

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

2000 MAIN NAEP 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

National Computer Systems
Iowa City, Iowa

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1. INTRODUCTION AND OVERVIEW

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

For more than 30 years, 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.

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. States volunteer to participate and assume responsibility for data collection in their states. At the state level, NAEP surveyed eighth-grade mathematics in 1990, eighth grade mathematics and fourth-grade reading and mathematics in 1992, fourth grade reading in 1994, and eighth grade science and fourth and eighth grade mathematics in 1996. For 1998, eighth grade reading and writing and fourth grade reading were assessed at the state level. The national and state components of NAEP are described separately, in greater detail, in Sections 1.2 and 1.3 of this chapter.

Since 1983, the management of all components of NAEP has been the responsibility of the Center for the Assessment of Educational Progress of the Educational Testing Service, and Westat has been responsible for sampling and field administration activities. Since 1989, National Computer Systems has been the materials distribution and processing subcontractor.

1.2 The National Assessment

Beginning in 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.

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 simultaneously 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 current 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.

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 assessed grade-eligible students only; that is, only students in the fourth, eighth and twelfth grades, while trend NAEP continued to assess age- and grade-eligible students.

Exhibit 1-1. Assessment Timetable¹

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 & 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 Reading Science U.S. History Literature	Computer Competence
19	1987-88	Mathematics Reading Science Writing Geography Civics	
21	1989-90	Mathematics Reading Writing Science	State Level Mathematics
23	1991-92	Mathematics Writing Reading	State Level Mathematics & Reading
25	1993-94	Reading History Geography	State Level Reading
27	1995-96	Mathematics Science	State Level Mathematics & Science
29	1997-98	Reading Writing Civics	State Level Reading & Writing
30	1998-99	Reading Mathematics Science Writing	
31	1999-2000	Reading Mathematics Science	State Level Mathematics & Science

¹ The long term trend subject areas are not specified in this table. However, 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.

The 2000 national assessment will be conducted in a sample of approximately 2,700 public and nonpublic schools located in 94 geographic areas called primary sampling units (PSUs) throughout the United States. The PSUs were selected by Westat to represent the nation as a whole. The 2000 assessments will be conducted from January through March.

In 2000, the sample of nonpublic schools is enhanced so that additional groups of nonpublic schools can be reported. In addition to Catholic schools, reports for 2000 will contain information about Lutheran, Conservative Christian, and Independent schools, as well as schools falling into “other” categories.

The 2000 assessment will consist of a mathematics and science test for fourth, eighth, and twelfth graders. The fourth graders will also be tested in reading. Up to 110 students will be selected per school in sessions of 30 students each.

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 for each sampled school. The assessment supervisor visits the school to select the sample of students a week or two before the assessment. Westat field staff, called exercise administrators, under the direction of the assessment supervisor conduct the assessment sessions. At the completion of the assessment in a school, field staff code the booklets and ship the completed materials to National Computer Systems.

The 2000 assessment will consist of mathematics and science at the fourth-, eighth-, and twelfth-grade levels. In addition, fourth graders will also be tested in reading. The assessments will last for 90 minutes. Half of the students taking the science assessment will be asked to stay an extra 20-30 minutes to do a hands-on science experiment. Schools may keep these leftover materials from the science kits as a “thank-you gift” for participating in NAEP. There will also be a booklet available that explains other science experiments that can be done with these science kit materials.

Various accommodations will be offered at all grade levels including a bilingual booklet (Spanish), large print, extended time, read aloud, small group, one-on-one, and scribe accommodations. For a complete detailed list see Appendix A.

Teachers of selected students, and the school principal will be asked to complete a questionnaire about their teaching habits, and about school characteristics, respectively. There is also a

questionnaire about SD/LEP students that the teachers most knowledgeable about the student will be asked to complete.

Most schools at the eighth and twelfth grade levels are likely to have two sessions – one math and one science. At the fourth grade level they may also have a reading session or a short-form math session. It is also possible for fourth grade schools to have two science sessions or two short-form math sessions, along with another type of session. There are actually a variety of combinations of session types that the schools may have. Those listed above are among the most common. In the smallest schools, it is possible that a school could have only one type of session. Accommodations will be offered for the mathematics, science, and reading sessions.

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 will be described in detail in subsequent chapters of this manual.

1.3 The State Assessment

While the national assessment component of 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.

As mentioned earlier, Congress responded to these concerns in April 1988 by adding a new dimension, the Trial State Assessment Program, to the NAEP legislation. Under this then new federal project, states could volunteer to participate in the program and would assume responsibility for administration of the assessments within their states. The program began in 1990 as a trial. As of 1996, the authorizing legislation no longer considered the program a trial, therefore it is now known as the state

assessment program. The grades and subjects assessed are a subset of those in the national assessment. 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 2000 state assessment involves:

- A sample of about 225 public schools per state (100 for eighth grade; 125 for fourth grade).
- A sample of about 60 students per school (30 students per subject). Schools will be assessed at either the fourth grade level OR the eighth grade level. Per state, this will yield approximately 5,000 students assessed at each grade level (2,500 for math and 2,500 for science).
- 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.

In 2000 there are no nonpublic school state samples. Instead, the national sample of nonpublic schools has been enhanced as noted earlier.

1.4 Special Studies

There will be a special study associated with the conduct of the national assessment in 2000. The study is a High School Transcript Study and will be similar to the transcript study that took place in 1998. In this study, we will attempt to gather transcripts at the end of the school year for the grade 12 students selected for NAEP. At the time of the sampling visit, the assessment supervisors will collect copies of course catalogs and additional information about course and credit requirements for students in these schools. The students' names and all other identifiers will be removed from the transcripts before they are taken from the schools. Schools will be reimbursed at their regular rate for all transcripts obtained. All grade 12 public schools and a subset of the grade 12 nonpublic schools will be included in the sample of schools for the High School Transcript Study.

2. THE EXERCISE ADMINISTRATOR'S TASKS

This manual is organized according to three major categories of tasks: Pre-Assessment 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 pre-assessment 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)
 - Conduct hands-on science task. (Section 4.6)
- Complete post-assessment activities. (Chapter 5)
 - Account for all materials used in session. (Sections 4.5 & 5.1)
 - Record results of session on Administration Schedule. (Section 5.1)
 - Review booklets and complete booklet cover coding. (Section 5.4)
 - Return materials to Supervisor and pick up next assignment. (Section 5.6)

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 unused booklets, but they may not copy questions or examine booklets completed by the students. **No duplication of assessment booklets is ever permitted.**
- 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.
- All requests to see NAEP materials or for other information about the contents of the booklets should always be referred to the NAEP Supervisor.
- 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 you receive any damaged or misprinted materials, or supplies that cannot be used, ask your supervisor for replacements.

PRE-ASSESSMENT ACTIVITIES

<u>Task</u>	<u>Materials/Source</u>	<u>Manual Reference</u>
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. ■ Check numbering of students before sample selection. ■ Check sample selection line numbers. 	Session Assignment Form, and 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. ■ Code Special Study column, if needed. ■ Record homeroom, birthdate, sex, race, School Lunch, and Title I, SD, and LEP status for each student. ■ Code information for excluded or withdrawn students, and students with accommodations. ■ Code Teacher # and Period # when applicable. ■ Record "TOTAL IN SAMPLE" and "TO BE ASSESSED". 	Student Listing Forms, Administration Schedule, and Roster of Teacher Questionnaires.	3.3.1 3.1.4
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 Administration Schedule. 	Assessment Booklets, Administration Schedule, Post-it® Notes, Additional materials for mathematics booklets (if needed), Science kits for science.	3.3.3 3.3.4

3. PRE-ASSESSMENT 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 main NAEP assessments involve students at three grade levels: fourth, eighth, and twelfth. Eighth and twelfth graders will be assessed in as many as two subject areas – mathematics and science. Fourth graders may also be assessed in reading. In some schools, more than one session in a particular subject(s) will be conducted.

Each assessment booklet contains several blocks (or sections) of assessment items. All sessions use booklets with sections that 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 and collect assessment materials, and to time the sections.

Although your supervisor has responsibility for making sure that the correct session types are held in each school, **you** are responsible for making sure that you know what session type you are to administer (and the date and time that the session is scheduled), that you have the correct booklets and materials for each session, and that sampled students attend the correct session.

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. 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(s) before sampling; and
- Double checking the sample selection (line) numbers after your supervisor selects the sample(s).

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 national assessment will result in the selection of a maximum of 110 students in most public schools (many will only have 30-60 students selected). Each student will be assigned to one of the session types scheduled for the school. This will usually result in approximately 30 students for each session, but in some cases, a large number of students may be assigned to a particular session type so that (usually) multiple sessions of that type (subject area) will be held. Your supervisor and the school coordinator will discuss the possibility of dividing large groups into smaller sessions of about 30 students each. Sometimes this discussion will take the opposite approach, that is, the school will request that NAEP staff conduct several sessions concurrently in one large room if several smaller rooms cannot be made available for the assessment.

Available space and the total time that the school can allow for the assessments are important factors in setting the actual number of 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.

Students sampled for a particular subject/session type must attend a session of that type.

It is also important to know how the school plans to notify the students before you and your supervisor list the students' names on the Administration Schedules at the time of sampling. If the coordinator plans to notify them through their homeroom teacher, for example, it might be helpful to have the names listed by homeroom. If the school coordinator says you must assess all the students sampled for one session type in a single large group, it is probably most practical to have students in a large session listed alphabetically on the Administration Schedule, based on experience in previous years.

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 will ask you to fill them out at the time of sampling and to sort them for the school coordinator.

3.1.4 Preparation of Teacher Questionnaires

In main NAEP schools, for grades 4 and 8, teachers of students selected to be assessed will be asked to fill out teacher questionnaires. In grade 12, the department chair or lead teacher of the subjects assessed will be given questionnaires. Teachers are asked to complete the questionnaires so that teacher data can be linked to student data. 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.

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

There are two teacher questionnaires at grades 4, 8 and 12 as follows:

<u>Subject Areas</u>	<u>Questionnaire</u>	<u>ID No. Prefix</u>
Grade 4	Mathematics/Science	060
Grade 4	Reading	061
Grade 8	Mathematics	063
Grade 8	Science	064
Grade 12	Mathematics	067
Grade 12	Science	068

At the fourth-grade level, a teacher who teaches math and science will be asked to fill out more than one subject area section of the Teacher Questionnaire. If the teacher also teaches reading, s/he will have to complete that questionnaire too. At the eighth-grade level, if a teacher teaches both math and sciences to students to be assessed in each of these areas, the teacher will be asked to fill out two questionnaires, one for each subject area. At the twelfth grade level, if the department head (or lead teacher) is the head of both the math and science departments, the department head would be asked to fill out two questionnaires. If not, the department head of each department will fill out one questionnaire for each subject assessed in the school. A form called the Roster of Questionnaires (Exhibit 3-2) is used to keep track of the teacher questionnaires at each school.

The process of identifying the appropriate teachers to complete the Teacher Questionnaires typically involves checking school records to determine the teacher's name, class name, and class period number for each sampled student. If you are asked to assist your supervisor in the preparation of teacher questionnaires, your primary task will be to look up the teacher names, class names and period numbers and/or to extract this information from any lists the school may have already prepared. You might also be asked to prepare Post-it® Notes with each teacher's name; these will be attached to each questionnaire before distribution by the supervisor and the school coordinator. A few guidelines for identifying the appropriate teachers are given below. Your supervisor will give you detailed instructions on these tasks.

Guidelines for Identifying Appropriate Teacher Questionnaire Respondents

- Usually, for fourth grade, you may need only ask the school coordinator for the name of the student's classroom teacher. Often at this level, teachers are assigned to intact classrooms in which they teach all or most subjects.
- At the eighth and twelfth grades, any one teacher **may or may not** teach more than one of the subjects.

- For students who have **more than one teacher for the same class or subject**, identify the student's primary teacher, or if "primary" is not clear, the teacher responsible for assigning the student's grade.
- Class name and period number (used only for grades 4 and 8) must be accurate; these are important pieces of information used by your supervisor to identify distinct classes taught by the same teacher.

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

III. Teacher Questionnaire		III. Teacher Questionnaire										Administrator Use Only	
Teacher #	Teacher's Name	MATHEMATICS		SCIENCE		MATHEMATICS/SCIENCE		READING		Returned		Returned	
		Teacher Questionnaire ID #	Yes	No	Yes	No							
01		063-		064-									
02		063-		064-									
03		063-		064-									
04		063-		064-									
05		063-		064-									
06		063-		064-									

III. Teacher Questionnaire		III. Teacher Questionnaire										Administrator Use Only	
Teacher #	Teacher's Name	Subject		MATHEMATICS/SCIENCE		READING		Returned		Returned		Administrator Use Only	
		Mathematics	Science	Teacher Questionnaire ID #	Yes	No	Yes	No					
01		0	0	060-									
02		0	0	060-									
03		0	0	060-									
04		0	0	060-									
05		0	0	060-									
06		0	0	060-									
07		0	0	060-									
08		0	0	060-									
09		0	0	060-									
10		0	0	060-									
11		0	0	060-									
12		0	0	060-									
13		0	0	060-									
14		0	0	060-									
15		0	0	060-									
16		0	0	060-									
17		0	0	060-									



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. Only a No. 2 pencil should be used to make entries. 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 the booklet ID numbers are **pre-printed** 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 and School Lunch Program codes that should be used to fill in the appropriate columns for each student. Below these codes are the bundle numbers for the bundles of assessment books that contain the Booklet ID numbers printed on the Administration Schedule; also shown is a yes/no indicator regarding whether accommodations may be offered in this session. The top right corner provides spaces to record the number of students sampled for the session, the number to be assessed, and the final results of session attendance.

Finally, the center block contains pre-printed 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.

Exhibit 3-3. Administration Schedule

2000 Main Administration Schedule

School #: 999-201-1 Session Type: SCIENCE

School Name: WASHINGTON JR HIGH Grade: 8

Administrator's Name: _____

Original session scheduled for: _____

Day/Date: _____ Time: _____

Location: _____

ADMINISTRATION SCHEDULE Page 1

MAEP 2000
The Assessment

2000 Main Administration Schedule

Grid # _____ Makeup Date _____

Makeup field

For Use in Column "F" - Race/Ethnicity Codes

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

For Use in Column "G" - National School Lunch Program

1 = Student not eligible
2 = Reduced price lunch
3 = Free lunch
4 = Information not available
5 = School not participating
6 = School not participating

For Use in Column "H" - Accommodations

1001 YES
1002 YES
1003 YES

Student Name	Bundle # 's	1001	1002	1003	Birth Date	Year	Month	Day	School	Room	Eth.	LEP	SD	LEP	Original Booklet ID #	Accommodation Booklet ID #	Admin. Codes	Admin. Code
1		E			19										234 040001 5			ASSESSED IN ORIGINAL
2					19										235 040002 6			ASSESSED IN ORIGINAL
3					19										236 040003 7			ASSESSED IN MAKEUP
4					19										237 040004 8			ASSESSED IN MAKEUP
5					19										201 040005 9			ASSENT
6					19										202 040006 0			ASSENT
7					19										203 040007 1			ASSENT
8					19										204 040008 2			ASSENT
9					19										205 040009 3			ASSENT
10					19										206 040010 4			ASSENT
11					19										207 040011 5			ASSENT
12					19										208 040012 6			ASSENT
13					19										209 040013 7			ASSENT
14					19										210 040014 8			ASSENT

Session Number **SI0801**

Total in Sample **TO BE ASSESSED**

Absent (hold Makeup if 4 or more absent) # Assessed (Original)

Assessed (Makeup) # Excluded (Admin. Codes 51 & 55)

TOTAL ASSESSED **TO BE ASSESSED**

REASONS FOR EXCLUSION

10 = In session full time
11 = In session part time
12 = In session part time
13 = In session part time
14 = Other, specify on cover

ASSENT

40 = Temporary
41 = Chronic illness
42 = Chronic illness
43 = In school, did not attend
44 = In school, did not attend
45 = Parent refusal
46 = Parent refusal
47 = Student refusal
48 = Other, specify on cover

OTHER

51 = Withdrawn
52 = Withdrawn
53 = Withdrawn
54 = Not in sample
55 = Not in sample

REASONS FOR EXCLUSION

60 = SD cannot be assessed
61 = SD required accom. not offered
62 = LEP cannot be assessed
63 = LEP cannot be assessed
64 = SD LEP cannot be assessed
65 = SD LEP - required accom. not offered
66 = Other, specify on cover

ASSED WITH ACCOMMODATIONS

71 = Bilingual booklet/Science glossary
72 = Bilingual dictionary
73 = Extended time in regular session
74 = Extended time in a testing session
75 = Small group
76 = Scribe or use of computer
77 = Other, specify on cover

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 type of session you will be conducting. Booklets for each session will be packaged in 3 bundles of 11 booklets. The booklets from the appropriate bundles will be listed on each Administration Schedule.

Most booklets have an alpha-numeric code in the upper right corner. Numerals identify the booklet number. Letters that precede the numeral identify the booklet type: M (Mathematics), S (Science), or R (Reading). Short-Form Math booklets do not start with a letter; they start with a number. For all booklets, letters that follow the numeral identify materials to be handed out during the session. A summary by grade level of assessment book numbers, assessment types, and the materials required for each assessment type is shown below:

GRADE	SESSION TYPE	ADDITIONAL MATERIALS
4	Mathematics	Rulers, Calculators, Manipulatives, and Geometric Shapes
	Science	Kit A – Seeds Kit B – Unknown Powder Kit Kit C – Markers
	Reading	---
8	Mathematics	Protractors/Rulers, Calculators, Manipulative Sets, and Geometric Shapes
	Science	Kit C – Markers Kit D – Powders Kit E – Soil Tests
12	Mathematics	Protractors/Rulers, Calculators, Manipulatives, and Geometric Shapes
	Science	Kit E – Soil Tests Kit F – Antacid Kit G – Pendulum

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 Other Assessment Materials

As shown in the chart in section 3.2.2, the 2000 assessments require some use of materials not in the booklets themselves. Each item will be packaged in a manila envelope that will be marked with the item name and letter designation. This pre-labeled packaging should facilitate preparing the assessment materials and inserting them inside the front covers of the appropriate assessment booklets.

All materials should be placed inside the front cover of those booklets that require them, before the booklets are handed to the students.

Exhibit 3-4. Examples of Booklet Covers



2000
Grade 4

SECTION	
1	BR1
2	R4
3	R3
4	RB1

BOOK
R1

Admin Schedule Line # _____



2000
Grade 4

SECTION	
1	S7
2	S11
3	BS1
4	SB1

BOOK
S201

Admin Schedule Line # _____



2000
The Nation's Report Card

SECTION	
1	BM1
2	MB1
3	M3
4	M4
5	M7
6	MB

BOOK
M101X

Admin Schedule Line # _____

School and Teacher Information

SCHOOL #

TEACHER #

Birth Date		Sex	R/E	NSLP	Title I	SD	LEP	Admin Code
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Month	Year	1 = Male 2 = Female						
0 0	1987	1 1	Y	Y	Y	1 0		
1 1	1988	2 2	N	N	N	2 1		
2 2	1989	3 3				3 2		
3 3	1990	4 4				4 3		
4 4	1991	5 5				5 4		
5 5	1992	6 6				6 5		
6 6	1993					7 6		
7 7						8 7		
8 8						9 8		
9 9						0 9		



101 - 000001 - 9

DO NOT USE

<input type="text"/>	<input type="text"/>	<input type="text"/>
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

<input type="text"/>	<input type="text"/>	<input type="text"/>
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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3-12

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, student's eligibility for a special study, birth date, sex, race, SD status, LEP status, eligibility for National School Lunch Program, Title I status, and teacher number and class period number (grades 4 and 8 only).

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. AS THE BOOKLET ID #S ARE PRE-PRINTED FOR A PARTICULAR SESSION, YOU MUST USE THE CORRECT ADMINISTRATION SCHEDULE FOR THE SELECTED SESSION.**

Copy the student's name, homeroom, birth date, and sex from the SLF (school's list of students) onto the Administration Schedule. Use the race/ethnicity codes in the upper left corner to fill in the "Race" column. Use the National School Lunch Program codes (printed on the left-hand side of the top of the Administration Schedule) to fill in the "School Lunch" column. Fill in the ovals in the appropriate columns for any student who is identified as being Limited English Proficient or is a student with a disability (SD), who has an Individualized Education Plan (IEP), or who is receiving Title I services.² 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 Schedules and compare this to the number of students selected on the Student Listing Form (SLF).

Administration Schedules are pre-printed with the booklet ID numbers. As you list the student names on the Administration Schedule, assessment booklets will be assigned automatically to these students. If more students are sampled for the session than the preprinted booklet numbers, 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 in the "Total in Sample" boxes on the Administration Schedule.

As explained in Section 3.1.4, the teachers of the students selected for NAEP assessments (or the lead teacher of the subject at the grade 12 level) will be asked to complete questionnaires. Always record teacher number for grades 4, 8, and 12, and record period number for grade 8 only.

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 students with disabilities 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 enter a "60," "61," "62," "63", "64", "65", or "66" (excluded student) in the columns labeled "Admin. Code" for each student identified as excluded and enter the total number of excluded students at the top of the Administration Schedule in the boxes labeled "# Excluded."

² The Title I program is the largest federally supported program in education. Its purpose is to assist economically and educationally disadvantaged students in achieving academically at the level of their peers.

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 in the boxes labeled "# Withdrawn and # Ineligible."

Subtract from the "Total In Sample" the combined number of "withdrawn" and "excluded" students. Enter the difference in the boxes 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, which 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. This also applies to the Summary Box at the top of the Administration Schedule. Blocks 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.

Exhibit 3-5. Completed Administration Schedule

This form must be completed in No. 2 pencil.

Race/Ethnicity Codes
 1 = White not Hispanic
 2 = Black not Hispanic
 3 = Hispanic Heritage
 4 = American Indian
 5 = American Indian
 6 = Alaska Native
 7 = Other

National School Lunch Program
 1 = Student not eligible
 2 = Reduced price lunch
 3 = Free lunch
 4 = Available but not participating
 5 = Eligible and participating

For Use in Column "F"
 1001
 1002
 1003

For Use in Column "G"
 Accommodations:
 YES

School #: 999-201-1 Session Type: SCIENCE
 School Name: WASHINGTON JR HIGH Grade: 8
 Administrator's Name: Janice Porter

Original session scheduled for: 11/13/00 Day/Date: 8:30 A.M.
 Time: 8:30 A.M.
 Location: Room 25

2000 Main Administration Schedule
 Grid # of Makeup Field: 0
 Makeup Date: 0

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Page 1

30 Total in Sample
 # Withdrawn & Ineligible (Admin. Codes 51 & 55)
 # Excluded (Admin. Codes 60-66)
 = 28 TO BE ASSESSED

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

Session Number: SI0601

Student Name	Sex	Birth Date	Grade	SD	LEP	Original Booklet ID #	Accommodation (Booklet ID #)	Teacher	PK/T	Admin. Code	Admin. Code	Admin. Code	Admin. Code
Alexandra Abshire	F	06/19/88	06	1	0	234 040001 5		0	1	3			1
Bettie Anderson	F	01/01/88	01	2	0	235 040002 6		0	1	3			2
Greg Barrows	M	05/05/88	05	1	0	236 040003 7							3
Arnold Binder	M	01/01/88	01	1	0	237 040004 8		0	1	4			4
Steve Ellis	M	02/02/88	02	1	0	201 040005 9		0	2	1			5
Kirstin France	F	03/03/88	03	2	0	202 040006 0		0	2	1			6
Allie Galt	F	07/07/88	07	2	0	203 040007 1		0	2	3			7
Linda Getz	F	08/08/88	08	2	0	204 040008 2		0	1	3			8
Roberta Hall	F	02/02/88	02	1	0	205 040009 3		0	2	3			9
Norman James	M	02/02/88	02	1	0	206 040010 4		0	1	3			10
Frank Katz	M	01/01/88	01	1	0	207 040011 5							11
Donna Kelllogg	F	01/01/88	01	2	0	208 040012 6		0	1	4			12
Gary Leafy	M	01/01/88	01	2	0	209 040013 7		0	2	1			13
William Lutz	M	09/09/88	09	1	0	210 040014 8		0	2	3			14

ASSESSED IN ORIGINAL
 10 = No response in booklet
 11 = No response in booklet
 12 = No response in booklet
 13 = No response in booklet
 14 = Other, specify on cover

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

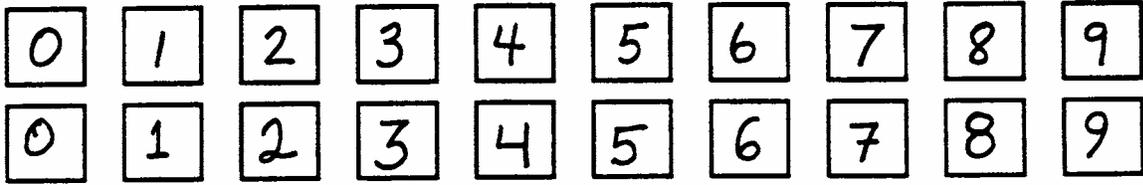
ABSENT
 40 = Temporary
 41 = Long term
 42 = Suspended or expelled
 43 = Suspended or expelled
 44 = Suspended or expelled
 45 = Disruptive behavior
 46 = Disruptive behavior
 47 = Disruptive behavior
 48 = Other, specify on cover

OTHER
 51 = Withdrawn
 52 = Unassigned book (unused)
 53 = Unassigned book (unused)
 54 = Unassigned book (unused)
 55 = Not in sample

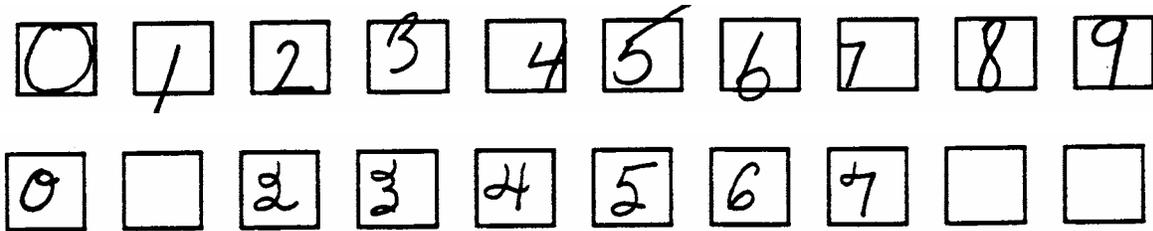
REASONS FOR EXCLUSION
 60 = SD cannot be assessed
 61 = LEP cannot be assessed
 62 = LEP cannot be assessed
 63 = LEP cannot be assessed
 64 = LEP cannot be assessed
 65 = LEP cannot be assessed
 66 = Other, specify on cover

ACCOMMODATIONS
 71 = Blank booklet/Science gressy
 72 = Blank booklet/Science gressy
 73 = Blank booklet/Science gressy
 74 = Blank booklet/Science gressy
 75 = Blank booklet/Science gressy
 76 = Blank booklet/Science gressy
 77 = Blank booklet/Science gressy
 78 = Blank booklet/Science gressy
 79 = Other, specify on cover

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 box 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 in the NAEP storage envelope with the Administration Schedule and Rosters until assessment day.**

Assessment materials will be packed by session. Booklets for most session types will be shrink-wrapped in bundles of 11. Each session will use three bundles of booklets. 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 pre-printed on the Administration Schedule as shown in Exhibit 3-6. Furthermore, the bundle slip numbers will also match those pre-printed in the upper left corner of the Administration Schedule. The bottom 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 code of "60"- "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.
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 the appropriate pre-labeled writing materials) inside the front cover of the booklet.

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

Exhibit 3-6. Bundle Slip with Matching Administration Schedule

ADMINISTRATION SCHEDULE Page 1

School #: 989-201-1 Session Type: SCIENCE

School Name: WASHINGTON JR HIGH Grade: 8

Administrator's Name: Janice Porter

Original session scheduled for: Makeup session scheduled for:

Day/Date: Mon 11/10/08 Day/Date:

Time: Location:

MALEP 2000 Main Administration Schedule

Get if Max/min Held Makeup Date

Race/Ethnicity Codes

1 = White not Hispanic
2 = White Hispanic
3 = Hispanic
4 = Asian/Pacific Islander
5 = Other

For Use in Column "F"

1 = Student not eligible
2 = Free lunch
3 = Free lunch/no lunch
4 = Information not participating
5 = Released
6 = Other

Accommodations: YES

Bundle #'s
1002
1003

Session Number

Session Number	Admin. Code
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10
11	11
12	12
13	13
14	14

ASSESSMENT INFORMATION

Absent (Food Makeup, if 4 or more absent) _____

Assessed (Original) _____

Assessed (Makeup) _____

TOTAL ASSESSED _____

Total In Sample 30

Withdrawn & Ineligible (Admin. Codes 51 & 55) _____

Excluded (Admin. Codes 60-68) _____

TOTAL ASSESSED 10

ASSESSMENT REASONS

10 = In session all time
11 = No response in booklet
12 = Session incomplete
13 = Other: specify on cover

ASSESSED IN MAKEUP

21 = No response in booklet
22 = Session incomplete
23 = Other: specify on cover

ABSENT

41 = Temporary
42 = Chronic
43 = Chronic illness
44 = In school, did not attend
45 = Parent request
46 = Other: specify on cover

OTHER

51 = Withdrawn
52 = Unassessed
53 = Not in sample
54 = Not in sample

REASONS FOR EXCLUSION

60 = SIP cannot be assessed
61 = SIP cannot be assessed
62 = SIP cannot be assessed
63 = SIP cannot be assessed
64 = SIP cannot be assessed
65 = SIP cannot be assessed
66 = Other: specify on cover

ASSESSED WITH ACCOMMODATIONS

71 = Braille
72 = Large print book
73 = Large print book
74 = Large print book
75 = Large print book
76 = Large print book
77 = Large print book
78 = Large print book
79 = Large print book
80 = Large print book

MAIN/STATE ASSESSMENT - GRADE 8

TYPE SCIENCE

BUNDLE # 1001

SCIENCE KITS

234 E
235 C
236 C
237
201 D
202 D
203 E
204 E
205 C
206 C
207

00001001 - 2



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. Additional materials typically are used in the mathematics sessions. To the extent possible, additional materials should be inserted inside the booklet covers. If any of the extra materials is too large, however, to insert in the assessment booklets, they must be handed out along with the booklets during the session. 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.

3.4 Special Studies

For 2000, NAEP includes a special study. You may be asked during the sampling visit to some schools to assist your supervisor in preparing for this study.

The High School Transcript Study will be conducted in all grade 12 public schools and a subset of twelfth grade private schools and involves collecting the school's course catalog(s) and identifying students sampled for NAEP who will graduate in 2000. During the summer, NAEP staff will return to the high schools and collect these students' transcripts. At the time of NAEP sampling, you may be asked to assist in identifying these students by placing transcript study markers in their school files.

CONDUCTING THE ASSESSMENT

<u>Task</u>	<u>Materials/Source</u>	<u>Manual Reference</u>
1. Report to school.	NAEP ID Badge, and EA's Assessment Information Form.	4.2.1
2. Prepare assessment room – check number of seats, set out supplies, etc.	Administration Schedules, Assessment booklets with any necessary materials inserted and Post-it® Notes attached, 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, and timer.	4.3
<ul style="list-style-type: none"> ■ Distribute booklets and other assessment materials. 		4.3.2
<ul style="list-style-type: none"> ■ Answer student questions for background section. 		4.3.4
5. Monitor and supervise the session.		4.4
6. Collect assessment booklets and materials.	Administration Schedule.	4.5
7. Dismiss students according to school procedure.		4.5
8. Science students perform hands-on science task.	Science kits	4.6

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.³ 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 video tape 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.

³ 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 4th 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 restroom 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, s/he sits down. Continue until you have a winner. That person then becomes the leader.

4.1.2 8th 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 hair styles 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 12th 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.

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 pre-assessment 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, grey, 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 tip-toes 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.

Exhibit 4-1. EA's Assessment Information Form

Supervisor: Mary Gilligan
Phone Number 301-654-1972

EA: Janice Porter
Region: 81

EA'S ASSESSMENT INFORMATION

SCHOOL: Joyce Middle School ID #: 234-107-1

ADDRESS: 1250 Washington Rd.
Rockville, Maryland 20850

PHONE #: 301-555-4321

SCHOOL COORDINATOR: James Thompson

ASSESSMENT DATE: Feb 5, 2000 TIME: 8:30 a.m.

SESSION TYPE: Math ROOM: 206

DIRECTIONS TO SCHOOL: North on I-270 to Falls Rd. Exit
Take Falls Road East to Farm Lane. Turn
right on Farm Lane. Go 2 miles to 2nd light.
Turn left at light onto Washington Rd. School
is on right after 1/4 mile.

PARKING: Park in lot to left of bus lanes, next
to library. Look for a space marked
"Visitor" Do not park in numbered
spaces.

OTHER INFORMATION (when and where to meet supervisor, arrival time, etc.):
Meet in administration office to left of
main door and opposite library at 7:15 a.m.

REMEMBER - ARRIVE ONE HOUR BEFORE ASSESSMENT TIME

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., multiplication tables in a mathematics session). Then, set out the supplies you will use for the session and sharpen pencils, if necessary. It is 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 Sections 4.3.2 and 4.6).

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 have 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 staff!** 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 that session. If a student is assessed in a session type for which s/he was not sampled, the data cannot be used. (However, in rare cases, a student can attend a different session of the same type, even if it is not the session s/he has been assigned to as long as it is the same subject). 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 and should be instructed to return to class.

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 elapses beyond the time the session was to begin, proceed with the assessment.

Do not, under any circumstances, allow another student to substitute for a sampled student who is absent from the session.

Before beginning the script, instruct students to place all of their belongings directly under their desk. 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 every 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.

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 their preassigned booklet, additional required materials, and a pencil; **OR**
2. Before the students arrive, place a preassigned booklet (with the Post-it® Note 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 "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 the columns labeled "Admin. Code". Enter a checkmark (✓) for present, "A" for absent, "W" for withdrawn, or "I" for ineligible in the Admin. Use Only" column on the Administration Schedule.

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.

Do not 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® Note 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 instructions for using the assessment booklets are presented on the first two pages of each booklet and are reprinted in your script. The script instructs you to read these aloud to students.

NOTE: In all sessions except mathematics, no student may be admitted once you have begun reading the booklet directions. In mathematics sessions, no student may be admitted once the calculator instructions have started. Any students who arrive after this point should be counted as "Absent."

4.3.4 Background Sections

Each assessment booklet contains blocks of general background questions and subject area background questions for the student to answer. These blocks are at different places in the booklet, depending on the booklet type. For science sessions, the general background questions and science background questions are at the end of the booklet. For mathematics, the general background and math background are at the beginning of the booklet, with motivational questions at the end of the booklet. For reading, the general background questions are at the beginning of the booklet, while the reading background and motivational questions are at the end. You will read aloud all of the general background questions to the 4th graders. For sessions in grades 8 and 12, you will read the first question aloud in mathematics sessions only, the students will read **all remaining** background questions to themselves, and you will time the section according to the instructions in the script.

This is the only section of the assessment during which you may answer students' questions. You may do so only by referring to the Question-by-Question Specifications (QxQs) specific to each grade level that are provided in the session scripts.

4.3.5 Subject Area Sections

The timing of the booklet sections varies with grade and booklet type. The session script provides instructions for the timing of each section.

A 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. Be sure to practice using the timer before your first assessment is scheduled.

4.3.6 Summary of Booklet Section Timing

In total, each assessment session will require about 90 minutes including handing out materials and checking attendance, administering the session, collecting materials and dismissing the students. The timing of the actual assessment, including background questions requires just over 60 minutes, regardless of the grade level. As a reference, the specific timing of each session type is summarized in the charts below.

The order of the sections varies depending on grade and session type. (Each session script is written to correspond specifically to the session type and grade.) Also, for grade 4, the Background Section is not timed because the entire section must be read aloud to the students.

For the science session, half of the students will be doing a hands on experiment. At the fourth grade level, this will take an additional 20 minutes. It will take an additional 30 minutes at the eighth and twelfth grade levels.

The timing of the sections of the mathematics booklets are shown here.

Section 1:	General Background Questions	Read aloud – grade 4 5 minutes – grades 8 4 minutes – grade 12
Section 2:	Mathematics Background Questions	5 minutes – grades 8 and 12 6 minutes – grade 4
Section 3:	Mathematics Items	15 minutes
Section 4:	Mathematics Items	15 minutes
Section 5:	Mathematics Items	15 minutes
Section 6:	Motivation Questions	2 minutes

The timing of the sections of the science booklets are shown here.

Section 1:	Science Items	30 minutes – grades 8 and 12 20 minutes – grade 4
Section 2:	Science Items	30 minutes – grades 8 and 12 20 minutes – grade 4
Section 3:	General Background Questions	5 minutes – grades 8 4 minutes – grade 12 Read aloud – grade 4
Section 4:	Science Background Questions	7 minutes grades 4 and 8 9 minutes grade 12
Section 5:	Hands-on Tasks	30 minutes – grades 8 and 12 20 minutes grade 4

The timing of the sections of the reading booklets are shown here (fourth grade only).

Section 1:	General Background Questions	Read aloud
Section 2:	Reading Items	25 minutes
Section 3:	Reading Items	25 minutes
Section 4:	Reading Background Questions	5 minutes
Section 5:	Motivation Questions	3 minutes

4.3.7 Providing Accommodations in NAEP Sessions

In a subsample of NAEP schools, accommodations will be offered for students with disabilities (SD) or limited English proficiency (LEP). These accommodations may include: extended time, one-on-one testing, small group, reading aloud to the student, bilingual dictionary, use of a scribe or computer to record answers, and large-print booklets. For students with accommodations codes of 71 and 73, students must use a special assessment booklet assigned to them (from a bundle of accommodations booklets) by the NAEP supervisor. 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. You will receive complete details on administering accommodations from your assessment supervisor.

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 does not 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. Except for the general background questions, you may not answer any questions once the students have begun working. Only in the background questions may you assist students in understanding questions.

Question-by-question specifications (QxQs) for each grade level are found in the session scripts. They are to be referred to in helping students understand the intent of a question in the background section. The purpose of the QxQs is to allow EAs to respond to these questions in a standardized manner.

- Questions asked during the background section should be answered individually. If a student has a question, you will go to his/her desk to respond individually to the question. Only if several students ask the same question should the entire class be advised of the question and answer.
 - **For all other 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. Please reread the question and do the best you can."
 - Once the students have begun working on the subject area sections of the booklet, you may only provide assistance in showing how and where to record answers.
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 chose to do so.

- Booklets should never be folded or bent. Do **NOT** put paper clips or permanent gummed labels on the booklets.
3. For assessment booklets that require additional materials, in the event that either a student is missing a needed material, or the material is found to be defective, replace it with another (of the same material) provided by your supervisor.
 4. Be sure that the fourth grade students have gone to the bathroom before the session begins!
 5. 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. Be sure to use the appropriate administration code in these instances.
 - 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 should 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.
 6. 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 s/he 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.

7. If a student discovers a defective booklet after beginning to work, replace the booklet with another booklet of the same number, 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.

8. 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 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.

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. Do not 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, do not 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 do not 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 either to 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 Collecting Materials

Toward the end of the last section of the session, as you walk around the room, collect the Post-it® Notes with the student names on them and throw them away. By doing this, you are reinforcing NAEP's pledge of confidentiality.

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.

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.**

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.

4.6 Distributing Science Kits

In the science sessions, half of the students will be assigned to take part in the hands on science task. This is indicated in column "C" of the administration schedule. The letter of the kit that they are assigned is preprinted in that column. The script will tell you how to distribute the science kits.

In addition to the kits themselves, you should have on hand a wastebasket, and a small pail to collect about two cups of waste liquids. NAEP will also provide a plastic trash bag. You should also have some extra paper towels, even though the kits that contain liquids come with them.

The document, "Instructions for Administering Hands-On Science Tasks" will provide a diagram of the contents of each kit. The instructions also contain safety concerns, notes to you about each

kit, questions students may ask and answers you may provide, and clean up procedures. You should review this document carefully before the session, and refer to it if students ask questions.

Regarding the kits, if a student is missing or has broken items from his/her kit, try to replace the items from an unassigned kit of the same type. If there are no unassigned materials, some of the kit instructions will inform you that the students can share some of the materials.

The first kit – Kit A is the Seeds Kit, used only in fourth grade. Students should not take the seeds out of the plastic bags. Kit B is the Powders Kit for fourth grade. Although the powders are not hazardous, students should not touch, taste, or smell them. Also, students should wear goggles at all times. Kit C is the Markers Kit. It is used in both fourth and eighth grade. Rubberbands should not be removed from around the container. Kit D is the Powders Kit for eighth grade. Again, although the powders are not hazardous, students should not touch, taste, or smell them. Also, students should wear goggles at all times. Kit E is the Soil Tests Kit, used in both eighth and twelfth grade. Students should not touch, taste, or smell the soils in the jars. Kit F is the Antacid Kit and is used in twelfth grade only. Again, students should not touch, taste, or smell the solutions, and they must wear safety goggles. The Pendulum Kit is Kit F and it is for the twelfth grade only. Students should not swing the weight around. For more specific information about the science kits, please refer to the “Instructions for Administering Hands-On Science Tasks.”

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

<u>Task</u>	<u>Materials/Source</u>	<u>Manual Reference</u>
1. Account for all materials used in session.	Assessment booklets, Administration Schedule, "Testing" sign, timer, extra pencils, unused booklets, and additional materials.	5.1
2. Record results of session on Administration Schedule <ul style="list-style-type: none"> ■ 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 and Administration Schedule.	5.4
4. Return materials to supervisor and pick up next assignment.	EA's Assessment Information Form.	5.6

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.
BIRTH DATE	Student's Birth Date	Code from Administration Schedule. Enter two digits for the month and last two digits of year, for example: "06-86".
SEX	Student's Sex	Code from Administration Schedule: 1 = Male, 2 = Female.
R/E	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

POST-ASSESSMENT ACTIVITIES (Continued)

<u>Box</u>	<u>Content</u>	<u>Codes</u>
NSLP	National School Lunch Program	Use Code from Administration Schedule: 1 = Student Not Eligible 2 = Reduced Prince Lunch 3 = Free Lunch 4 = Information Not Available 5 = Refused 6 = School Not Participating
TITLE I	Title I Student	Code from Administration Schedule: Y = Yes, N = No.
SD	Student with a Disability and/or an IEP	Code from Administration Schedule: Y = Yes, N = No.
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 covered by the other assessed student codes.
		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.

POST-ASSESSMENT ACTIVITIES (Continued)

ADMIN. CODE

Administration Code
(Detailed explanation in Section
5.2)*CONTINUED*

24 = Other; specify reason. Any situation not covered by the other "Assessed in Makeup" codes.

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 other codes. Specify reason on booklet cover.

51 = Withdrawn.

52 = Unassigned booklet (i.e., unused).

55 = Student ineligible.

56 = "Not In Sample" (NIS) student.

60 = Not included in session due to mental and/or physical disability (SD).

61 = Not included in session due to mental and/or physical disability (SD) – required accommodation not offered.

62 = Not included in session due to limited English proficiency (LEP).

63 = Not included in session due to limited English proficiency (LEP) – required accommodation not offered.

64 = Not included in session due to disability (SD) and limited English

POST-ASSESSMENT ACTIVITIES (Continued)

ADMIN. CODE

CONTINUED

Administration Code
(Detailed explanation in Section
5.2)

proficiency (LEP).

65 = Not included in session due to disability (SD) and limited English proficiency (LEP) – required accommodation not offered.

66 = Not included, other. Specify reason on booklet cover.

71 = Assessed with bilingual booklet/Spanish glossary.

72 = Assessed with bilingual dictionary.

73 = Assessed with large-print book.

74 = Assessed in regular session with extended time.

75 = Assessed in regular session (read aloud – do not use in reading session).

76 = Assessed in small group.

77 = Assessed in one-on-one session.

78 = Assessed, using scribe or computer to record answers.

79 = Assessed, with some other accommodation. Specify the accommodation on cover.

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-session 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-makeup-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 - Disability (mental or physical)**. Student cannot be included in the session due to a mental or physical disability.
- 61 = **SD - Disability (mental or physical)**. Student cannot be included in the session due to a mental or physical disability for which required accommodation was not offered.
- 62 = **LEP** – Student cannot be included in the session due to limited proficiency in the English language.
- 63 = **LEP** – Student cannot be included in the session due to limited proficiency in the English language for which required accommodation was not offered.
- 64 = **Both SD and LEP**. Student cannot be included in the session due to a mental/physical disability **and** limited English proficiency.
- 65 = **Both SD and LEP**. Student cannot be included in the session due to a mental/physical disability **and** limited English proficiency for which required accommodation was not offered.
- 66 = **Other**, specify. Student cannot be included in the session for some other reason. Specify the reason on the booklet cover.

ASSESSED WITH ACCOMMODATIONS

- 71 = Assessed with accommodation, **bilingual dictionary/science glossary** used.
- 72 = Assessed with accommodation, student allowed to use **bilingual dictionary**.
- 73 = Assessed with accommodation, **large-print** booklet used.
- 74 = Assessed in regular session, with **extended time** available to this student.
- 75 = Assessed in regular session, with **read aloud** accommodation (not permitted in reading).
- 76 = Assessed in **small group** (accommodation session).
- 77 = Assessed in **one-on-one** setting (accommodation setting).
- 78 = Assessed with accommodation, **scribe or computer** used to record answers.
- 79 = Assessed, with **some other accommodation**. Specify the accommodation on cover.

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:

- In the box 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 **withdrawn** or have been found to be **ineligible** (for example, foreign exchange student, or not in correct grade).
- In the boxes labeled "**# Excluded**", enter the total number of selected students who were excluded from the assessment by the school.
- Compute the "**# To Be Assessed**".
- In the boxes 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.
- In the boxes labeled "**# Assessed (Original)**", 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.** (See Section 5.3.)
- 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 in the boxes labeled "**# Assessed (Makeup)**".
- After both the original and makeup sessions have been held, in the boxes 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 (after adjusting for those assessed in the makeup). Likewise, the sum of the number of students assessed and the number of students absent (after adjusting for the makeup) should equal the number of students to be assessed.
- Note that the "**# Absent**" should be erased and revised so that students who were assessed in a makeup (but missed the original session) are **not** counted as absent.

You must double check that the number of students marked as absent, withdrawn and ineligible, and excluded are accurately reflected at the top of the Administration Schedule. Any student marked as "NIS" is not included in these summary counts (as described below in Section 5.3).

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

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 "Not In Sample" Students

Occasionally, a school will require some students to be included in the assessment even though they were not sampled. In this case, your supervisor will have added their names to the bottom of the Administration Schedule. Since no information on these students is required, their birth date, sex, race, etc., may not have been recorded on the Administration Schedule. (It is acceptable for this information to be missing for these non-sampled students.) In the columns labeled "Admin. Code" on the Administration Schedule, your supervisor will have entered a code "56" for "Not In Sample" (or NIS).

These students will **not** have been counted in the number "To Be Assessed" and you should **not** count them in the number assessed at the top of the Administration Schedule. On their booklet covers, the only information you will need to code for NIS students after the session is an Administration code of "56" in the columns labeled "Admin. Code".

5.4 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 in the boxes 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. Also note that the booklet covers include a space in the top right corner to

record the student's line number from the Administration Schedule (these numbers may be entered when the booklets are prepared just prior to the assessment). 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 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, enter all of the information indicated below. All items should correspond directly to the information 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
BIRTH DATE	Month (2-digit numeric) and year (2 digits)
SEX	Male (= 1) or Female (= 2)
R/E	Race/ethnicity (6 1-digit codes printed on Administration Schedule)
NSLP	National School Lunch Program (6 1-digit codes printed on Administration Schedule)
TITLE I	Title I Student (Yes/No)
SD	Student with disability and/or IEP (Yes/No)
LEP	Limited English Proficient (Yes/No)
ADMIN. CODE	Administration code describing the student's participation status

Exhibit 5-2. Example of a Coded Booklet Cover



Admin Schedule Line # _____

<p style="font-size: 24px; margin: 0;">2000</p> <p style="font-size: 24px; margin: 0;">Grade 4</p>	<p style="font-size: 10px; margin: 0;">SECTION</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 10px; text-align: center;">1</td><td style="width: 10px; text-align: center;"> </td><td style="width: 100px;">BM1</td></tr> <tr><td style="text-align: center;">2</td><td style="text-align: center;"> </td><td>MB1</td></tr> <tr><td style="text-align: center;">3</td><td style="text-align: center;"> </td><td>M3</td></tr> <tr><td style="text-align: center;">4</td><td style="text-align: center;"> </td><td>M4</td></tr> <tr><td style="text-align: center;">5</td><td style="text-align: center;"> </td><td>M7</td></tr> <tr><td style="text-align: center;">6</td><td style="text-align: center;"> </td><td>MB</td></tr> </table>	1		BM1	2		MB1	3		M3	4		M4	5		M7	6		MB	<p style="font-size: 36px; margin: 0;">BOOK</p> <p style="font-size: 36px; margin: 0;">M101X</p>
1		BM1																		
2		MB1																		
3		M3																		
4		M4																		
5		M7																		
6		MB																		



School and Teacher Information

SCHOOL #	TEACHER #								
<table style="display: inline-table; border-collapse: collapse;"> <tr><td style="border: 1px solid black; width: 20px; height: 20px; text-align: center;">2</td><td style="border: 1px solid black; width: 20px; height: 20px; text-align: center;">1</td><td style="border: 1px solid black; width: 20px; height: 20px; text-align: center;">2</td><td style="border: 1px solid black; width: 20px; height: 20px; text-align: center;">0</td><td style="border: 1px solid black; width: 20px; height: 20px; text-align: center;">2</td><td style="border: 1px solid black; width: 20px; height: 20px; text-align: center;">1</td></tr> </table>	2	1	2	0	2	1	<table style="display: inline-table; border-collapse: collapse;"> <tr><td style="border: 1px solid black; width: 20px; height: 20px; text-align: center;">0</td><td style="border: 1px solid black; width: 20px; height: 20px; text-align: center;">3</td></tr> </table>	0	3
2	1	2	0	2	1				
0	3								

Birth Date	Sex	R/E	NSLP	Title I	SD	LEP	Admin Code																			
051986	2	2	1	N	N	N	10																			
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">Month</td> <td style="width: 10%;">Year</td> <td style="width: 10%;">1 = Male</td> <td style="width: 10%;">2 = Female</td> <td style="width: 10%;">1</td> <td style="width: 10%;">2</td> <td style="width: 10%;">Y</td> <td style="width: 10%;">N</td> <td style="width: 10%;">Y</td> <td style="width: 10%;">N</td> <td style="width: 10%;">Y</td> <td style="width: 10%;">N</td> <td style="width: 10%;">1</td> <td style="width: 10%;">0</td> </tr> </table>	Month	Year	1 = Male	2 = Female	1	2	Y	N	Y	N	Y	N	1	0												
Month	Year	1 = Male	2 = Female	1	2	Y	N	Y	N	Y	N	1	0													



101 - 000001 - 9

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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5.5 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%), 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 is necessary at the school. Your supervisor will schedule any required makeup sessions.

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 covers.
- Enter the number assessed in the boxes 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.
- Revise the "# Absent" to adjust for students assessed in the makeup.
- Using the information from the Administration Schedule, complete the covers of the booklets for all students invited to attend the makeup session.

5.6 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 at the school. Student names on the Administration Schedules and teacher or student names on Questionnaire Rosters must be left at the school in the school storage envelope. NAEP does not allow student or teacher names to leave the school!

Although student and teacher names should never leave the school, **NAEP assessment materials**, whether used or unused, must be removed from the school, even if you will return to the school the next day. Never leave any NAEP assessment 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.

APPENDIX A

SUMMARY OF ACCOMMODATIONS FOR NAEP 2000

SUMMARY OF ACCOMMODATIONS FOR NAEP 2000

GRADE	SESSION TYPE	ADDITIONAL MATERIALS	ACCOMMODATIONS OFFERED BY NAEP	ADMIN CODE
4	MATH	R = Ruler C = Calculator X = Manipulative Set X G = Geometric Shapes	Bilingual booklet* Bilingual dictionary Large-print* Extended time in regular session Read aloud in regular session Small group One-on-one Scribe or use of a computer Other**	71 72 73 74 75 76 77 78 79
4	SHORT-FORM MATH	R = Ruler C = Calculator	Bilingual dictionary Large-print Extended time in regular session Read aloud in regular session Small group One-on-one Scribe or use of a computer Other**	72 73 74 75 76 77 78 79
4	SCIENCE	Kit A = Seeds Kit B = Unknown Powder Kit C = Markers	Glossary in Spanish* Bilingual Dictionary Large-print* Extended time in regular session Read aloud in regular session Small group One-on-one Scribe or use of a computer Other**	71 72 73 74 75 76 77 78 79
4	READING	NONE	NAEP provides bilingual booklet. School provides bilingual dictionary. NAEP provides M120 booklet for schools to enlarge. School provides bilingual dictionary. Assigned booklet maybe enlarged by the school. NAEP provides Glossary to use w/booklet S218C. School provides bilingual dictionary. NAEP provides S229 booklet for schools to enlarge. Assigned booklet maybe enlarged by the school.	73 74 76 77 78 79

8	MATH	P = Protractor/Ruler C = Calculator Y = Manipulative Set Y G = Geometric Shapes	Bilingual booklet* Bilingual dictionary Large-print* Extended time in regular session Read aloud in regular session Small group One-on-one Scribe or use of a computer Other**	NAEP provides bilingual booklet. School provides bilingual dictionary. NAEP provides M120 booklet for schools to enlarge.	71 72 73 74 75 76 77 78 79
8	SCIENCE	Kit C = Markers Kit D = Powders Kit E = Soil Tests	Glossary in Spanish* Bilingual Dictionary Large print* Extended time in regular session Read aloud in regular session Small group One-on-one Scribe or use of a computer Other**	NAEP provides glossary to use w/booklet S224C. School provides bilingual dictionary. NAEP provides S229 booklet for schools to enlarge.	71 72 73 74 75 76 77 78 79
12	MATH	P = Protractor/Ruler C = Calculator Z = Manipulative Set Z G = Geometric Shapes	Bilingual dictionary Large print* Extended time in regular session Read aloud in regular session Small group One-on-one Scribe or use of a computer Other**	School provides bilingual dictionary. NAEP provides M120 booklet for schools to enlarge.	72 73 74 75 76 77 78 79
12	SCIENCE	Kit E = Soil Tests Kit F = Antacid Kit G = Pendulum	Glossary in Spanish* Bilingual dictionary Large print* Extended time in regular session Read aloud in regular session Small group One-on-one Scribe or use of a computer Other**	NAEP provides glossary to use w/booklet S211. School provides bilingual dictionary. NAEP provides S229 booklet for schools to enlarge.	71 72 73 74 75 76 77 78 79

* An Accommodations Booklet will need to be assigned and the new barcode should be noted on the Administration Schedule.

** Other accommodations (such as earphones for hearing impaired, signers for the deaf, magnifying equipment, translators) will be allowed if provided by the school and specified in the student's IEP.