

8. CONDUCTING THE ASSESSMENT

Chapters 8 and 9 of this manual guide you through the full range of activities for which you and your EAs are responsible while in the school on assessment day. Chapter 8 begins with procedural issues such as checking in with school personnel and preparing the materials for the assessment. Subsequent sections address issues associated with all aspects of the actual administration of assessment sessions including: distributing the assessment booklets, using the session scripts, conducting the hands-on science sessions, and general rules for monitoring sessions. This chapter also contains rules and guidelines on how to conduct sessions with accommodations and adaptations.

This chapter of your manual is similar to much of the material in the EA Manual, and provides information to you or the EA, whoever is administering the session. In many places throughout this chapter, the word "you" is used to mean "exercise administrator" or "you and your EAs."

8.1 Preparing for the School's Assessment

Preparation for the assessment begins before you arrive at the school on assessment day.

- Typically, it will have been more than a week since you visited the school to draw the sample, so you should call the school coordinator a few days prior to the assessment to confirm the date and time, to review the assessment activities, and to make sure that the Teacher, SD/LEP, and School Questionnaires have been distributed.
- Review the School Folder to ensure that you bring the correct materials for the sessions scheduled to be conducted.
- Double-check that you have the correct box(es) of materials from NCS for the school as well as any additional required materials that you will need. Verify that the session booklets are for the correct grade and that the bundle #s match those on the School Administration Schedule. Be sure to take the science kits if this school has a science section.
- Review with your EAs the Assessment Information Form. Be sure they have directions to the school and know when and where to meet prior to entering the school.

- Make sure that you have the correct number and type of session scripts.

REMINDER: If additional materials are needed, call NCS (1-888-NCS-NAEP) no later than 3:30 p.m. Central Standard Time (CST) for overnight delivery.

8.2 Professional Attire

Professional behavior and dress are required at any time you are working in a school. In her book, **Successful Subbing**, Carol Fuery talks about the notion that, as we live in a progressively visual world, in about 10 seconds, students can form an expectation about your ability to handle a class, based solely on your appearance. Clothing is one of the most important aspects in effectively taking charge of a classroom and establishing authority. Suggested attire for women is a suit, tailored dress with a blazer, or a blazer and a skirt. For men, a suit and tie or dress trousers with a sports jacket and tie is appropriate. The colors that have proven themselves best for establishing authority are navy blue, maroon, gray, and black. In other words, the more conservatively you 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 tiptoe to minimize the amount of noise and to remain as inconspicuous as possible while monitoring a session.

8.3 Reporting to School on the Day of the Assessment

- On the day of the assessment you and your EAs should plan to arrive at the school at least one hour before the first session is scheduled to begin.
- Be sure that you have your background clearance letter and you and your EAs wear your NAEP Identification Badges while at the school.
- When you arrive at the school, you must first check in at the school office, identify yourself and introduce your EAs, and explain why you are there.
- Then, locate the school coordinator to obtain the storage envelope containing the Administration Schedules, Roster and Post-it notes for the scheduled sessions. If concurrent sessions are being conducted, you will need to photocopy one set of the session Administration Schedules for each person conducting a session.
- Confirm with school and inform EAs how and at what time the school wants students to be returned to their classes at the end of the session (for example, whether they

should be returned as soon as the session is over or wait until the class period is changing).

- Confirm with school and inform EAs how to handle persistently disruptive students, students who become ill during the session, and students who arrive after the session has begun.

8.4 Assessment Materials

Distribute copies of the Administration Schedules to EAs along with assessment materials they will need to conduct their assigned session. These materials are:

- For Each Session
 - Bundles of booklets
 - Script
 - Timer
 - Post-it Notes
 - No. 2 Pencils
 - "Testing in Progress-Do Not Disturb" sign
- Additional Materials: **Math Sessions**
 - Calculators
 - Rulers
 - Protractors
 - Manipulative Sets
 - Geometric Shapes
 - Posters (2 types)
- Additional Materials: **Science Sessions**
 - One box of 18 Science Kits for appropriate grade
 - Science clean-up supplies (e.g., bucket, paper towels, etc.)

You should use the time before the session(s) as efficiently as possible. Being organized and prepared **before** the session will allow ample time for you and the EAs to prepare the booklets for distribution, to set up the room for the assessment, and for you to better deal with any last-minute situations that may arise.

As mentioned previously, assessment materials will be packed by session. Booklets for each session type will be shrink-wrapped in three bundles of 11. You will receive enough bundles of booklets for the expected number of students for each session scheduled in the school. In addition, your bulk shipment will contain 3 extra bundles of booklets for each grade and subject.

Packed with each bundle will be a numbered Bundle Slip listing session information and the prefixes of the booklet ID numbers contained in that particular bundle. The bundle numbers will match those preprinted on the Administration Schedule in the box in the upper-left corner. The booklet ID prefixes listed on the Bundle Slip will also match the prefixes of the booklet ID numbers preprinted on the session Administration Schedule. See Exhibit 2-7 in Chapter 2 for an example. **Never use booklets for any session type other than the one specified on the Administration Schedule.**

NOTE: In the past, it has been observed that some supervisors have brought Swiss Army knives into the schools to open their boxes and bundles. In light of the recent publicity that has arisen from students being found with "weapons," we must insist that if boxes are to be opened in the schools, you must use a pair of scissors to do this. Please do not embarrass yourself or NAEP by being confronted for carrying something that the school could classify as a weapon.

8.5 Preparing the Assessment Booklets for Distribution

On assessment day, you (and/or your EAs) will affix the prepared Post-it notes to the appropriate session booklets as described below:

- Using the prepared Post-it notes and the Administration Schedule, begin with the first student listed on the Administration Schedule. Open the first bundle and affix the Post-it note bearing the student's name and booklet ID number to the cover of the first booklet in the stack. Make sure that there is agreement between the ID # on the Administration Schedule, the booklet cover, and what you have recorded on the Post-it note. This will ensure you distribute the correct pre-assigned booklet to each student.

In the upper-right corner of each booklet you will find space to record the line number from the Administration Schedule. If you choose to, you may enter each student's line number in this space to facilitate the distribution and collection process.

- After you affix the Post-it note, check the Administration Code on the Administration Schedule. If, in the column labeled "Admin. Code," a "60-66" (Excluded), "51" (Withdrawn), "55" (Ineligible), or "46" (Parent Refusal) has been recorded, set the booklet aside. If the student has been excluded or is withdrawn, a single line should already be drawn through the student's name. The line should not extend past the perforation. Also line through the "ineligibles" and "parent refusals."
- Repeat these steps for each student listed on the Administration Schedule. As they are prepared, the booklets should be stacked face down to keep them in Administration Schedule order.
- Band together the booklets for any excluded, withdrawn, ineligible, parent-refusal students, and any unassigned booklets. They should be kept banded together (i.e., separated from) but remain with the bundle of booklets for the session.
- Turn over the stack of booklets to be used in the session. Place any additional materials required for each booklet (e.g., math materials, except calculators, as discussed below) inside the front cover of the booklet.
- Then, band the booklets to be used in the session together and place the session Administration Schedule on top of the stack. The booklets are now ready for distribution.

8.6 Preparing Other Assessment Materials

8.6.1 Materials for Mathematics Sessions

▪ Calculators

Some students in each math session will need to use a calculator. In your bulk supplies from NCS, you will receive 50 simple calculators for the fourth grade and 50 scientific calculators for eighth and twelfth grade. In preparing for the math assessment, be sure to have extra calculators.

▪ Rulers, Geometric Shapes, and Manipulatives

Some of the booklets in grade 4 will require a ruler, and some in grades, 8 and 12, will use a protractor/ruler. Also, some of the booklets at each grade level will require the use of a manipulative set "X," "Y," or "Z" or geometric shapes "G." The geometric shapes in grade 4 will be pre-cut and packaged in a plastic bag, and grades 8 and 12 will receive a sheet of geometric shapes they will have to punch out. You will need to

insert the rulers/protractors, manipulatives, and/or geometric shapes in the appropriate booklets prior to the assessment. At the end of the assessments, the script will direct you to collect all ancillary math materials. The geometric shapes and the manipulatives for all grades will be discarded after leaving the school.

NOTE: If you find it easier, you may choose to insert the rulers, protractors, geometric shapes, and manipulatives in the front cover of the booklet the night before the session. If you do, double-check the materials during the process of applying the Post-it notes the morning of the session.

■ **Posters**

For each math session, you will need to hang two posters in the room. One poster will be used when reviewing the calculator instructions, and the other is an example of a math response question. Be sure to hang them where the EA will be reading the script, in view of all the students, and be sure to use the posters for the appropriate grade. The session script guides you through the use of the posters.

8.6.2 No. 2 Pencils

Only No. 2 pencils should be used by students to record their responses in the assessment booklets. Once again, NAEP pencils will be provided and should be given to the students at the end of the assessment.

As booklets are distributed, a No. 2 pencil will be handed to each student. A reserve of extra pencils should be kept at the front of the room in case a student needs another pencil. It is your responsibility to make sure that you have enough sharpened pencils with intact erasers for each session.

8.7 Preparing the Assessment Room

When you arrive at the testing room, check that there are enough desks for the number of students scheduled for the session; if not, notify the school coordinator. It is important that the desks be arranged so that all students can easily see you and so 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, don't seat students facing each other.

Hang the "Testing - Do Not Disturb" sign on the door.

If conducting a math session, hang both math posters at the front of the room.

Erase the blackboards and, if possible, conceal all school materials that may assist students (e.g., spelling charts or multiplication tables). As a courtesy, you should check with the classroom teacher before erasing anything from the blackboard. If you cannot get permission directly from the teacher before you erase the board, be sure to copy everything that you will erase onto a pad of paper. Following the session, you will need to restore the board to its original state.

Once the room has been properly arranged, set out the supplies you will use for the session. 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. Be sure you know how to call the school office from the classroom in the event of an emergency.

8.8 The School's Role in the Assessment

Encourage the coordinator (or other school staff) to monitor at least part of every session. His/her presence will help the students see that the school's administration feels the National Assessment is important and, hopefully, the students will take the assessment more seriously.

Stress with the coordinator **the importance of insuring that each student appears for the assessment** and discuss the necessity of conducting makeup sessions if enough students do not attend. As discussed before, previous NAEP studies have identified the most successful methods for locating students. If possible, obtain permission to use one or more of the location methods listed below:

- Call students to the session over the public address system.
- Request a runner to go from room to room to call students.
- The coordinator also should be available to call the students that do not appear for the session.

8.9 Students' Arrival at the Assessment Room

The presence and demeanor of you and your EAs as authority figures should be exercised as soon as the students begin to arrive. Your effectiveness as administrators 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 are the keys to effective classroom management. Appendix G describes some classroom management techniques for all three grade levels.

Although not always possible, you should attempt to enlist assistance from school personnel to introduce the NAEP assessment to students. It will help considerably if a school staff member is present to assist you, particularly someone with some "clout" in the school, such as the principal or school disciplinary person. We have also found that if school staffs are able to help monitor the session, their presence helps keep disruptive behavior to a minimum and the students' behavior on task.

Your ability to impart an air of "with-it-ness", as one researcher calls it (Cangelosi, 1988), 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 appear 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 an air of authority. 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 students when you catch their eye conveys an interest in them as individuals 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 is likely to cause a disruption in the hallway and will annoy school administrators.** If the students come too quickly, you can at least take the opportunity to seat students where you want them, separating potential troublemakers.

If you have checked in all students, but several students on the Administration Schedule are not present, wait a few minutes before beginning the session. Ideally, a school staff member will be present who can assist in locating missing students who are in school that day. While you are waiting, you may informally ask those present if the missing students are absent from school. If it is determined that the missing students are in fact absent, or five minutes elapses beyond the time the session was to begin, proceed with the assessment.

Before beginning the script, instruct students to place all of their belongings **directly under their desks**. It is important that the aisles are not obstructed to allow mobility through the classroom.

8.10 Using the Script to Conduct the Session

After all students have been seated, you must conduct the session by following the appropriate script for the grade level being assessed.

You should be thoroughly familiar with the session script and be able to read it fluently. The script should be read **word for word (but with expression)** to ensure that all sessions are administered identically throughout the country. The sections of the script are described below.

8.10.1 Introduction

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

8.10.2 Booklet 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:

- After students have been seated and you read the script introduction, call each student in Administration Schedule order and hand him/her a pre-assigned booklet with any additional required materials inside the cover, and a pencil.

OR

- Before the students arrive, place a pre-assigned booklet (with the Post-it note bearing the student's name and booklet ID number) with additional required materials inside the cover and a pencil on each desk according to your seating plan for the students scheduled for assessment. As students arrive at the classroom, ask them to find the booklet with their name and to be seated at that desk. This procedure works particularly well for a large session.

The supervisor and the EAs should decide, before the session, how the materials are to be distributed based on the type and size of the session.

Record the attendance status of each student by entering a "✓" (check mark) for present or "A" for absent in the "Administrator Use Only" column on the Administration Schedule. **At the conclusion of the assessment**, you will enter the appropriate Administration Code for each student in the column labeled "Admin. Code."

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

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

Ask students who arrive **during booklet distribution** to wait at the front of the room while you finish distributing the booklets. Then, check in each of these students, give him/her the correct booklet and a pencil and direct the student where to be seated.

8.10.3 Additional Materials (Math Sessions Only)

Students are instructed to remove the additional material inserted in the cover of the booklet and put them on the corner of their desk until the booklet directions instruct them to use these materials.

8.10.4 Calculator Instructions

For math sessions only, before continuing with the booklet directions, the session script contains calculator instructions. Hand out calculators for students to practice with, read the script, and demonstrate to the students using the calculator poster. Then collect the calculators before continuing with the rest of the script. Calculator instructions are also printed on the back cover of each mathematics booklet.

8.10.5 Booklet Directions

The booklet directions are on the first two pages of each assessment booklet and reprinted in your script which instructs you to read the directions aloud to the students.

NOTE: In science and reading sessions, no student may be admitted once you have begun reading the booklet directions. In math sessions, no student can be admitted once you start the calculator instructions. Any students who arrive after this point should not be admitted and should be counted as absent.

NOTE, For 4th and 8th Grade: Immediately prior to the booklet directions, the script contains a brief section on coding the booklet cover. You will ask the students to write their teacher ID and class period on the book cover. To do this, you must **take the Roster of Questionnaires to the session, and write the teacher IDs and names on the blackboard.**

8.10.6 When to Use the Calculator (Math Sessions Only)

At the beginning of each cognitive section, the script will instruct you to distribute calculators to the students whose assessment booklets call for them. Then, at the end of each section (after time is up), the script will remind you to collect the calculators before starting the next section.

8.10.7 Subject Area Sections

The timing of the booklet sections varies with grade and session type. The session script provides instructions for the timing of each section. The reading booklets for grade 4 contain two 25-minute cognitive sections. All math booklets, regardless of grade, have three 15-minute cognitive sections. The science booklets always contain two cognitive sections which are 20 minutes each for grade 4, and 30 minutes each for grade 8.

Timers included with your supplies will be used to time the sections accurately. It is important that you are thoroughly familiar with the timer and its operation prior to conducting sessions. Practice using the timer and ensure that your EAs are familiar with the timers before your first assessment is conducted. The session script clearly prompts you to set and start the timer for the appropriate number of minutes for each section. The specific timing of all sections of the various booklets is summarized below for reference.

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

8.10.8 Background Section

Every assessment booklet contains general background questions and subject area background questions. In some session types, these background sections appear **before** the cognitive sections of the booklet, and in other sessions they come **after** the cognitive sections. The math and reading books also contain a short section of motivation questions (at the end of the booklet), but these do not appear in any science booklets.

You will read aloud all of the general background questions to the fourth graders in all session types. You will read aloud the first background question in grades 8 and 12 math sessions. The script will contain the questions that you are to read aloud.

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 as provided with the session scripts.

8.10.9 Subject Area Background Section

In all grades and all session types, the general background questions will be followed by a subject area background section. At each grade, the students will continue this section on their own. The timing is 5 or 6 minutes (depending on grade) for the math background, 5 minutes for the reading background, and 7 or 9 (grade 12) minutes for science background.

8.10.10 Motivation Questions

Except for science sessions, each assessment booklet ends with a brief section on motivation questions. The session script directs you to time these sections at 2 minutes for math and 3 minutes for reading. During this section, you should collect the post-it notes containing student names and booklet IDs, tear the notes in half and throw them away in full view of the students.

8.10.11 Hands-on Science Task

In science sessions only, the booklet and the script conclude with a hands-on science task. This task is assigned to only one-half of the students in the session, so the other students must be dismissed before beginning the hands-on section of the science booklet. The session script guides you in dismissing the students who do not participate in this task, distributing and collecting the science kits, and timing the task for 20 minutes (grade 4) or 30 minutes (grade 8).

8.11 Monitoring the Session

During the session, supervisors and EAs should monitor carefully 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 remain on task. You should continually move through the classroom during the session (a good reason why the aisles need to be clear). Occasionally, stand at the rear of the room so you can observe the students inconspicuously.

Students will be using many different versions of the test booklets and the sections are spiraled, so the possibility of collusion among students is minimal. In general, 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 are neither behind nor ahead of where they should be.

Paperwork should be done after the conclusion of the session, and never during the session.

8.11.1 General Rules for Supervising the Session

- You may not answer any questions once the students have begun working.
 - You may not provide any specific information, answers or instructions about any question, or assist in reading or spelling. Although you cannot provide answers, we are interested in the questions students ask. Please listen carefully to the questions. The best response is, "I'm sorry, I can't answer any questions. Just do the best you can." If the student indicates that s/he does not know a word used in the assessment, you can suggest that s/he "Re-read the question and try to sound out the word you don't understand."
 - When the students are working on the subject area sections of the booklet, you may provide assistance only in showing **how** and **where** to record answers.
- As students are working, you should walk around the room to see that they are working in the appropriate section of the booklet. If a student finishes a section early, you should encourage him/her to go back to review the work **in that section only**.
- 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.
 - Erasures must be complete and neat. For constructed-response items, students may make corrections by crossing out works rather than erasing if they choose to do so.

- Booklets should never be folded or bent. Do NOT put paper clips or permanent gummed labels on the booklets.
- Be sure fourth-grade students have used the restroom before the session begins!
- Students should leave the session only in an emergency situation.
 - If a student leaves and returns, record on the booklet cover the section number during which the student left, the section number during which the student returned, and the reason the student left the session. Also, remember to give that student an Administration Code of "12," meaning that s/he was only in the session for part of the time.
 - If a student cannot complete the session (e.g., s/he has become ill), collect the booklet and other materials and record **on the booklet cover** the reason the student left the session. NEVER give any student any medication for any reason.
 - Occasionally a student may request to leave the session before it is over for reasons other than illness or needing to use the restroom; s/he may need to get somewhere 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 tell them the time remaining.
 - Students who are concerned about being late for other activities may be instructed 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 NAEP Student Appreciation Certificate for the students to take to their next activity. However, students who will miss transportation if they remain in the session may be excused.
 - 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.
 - If a school official identifies a student as unable to meaningfully participate in the assessment and s/he cannot be accommodated, do not try to obtain permission for the student to complete the session. Note on the Administration Schedule that the student was excluded. Assign an SD/LEP Questionnaire for the student, have the staff member most knowledgeable about the student complete it, and record the appropriate information on the Roster of Questionnaires.

- Students are not required to participate in the assessment; however, all students should be encouraged to do so. If a student refuses to participate, tell the student that his/her answers are very important because they represent many other students across the nation. Explain that the results will have no effect on their grade. Encourage the student to begin or complete the booklet and make the best possible effort to answer the questions. If the student continues to refuse, collect the booklet and materials and instruct him/her to return to class. Remember to note "Student Refusal" on the booklet cover. If the student has not started the assessment, give the student an Administration Code of "47" on the Administration Schedule. If the student begins the assessment and then refuses to continue, assign an Administration Code of "12" to indicate s/he was in the session part-time.

Discussions between you and a student who refuses to participate should be kept as quiet as possible; that is, do not try to discuss this issue with a student from the front of the classroom. We want to ensure that other students are not influenced by a student who wishes to refuse.

- If a student discovers a defective booklet after beginning to work, replace the booklet with another booklet of the same number (i.e., R1, etc.) if possible. Record the new Booklet ID number on the front cover of the defective booklet and write the new booklet ID above the defective ID on the Administration Schedule. When collecting the booklets, put the defective booklet inside the front cover of the newly assigned booklet. Assign an Administration Code of 14 on both booklets and the Administration Schedule.

If a booklet of the same number is not available and the defect is minor, 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 and assign an Administration Code of 14.

- Note on the front cover **any other unusual circumstances** regarding the assessment of a student.
- The number of observers, if any, from the school should be limited. They should stand quietly in the back of the room or circulate without interfering with the assessment. No photographs of any kind may be taken, to ensure the confidentiality of students and to ensure standardized assessment procedures.
- Appendix G includes successful classroom management techniques for grades 4, 8, and 12, and should be reviewed by supervisors and EAs before administering sessions.

8.11.2 Problem Situations

You should anticipate specific problem behaviors before they happen and determine how you will handle them in advance. Although 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 the hope of gaining recognition among peers. Understand that from a student's perspective, you will be a perfect vehicle for attaining this goal. Don't be a victim! Avoid being verbally challenged or you will find yourself in a weakened position to effect any kind of classroom control. Adopt a proactive rather than reactive stance; anticipate potential problem 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):

- **If a student is working on the wrong section of the booklet**, you could say something such as, "You should be working in Section 2 now." Continue to stand near the student until you see that s/he 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. 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/her for cooperating**. 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 getting out of control, don't be afraid to use the office call button and ask for assistance.

- **If a student becomes ill during the session**, seek assistance from school personnel. Remember that this is an 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 and assign the appropriate Administration Code.**
- **If a student becomes emotionally upset during the session:** Occasionally, a student, particularly in the lower grades, may feel so overwhelmed that s/he will begin to cry. Be understanding but do not reinforce the behavior by giving the child excessive attention or sympathy. You might suggest that the student skip the question that is bothering him/her, and to come back to answer it later. Telling the student that we don't expect him/her to know everything may lessen the anxiety. It may be helpful to ask a friendly classmate to accompany him/her to get a drink of water. If the crying is seriously disruptive, seek assistance from school personnel. **Remember to note the incident on the student's booklet.**

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

Students who complete the section before time is called should be encouraged to review their work in that section only. They should not work on homework or a on a non-NAEP activity.

8.12 Concluding the Session

At the end of the session, collect **all** materials except the No. 2 pencils. Students may keep the pencils as a "thank you" for participating. Thank the students and dismiss them according to the school's preference. If time allows, you should call the students in Administration Schedule order to bring their booklets and assessment materials to you so that you can check the booklet ID number once again.

For Math Sessions: You will collect the manipulatives, geometric shapes, and rulers/protractors prior to dismissing students. All manipulatives and geometric shapes will be discarded after leaving the school.

For Science Sessions: You will collect the paper-and-pencil assessment materials, and dismiss those students who do not have the hands-on task. The procedures for concluding the hands-on segment of the assessment are discussed in Section 8.14 of this chapter.

If time is particularly short, you may stand at the door and release a student after s/he gives you a booklet and any other assessment materials. **You must account for all booklets and assessment materials.** (Be sure to retrieve Posters and Testing – Do Not Disturb signs.) Regardless of the collection procedure you choose, you must strive to maintain control of the classroom because students will be anxious to leave once the assessment is over.

NAEP is interested in feedback from the students, so if you have a few minutes before you are scheduled to dismiss the students, ask the students what they thought about the assessment and materials. Take notes on the responses and include them in the comments section on the Session Debriefing Form. If time does not allow for this type of interaction, dismiss the students as usual.

8.13 Conducting Sessions with Accommodations and Adaptations

You are likely to encounter only a small number of students with disabilities in any one school. Discuss with the school coordinator the nature of each child's disability and then consult the relevant section of Appendix F for a brief description of the disability and suggestions for working with these students in testing situations. If the opportunity presents itself, find out how the teacher works with the child. Some additional procedures are needed to accommodate these students in a testing situation, but many are similar to those you will use with other students. It is unlikely that you will be testing children with severe cognitive or physical disabilities; their IEPs will probably specify that they should not participate in assessments such as NAEP or they may not have achieved the requisite reading skills needed to participate.

Suggestions for working with special needs students include:

- Encourage effort, not results;
- Concentrate on the individual, not his/her disability;

- Treat students with disabilities as normally as possible; do not assume you must do things for them;
- Do not lower your expectations;
- Ask that a teacher familiar with the student be present at the assessment session;
- Remember that disability-related information is confidential; school personnel may be reluctant to release information. Emphasize the confidentiality procedures of NAEP and assure school personnel that you will keep any information received about particular students confidential; and
- Only use accommodations specified in students' IEPs or routinely used in testing the student; use of accommodations unfamiliar to students may hurt their performance rather than help it.

8.13.1 Staffing Issues

Whether accommodating students in the original session or in special sessions, it is important that you or the EA be comfortable in working with special needs children. Obviously someone with a special education background would be ideal. For example, a retired teacher, particularly at the elementary level, should be familiar with reading aloud quietly and with determining when and how to encourage students.

Since NAEP staff are unfamiliar to the students in the assessment, it will be important to build rapport with the students before beginning one-on-one, small group, and read-aloud accommodations. Discuss the best ways to do this with the school coordinator, or, if possible, each student's teacher. It may be that the teacher will come with the student to the assessment room and will introduce the EA, quietly explaining that the EA is there to help. Perhaps the EA could go to the student's classroom before the assessment begins. During the assessment, the EA needs to be alert to the student's needs without hovering or focusing entirely on that student. Whatever is done, we certainly do not want to do anything that will embarrass or single the student out in a negative way.

We do want the student to feel comfortable and to know what to expect in the assessment situation. If she/he is getting extended time, she/he should be told so before the session begins and that this means that she/he can stay later or return to sections not finished during the assessment. Similarly,

"read-aloud" students should be seated away from the other students and told that the reason is so that the other students will not be disturbed by "my reading with you."

If students are being accommodated as part of the regular session, then the EA administering the session will need additional help. Depending on the nature of the accommodations, an additional EA for every 3-5 accommodated students might be necessary. Each extra EA should know in advance the names of the students with whom they will be working and, obviously, the nature of the accommodation.

8.13.2 Using Scripts in Accommodation Sessions

Our previous experience with accommodations has shown that the scripts that we use in the standard sessions do not work in small group and one-on-one separate administrations. Instead, the EA should use a more informal "chatty" style. The following checklist identifies points the EA should make before beginning the General Directions in the assessment booklets.

- Introduce yourself, telling the child how happy we are that she/he can help us with this national study.
- Explain that some of the work may be like work she/he has done before and some may be very different.
- We are trying to find out what students don't know as well as what they do know. So, she/he should not worry if she/he does not know everything. No grades will be given and his/her work will not be seen by anyone at the school.
- We know that she/he will do the very best that she/he can, and we really appreciate it.
- Tell the student that you cannot help and cannot tell if answers are correct.
- Ask if the student has any questions.
- Read the General Directions and continue with Section 1.

The following are some guidelines for what is and is not allowed when conducting accommodations sessions:

You May:

- Make minor modifications to the script to shorten or simplify the introductory statements.
- Encourage the student(s) to review his/her answers upon completion.
- Answer student questions regarding the directions and the recording of answers.
- Allow the student(s) to use accommodations/adaptations on the assessment if they have been deemed necessary. A list of approved accommodations for NAEP is shown in Section 8.13.3 of this manual.

You May NOT:

- Provide assistance on assessment items. Students may look for validation on certain items; you may not indicate verbally or nonverbally your recommendations. Instead you are encouraged to remind them to answer the questions to the best of their ability.
- Allow any student to use accommodations/adaptations on the assessment that are not indicated in his/her IEP, that are not approved by NAEP, or that are not normally used by the student during testing.

The following are not considered accommodations and may be offered to students:

- Students may take a break between sections.
- The assessment may be scheduled to start at any time.
- Recording answers directly in the test booklet is expected of all assessment participants. If this is considered an accommodation in a particular student's IEP, s/he should remain in the regular session.

Small group and one-on-one sessions present another problem. Often, these students are accustomed to receiving acknowledgment when they have answered a question correctly. They will look to you and ask, "Is this the right one?" You cannot give any indication of what the right or wrong answer is. It will be tempting, but, of course, we cannot help these students in this way any more than the other students. You may want to remind the student that you told him/her at the beginning of the session that

you are not allowed to say if an answer is right or wrong. Encourage the student to record an answer and move on to the next question.

8.13.3 Administration Codes – Assessed with Accommodations

After the assessment, you will use the Administration Codes listed below to indicate the status of these accommodated students. In many cases, a student who receives one accommodation actually is receiving multiple accommodations; for example, it is assumed that a student who is assessed one-on-one or in a small group will also receive extended time. Therefore, the following codes contain the additional, paired accommodations we anticipate would be used. Thus, only one code number will be needed for each of these students, even though they might receive multiple accommodations.

Code	Primary Accommodation	Usual Additional Accommodations
71	Bilingual booklet, or Glossary in Spanish (for science)	Extended time; one-on-one <u>or</u> small group.
72	Bilingual dictionary	Dictionary provided by school; assess in regular session.
73	Large-print booklet	Extended time, special equipment such as magnifying equipment. These sessions are usually conducted in a small group or one-on-one.
74	Extended time in regular session	
75	Read aloud in regular session	Extended time, if needed.
76	Small group	Extended time; read directions/questions aloud.
77	One-on-one administration	Extended time; read aloud; help recording answers
78	Scribe or use of computer	Extended time
79	Other; specify on booklet cover	

Of course, if a student to be accommodated is absent or refuses to participate, you would use the appropriate absent or refusal Administration Code.

8.14 Preparing and Distributing Science Kits

The final section in half of the science assessment booklets involves the use of a science kit for a hands-on task. You will dismiss the students who do not have the hands-on task, and continue Section 5 of the assessment with the remaining students. Three separate kits will be used at each grade level, and one kit overlaps each grade level (e.g., Kit C – Markers is used for both grade 4 and grade 8, and Kit E-Soil Test is used at grades 8 and 12). Care must be taken to distribute the correct kit to each student. Each science kit will be identified with a label indicating the grade level, kit name, and block code. Generally, the science kits are packed 18 to a box, and one box should be used for each session; however, **at grade 12, the kits are not packed by session and must be gathered from your bulk supplies.**

An alphabetic character identifying each kit is preprinted on the Administration Schedule in the "Science Kit" column (Exhibit 8-1). This alpha code is also at the end of the assessment book number (similar to the way math ancillary materials are designated) and will be written on the post-it note with the student's name at the time the assessment materials are prepared. Thus, you can match the alpha code on the post-it note or the assessment booklet with the kit name and alpha code on the label of each kit to facilitate efficient distribution of the science kits during the assessment. The alpha characters codes and the corresponding science kit name for each grade level are as follows:

Grade 4	Kit A	Seeds
	Kit B	Unknown powder
	Kit C	Markers
Grade 8	Kit C	Markers
	Kit D	Powders
	Kit E	Soil Tests
Grade 12	Kit E	Soil Tests
	Kit F	Antacid
	Kit G	Pendulum

If the session is being conducted by an EA, supervisors will assist in monitoring this section of the assessment. At least two persons, one being the supervisor, must present during this part of the assessment. This means that in those schools where a science session is scheduled, you must ensure that you have hired and trained enough EAs to assist with all sessions.

Before the session begins, sort the science kits by type, using the alphabetic code for the kit (A, B, C, etc.). You and/or your EA should distribute the kits individually to each student by kit type, at the beginning of Section 5 in the session script, after the other students have been dismissed. Use the alphabetic code on the post-it note and on the student's assessment book and on the kit itself to make sure you have the correct kit for each student.

8.14.1 Safety Precautions

Since the kits do not contain any toxic or hazardous materials, it is extremely unlikely that any student will be able to inflict bodily injury to either themselves or another student. However, as a precaution, safety goggles will be prepackaged in each kit where deemed appropriate.

Included with your NAEP session scripts, you will receive a copy of "Instructions for Administering Hands-On Science Tasks." This document describes the materials included in each kit, a list of potential hazards and safety precautions in addition to other information for each kit by grade level. While none of the science kits contain dangerous materials, some of the kits (e.g., Kit D, Powders) include goggles for the students to wear as a precaution since these kits contain liquids that might splash. When the goggles are provided, student must wear them. There are other safety precautions detailed in the science task instructions documents with which you and your EAs should be thoroughly familiar. In general, there are reminders that students should not touch, taste, or smell the contents of the bags, or individual items in any of the kits.

If any students or school staff ask questions about the safety of the kits, you should assure them that there are no dangerous materials in any of the kits. However, students will be reminded that they need to be cautious with these materials (since they do not know what the liquids, powders, or seeds are) and the administrators have been trained to also take the precautions seriously.

8.14.2 Responding to Questions About the Science Tasks

Once timing of the hands-on task (Section 5) begins, you may not provide any specific information about how to do the activity. When asked these kinds of questions, you should direct students to carefully re-read either a specific question in their test booklet or the instruction at the

beginning of the activity and instruct them to "Just do the best that you can." You may only answer the following kinds of questions:

1. Questions regarding missing equipment or materials. Most of these questions should occur at the beginning of this activity.
2. Questions regarding equipment that is not working properly (e.g., a broken beaker or tube).

The kits containing powders and liquids (Kits B and D) involve the use of spot plates which might stick together in shipment. You may separate these for the students if necessary. Kit C (Markers – grades 4 and 8) involves the use of filter paper which the students will use to absorb water. If their fingers are oily, the paper may not work satisfactorily. If a student complains about the amount of time the water takes to move up the paper, you may recommend that he or she take a new piece of filter paper and repeat the experiment.

In Kit E (Soil Tests – grades 8 and 12) it is possible that the soil in the jars may have mold growing on it. Any students commenting on this should be told that this is normal. They should be instructed to shake the jar, at which time the mold should dissipate. If not, replace the affected jar with one provided in your bulk shipment from NCS.

Other specific issues regarding the individual kits are pointed out in the Instructions for Administering Science Kits (included with your session scripts). EAs should read these instructions carefully, for the appropriate grade, before each session.

If a teacher or other school staff are present, they should be advised prior to the beginning of the session that they may not respond to students' questions. All questions should be directed to either the NAEP supervisor or EA.

8.14.3 Monitoring the Hands-on Science Task

Since the science tasks are not a collaborative activity, it is important that each student has as much physical space as possible in order to independently conduct their task. You must continually walk around the room not only to ensure that students are doing their own work, but also to ensure that safety precautions are being observed.

8.14.4 Clean-up Procedures for Science Tasks

Clean-up should be accomplished as swiftly and efficiently as possible.

At the end of the session, as per kit instructions and as instructed by the script, students will be asked to set aside the liquid waste materials and to then place all kit components back in the kit bag. You will walk around the room with a bucket to dispose of liquid waste and a wastebasket to dispose of solid waste.

Use extra paper towels to ensure that each workspace is free from any residual debris from the kits. The assessment room should be left in the same condition as when you started.

8.14.5 Collecting Materials

At the conclusion of Section 5 of the science sessions, you will collect the science kits and waste materials, Then as directed by the script, collect the assessment booklets.

All used, left-over science kits should be offered to the school along with brochures that provide suggestions on using the materials. If the school wants to keep the used kits, instruct the EAs where to leave them and be sure to leave the brochures that give suggestion to the school on possible uses of the "used kits." If the school does not want the kits, you should dispose of them properly outside of the school premises.

9. POST-ASSESSMENT ACTIVITIES

After dismissing students from the assessment, you and your EAs complete a number of tasks before leaving the school. This chapter discusses how to complete the Administration Schedule(s) and School Worksheet, assessment booklet covers, and arrange for makeup sessions, if necessary. This chapter also provides instructions for packing and shipping completed materials to NCS. A discussion of some of the quality control procedures NCS will use to review your work concludes this chapter.

9.1 Account for all Materials Used

Your EAs are responsible for returning to you all of the NAEP materials following the assessment(s) in a school. As the assessment supervisor, you are responsible for reviewing these materials, checking to make sure that everything is complete and accounted for, and verifying that the booklet cover coding is done properly. Every NAEP booklet (used and unused) must be accounted for and returned to NCS; none will be left in schools or thrown away for any reason. NCS maintains a record of every booklet, including where it was sent and when it was returned. You are responsible for making sure that every booklet assigned to you is used correctly and returned in good condition to NCS. Only by maintaining rigid control over the booklets will you protect your accountability and the confidentiality of the assessment.

The supervisory "edit" of assessment materials encompasses a number of tasks. **It does not involve correcting students' work.** The supervisor should do the following:

- Double-check that you have an assessment booklet for every booklet ID number listed on the Administration Schedule. Be sure that all unused booklets from the session are accounted for.
- Verify that the required information from the Administration Schedule has been coded on the front cover of each booklet. Front covers of booklet IDs assigned an Administration Code of "51" through "56" need not be coded.

- If a student did not attend the entire assessment session, make sure the circumstances are fully documented on the front cover of the booklet and the appropriate Administration Code (code 12 or 13) is assigned. When writing notes on the booklet covers, do not write on timing tracks or close to any demographic boxes.
- Double-check that you have a completed SD/LEP Questionnaire for each student indicated on the Administration Schedule as "SD" and/or "LEP."
- Make arrangements to collect the teacher questionnaires that have not been returned. If any teacher questionnaires haven't been returned by the end of the assessment, plan to stop by in a few days to pick them up or leave a supplemental shipping envelope with the school coordinator so the completed questionnaire can be returned directly to NCS. Be sure the School Questionnaire has been collected from the principal or designee.
- Inspect the physical condition of each booklet, Administration Schedule, Questionnaire, and Roster, making sure that any stray marks that would interfere with scanning have been erased.

9.2 Complete the Administration Schedule

9.2.1 Enter the Administration Codes

After accounting for all materials used during the session, record on the Administration Schedule the appropriate codes in column "O" labeled "Admin. Code." The codes are grouped according to student participation status and must be assigned accurately. Booklets unassigned to students (i.e., unused booklets) should be coded "52" on both the Administration Schedule and booklet cover. **There must be an Administration Code entered for every booklet.**

At the conclusion of the assessment, if you haven't already done so, you will need to obtain information from the school coordinator concerning the reasons for any student's absence from the session(s). The codes and guidelines for using them are listed below.

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 on cover.** Use this code for any situation that is not covered by the other assessed student codes 10 – 13 (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 the reason. Use this code when the session was interrupted and no student was able to complete the booklet (e.g., fire drill).
- 24 = **Other, specify on cover.** Use this code for any situation that is not covered by the other assessed student codes 10 – 13 (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 temporarily not in school 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 a 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 refused 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 on cover**. Use this code for any absence not covered by other codes. Specify reason on the booklet cover (e.g., student came to room too late after session started).

OTHER STUDENT CODES

- 51 = **Withdrawn**. Student is no longer enrolled at the school.
- 52 = **Unassigned book (unused)**. Use this code for any booklet not used because the booklet was not assigned to a student.
- 55 = **Ineligible**. Use this code when told after the session began that the student was 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 who was assessed at the convenience of the school.

REASONS FOR EXCLUSION

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

STUDENTS ASSESSED WITH ACCOMMODATIONS

- 71 = **Bilingual Booklet/Science Glossary.** Extended time and small group or one-on-one is assumed for Bilingual Booklet. Science Glossary can be used in regular session.
- 72 = **Bilingual Dictionary.** Should be used in regular session.
- 73 = **Large-Print Booklet.** Extended time is assumed. Use of special equipment such as magnifying device is acceptable. Usually these sessions are small group or one-on-one. NAEP provides booklet for school to copy/enlarge.
- 74 = **Extended Time in Regular Session.**
- 75 = **Read Aloud in Regular Session.** (Do not use in a reading session)
- 76 = **Small Group.** Extended time is assumed. Directions/questions read aloud is acceptable.
- 77 = **One-on-one.** Extended time is assumed. Assistance in recording answers and/or reading aloud directions/questions is acceptable.
- 78 = **Scribe or use of computer.**
- 79 = **Other, Specify on Booklet Cover.**

NOTE: FOR STUDENTS ASSESSED WITH SPECIAL ACCOMMODATIONS, THESE CODES, 71-79, SHOULD ALWAYS BE USED INSTEAD OF CODES 10-14 OR CODES 20-24. IF AN ACCOMMODATED STUDENT IS ABSENT ON ASSESSMENT DAY AND NOT ASSESSED, USE AN ABSENT CODE FOR THE ADMIN. CODE.

9.2.2 Complete the Summary Information Box on the Administration Schedule

After assigning the appropriate Administration Codes, complete the Administration Schedule by recording information on attendance in the summary information box at the top of the Administration Schedule. An example of a completed summary information box is shown below.

<p>2000 NAEP Administration Schedule</p> <p>Grid if Makeup Held Makeup Date</p> <p><input type="checkbox"/></p>	$\frac{30}{\quad}$ # Original Sample	$\frac{2}{\quad}$ # Absent (Hold Makeup if 4 or more absent)
	$+ \frac{01}{\quad}$ # New Enrollee Sample	$+ \frac{26}{\quad}$ # Assessed (Original Session)
$= \frac{31}{\quad}$ Total In Sample	$+ \frac{\quad}{\quad}$ # Assessed (Makeup Session)	= <u> </u> TOTAL ASSESSED
$- \frac{2}{\quad}$ # Withdrawn & Ineligible (Admin. Codes 51 & 55)	Session Number MA0801	
$- \frac{1}{\quad}$ # Excluded (Admin. Codes 60-66)	$\frac{028}{\quad}$ TO BE ASSESSED	

It is very important that the summary information is accurately recorded as follows:

- Be sure the total number of students sampled has been entered for "TOTAL IN SAMPLE." Do not count "NIS" students.
- In the space 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 **plus** the total number of students who are ineligible.
- In the space labeled "# EXCLUDED," enter the total number of selected students who were excluded from the assessment by the school.
- In the space labeled "# TO BE ASSESSED," enter the remaining number of students after the withdrawn/ineligible and excluded students have been subtracted from the total in sample.

- In the space 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, other student refusals, parent refusals, and students who arrived at the session too late to participate. It does not include withdrawn or excluded students.
- In the space labeled "# ASSESSED (ORIGINAL)," enter the actual number of students less "NIS" and "Ineligible" students who were present for the assessment and received a booklet. Students who attended the session and received a booklet but did not record any answers are also included in this category.
- 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 space labeled "# ASSESSED (MAKEUP)."
- After both the original and makeup sessions have been held, in the space 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.
- Very rarely, a student who is not in the sample may be included for the school's convenience. These students are not included in the assessment summary counts on the Administration Schedule. Their booklets receive an Administration Code of "56" (NIS). If an assessed student is determined later to have been ineligible, the counts for "# Withdrawn/ineligible," "TO BE ASSESSED," and "# Assessed" should be changed and the booklet given an Administration Code of "55."

9.2.3 "Not in Sample" Students

Occasionally, a school will ask that some students be included in the assessment even though they were not sampled. In this case, you will add the students' names to the bottom of the Administration Schedule. Since no information about these students is required, their birthdate, race, etc., do not have to be recorded on the Administration Schedule. In the columns labeled "Admin. Code" on the Administration Schedule, enter "56" for "Not in Sample."

These students will **not** be counted in the number "SAMPLED" or "TO BE ASSESSED," and you should **not** count them in the number that were assessed at the top of the Administration Schedule. The number in this box reflects sampled students only.

9.3 Complete the School Worksheet

The School Worksheet is a document that you will use to record the results of the assessment and determine the need for makeup sessions while you are in the school. The laptop computers will be used to transmit the School Worksheet information after the assessments are completed at a school. The worksheet can be used to record the results of each session while at the school, and that information can then be entered in the FMS on the computer after you have left the school. However, to ensure that there is a backup, we would like you to keep and submit the hard-copy version of the worksheet as well.

The School Worksheet will be filled out in stages. The identifying information at the top, such as School name, School ID#, school coordinator, your name, and region could be filled in before you go to the school for the sampling visit. In the column labeled "SESSION #," record the preprinted session number that appears on the Administration Schedule. The "SESSION #" is a required item.

- Items **A-D** should be filled in during the pre-assessment activities after you have scheduled the assessment sessions with the school coordinator. These items include the date, time, and place of session, as well as the EA who will be responsible for conducting the assessment session. Only Item A, date of session, is required. Items B, C, and D are optional because you have these recorded elsewhere, such as in the computer and on the school folder.
- Items **E-J** on the School Worksheet will be filled in from the Summary Box at the top of the Administration Schedule. This information **must** be checked carefully against the entries on the Administration Schedule to be sure it is reported accurately and properly. The number of students assessed and the number of students absent must equal the number of students to be assessed. **Be sure to count parent refusals and student refusals as "Absent/Refused" in Item I.**
- For Item **K** on the worksheet, you must calculate a response rate for the sessions. If there is more than one grade being assessed at the school, you will need to calculate the response rate (and prepare a worksheet) for **each grade**. To calculate the response rate, divide the # ASSESSED (item J) by the # TO BE ASSESSED (item H). In other words, the number of students who attended the session(s) is divided by the number of students invited. This number should be rounded up to the next whole number if .5 or greater and rounded down if .4 or less. A completed worksheet is presented in Exhibit 9-1.
- For Item **L** (Makeup Needed?), enter "Y" if attendance falls below the required percentage (89% or less), otherwise, enter an "N." **OR**, if a makeup is needed, but **ALL** the absences are refusals, enter "NA;" otherwise enter "Y" and schedule a makeup for as few as 1 or 2 students.

Exhibit 9-1. Completed school worksheet

Supervisor: B. Smith
 Region: N 99

NAEP 2000 SCHOOL WORKSHEET

School ID# 990-609-1
 School Name: KENNEDY HIGH SCHOOL
 School Coordinator: Richard Johnson

Special Instructions/Comments:

Makeup Scheduled 2/1 at 8:00am

NOTE: Please subdivide (with a slash) a session column if you need to record more than 2 sessions of the same type.

	SCIENCE			MATH			SHORT-FORM MATH			READING		
	SESSION #	SESSION #	TOTAL	SESSION #	SESSION #	TOTAL	SESSION #	SESSION #	TOTAL	SESSION #	SESSION #	TOTAL
a. Date	SC 12a1	MA 12a1										
b. Time (optional)	1/27	1/27										
c. Place (optional)	8:00	8:00										
d. EA (optional)												
e. Total in Sample	31	30										
f. # Withdrawn and Ineligible	1	2										
g. # Excluded	1	2										
h. # To be Assessed	29	26										
i. # Absent and Refused*	2	4										
j. # Assessed	27	22										
k. Response Rate (j/h)			93%									85%
l. Make up Needed? (Y/N/NA)*			N									Y

* All parent and student refusals must be included as absences in item i. However, if all absences are refusals, mark "NA" in item l. and do not schedule a makeup. If the response rate calls for a makeup and at least one student is absent, mark "Y" in item l. and schedule the makeup.

- If a makeup session is held, complete items **A-D** and item **J** in the column labeled "MAKEUP." It is only necessary to record the number of students actually assessed in a makeup session, not the number invited or absent (these columns have been shaded).
- Please subdivide (with a slash) a session column, if you need to record more than 2 sessions of a specific type. (See example in Exhibit 9-1.)

To determine the final results in the school, the number assessed in makeup sessions should be added to the number assessed in the original session and the resulting number recorded in the "TOTAL" column. The "# TO BE ASSESSED" and the "# ABSENT" should be recorded in the "TOTAL" column as well.

9.4 Makeup Sessions

The National Assessment attempts to obtain the highest possible student response rates. The students who are absent from school on the day of the assessment are the only students who should be missing from the session. All selected students who are in attendance are extremely important to NAEP. 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 89% or less, a makeup session will have to be held.

NOTE: Makeup sessions in reading must not be held during the makeup week because all reading sessions must be shipped back to NCS prior to the makeup week.

You will compute the response rate for each session type on the School Worksheet and determine if any makeup sessions will be necessary at the school.

It is possible that you will have to hold more than one makeup session in a school. This will occur if the response rates for two or more session types in a school are 89% or less. Since the order of the booklet sections for both session types is different, makeup sessions for the different session types will have to be conducted separately.

Students who refused to attend the original session (or whose parents refused to allow them to participate) will not be invited to a makeup session. These refusals are counted as absences in calculating the attendance rate, but these students should not be invited to a makeup session. One round of makeup sessions will be held in each school (i.e., additional makeup sessions should not be scheduled for low attendance after initial makeup sessions). All makeup sessions should be scheduled and conducted before you leave the PSU. You should work with the school coordinator in arranging the makeup sessions and notifying the students of the time and location. You may send your lead EA to conduct a makeup session if it is necessary for you to be elsewhere on that day. Since student and teacher names must not leave the school, you will place all copies of Administration Schedules, Rosters, and Post-it® notes in the NAEP Storage Envelope until the makeup session. However, **assessment booklets and other NAEP materials must be removed from the school.** Retain all assessment materials for the school until the session is completed.

9.4.1 Complete the Administration Schedule After a Makeup Session

In the event that any makeup sessions are required in a school, you will use the original Administration Schedule for the makeup session. After the makeup is held:

- Grid the "makeup held" bubble and record the makeup date in the box at the top of the Administration Schedule.
- Enter the Administration Code for participating students using codes "20" - "24" OR "71" - "79" as appropriate on the Administration Schedule and on the student's booklet cover.
- Enter "# assessed, makeup," and "total assessed" in the Summary Box at the top of the Administration Schedule.
- Add the number assessed in the makeup session to those already assessed on the School Worksheet, and compute new totals.
- Complete the booklet covers and enter the Administration Code for absent students who did not attend either the original or makeup session.

9.5 Booklet Cover Coding

There must be an assessment booklet for every ID number listed on the Administration Schedule. Your EAs are responsible for coding **all** student information on the cover of each booklet used.

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. **Entering the student's line number in the space provided in the upper corner of the booklet is particularly useful in verifying that the booklets are in the correct order.** There should be one booklet for each selected student regardless of whether or not they were assessed. If the booklets were collected after the assessment in the same order as they appear on the Administration Schedule, you will need to insert the unused booklets for absent, excluded, ineligible, and withdrawn students in their original order.

There must be a code for all of the required information on the cover of the assessment booklets **except** booklets with Administration Codes of "51 – 56". These book covers can be left blank except for the school ID and Administration Code. As you code information from the Administration Schedule, always confirm that the booklet ID number matches the identification number for that student on the Administration Schedule.

Record the NAEP school ID on the booklet cover. Then, enter the other information which directly corresponds to that on the Administration Schedule. Listed below are the items that must be transferred from the Administration Schedule to the booklet cover. An example of a coded booklet cover is shown in Exhibit 9-2.

<u>Booklet Cover Item</u>	<u>Description</u>	<u>Column from Admin. Schedule</u>
SCHOOL #	NAEP school ID number	–
TEACHER #	Teacher Code number (2 digits)	M
PERIOD #	Class Period number (1 digit)	N
BIRTH DATE	Month (numeric) and year (4 digits)	D
SEX	1 = male; 2= female	E
R/E	Race/ethnicity (codes given on Ad. Sched.)	F
NSLP	Participation Status in National School Lunch Program (codes given on Ad. Sched.)	G

Exhibit 9-2. Coded Booklet Cover



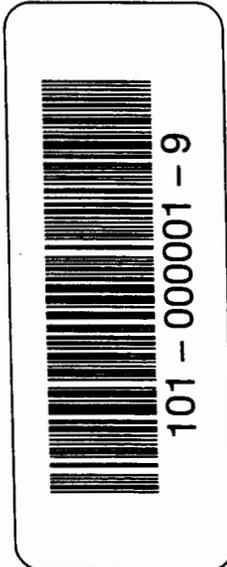
Admin Schedule Line # _____

		SECTION	
2000 Grade 4		1	BM1
		2	MB1
		3	M3
		4	M4
		5	M7
		6	MB
			BOOK M101X

School and Teacher Information

SCHOOL #			TEACHER #	
9	9	9	2	0
2	0	3	1	0
1				

Birth Date		Sex	R/E	NSLP	Title I	SD	LEP	Admin Code
0	3	2	2	1	N	N	N	10
1	1							
2	2							
3	3							
4	4							
5	5							
6	6							
7	7							
8	8							
9	9							



DO NOT USE	ADMIN USE ONLY
[] [] []	[] [] []
0 0 0	0 0 0
1 1 1	1 1 1
2 2 2	2 2 2
3 3 3	3 3 3
4 4 4	4 4 4
5 5 5	5 5 5
6 6 6	6 6 6
7 7 7	7 7 7
8 8 8	8 8 8
9 9 9	9 9 9

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0628. The time required to complete this information collection is estimated to average 100 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Information Management and Compliance Division, U.S. Department of Education, 600 Independence Avenue, SW, Washington, D.C. 20202-4651.

A project of the Office of Educational Research and Improvement. This report is authorized by law (P.L. 103-382, 20 U.S.C. §9010). While you are not required to respond, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. The information you provide is being collected for research purposes only and will be kept strictly confidential. OMB No. 1850-0628 • Approval Expires 06/30/YY
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<u>Booklet Cover Item</u>	<u>Description</u>	<u>Column from Admin. Schedule</u>
TITLE I	School or student status in Title I programs	H
SD	Y (yes) or N (no) Individualized Education Plan OR Student with Disability	I
LEP	Y (yes) or N (no) Limited English Proficient	J
ADMIN. CODE	Administration Code describing the student's participation status	O

9.6 Leaving the School

At the end of the day's assignment, make sure that you account for all unused booklets (or bundles) **in their original wrapping** as well as completed booklets. Be sure you have also gathered your other supplies (timer and other assessment materials). Any Post-it notes with student or teacher names must be thrown away. Student names on the Administration Schedule and teacher or student names on the Roster of Questionnaires must be left at the school.

In case questions or concerns about the assessment arise in the future, you must do the following before leaving a school:

- Make a set of copies of pages 1 and 2 of the completed Administration Schedules and Roster of Questionnaires to be left at the school in the NAEP Storage Envelope.
- Then, at the perforation, tear off the students' names from the original Administration Schedules and the teachers' names from the original Rosters.
- Place the names along with the complete set of document copies in the NAEP Storage Envelope to be left at the school.
- The **original** documents (without names) will be mailed back to NCS with the other assessment materials from the school.
- Record the NAEP school ID on the "Destroy by . . ." postcard (Exhibit 9-3) and staple it to the front of the NAEP Storage Envelope along with your business card.

Exhibit 9-3. "Destroy by..." Postcard

NAEP

2000
The Nation's Report Card

School ID: _____ - _____ - _____

As requested, the envelope containing the Administration Schedules, Student Lists, and other NAEP Assessment Materials was destroyed on:

_____ (Date)

Signed: _____

Title: _____

School: _____

City: _____

State: _____



BUSINESS REPLY CARD
FIRST CLASS PERMIT NO. 433 ROCKVILLE, MD

POSTAGE WILL BE PAID BY ADDRESSEE

NAEP
C/O WESTAT
1650 Research Boulevard
Rockville, MD 20850-9973

713133
GA W20


NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES



- Give the NAEP Storage Envelope to the school coordinator and explain that the contents of the envelope should be retained until June 1, 2000 or the end of the school year, whichever comes first. At that time, the contents should be destroyed and the "Destroy by . . ." postage-paid postcard completed and mailed. Suggest that the school coordinator write a reminder on the school calendar to complete this activity.

NOTE: If the school is in the HSTS (Transcript Study), use December 31, 2000 as the "retain date" on the School Storage Envelope.

The supervisor should always attempt to give this envelope to the school coordinator and let him/her know the sessions went well and that we appreciate their cooperation. If the supervisor is unable to see the school coordinator before leaving the school, leave the NAEP Storage Envelope with the school secretary and call later to confirm that the school coordinator has the envelope and to extend our appreciation for the school's cooperation. It is also wise to note in the school folder where the coordinator will store the envelope.

Also, leave the School Appreciation Certificate with either the school coordinator or the school principal as a token of appreciation from NAEP.

Meet with your EAs to discuss their next assignment. You should also use this meeting to answer any questions your EAs may have, discuss or report problems, and to replace or restock materials as needed. It may be helpful to take a few minutes before this meeting to list items or questions you want to discuss with them.

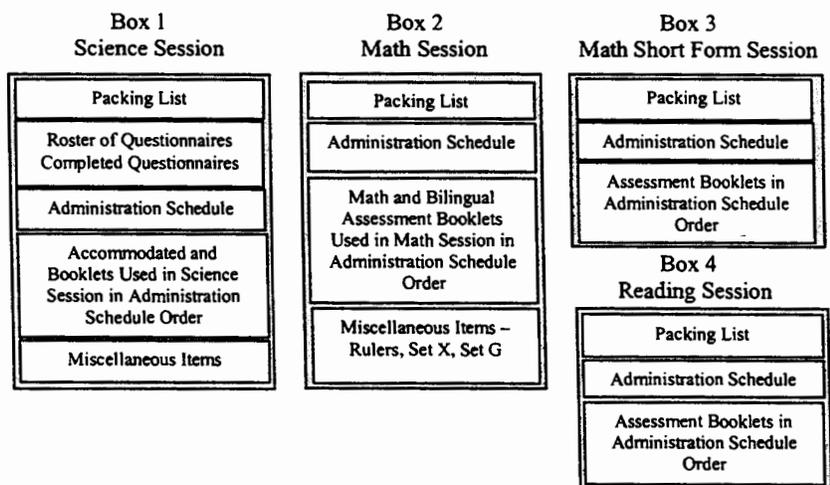
9.7 Shipping Materials to NCS

All assessment materials for a school must be returned to NCS in the same shipment. Assessment materials for each session should be repacked in their original box according to the diagram shown in Exhibit 9-4. If there is more than one session at a school, session boxes should be numbered "1 of 3", "2 of 3", "3 of 3", etc., to ensure that all boxes are considered part of one shipment. The materials should be packed in the following order:

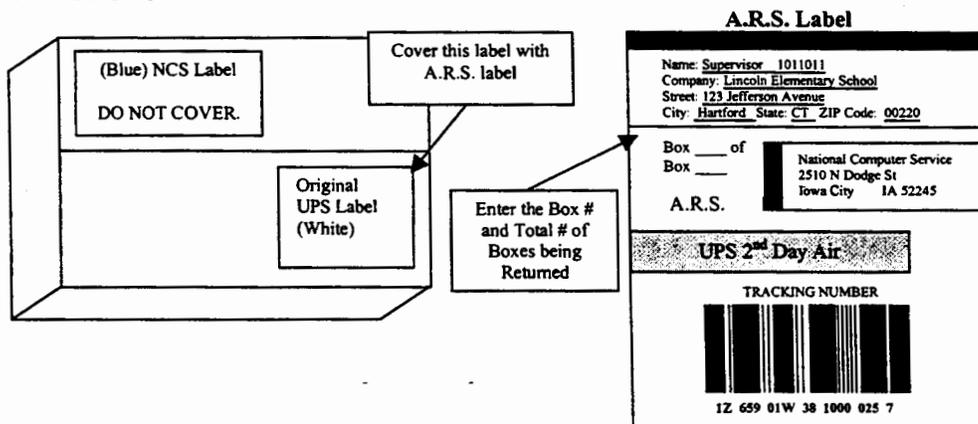
- On the bottom of the box designated as Box 1, place all questionnaires;
- Then, the Roster of Questionnaires;

Exhibit 9-4. Shipping Diagram

NAEP Return Shipment Instructions – Grade 4



1. Using the boxes in which the materials were sent to you, place the materials in their original box according to the layout as shown in the diagram above.
2. Use the pillow pack for filler, then close and seal the boxes using the tape provided by NAEP or any other sealing tape.
3. Place the prepaid and preaddressed "UPS Authorized Return Service" (A.R.S.) label provided with each of your session materials, on each box being returned. Cover the original UPS label with the A.R.S. label. **Do not cover the blue label.** See diagram below.
4. The A.R.S. label is scannable and cannot be photocopied. Do not make any alterations to the label except to mark the number of boxes. On the "Box ___ of ___" line, see diagram, fill in the number sequence of the boxes being returned. For example, BOX 1 of 3, BOX 2 of 3, etc. These numbers are important because it helps confirm that all boxes are received at NCS.



Arranging For Pickup

- If UPS normally picks up or delivers packages to the hotel, they will pickup the boxes for return to NCS. Place the boxes in the designated pickup area in the hotel.
- If UPS does not make regular stops to the hotel, fax the "Pickup Request Form" using the following toll-free number: **1-877-899-3493** or call UPS at **1-800-PICK-UPS (1-800-742-5877)**.
- If additional assistance is needed, please call NCS at 1-888-627-6237, toll-free, and arrangements will be made for you.

- Next, all assessment booklets, used and unused, in Administration Schedule order (with the first bundle of booklets being on the top of the stack of booklets);
- Next, Administration Schedule(s); and
- At the top of the shipment, place the packing list that accompanied each session shipment from NCS (Exhibit 9-5).
- If there are other sessions, pack each box in the same manner, except that there will not be any questionnaires or a roster.

Close and seal the box using the tape provided by NCS. You will receive a prepaid UPS label to use when returning materials to NCS. You may go to UPS, call UPS, or fax UPS to pick up the shipment. There will be no charge to you for shipping these materials. Appropriate return labels and UPS fax sheets will be supplied by NCS as shown in Exhibit 9-6.

Since you will be shipping completed assessment materials, by session and school, back to NCS **in the original boxes**, you must be careful not to cover up the blue Inbound Barcode label NCS has applied to the lower left corner of each box. This barcode allows for immediate receipt verification and update at NCS. Please do not remove any other extraneous labels on the boxes.

IMPORTANT: ENTER THE DATE SHIPPED AND TRACKING NUMBER ON YOUR PSU LOG, SCHOOL FOLDER, AND THE COMPUTER!

Due to the need to process materials quickly, **you will be required to ship materials within 24 hours after all assessments are completed in a school.** If a makeup session is required, you will secure all assessment materials for that school until the makeup session has been conducted. **To repeat, do not leave assessment materials in a school overnight.** Remember that all completed session materials for a school must be shipped together. Individual sessions for a school **may not** be returned in more than one shipment.

9.8 Debriefing Forms

A form has been developed to help us gather information about the assessments in your assignment. This is a Supervisor Debriefing Form which will be completed at the end of your NAEP assignment. This form includes your comments on the conduct of the assessments, session materials shipments, the use of accommodations, and any other comments or observations you may have about NAEP. You will receive a copy of the debriefing form about mid-way through the field data collection period. Please save it to be completed later, and return your completed debriefing to your field manager at the end of the data collection period. You may wish to keep notes in each school folder about anything unusual that happened, and problems encountered, comments or reactions of school staff, etc. for reference when you complete the debriefing form.

9.9 Special Situation Form

As supervisor, you are responsible for communicating any problems with sessions, procedures, or materials to your field manager. Any significant problem should be reported immediately so that we are able to take action before the problem intensifies. A Special Situation Form (Exhibit 9-7) is included in your bulk supplies from Westat and **must** be completed any time an assigned session is not held or any other irregularities occur. The most common irregularity recorded as a special situation involves sampling irregularities such as "school refuses to do number of sessions assigned." Also use this form to note any problems with math manipulatives or science kits. Use the categories provided on the form and provide as much detail as possible. Keep a copy for you records and send the original to your field manager.

9.10 Quality Control and Observation

ETS and Westat home office staff will visit the supervisors occasionally while they are conducting assessments. These field visits provide an opportunity to observe how procedures are

Exhibit 9-7. Special Situation Form

**NAEP 2000
SPECIAL SITUATION FORM**

SCHOOL ID _____ DATE _____
SUPERVISOR _____ ASSESSMENT DATE _____
FIELD MANAGER _____

The expected number of sessions/students to be conducted/assessed in this school has been altered as noted below:

- School has fewer classes than number of sessions assigned.
- School wanted to assess all grade-eligible students.
- School wanted to do fewer sessions than number assigned.
- Other situation, (describe) _____

Resolution: Please describe the outcome of the situation checked above. Indicate what sessions were dropped/added and the number of students actually assessed. Please include as much relevant information as possible.

working and how assessments are being carried out, as well as how well EAs are trained and supervised. In addition to observing a session, the observer will:

- Observe the administration of sessions;
- Conduct a quality check on how accurately certain data on assessed students were transferred from the Administration Schedule to the cover page of each assessment booklet;
- Elicit from school officials any suggestions they might have for procedural changes that could make the school's role in the National Assessment easier to carry out; and
- Determine if the assessment adversely affected school activities.

This quality check is an integral and necessary part of national assessment's quality control program and is primarily designed to obtain an overall evaluation of how well the field procedures are being performed by all field staff and to guide corrective actions. The supervisor is, of course, responsible for implementing procedures properly in each school; therefore, any problems found during these quality checks will be discussed with the supervisor.

Another component of Westat's quality control program involves telephone follow-up with approximately 10 percent of the schools in the assessment. Your field manager is responsible for contacting some of the schools in your assignment a few days after the assessment to administer a short telephone follow-up evaluation.

9.11 Review of Assessment Materials Received by NCS

In previous sections, we discussed the procedures the supervisors are to follow when editing booklets and shipping materials. When these materials arrive at NCS, receipt clerks will thoroughly review each shipment as it arrives. The clerks follow a standard set of specifications to determine if:

- ID numbers match those on the Administration Schedule;
- Entries on the cover of each completed booklet are admissible and correctly coded;
- All assessment booklets are accounted for;

- A copy of the Administration Schedule and Roster (without names) is included;
- The physical condition of the Administration Schedules, assessment booklets, questionnaires, and rosters is such that these materials can be machine scanned;
- The School Questionnaire, SD/LEP Student Questionnaires, and Teacher Questionnaires are transmitted as reflected on the roster; and
- The shipment is packed correctly.

If errors are detected that cannot be resolved at NCS, the field manager will be notified and the supervisor will be called and asked to correct the errors (which can sometimes involve returning to the school). A memo on errors discovered will be sent to Westat by NCS. Errors will be discussed with the supervisor so that corrective action can be taken.

Westat will also receive daily reports on shipments received back from the field, so that supervisors who are not shipping promptly can be identified. **Delays in shipping cannot and will not be tolerated.**