

## B Prepare the Assessment Booklets

### Materials Needed:

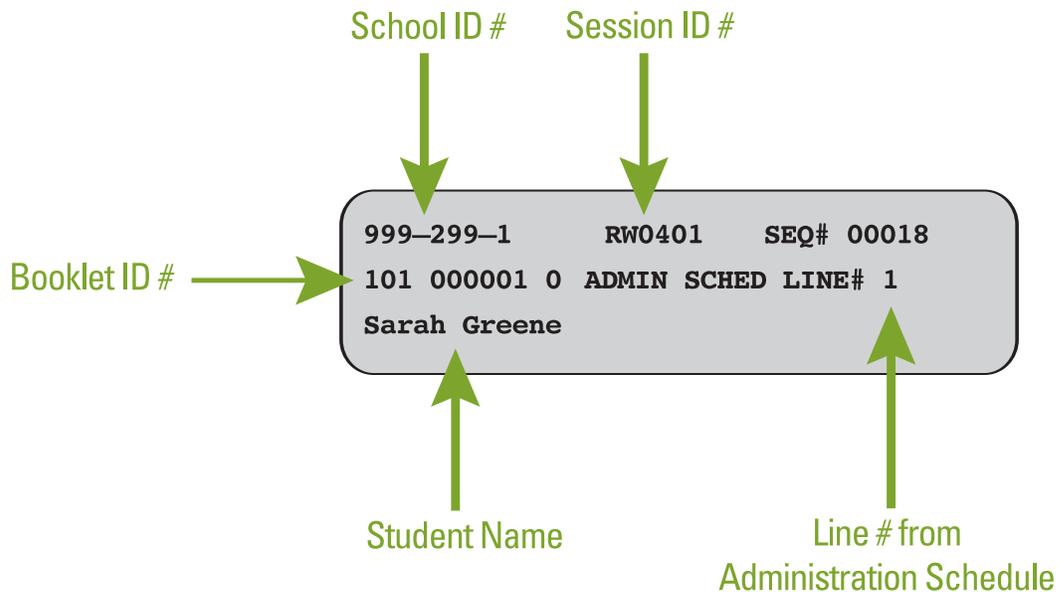
- Administration Schedule;
- Preprinted removable student ID labels;
- Assessment booklets;
- Accommodation booklets, if necessary; and
- Additional booklet materials.

### Student ID Labels

Because students' names are **never** written directly on the assessment booklets, **preprinted removable student ID labels** will be used to help you distribute booklets to the correct students.<sup>2</sup> An example of the information contained on a student ID label is shown below.

The first line contains the unique school ID number, the specific session ID number from the Administration Schedule, and the sequence number that is used by NCS Pearson only. 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 whose students were sampled by December 10, 2001, the labels will be shipped in the session boxes to the AC with the student names preprinted on them. For most of the remaining schools, the supervisor will print the labels and give them to the AC. For the few schools that did not send student names for sampling, you will need to write the student names on the labels by hand on the day of the assessment.



<sup>2</sup> The preprinted labels replace the old method of using Post-it notes to assign booklets.

### Steps for Preparing Booklets

1. 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 matching that ID. An example of this process is shown on the next page. If you find that you need to fix a label or create a new one, the AC will have blank removable labels to use for this purpose. **Never put permanent gummed labels on the booklets.**
2. If the AC has assigned an accommodation booklet to a student in column **L** of the Administration Schedule, 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 substitute the accommodation booklet for the original in the stack of booklets. If you are conducting a small group or one-on-one accommodation session at a later time, set the booklets for those students aside.
3. After you affix the label, check the Administration Code on the Administration Schedule. If, in the columns labeled **Admin. Code** a code of **60-65** (codes for Excluded students), **51** (Withdrawn), or **55** (Ineligible) has been recorded, write the code on the label and set these booklets aside (keeping the label attached to the booklet).
4. The upper-right corner of each booklet cover has space for you to record the student's line number from the Administration Schedule. Recording the line number will expedite putting the booklets in order after the session, but you are not required to enter it.
5. Repeat this procedure for each student whose name is listed on the Administration Schedule. As they are prepared, all booklets for students to be assessed should be stacked face down to keep them in Administration Schedule order.

6. After all booklets are prepared, band together the booklets for excluded, withdrawn, and ineligible students. These should be kept banded together (i.e., separated from) but remain with the stack of booklets for the session.
7. Then, turn over the stack of booklets to be used in the session. Next, place any additional materials required for each booklet, as identified by the letters next to the booklet version number, inside the front cover of the booklet. All additional materials listed in the charts on pages 4.8-4.10 should be placed inside the front cover except the calculators, which are handed out separately.
8. Then, band the booklets together and place the session Administration Schedule on top of the stack. Booklets are now ready for distribution.
9. Repeat steps 7 and 8 for any separate accommodation sessions.

**NOTE:** In the fall, schools with 120 or fewer fourth-grade students, selected for Session Type A, were given the option of assessing all grade 4 students in the school, rather than randomly sampling students to be assessed. Administration Schedules for schools that opted for this approach will list students grouped together in their regular classrooms. However, because schools may sometimes move students from one classroom to another during the year, the school coordinator may ask that a student or two be assessed with a different class of students than the one in which the student was listed on the Administration Schedule. If this is the case, it is very important that you give the student the booklet he/she was assigned to receive on the original Administration Schedule. This means that as you prepare the booklets you will need to place the booklet from the original stack in with the booklets for the class in which the student will be assessed. After the session is over be very careful that the "swapped" booklet gets placed back with the booklets for the session in which the student was listed on the Administration Schedule.





## Prepare the Room

When you arrive at the room you will be using for the assessment, you should check to make sure there are enough desks for the number of students in the session; if not, notify the AC or the school coordinator. It is important that the desks be arranged so that all students can readily see you, and similarly, so that you can readily see each student. If at all possible, avoid having students face potential sources of distraction such as windows, doorways, etc., and if you can help it, never seat students facing each other.

If you have permission from the school, you should erase the blackboards and, if necessary, conceal any school materials that would assist the students (e.g., multiplication tables in a math session). Post the **Testing in Progress – Do Not Disturb** sign outside the room.

### Then set out the supplies you will need for the session:

- The session scripts;
- The prepared assessment booklets (inserted with appropriate additional materials);
- The Administration Schedule for the session;
- Copy of the Roster of Questionnaires (for Session Type A only);
- The sharpened No. 2 NAEP pencils;
- The timer;
- Student Appreciation Certificates (grade 4 sessions);
- Copies of other Administration Schedules (if there is more than one session in the school); and
- The Session Debriefing Form.

### For a mathematics session, you will also need:

- The calculators;
- The calculator poster; and
- The mathematics poster.

Included with your supplies will be two posters to be used in mathematics assessments. One is a picture of the NAEP calculator. The other gives an example of an extended response question and how it should be answered. Both posters should be hung up in the front of the room before the students have assembled.

### For Session Type A, grades 4 and 8, you will need to write on the board<sup>3</sup>:

- Teacher names; and
- Corresponding two-digit teacher number.

This information can be found on the Roster of Questionnaires, as shown on the following page. At the beginning of the assessment, the script will instruct fourth- and eighth-grade students in Session Type A to record on their booklet covers the two-digit number of their teacher. Because there are no teacher questionnaires distributed for Session Types B, C, and D or for any grade 12 assessments, these students will not be asked to record teacher numbers on their booklet covers.

For all grade 8 and 12 sessions, regardless of session type, you will also need to write the school ID number on the board. The script will instruct eighth- and twelfth-grade students to record the school ID on their booklet covers. (You will record the school ID on all grade 4 booklets after the session has been completed.)

<sup>3</sup> If you are testing in a room without a board, you should make arrangements to have a portable board or easel in place.

Roster of Questionnaires – side 2

III. Teacher Questionnaire		III. Teacher Questionnaire										SCHOOL #: 1 0 0 - 1 0 2 - 1 <input type="checkbox"/> NCS Use Only			
Teacher's Name	Teacher #	Teacher Questionnaire ID #										Returned			Instructions for Distributing Questionnaires
		Yes	No	Completed Electronically			Yes	No	Completed Electronically						
01 Mrs. Brown	01	09	7	0	0	0	0	9	9	2	7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><b>Instructions for Distributing Eighth-Grade Teacher Questionnaires</b></p> <p>Ask all eighth-grade teachers who teach English to fill out a Language Arts Teacher Questionnaire. Follow the procedures below for each questionnaire you distribute.</p> <p>On this <u>roster</u>:</p> <ol style="list-style-type: none"> <li>Create a list of <i>all</i> eighth-grade English teachers under "Teacher's Name."</li> <li>In the column labeled "Teacher Questionnaire ID," record the unique 10-digit ID number from the questionnaire you give to each teacher named in the first column. (The "09" prefix has been preprinted.)</li> <li>As the questionnaires are returned, grid in the oval in the "Returned" column.</li> </ol> <p>On the front cover of <u>each questionnaire</u>:</p> <ol style="list-style-type: none"> <li>Record the name of the teacher receiving the questionnaire and the date the questionnaire needs to be returned to you.</li> <li>Record the two-digit teacher number located in the column to the right of the teacher's name on this roster (e.g., 01, 02, 03). <i>It is critical that this number is recorded accurately.</i></li> </ol>
02 Mr. Cox	02	09	7	0	0	0	8	4	3	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
03 Mrs. Wilson	03	09	7	0	0	0	7	6	6	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
04		09									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
05		09									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
06		09									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
07		09									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
08		09									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
09		09									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10		09									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11		09									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
12		09									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
13		09									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
14		09									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
15		09									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
16		09									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
17		09									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

This form must be completed in No. 2 pencil.

Teacher Name    Teacher #

Task  
5

## 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 depend 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 6 in this chapter discusses classroom management in detail.

Your ability to impart an air of “with-it-ness,” as one researcher calls it (Cangelosi, 21), 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 your 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/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. You can use this opportunity to seat students where you want them, separating potential troublemakers if necessary.

**NOTE:** In schools that opted to assess intact grade 4 classrooms, rather than sampling students for the assessment, you will likely be walking into a classroom of students already assembled.

In these cases, you may not have had an opportunity to prepare the room ahead of time, so organization is the key to maintaining control over the students as you prepare for the assessment. If possible, you should enlist the help of the students’ teacher to keep the students occupied while you set out your materials and prepare the room. During this time the teacher could introduce you and encourage the students to do their best on the assessment.

### B Using the Script to Conduct the Session

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

The scripts for all session types are bound together in one document called **NAEP 2002 Session Scripts**, which has been included in your training binder. You should become 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.

#### Introduction

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

#### Materials Distribution and Taking Attendance

After you read the introduction, the script instructs you to distribute the booklets and other materials. You will do this by calling the students in Administration Schedule order to come to the front of the room one-by-one. Hand each student his/her preassigned booklet, any additional required materials, and a pencil.

As you distribute the materials, you will need to record the attendance status of each student by entering a ✓ for present or an **A** for absent above the diagonal line in the **Attendance (✓/A)** column on the Administration Schedule. In addition, if a student is absent, you should record an **A** on the student ID label affixed to the booklet cover and place the booklet to the side to avoid giving an assigned booklet to the wrong student. (At the conclusion of the assessment, you will enter the appropriate Administration Code for each student in the column labeled **Admin. Code** 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 and 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.

Remember that 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 he/she was not sampled, the data cannot be used. Therefore, it is very important that you check to make sure that each student who has arrived at the session belongs there.

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

After all students have received a booklet, the script instructs you to tell the students to remove the student ID label from the cover of their booklet and place it on the corner of their desk. This will assist you in monitoring the session because you will be able to know the student's name, if necessary, simply by glancing at the label on the desk.

#### How to Handle Latecomers:

- 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 students; give each his/her assigned booklet, pencil, and any other required assessment materials; and direct the student where to be seated.
- If four or more students listed on the Administration Schedule are not present after you have checked in all students who have arrived, 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 after 5 minutes of waiting, proceed with the assessment. **Do not, under any circumstances, allow another student to substitute for a sampled student who is absent from the session.**
- In Sessions Types A, B, and C, no student may be admitted once the students have begun reading the booklet directions. In Session Type D, no student may be admitted once the students have begun reading the calculator instructions. Students who arrive after this point should be counted as absent and instructed to return to their classrooms.

### Coding the Booklet Cover

The script instructs grade 4 and grade 8 students in Session Type A to write on the booklet covers the teacher number for the subject in which they are being assessed. Teacher numbers, which you should write on the board in the assessment room, come from the Roster of Questionnaires.

The script also instructs grade 8 and 12 students in all session types to record the NAEP School ID number on their booklet covers. You should write the school ID number on the board for the students.

### 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 grade 4 students. Students in grades 8 and 12 will be given time to read the directions to themselves.

### Timing Background and Cognitive Sections

After the booklet directions, each assessment booklet contains several blocks of background questions and cognitive questions for the student to answer. These blocks appear at different places in the booklet, depending on the booklet type (see the following pages for the order of booklet sections by session type). The content of the cognitive sections varies within session type depending on the booklet version, while the background questions remain the same across all booklet versions within a grade and session type.

There are two types of background questions: general background questions and subject area background questions. During the general background section, you may answer students' questions; however, you may do so only by referring to the Question-by-Question Specifications that are included in the session scripts.

There is a different set of Question-by-Question Specifications for each session type, and you should become thoroughly familiar with each set prior to your first assessment session. You may **not** answer students' questions during the subject area background section.

Each NAEP 2002 booklet, depending on grade and session type, will contain either two 25-minute cognitive blocks or three 15-minute cognitive blocks. The cognitive blocks are sometimes referred to as subject area sections. You may **not** answer any questions students may have during the cognitive sections except for questions about where or how to record answers.

Background and cognitive sections are timed while students work independently. The session script provides instructions for the timing of each section. You will tell the students when to stop work on a section and when to begin the next section. In the assessment booklets, a stop sign is printed at the end of each section to alert students that they are at the end of the section. If they finish a section early, students may review their work in that section only. **Students may NOT go back to previous sections or work ahead in the booklet.**

You will use the timer included with your supplies 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 arriving at your first assessment.

In total, each assessment session will require about 90 minutes. This includes 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 around 60 minutes, regardless of the grade level. As a reference, the specific timing of each section by session type is summarized in the charts on the following pages.

In grade 4 sessions, the general background section is not timed because you must read aloud to the students all of the questions and answer choices in the section. The scripts contain all of the questions and answer choices you are to read aloud.

During the last booklet section of the session, the script instructs you to walk through the room and remove the student ID labels from every student's desk. After the labels are collected tear them up and throw them away. **Remember: names of NAEP participants must never leave the school on the booklets or any other NAEP documents.**

## Booklet Sections by Grade and Session Type

### Grade 4 Session Type A – Reading and Writing Booklet Sections

Section 1	Reading or Writing Cognitive Items	25 minutes
Section 2	Reading or Writing Cognitive Items	25 minutes
Section 3	General Student Background Questions	Read aloud by AA
Section 4	Reading or Writing Background Questions	10 minutes

### Grades 8 & 12 Session Type A – Reading and Writing Booklet Sections

Section 1	Reading or Writing Cognitive Items	25 minutes
Section 2	Reading or Writing Cognitive Items	25 minutes
Section 3	General Student Background Questions	5 minutes
Section 4	Reading or Writing Background Questions	8 minutes

### Grade 4 Session Type B – Reading and Mathematics Booklet Sections (Field Test)

Section 1	Reading or Mathematics Cognitive Items	25 minutes
Section 2	Reading or Mathematics Cognitive Items	25 minutes
Section 3	General Student Background Questions	Read aloud by AA
Section 4	Reading or Mathematics Background Questions	10 minutes

### Grades 8 Session Type B – Reading and Mathematics Booklet Sections (Field Test)

Section 1	Reading or Mathematics Cognitive Items	25 minutes
Section 2	Reading or Mathematics Cognitive Items	25 minutes
Section 3	General Student Background Questions	5 minutes
Section 4	Reading or Mathematics Background Questions	8 minutes

## Booklet Sections by Grade and Session Type (continued)

### Grade 4 Session Type C – Reading Special Study Booklet Sections

Section 1	General Student Background Questions	Read aloud by AA
Section 2	Reading Cognitive Items	25 minutes
Section 3	Reading Cognitive Items	25 minutes
Section 4	Reading Background Questions	5 minutes

### Grades 8 & 12 Session Type C – Reading Special Study Booklet Sections

Section 1	General Student Background Questions	5 minutes
Section 2	Reading Cognitive Items	25 minutes
Section 3	Reading Cognitive Items	25 minutes
Section 4	Reading Background Questions	5 minutes

### Grade 4 Session Type D – Mathematics Special Study Booklet Sections

Section 1	General Student Background Questions	Read aloud by AA
Section 2	Mathematics Background Questions	8 minutes
Section 3	Mathematics Cognitive Items	15 minutes
Section 4	Mathematics Cognitive Items	15 minutes
Section 5	Mathematics Cognitive Items	15 minutes

### Grades 8 Session Type D – Mathematics Special Study Booklet Sections

Section 1	General Student Background Questions	5 minutes
Section 2	Mathematics Background Questions	5 minutes
Section 3	Mathematics Cognitive Items	15 minutes
Section 4	Mathematics Cognitive Items	15 minutes
Section 5	Mathematics Cognitive Items	15 minutes

### Ending the Session

At the end of the session, the script instructs you to collect **all** materials (except pencils), distribute Student Appreciation Certificates at grade 4, and to dismiss them according to the school's preference. Students may keep the pencils as a thank-you gift for participating in NAEP. 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 easily account for all booklets and materials.

In large sessions or if time is not sufficient for students to individually return their booklets to you, you should instruct the students to place any additional assessment materials they may have inside the front cover of the booklet and then pass their booklets to the end of their row for collection.

When you have accounted for all booklets and materials, you should thank the students and release them according to the school's preference.

**To maintain the security of the booklets, it is critically important that you account for all assessment booklets before allowing any students to leave the session.**

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

## C Instructions for Using Calculators in Mathematics Sessions

In 2002 NAEP, mathematics is being assessed in both Session Types B and D. In both session types, students will be provided with instructions for using the NAEP calculators for the assessment, but the procedures for administering these instructions differ depending on the session type.

In Session Type D, after students have received their booklets, they will be asked to review the instructions for using the calculator found on the back cover of their booklet. You will read these calculator instructions aloud as students follow along. For Session Type B, the calculator instructions also will be printed on the back cover of the booklets, but the script instructs you simply to tell the students to refer to the instructions if they need to do so. You will not read the instructions to the students.

For Session Type B, your box of session materials will include 10 calculators for grades 4 and 8. This will be sufficient to conduct the session because only a fourth of the students use the calculator in each section of the booklet. For Session Type D, your box of session materials will contain 30 calculators for both grades 4 and 8. This is

because all students will need a calculator to use during the review of the calculator instructions. Your script will guide you through the instructions and how to use both the calculator and mathematics posters supplied with your session materials.

If a mathematics booklet requires a calculator, a large **C** will appear on the booklet cover in the upper right-hand corner next to the booklet version number. Students are to have a calculator for only those sections of the booklet that require one. Not all booklets require a calculator, and only a fourth of the students will need a calculator at any one time. At the beginning of each section of a booklet that requires a calculator, there will be the statement: **YOU WILL NEED A CALCULATOR FOR THIS SECTION.** In addition to the instructions and the **C** on the booklet cover, a **C** appears on the outside corner of each page of a section if a calculator is required (as shown below). The purpose of the **C** is to allow you to walk around the room and glance at the student's booklet to know whether the student should, or should not, be using a calculator.

Because it is very important that students have a calculator only when working in a section that requires it, calculators must be distributed to and collected from individual students at the beginning of each mathematics cognitive section. Your script will instruct you when to collect and distribute the calculators throughout the session.

### SECTION 5

CP Section 5

**YOU WILL NEED A CALCULATOR FOR THIS SECTION.**

REMEMBER: You will have to decide whether to use the calculator. For some questions using the calculator is helpful, maybe even necessary, but for other questions the calculator may not be helpful. After each question indicate whether you used the calculator.

## **D** Instructions for Using Additional Materials in All Session Types

The rules for the use of other additional materials for all session types are less stringent than those for calculators. Other materials, such as protractors/rulers for mathematics booklets, writing brochures for writing booklets, and Metro pamphlets for reading booklets, are given to students inside the front cover of the booklets at the beginning of the session. A student who receives a booklet requiring use of additional materials may keep these materials until the end of the session. Each section requiring additional materials reminds the students to use them when answering the questions in that section. The capital letter that corresponds to the material (see the charts on pages 4.8-4.10) appears at the outside corner of each page of the section so you can be sure that the student has the required material for that section.