

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

2001 NATIONAL NAEP EXERCISE ADMINISTRATOR MANUAL

Conducted for:

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



Conducted by:

Westat
Rockville, Maryland

With

Educational Testing Service
Princeton, New Jersey

And

National Computer Systems
Iowa City, Iowa

December 2000

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1. INTRODUCTION AND OVERVIEW

TASK 1. Summary Background of The National Assessment of Educational Progress (NAEP)

For more than 30 years, information on what American students know and can do has been generated by the Nation's Report Card, formally mandated by Congress as the National Assessment of Educational Progress (NAEP). NAEP is a continuing, national survey of the knowledge and skill of young Americans in major learning areas usually taught in school. It is the first, ongoing effort to obtain comprehensive and dependable achievement data on a national basis in a uniform, scientific manner. The purpose of the national assessment is to gather information, which will aid educators, legislators, and others in improving the education experience of youth in our country. Its primary goals are to measure the current status of the educational attainments of young Americans and to report changes and long-term trends in those attainments. Other goals include disseminating assessment methods and materials and assisting those who wish to apply them at local, state, and national levels.

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

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

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

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

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

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

All student names will always be kept confidential by NAEP staff. Individual student responses or scores are NEVER reported. The results of the national assessment are reported on the national level and by region of the country, not by school district, school, or individual student. Only group statistics are reported, broken down by gender, race/ethnicity, and a host of variables that illuminate students' instructional experiences.

In 1988, Congress authorized the expansion of NAEP to permit reporting at the state level. States volunteer to participate and assume responsibility for data collection in their states. At the state level, NAEP surveyed eighth-grade mathematics in 1990, eighth grade mathematics and fourth-grade reading and mathematics in 1992, fourth grade reading in 1994, and eighth grade science and fourth and eighth grade mathematics in 1996. For 1998, eighth grade reading and writing and fourth grade reading were assessed at the state level. The national and state components of NAEP are described separately, in greater detail, in Sections 1.2 and 1.3 of this chapter.

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

TASK 2. NAEP Components

A. The National Assessment

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

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

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

Exhibit 1-1. Assessment Timetable¹

Assessment Year	School Year	Learning Area	Special Assessments
01	1969-70	Science Citizenship Writing	
02	1970-71	Reading Literature	
03	1971-72	Music Social Studies	
04	1972-73	Science Mathematics	
05	1973-74	Writing Career and Occupational Development	
06	1974-75	Reading Art	Basic Skills
07	1975-76	Citizenship/Social Studies	Basic Mathematics
08	1976-77	Science Adult Assessment (Health, Energy, Reading & Science)	Basic Life Skills
09	1977-78	Mathematics Consumer Skills	
10	1978-79	Writing Art Music	
11	1979-80	Reading/Literature	
13	1981-82	Mathematics Citizenship/Social Studies	
15	1983-84	Writing/Reading	
17	1985-86	Mathematics Reading Science U.S. History Literature	Computer Competence
19	1987-88	Mathematics Reading Science Writing Geography Civics	
21	1989-90	Mathematics Reading Writing Science	State Level Mathematics
23	1991-92	Mathematics Writing Reading	State Level Mathematics & Reading
25	1993-94	Reading History Geography	State Level Reading
27	1995-96	Mathematics Science	State Level Mathematics & Science
29	1997-98	Reading Writing Civics	State Level Reading & Writing
30	1998-99	Reading Mathematics Science Writing	
31	1999-2000	Reading Mathematics Science	State Level Mathematics & Science
32	2000-2001	US History World Geography	Mathematics Online

¹ The long term trend subject areas are not specified in this table. However, the long term trend sample began in Year 15 with tape administered sessions surveying reading, mathematics, and science. The reading/writing print administered sessions of Year 15 were added to the Long Term trend in Year 17, so that the trend always involves these same subjects and session types.

The 2001 national assessment will be conducted in a sample of approximately 2500 public and nonpublic schools located in 94 geographic areas called primary sampling units (PSUs) throughout the United States. The PSUs were selected by Westat to represent the nation as a whole. The 2001 assessments will be conducted from January through March.

In 2001, the sample of nonpublic schools is enhanced so that additional groups of nonpublic schools can be reported. In addition to Catholic schools, reports for 2001 will contain information about Lutheran, Conservative Christian, and Independent schools, as well as schools falling into "other" categories.

The 2001 assessment will consist of a US History and World Geography test for fourth, eighth, and twelfth graders. The fourth, eighth and twelfth graders will also be field tested in reading and writing. The assessments will last for 90 minutes. 60-120 students will be selected per school in sessions of 30 students each.

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

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

Teachers of selected students, and the school principal will be asked to complete a questionnaire about their teaching habits, and about school characteristics, respectively. There is also a questionnaire about SD/LEP students that the teachers most knowledgeable about the student will be asked to complete for SD/LEP students assigned to History/Geography sessions. (SD/LEP students assigned to Reading/Writing can receive accommodations, but no questionnaires are assigned.)

Most schools at the fourth, eighth and twelfth grade levels have been assigned to one session type—US History/World Geography for the main NAEP 2001. The US History and World Geography booklets are spiraled and comprise one session with some students receiving history books and some receiving world geography. Approximately one fourth of the schools at all three grade levels may have an additional session type of Reading/ Writing. These are a field test for NAEP 2002.

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

B. The State Assessment Program

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

As mentioned earlier, Congress responded to these concerns in April 1988 by adding a new dimension, the Trial State Assessment Program, to the NAEP legislation. Under this then new federal project, states could volunteer to participate in the program and would assume responsibility for administration of the assessments within their states. The program began in 1990 as a trial. As of 1996, the authorizing legislation no longer considered the program a trial, therefore it is now known as the state assessment program. The grades and subjects assessed are a subset of those in the national assessment. After the assessments, states exercise the option to compare the knowledge and skills of their students with students in other states and in the nation.

C. Special Studies

There will be a special study associated with the conduct of the national assessment in 2001. The study is a Technology Based Assessment. In this study, NAEP will gather information on what mathematics and writing skills can and cannot be effectively assessed on a computer, how students from different population groups perform on computer vs. paper tests, what the costs of paper vs. computer delivery are, and what logistical issues are associated with computer delivery. The Math Online (MOL) field study evaluates math performance and computer skills using an assessment administered to students on computers. The special study will be conducted in April/May with a different staff.

TASK 3. The Role of the Exercise Administrator

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

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

A. Overview of EA Tasks

- Perform pre-assessment activities. (Chapter 2)
 - Assist the Supervisor in sample selection as needed. (TASK 2)
 - Prepare Administration Schedules. (TASK 2, Item A)
- Conduct the assessment session. (Chapter 3)
 - Prepare Assessment Booklets and other materials for distribution. (TASK 3)
 - Check in students participating in session. (TASK 4, Item A)
 - Use the script to administer the session. (TASK 4, Item B)
 - Monitor and supervise the session. (TASK 5)
- Complete post-assessment activities. (Chapter 4)
 - Account for all materials used in session. (TASK 1)
 - Record results of session on Administration Schedule. (TASK 2)
 - Review booklets and complete booklet cover coding. (TASK 3)
 - Return materials to Supervisor and pick up next assignment. (TASK 4)

B. Attitude and Conduct

In your role as an Exercise Administrator, you serve as a representative of the National Assessment of Educational Progress. For this reason, your attitude and conduct in working with school officials, teachers, and students must reflect the importance and seriousness of this project. Fulfilling your responsibilities in a professional manner will indicate to others that you consider the project worthy of the time and effort involved in all levels of participation.

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

C. Handling and Storage of Materials and Supplies

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

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

C-1. Confidentiality of Materials

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

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

- NAEP booklets, whether they are completed or unused, should not be given to anyone not directly involved in the exercise administration. If any school staff ask to see the assessment booklets or have questions concerning their content, they may look at unused booklets, but they may not copy questions or examine booklets completed by the students. **No duplication of assessment booklets is ever permitted.**
- NAEP Supervisors will provide all school principals with NAEP "demonstration" books for inspection by anyone interested in the study. The demonstration booklets may be copied.
- Interested school staff may be referred to the NAEP Web site where they may view reports and released items from previous assessments and download the demonstration booklet for this year's assessment. The internet site may be accessed at <http://nces.ed.gov/nationsreportcard>. Your supervisor can provide copies of a Web site brochure.
- All requests to see NAEP materials or for other information about the contents of the booklets should always be referred to the NAEP Supervisor.
- Never leave any assessment booklets or other NAEP materials at the school overnight. Take everything with you when you leave the school. If you leave the school between sessions, take all of these materials with you and lock them in the trunk of your car.
- Only students whose names appear on the Administration Schedules (the list of sampled students) may participate in the assessment (except if the school requires a non-sampled student to participate). Do not permit other students to see the assessment booklets.
- The names of the students who participate in the assessment must not be on or in assessment booklets when the booklets leave the school.

C-2. Accounting for Assessment Materials

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

C-3. Condition of Supplies

You are also responsible for making sure that all supplies used during the assessment are in good condition. If you receive any damaged or misprinted materials, or supplies that cannot be used, ask your supervisor for replacements.

PREPARING FOR THE ASSESSMENT

<u>Task</u>	<u>Materials/Source</u>	<u>Manual Reference</u>
1. Assist supervisor in sample selection as needed. <ul style="list-style-type: none"> ■ Review student lists for completeness as directed by supervisor. ■ Number all students on listings. ■ Check numbering of students before sample selection. ■ Check sample selection line numbers. 	Session Assignment Form, and Student Listing Forms (provided by supervisor).	TASK 2, page 2-2
2. Prepare Administration Schedules and Teacher Questionnaires. <ul style="list-style-type: none"> ■ List students selected for session. ■ Record homeroom, birthdate, sex, race, School Lunch, and Title I, SD, and LEP status for each student. ■ Code information for excluded or withdrawn students, and students with accommodations. ■ Code Teacher # and Period # when applicable. ■ Record "TOTAL IN SAMPLE" and "TO BE ASSESSED". 	Student Listing Forms, Administration Schedule, and Roster of Teacher Questionnaires.	TASK 4, A & B, pages 2-4 through 2-19
3. Notify Teachers, Students, and Parents about the Session <ul style="list-style-type: none"> ■ Fill out student appreciation certificates and/or teacher letters and sort them for the school coordinator. 	Student Appreciation Certificates, Teacher Notification Letters, Parental Information Letters	TASK 5, page 2-24

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2. PREPARING FOR THE ASSESSMENT

This chapter describes in detail the activities that are to be completed prior to conducting an assessment session. In order for you to fully understand your role in NAEP as an exercise administrator, it is important to have a good understanding of some of the more technical aspects of preparing for the assessment. This chapter presents information on the structure and types of assessment sessions, the student sampling procedures, and the scheduling of the assessment sessions within the school. Although your supervisor will have the lead responsibility in assuring that these tasks are executed correctly, you may be asked to assist in some of these activities. The key materials that you will use before, during, and after the assessment sessions are also introduced and described in this chapter.

TASK 1. Understanding the Structure and Types of Assessment Sessions

The 2001 National NAEP assessments involve students at three grade levels: fourth, eighth, and twelfth. Students in all three grades can be assessed in US History or World Geography as part of the 2001 Main NAEP, or in Reading or Writing as part of the field test for NAEP 2002. Each student will be assessed in one subject only, although in most schools, more than one subject or more than one session in a particular subject will be conducted.

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

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

TASK 2. Selecting Students to Participate in the Assessment

One of the responsibilities of the Assessment Supervisor is to select a sample of students to participate in the assessment according to carefully defined rules specified by the Westat statisticians. The sample of students who will participate in the assessment is usually selected one week to 10 days prior to the scheduled administration of NAEP sessions. This year, some schools elected to submit an electronic file of students in the fall so that sampling could be done at Westat. For these schools it is necessary to provide an opportunity for students who enrolled after the file was prepared to be selected for the assessment. A New Enrollee Listing Form will be used to determine whether any newly enrolled students should be added to the sample. Your supervisor is responsible for selecting the sample of students but may ask your assistance in the sample selection process.

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

- Reviewing the school's list(s) of students for completeness as directed by your supervisor;
- Numbering the student list(s) before sampling; and
- Double checking the sample selection (line) numbers after your supervisor selects the sample(s).
- Adding newly enrolled students to the appropriate Administration Schedule
- Assisting with data entry into a laptop data management system
- Comparing the hardcopy version of the Administration Schedule against an electronic version to minimize data entry errors

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

TASK 3. Planning the Assessment Sessions

The sampling process for the 2001 national assessment will result in the selection of a maximum of 100-120 students in most public schools. Each student will be assigned to one of the session types scheduled for the school. This will usually result in approximately 60-120 students selected from most schools. Most sessions contain approximately 30 students each. But in some cases, a larger number of students may be assigned to a particular session type so that (usually) multiple sessions of that type (subject area) will be held. Your supervisor and the school coordinator will discuss the possibility of dividing large groups into smaller sessions of about 30 students each. Sometimes this discussion will take the opposite approach, that is, the school will request that NAEP staff conduct several sessions concurrently in one large room if several smaller rooms cannot be made available for the assessment.

Available space and the total time that the school can allow for the assessments are important factors in setting the actual number of sessions to be held. Your supervisor will ask the school coordinator how the school prefers the sessions to be organized, where the sessions will be held, and how the students will be notified. **Students sampled for a particular session type must attend a session of that type.**

TASK 4. Understanding, Preparing, and Using the Assessment Materials

A. The Administration Schedule

The Administration Schedule (Exhibit 2-1) is the primary document used to record information about each assessment session. As part of the NAEP sampling process, an Administration Schedule is prepared for each session. A very important job of the EAs is to list the names of the students selected to participate in a session on the Schedule, and to record information about each student. Since the booklet ID numbers are pre-printed on each Administration Schedule, listing the sampled students on the Administration Schedule results in automatic assignment of a NAEP assessment booklet to each student.

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

This year we will be pilot testing an **electronic** version of the administration schedule. Your supervisor may ask you to fill out the administration schedule electronically as well as manually. This will ensure that no information is lost and will act as a check. The electronic version of the administration schedule will be on the supervisor's laptop computer. If your supervisor asks you to enter data, please type carefully making sure each field is filled in correctly.

Exhibit 2-1 shows the various parts of the Administration Schedule:

- There are three blocks of information printed at the top of the form. The **center block** contains preprinted information identifying the school name and school NAEP ID number, session type, grade, and a space for the session administrator's name. Spaces are also provided here for the session date, time, and location.
- In the top left corner are **Race/Ethnicity Codes** used to identify the students attending the session.
- The **National School Lunch Program codes**, also in the top left corner, are used to identify the student's eligibility for participation in that program.
- The **Bundle Numbers**, printed below the Race/Ethnicity codes, indicate the assessment booklet bundles assigned to the session. The ID numbers on the booklets in these

bundles are the same as those preprinted on the Administration Schedule and on the Bundle Slip accompanying the test booklets.

- The box under the National School Lunch Program codes is labeled **Accommodations**. YES or NO is preprinted here to indicate whether or not the school is in the part of the sample eligible for providing accommodations to SD/LEP students who require them for testing. Details on assessing students with accommodations are discussed in Chapter 3.
- The top right corner provides a **summary box** to record the number of students sampled for the session and the final results of session attendance. This box is discussed in greater detail in subsequent sections of the manual.
- The **Session Number**, printed beneath the summary box, identifies the session type and the sequential number within that type.
- Below the session information blocks at the top of the form, are 15 columns for student information. The names of students selected for the assessment are printed in **Column A**.
- **Column B** provides space for listing a homeroom or other locator to make it easier for the school to notify the selected students.
- The page is perforated immediately after Column B so that the names of the students and the locator information can be torn off and left at the school when the assessment is over. The names of students and teachers participating in NAEP must never leave the school.
- **Column C** repeats the 33 sequential line numbers that also appear with the student names in Column A and again in Column P.
- **Column D**, labeled Birth Date, provides space for the student's month and year of birth.
- **Column E** indicates the student's sex, by a 1 for Male or a 2 for Female.
- **Column F** indicates the student's race/ethnicity, using the codes printed in the upper left corner of the Administration Schedule. If the list provided by the school uses numerical codes for race/ethnicity, it is important that you ask for a legend so that school codes may be reconciled to NAEP codes.
- **Column G** indicates the student's participation status in the National School Lunch Program. The codes are listed in the upper left corner of the Schedule.
- In **Column H**, labeled "Title 1," a 1 for Yes is entered if the student is receiving Title 1 services. A 2 for No is entered if the student is not receiving Title 1 services.

- In **Column I**, labeled “SD,” a 1 for Yes, is entered if the student has an Individualized Education Plan (IEP) or equivalent classification for reasons other than being gifted and talented. Otherwise, a 2 for No is entered.
- In **Column J**, labeled “LEP,” a 1 for Yes is entered if the student is classified as Limited English Proficient (LEP). If the student is not classified as Limited English Proficient, a 2 for No is entered.
- Assessment booklets have been preassigned to the sampled students, as shown in **Column K**, labeled “Original Booklet ID.” Only the student named opposite the Booklet ID number should receive that booklet. The number printed here matches the number printed with the bar code in the lower left corner of the test booklet. This number also appears on the preprinted removable student ID labels used to distribute the booklets.
- **Column L**, labeled “Accommodation Booklet ID Number,” will be used in the few instances where students receiving accommodations for large print or read-aloud must be reassigned to a special accommodation booklet. In those instances the booklet number in this column becomes the number associated with all assessment materials for the student.
- **Columns M and N** contain space for linking the student to a particular teacher and, at grade 8, period number, for the subject being assessed. These columns are discussed in greater detail in the section of the manual on teacher questionnaires.
- On assessment day you will use **Column P** to check attendance as you distribute the assessment booklets. You will enter a check (✓) to indicate a student is present and an “A” to indicate an absent student.
- Following the session, you will use **Column O** to document the assessment status of each student on the list. The codes used in this column are listed along the right-hand side of the Administration Schedule in **Column Q**, and are grouped into 6 categories. The administration codes are discussed in detail in Chapter 4.

This form must be completed in No. 2 pencil.

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

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

For Use in Column "F"
 Burdette #'s
 3004
 3006
 3004

For Use in Column "G"
 Accommodations:
 YES

ADMINISTRATION SCHEDULE Page 1

School #: 992-292-1 Session Type: HIST/GEOG

School Name: KENNEDY MIDDLE SCH. Grade: 08

Administrator's Name: _____

Original session scheduled for: _____ Day/Date: _____ Time: _____ Location: _____

Makeup session scheduled for: _____ Day/Date: _____ Time: _____ Location: _____

Grid # _____ Makeup Held Makeup Date _____

The Nation's Report Card
 2001
 Administration Schedule

Grid # _____ Makeup Held Makeup Date _____

Original Sample _____
 # New Enrollee Sample _____
 Total In Sample _____

Absent _____
 # Assessed (Original Session) _____
 # Assessed (Makeup Session) _____
 TOTAL ASSESSED _____

Session Number _____
 HGI0802

Student Name	Student ID #	Accommodation Booklet ID #	Original Booklet ID #	Teacher #	Subject #	Period #	Admin. Code	Admin. Codes
01	133 000034 0							10 = In session full time 11 = No response in session 12 = In session part time 13 = In session part time 14 = Other, specify in case
02	042 000035 1							15 = In session full time 16 = No response in session 17 = In session part time 18 = In session part time 19 = Other, specify in case
03	049 000036 2							20 = In session full time 21 = No response in session 22 = In session part time 23 = In session part time 24 = Other, specify in case
04	117 000037 3							25 = In session full time 26 = No response in session 27 = In session part time 28 = In session part time 29 = Other, specify in case
05	043 000038 4							30 = Temporary absent 31 = Chronic absent 32 = Chronic absent 33 = Suspended or expelled 34 = Suspended or expelled 35 = Chronic behavior 36 = Chronic behavior 37 = Absent reason 38 = Absent reason 39 = Other, specify in case
06	118 000039 5							40 = Temporary absent 41 = Chronic absent 42 = Chronic absent 43 = Suspended or expelled 44 = Suspended or expelled 45 = Chronic behavior 46 = Chronic behavior 47 = Absent reason 48 = Absent reason 49 = Other, specify in case
07	044 000040 6							50 = Temporary absent 51 = Chronic absent 52 = Chronic absent 53 = Suspended or expelled 54 = Suspended or expelled 55 = Chronic behavior 56 = Chronic behavior 57 = Absent reason 58 = Absent reason 59 = Other, specify in case
08	119 000041 7							60 = SO - Cannot be assessed 61 = SO - Required action, not assessed 62 = SO - Required action, not assessed 63 = LEF - Required action, not assessed 64 = BDEP - Cannot be assessed 65 = BDEP - Required action, not assessed
09	120 000042 8							66 = SO - Cannot be assessed 67 = SO - Required action, not assessed 68 = SO - Required action, not assessed 69 = LEF - Required action, not assessed 70 = BDEP - Cannot be assessed 71 = BDEP - Required action, not assessed
10	133 000043 9							72 = SO - Cannot be assessed 73 = SO - Required action, not assessed 74 = SO - Required action, not assessed 75 = LEF - Required action, not assessed 76 = BDEP - Cannot be assessed 77 = BDEP - Required action, not assessed
11	045 000044 0							78 = SO - Cannot be assessed 79 = SO - Required action, not assessed 80 = SO - Required action, not assessed 81 = LEF - Required action, not assessed 82 = BDEP - Cannot be assessed 83 = BDEP - Required action, not assessed
12	049 000045 1							84 = SO - Cannot be assessed 85 = SO - Required action, not assessed 86 = SO - Required action, not assessed 87 = LEF - Required action, not assessed 88 = BDEP - Cannot be assessed 89 = BDEP - Required action, not assessed
13	121 000046 2							90 = SO - Cannot be assessed 91 = SO - Required action, not assessed 92 = SO - Required action, not assessed 93 = LEF - Required action, not assessed 94 = BDEP - Cannot be assessed 95 = BDEP - Required action, not assessed
14	046 000047 3							96 = SO - Cannot be assessed 97 = SO - Required action, not assessed 98 = SO - Required action, not assessed 99 = LEF - Required action, not assessed 100 = BDEP - Cannot be assessed 101 = BDEP - Required action, not assessed

A-1. Preparing the Administration Schedule

After the sample of students to be assessed has been selected, the NAEP Supervisor will prepare the Administration Schedule(s) for the sessions to be conducted in the school, often with the help of EAs. This preparation involves recording session schedule information and the names of selected students, their homeroom or other locator information, birth date, sex, race, eligibility for National School Lunch Program, Title I status, SD status, LEP status, and teacher number and class period number (grades 4 and 8 only). For schools that chose to submit an electronic file of students for sampling in the fall, Administration Schedules will be sent to your supervisor pre-printed with the selected students' names and demographic information. The steps described below reflect the process used for completing the Administration Schedule in schools that did not submit an electronic file of students for sampling.

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

The next step is to list the students selected for that particular session. Your supervisor may ask your assistance with this task. **Carefully transfer the information for each student assigned to that session from the Student Listing Form (school's list of students) onto the Administration Schedule. Because the booklet ID #s are pre-printed for a particular session, you must use the correct Administration Schedule for the selected session.** Copy the student's name, homeroom, birth date, and sex. Use the race/ethnicity codes in the upper left corner to fill in the "Race" column. Use the National School Lunch Program codes (1=yes, 2=no) to fill in the "School Lunch" column. Similarly, code 1 for yes and 2 for no in the appropriate columns to indicate whether or not the student is receiving Title I services,² has a disability (SD) with an Individualized Education Plan (IEP), or is identified as being Limited English Proficient (LEP). As a last check to be sure no errors have been made in transferring names from the list of sampled students to the Administration Schedule, count the names on the Administration Schedules and compare this to the number of students selected on the Student Listing Form.

Administration Schedules are pre-printed with the booklet ID numbers. As you list the student names on the Administration Schedule, assessment booklets will be assigned automatically to these students. If more students are sampled for the session than the preprinted booklet numbers, your supervisor will supply you with additional booklets to assign to the additional students.

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

After you have listed the selected students on the Administration Schedule, enter the total number of students sampled for the session on the "Total in Sample" line in the summary box at the top of the Administration Schedule.

Teachers of the students selected for NAEP assessments will be asked to complete questionnaires. Always record teacher number for grades 4 and 8, and record period number for grade 8 only. Teacher Questionnaires are described more fully below, in Section B.

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

If a student cannot be included in the assessment, a single line should be drawn through the student's name and "Homeroom or Other Locator" column on the Administration Schedule up to the perforation. **Do not line through any other information for this student beyond the perforation.** Then enter the appropriate "Reason for exclusion" code ("60," "61," "62," "63", "64", "65", or "66") in the columns labeled "Admin. Code" for each student identified as excluded. Enter the total number of excluded students on the line labeled "# Excluded" in the summary box at the top of the Administration Schedule.

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

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

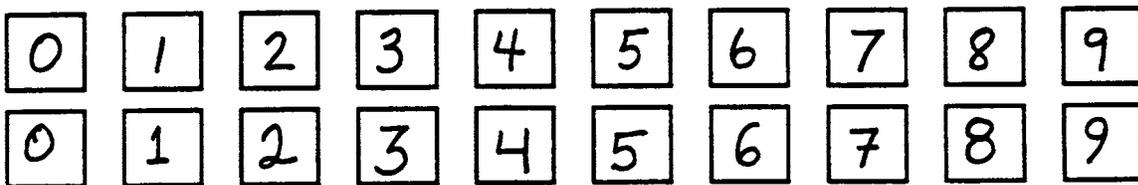
An Administration Schedule filled out as described above is shown in Exhibit 2-2. **The Administration Schedule must be filled out carefully, completely, and accurately. If not, the integrity of the data will be compromised.**

A-2. Guidelines for Recording Information on the Administration Schedule and Other Control Documents

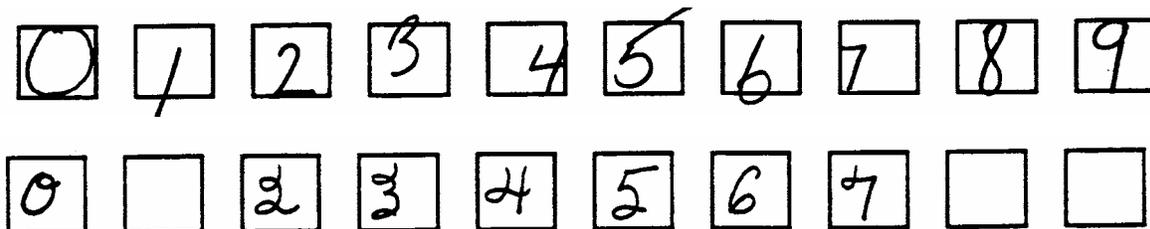
Your responsibility in conducting a session requires that you enter pertinent information onto the Administration Schedule. Since the Administration Schedule as well as other control documents is machine scannable, it is very important that only a No. 2 pencil be used and any information entered is printed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

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

Shown below are examples of acceptable and unacceptable writing styles for completing control documents. The following are **acceptable** writing styles:



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



B. Assessment Questionnaires

In 2001, three types of questionnaires will be administered to school staff as part of the assessment: School Questionnaires, SD/LEP Questionnaires, and Teacher Questionnaires. (Student background questions are embedded in the test booklets.) All questionnaires should be prepared and distributed at the pre-assessment visit to the school. When you distribute the questionnaires, ask the school staff members to use a Number 2 pencil when completing the questionnaire. Your supervisor has the responsibility of preparing and distributing these questionnaires, but you may be asked to assist with this task.

B-1. School Questionnaires

The School Questionnaire is designed to collect information about school characteristics, staff, and instructional programs. The principal or someone designated by the principal should complete the School Questionnaire.

In 2001, schools will be given the option of completing the School Questionnaires on-line. ETS will prepare and host a web version of the School Questionnaires. Westat staff will distribute paper copies of the School Questionnaire and information about the web-based version to schools. School staff who elect to complete the questionnaire on-line will access their questionnaire using the 10-digit bar code number that appears on the paper copy of the questionnaire and the 7-digit school identification number.

B-2. SD/LEP Questionnaires

An SD/LEP Questionnaire will be completed for each sampled student who has a disability or is classified as limited English proficient (LEP), whether or not she or he will be assessed. The questionnaire collects important information about the nature of a student's disability or language proficiency. The school staff member most knowledgeable about the student should complete the SD/LEP Questionnaire. Only one SD/LEP questionnaire will be used in 2001. It is for the National assessment (grades 4, 8 and 12). Teachers will not be asked to complete SD/LEP questionnaires for SD and/or LEP students selected for the field test session of reading/writing.

B-3. Teacher Questionnaires

In National NAEP schools, for grades 4 and 8, teachers of students selected to be assessed will be asked to fill out Teacher Questionnaires. In grade 12, there are no Teacher Questionnaires.

Teachers are asked to complete the questionnaires so that teacher data can be linked to student data.

At grade 4, the teachers of students participating in the field test (Reading/Writing) will most likely also have students participating in the National assessment (History/Geography). With respect to burden, these teachers cannot be asked to complete two separate teacher questionnaires. Therefore, one combined Reading/Writing and History/Geography teacher questionnaire has been developed for grade 4. There are, however, four different versions of the questionnaire, designated as A, B, C, and D, which are to be assigned sequentially to teachers, as listed on the Roster of Questionnaires. The cover of the questionnaire and the roster provide grids for coding whether the teacher should respond for Reading/Writing, History/Geography, or both. The Roster of Questionnaires is described in section B-4 below.

For grade 8, two separate teacher questionnaires have been developed, one for the National assessment (History/Geography), and one for the field test (Language Arts). If a grade 8 teacher teaches both History/Geography and Language Arts to sampled students, he or she should be assigned a History/Geography questionnaire only.

As with the School Questionnaire, teachers will be given the option of completing the Teacher Questionnaire on-line. ETS will prepare and host a web version of the Teacher Questionnaires. Westat staff will distribute paper copies of the Teacher Questionnaire. EA's may be asked to assist their supervisors by attaching to each Questionnaire a removable form which gives teachers directions on how to access the on-line Questionnaire (as shown in Exhibit 2-4). Teachers who elect to complete the questionnaire on-line will access their questionnaire using the 10-digit bar code number that appears on the paper copy of the questionnaire and the 7-digit school identification number.

Guidelines for Identifying Appropriate Teacher Questionnaire Respondents

- Usually, for fourth grade, the supervisor may need only ask the school coordinator for the name of the student's classroom teacher. Often at this level, teachers are assigned to intact classrooms in which they teach all or most subjects.
- At the eighth grade, any one teacher may or may not teach more than one of the subjects.
- For students who have more than one teacher for the same class or subject, identify the student's primary teacher, or if "primary" is not clear, the teacher responsible for assigning the student's grade.
- Class name and period number (used only for grade 8) must be accurate; these are important pieces of information used by your supervisor to identify distinct classes taught by the same teacher.

B-4. Roster of Questionnaires

Your supervisor is provided with a Roster of Questionnaires for each school to keep track of all the questionnaires for that school. Section one of the Roster is for recording the School Questionnaire. Section two of the Roster is for recording the SD/LEP Questionnaires. And section three is for recording the Teacher Questionnaires. (Since Teacher Questionnaires are not assigned at Grade 12, the Grade 12 Roster includes only Sections 1 and 2.)

Section I of the roster provides space to the left of the perforation for entering the name of the person, usually the school principal, to whom the School Questionnaire is distributed. The Questionnaire ID number that appears with the barcode in the lower left corner is recorded in the boxes provided in the next column. The two-digit prefix of 08 is already entered. There is also space for coding whether the questionnaire is returned or completed electronically (Exhibit 2-3a.).

Section II of the roster provides space to the left of the perforation for entering the names of the SD/LEP students and the staff member most knowledgeable about each. The student booklet ID number from Column K or L of the Administration Schedule is entered in the second column of the roster. The SD/LEP Questionnaire ID number from the barcode in the lower left corner of the questionnaire is recorded in the third column. The 3-digit prefix number of 095 is already entered. The fourth column provides space for coding whether the questionnaire is returned and included in the NAEP shipment (Exhibit 2-3a.).

Section III of the roster automatically assigns a number to each teacher as the name is entered and makes it possible to link information about the teacher's classroom practices to individual student performance. It is critical that the two-digit teacher number be accurately recorded from the roster on to the questionnaire cover.

Section III of the Grade 4 Roster of Questionnaires provides space to the left of the perforation for entering the names of the teachers who teach the targeted subject to the students listed on the Administration Schedules and will be assigned questionnaires. The lines are numbered sequentially beginning with 01 so that each teacher is automatically assigned a two-digit identification number as the name is recorded. The next column, labeled "Subject", allows you to record whether the teacher teaches history/geography, reading/writing, or both subjects to the selected students. In the next column, labeled "Teacher Questionnaire ID #", you will record the unique 10-digit ID number from the barcode in the lower left corner of the questionnaire assigned to the teacher. The Column labeled "Returned" allows you to code whether the questionnaire was returned or completed electronically. The last column in Section III provides a summary of the instructions for preparing teacher questionnaires (Exhibit 2-3b).

In Section III of the Grade 8 Roster of Questionnaires, (see Exhibit 2-3c), you will record the teacher name in the first column, labeled “Teacher’s Name.” Following the teacher name are separate columns for History/Geography and for Language Arts. Care must be taken to assign a questionnaire that matches the subject in which the teacher instructs the selected students and to record the questionnaire number in the correct column. If a teacher teaches both History/Geography and Language Arts to the selected students, you will assign only a History/Geography questionnaire. The 3-digit prefix for each questionnaire type is pre-printed on the form. Space is provided in the “Returned” column for coding whether the questionnaire is returned or completed electronically. Instructions for preparing teacher questionnaires are provided on a separate form .



This form must be completed in No. 2 pencil.

NAEP 2001 - Grade 4
Roster of Questionnaires



I. School Questionnaire
 Questionnaire ID # 08
 (Barcode ID # on Cover)

II. SD/LEP Questionnaire
 Student Booklet ID #
 (Column "E" or "L" on Admin. Schedule)

III. Teacher Questionnaire
 Teacher's Name
 Distributed To (Teacher Name)

SCHOOL NAME:
CITY/STATE:

Returned Electronically
 Yes No

Returned Electronically
 Yes No

Student's Name	Distributed To (Teacher Name)	Returned		SD/LEP Questionnaire ID # (Barcode ID # on SD/LEP Cover)	Returned		Instructions for Preparing SD/LEP Questionnaires
		Yes	No		Yes	No	
01				095 -			For each student identified on the Administration Schedule as SD and/or classified as LEP, you will need to fill in the following: Record the name of student on a card on the front of the questionnaire. Record the student ID number and the teacher's name and ID number on the questionnaire. Record the SD/LEP status, ID number and the teacher's name and ID number on the questionnaire. Record the SD/LEP status, ID number and the teacher's name and ID number on the questionnaire. Record the SD/LEP status, ID number and the teacher's name and ID number on the questionnaire.
02				095 -			

Teacher's Name	Subject	H/W/Geo/Read/Write	Returned		Teacher Questionnaire ID #	Returned		Instructions for Preparing Teacher Questionnaires
			Yes	No		Yes	No	
			Completed Electronically			Completed Electronically		
01		06						All fourth-grade teachers (who teach the subjects being assessed and have students being assessed in those subjects) should be asked to fill out a Teacher Questionnaire. To assign a questionnaire, you will need to do the following: 1. Under "Teacher's Name" create a list of fourth grade history/geography and language arts (reading/writing) teachers of students being assessed. Under the "Subject" column, grid the appropriate subject oval. If the teacher teaches both history/geography and reading/writing, grid both ovals. 2. Next, take a Teacher Questionnaire and record the unique 10-digit ID number in the "Teacher Questionnaire ID" column (the first two digits are preprinted). 3. On the front cover of the questionnaire, enter the NAEP School ID and the corresponding 2-digit teacher number. 4. Next, write the teacher's name on a removable label along with the date the questionnaire should be completed by, and affix it to the cover of the questionnaire. 5. Continue this process for the remainder of the teachers listed.
02		06						
03		06						
04		06						
05		06						
06		06						
07		06						
08		06						
09		06						
10		06						
11		06						
12		06						
13		06						
14		06						
15		06						
16		06						
17		06						

This form must be completed in No. 2 pencil.





Dear _____:

Thank you for taking the time to complete this important NAEP questionnaire. If you wish to complete the questionnaire online instead of on a paper copy, please go to the following website: anrigweb.chauncey.com:7001/naepteacher
(Note: Do not type "www." and all letters *must* be in lowercase).

You can also access the online questionnaire by going to your "My School" web page and clicking on the teacher questionnaire link.

If you choose to complete this questionnaire online, you will need to type in the following information at the login screen:

Your 10-digit booklet ID number is: _____

Your 7-digit school ID number is: _____

Your teacher ID number is: _____

Please complete the questionnaire (either hardcopy or online) by:

_____ / _____ /2001

We appreciate your help!

Your NAEP Representative

C. Assessment Booklets

Your supervisor will know how many assessment booklets will be needed for a school as a result of sampling and will give you enough booklets for the type of session you will be conducting. There are 147 different versions of test booklets being used in the main assessment and field test this year: 84 booklets in US History; 56 booklets in World Geography; three booklets in Reading; and four booklets in Writing.

Booklets are constructed by combining distinct sections, which include directions, background questionnaires, and cognitive blocks. Each booklet is numbered within subject and grade as follows (see Exhibit 2-5):

- ◆ US History booklets begin with H and are sequentially numbered with a three-digit number. In grade 4, there are 18 books, numbered H101-H118. At grades 8 and 12, there are 33 books, numbered H101-H133.
- ◆ World Geography booklets begin with G and are sequentially numbered with a two-digit number. In grade 4, there are 18 booklets numbered G31-G48. In grades 8 and 12, there are 19 booklets, numbered G31-G49.
- ◆ Only one Reading booklet will be produced at each grade, numbered R001.
- ◆ Only one Writing booklet will be produced at grades 4 and 12, numbered W201. At grade 8, two Writing booklets will be produced, numbered W201 and W202.
- ◆ US History and World Geography will be spiraled together at each grade. Reading and Writing booklets also will be spiraled together at each grade. Booklets will be bundled in sets of 11 for all subjects and at all grades.

You should be able to recognize the assessment booklet codes to ensure that you are distributing the correct booklets for each session and the correct materials (described below) for each booklet. To further distinguish among sessions, the booklet covers are printed in different colors: booklet covers for grade 4 are printed in blue ink; for grade 8 in brown ink; and for grade 12, booklet covers are printed in gray ink.

D. Ancillary Assessment Materials

The 2001 assessments require some use of materials not found in the booklets themselves. Students will use ancillary materials in World Geography, Reading, and Writing. Booklet numbers followed by an alphabetic character require some sort of ancillary material. For example, booklet G47RA requires a ruler, noted by the letter “R”, and an atlas, noted by the letter “A.” Table 2.1 lists all ancillary materials required for the 2001 main assessment and the 2002 field test. All materials should be placed inside the front cover of those booklets that require them, before the booklets are handed to the students. The process of preparing the booklets with ancillary materials for distribution is described in Chapter 3.

Table 2.1
Summary of Ancillary Materials — NAEP 2001

Session Type	Grade	Ancillary Material & Alpha Code
World Geography		Atlas (A)
	4	Ruler (R)
	8	Atlas (A)
	8	Ruler (R)
	12	Atlas (A)
	12	Ruler (R)
Reading	12	Social Security Form (F)
	12	Metro Pamphlet (P)
Writing	4	Writing Brochure – Grade 4 (A)
	8	Writing Brochure – Grade 8 (B)
	12	Writing Brochure – Grade 12 (D)



2001
Grade 12

SECTION	
1	BGH
2	H3
3	H7
4	CH

**BOOK
H125**



SCHOOL #

--	--	--	--	--	--

TOTAL TIME for ACCOMMODATION

--	--	--	--

ADMIN CODE

--	--

Admin Schedule Line # _____



2001
Grade 4

SECTION	
1	BGH
2	G7
3	G8
4	CG

**BOOK
G35RA**



SCHOOL #

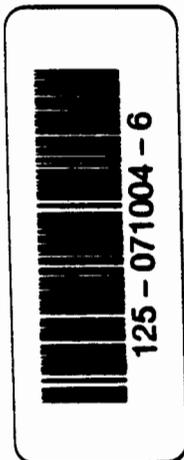
--	--	--	--	--	--

TOTAL TIME for ACCOMMODATION

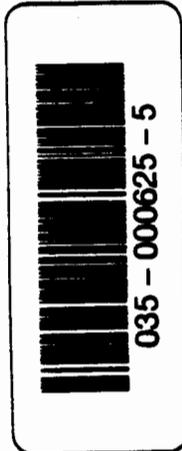
--	--	--	--

ADMIN CODE

--	--



According to the Paperwork Reduction Act of 1995, respondents are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1820-0725. The time required to complete the 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 review the information collected. If you have any comments regarding this information collection, please write to the Office of Management and Budget, Paperwork Reduction Project (1820-0725), Washington, D.C. 20503-4041. If you have comments regarding the collection of this information, please write to the Department of Education, 600 Independence Avenue, SW, Washington, D.C. 20202-4051.



According to the Paperwork Reduction Act of 1995, respondents are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1820-0725. The time required to complete the 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 review the information collected. If you have any comments regarding this information collection, please write to the Office of Management and Budget, Paperwork Reduction Project (1820-0725), Washington, D.C. 20503-4041. If you have comments regarding the collection of this information, please write to the Department of Education, 600 Independence Avenue, SW, Washington, D.C. 20202-4051.



PLACE LABEL HERE

A project of the Office of Educational Research and Improvement. The report is authorized by law (PL 100-362, 20 U.S.C. 3401G) which you are not required to respond, your cooperation is requested 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. 1820-0725 • Approved Expires 10/31/2002
Form Released by 2025 035-000625-5-1820001 Printed in U.S.A.



E. No. 2 Pencils

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

F. Student ID Labels

Since students' names are never written directly on the assessment booklets, **removable student ID labels** will be used to help you distribute booklets to the correct students.³ On the day of the assessment, you will be responsible for applying the student ID labels to the booklets. This procedure is described in detail in Chapter 3. An example of the information contained on a student ID label is shown below.

```
999-299-1  HG0401  SEQ#00016
101 000001 0  ADMIN.SCHED.LINE# 01
Sarah Greene
```

The first line contains the unique school ID number, the specific session ID number from the Administration Schedule, and the student's line number on the original list from which the sample was drawn. The second line of the label lists the preassigned booklet ID number from the Administration Schedule and the line number on which the student's name appears on the Administration Schedule. The student's name appears on the last line of the label.

The labels are always printed in Administration Schedule order by session. For schools that chose to submit an electronic file of students for sampling at Westat, the labels will be shipped to your supervisor with the student names preprinted on them. For the remaining schools, the labels will not contain the student names. Once student selection has been completed for these schools, student names can be added to the labels in one of two ways: you may write the student names on the labels by hand, or your supervisor may print out new labels containing the student names using the NAEP laptop computer.

³ The preprinted labels replace the old method of using Post-it notes to assign booklets.

Labels containing student names should be left at the school with the Administration Schedules and Questionnaire Rosters in the NAEP storage envelope until assessment day. Always remember -- names of NAEP participants must never leave the school on the booklets or any other NAEP documents!

TASK 5. Notifying Teachers, Students, and Parents about the Session

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

The procedures for notifying the students selected for the sessions will be worked out with the school coordinator by your supervisor. One option the coordinator will be given is to use NAEP Student Appreciation Certificates as student appointment cards (Exhibit 2-6). We will also provide Teacher Notification Letters for the school to use. The teacher letter briefly explains NAEP and can be accompanied by a list of students or a set of certificates. If the coordinator elects to use the certificates and/or teacher letters, your supervisor will ask you to fill them out at the time of sampling and to sort them for the school coordinator. In addition, for schools that require parental notification, NAEP has prepared a parental information letter which explains the assessment and its importance.

Exhibit 2-6. NAEP Student Appreciation Certificate

Certificate of Appreciation



Presented to _____
(Student's name)

*for participating in the
National Assessment of Educational Progress*

Date: _____

Time: _____

Location: _____

Gary W. Phillips

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

CONDUCTING THE ASSESSMENT

<u>Task</u>	<u>Materials/Source</u>	<u>Manual Reference</u>
1. Report to school.	NAEP ID Badge, and EA's Assessment Information Form.	TASK 1, page 3-1
2. Prepare assessment room – check number of seats, set out supplies, etc.	Administration Schedules, Assessment booklets, ancillary materials, pre-printed removable labels, Script, Timer, Pencils, and "Testing" sign.	TASK 2, page 3-4
3. Prepare assessment booklets and other materials for distribution. <ul style="list-style-type: none"> ■ Attach Pre-printed labels to booklets. ■ Separate excluded, withdrawn, and ineligible student booklets. ■ Prepare any additional materials needed for the session. ■ Band booklets for a session together with Administration Schedule. 	Assessment Booklets, Administration Schedule, Pre-printed removable labels, Additional materials: Ruler, Atlas, Social Security form, Metro pamphlet, writing brochure.	TASK 3, page 3-4
4. Use script to conduct the session. <ul style="list-style-type: none"> ■ Distribute booklets and other assessment materials. ■ Answer student questions for background section. 	Session Script, Timer, prepared Assessment Booklets	TASK 4, page 3-9
5. Monitor and supervise the session.		TASK 5, page 3-13
6. Collect assessment booklets and materials.	Administration Schedule.	TASK 6, page 3-18
7. Dismiss students according to school procedure.		TASK 6, page 3-18

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3. CONDUCTING THE ASSESSMENT

During the assessment session, you assume several roles. You are a NAEP representative and are expected to have enough knowledge of NAEP's history, objectives, and frameworks to answer questions concerning the assessment that may arise from students and school staff.⁴ You are the assessment administrator and need to be fully adept in session-conduct procedures and record-keeping procedures. You also assume the role of a substitute teacher during the assessment session when the students are in your control. This chapter offers practical suggestions for how to take effective charge of a classroom and how to manage problem situations, such as disruptive student behavior, and presents guidelines for supervising and monitoring the session. A video tape addressing these issues will be shown and discussed at your training session. This chapter also describes the activities for which you will be responsible on assessment day, including conducting sessions.

TASK 1. Report to the School on the Day of the Assessment

On the day of your assignment, plan to arrive at the school about one hour before the first session is scheduled. The amount of time you will need depends on how many of the pre-assessment activities are completed prior to assessment day. It also depends on the size of the assessment and the school's schedule. Before assessment day you should confirm your arrival time with your supervisor and review the EA's Assessment Information Form (Exhibit 3-1) provided to you by your supervisor. This form will include information concerning each assessment you are scheduled to conduct, such as the school name, address, and phone number, the school coordinator's name, the assessment date and time, the session type and location within the school, directions to the school, etc.

Professional behavior and dress is required at any time you are working in a school. In her book, **Successful Subbing**, Carol Fuery talks about the notion that we live in a visual world and that in about 10 seconds students can form an expectation about your ability to handle a class based on your appearance. Clothing is one of the most important aspects in effectively taking charge of a classroom and establishing authority. Suggested attire for women is a suit, tailored dress with a blazer, or a blazer and a skirt. For men, a suit and tie or dress trousers with a sports jacket and tie is appropriate. The colors that have proven themselves best for establishing authority are navy blue, maroon, gray, and black. In other words, the more conservative your dress without looking overly stuffy, the better. A word about shoes --

⁴ You are not expected to know everything. Do not answer questions unless you are confident you know the correct answer. If you do not know the answer, say so, and ask your supervisor to respond.

particularly for women. Low-heeled, comfortable shoes are preferred. Also, make sure that the heels on your shoes are properly maintained to avoid making excess noise as you walk around the room. Experienced NAEP staff tend to walk slightly on their tip-toes to minimize the amount of noise and to remain as inconspicuous as possible while monitoring a session.

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

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

Your supervisor will have worked out with the school coordinator the procedures for notifying the students of the sessions. Be sure that you are aware of the plans. One option given to the school coordinator was to use a Student Appreciation Certificate, discussed in Chapter 2, TASK 5. If the coordinator has elected to use these cards, the supervisor will have supplied them in advance.

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

Exhibit 3-1. EA's Assessment Information Form

Supervisor: Barbara Smith
Phone Number: 555-312-2222

EA: Megan Jones
Region: N41

EA'S ASSESSMENT INFORMATION

SCHOOL: Lewis Middle School ID #: 999-306-1

ADDRESS: 3800 Washington Blvd.
Vienna, VA 22180

PHONE #: 703-827-2249

SCHOOL COORDINATOR: Mike Thomas

ASSESSMENT DATE: Feb 1, 2001 TIME: 8:00 am / meet at 7:00 am

SESSION TYPE: Hist / Beng. ROOM: 48C

DIRECTIONS TO SCHOOL: Take 495 to exit 46A - Rte 123 W.
Take 123 W to Old Courthouse Rd.
Make right on Old Courthouse Rd.
School is one block up on the right

PARKING: Park in visitor spaces only!

OTHER INFORMATION (when and where to meet supervisor, arrival time, etc.):

All EAs are to meet supervisor outside main
entrance door at 7:00 am sharp!

REMEMBER - ARRIVE ONE HOUR BEFORE ASSESSMENT TIME

TASK 2. Prepare the Room

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

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

TASK 3. Prepare the Booklets for the Assessment

Preparing the assessment materials for distribution is a multi-step process. It involves making sure you have the correct booklets for your session, affixing the pre-printed removable student ID labels to the assessment booklets, setting aside any booklets assigned to ineligible, withdrawn, or excluded students, and placing the required ancillary materials inside the front cover of the assessment booklets.

Assessment materials will be packed by session. Booklets for most session types will be shrink-wrapped in bundles of 11. Each session will use three bundles of booklets. Packed with each bundle will be a numbered bundle slip listing session information and the first 3 digits of the booklet ID numbers contained in that particular bundle. These prefix numbers of the booklet IDs listed on the bundle slip will match those that are pre-printed on the Administration Schedule, as shown in Exhibit 3-2. The bundle slip numbers will also match those pre-printed in the upper left corner of the Administration Schedule. The bottom booklet in each bundle will be turned over so you can read the entire booklet ID number without unwrapping the bundle. For each bundle be sure to check that this booklet ID number matches the corresponding Booklet ID number on the Administration Schedule. **Never use booklets for any session other than the one specified on the Administration Schedule.**

Next, obtain from your supervisor, the sheet of pre-printed removable student ID labels for your session and prepare the booklets as described below:

1. Using the pre-printed removable labels and the Administration Schedule, begin with the first student listed on the Administration Schedule and the first booklet in the first bundle for the session you will conduct. Check the booklet ID number. Attach the label bearing the student's name and booklet ID number to the cover of the booklet with that ID. This will help you distribute booklets to the correct students. During this process, if you find that you need to fix a label or create a new one, your supervisor can print new labels on the NAEP laptop computer.
2. After you affix the pre-printed removable label, check the Administration Code on the Administration Schedule. If, in the columns labeled "Admin. Code" a code of "60"- "66" (codes for Excluded students), "51" (Withdrawn), or "55" (Ineligible) has been recorded, write the code on the pre-printed removable label and set these booklets aside (keeping the label attached to the booklet).
3. If an accommodations booklet was assigned to a student during the pre-assessment visit, remove the original booklet assigned to that student from the stack of booklets, record an administration code of "52" on the cover, and set it aside. Then affix the student's ID label to the accommodation booklet, and put the accommodation booklet in its place in the stack of other booklets.
4. Repeat this procedure for each student whose name is listed on the Administration Schedule. All booklets for students to be assessed, as they are prepared, should be stacked face down to keep them in Administration Schedule order.
5. Then, band together the booklets for Excluded, Withdrawn, and Ineligible students. These should be kept banded together (i.e., separated from) but remain with the bundle of booklets for the session.
6. Turn over the stack of booklets to be used in the session.

Place any additional materials required for each booklet (such as the appropriate pre-labeled writing materials) inside the front cover of the booklet.

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

TASK 4. Administer the Session

A. As Students Arrive at the Session

Your presence and demeanor as an authority figure should be exercised as soon as the students begin to arrive. Your effectiveness as an administrator will be predicated largely on your ability to convey to the students what is expected of them immediately upon their arrival at the testing room. Organization and preparedness are the keys to effective classroom management. TASK 8, at the end of this chapter, discusses classroom management in detail.

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

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

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

Several different types of sessions may be conducted at any one time in any one school. Each student is sampled to attend a particular session type and must attend that session. If a student is assessed in a session type for which s/he was not sampled, the data cannot be used. (However, in rare cases, a student can attend a different session of the same type, even if it is not the session s/he has been assigned to as long as it is the same subject). Therefore, it is very important that you check to make sure that each student who has arrived at the session belongs there. This may be accomplished either by checking in the students informally as they enter, or at the time that you distribute the assessment booklets, as described in Section 4.3.2. **Also remember, do not distribute the booklets designated on the Administration Schedule for Excluded or Withdrawn students.**

If a student who comes to the session is not listed on the Administration Schedule, either the student has come to the wrong session or s/he is not in the sample. In schools with multiple sessions conducted concurrently, your supervisor should give you copies of the Administration Schedules for all sessions. If the student is not listed on the Administration Schedule for your session, you should check the Schedules for all other sessions to determine where to send the student. If the student's name does not appear on any of the session Administration Schedules, he or she has not been selected for the assessment and should be instructed to return to class.

If you have checked-in all students who have arrived but four or more students on the Administration Schedule are not present, wait a few minutes before beginning the session. While you are waiting, you may informally ask those present if the missing students are absent from school that day. If a school staff member is present, discuss the possibility of finding the missing students. If it is determined that missing students are in fact absent, or five minutes elapses beyond the time the session was to begin, proceed with the assessment.

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

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

B. Using the Script to Conduct the Session

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

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

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

B-1. Introduction

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

B-2. Materials Distribution

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

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

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

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

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

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

Ask students who arrive **during booklet distribution** to wait at the front of the room while you finish distributing the booklets. Then, check in the student, give him or her the correct booklet, pencil, and any other required assessment materials, and direct the student where to be seated.

B-3. Booklet Directions

The instructions for using the assessment booklets are presented on the first two pages of each booklet and are reprinted in your script. The script instructs you to read these aloud to students.

NOTE: In all sessions no student may be admitted once you have begun reading the booklet directions. Students who arrive after this point should be counted as "Absent."

B-4. Background Sections

Each assessment booklet contains blocks of general background questions and subject area background questions for the student to answer. These blocks are at different places in the booklet, depending on the booklet type. For U.S. History and World Geography the general background questions are in the first block, followed by two twenty-five minute cognitive blocks and a computer background block. For Reading the general background sections are in the first block followed by two twenty-five minute cognitive blocks and a reading background block. For Writing, the general background sections are in the first block followed by two twenty-five minute cognitive blocks and a writing background block.

In the general background and subject area background sections you may answer students' questions. You may do so only by referring to the Question-by-Question Specifications (QxQs) specific to each grade level that are provided in the session scripts.

B-5. Cognitive Sections

Each NAEP 2001 booklet, regardless of grade or subject, will contain either two 25 minute cognitive blocks or one 50 minute cognitive block. The cognitive blocks are sometimes referred to as subject area sections. These sections may appear at different places in the booklet, depending on the booklet type.

B-6. Summary of Booklet Section Timing

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

A timer included with your supplies will be used to time the sections accurately. It is important that you are thoroughly familiar with the timer and its operation prior to conducting sessions. Be sure to practice using the timer before your first assessment is scheduled.

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

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

Table 3-1a. Timing of the US History and World Geography Booklet Sections

Section 1:	General Background Questions	Read aloud – grade 4 5 minutes – grade 8 5 minutes – grade 12
Section 2:	US History or Geography Cognitive Block	25 minutes
Section 3:	US History or Geography Cognitive Block	25 minutes
OR Section 2/3:	US History or Geography Cognitive Block	50 minutes – grades 8 and 12
Section 4:	Computer Background Questions	10 minutes-grade 4 8 minutes-grade 8 8 minutes-grade 12

Table 3-1b. Timing of the Reading and Writing Field Test Booklet Sections

Section 1:	General Background Questions	Read aloud – grade 4 5 minutes – grade 8 5 minutes – grade 12
Section 2:	Reading or Writing Cognitive Block	25 minutes
Section 3:	Reading or Writing Cognitive Block	25 minutes
Section 4:	Reading or Writing Background Questions	10 minutes-grade 4 8 minutes-grade 8 8 minutes-grade 12

TASK 5. Supervise the Session

A. Monitoring the Session

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

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

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

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

B. General Rules for Supervising the Session

1. Except for the background questions, you may not answer any questions once the students have begun working. Only in the general and subject area background sections may you assist students in understanding questions.

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

- Questions asked during the background sections should be answered individually. If a student has a question, you will go to his/her desk to respond individually to the question. Only if several students ask the same question should the entire class be advised of the question and answer.

- **For all other sections of the assessment, you may not provide any specific information, answers or instructions about any question, or assist in reading or spelling.** The best response to such a request is "I'm sorry, I can't answer any questions. Please reread the question and do the best you can."
 - Once the students have begun working on the cognitive sections of the booklet, you may only provide assistance in showing how and where to record answers.
2. Since the completed booklets will be scored by machine, students may use only No. 2 pencils to record answers.
 - For multiple-choice questions, ovals must be completely filled in with heavy marks. There should be no unintentional stray marks in ovals.
 - Erasures must be complete and neat. For constructed response items, students may make corrections by crossing-out words rather than erasing if they chose to do so.
 - Booklets should never be folded or bent. Do **NOT** put paper clips or permanent gummed labels on the booklets.
 3. For assessment booklets that require additional materials, in the event that either a student is missing a needed material, or the material is found to be defective, replace it with another (of the same material) provided by your supervisor.
 4. Be sure that the fourth grade students have gone to the bathroom before the session begins!
 5. Students should leave the session only in an emergency situation.
 - If a student leaves and returns, record on the booklet cover the section number when the student left, the section number when the student returned, and the reason the student left the session. Be sure to use the appropriate administration code in these instances.
 - If a student cannot complete the session (e.g., he or she has become ill), collect the booklet and other materials and record on the booklet cover the reason the student left the session.
 - Occasionally a student may request to leave the session before it is over for reasons other than illness or needing to go to the lavatory: he or she may need to be someplace else in the school (such as sports practice or a class activity) and feel concerned about being late. If a student asks to leave, but is not refusing to participate, try to determine the reason for the request. Make an effort to persuade the student to remain in the session and give an estimate of the remaining time required to finish.
 - Students who are concerned about being late for other activities may be told to explain to their teachers that they have been participating in NAEP, and that the teacher can contact the school coordinator for verification. You may consider writing a "To Whom it May Concern" note on a Student Appreciation Certificate for the student to take to their next activity. However, students who

will miss transportation home if they remain in the session should be excused.
NOTE: Sessions should never continue beyond dismissal time.

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

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

C. Problem Situations

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

It is important to recognize that one of the immediate goals of inappropriate student behavior is to attract attention in hope of gaining recognition among peers. Understand that from a student's perspective you will be a perfect vehicle for attaining this goal. Do not be a victim! Avoid being verbally challenged or you will find yourself in an irretrievably weakened position to effect any kind of classroom control. Adopt a proactive (rather than reactive) stance, anticipate potential problematic situations, and

know how you will handle them if they do occur. Otherwise, you will find yourself constantly putting out fires rather than preventing them.

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

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

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

- **If a student becomes ill during the session:** In the unlikely event that this should occur, remain calm and seek assistance from school personnel. Remember that this is an extremely embarrassing situation for the student so make every effort not to add to the student's discomfort and handle the matter with as little disruption as possible. **Be sure to note the disruption on the student's booklet.**
- **If a student becomes emotionally upset during the session:** Occasionally, a student, particularly in the lower grades, may feel so overwhelmed that he or she will begin to cry. Be understanding, but do not reinforce this behavior by giving the child excessive attention or sympathy. You might suggest that the student skip the question that is bothering him/her -- s/he may think of the answer later. Also, telling the student that we do not expect them to know everything may lessen their anxiety.

It may be helpful to ask a friendly classmate to accompany him/her to get a drink of water. If the crying is seriously disruptive, seek assistance from school personnel. **Remember to note the incident on the student's booklet.**

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

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

TASK 6. Conclude the Session

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

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

If time is particularly short, you may stand at the door and release a student only after s/he gives you a booklet (and any other assessment materials). **You must account for all booklets and assessment materials.**

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

TASK 7. Providing Accommodations in NAEP Sessions

In a subsample of NAEP schools, accommodations will be offered for students with disabilities (SD) or limited English proficiency (LEP). The accommodations each student receives must be specified in his or her IEP or routinely used in testing the student. These accommodations may include: extended time, one-on-one testing, small group, reading aloud to the student (not for reading), bilingual dictionary, use of a scribe (not for writing) or computer to record answers, and large-print booklets. Students given administration code “73” (large-print book), must use a special assessment booklet assigned to them (from a bundle of accommodations booklets) by the NAEP supervisor.

When conducting a separate accommodation session, you may make some minor modifications to the script. Since there are usually very few students in an accommodation session, you may want to shorten or simplify the introductory statements depending on the students with whom you are working. The timing of the sections may also be less stringent. For instance, you may give students extra time, if needed, or you may move on to the next section before time is up if all students are finished. You may not, however, provide assistance to students in an accommodation session, except for the general and subject area background sections and when making sure they understand how to record answers.

The following guidelines should be followed when conducting a separate accommodation session:

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 of a section.
- Answer student questions regarding the general and subject area background sections of the booklet, 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 printed in Table 3-2, below.

You may NOT:

- Provide assistance on assessment items. Students may look for validation on certain items; you may not indicate verbally or non-verbally 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 receiving accommodations:

- 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, he or she should remain in the regular session.

Students who are accommodated sometimes use more than one accommodation. For example, a student requiring one-on-one testing may also require extended time or help recording answers. For this reason, NAEP developed codes for the “primary” and the “acceptable additional” accommodations we expect will be used. This means that only one Administration Code will be used even though a student may be receiving several accommodations, as shown in Table 3-2.

Table 3-2. Accommodations Used in the 2001 NAEP

Admin. Code	Primary Accommodation	Acceptable Additional Accommodations
72	Bilingual dictionary <i>(not used with reading booklet)</i>	Extended time
73	Large-print booklet	Magnifying equipment; extended time; usually small group or one-on-one
74	Extended time in regular session	
75	Read aloud in regular session <i>(not used with reading booklet)</i>	
76	Small group	Extended time; read directions/questions aloud
77	One-on-one	Extended time; help recording answers; read aloud
78	Scribe or use of computer <i>(scribe not used with writing booklet)</i>	Extended time

For any student offered the extended time accommodation, the amount of time the student used to complete the cognitive sections must be entered on the booklet cover and on the electronic version of the Administration Schedule. The time allowed in regular sessions for the two cognitive sections combined is 50 minutes. For any student entitled to extended time who does not require time beyond the allowed 25 minutes for either of the cognitive sections, record 50 minutes in the space provided on the student's booklet cover. For any student who uses additional time for either of the cognitive sections, add the additional minutes to 50 and record the total minutes on the student's booklet cover. To keep track of the students' time during the session, jot down the additional minutes used by each student in a convenient place, such as to the left of their name on the Administration Schedule. This will make it easy for you to record the number of minutes on each student's booklet cover following the session.

It is anticipated that, in many cases, the school will provide a teacher or staff person who is familiar with the students to work with you in accommodation sessions. If you are asked to conduct an accommodation session, you will receive complete details on administering accommodations from your assessment supervisor.

TASK 8. Classroom Management

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

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

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

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

A. 4th Grade Assessments

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

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

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

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

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

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

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

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

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

B. 8th Grade Assessments

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

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

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

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

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

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

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

C. 12th Grade Assessments

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

Another reason that some students do not attend our sessions is that sometimes the school personnel have not informed them of the assessment or have not released them from their other commitments. Some teachers do not want their students missing their class for any reason. Even if students are aware that they are supposed to be at the assessment, if their teacher will not release them, they will not challenge that decision. If you are aware that a situation like this is occurring, diplomatically (and expeditiously) try to enlist the support of the school administration staff.

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

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

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

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

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

At all grade levels if time allows after the session is finished, ask the students their impression of the assessment--was it easy?, hard?, too long? fun?....This will show your interest in their opinions and reinforce the importance of NAEP.

REFERENCE LIST

References to classroom management in Chapter 3 were based on research literature from the following:

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

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

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

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

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

CONCLUDING THE ASSESSMENT

<u>Task</u>	<u>Materials/Source</u>	<u>Manual Reference</u>
1. Account for all materials used in session.	Assessment booklets, Administration Schedule, "Testing" sign, timer, extra pencils, unused booklets, and additional materials.	TASK 1, page 4-1
2. Record results of session on Administration Schedule <ul style="list-style-type: none"> ■ Record administration codes. ■ Complete summary information boxes. 	Administration Schedule.	TASK 2, page 4-2
3. Enter administration code on booklet covers.	Assessment booklets and Administration Schedule.	TASK 3, page 4-9
4. Return materials to supervisor and pick up next assignment.	EA's Assessment Information Form.	TASK 4, page 4-11

**ADMINISTRATION CODE INFORMATION
FOR ADMINISTRATION SCHEDULE AND FRONT COVER OF BOOKLET**

ASSESSED STUDENTS – ORIGINAL SESSION

10 = **Assessed** in original session - in session full time.

11 = **Assessed** in original session - in session full time, but no responses in booklet.

12 = **In original session part time.** Student left, and did or did not return. Specify the reason on the booklet cover (e.g., student refusal after starting booklet).

13 = **Original session incomplete.** Specify the reason. Use this code when the session was interrupted and no student was able to complete the booklet (e.g., fire drill).

14 = **Other**, specify. Use this code for any situation that is not covered by the other assessed-in-original-session codes (e.g., the discovery of a page missing from a booklet). Explain fully on the booklet cover.

ASSESSED STUDENTS – MAKEUP SESSION

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

ABSENT STUDENT CODES

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

OTHER STUDENT CODES

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

REASONS FOR EXCLUSION

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

ASSESSED WITH ACCOMMODATIONS

72 = Assessed with accommodation, student allowed to use **bilingual dictionary**. (Do not use with Reading booklet.)

73 = Assessed with accommodation, **large-print** booklet used.

74 = Assessed in regular session, with **extended time** available to this student.

75 = Assessed in regular session, with **read aloud** accommodation. (Do not use in Reading session.)

76 = Assessed in **small group** (accommodation session).

77 = Assessed in **one-on-one** setting (accommodation session).

78 = Assessed with accommodation, **scribe or computer** used to record answers. (Do not use scribe with Writing booklet; computer is allowed with Writing booklet.)

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

4. CONCLUDING THE ASSESSMENT

Immediately following an assessment session, you will be responsible for a variety of record-keeping tasks. These include completing the Administration Schedule, both the hand written form and the electronic version, with results of the session, recording the proper administration code on each student's booklet cover, and assisting your supervisor with packing and shipping completed assessment materials. This chapter details these activities.

TASK 1. Account for all Materials Used

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

TASK 2. Record Results of Session on the Administration Schedule

A. Results of Regular Session

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

ASSESSED STUDENTS - ORIGINAL SESSION

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

ASSESSED STUDENTS - MAKEUP SESSION

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

ABSENT STUDENT CODES

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

OTHER STUDENT CODES

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

REASONS FOR EXCLUSION

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

ASSESSED WITH ACCOMMODATIONS

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

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

It is very important that the summary box information is accurately recorded. After you enter the administration codes for all 33 line numbers listed on the Administration Schedule, your supervisor may ask you to enter the codes onto the electronic Administration Schedule in the NAEP laptop computer. The program will automatically calculate the totals that belong in column 2 of the summary box. Copy the totals in column 2 from the electronic version of the Schedule onto the hard copy version.

Should you need to calculate the summary box totals without using the computer, carefully follow the steps below:

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

Assessed" minus the total number of students counted as absent (after adjusting for those assessed in the makeup). Likewise, the sum of the number of students assessed and the number of students absent (after adjusting for the makeup) should equal the number of students to be assessed.

- Note that the “# **Absent**” should be erased and revised so that students who were assessed in a makeup (but missed the original session) are **not** counted as absent.

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

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

After you have filled in and double checked all the necessary items on the Administration Schedule, give it to your supervisor. Exhibit 4-1 shows a completed Administration Schedule.

B. "Not In Sample" Students

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

These students will **not** have been counted in the number "To Be Assessed" and you should **not** count them in the number assessed at the top of the Administration Schedule. You will need to record an administration code of "56" on the booklet covers of NIS students.

C. **Makeup Sessions**

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

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

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

- Change the Administration Code for participating students to the appropriate "Assessed in Makeup Session" codes on the Administration Schedule and on the student's booklet covers.
- Enter the number assessed on the line labeled "# Assessed, makeup session" on the Administration Schedule and then add this to the "# Assessed, original session" to obtain the total assessed.
- Compute the "TOTAL ASSESSED" on the Administration Schedule.
- Revise the "# Absent" to adjust for students assessed in the makeup.

Using the information from the Administration Schedule, code the covers of the booklets for all students invited to attend the makeup session, as described in Task 3, below.

TASK 3. Code the Booklet Covers

There must be an assessment booklet for **every** student listed on the Administration Schedule. You are responsible for entering the student's Administration Code on the cover of each booklet. For each student transfer the administration code from the Administration Schedule to the space provided on the front cover of that student's assessment booklet. (See Exhibit 4-2.)

There should be one booklet for each selected student regardless of whether or not the student was assessed. If the booklets were collected in the same order as they appear on the Administration Schedule, you will need to insert in the stack only the booklets for absent students, excluded students, and withdrawn and ineligible students.

Exhibit 4-2. Example of a Coded Booklet Cover



Admin Schedule Line # _____

2001 SECTION
Grade 12 1 | BGH
 2 | H3
 3 | H7
 4 | CH

BOOK
H125



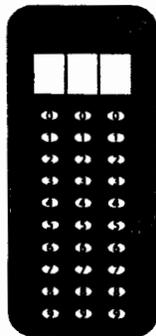
SCHOOL #

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ADMIN CODE

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PLACE LABEL HERE

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 1850-0758. 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 this time estimate or suggestions for improving this form, please write to U.S. Department of Education, Washington, D.C. 20202-4851. If you have comments or concerns regarding the privacy 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. 20202-4851.

A project of the Office of Educational Research and Improvement. This report is authorized by law (PL 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. 1850-0758 • Approval Expires 10/31/2002. Mark's Redesign by NCS (SM) 6000-001-1-984321 Printed in U.S.A.



TASK 4. Leave the School

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

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

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