Assessment Materials

As shown in the chart in Section 3.2.2, the 2000 geography assessments require the use of materials not in the booklets themselves: rulers (R) and world atlases (A).

Each of the geography booklets will require the use of a ruler. The rulers will be inserted inside the booklet covers prior to the assessment. The atlases will be given to the student along with the assessment booklet.

3.2.4 No. 2 Pencils

Only the No. 2 pencils provided by your supervisor should be used by students to record their responses in the assessment booklets. Each student will receive one NAEP pencil to use during the assessment and to keep afterwards as a thank-you gift for participating. As you distribute the booklets, you will hand each student a No. 2 pencil. You should keep a reserve of extra pencils at the front of the room in case a student requires another pencil during the session. It is your responsibility to make sure that you have enough NAEP pencils for each session (i.e., one per student plus extras).

3.3 Preparing for the Assessment

3.3.1 Preparing the Administration Schedule

The NAEP Administration Schedule has been referenced briefly in earlier sections of this manual but will be discussed in greater detail here. After the sample of students to be assessed has been selected, the NAEP supervisor will prepare the Administration Schedule(s) for the sessions to be conducted in the school, often with the help of EAs. This preparation involves recording session schedule information and the names of selected students, their homeroom or other locator information, grade, birth date, sex, race, SD status, and LEP status.

Your supervisor will fill in the day, date, time, and location of the assessment session and will also enter the name of the EA who will conduct the session.

The next step is to list the students selected for that particular session. Your supervisor may ask your assistance with this task. **CAREFULLY TRANSFER THE INFORMATION FOR EACH STUDENT ASSIGNED TO THAT SESSION FROM THE STUDENT LIST. SINCE THE BOOKLET ID NUMBERS ARE PREPRINTED FOR A PARTICULAR SESSION, YOU MUST USE THE CORRECT ADMINISTRATION SCHEDULE FOR THE SELECTED SESSION.**

Copy the student's name, homeroom, grade, birth date, and sex from the school's list of students enrolled in the designated class onto the Administration Schedule. Use the race/ethnicity codes in the upper left corner to fill in the "Race" column. Fill in the ovals in the appropriate columns for any student who is identified as being Limited English Proficient (LEP) and/or who has a student disability (SD). As a last check to be sure no errors have been made in transferring names from the list of sampled students to the Administration Schedule, count the names on the Administration Schedule and compare this to the number of students selected on the Student Listing Form (SLF).

Administration Schedules are preprinted with 33 booklet ID numbers. As you list the student names on the Administration Schedule, assessment booklets will be assigned automatically to these students. If more than 33 students are sampled for the session, your supervisor will supply you with additional booklets to assign to the additional students. After you have listed the selected students on the Administration Schedule, enter the total number of students sampled for the session on the line labeled "Total in Sample" on the Administration Schedule.

After the Administration Schedule has been prepared, your supervisor will give it to the school coordinator to fill in any missing information and to identify special education or limited English proficient students who cannot be included in the assessment.

If a student cannot be included in the assessment, a single line should be drawn through the student's name and "Homeroom or Other Locator" column on the Administration Schedule up to the perforation. **DO NOT LINE THROUGH ANY OTHER INFORMATION FOR THIS STUDENT BEYOND THE PERFORATION.** Then, for each student identified as excluded, enter one of the codes in the 60 series (60 through 66) in the columns labeled "Admin. Code" and enter the total number of excluded students at the top of the Administration Schedule on the line labeled "# Excluded."

Occasionally, after the names of the sampled students have been listed on the Administration Schedule, the school will inform you that a student has officially withdrawn from school or is ineligible to take the assessment (i.e., a foreign exchange student). If this happens, line through that student's name and "Locator" column up to the perforation, and enter a "51" in the "Admin. Code" column for any withdrawn students, or a "55" for any ineligible students. Then enter the total number of withdrawn and ineligible students at the top of the Administration Schedule on the line labeled "# Withdrawn & Ineligible."

Subtract from the "Total in Sample" the combined number of "withdrawn" and "excluded" students. Enter the difference on the line labeled "TO BE ASSESSED".

An Administration Schedule filled out as described above is shown in Exhibit 3-5. **The Administration Schedule must be filled out carefully, completely, and accurately. If not, the integrity of the data will be compromised.**

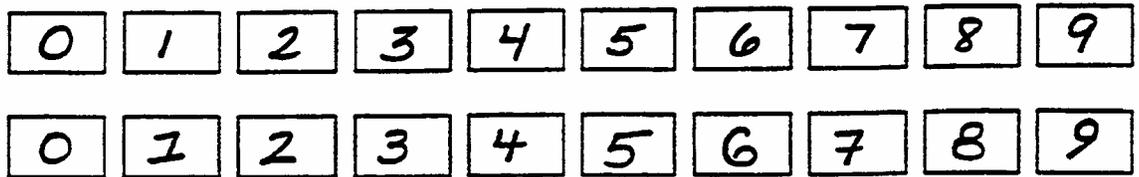
3.3.2 Guidelines for Recording Information on the Administration Schedule and Other Control Documents

Your responsibility in conducting a session requires that you enter pertinent information onto the Administration Schedule. Since the Administration Schedule as well as other control documents is machine scannable, it is very important that only a No. 2 pencil be used and any information entered is printed neatly and clearly within the boxes. Numbers should be written clearly and **should not touch the sides of the shaded boxes.**

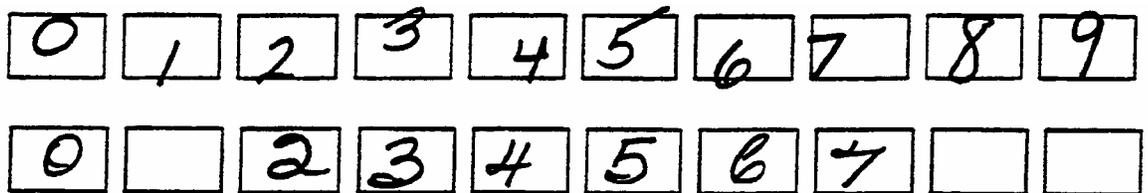
- When entering characters on the Administration Schedule (in columns other than the "Student Name" column that will be detached after the assessment), print the characters in the middle or center of the box with white space on all sides.
- Numerals entered in multi-column blocks should be right justified **and** zero-filled. Blocks or lines for which no entry is needed may be left blank.
- Erase completely and clearly to correct entries. Do not cross out or strike through numbers entered incorrectly.

Shown below are examples of acceptable and unacceptable writing styles for completing control documents.

The following are ACCEPTABLE writing styles:



The following examples are UNACCEPTABLE due to edges touching the sides of the boxes and extraneous loops on characters:



3.3.3 Preparing the Assessment Booklets for Distribution

Preparing the assessment materials for distribution is a multi-step process. It involves preparing Post-it notes, placing required materials inside the front cover of the assessment booklets, and finally, affixing the Post-it notes to the assessment booklets.

Preparation of Post-it notes:

- Using the Administration Schedule, write the student's name and assessment booklet ID number for each student scheduled to be assessed on a Post-it note. Keep the Post-it notes in Administration Schedule order. If you prepare Post-it notes before the assessment day, clip them together by session and **leave them at the school with the Administration Schedule and Rosters until assessment day.**

Assessment materials will be packed by session. Booklets for each session type will be shrink-wrapped in bundles of 11. Packed with each bundle will be a numbered bundle slip listing session information and the first 3 digits of the booklet ID numbers contained in that particular bundle. These prefix numbers of the booklet IDs listed on the bundle slip will match those that are preprinted on the Administration Schedule as shown in Exhibit 3-6. Furthermore, the bundle number will also match those preprinted in the upper left corner of the Administration Schedule. The bottom booklet (the 11th booklet) in each bundle will be turned over so you can read the entire booklet ID number without unwrapping the bundle. For each bundle be sure to check that this booklet ID number matches the corresponding booklet ID number on the Administration Schedule.

Never use booklets for any session other than the one specified on the Administration Schedule.

Affix the prepared Post-it notes to the appropriate assessment booklets and prepare the booklets as described below.

1. Using the prepared Post-it notes and the Administration Schedule, begin with the first student listed on the Administration Schedule and the first booklet in the first bundle for the session you will conduct. Check the booklet ID number. Attach the Post-it note bearing the student's name and booklet ID number to the cover of the booklet with that ID. This will help you distribute booklets to the correct students.
2. After you affix the Post-it note, check the Administration Code on the Administration Schedule. If, in the columns labeled "Admin. Code", a "60," "61," "62," "63," "64," "65," "66" (codes for excluded students), "51" (withdrawn), or "55" (ineligible) has been recorded, write the code on the Post-it note and set these booklets aside (keeping the Post-it note attached to the book).
3. Repeat this procedure for each student whose name is listed on the Administration Schedule. All booklets for students to be assessed, as they are prepared, should be stacked face down to keep them in Administration Schedule order.

Exhibit 3-6. Bundle Slip with Matching Administration Schedule

ADMINISTRATION SCHEDULE Page 1

School #: 999-104-0 Session Type: HIST/GEOG
 School Name: MARLTON CITY ELEM Grade: 4
 Administrator's Name: YAM NAME

Original session scheduled for: Make-up session scheduled for:
 Day/Date: 04/01/04 Day/Date: 04/01/04
 Time: 9:00 AM Time:
 Location: 4th Grade Classroom

Bundle #'s
 6001
 6002
 6003

NAEP ASSESSMENT - GRADE 4

TYPE: HISGEO 1

BUNDLE # 6001

WOLD ATLAS
RULERS

501 RA
502 R
503 AR
401 RA
402 R
501
502
503 RA
401 RA
402 R

1. This form must be completed in No. 2 pencil.

2. Race/Ethnicity Codes For Use in Column "F"

1 = White not Hispanic
 2 = Black not Hispanic
 3 = Hispanic
 4 = American Indian/Alaskan Native
 5 = American Indian/Alaskan Native
 6 = Other

14

Total In Sample
 # Withdrawn & Ineligible (Admin. Codes 51 & 55)
 # Excluded (Admin. Codes 60-66)
 TO BE ASSESSED

Absent (Field Makeup if 4 or more absent)
 # Assessed (Original Session)
 # Assessed (Makeup Session)
 TOTAL ASSESSED

2000 Field Test Administration Schedule

Grade # _____ Makeup Date _____

Booklet ID #	Teacher	Page #	Admin. Code	Admin. Code (7/A)	Admin. Code
501 000001 5	0	1			
502 000002 6	0	1			
503 000003 7	0	1			
401 000004 8	0	1			
402 000005 9	0	1			
403 000006 0	0	1			
501 000007 1	0	1			
502 000008 2	0	1			
503 000009 3	0	1			
401 000010 4	0	1			
402 000011 5	0	1			
403 000012 6	0	1			
501 000013 7	0	1			
502 000014 8	0	1			

Session Number H10401

Admin. Code

ASSESSED IN ORIGINAL
 10 = In session full time
 11 = In session part time
 12 = In session part time
 13 = Other, specify on cover

ASSESSED IN MAKEUP
 20 = No responses in booklet
 21 = No responses in booklet
 22 = Session incomplete
 23 = Session incomplete
 24 = Other, specify on cover

ABSENT
 40 = Temporary
 41 = Other (specify on cover)
 42 = Other (specify on cover)
 43 = In school not attempted
 44 = In school not attempted
 45 = In school not attempted
 46 = In school not attempted
 47 = In school not attempted
 48 = In school not attempted
 49 = Other, specify on cover

OTHER
 51 = Withdrawn
 52 = Withdrawn
 53 = Ineligible
 54 = Ineligible
 55 = Ineligible
 56 = Not in sample

REASONS FOR EXCLUSION
 60 = SD cannot be matched
 61 = LEP cannot be matched
 62 = LEP cannot be matched
 63 = LEP cannot be matched
 64 = SDL expressed concern not attempted
 65 = SDL expressed concern not attempted
 66 = Other, specify on cover

ASSESSED WITH
 72 = Principal ok history
 73 = Principal ok history
 74 = Principal ok history
 75 = Principal ok history
 76 = Principal ok history
 77 = Principal ok history
 78 = Principal ok history
 79 = Other, specify on cover

00006001 - 2



4. Then, band together the booklets for excluded, withdrawn, and ineligible students. These should be kept banded together (i.e., separated from) but remain with the bundle of booklets for the session.
5. Turn over the stack of booklets to be used in the session.

Place any additional materials required for each booklet (such as a ruler) inside the front cover of the booklet.

Then, band the booklets together and place the session Administration Schedule on top of the stack. Booklets are now ready for distribution.

3.3.4 Preparing Other Assessment Materials

As discussed in Sections 3.2.2 and 3.2.3, some books require the use of materials not in the booklets themselves. The rulers should be inserted inside the booklet covers. Be sure that you also have enough world atlases to hand out as you hand out the appropriate booklets.

Your supervisor will provide you with a supply of extra materials, that you should keep on hand for every assessment session, in the event that a student receives defective materials.

CONDUCTING THE ASSESSMENT

Task	Materials/Source	Manual Reference
1. Report to school	NAEP ID Badge EA's Assessment Information Form	4.2.1
2. Prepare assessment room— Check # of seats, set out supplies, etc.	Administration Schedules, booklets with any necessary materials inserted & Post-its attached, rulers, world atlases, session script, timer, pencils, and "Testing" sign.	4.2.2
3. Check in students participating in session	Administration Schedule	4.2.3
4. Use script to conduct the session	Session script, timer	4.3
- Distribute booklets and other assessment materials	Booklets and additional materials	4.3.2
- Answer student questions for Background Section	Q x Qs	4.3.4
5. Monitor and supervise the session		4.4
- Record student questions, concerns, unfamiliar words	Session Debriefing Form	4.4.3
6. Collect assessment booklets and materials	Administration Schedule	4.5
7. Dismiss students according to school procedure	EA's Assessment Information Form	4.5

4. CONDUCTING THE ASSESSMENT

During the assessment session, you assume several roles. You are a NAEP representative and are expected to have enough knowledge of NAEP's history, objectives, and frameworks to answer questions concerning the assessment that may arise from students and school staff.* You are the assessment administrator and need to be fully adept in session-conduct procedures and record-keeping procedures. You also assume the role of a substitute teacher during the assessment session when the students are in your control. This chapter offers practical suggestions for how to take effective charge of a classroom and how to manage problem situations, such as disruptive student behavior, and presents guidelines for supervising and monitoring the session. A videotape addressing these issues will be shown and discussed at your training session. This chapter also describes the activities for which you will be responsible on assessment day, including conducting sessions.

4.1 Classroom Management

Having knowledge of procedural information is only half the battle in accomplishing a successful test administration. Particularly for "outside" test administrators like yourselves, practical considerations such as how to take effective charge of a classroom and how to manage inappropriate classroom behavior assume major importance in the outcome of the assessment.

Literature on effective classroom management consistently states that it does not occur by accident. A well-organized administrator who is equipped to handle any and all situations will be more effective than one who ventures into the classroom ill prepared. In your role as a NAEP representative or "outside" administrator, you will be looked upon by students as an authority figure not unlike a substitute teacher (which is not necessarily an enviable position). It is therefore in your best interest to anticipate, prepare, and organize to the greatest extent possible prior to and on assessment day.

Included in subsequent sections of this manual are suggestions for maintaining control of the classroom. These guidelines have been borne out by both research and field experience and are presented to help you accomplish a successful assessment.

*You are not expected to know everything. Do not answer questions unless you are confident you know the correct answer. If you do not know the answer, say so, and ask your supervisor to respond.

In the event that you are unfamiliar with students at the grade levels we are assessing, the following overview will provide some insight into the special challenges at each grade to help you prepare mentally. For example, it may not be effective for the "youngest" EA's to conduct Grade 12 sessions, since these "oldest" students may attempt to take advantage of younger EA's simply because the students assume (perhaps incorrectly) that these EA's are less experienced. Helpful hints are offered whenever possible, based on effective procedures used by experienced NAEP supervisors.

4.1.1 Fourth Grade Assessments

It is important to understand the elementary school child's strengths and limitations. Developmentally, fourth graders are engaged in a period of rapid brain growth. They are at the age where they develop attachments; they attach themselves to routines and, in school, attach themselves to a single teacher. It is often very helpful (and reassuring) to have the students' teacher remain in the room during the assessment.

These students can also be very territorial, so if the assessment is being conducted in their regular classroom, it is best to let the children assigned to that room sit at their own desks. They tend to worry about others using their things if they see someone else sitting in their seat.

Fourth graders are usually anxious to please others, especially grown-ups, and need to be shown a great deal of respect. They ask many questions, want to be sure they are doing things correctly, and like rewards for a job well done.

While this enthusiasm is delightful to deal with, it can also be time consuming. A good approach to take is to talk with the entire class before the session begins. Stress that they were "picked" for this assessment and that they should try to do their very best. Let them know that not everyone may be working on the same thing, and that it may take some students longer to finish than others so "we will all be helpers by remaining quiet when we are finished."

This age group will ask to use the restroom more than any other. Hopefully, the teacher has reminded them to use the facilities just before the test starts. If not, you should check to make sure that they do have this opportunity prior to the start of the session. If, however, a child asks to be excused during the session, ask if he or she can wait for just a few minutes especially if it is toward the end of the session. If not, dismiss the student **as quietly as possible**. Remember that the power of suggestion is tremendous within this age group and you could soon have a long line of students wanting to leave.

Occasionally a child will feel so threatened or frustrated that he or she will begin to cry -- this can be very unnerving. Gently try to find out what the problem is, bearing in mind that if the child is afraid of you, he or she may just cry harder if you approach him/her. This is one of the best examples of why it is good to have a teacher stay in the room. Visibility of the teacher provides reassurance to the students.

Also, provide reassurance if students cannot answer all the questions by saying something like "Just do the best you can to answer each question." We want them to try to respond to every question so we get an accurate evaluation of what they know.

When the session is over, remember to praise them for a job well done.

In case you need to hold these students for any length of time when the session is over, one way to sustain their attention is to play a game with them. Consider playing a popular, updated version of "Simon Says". Have all students stand and face you. Then, make a movement, such as putting your hands on your shoulders. Make another movement such as putting your hands on your head. Students should put their hands on their shoulders. When you make the next movement, such as putting your hands on your knees, students should put their hands on their heads, and so on. Play continues in this manner with the students always being one movement behind you. If a student makes a wrong move, he/she sits down. Continue until you have a winner. That person then becomes the leader.

4.1.2 Eighth Grade Assessments

Many districts refer to the schools that their 8th graders attend as "Middle Schools". Whether they are called Middle, Junior High, or Intermediate, all of these terms are good ways of describing this "caught-in-the-middle" group. This group exemplifies a period of social growth; academics are not high on their agenda. Students at this age no longer feel they are children, but they have a long way to go to be adults.

Eighth graders are very aware of their peers. They like being part of a group, at the same time expressing their individuality through hairstyles and dress. They want to be treated as adults, but are still easily offended or embarrassed by even the most inconsequential remark.

This age group responds to a sense of fair play and humor. Use this to your advantage.

As you are ready to begin the session, you may find that eighth graders want answers to questions like, "Why are we taking this test?" or "Will this count toward my grade?" Although these questions are addressed in the script, they may need to be discussed in a little more depth prior to the start of the session.

Be honest with them about what is happening. Explain to them how they were chosen or what will happen if the session runs over. If a session is going to run into another academic period, explain to the students that they will be excused from their next class. If the session will run into a recess or lunch break, you need to be aware of this ahead of time and inform students how this will be handled. Students at this level do not like to be deprived of their "free time."

Addressing their concerns shows respect and does a lot to boost your credibility and gain their respect. Answer questions that are reasonable, but control the amount of time spent on this type of activity.

If you must confront disruptive behavior, do so in a decisive manner. Subsequent sections of this manual deal with specific techniques you may use to minimize and resolve such behavior. If a student is truly unruly and you feel unable to comfortably control the situation, don't be afraid to seek assistance!!

4.1.3 Twelfth Grade Assessments

High school seniors are the most difficult group to notify of the assessment and to locate at the time of the session. There are many reasons for this. High school seniors are not always on campus for the entire day. Many have enough credits to graduate without having to take a first or last period class. Others may be on some type of job experience program where they may spend only one period a day on campus. Members of an athletic team may often be absent because of scheduling conflicts with a sporting event. Although every effort is made to schedule the NAEP assessment around these conflicts, it is not always possible. Schedules at this grade level seem to change frequently and without warning and sometimes even school counselors are unaware of the latest changes.

Another reason that some students do not attend our sessions is that sometimes the school personnel have not informed them of the assessment or have not released them from their other commitments. Some teachers do not want their students missing their class for any reason. Even if students are aware that they are supposed to be at the assessment, if their teacher will not release them,

they will not challenge that decision. If you are aware that a situation like this is occurring, diplomatically (and expeditiously) try to enlist the support of the school administration staff.

Our job is to assess as many sampled students as possible. At this grade level, that is indeed a challenge.

Even more difficult is to know when to begin a session. Care should be taken not to inconvenience those who showed up by making them wait for others. If the school has a public address system and a general announcement is made to refresh the memories of those invited, you may wait a few additional minutes for them to arrive. You should not, however, wait until every absent student has had a chance to be tracked down. Even more so than eighth graders, twelfth graders do not like to be deprived of their free time and will get up and walk out if a session runs into their lunch break or continues after the closing bell.

Questions from seniors are direct and to the point (e.g., "Do I have to take this test?", "What's in it for me?"). Remind them that their school has agreed to participate and that each of them was selected to represent many students across their state as well as nationwide.

Once you begin the session, you will find that this group knows the "system." You will be able to read the script with little or no interruption. Your biggest headache will be students who want to work ahead of the current section of the test booklet. Constant monitoring is necessary to keep this from happening.

It also helps to remind them at the beginning of the session that they will be in the room for the full allotted time and cannot leave early. For many of their other exams this may not be the case, so you will need to make this very clear.

At all grade levels if time allows after the session is finished, ask the students their impression of the assessment--was it easy?, hard?, too long?, fun?....This will show your interest in their opinions and reinforce the importance of NAEP. Record student reaction in the Session Debriefing Form (see Section 4.4.3 for more information about the Session Debriefing Form).

4.2 Before the Session Begins

4.2.1 Reporting to the School on the Day of the Assessment

On the day of your assignment, plan to arrive at the school about one hour before the first session is scheduled. The amount of time you will need depends on how many of the preassessment activities (such as preparing Post-it notes) are completed prior to assessment day. It also depends on the size of the assessment and the school's schedule. Before assessment day you should confirm your arrival time with your supervisor and review the EA's Assessment Information Form (Exhibit 4-1) provided to you by your supervisor. This form will include information concerning each assessment you are scheduled to conduct, such as the school name, address, and phone number, the school coordinator's name, the assessment date and time, the session type and location within the school, directions to the school, etc.

Professional behavior and dress is required at any time you are working in a school. In her book, **Successful Subbing**, Carol Fuery talks about the notion that we live in a visual world and that in about 10 seconds students can form an expectation about your ability to handle a class based on your appearance. Clothing is one of the most important aspects in effectively taking charge of a classroom and establishing authority. Suggested attire for women is a suit, tailored dress with a blazer, or a blazer and a skirt. For men, a suit and tie or dress trousers with a sports jacket and tie is appropriate. The colors that have proven themselves best for establishing authority are navy blue, maroon, gray, and black. In other words, the more conservative your dress without looking overly stuffy, the better. A word about shoes -- particularly for women. Low-heeled, comfortable shoes are preferred. Also, make sure that the heels on your shoes are properly maintained to avoid making excess noise as you walk around the room. Experienced NAEP staff tend to walk slightly on their tiptoes to minimize the amount of noise and to remain as inconspicuous as possible while monitoring a session.

Be sure to wear your NAEP Identification Badge. You must first check in at the school office, identify yourself, and explain why you are there. Again -- please keep in mind that the first impression you give to both students and school staff is based on your **attire and appearance**. Experienced supervisors have recommended that professional attire is an aspect of NAEP that needs improvement and greater attention -- on the part of both supervisors and exercise administrators. Clothing need not be elaborate or expensive, but should be neat, business-like and appropriate.

As soon as you check in at the school office, locate your supervisor who will then find the school coordinator (the person appointed by the school to coordinate activities) to obtain the Administration Schedule for your session and any other materials you will need. If multiple sessions are being conducted concurrently at the school, your supervisor will provide you with copies of Administration Schedules for the other sessions as well.

Your supervisor will have worked out with the school coordinator the procedures for notifying the students of the sessions. Be sure that you are aware of the plans. One option given to the school coordinator was to use a Student Appreciation Certificate, discussed in Section 3.1.3. If the coordinator has elected to use these cards, the supervisor will have supplied them in advance.

Also, make sure that you know how the school wants students returned to their classes at the end of the session. If your supervisor has not discussed this with you prior to the assessment day, be sure to ask him/her or the school coordinator. It is important that we follow school procedure in dismissing students.

4.2.2 Preparing For Students' Arrival

When you arrive at the room you will be using for the assessment, check to make sure there are enough desks for the number of students in the session; if not, notify your supervisor. Erase the blackboards and, if possible, conceal any school materials pertinent to the session type (e.g., charts of multiplication tables in a mathematics session). Then, set out the supplies you will use for the session and sharpen pencils, if necessary. It's also a good idea to know how to call the principal's office from the classroom in the event of an emergency.

It is important that the desks be arranged so that all students can readily see you, and similarly, that you can readily see each student. If at all possible, avoid having students face potential sources of distraction such as windows, doorways, etc., and if you can help it, never seat students facing each other.

4.2.3 As Students Arrive at the Session

Your presence and demeanor as an authority figure should be exercised as soon as the students begin to arrive. Your effectiveness as an administrator will be predicated largely on your ability to convey to the students what is expected of them immediately upon their arrival at the testing room. Remember that organization and preparedness is the key to effective classroom management.

Once the room has been properly arranged, make sure that you have the booklets and other assessment materials ready for the session and that you are confident of how they will be distributed (see Section 4.3.2).

Although this is not always possible, your supervisor will attempt to enlist assistance from school personnel to introduce you and the NAEP assessment to students. It will help considerably if a school staff member is present to assist you, particularly someone who is considered "high stakes" such as the principal or school disciplinary person. We have also found that if school staff are able to help monitor the session, their presence helps keep disruptive behavior at a minimum and the students' attention on-task.

Your ability to impart an air of, as one researcher calls it, "with-it-ness" (Cangelosi 1988, p.16) is critical. You must be aware of **everything** that is going on in the classroom. As an example, you may be able to demonstrate your awareness of class dynamics by either separating or seating near you, students who have made it obvious upon their arrival that they are especially likely to cause disruption. The manner in which you carry yourself, the use of direct eye contact, and facial expressions all communicate confidence and that you intend to be taken seriously. By focusing your eyes directly on individual students, you communicate interest in them and assign an importance to the task in which they are engaged. Also, smiling at a student when you've caught his or her eye conveys an interest in that student as an individual and facilitates an atmosphere of respect and cooperation.

One way to establish your authority immediately is to stand close to the door as students arrive. If the students come in singly or in small groups, check off the students' names as they enter. **However, do not create a line of students waiting to enter the classroom -- this will annoy the school!** If the students come too quickly, you can at least take the opportunity to seat students where you want them, separating potential troublemakers.

Several different types of sessions may be conducted at any one time in any one school. Each student is sampled to attend a particular session type and **must** attend a session of that type. If a

student is assessed in a session type for which s/he was not sampled, the data cannot be used. Therefore, it is very important that you check to make sure that each student who has arrived at the session belongs there. This may be accomplished either by checking in the students informally as they enter, or at the time that you distribute the assessment booklets, as described in Section 4.3.2. **Also remember, do not distribute the booklets designated on the Administration Schedule for Excluded or Withdrawn students.**

If a student who comes to the session is not listed on the Administration Schedule, either the student has come to the wrong session or s/he is not in the sample. In schools with multiple sessions conducted concurrently, your supervisor should give you copies of the Administration Schedules for all sessions. If the student is not listed on the Administration Schedule for your session, you should check the Schedules for all other sessions to determine where to send the student. If the student's name does not appear on any of the session Administration Schedules, he or she has not been selected for the assessment. [For the field test **only**, the student's name may be added to the Administration Schedule, s/he may be given the corresponding assessment booklet and s/he may be assessed.]

If you have checked-in all students who have arrived, but four or more students on the Administration Schedule are not present, 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 a school staff member is present, discuss the possibility of finding the missing students. If it is determined that missing students are in fact absent, or five minutes elapse beyond the time the session was to begin, proceed with the assessment.

Before beginning the script, instruct students to place all of their belongings directly under their desks. It is important that the aisles not be obstructed to allow you mobility through the classroom. At any given moment you should be able to get quickly to any student.

4.3 Using the Script to Conduct the Session

After all students have been checked in and seated, you must conduct the session by following the appropriate script for the grade level and session type. **Each session type has a different script.** There are differences from script to script in wording, in procedures, and in the materials required.

You should be thoroughly familiar with each session script and be able to read each script fluently. The script should be read **word for word (but with expression)** to make sure that all sessions of that type are administered the same throughout the country.

NOTE: There are two different scripts for administering the grade four sessions. The script that is used must match the version of the race/ethnicity question(s) that appears in the students' booklets in Section 1. Each fourth-grade bundle of booklets will be labeled with the "session type". For those labeled HISGEO1 you will use session script Type 1. You will use session script Type 2 for bundles labeled HISGEO2.

The sections of the script common to all assessment types are discussed below.

4.3.1 Introduction

All scripts begin by introducing you and the national assessment and by giving a quick overview of the session.

4.3.2 Materials Distribution

After the introduction, the script instructs you to distribute the booklets and other materials if you have not done so already. There are two ways to distribute these materials:

1. After students have been seated and you have read the script introduction, call each student in Administration Schedule order and hand him/her the preassigned booklet, additional required materials, and a pencil; **OR**
2. Before the students arrive, place a preassigned booklet (with the Post-it bearing the student's name and booklet ID number), additional required materials, and a pencil on each desk according to your seating plan for the students scheduled to be assessed. As students arrive at the classroom ask them to find the booklet with their name and be seated at that desk.

Your supervisor will review with you how the materials are to be distributed based on the type and size of the session.

If you are distributing booklets by calling each student Individually in Administration Schedule order, you would do so at this point in the script. For students who are absent or found to be either withdrawn or ineligible on assessment day, enter "A," "W," or "I" on the Post-it note affixed to that student's booklet. Then place his/her preassigned booklet to the side to avoid handing it to the wrong student. (These cases would be in addition to any booklets you may have already set aside for students determined to be withdrawn, ineligible or excluded immediately after sampling.) **At the conclusion of the assessment,** you will enter the appropriate administration code for each student in column L (Admin. Code). In column M (Atten.) enter a checkmark for present or "A" for absent.

Booklet distribution is an opportune time to demonstrate your expectations of the students' behavior and to establish a proactive (as opposed to reactive) demeanor in the classroom. You should use this opportunity to your advantage by being well organized, well prepared, and by working quickly and efficiently to exercise your authority and control of the classroom.

Don't waste time! The booklet distribution process, no matter how large the session size, should take no more than 10 minutes.

Ask students who arrive **during booklet distribution** to wait at the front of the room while you finish distributing the booklets. Then, check the student in, give him or her the correct booklet, pencil, and any other required assessment materials, and direct the student where to be seated. Once booklets have been distributed, the script instructs students to remove the Post-it from the front cover of their booklet and to place it on the upper right corner of their desk. This will allow you to address each student by name throughout the assessment.

4.3.3 Booklet Directions

The booklet directions are on the first one or two pages of the assessment booklet and reprinted in your script for grade 4 sessions. You will read the booklet directions aloud in all sessions, grades 4, 8, and 12.

PLEASE NOTE: No student may be admitted once you or the students have begun reading the booklet directions. Any students who arrive after this point should not be admitted and will be counted as absent.

4.3.4 Additional Materials

Students are instructed to remove the ruler from the cover of the booklet and put it or the world atlas on the corner of their desk until the booklet directions instruct them to use them.

4.3.5 Background Section (Section 1)

Section 1 of each booklet contains general background questions beginning with a race/ethnicity question. You will read all of the general background questions to the fourth graders. In sessions involving grades 8 and 12, the students will read all of the background questions to themselves and you will time the section for 5 minutes.

As noted above, this field test includes a field test of two new versions of the race/ethnicity question. Thus, there are two scripts for administering the fourth-grade assessment. Be sure that you use the Type 1 script for the bundles of booklets identified as type HISGEO1 and use the Type 2 script for the bundles of booklets identified as type HISGEO2.

4.3.6 Subject Area Sections (Sections 2 & 3)

The timing of the booklet sections varies by grade. The session script provides instructions for the timing of each section. Exhibit 4-2 is a Timing Chart for each session being administered.

An electronic timer included with your supplies will be used to time the sections accurately. It is important that you are thoroughly familiar with the timer and its operation prior to conducting sessions. Practice using the timer so that you are familiar with it before your first assessment is conducted.

Exhibit 4-2. Timing Chart

GRADE	SECTION	TIMING
4	Booklet directions 1. General Background Questions 2. Cognitive (history/geography) 3. Cognitive (history/geography) 4. Race/ethnicity Bridging Quest. and questions on computer use	Administrator reads Administrator reads 25 minutes 25 minutes Read R/E question(s) & time remainder for 11 minutes
8 and 12	Booklet directions 1. General Background Questions Directions for Sections 2 & 3 2. Cognitive (history/geography) 3. Cognitive (history/geography) 4. Race/ethnicity Bridging Quest. and questions on computer use	Administrator reads 5 minutes 2 minutes 25 minutes 25 minutes Gr. 8 - 8 minutes; Gr. 12 - 9 minutes

4.3.7 Booklet Section 4

Section 4 begins with a version of the race/ethnicity question and continues with several questions on students' use of computers. In grade four, you will read the race/ethnicity question and then you will time the section for 11 minutes, as the students will work on the remaining questions themselves. In grades eight and twelve, the students will work on all of the questions by themselves as you time the section. Timing for grade eight is eight minutes, for grade 12 it is for nine minutes since there are more questions.

This section is introduced with the following:

Sometimes the way a question is asked can make a difference. Please answer the next question [2 questions] even though you've already answered questions like it [them] earlier today.

You should read through the question by question specifications for this section and encourage your EAs to do so as well. Students will undoubtedly ask why they have to answer “the same question again.” To many students, the question in Section 4 will seem “exactly” the same as the one they answered in Section 1. However, as noted in the Q X Qs, they are not exactly the same. Other than the obvious minor wording changes, both of the versions of the race/ethnicity question being tested now allow a person to select more than one answer.

4.3.8 Providing Accommodations in NAEP Sessions

NAEP will continue to offer accommodations for students with disabilities (IEP) or limited English proficiency (LEP). These accommodations may include: extended time, small group, one-on-one testing, reading the questions aloud to the student, and large-print booklets if the school has the necessary enlargement equipment. In all of these sessions, the student will use the assessment booklet assigned to him/her on the Administration Schedule. It is anticipated that, in many cases, the school will provide a teacher or staff person who is familiar with the students to work with you in these sessions. If your assignment includes a session with accommodations, your assessment supervisor will thoroughly review the details and arrangements with you in advance of the assessment.

4.4 Session Supervision

4.4.1 Monitoring the Session

During the session, it is your responsibility to ensure that students are working in the correct booklet section. The only way this can be adequately accomplished is by quietly walking up and down the aisles during the session. Studies have shown that the closer the physical proximity of the teacher to the student, the more likely that the student will be on-task. You should continually move through the classroom during the session (a good reason why the aisles need to be unobstructed!). On occasion, stand at the rear of the room so you can observe students inconspicuously.

At times, a student may raise his/her hand to ask about a particular test item (e.g., item is too difficult, the student doesn't understand what the question is asking, etc.). In this instance, you should approach the student individually. Although **you will not be able to help the student respond to the item**, you can clarify questions about how to record answers.

Since only a few students in a session will be using the same booklet, the possibility of collusion among students is reduced. However, it is important to discourage **any** such attempts by continually walking up and down the aisles during the session. At the same time, you will check that students are working in the correct booklet section and not working ahead of where they should be.

Paperwork should not be done during the session, only after the conclusion of the session. Your supervisor will instruct you where to go to code the booklet covers and complete other paperwork.

4.4.2 General Rules for Supervising the Session

1. You may not answer any questions once the students have begun working.
 - **For all sections of the assessment, you may not provide any specific information, answers or instructions about any question, or assist in reading or spelling.** The best response to such a request is "I'm sorry, I can't answer any questions. Just do the best you can." If the student indicates that s/he does not know a word used in the assessment, you can suggest that s/he "re-read the question and try to sound out the word if you don't understand."
 - When students are working on the subject area sections of the booklet, you may only provide assistance in showing **how** and **where** to record answers.

- The only exception to these rules is when a student is being assessed in the regular session with an accommodation such as read aloud in regular session. In such cases, it is important to indicate by symbol or code on the student's Post-it note which accommodation he/she may receive.
2. Since the completed booklets will be scored by machine, students may use only No. 2 pencils to record answers.
 - For multiple-choice questions, ovals must be completely filled in with heavy marks. There should be no unintentional stray marks in ovals.
 - Erasures must be complete and neat. For constructed response items, students may make corrections by crossing-out words rather than erasing if they choose to do so.
 - Booklets should never be folded or bent. Do NOT put paper clips or permanent gummed labels on the booklets.
 3. Be sure that the fourth-grade students have gone to the bathroom before the session begins!!
 4. Students should leave the session only in an emergency situation.
 - If a student leaves and returns, record on the booklet cover the section number when the student left, the section number when the student returned, and the reason the student left the session.
 - If a student cannot complete the session (e.g., he or she has become ill), collect the booklet and other materials and record on the booklet cover the reason the student left the session.
 - Occasionally a student may request to leave the session before it is over for reasons other than illness or needing to go to the lavatory: he or she may need to be someplace else in the school (such as sports practice or a class activity) and feel concerned about being late. If a student asks to leave, but is not refusing to participate, try to determine the reason for the request. Make an effort to persuade the student to remain in the session and give an estimate of the remaining time required to finish.
 - Students who are concerned about being late for other activities may be told to explain to their teachers that they have been participating in NAEP, and that the teacher can contact the School Coordinator for verification. You may consider writing a "To Whom it May Concern" note on a Student Appreciation Certificate for the student to take to their next activity. However, students who will miss transportation home if they remain in the session may be excused. NOTE: Sessions should never continue beyond dismissal time.
 - A student may be asked to leave the session by a teacher or school official. If this occurs, quietly try to determine the reason the student is being asked to leave and, if possible, try to obtain permission for the student to complete the session.

- If the student has completed the booklet and has been allowed to leave before the end of the session, it is not necessary to make a notation on the booklet cover.
5. Students are not required to participate in the assessment; however, all students should be encouraged to do so. If a student refuses to participate, explain to the student that his or her answers are very important because he/she represents many other students across the nation. The results will have no effect on his/her grade. Encourage the student to begin or complete the booklet and to make the best possible effort to answer the questions. If the student continues to refuse, collect the booklet and materials and dismiss him/her according to the school's instructions. Remember to note "Student Refusal" on the booklet front cover.
 6. If a student discovers a defective booklet after beginning to work, replace the booklet with another booklet of the same number (i.e., G401RA, H504, etc.) if possible. Record the new booklet ID number on the front cover of the defective booklet and vice versa, and write a brief note on the original booklet cover explaining the problem.

If a booklet of the same number is not available and the defect is, for instance, one page missing in only one section, have the student continue in the defective booklet. When the booklets are collected, be sure to write a note on the front cover explaining the problem.
 7. Note on the front cover in the space under the logo (but away from the timing tracks) any other unusual circumstances regarding the assessment of a student.

4.4.3 Session Debriefing Form

Since this is a field test, NAEP is interested in any questions students ask and any words or instructions they question. Your supervisor will include a Session Debriefing Form (see Exhibit 4-3) in your materials for conducting each session. It is important that you record all student questions here. Reference specific section, page, and item numbers for clarification.

4.4.4 Problem Situations

You should anticipate specific problem behaviors before they happen and determine how you will handle them in advance. Although it is the exception rather than the rule, there may be occasions where you are called upon to deal with inappropriate or disruptive behavior. Prompt and decisive management of such behavior is important in avoiding its continuation and "modeling" by others.

Exhibit 4-3. Session Debriefing Form (Page 1 of 4)

SESSION DEBRIEFING FORM

**Summary of Session Activities
History and Geography Assessment
2000 NAEP Field Test**

SCHOOL ID: _____ SCHOOL NAME: _____

EA: _____ SESSION #: _____

Complete this form for every regular or special accommodations session conducted in the school.

1. Session timing:

TIME BEGAN SCRIPT: ___ : ___

TIME STARTED SECTION 1: ___ : ___

TIME STARTED SECTION 2: ___ : ___

TIME STARTED SECTION 3: ___ : ___

TIME STARTED SECTION 4: ___ : ___

TIME STARTED SECTION 5: ___ : ___

TIME BOOKLETS COLLECTED: ___ : ___

TIME STUDENTS DISMISSED: ___ : ___

1A. How many students:

	Finished early?	Needed more time?
SECTION 1	_____	_____
SECTION 2	_____	_____
SECTION 3	_____	_____
SECTION 4	_____	_____
SECTION 5	_____	_____

2. Were any accommodations provided in this session?

YES, GO TO 2A

NO, GO TO 3

2A. What accommodations were provided?

- Large print
- One-on-one administration
- Small group
- Extended time
- Other (SPECIFY) _____

3. Were there any problems with the distribution of materials for this session?

- YES (SPECIFY BELOW)
- NO

Problems:

4. Were there any questions about the assessment booklet directions?

- YES (SPECIFY BELOW)
- NO

Booklet: #

Questions:

It is important to recognize that one of the immediate goals of inappropriate student behavior is to attract attention in hope of gaining recognition among peers. Understand that from a student's perspective you will be a perfect vehicle for attaining this goal. Don't be a victim! Avoid being verbally challenged or you will find yourself in an irretrievably weakened position to effect any kind of classroom control. Adopt a proactive (rather than reactive) stance, anticipate potential problematic situations, and know how you will handle them if they do occur. Otherwise, you will find yourself constantly putting out fires rather than preventing them.

Off-task behavior should be dealt with directly and without overreacting in a calm, but firm tone of voice (Emmer et al. 1984, p.100).

- **If a student is working on the wrong section of the booklet**, you could say something like "You should be working on Section 2 now." Continue to stand near the student until you see that he or she is working on the correct section. Often, a gentle reminder of the correct section will suffice as an effective prompt.
- **If the behavior is of a more disruptive nature, such as sustained loud talking or rudeness:** Walk calmly to the student's desk, and firmly, yet quietly, inform the student that the behavior is unacceptable. The Post-it note bearing the student's name should be visible on the student's desk, thereby enabling you to address the student by his or her name. Sometimes the use of a gesture such as a finger to the lips or a headshake is enough to prompt appropriate on-task behavior; sometimes it is not. If not, be sure to convey the inappropriateness of the behavior in a positive manner by saying something like "I'm sure you don't mean to be rude, but you are disturbing the rest of the class." If necessary add "I would really appreciate it if you would help me out and save your conversation until this session is finished." Continue to stand near the student's desk. When appropriate behavior is demonstrated, approach the student and **thank him or her for being cooperative**. The encounter should be brief, positive, and respectful.
- **If the disruptive behavior persists**, you must take care not to exacerbate the problem and disturb others who are trying to work. **REMAIN CALM. TAKE TWO DEEP BREATHS. THEN, ACT.** Remember, focus on the behavior, not on the student. Again, the use of direct eye contact and physical proximity to the student cannot be overemphasized.

However, it **may** sometimes be necessary to seek the immediate assistance of school personnel. If you feel that the situation is becoming out of control, don't be afraid to use the principal's office call button and ask for assistance!

- **If a student becomes ill during the session:** In the unlikely event that this should occur, remain calm and seek assistance from school personnel. Remember that this is an extremely embarrassing situation for the student so make every effort not to add to the student's discomfort and handle the matter with as little disruption as possible. **Be sure to note the disruption on the student's booklet.**

- **If a student becomes emotionally upset during the session:** Occasionally, a student, particularly in the lower grades, may feel so overwhelmed that he or she will begin to cry. Be understanding, but do not reinforce this behavior by giving the child excessive attention or sympathy. You might suggest that the student skip the question that is bothering him/her -- s/he may think of the answer later. Also, telling the student that we don't expect them to know everything may lessen their anxiety.

It may be helpful to ask a friendly classmate to accompany him/her to get a drink of water. If the crying is seriously disruptive, seek assistance from school personnel.

Remember to note the incident on the student's booklet.

It is equally important to recognize that not every inappropriate behavior warrants a response from you. For example, whispering can safely be ignored if it is of short duration. It is best to either respond immediately and decisively to a behavior if it becomes disruptive or to ignore it completely if you determine it is not consequential.

Students who complete a section of the assessment booklet before time is called should be encouraged to review their work. They should **not** be allowed to work ahead in the NAEP booklet nor to work on their homework or on a non-NAEP activity.

4.5 Concluding the Session

At the end of the session, the script instructs you to collect **all** materials, except pencils, to thank the students, and to dismiss them according to the school's preference. If time allows, you should call the students by name (in Administration Schedule order) to bring their booklets and assessment materials to you so that you can check the booklet ID number once again.

You will collect the rulers and world atlases prior to dismissing students.

In large sessions or if time is not sufficient for students to individually return their booklets to you, instruct the students to place any additional assessment materials they may have inside the front cover of the booklet and to then pass their booklets to the end of their row for collection. Count the booklets. When you are satisfied you have received back all booklets and materials you have distributed, thank the students and release them according to the school's preference.

If time is particularly short, you may stand at the door and release a student only after s/he gives you a booklet (and any other assessment materials). **You must account for all booklets and assessment materials.** (Be sure to retrieve the Testing – Do Not Disturb signs.)

Regardless of the collection procedure you choose, you must strive to maintain control of the classroom since students will be anxious to leave once the assessment is over.

REFERENCE LIST

References to classroom management in Chapter 4 was based on research literature from the following:

Cangelosi, James S., Classroom Management Strategies: Gaining and Maintaining Students' Cooperation, 1988, Longman, Inc., New York.

Emmer, E., Evertson, C., Sanford, J., Clements, B., and Worsham, M. Classroom Management for Elementary Teachers, 1984, Prentice-Hall, Inc., Englewood Cliffs.

Emmer, E., Evertson, C., Sanford, J., Clements, B., and Worsham, M. Classroom Management for Secondary Teachers, 1984, Prentice-Hall, Inc., Englewood Cliffs.

Fuery, C., Successful Subbing: A Survival Guide to Help You Teach Like A Pro, 1988, Sanibel Sanddollar Publications, Inc., Florida.

Zilber, S. Oral Presentation, NAEP Training Session, August, 1991, Crystal City, VA.

POST-ASSESSMENT ACTIVITIES

Task	Materials/Source	Manual Reference
1. Account for all materials used in session	Assessment booklets, Admin. Schedule, "Testing" sign, timer, extra pencils, rulers, and world atlases.	4.5 & 5.1
2. Record results of session on Administration Schedule - Record administration codes - Complete summary information boxes	Administration Schedule	5.2
3. Code and review booklet covers (see coding information below and on reverse)	Assessment booklets, Administration Schedule	5.3
4. Return materials to supervisor and pick up next assignment	EA's Assessment Information Form	5.5

Coding Information for Front Cover of Booklet

<u>Box</u>	<u>Content</u>	<u>Codes</u>
SCHOOL #	Seven-digit School Number	Code from Administration Schedule.
TEACHER #	2-digit teacher number	Code from Administration Schedule
PERIOD #	Leave these blank.	
GRADE	Student's Grade	Code from Administration Schedule.
BIRTH DATE	Student's Birth Date	Code from Administration Schedule. Enter two digits for the month and last two digits of year, for example: "06-82."
SEX	Student's Sex	Code from Administration Schedule: 1 = Male, 2 = Female
R	Student's Race/Ethnicity	Use Code from Administration Schedule: 1 = (White, not Hispanic) 2 = (Black, not Hispanic) 3 = (Hispanic heritage) 4 = (Asian or Pacific Islander) 5 = (American Indian or Alaskan Native) 6 = (Other)
SD	Student Disability	Code from Administration Schedule: Y = Yes, N = No

Coding Information for Front Cover of Booklet (Continued)

<u>Box</u>	<u>Content</u>	<u>Codes</u>
LEP	Limited English Proficiency	Code from Administration Schedule: Y = Yes, N = No
ADMIN. CODE	Administration Code (Detailed explanation in Section 5.2)	10 = Assessed in original session - in session full time. 11 = Assessed in original session - in session full time; no responses in booklet. 12 = In original session part time - left and did or did not return. Specify reason on booklet cover. 13 = Original session incomplete. Unable for some reason to complete session. Specify reason. 14 = Other; specify reason. Any situation not <u>covered by the other assessed student codes.</u> 20 = Assessed in makeup session - in session full time. 21 = Assessed in makeup session - in session full time; no responses in booklet. 22 = In makeup session part time - left and did or did not return. Specify reason. 23 = Makeup session incomplete. Unable for some reason to complete session. Specify reason. 24 = Other; specify reason. Any situation not covered <u>by the other "Assessed in Make-up" codes.</u> 40 = Absent - Temporary absence (less than two weeks). 41 = Absent - Long-term absence (two weeks or more). 42 = Absent - Chronic Truant. 43 = Absent - Suspended or expelled from school. (Includes in-school suspension.) 44 = Absent - In school, did not attend session. 45 = Absent - In school, not notified of assessment because of disruptive behavior. 46 = Parent refusal. 47 = Student refusal before receiving a booklet. 48 = Absent - Other. Any absence not covered by <u>other codes. Specify reason on booklet cover.</u> 51 = Withdrawn. 52 = UNASSIGNED booklet (i.e., NOT USED). 55 = Student ineligible. <u>56 = "Not In Sample" (NIS) student.</u>

Coding Information for Front Cover of Booklet (Continued)

<u>Box</u>	<u>Content</u>	<u>Codes</u>
		60 = Not included in session due to mental and/or physical disability (SD).
		61 = SD-Required accommodation not permitted by NAEP
		62 = Not included in session due to limited English proficiency (LEP).
		63 = LEP- Required accommodation not permitted by NAEP
		64 = Not included in session due to <u>both</u> SD <u>and</u> LEP.
		65 =SD/LEP- Required accommodation not permitted by NAEP
		<u>66 = Not included, other. Specify reason on booklet cover.</u>
		72 = Bilingual dictionary.
		73 = Large-Print Booklet. Extended time is assumed. Use of special equipment such as magnifying device is acceptable. Usually these sessions are small group or one-on-one.
		74 = Extended Time in Regular Session.
		75 = Read Aloud in Regular Session. (Do not use in a reading session)
		76 = Small Group. Extended time is assumed. Directions/questions read aloud is acceptable.
		77 = One-on-one. Extended time is assumed. Assistance in recording answers and/or reading aloud directions/questions is acceptable.
		78 = Scribe or use of computer.
		79 = Other, Specify on Booklet Cover.

NOTE: FOR STUDENTS ASSESSED WITH SPECIAL ACCOMMODATIONS, THESE CODES SHOULD ALWAYS BE USED INSTEAD OF CODES 10-14 OR CODES 20-24. IF AN ACCOMMODATED STUDENT IS ABSENT ON ASSESSMENT DAY AND NOT ASSESSED, USE AN ABSENT CODE FOR THE ADMIN. CODE.

5. POST-ASSESSMENT ACTIVITIES

Immediately following an assessment session, you will be responsible for a variety of record-keeping tasks. These include completing the Administration Schedule with results of the session, coding each student's booklet cover with information from the Administration Schedule, and assisting your supervisor with packing and shipping completed assessment materials. This chapter details these activities.

5.1 Account for all Materials Used

You are responsible for returning all NAEP materials to your supervisor immediately following the assessment(s) in a school. Each and every assessment booklet must be accounted for and returned to NCS; none will be left in the school or thrown away for any reason. You are expected to use all materials properly and to return them in good condition. Only by maintaining rigid control over all booklets and other materials will you protect your accountability.

5.2 Record Results of Session on the Administration Schedule

After accounting for all materials used during the session, record on the Administration Schedule, the appropriate administration codes in the columns labeled "Admin. Code." An administration code should be recorded **on every line** of the Administration Schedule. The codes are grouped according to student participation status. The codes and the guidelines for using them are listed on the following pages.

ASSESSED STUDENTS - ORIGINAL SESSION

- 10 = **Assessed** in original session - in session full time.
- 11 = **Assessed** in original session - in session full time, but no responses in booklet.
- 12 = **In original session part time.** Student left, and did or did not return. Specify the reason on the booklet cover (e.g., student refusal after starting booklet).
- 13 = **Original session incomplete.** Specify the reason. Use this code when the session was interrupted and no student was able to complete the booklet (e.g., fire drill).
- 14 = **Other**, specify. Use this code for any situation that is not covered by the other assessed-in-original codes. (e.g., the discovery of a page missing from a booklet). Explain fully on the booklet cover.

ASSESSED STUDENTS - MAKEUP SESSION

- 20 = **Assessed** in makeup session - in session full time.
- 21 = **Assessed** in makeup session - in session full time, but no responses in booklet.
- 22 = **In makeup session part time.** Student left and did or did not return. Specify the reason on the booklet cover (e.g., student refusal after starting booklet).
- 23 = **Makeup session incomplete** - Specify reason. Use this code when makeup session was interrupted and no student was able to complete the booklet (e.g., fire drill).
- 24 = **Other**, specify. Use this code for any situation that is not covered by the other assessed-in-make-up-session codes (e.g., the discovery of a page missing from a booklet). Explain fully on the booklet cover.

ABSENT STUDENT CODES

- 40 = **Temporary absence** (less than two weeks). Student is not in school temporarily due to illness, disability, or excused absence.
- 41 = **Long-term absence** (two weeks or more). Student has been absent from school two weeks or more due to an illness or disability.
- 42 = **Chronic truant**. Student attends school occasionally, if ever.
- 43 = **Suspended or expelled** from school. Includes in-school suspension.
- 44 = **In school**, did not attend session. Use if student was known to be in school on day of assessment but, for example, was not released by teacher.
- 45 = **Disruptive behavior**. In school, but not notified of assessment because of disruptive behavior.
- 46 = **Parent refusal**. Parent officially notified school that s/he refuses to allow student to participate in the assessment.
- 47 = **Student refusal**. Student refused to participate in the assessment before being given an assessment booklet.
- 48 = **Other**, specify. Use this code for any absence not covered by other codes. Specify reason on booklet cover (e.g., student came to room too late after session started).

OTHER STUDENT CODES

- 51 = **Withdrawn**. Student has withdrawn from this school.
- 52 = **UNASSIGNED** booklet. Use this code for any booklet not used because the booklet was not assigned to a student.
- 55 = **Ineligible**. Use this code when you are told after the session begins that the student is not eligible for the assessment (e.g., foreign exchange student). Explain fully on the booklet cover how you determined the student was ineligible.
- 56 = **"Not In Sample"** (NIS) student. Use this code for any student not selected in the sample, but assessed at the convenience of the school.

REASONS FOR EXCLUSION

- 60 = **SD.** Student cannot be included in the session due to a mental or physical disability.
- 61 = **SD.** Student with a disability who requires an accommodation that NAEP does not permit.
- 62 = **LEP.** Student cannot be included in the session due to limited proficiency in the English language.
- 63 = **LEP.** Student with limited proficiency in English who requires an accommodation that NAEP does not permit.
- 64 = **SD/LEP.** Student cannot be included in the session due to a mental/physical disability and limited English proficiency.
- 65 = **SD/LEP.** Student who has a mental/physical disability and limited English proficiency who requires an accommodation that NAEP does not permit.
- 66 = **Other,** specify. Student cannot be included in the session for some other reason. Specify the reason on the booklet cover.

STUDENTS ASSESSED WITH ACCOMMODATIONS

- 72 = **Bilingual dictionary.**
- 73 = **Large-Print Booklet.** Extended time is assumed. Use of special equipment such as magnifying device is acceptable. Usually these sessions are small group or one-on-one.
- 74 = **Extended Time in Regular Session.**
- 75 = **Read Aloud in Regular Session.** (Do not use in a reading session)
- 76 = **Small Group.** Extended time is assumed. Directions/questions read aloud is acceptable.
- 77 = **One-on-one.** Extended time is assumed. Assistance in recording answers and/or reading aloud directions/questions is acceptable.
- 78 = **Scribe or use of computer.**
- 79 = **Other, Specify on Booklet Cover.**

NOTE: FOR STUDENTS ASSESSED WITH SPECIAL ACCOMMODATIONS, THE 70 SERIES OF CODES SHOULD ALWAYS BE USED INSTEAD OF CODES 10-14 OR CODES 20-24. IF AN ACCOMMODATED STUDENT IS ABSENT ON ASSESSMENT DAY AND NOT ASSESSED, USE AN ABSENT CODE FOR THE ADMINISTRATION CODE.

Also, notify your supervisor of any situations involving students who have withdrawn or been excluded since the Administration Schedule was prepared. Any changes in the number of Withdrawn and Excluded students must be reflected in the summary information at the top of Page 1 of the Administration Schedule.

It is very important that the summary information at the top of the Administration Schedule is accurately recorded as follows:

- On the line labeled "**# Withdrawn and Ineligible**", enter the total number of selected students who have withdrawn from school between the time of sampling and the actual assessment and any students listed on the Administration Schedule but who have been found to be **ineligible**. (For example, foreign exchange student, or not in correct grade).
- On the line labeled "**# Excluded**", enter the total number of selected students who were excluded from the assessment by the school.
- Compute the "**# TO BE ASSESSED**".
- On the line labeled "**# Absent**", enter the total number of students who were to be assessed, but who did not participate in the assessment session at all. This includes students who reported to the session, but refused to participate and students who arrived at the session too late to participate, but **does not** include withdrawn, ineligible, or excluded students.
- On the line labeled "**# Assessed, original session**", enter the actual number of eligible students who were present for the assessment and received a booklet. Students who attended the session, received a booklet but did not record any answers are included in this category. **Do not include any "Not In Sample" or otherwise "Ineligible" students in this count.**
- If a makeup session is to be held, wait until after the makeup to finish filling out the Administration Schedule. Then enter the number of students assessed on the line labeled "**# Assessed, makeup session.**"
- After both the original and makeup sessions have been held, on the line labeled "**TOTAL ASSESSED**", enter the total number of eligible students who were actually assessed in the original and makeup sessions. This number equals the number of students "**TO BE ASSESSED**" minus the total number of students counted as absent. Likewise, the sum of the number of students assessed and the number of students absent should equal the number of students to be assessed.

You must double check that the number of students marked as absent, withdrawn, ineligible, and excluded are accurately reflected at the top of the Administration Schedule. Any student marked as not in sample is not included in these summary counts.

Unused assessment booklets will not be processed by NCS. A Status Code of "52" must be entered on the Administration Schedule for all unassigned and unused booklets.

After you have filled in and double-checked all the necessary items on the Administration Schedule, give it to your supervisor. Exhibit 5-1 shows a completed Administration Schedule.

5.3 Booklet Cover Coding

There must be an assessment booklet for **every** student listed on the Administration Schedule. You are responsible for seeing that **all** information about the student is coded on the cover of each booklet used. You will enter the appropriate codes on the line and, if applicable, fill in the corresponding ovals.

Most of the information to be coded on the booklets comes directly from the Administration Schedule. Therefore, all the session booklets should be sorted in the order in which they appear on the Administration Schedule. There should be one booklet for each selected student regardless of whether or not the student was assessed. If the booklets were collected in the same order as they appear on the Administration Schedule, you will need to insert only the booklets for absent students, excluded students, and withdrawn and ineligible students.

You will code (and grid if applicable) all of the required information on the cover of the assessment booklets except the booklet IDs with administration codes of "51" (student withdrawn from school), "52" (unassigned booklet), "55" (ineligible student), or "56" (student not in sample). The only information you will enter on booklets with these administration codes is the appropriate code number in the columns labeled "Admin. Code." **NOTE:** If no booklets from an entire bundle for a particular session have been assigned to students and the bundle has not been opened, you need not open the bundle to write the code "52" on the booklets. However, code "52" **must** be entered on the Administration Schedule for these booklets.

As you code information from the Administration Schedule, always confirm that the booklet number matches the booklet ID number for that student on the Administration Schedule. Then, verify the students' coding of NAEP school ID. Also, enter (and code) the other information indicated below. All items should correspond directly to that on the Administration Schedule. An example of a coded booklet cover is shown in Exhibit 5-2.

<u>Booklet Cover Item</u>	<u>Description</u>
SCHOOL #	NAEP school ID number
TEACHER #	Teacher number from Roster of Questionnaires (Part III)
PERIOD #	Leave these boxes blank on the 8 th -grade booklets
Birth Date	Month (2-digit numeric) and year (2 digits)
Sex	1 = male or 2 = female
R/E	Race/ethnicity (6 1-digit codes printed on Administration Schedule)
SD	Y (yes) or N (no) Individualized Education Plan OR Student with Disability
LEP	Y (yes) or N (no) Limited English Proficient
Admin. Code	Administration code describing the student's participation status

5.4 Makeup Sessions

The national assessment attempts to obtain the highest possible student response rates. The students who are absent from school on the day of the assessment are the only students who should be missing from the session. Always attempt to learn from the school about all selected students who do not appear for an assessment session.

If the attendance at a session is too low (less than 90 percent), a makeup session will have to be held. Your supervisor will compute the response rate for each session type and determine if a makeup session will be necessary at the school. Your supervisor will schedule any required makeup sessions.

Exhibit 5-2. Example of a Coded Booklet Cover



Admin Schedule Line # 1

2000 Grade 4	SECTION	BOOK H501
	1 BGH2	
	2 H1	
	3 H3	
	4 CGH1	

Field Test

School and Teacher Information

SCHOOL #	TEACHER #								
<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px; text-align: center;">9</td><td style="width: 20px; height: 20px; text-align: center;">9</td><td style="width: 20px; height: 20px; text-align: center;">1</td><td style="width: 20px; height: 20px; text-align: center;">0</td><td style="width: 20px; height: 20px; text-align: center;">4</td><td style="width: 20px; height: 20px; text-align: center;">0</td></tr> </table>	9	9	1	0	4	0	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px; text-align: center;">0</td><td style="width: 20px; height: 20px; text-align: center;">1</td></tr> </table>	0	1
9	9	1	0	4	0				
0	1								

Birth Date	Sex	R/E	SD	LEP	Admin Code																		
<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px; text-align: center;">0</td><td style="width: 20px; height: 20px; text-align: center;">1</td><td style="width: 20px; height: 20px; text-align: center;">1</td><td style="width: 20px; height: 20px; text-align: center;">9</td><td style="width: 20px; height: 20px; text-align: center;">9</td><td style="width: 20px; height: 20px; text-align: center;">0</td></tr> </table>	0	1	1	9	9	0	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px; text-align: center;">1</td><td style="width: 20px; height: 20px; text-align: center;">1</td></tr> </table>	1	1	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px; text-align: center;">1</td><td style="width: 20px; height: 20px; text-align: center;">1</td></tr> </table>	1	1	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px; text-align: center;">N</td><td style="width: 20px; height: 20px; text-align: center;">N</td></tr> </table>	N	N	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px; text-align: center;">1</td><td style="width: 20px; height: 20px; text-align: center;">0</td></tr> </table>	1	0	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px; text-align: center;">1</td><td style="width: 20px; height: 20px; text-align: center;">0</td></tr> </table>	1	0		
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<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Month</td> <td style="width: 15%;">Year</td> <td style="width: 15%;">1 = Male</td> <td style="width: 15%;">2 = Female</td> <td style="width: 15%;">Y</td> <td style="width: 15%;">N</td> <td style="width: 15%;">1</td> <td style="width: 15%;">0</td> </tr> <tr> <td>0 0</td> <td>1997</td> <td></td> <td></td> <td>Y</td> <td>Y</td> <td>1</td> <td>0</td> </tr> </table>	Month	Year	1 = Male	2 = Female	Y	N	1	0	0 0	1997			Y	Y	1	0							
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501 - 000001 - 5

DO NOT USE

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

ADMIN USE ONLY

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

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You will use the original Administration Schedule for the makeup session. After the makeup is held:

- Change the Administration Code for participating students to the appropriate "Assessed in Makeup Session" codes on the Administration Schedule and on the student's booklet cover.
- Enter the number assessed on the line labeled "# Assessed, makeup session" on the Administration Schedule and then add this to the "# Assessed, original session" to obtain the total assessed.
- Compute the "TOTAL ASSESSED" on the Administration Schedule.
- Using the information from the Administration Schedule, complete the covers of the booklets for all students invited to attend the makeup session.

5.5 Leaving the School

At the end of the day's assignment, return all unused booklets (or bundles) in their original wrapping as well as completed booklets to your supervisor. Be sure you have also gathered your other supplies (timer, extra pencils, and other assessment materials). Any Post-it notes with student or teacher names must be thrown away. Student names on the Administration Schedules and teacher or student names on questionnaire rosters must be left at the school. **NAEP does not allow student or teacher names to leave the school!**

All NAEP materials must be removed from the school, even if you will return to the school the next day. **Never** leave any NAEP materials in the school overnight.

Meet with your supervisor about your next assignment. Each time you receive an assignment, your supervisor will schedule a place and time for you to return the completed assignment and receive a new one. You should also use this meeting to ask any questions you may have, discuss or report problems you have encountered, and to replace or restock materials as needed. Your supervisor's own schedule and responsibilities make it essential that you are both punctual and organized during your meetings. It may be helpful to take a few minutes before the meeting to list items or questions you want to discuss with him or her. And always remember to check your new assignment and materials before you leave your meeting.