

4

Your Responsibilities at the School

During your activities at the school, you will assume several roles. You will be the NAEP Representative and need to be fully adept in session-conduct procedures and record-keeping procedures. You will also assume the role of a substitute teacher during the assessment session when the students are in your control. This chapter describes the activities for which you will be responsible on assessment day, including conducting sessions. This chapter also 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.

Task 1

Report to the School on the Day of the Assessment

On the day of your assignment, assessment administrators (AAs) should plan to arrive at the school at least 1 hour before the first session is scheduled. When possible, assessment coordinators (ACs) should plan to arrive a half hour in advance of the AAs (1 1/2 hours before the first session) in order to complete the initial record-keeping activities at the school. The amount of time you will need depends on the size of the assessment and the school's schedule. Before assessment day, AAs should confirm their arrival time with the AC and review the Assessment Information Form for the school (discussed in Chapter 3) provided by the AC.

A

Materials to Bring to the School

Before leaving home for the school on assessment day, you should gather together all of the materials you will need to bring with you. For each assessment you will need the items listed in the following boxes on the right.

Assessment Coordinators

- Your NAEP ID Badge;
- Your background clearance letter (if you have one);
- School Folder (copies of Administration Schedules, Rosters of Questionnaires, Call Log, Instructions for Sampling New Enrollees, School Certificate of Appreciation);
- Session boxes from NCS Pearson for the assessment;
- Student Appreciation Certificates (grade 4 sessions);
- Accommodation booklets, if necessary;
- Session scripts;
- This manual;
- Sharpened No. 2 pencils (from bulk supplies);
- Timers (from bulk supplies);
- Blank removable student ID labels (from bulk supplies);
- Supplemental shipping envelope;
- Session Debriefing Forms (to distribute to AAs); and
- A sufficient supply of extra booklets and materials from your bulk supplies for the specific session types being conducted in the school.

Assessment Administrators

- Your NAEP ID Badge;
- Your background clearance letter (if you have one);
- The Assessment Information Form for the school;
- Session scripts; and
- This manual.

B Professional Behavior and Dress

Professional behavior and dress are required at any time you are working in a school. In her book, *Successful Subbing*, Carol Fuery discusses 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 (Fuery, 23). Clothing is one of the most important ingredients in effectively taking charge of a classroom and establishing authority.

Fuery suggests the following proper attire:

For women:

- a suit;
- a 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.

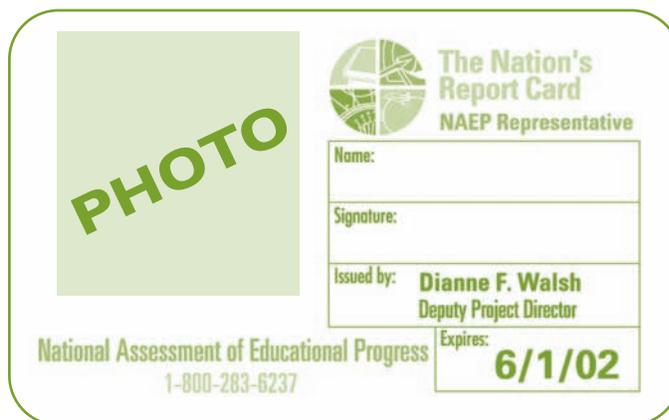
The colors that have proven themselves best for establishing authority are navy blue, maroon, rust, gray, and black. In other words, the more conservative your dress without looking overly stuffy, the better (Fuery, 25).

Clothing need not be elaborate or expensive but should be neat, business-like, and appropriate.

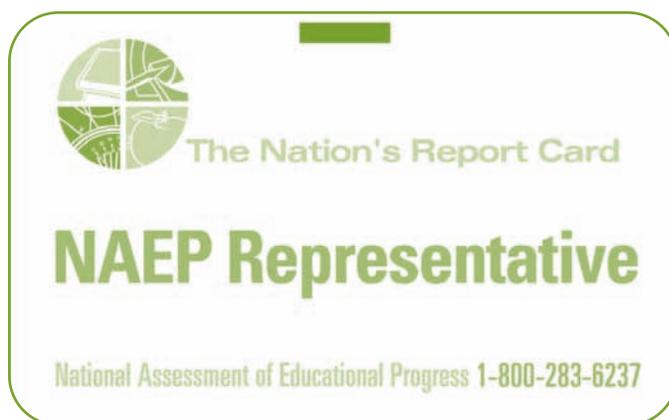
For women, low-heeled, comfortable shoes are preferred. For both men and women, make sure that the heels on your shoes are properly maintained to avoid making excess noise as you walk around the room. Experienced NAEP staff tend to walk slightly on their tip-toes to minimize the amount of noise and to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

Be sure to wear your NAEP Identification Badge. When arriving at the school, you must first check in at the school office, identify yourself, and explain why you are there. You should have on your NAEP ID badge when you arrive at the school to help establish your authority with both school staff and students. If you have received your background clearance letter, you should carry it with you at all times while you are at the school.

Example of NAEP AC ID Badge



Example of NAEP AA ID Badge

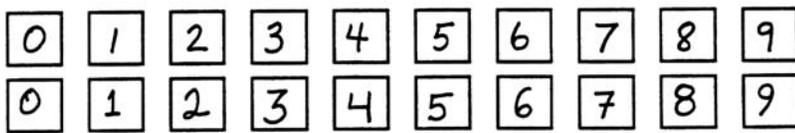


C Guidelines for Completing Scannable Documents

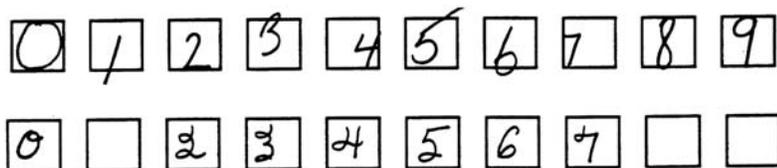
As part of your responsibility in conducting a session, you will be required to enter pertinent information onto the Administration Schedule and other control documents. Because these documents, including the Roster of Questionnaires, the questionnaire covers, and the assessment booklet covers, are machine scannable, it is very important that the guidelines below are followed when completing them:

- Use only No. 2 pencils;
- Print all information neatly within the boxes. Numbers should be written clearly in the center and should not touch the sides of the boxes;
- Right justify all numerals entered in multicolumn blocks;
- Erase completely and clearly to correct entries. Do not cross out or strike through numbers entered incorrectly; and
- Blocks for which no entry is needed may be left blank.

Shown below are examples of acceptable and unacceptable writing styles for completing scannable 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:





Complete Initial Activities at the School

The AC will need to complete the following activities at the school before the AAs arrive.



Review the Administration Schedule

After checking in at the school office, the AC will need to locate the school coordinator to obtain the Administration Schedule for each session scheduled at the school. Administration Schedules should be kept at the school in the NAEP Storage Envelope.

Next, you should review the Administration Schedule(s) to make sure there are no missing data for any of the selected students. Because you will have asked the school coordinator during the preassessment phone call to enter any missing student data at that time, finding an incomplete Administration Schedule on assessment day should be a rare occurrence. However, if there are any empty boxes in the columns for birth date, sex, race/ethnicity, school lunch, Title 1, SD, or LEP you will need to ask the school coordinator to provide that data before the assessment team can proceed with the preassessment activities. (See pages 3.12-3.15 for details on reviewing the Administration Schedule with the school coordinator.) If for some reason completing the Administration Schedule will prevent the AAs from preparing the assessment booklets (as described in Task 3) in time for the session to begin as scheduled, you should ascertain the missing information following the session.



Assign Accommodation Booklets

You will need to review the Administration Schedule one more time to make sure that the school coordinator has entered the correct Administration Code for each student with a disability (SD) and each student with limited English proficiency (LEP) who requires an accommodation. Using your copy of the Administration Schedule you should check that the Administration Code entered on the original Administration Schedule is correct and revise it if necessary.

You will then need to assign an accommodation booklet to any student who requires one based on the type of accommodation he/she will be receiving. The accommodations that require a special accommodation booklet are: bilingual booklet (code 71), large-print booklet (code 73), and small group (code 76) where read-aloud booklets will be used. (These accommodations are described in detail on pages 3.21-3.23.)

Included in each bundle of accommodation booklets is a Bundle Slip listing the ID numbers of the enclosed booklets. You should assign the booklets in the order in which they are listed on the Bundle Slip. Start with the first student on the Administration Schedule who requires an accommodation booklet. Using the accommodation booklets you brought with you for the session, enter the appropriate accommodation booklet ID number in column **L** labeled **Accommodation Booklet ID #** on the Administration Schedule. This booklet is now assigned to the student instead of the regular booklet preassigned on the Administration Schedule. Repeat this procedure for each student who requires an accommodation booklet. An example of assigning an accommodation booklet is shown on the next page.

C Complete the Top of the Administration Schedule

After obtaining any missing information from the school coordinator, the AC will need to complete the first summary box at the top of the Administration Schedule, as follows:

1. The number of students in the original sample should have been entered by your supervisor on the line labeled **# Original Sample**. If not, enter the number of students originally listed on the Administration Schedule.
2. On the line labeled **# New Enrollee Sample**, enter the number of students selected from the list of new enrollees. If there are no new enrollees, or none were sampled, enter **0**.
3. Add the number of new enrollees to the number in the original sample. Enter the sum on the line labeled **Total in Sample**.
4. On the line labeled **# Withdrawn and Ineligible**, enter the total number of selected students who have withdrawn (or graduated) from school between the time of sampling and the assessment day (Admin. Code = 51), and any selected students who have been found to be ineligible (Admin. Code = 55) (e.g., foreign exchange student or not in correct grade).
5. On the line labeled **# Excluded**, enter the total number of selected students who were excluded from the assessment by the school (Admin. Codes = 60-65).
6. Subtract the number of withdrawn and ineligible students and the number of students excluded from the **Total in Sample** and enter the difference on the line labeled **TO BE ASSESSED**.

D Give AAs their Session Materials

After the AAs arrive at the school, you will provide each AA with the following materials for his/her session:

- The Administration Schedule;
- A copy of the Roster of Questionnaires, (Session Type A only);
- The box of assessment materials;
- Student Appreciation Certificates (grade 4 sessions);
- Accommodation booklets, if necessary; and
- A Session Debriefing Form.

If multiple sessions are being conducted concurrently at the school, you will provide the AAs with copies of Administration Schedules for the other sessions as well. This is so that AAs can help students find the correct session to attend.

Before sessions begin, you should inform the AAs about the following:

- How the students were notified of the assessment (Student Appreciation Certificate or other means);
- How the school wants students returned to their classes at the end of the session (it is important that we follow school procedure in dismissing students); and
- How to call the principal's office from the assessment classroom in the event of an emergency.

School #: <u>100-102-1</u> Session Type: <u>A</u>		Original session scheduled for: Day/Date: <u>Thurs./Feb 7</u>		Makeup session scheduled for: Day/Date: _____		Makeup Needed <input type="radio"/>	Makeup Not Needed <input type="radio"/>
School Name: <u>Central Middle School</u> Grade: <u>8</u>		Time: <u>8:05</u>		Time: _____			
Administrator's Name: <u>Mary Jones</u>		Location: <u>Rm 121</u>		Location: _____			
# Original Sample	<u>30</u>	# Withdrawn & Ineligible (Admin. Codes 51 & 55)	<u>2</u>	# Assessed (Original Session)	_____		
+		=	<u>31</u>	-		=	<u>28</u>
# New Enrollee Sample	<u>1</u>	Total in Sample		# Excluded (Admin. Codes 60-65)	<u>1</u>	TO BE ASSESSED	
				# Absent	_____	+	
				# Assessed (Makeup Session)	_____	=	_____
				TOTAL ASSESSED			

Task 3

Prepare the Booklets

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 preprinted removable student ID labels to the assessment booklets; setting aside any booklets assigned to ineligible, withdrawn, or excluded students; and placing the required additional materials inside the front cover of the assessment booklets.

A

Open the Bundles of Booklets

In order to protect the security of the booklets, bundles of booklets are **not** to be opened until you are at the school on assessment day. To allow adequate time to prepare the booklets, you should open the bundles and proceed with booklet preparation approximately 1 hour before the session is scheduled to begin.

You will receive assessment materials packed by session. Booklets for all session types will be shrink-wrapped in bundles of 13 booklets for grade 4¹ and bundles of 17 for grades 8 and 12. Each session will use two bundles of booklets. Packed with each bundle will be a numbered Bundle Slip listing session information and the first three digits of the booklet ID numbers contained in that bundle. These prefix numbers of the booklet IDs will match those that are preprinted on the Administration Schedule. The Bundle Slip numbers will also match those preprinted in the upper-left corner of the Administration Schedule. Be sure to open the bundles in the order indicated on the Administration Schedule, and **never use booklets for any session other than those booklets specified on the Administration Schedule.**

Booklet Codes

Note that each booklet has a code in the upper-right corner (see examples on the following pages). This code is made up of three components:

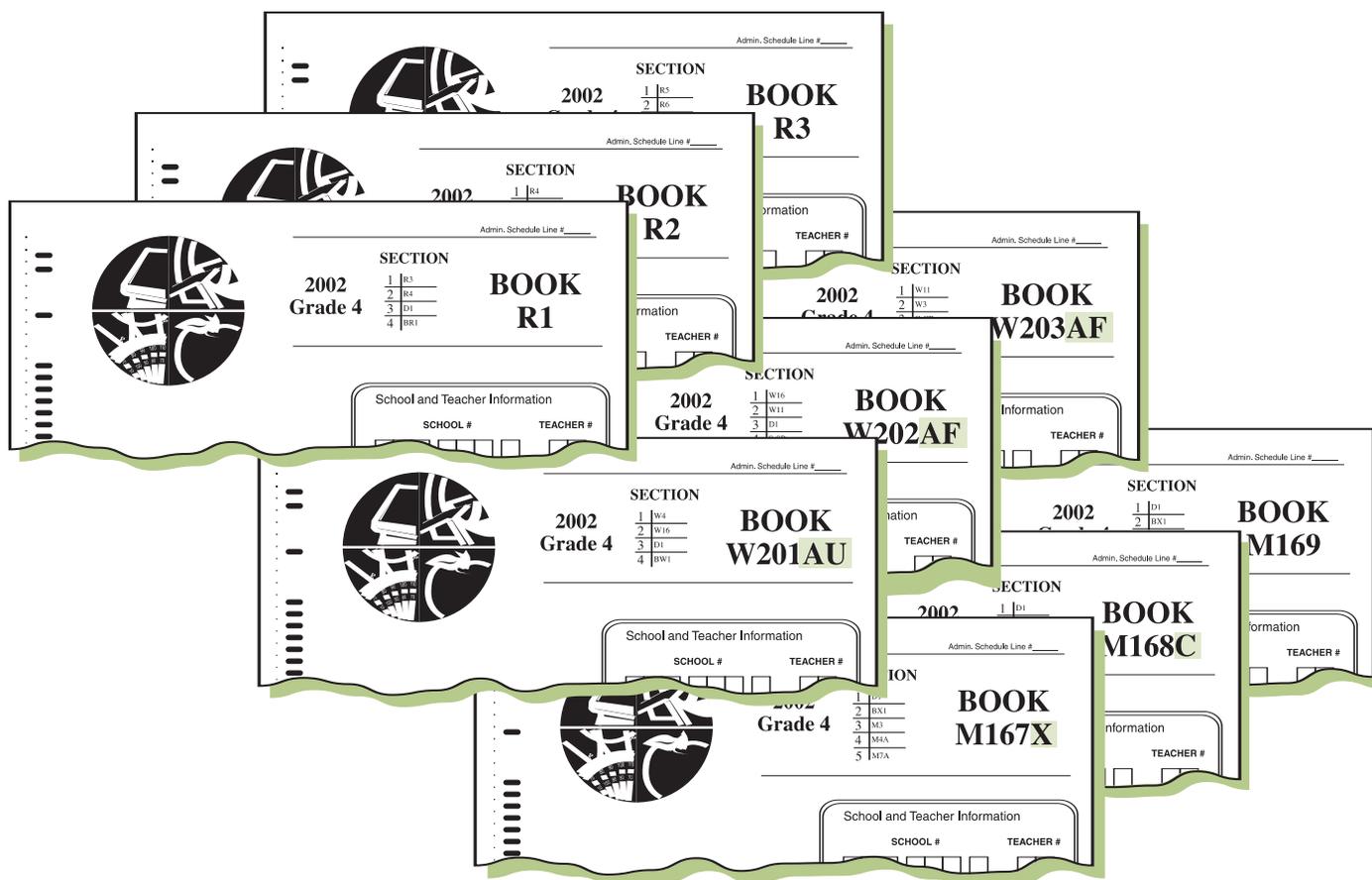
1. A letter identifying the subject. All reading booklets begin with the letter **R**, all writing booklets begin with the letter **W**, and all mathematics booklets begin with the letter **M**.
2. The subject letter is followed by a one-, two-, or three-digit booklet version number.
3. The booklet version number is followed by a letter or letters identifying any additional materials the booklet requires. Many of the additional materials will be individually prepackaged in manila envelopes. A label on the envelope will tell you the name of the material inside and the code letter. Charts showing these letters and corresponding additional materials appear on the following pages.

You should be able to recognize the booklet codes to ensure that you are distributing the correct booklets for each session and the correct materials for each booklet.

To help further distinguish the correct booklets for a session, the booklet covers are printed in different colors: grade 4 in blue ink, grade 8 in brown ink, and grade 12 in gray ink.

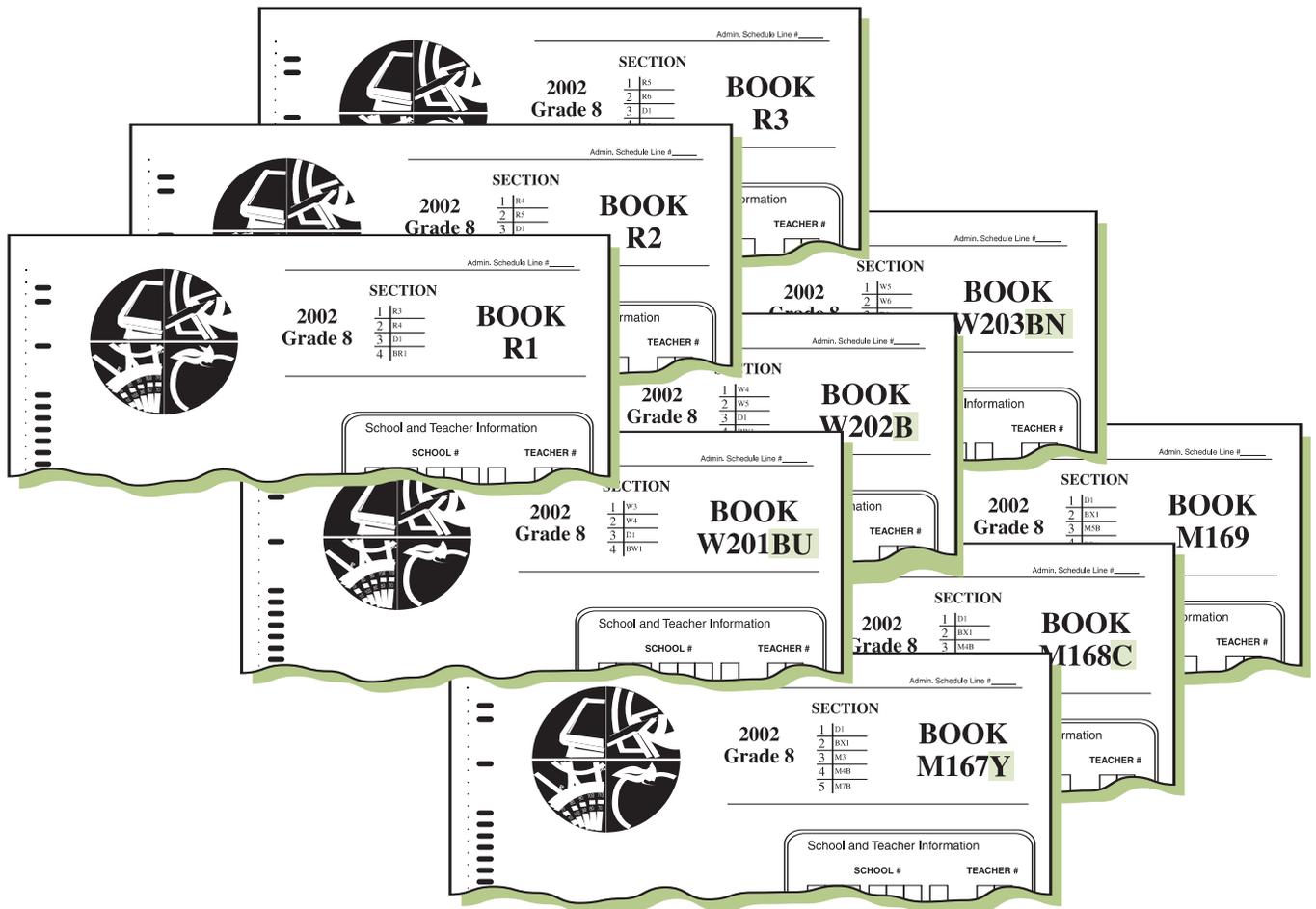
¹ For Session Type D only, grade 4 booklets will be shrink-wrapped in bundles of 17 instead of 13.

Additional Materials Used in NAEP 2002 – Grade 4



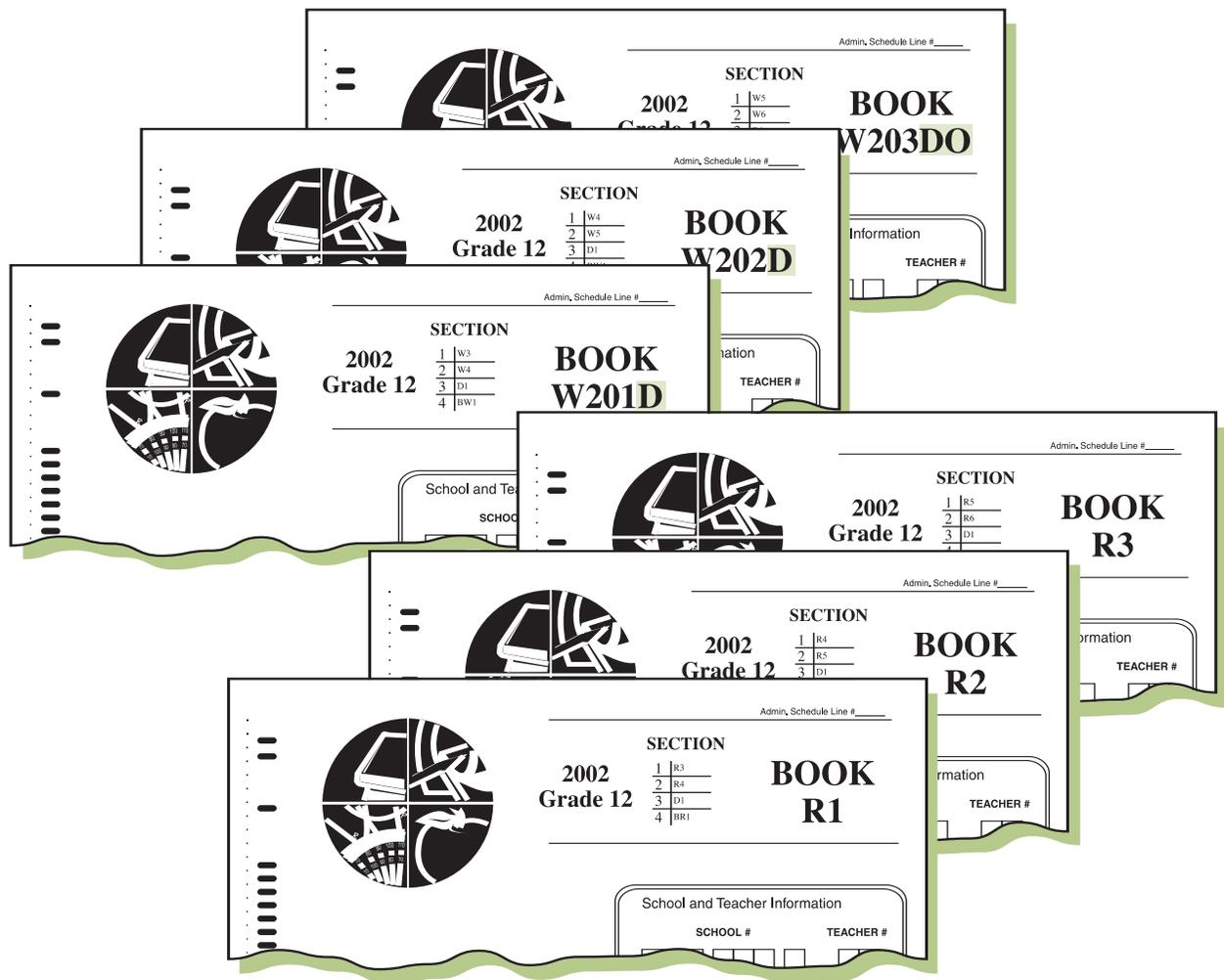
Grade 4		
Subject	Additional Material	In Envelope?
Writing	A = Writing Brochure – Grade 4	No
	F = Letter from TX8	Yes
	H = City Scenes	Yes
	I = Very Unusual Day	Yes
	J = Letter from MZ3	Yes
	Q = Letter from Lilex	Yes
	T = Old Tree	Yes
	U = Cartoon Story	Yes
	W = Animal Adventure	Yes
Mathematics	C = Calculator	No
	G = Set "G" (prepunched)	No
	R = Ruler	No
	X = Set "X"	No

Additional Materials Used in NAEP 2002 – Grade 8



Grade 8		
Subject	Additional Material	In Envelope?
Writing	B = Writing Brochure – Grade 8	No
	E = Backpack	Yes
	L = Dream Weekend	Yes
	N = Tower	Yes
	U = Cartoon Story	Yes
Reading	M = Metro Pamphlet (Guide to Fares)	No
Mathematics	C = Calculator	No
	G = Set "G" (not prepunched - student separates)	No
	P = Ruler/Protractor	No
	Y = Set "Y"	No

Additional Materials Used in NAEP 2002 – Grade 12



Grade 12		
Subject	Additional Material	In Envelope?
Writing	D = Writing Brochure – Grade 12	No
	O = The Arch	Yes
Reading	S = Social Security Application Instructions	No