

N A E P

National Assessment of Educational Progress



THE NATION'S REPORT CARD



NAEP2003

Assessment Administrator Manual

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Dr. deBettencourt supplied detailed information on offering assessment accommodations and working with students with disabilities and students with limited English proficiency, as presented in Chapter 4.

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 1,500 home office staff members are individuals trained in areas such as education, sociology, statistics, epidemiology, psychology, and technical and support services. An additional 7,300 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 the following: 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.

For more information about Westat, visit the web site at www.westat.com.

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.

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 students. 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 Schedule of NAEP Assessments 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. The NAEP long-term trend assessments have given information on student achievement over the past 30 years. 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.

In 2001, legislation was passed called “No Child Left Behind.” Under this legislation, beginning in the 2002-2003 school year, any state that receives Title I funds is required to participate in the NAEP biennial state-level assessment in reading and mathematics in grades 4 and 8. At the district level, recipients of Title I subgrants must also agree to participate in biennial state NAEP assessments of grades 4 and 8 reading and mathematics if they are selected for the NAEP sample. Participation in NAEP assessments is voluntary for students and schools.

NAEP is also required to conduct a national assessment and may conduct an assessment in reading and mathematics in grade 12 at regularly scheduled intervals. Additional assessments may be conducted at regularly scheduled intervals in such subjects as writing, science, history, geography, civics, economics, foreign languages, and arts.

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

Schedule of NAEP Assessments from 1969-2003			
Year	National	Long-Term Trend ¹	State
1969-70	Citizenship Science Writing	Science ²	
1970-71	Literature Reading	Reading ²	
1971-72	Music Social Studies		
1972-73	Mathematics Science	Mathematics ² Science ²	
1973-74	Career & Occupational Development Writing		
1974-75	Art Index of Basic Skills Reading	Reading ²	
1975-76	Citizenship/Social Studies Mathematics ³	Citizenship/Social Studies ²	
1976-77	Basic Life Skills ³ Science	Science ²	
1977-78	Consumer Skills ³ Mathematics	Mathematics ²	
1978-79	Art Music Writing		
1979-80	Reading Literature Art	Reading ²	
1981-82 ⁴	Mathematics Science Citizenship Social Studies	Mathematics ² Science ²	
1984	Reading Writing	Reading Writing	
1986	Computer Competence U.S. History ³ Literature ³ Mathematics Science Reading	Mathematics Science Reading ⁵	
1988	Civics Document Literacy ³ Geography ³ U.S. History Reading Writing	Civics ² Mathematics Science Reading Writing	
1990 ⁶	Mathematics Science Reading	Mathematics Science Reading Writing	Mathematics ⁷ (8)

Schedule of NAEP Assessments from 1969-2003 (continued)			
Year	National	Long-Term Trend ¹	State
1992	Mathematics Reading Writing	Mathematics Science Reading Writing	Mathematics ⁷ (4, 8) Reading ⁷ (4)
1994	Geography U.S. History Reading	Mathematics Science Reading Writing	Reading ⁷ (4)
1996	Mathematics Science	Reading Writing Mathematics Science	Mathematics (4, 8) Science (8)
1997	Arts (8)		
1998	Reading Writing Civics		Reading (4, 8) Writing (8)
1999		Reading Mathematics Science	
2000	Mathematics Science Reading (4)		Mathematics (4, 8) Science (4, 8)
2001	U.S. History Geography		
2002	Reading Writing		Reading (4, 8) Writing (4, 8)
2003	Reading (4, 8) Mathematics (4, 8)		Reading (4, 8) Mathematics (4, 8)

¹ Long-term trend assessments are at ages 9, 13, and 17.

² This assessment appears in reports as part of long-term trend. Note that the civics assessment in 1988 is the third point in trend with citizenship/social studies in 1975-76 and in 1981-82. There are no points on the trend line for writing before 1984.

³ This was a small, special-interest assessment administered to limited national samples at specific grades or ages and was not part of a main assessment. Note that this chart includes only assessments administered to in-school samples; not shown are several special NAEP assessments of adults.

⁴ Explanation of format for year column: before 1984, the main NAEP assessments were administered in fall of 1 year through spring of the next. Beginning with 1984, the main NAEP was administered after the new year in winter, although the assessments to measure long-term trend continued with their traditional administration in fall, winter, and spring. Because the main assessment is the largest component of NAEP, beginning with 1984 we have listed its administration year rather than the 2 years over which trend continued to be administered. Note also that the state component is administered at essentially the same time as the main NAEP.

⁵ The 1986 long-term trend reading assessment is not included on the trend line in reports because the results for this assessment were unusual. Further information on this reading anomaly is available in Beaton and Zwick (1990).

⁶ Since 1990, grades 4, 8, and 12 have been assessed in National NAEP, unless otherwise noted.

⁷ State assessments began in 1990 and in 1990-94 were referred to as trial state assessments (TSA).

B

NAEP Organizational Structure

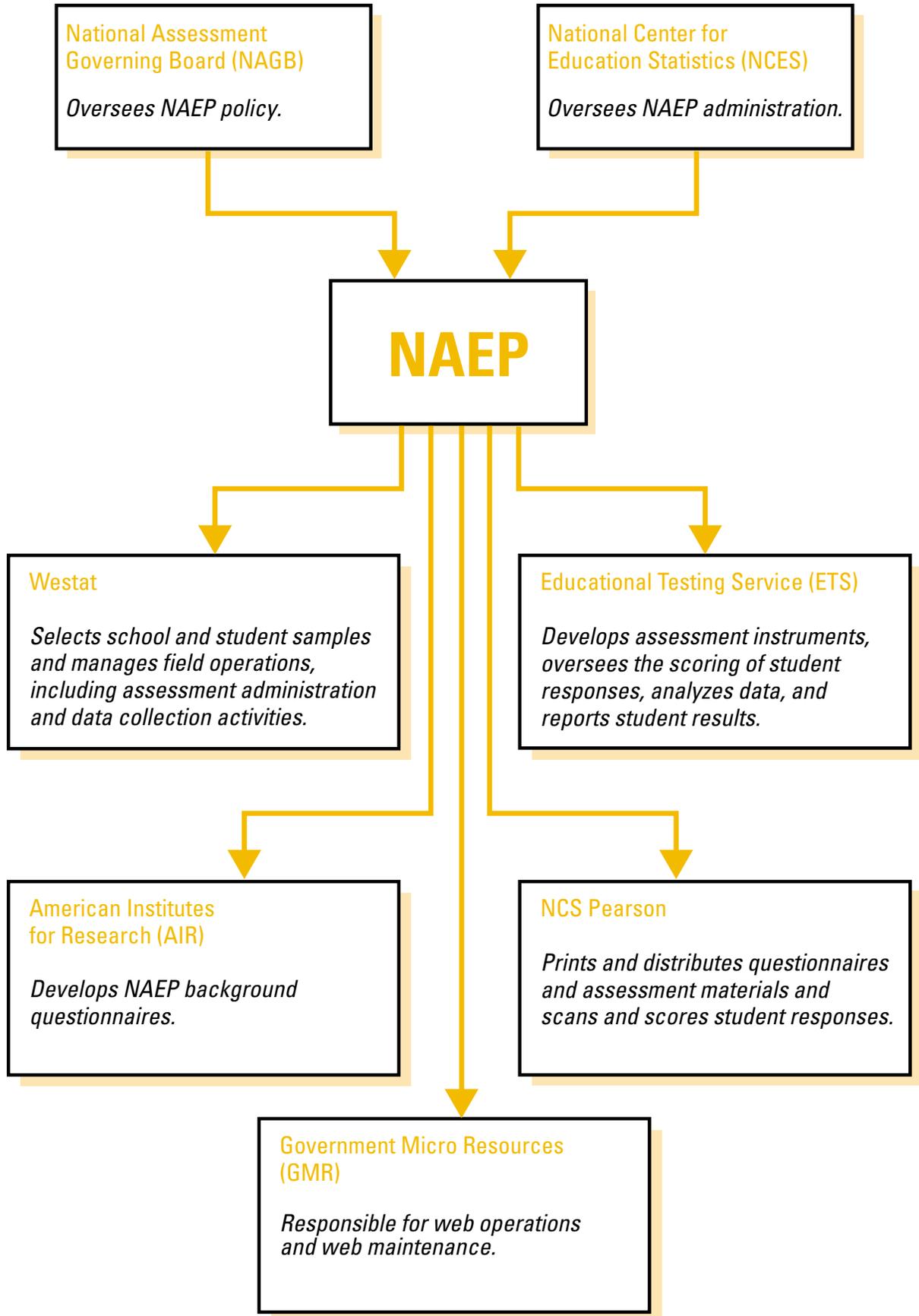
The chart on the next page shows the current organizational structure of NAEP. The Commissioner of Education Statistics, who heads the National Center for Education Statistics (NCES) in the U.S. Department of Education, is responsible, by law, for carrying out the NAEP project through competitive awards to qualified organizations. The Associate Commissioner for Assessment at NCES 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 contracts with other organizations to assist the Board in determining the assessment content through a comprehensive, deliberative framework development process. NAGB also contracts with organizations to conduct its broad-based standard setting activities to inform the Board's decisions on achievement levels.

NCES 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 is responsible for printing and distributing the assessment materials and for scanning and scoring students' responses. American Institutes for Research (AIR) is responsible for developing the background questionnaires. Government Micro Resources (GMR) is responsible for NAEP web operations and web maintenance.

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





The NAEP Program for 2003

The 2003 assessment will be conducted from January 27 through March 7, 2003, in a sample of approximately 15,000 fourth- and eighth-grade public and nonpublic schools located throughout the 50 states and territories of the United States. Approximately 750,000 students in grades 4 and 8 will participate in the assessment. In addition, 100 grade 12 schools will participate in a field test of mathematics and reading items.

The subjects for NAEP 2003 are reading and mathematics. These will be conducted in combined reading/mathematics sessions in grades 4, 8, and 12. The following chart is a breakdown of the number of schools by grade.

Number of Schools Selected for NAEP 2003

Grade	Number of Schools
4	8,000
8	7,000
12	100

This year, NAEP will be conducting a Trial District Assessment in 10 school districts. The purpose of the study is to provide a district-level indicator of educational progress to local educators and policymakers. The following 10 districts have been selected for the Trial District Assessment:

- | | |
|---------------|-----------------|
| New York, NY | Cleveland, OH |
| Boston, MA | Houston, TX |
| Atlanta, GA | Albuquerque, NM |
| Charlotte, NC | Los Angeles, CA |
| Chicago, IL | San Diego, CA |

Each assessment session will require approximately 90 minutes to administer, including distribution and collection of materials.

This year, questionnaires will be distributed only in fourth- and eighth-grade schools. There are three types of questionnaires – School, Teacher, and SD/LEP Questionnaires. Teachers of selected students will be asked to complete a questionnaire about their background and teaching practices. Principals 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 any of the questionnaires online or in the traditional booklet format.

The following pages show the NAEP Summary of Activities for Public and Nonpublic Schools. This document was sent to schools in the fall and briefly defines the NAEP program and the role of participating schools.

Summary of Activities for Public Schools (front)



NAEP 2003

National Assessment of Educational Progress

Summary of Activities for Public Schools

What is NAEP?

The National Assessment of Educational Progress (NAEP) is the only nationally representative, continuing assessment of what America's students know and can do in school in a variety of key subject areas. NAEP assessments are given periodically at the fourth, eighth, and twelfth grades in core academic subjects. NAEP is mandated to assess reading and mathematics in grades 4 and 8 every 2 years starting in the 2002/2003 school year.

NAEP is mandated by the U.S. Congress and is administered by the National Center for Education Statistics (NCES), within the Office of Educational Research and Improvement at the U.S. Department of Education. Policies for NAEP are set by the National Assessment Governing Board (NAGB), whose members are appointed by the Secretary of Education.

Every 2 years, states participate in assessments in reading and mathematics. In 2003, 10 large urban districts and 5 jurisdictions will participate. About 12,000 students per state/jurisdiction participate in each assessment or about 750,000 students overall. States use NAEP results to compare their students' performance both over time and to performance of students nationally and in other states.

Full participation in NAEP by schools and students helps ensure that NAEP will continue to provide uniquely valuable information on

the performance of American students for both the Nation and the states. Participation by individual schools and students is voluntary.

This document provides a brief overview of assessment plans and the roles of participating schools and school staff. NAEP State Coordinators and NAEP field staff will provide more detailed information when they contact schools in the fall to discuss the assessment.

When is the assessment?

Between January 27 and March 7, 2003, NAEP will assess students in grades 4 and 8 in reading and mathematics. In a small number of grade 12 schools, NAEP will also conduct a field test assessment in reading and mathematics. All assessments will be conducted by NAEP field staff, and materials will be provided by NAEP.

What is involved for school staff and students?

- Each student selected to participate will be assessed in either reading or mathematics.
- Assessments will take 90 minutes of each student's time.
- In most grade 4 schools, NAEP will assess all eligible students.
- In most grade 8 schools, the sample will be approximately 62 students.
- In states with fewer than 100 schools, additional students will be selected at each grade.

- Questionnaires will be distributed to the principal and teachers of sampled students. Teachers of selected students with disabilities (SD) and limited English proficiency (LEP) will also be given questionnaires.
- Schools are requested to designate a staff member, the School Coordinator, to assist NAEP field staff with in-school arrangements. A detailed list of School Coordinator responsibilities can be found on the back of this document.

What are the responsibilities of the NAEP State Coordinator and NAEP field staff?

The NAEP State Coordinator works at your State Department of Education and will be responsible for the following tasks:

- Work with schools to set an assessment date between January 27 and March 7, 2003;
- Provide schools with instructions for preparing a list of grade-eligible students;
- Provide schools with information about notifying parents of the selected students;
- Respond to questions from the school community throughout the assessment period; and
- Provide schools with a copy of the NAEP state report as soon as it becomes available.

Summary of Activities for Public Schools (back)

NAEP field staff members are employed by an NCES contractor and will perform the following tasks:

- Select a sample of students from the school list of grade-eligible students;
- Send a preassessment packet of information to the School Coordinator at least 2 weeks before the assessment date;
- Call or visit the School Coordinator shortly after the preassessment packet is received to finalize assessment arrangements;
- Bring all assessment materials to the school on the scheduled day; and
- Conduct the assessments.

What are the School Coordinator's responsibilities?

During October, the School Coordinator will be responsible for completing the following tasks:

1. Schedule the assessment.

The School Coordinator will work with the NAEP State Coordinator to arrange a convenient date between January 27 and March 7, 2003. The School Coordinator will be responsible for securing sufficient and appropriate space for the NAEP field staff to conduct the assessment.

2. Provide the State Coordinator with a list of grade-eligible students.

Soon after the school is contacted about the assessment, the School Coordinator will receive instructions for preparing a list of the students in the grades being assessed. The list may be prepared by the school or district, whichever has the most up-to-date information on enrollment. Lists may be submitted through E-File on the MySchool web site or in hard copy. All student names will always be kept confidential.

Individual student responses or scores are NEVER reported.

3. Inform parents.

By law, parents of children selected to participate in NAEP must be informed before the administration that their child may be excused from participation for any reason, is not required to finish the assessment, and is not required to answer all test questions.

The NAEP State Coordinator will provide additional information about how this should be accomplished.

Two weeks before the assessment date, the School Coordinator will be responsible for the following tasks:

4. Receive the preassessment packet and begin final preparations for the assessment.

Approximately 2 weeks before the school's assessment date, the School Coordinator will receive a preassessment packet of information and instructions on how to make the final preparations for NAEP.

5. Confirm status of materials in the preassessment packet with the NAEP representative.

NAEP field staff will call or visit the School Coordinator soon after the package of materials has been received to review the status of the materials and answer any questions the School Coordinator has.

6. Distribute and collect the assessment questionnaires.

The preassessment packet will include the following items:

- The School Questionnaire to be completed by the principal;
- Teacher Questionnaires for the teachers of students being assessed; and
- SD/LEP Questionnaires for teachers of sampled SD or LEP students.

The questionnaires should be completed by appropriate staff either online through the MySchool web site or by hand on the hard copies provided. All hard-copy responses will be collected by the NAEP field staff on assessment day.

On the assessment date, the School Coordinator will be responsible for the following tasks:

7. Ensure that students attend the session.

The School Coordinator will be available prior to the assessment start time to ensure that students attend the sessions. The school coordinator and/or teachers of the selected students are encouraged to remain in the room during the assessment. NAEP field staff will conduct the session(s) and will bring all assessment materials to the school. It is very important that attendance rates be as high as possible to avoid the need for makeup sessions.

Where can I find more information?

In addition to contact with your NAEP State Coordinator and NAEP field staff representative, the MySchool web site is a valuable source of information. The MySchool web site will walk you through the entire assessment process and provide updated information throughout the process. To register for the MySchool web site follow the instructions listed below:

- Go to www.mynaep.org;
- Enter your 7-digit NAEP ID as the user ID; and
- Enter the word "GUEST" as the password.

You also may access the NAEP web site at <http://nces.ed.gov/nationsreportcard> for general information including a profile on your state, past reports, and sample NAEP assessment questions.

Summary of Activities for Nonpublic Schools (front)



NAEP 2003

National Assessment of Educational Progress

Summary of Activities for Nonpublic Schools

What is NAEP?

The National Assessment of Educational Progress (NAEP) is the only nationally representative, continuing assessment of what America's students know and can do in school in a variety of key subject areas. NAEP assessments are given periodically at the fourth, eighth, and twelfth grades in core academic subjects.

NAEP is mandated by the U.S. Congress and is administered by the National Center for Education Statistics (NCES), within the Office of Educational Research and Improvement at the U.S. Department of Education. Policies for NAEP are set by the National Assessment Governing Board (NAGB), whose members are appointed by the Secretary of Education.

This document provides a brief overview of assessment plans and the roles of participating schools and school staff. NAEP State Coordinators and NAEP field staff will provide more detailed information when they contact schools in the fall to discuss the assessment.

Why assess nonpublic schools?

Because 11%-13% of all students in the U.S. attend nonpublic schools, without their participation trends in student achievement at the elementary, middle, and high school levels would be incomplete. NAEP has the support of many nonpublic school organizations, including Council of American Private Education (CAPE) and their member groups, such as the National

Catholic Educational Association (NCEA). **The identity of schools and students who participate in NAEP is strictly confidential.**

At the request of nonpublic school organizations, data in 2000 and 2002 were provided for the nonpublic school community as a whole and with breakdowns by Catholic, Lutheran, Conservative Christian, and other nonpublic schools. Some of these data are available on the NAEP web site, <http://nces.ed.gov/nationsreportcard>. Because of the success of this special effort, we are repeating it in 2003 for reading and mathematics.

When is the assessment?

Between January 27 and March 7, 2003, NAEP will assess both public and nonpublic school students in grades 4 and 8 in reading and mathematics. In a small number of grade 12 schools, NAEP will also conduct a field test assessment in reading and mathematics. All assessments will be conducted by NAEP field staff, and materials will be provided by NAEP.

What is involved for school staff and students?

- Each student selected to participate will be assessed in either reading or mathematics.
- Assessments will take 90 minutes of each student's time.
- In most grade 4 schools, NAEP will assess all eligible students.
- In most grade 8 schools, the sample will be up to 62 students.
- Questionnaires will be distributed to the principal and teachers of sampled students.

Teachers of selected students with disabilities (SD) and limited English proficiency (LEP) will also be given questionnaires.

- Schools are requested to designate a staff member, the School Coordinator, to assist NAEP field staff with in-school arrangements. A detailed list of School Coordinator responsibilities can be found on the back of this document.

What are the responsibilities of the NAEP field staff?

NAEP field staff members are employed by an NCES contractor and will perform the following tasks:

- Work with schools to set an assessment date between January 27 and March 7, 2003;
- Provide schools with instructions for preparing a list of grade-eligible students;
- Select a sample of students from the list prepared by the school;
- Provide schools with information about notifying parents of the selected students;
- Send a preassessment packet of information to the School Coordinator at least 2 weeks before the assessment date;
- Call or visit the School Coordinator shortly after the preassessment packet is received to finalize assessment arrangements;
- Bring all assessment materials to the school on the scheduled day and conduct the assessments;
- Provide NAEP reports when they are available; and
- Respond to questions from the school community throughout the assessment period.

Summary of Activities for Nonpublic Schools (back)

What are the School Coordinator's responsibilities?

During October, the School Coordinator will be responsible for completing the following tasks:

1. Schedule the assessment.

The School Coordinator will work with the NAEP representative to arrange a convenient date between January 27 and March 7, 2003. The School Coordinator will be responsible for securing sufficient and appropriate space for the NAEP field staff to conduct the assessment.

2. Provide the NAEP staff with a list of grade-eligible students.

Soon after the school is contacted about the assessment, the School Coordinator will receive instructions for preparing a list of the students in the grades being assessed. The list may be submitted through E-File on the MySchool web site or in hard copy. All student names will always be kept confidential.

Individual student responses or scores are NEVER reported.

3. Inform parents.

By law, parents of children selected to participate in NAEP must be informed before the administration that their child may be excused from participation for any reason, is not required to finish the assessment, and is not required to answer all test questions.

The NAEP field staff will provide additional information about how this should be accomplished.

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4. Receive the preassessment packet and begin final preparations for the assessment.

Approximately 2 weeks before the school's assessment date, the School Coordinator will receive a preassessment packet of information and instructions on how to make the final preparations for NAEP.

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- The School Questionnaire to be completed by the principal;
- Teacher Questionnaires for the teachers of students being assessed; and
- SD/LEP Questionnaires for teachers of sampled SD or LEP students.

The questionnaires should be completed by appropriate staff either online through the MySchool web site or by hand on the hard copies provided. All hard-copy responses will be collected by the NAEP field staff on assessment day.

On the assessment date, the School Coordinator will be responsible for the following tasks:

7. Ensure that students attend the session.

The School Coordinator will be available prior to the assessment start time to ensure that students attend the sessions. The school coordinator and/or teachers of the selected students are encouraged to remain in the room during the assessment. NAEP field staff will conduct the session(s) and will bring all assessment materials to the school. It is very important that attendance rates be as high as possible to avoid the need for makeup sessions.

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- Enter the word "GUEST" as the password.

You also may access the NAEP web site at <http://nces.ed.gov/nationsreportcard> for general information and sample NAEP assessment questions.

2

Roles and Responsibilities



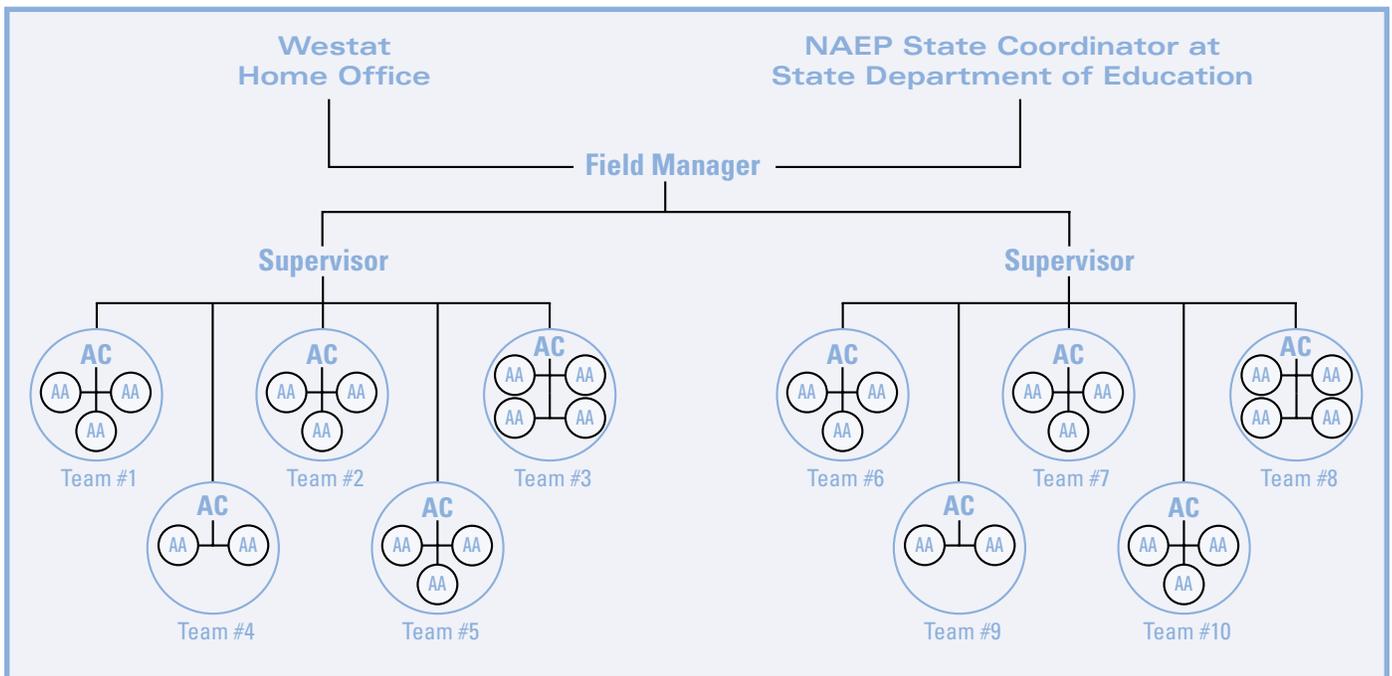
Overview of the NAEP Team Responsibilities

In order to conduct assessments in approximately 15,000 schools within a 6-week period, NAEP has a team that includes employees of state and local education agencies in every state as well as more than 3,000 Westat employees working throughout the country. The NAEP team is composed of NAEP State Coordinators, district/school staff, and the Westat field staff,

which includes field managers, supervisors, assessment coordinators (ACs), and assessment administrators (AAs). Each member of the NAEP team is critical to the success of the program. The responsibilities of the team members are outlined in the chart shown on the following pages.

An example of the NAEP team structure in a given state is illustrated by the flowchart below.

NAEP 2003 Team Structure



NAEP State Coordinator	District/School Staff	Field Manager
<ol style="list-style-type: none"> 1. Receive school sample from the Westat home office staff. 2. Contact each sampled district and public school to obtain cooperation. 3. Secure the participation of public schools. 4. Confirm the assessment date for each participating public school. 5. In public schools, send the school coordinator instructions for parental notification. 6. Arrange to receive a list of all grade-eligible students from each participating public school or have the school submit its list by E-File. 7. Oversee receipt of lists of eligible students from each participating school and verify that the lists are complete. 8. Report the information needed about assessment activities via the State Coordinator System web site. 9. Obtain the name of the school coordinator responsible for working with the NAEP representative at each school. 10. Keep NAEP field managers and supervisors informed of any changes in scheduled assessment dates. 11. Be available to districts and schools for any questions or problems. 12. Attend AA training in the state. 	<ol style="list-style-type: none"> 1. Assign a school coordinator at each school to work with the NAEP representative. 2. Send NAEP a list of all grade-eligible students by hard-copy list or by E-File by a specified date. 3. Receive the preassessment packet at least 2 weeks before the school's assessment date. 4. Maintain a list of students who have enrolled in the school after the original list has been submitted. 5. Supply any information missing from the Administration Schedule for each sampled student. 6. Determine how to include SD and/or LEP students according to NAEP criteria. 7. Distribute School, Teacher, and SD/LEP Questionnaires to appropriate school staff members (grades 4 and 8 only). 8. Make arrangements for suitable space for the assessment. 9. Notify parents, students, and teachers about the assessment. 10. Keep a log of parent refusals. 11. Collect all questionnaires not completed online from school staff (grades 4 and 8 only). 12. Be available after the session to discuss the assessments with the NAEP representative. 	<ol style="list-style-type: none"> 1. Coordinate all field activities with the State Departments of Education and the Westat home office staff. 2. Recruit, hire, and train the assessment teams. 3. Manage all field activities. <p style="text-align: center;">Supervisor</p> <ol style="list-style-type: none"> 1. Attend the in-person trainings. 2. Contact nonpublic schools to obtain cooperation. 3. Confirm the assessment date for each participating nonpublic school. 4. In nonpublic schools, send the school coordinator instructions for parental notification. 5. Arrange to receive a list of all grade-eligible students from each participating nonpublic school or have the school submit its list by E-File. 6. Select sample of students for each participating school in his/her assignment. 7. Assemble preassessment packets and mail to participating public and nonpublic schools at least 2-3 weeks before their assessment date. 8. Supervise assessment teams. 9. Conduct quality control field visits.

Assessment Coordinator (AC)

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| <ol style="list-style-type: none"> 1. Complete the home study and attend the in-person training. 2. Assist supervisor with sampling activities. 3. Assist supervisor with assembling pre-assessment packets. 4. Receive Contact Logs and School Folders (including Administration Schedules) from supervisor. 5. Receive and secure assessment materials. 6. Conduct preassessment visit or call with the school coordinator. <ol style="list-style-type: none"> A. Conduct the confirmation phone call and schedule the preassessment contact. B. Review status of School and Teacher Questionnaires (grades 4 and 8 only). C. Verify that parents/guardians have been notified about NAEP. D. Complete the Administration Schedule. E. Select a sample of newly enrolled students. F. Review status of SD/LEP Questionnaires. G. Determine student accommodations with knowledgeable school staff. H. Make assessment arrangements. | <ol style="list-style-type: none"> 7. Verify assessment materials and request additional materials, if necessary. 8. Distribute assessment schedule to AAs. 9. Coordinate the work of a team of AAs. 10. Prepare for the school's assessment. 11. Report to the school on assessment day. 12. Complete initial activities at the school. 13. Monitor the sessions and evaluate the work of the AAs. 14. Collect the questionnaires not completed online from school coordinator (grades 4 and 8 only). 15. Prepare the NAEP Storage Envelope. 16. Schedule makeup session(s), if necessary. 17. Collect Session Debriefing Forms from AAs. 18. Debrief the school coordinator. 19. Ship assessment materials to NCS Pearson. 20. Report assessment results to supervisor. 21. Enter assessment results and shipment information in the School Control System web site. 22. Finalize and ship the Contact Log/School Folder to supervisor. 23. Report time and expenses weekly to Westat. |
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Assessment Administrator (AA)

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| <ol style="list-style-type: none"> 1. Complete the home study and attend the in-person training. 2. Report to the school on assessment day. 3. Complete initial activities at the school. 4. Prepare the assessment booklets. 5. Prepare the assessment room. 6. Administer the session. 7. Monitor the session. 8. Assess students with disabilities or limited English proficiency, when necessary. 9. Account for all materials used. | <ol style="list-style-type: none"> 10. Record Administration Codes on the Administration Schedule. 11. Complete the top of the Administration Schedule. 12. Code the booklet covers. 13. Complete the Session Debriefing Form. 14. Prepare materials for shipping. 15. Conduct makeup session, if necessary. 16. Report time and expenses weekly to Westat. 17. Assist AC with other assessment related tasks. |
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Schedule of Data Collection Activities

Preparations in the field for NAEP 2003 began during the summer of 2002. The chart below provides an overview of this year’s data collection activities.

Schedule of Data Collection Activities	
September 2002	<p>Westat sent NAEP State Coordinators informational materials and the list of schools selected for the NAEP 2003 assessment.</p> <p>NAEP State Coordinators were briefed on participation issues and the schedule of assessment activities.</p> <p>Westat conducted supervisor training on securing participation for nonpublic schools and recruiting assessment teams.</p>
September – November 2002	<p>NAEP State Coordinators obtained cooperation from districts and public schools and reported participation status to the Westat field manager via the State Coordinator System web site. Each State Department of Education office sent informational materials to participating schools.</p> <p>Supervisors obtained cooperation from nonpublic schools and reported participation status to their field manager via the School Control System web site. Westat sent informational materials to participating schools.</p>
November 2002	<p>Westat conducted supervisor training on selecting student samples, preparing preassessment packets, and supervising assessment teams and quality control procedures.</p>
December 4 – 11, 2002	<p>Westat conducts AC training.</p>
December 2002	<p>Supervisors select random student samples for each session. Supervisors and ACs prepare a preassessment packet of NAEP materials for each school, which will be mailed to the school at least 2 weeks before the assessment date.</p>
January 6 – 24, 2003	<p>Field managers conduct AA trainings.</p>
January 27 – March 7, 2003	<p>ACs coordinate all NAEP activities in the schools. AAs conduct assessments.</p> <p>Field managers, supervisors, and other NAEP staff conduct quality control visits.</p>

3

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. Other questions 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. Refer to the Appendix for a list of some of the most common questions you may be asked and suggested responses. If you do not know the answer to a question, say so, and refer the school personnel to your AC. You may also refer them to the NAEP website.

4

Attitude and Conduct

The NAEP assessment teams are critical to NAEP's success. 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 knows and 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 stu-

dents, 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.

5

Assessment 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 Assessment Administration and Data Collection. This Code of Ethics, provided on pages 2.6 and 2.7, defines the principles that guide NAEP assessment 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 the following Oath of Office committing yourself to uphold the principles stated in the Code:

"I acknowledge that I have been instructed in and understand the NAEP Code of Ethics. I do solemnly swear (or affirm) that I will adhere to this Code of Ethics; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties of the office upon which I am about to enter."

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 offered by NAEP 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 offered by NAEP.
3. Testing personnel shall comply with NAEP administration guidelines included in this 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.



Working as a Team

Along with the AC and the other AAs, you are an important part of the assessment team. Your team has to quickly learn what needs to be done and how to work together on all the tasks necessary to accomplish your goal. This section describes ways you can contribute to your team's successful assessment experience. Specific information includes the following:

1. The five stages of team development your team will experience;
2. Individual preferences affecting how people work together; and
3. Suggestions for working with others on your team in a professional, productive manner.



How a Team Develops

A team is a group of people working together to achieve a common goal. Every team goes through a series of developmental stages from the time it first meets until it disbands. We use the *Drexler Sibbet Team Performance Model*[™] to explain these stages. The model has seven stages. Not all teams go through the last two stages, but every team goes through the first five. Each stage has a question associated with it. Together, as a team, you work to answer the relevant question. If the question is not answered, or if the complexion of the team later changes (someone leaves and/or joins), your team may need to go back and address the question again.

Your team goes through the first five stages of the *Drexler Sibbet Team Performance Model*[™] during this assessment period. The following table (*First Five Stages of the Drexler Sibbet Team Performance Model*[™]) describes these five stages, the relevant question for each stage, and some suggestions for obtaining a complete answer to the question. Stages are fluid, without clear start and stop points, because changes always occur once work is underway. Therefore, the initial information you receive is not carved in stone. If you recognize that changes will probably occur, you can be prepared to respond in a flexible manner.

First Five Stages of the Drexler Sibbet Team Performance Model™		
Team Development Stage	Question(s) Team Must Answer	Additional Information
I. Orientation	Why am I here?	Explain value of each person to the team.
II. Trustbuilding	Who are you?	<ul style="list-style-type: none"> ● Share answers from Orientation. ● Remember people give trust differently. Some offer it up front; others demand “proof” that trust is “deserved” before extending it.
III. Goal & Role Clarification	What are we doing?	<p>Be sure you are clear about the following:</p> <ul style="list-style-type: none"> ● Each person’s roles and responsibilities; ● The tasks each role performs to meet the overall goal; ● The sequence, guidelines, and processes to follow when carrying out specific tasks; ● Whom to call for what; ● What to communicate to whom; and ● The decision-making process.
IV. Commitment	How are we doing it?	<ul style="list-style-type: none"> ● Finalize priorities. ● Uncover unspoken assumptions about processes and procedures. ● Validate or correct assumptions.
V. Implementation	Who does what, where, and when?	Transition to this stage occurs naturally if previous stages’ work is done.

B

Individual Styles and Preferences

Individuals with varying styles and preferences are all part of your team. Styles and preferences affect perception, communication, “quality” of work products, and approach to tasks. This section explains type and preferences, based on the work of Carl Jung (a Swiss psychiatrist), Kathryn Briggs, and her daughter, Isabelle Briggs Myers. (You may be familiar with their work and might have even taken the *Myers Briggs Type Indicator*™.)

Their work suggests each person has a preferred way of doing the following:

- Gathering information;
- Making decisions;
- Obtaining energy; and
- Relating to the outside world.

No particular preference is “right” or “wrong.” They are just different ways of accomplishing the same goal. People often do things in a “nonpreferred” way, but it usually takes more time and energy. How you demonstrate your preferences affects others on your team and vice versa. Let’s briefly explore how preferences work.

Data Gathering

We all gather information through our five senses. However, once we have gathered this data, some people stick to “just the facts” whereas others link the facts to other ideas, possibilities, or patterns.

Your preferred way of gathering information may be the same or different from others on your team. These differences affect the following:

- The level of detail you offer when describing a person, object, situation, etc;
- The level of detail you need when performing a new task or following a new procedure; and
- The order you like to receive information. Some people like to get the “big picture” first. Others want to hear about their specific role.

Think about the possibility of a preference difference when a team member’s approach is different from yours. Ask questions and try to understand that person’s perspective. Offer to share your own preferred way of gathering information. Remember that preferences are neither right nor wrong. They are just different ways of doing the same task.

Once you have gathered information, you need to decide what to do with it.

Making Decisions

Do you make decisions logically and analytically, using a cause and effect approach? Do you think about solving the problem first, as a way of helping the person, or are you more subjective? Do you think about how the other person feels and then work on the problem? Both preferences consider the problem and the people involved – just in a different order. Each way results in some good decisions and some bad ones. Neither way is more effective or efficient.

The next question is how do you get energized? Thinking about how someone becomes energized may seem odd or irrelevant. However, our energy level often affects our willingness to communicate with others, our ability to concentrate or learn, and our enthusiasm for work. Being energized is important, and preferences determine how we obtain energy.

Obtaining Energy

Are you energized being around others, or are you energized when you can spend time alone, reflecting on your thoughts and ideas? Although all of us need to spend some time alone and some time interacting with others, the amount of time varies from person to person. Think about how your preference influences your feelings about attending meetings, communicating by phone or in person, or assuming additional responsibilities.

People who are energized by being around others often prefer to think out loud. They “speak to think.” Others think before speaking, especially individuals who become energized by spending time alone. Not understanding this difference sometimes causes serious misunderstandings and problems between team members, especially during meetings and discussions.

Finally, we will explore people’s preferences in organizing their outside world. Understanding this set of preferences can help you recognize and respond to other’s needs in areas like planning, scheduling, or “going with the flow.”

Organizing Your Outside World

Are you a planner and scheduler? Do you like to work out the details of what is happening ahead of time and then stick to the plan? Do you create “to do” lists, schedules, and charts? Are you punctual, enjoying structure and closure?

Alternatively, are you more flexible in your approach? Are you comfortable adapting to the situation and making changes? Do you like to keep your options open as long as possible?

As you see, preferences affect how people behave. Many of us form impressions about others from observing their behavior. We may even make decisions about their ability or willingness to perform a task, based on these observations. Recognizing the needs of your teammates and sharing your own needs help everyone succeed. Use the information on individual preference differences and team development, as you cooperate with others on your team.

C

Be a Contributing Team Member

As you read over the following bullets, think about additional things you can do to help everyone work together more effectively.

- **Demonstrate a positive attitude and a professional manner.** As a member of a NAEP assessment team, you represent the face of NAEP to the people you meet in the schools and communities you visit. Be positive and act professionally. Be sensitive to your appearance and conversation. Sometimes innocent comments are taken out of context because they were said at an inappropriate time or in an inappropriate place. Be respectful of the schools, staff, and students. Follow procedures to avoid any problems. Always ask your AC if you are not sure about something.
- **Do your homework and be prepared.** Your AC and others on the NAEP team are working to provide you with training and resources to help you do your job. Be sure you understand what you are doing and why. Read your manual and the other materials provided. Remember you may have to be flexible in your approach, if circumstances call for a change in procedure.
- **Focus on the moment and listen to others.** Try not to get so caught up in what to say next that you miss what is being said now. Focus on the moment, and listen to what is being communicated.
- **Ask questions.** Do you understand the team's goals, policies, and procedures? Do you know what you are supposed to do? Have you some idea of what others on your team are doing, so you can help out if necessary? Are you clear about specific details of your role as an AA? Do you know when you can exercise your own best judgment and when you need to get an answer from your AC? Do you know what your AC's preferences are in terms of making decisions, gathering information, etc.?
- **Communicate.** Help others on your team understand your preferences regarding receiving information, being energized, etc. Not everyone's preferences are similar to our own. Volunteer important information about what you need to be successful in your work and listen to others' needs.
- **Support your teammates.** A team succeeds when members support each other. No one is fabulous at everything. No one always gets it right. Be observant about tasks not getting done. Help support each other when someone is having a problem. Ask for help when you need it.
- **Support your AC.** Your AC wants you to succeed. Communicate with your AC. In addition to asking questions, give input and feedback if something doesn't seem to work. Let your AC know as quickly as possible if an incident occurred. Give your AC a "heads up" if you anticipate a problem in performing your tasks.
- **Ask for and accept feedback.** Your AC will let you know what is expected of you. Find out if you are meeting expectations. Ask if you are doing a good job and how you might improve. Be sure that you understand what is working and what needs to be changed. Discuss with your AC how to apply any suggestions you receive. Ask for examples and suggestions for applying the feedback. Above all, treat feedback as a gift. Accept feedback with a positive attitude.