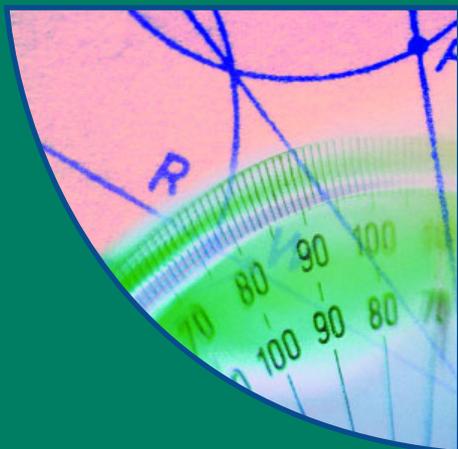
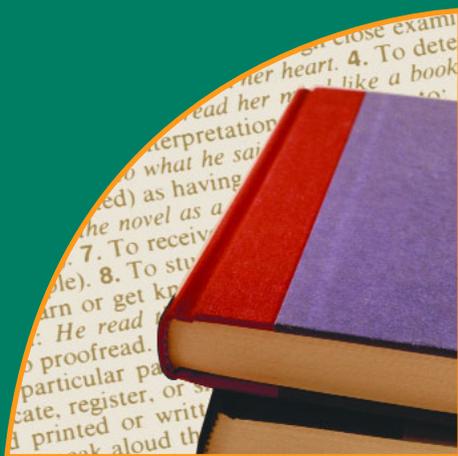


NAEP 2002

National Assessment of Educational Progress



Assessment
Team
Manual



THE NATION'S REPORT CARD



NAEP 2002

Assessment Team Manual

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1

Welcome to NAEP



Introduction to Westat

You are joining Westat, one of the leading statistical and survey research organizations in the country. Westat is an employee-owned company headquartered in Rockville, Maryland. Our 1,400 home office staff members are individuals trained in areas such as education, sociology, statistics, epidemiology, psychology, and technical and support services. An additional 1,200 field employees handle in-person and telephone interviewing and survey processing in sites across the country.

Westat designs and conducts surveys of different population groups to provide information that helps policymakers in government and private industry make important decisions. Under contracts with government and businesses, we have designed and carried out studies that describe the condition of the country and its population. Our data collectors gather information in person, by telephone, and through computer-assisted methods. Our field staff is skilled in using the latest and most appropriate means to collect data.

We also do important research about how surveys should be designed and administered to provide valid data for decisionmakers. Westat survey researchers and statisticians grapple with many survey design issues and provide important guidance to agencies of the government in their quest to have up-to-date information on the general population.

Westat gathers information from a wide variety of respondents—schools and administrators, private households, hospitals and other health care facilities, and factories and businesses, to name a few. One of Westat’s special capabilities is its ability to draw well-designed samples of the populations we survey. In our studies, each selected respondent is very important because he/she represents many others similar to him/her in age, geographic location, sex, race, and educational and socioeconomic levels.

The work we do is neither isolated nor unrelated to the everyday life of all of us. For example, when you read about the academic achievement of children or the incidence of cancer in a certain part of the country, chances are good that Westat has gathered the data that lie behind those announcements. We help answer questions like: What are the educational achievement levels of young Americans? What is the health of the nation? How do we find out which drugs are most effective against some of our worst diseases? How do people feel about their health insurance plans? What is happening in education and among education professionals across the United States? What are the educational opportunities in early childhood and how are parents involved? These are just a few of the areas that form Westat’s research and data gathering work.

2

NAEP Overview

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 skills of young Americans in major learning areas taught in school.

The purpose of NAEP is to gather information that 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.

NAEP has been conducted regularly since 1969. Because it makes objective information about student performance available to policymakers at national and state levels, NAEP plays an integral role in evaluating the conditions and progress of the nation's education.

Although 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.

Only information related to academic achievement is collected, and NAEP guarantees that all data related to individuals and their families remain confidential. The authorizing legislation for NAEP dictates a careful and extensive process of background questionnaire design and development. It states that the purpose of NAEP is not "to authorize the collection or reporting of information on student attitudes or beliefs or on other matters that are not germane to the acquisition and analysis of information about academic achievement."

The law further provides that no data shall be collected "that are not directly related to the appraisal of educational performance, achievements, and traditional demographic reporting variables, or to the fair and accurate presentation of such information."

NAEP procedures guarantee the anonymity of participants, as no student names are recorded on the assessment booklets. Results are reported on the national, regional, and state levels, not by schools or individual student. Only group statistics are reported, broken down by gender, race/ethnicity, and a host of variables that illuminate students' instructional experiences.

A

NAEP Background

The planning and development of NAEP 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.

As shown in the Assessment Timetable on the next page, NAEP has assessed numerous academic subjects, including mathematics, science, reading, writing, world geography, U.S. history, civics, social studies, and the arts. Prior to 1990, NAEP reported data only at the national and regional levels. In 1988, Congress authorized the expansion of NAEP to permit reporting at the state level. The state assessment component of NAEP began in 1990 and enables participating states to compare their results with those of the Nation and other participating states.

For more information about NAEP, visit the Nation's Report Card web site at <http://nces.ed.gov/nationsreportcard>.

Assessment Timetable

School Year	Learning Areas			Special Assessments
1969-70	Science	Citizenship	Writing	
1970-71	Reading	Literature		
1971-72	Music	Social Studies		
1972-73	Science	Mathematics		
1973-74	Writing	Career & Occupational Development		
1974-75	Reading	Art		Basic Skills
1975-76	Citizenship/Social Studies		Basic Mathematics	
1976-77	Science	Adult Assessment (Health, Energy, Reading & Science)		Basic Life Skills
1977-78	Mathematics	Consumer Skills		
1978-79	Writing	Art	Music	
1979-80	Reading/Literature			
1981-82	Mathematics	Citizenship/Social Studies		
1983-84	Writing/Reading			
1985-86	Mathematics U.S. History	Reading Literature	Science	Computer Competence
1987-88	Mathematics Writing	Reading Geography	Science Civics	
1989-90	Mathematics Reading	Writing	Science	State-Level Mathematics
1991-92	Mathematics	Writing	Reading	State-Level Mathematics & Reading
1993-94	Reading	History	Geography	State-Level Reading
1995-96	Mathematics	Science		State-Level Mathematics & Science
1997-98	Reading	Writing	Civics	State-Level Reading & Writing
1998-99	Reading Science	Writing	Mathematics	
1999-2000	Reading	Mathematics	Science	State-Level Mathematics & Science
2000-2001	History	Geography		
2001-2002	Reading	Writing	Mathematics	State-Level Reading & Writing

B NAEP Organizational Structure

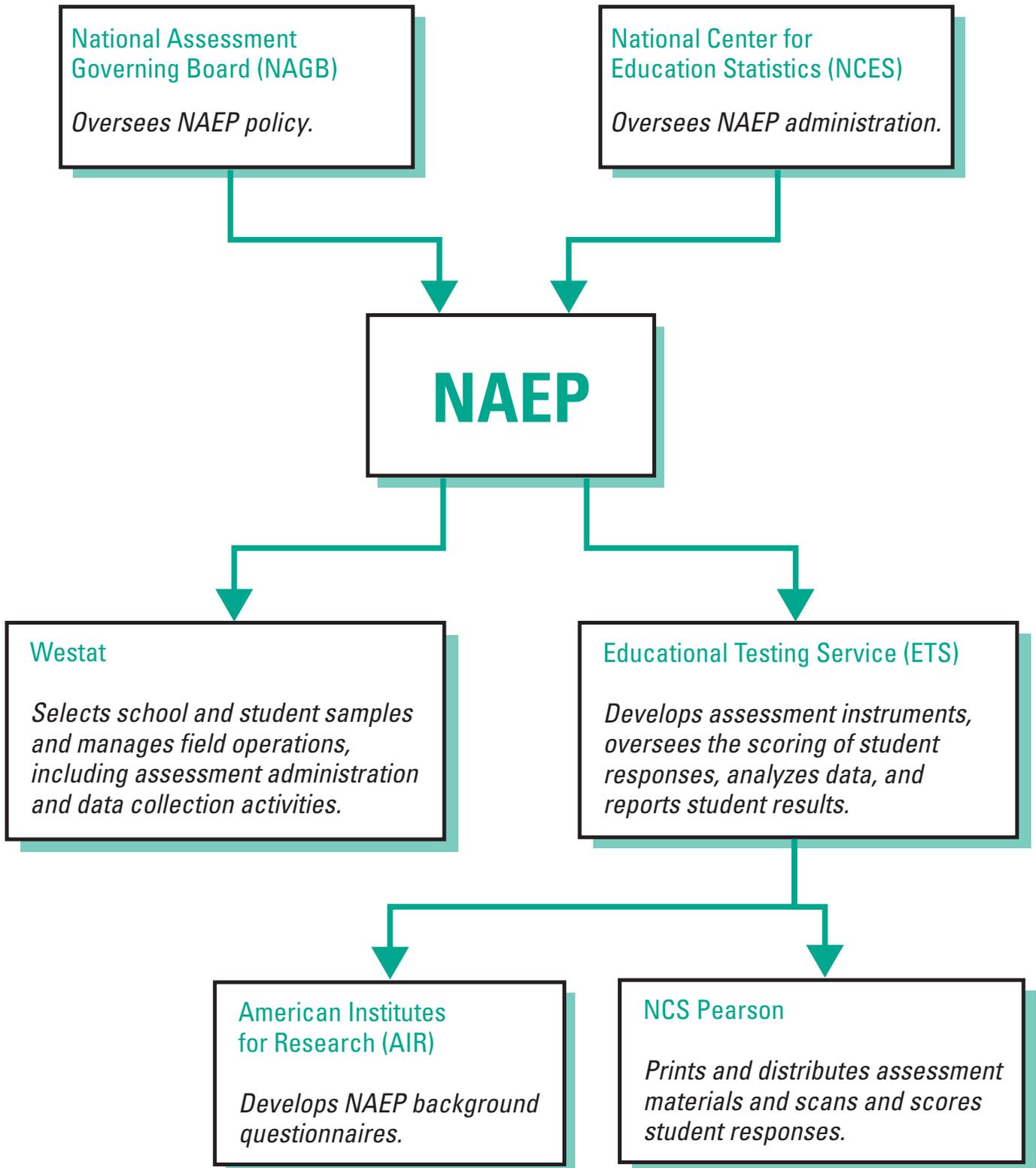
The chart on the next page shows the current organizational structure of NAEP. The Commissioner of Education Statistics, who heads the National Center for Education Statistics (NCES) in the U.S. Department of Education, is responsible, by law, for carrying out the NAEP project through competitive awards to qualified organizations. The Associate Commissioner for Assessment executes the program operations and technical quality control.

The National Assessment Governing Board (NAGB), appointed by the Secretary of Education but independent of the Department of Education, governs the program. Authorized to set policy for NAEP, the Governing Board is broadly representative of NAEP's varied audiences. NAGB selects the subject areas to be assessed and develops guidelines for reporting. While overseeing NAEP, NAGB often works with several other organizations. For example, NAGB has contracted with the Council of Chief State School Officers (CCSSO) to ensure that content is planned through a national consensus process and with ACT Inc. to identify achievement standards for the subjects and grades tested.

NCES also contracts with private companies for test development and administration services. Currently, Educational Testing Service (ETS) is responsible for developing the assessment instruments, overseeing the scoring of student responses, analyzing the data, and reporting the results. Westat is responsible for selecting the school and student samples and managing field operations (including assessment administration and data collection activities). NCS Pearson, a subcontractor to ETS, is responsible for printing and distributing the assessment materials, and for scanning and scoring students' responses. American Institutes for Research (AIR), also a subcontractor to ETS, is responsible for developing the background questionnaires.

NCES publishes the results of the NAEP assessments and releases them to the public. NCES strives to present this information in the most accurate and useful manner possible, publishing reports designed for the general public and specific audiences and making the data available to researchers for secondary analyses.

NAEP Organizational Structure



3

The NAEP Program for 2002

Those of you who have worked on NAEP in the past will notice some new features that are being implemented in 2002. These include:

- Combined state/national samples to reduce the total numbers of schools in the sample.
- Westat administration of both state and national samples to reduce burden at the school level.
- Grade 4 Session Type A schools with up to 120 students, may elect to include all fourth-grade students and assess them in their intact classrooms. If a school has a grade 4 enrollment greater than 120, a sample of 60 students will be selected.
- Test booklets for all subjects generally are organized in the same way, so that in the future all subjects can be assessed together rather than in separate sessions. There are two 25-minute cognitive blocks followed by two short background sections in all booklets, except in the special studies.

The 2002 assessment will be conducted from January 28 through March 8, 2002 in a sample of approximately 18,000 public and nonpublic schools located throughout the 50 states and territories of the United States.

The primary subjects for NAEP 2002 are reading and writing. These will be conducted in combined reading/writing sessions. There will also be a small number of field test sessions of reading and mathematics combined. The purpose of the field test is to try out new assessment items, materials, and procedures in preparation for NAEP 2003. Finally, there are two special studies, one in mathematics and one in reading. These special studies will assess the effect of the changes in the layout of the booklets.

The following chart shows a breakdown of the number of schools by grade and session type. As you can see, approximately 80 percent of the schools in NAEP 2002 are conducting Session Type A assessments. Although you will be aware of the different session types, the distinction between session types as separate studies will not be apparent to the schools.

Number of Schools Selected for NAEP 2002

Grade	Session Type A Reading/Writing	Session Type B Reading/Math Field Test	Session Type C Reading Special Study	Session Type D Math Special Study
4	7,322	612	168	191
8	6,636	948	592	484
12	1,188	0	667	0
Total	15,146	1,560	1,427	675

Procedures for conducting each session type are generally the same, except that schools selected for Session Types B, C, or D will not be allowed to include all students at the fourth-grade level (and therefore will not be allowed to assess in intact classrooms). Each assessment session will require approximately 90 minutes to administer, including distribution and collection of materials. The session types will each be discussed in detail throughout the remaining chapters of this manual.

This year there are three types of questionnaires – School, Teacher, and SD/LEP Questionnaires. Only schools with Session Type A will be asked to complete questionnaires. Teachers of selected students at fourth and eighth grades will be asked to complete a Language Arts Teacher Questionnaire about their background and teaching practices. Principals at all three grades will be asked to complete a School Questionnaire about school policies and characteristics. There is also an SD/LEP Questionnaire about students with disabilities (SD) and students with limited English proficiency (LEP). The teacher most knowledgeable about the sampled SD/LEP student will be asked to complete this questionnaire. Teachers and principals will have the option of completing the teacher and school questionnaires online or in the traditional booklet format.

2

Your Role in NAEP

1

Overview of the NAEP Field Staff

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

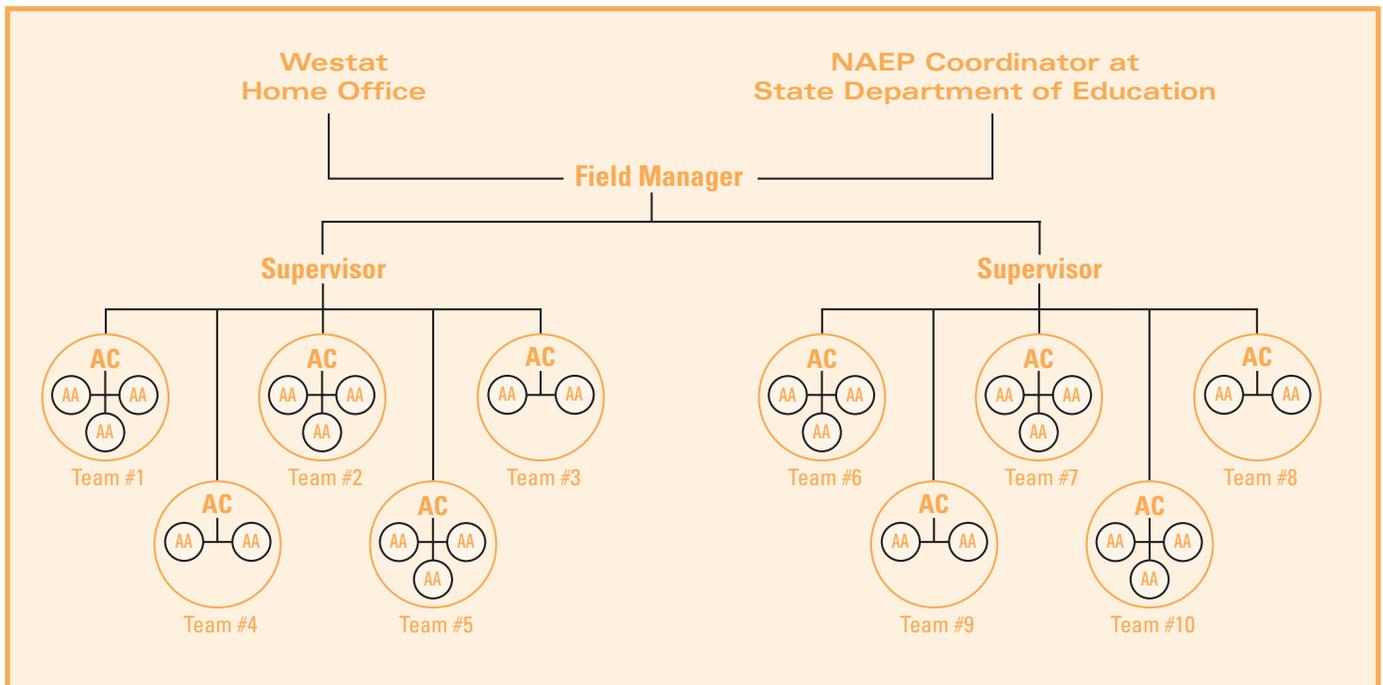
- Field managers (10) who coordinate all field activities with the State Departments of Education and the Westat home office staff. They will also train the assessment teams in their assigned states.
- Supervisors (150) who manage the assessment teams working in their regions, select the samples of students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

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

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

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

NAEP Field Staff Structure



2

Schedule of Data Collection Activities

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

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

3

Overview of Assessment Team's Responsibilities

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

The Assessment Team's Tasks

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

¹ SD is defined as a student with a disability.

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

4

Answering Questions About NAEP

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

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

5

Attitude and Conduct

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

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

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

6

Testing Code of Ethics

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

NAEP Code of Ethics: Test Administration and Data Collection

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

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

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

The basic principles guiding NAEP data collection are:

Accuracy

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

Integrity

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

Respect

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

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

These principles translate into the following operational guidelines:

Security

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

Preparation for testing

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

Test administration

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

General

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