

**APPENDIX M**

**NAGB POLICIES AND PROCEDURES**

**ON COMPLAINT PROCESS**



**Adopted: May 18, 2002**

## **National Assessment Governing Board**

### **Policies and Procedures for Complaints Related to the National Assessment of Educational Progress**

#### **Policy Statement**

The Governing Board views parents, students, representatives of participating states and schools, and members of the public as primary producers and consumers of National Assessment of Educational Progress (NAEP) data. As such, their experience with the National Assessment is of utmost concern and an important source of information for its continual improvement. It shall be the policy of the National Assessment Governing Board to respond promptly to written complaints about the National Assessment of Educational Progress submitted to the Governing Board. The Governing Board intends the process of handling complaints to be a means both of answering complaints that have been submitted and of enhancing the quality, integrity, and service orientation of the National Assessment.

Related Governing Board Policy: Policy Statement on Public Access to Test Questions and Instruments of the National Assessment, Adopted May 18, 2002

#### **Introduction**

The National Assessment of Educational Progress (NAEP) legislation provides parents and members of the public the right to view, under secure conditions, all NAEP data, questions, and test instruments (Section 411(c)). The Governing Board has approved a Policy Statement on Public Access to Test Questions and Instruments of the National Assessment, which is referenced herein.

The same section of the legislation also provides parents and members of the public the right to submit complaints to the National Assessment Governing Board about procedures or test questions.

“Parents and members of the public may submit written complaints to the National Assessment Governing Board... [The Board], in consultation with the Commissioner [of the National Center for Education Statistics (NCES)], shall review such complaints and determine whether revisions are necessary and appropriate. As determined by such review, the Board shall revise, as necessary and appropriate, the procedures or assessment items that have generated the complaint and respond to the individual submitting the complaint, with a copy of such response provided to the Secretary, not later than 30 days after so acting.”

The NAEP legislation explicitly extends to representatives of state or local educational agencies and chief state school officers the right to submit complaints about the National Assessment to the Governing Board (Section 411(d)(4)).

The legislation gives the responsibility for addressing complaints about NAEP to the National Assessment Governing Board. The purpose of this document is to provide policies and procedures for handling such complaints.

## **Complaint Process: Procedures**

### **1. What must be included in a complaint?**

A complaint about the National Assessment of Educational Progress must be submitted in writing to the National Assessment Governing Board (NAGB). The complaint must include the name and address of the person submitting the complaint and a description of the complaint. The complaint may also include the remedy being sought.

If the complaint is about a test question, special care must be taken by the person submitting the complaint because the security of test questions not released to the public must be protected. Unauthorized release of secure test questions is a felony, subject to fines and imprisonment. To protect the security of test questions, therefore, an individual submitting a written complaint about a test question should describe the specific complaint in a manner that does not reveal the content of the test question itself.

### **2. Where should complaints be sent?**

The mailing address is: National Assessment Governing Board, Suite 825, 800 North Capitol Street, N.W., Washington, DC 20002-4233. The e-mail address is [NAGB@ed.gov](mailto:NAGB@ed.gov). If submitting a complaint by e-mail, the person submitting the complaint must provide his/her full name and a mailing address because the response to the complaint will be in the form of a letter and will be sent by regular mail.

### **3. What happens to complaints after they are received by the Governing Board?**

#### **A. Complaint Receipt**

- a. A log shall be maintained of all complaints submitted. The log shall contain sufficient information to monitor the status of each complaint, such as the date received, date assigned, date acknowledged, and final disposition.
- b. Within 5 calendar days of receipt of a complaint, an acknowledgment letter shall be sent to the individual who submitted the complaint.
- c. The Executive Director shall:
  - i. forward, within 30 days of receipt, copies of the complaint to the NCES Commissioner, the Secretary of Education, and the State and local educational agencies from which the complaint originated;
  - ii. provide for consultation with NCES (as required by the legislation);
  - iii. forward copies of the notification to the person submitting the complaint and the Secretary, not later than 30 days after the final disposition has been determined.

#### **B. Complaint Review**

- I. Administrative Review. In the first level of review, a complaint shall be answered by the Governing Board Executive Director, with assistance from staff.
  - a. Background information related to the complaint shall be obtained, working in consultation with staff of the National Center for Education Statistics, as appropriate.
  - b. The Executive Director shall determine whether additional information is necessary.
  - c. The Executive Director, after consulting with the Commissioner of Education Statistics, shall respond in writing to the person submitting the complaint. The response shall describe the Executive Director's administrative determination in response to the complaint and the opportunity to appeal the administrative determination.
- II. Appeals
  - a. An individual may appeal an administrative determination of the Executive Director. The individual must submit the appeal in writing to the Governing Board at the address given above. The appeal must be postmarked or sent by e-mail no later than 25 calendar days after the date the Executive Director's determination is mailed.
  - b. In response to an appeal of the Executive Director's administrative determination, the Chairman of the Governing Board shall decide whether the appeal will be addressed by the full Governing Board or by a panel of no less than three members of the Governing Board that will act on behalf of the Board.
  - c. The complaint record shall be reviewed and a determination made of whether additional information is needed to complete the review of the complaint.
  - d. A final decision on the complaint shall be made after consulting with the Commissioner of Education Statistics.

- e. The Executive Director shall provide written notification to the individual who submitted the complaint about the disposition of the complaint, with a copy of such notification to the Secretary, no later than 30 days after the Governing Board has taken final action with respect to the complaint.
- f. Decisions of the Governing Board are final and not subject to further appeal.

**Related Governing Board Policy: Policy Statement on Public Access to Test Questions and Instruments of the National Assessment, Adopted May 18, 2002**

## REPORT OF NAEP QUESTION/COMMENT/COMPLAINT

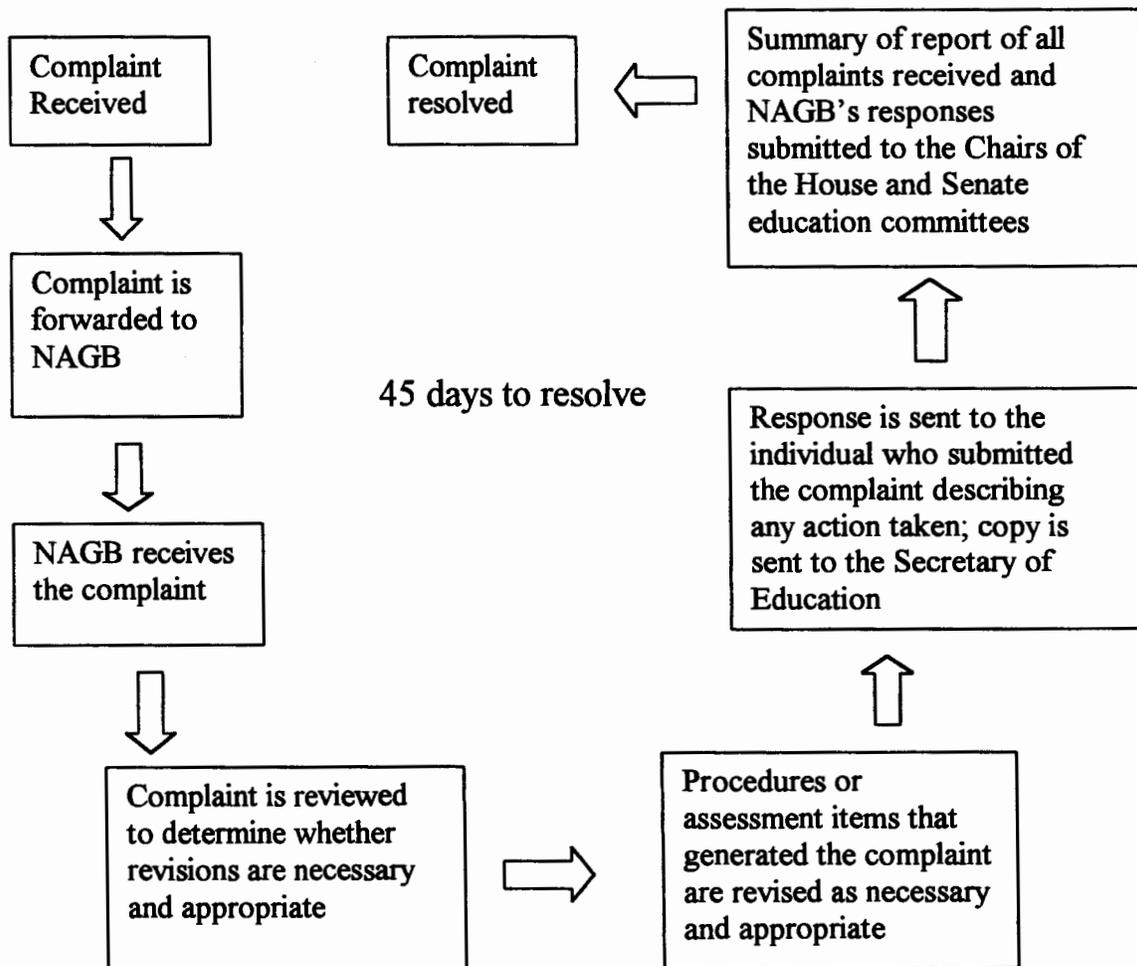
Name of Responder:						Type of Correspondence		Other or Further Explanation
Characteristics		Complaint	Question	Comment				
1.	Form of Inquiry	Written						
		Oral						
2.	Type of Issue	Substantive						
		Operational						
3.	Priority of Concern	High						
		Low						
		No						
4.	Related to NAEP Item(s)?	Cognitive Item(s)						
		Background Item(s)						
		Student or Parent						
		Education Official						
		General Public						
6.	Requires NAGB Attention?	No						
		Yes, Urgent						
		Yes, Not Urgent						
7.	Key Word(s):							

## NCES Draft Procedures for Handling Complaints

### Formal Process

- By law NAEP required to have formal process for handling complaints
- Final policy pending (NAGB)
- Interim system currently in effect

### The Process



**APPENDIX N**

**NAGB POLICIES AND PROCEDURES**

**PUBLIC ACCESS TO SECURE ITEMS**



Adopted: May 18, 2002

## **National Assessment Governing Board**

### **Public Access to Test Questions, Item Release, and Confidentiality of Data for the National Assessment of Educational Progress**

#### **Policy Statement**

#### **INTRODUCTION**

As the Nation's Report Card, the National Assessment of Educational Progress (NAEP) is an on-going, Congressionally-authorized project to collect data through surveys on the academic knowledge and skills of American students. Its primary goal is to report fair and accurate information on student achievement in reading, mathematics, and other subjects taught in elementary and secondary schools.

Since its inception, the National Assessment has administered both cognitive test questions and background questionnaires. The test questions assess student knowledge and skills in academic subject areas. The background questionnaires provide information for reporting categories and collect non-cognitive data, related to achievement, on students, their family background, teachers, and schools.

By statute (P.L. 107-110), "the public shall have access to all assessment data, questions, and complete and current assessment instruments" of the National Assessment with two important exceptions:

- (a) "Personally identifiable" information about individual students, their families, and schools must remain confidential in accordance with the Federal Privacy Act (Sec. 552a of Title 5, U.S. Code), and
- (b) Access to cognitive questions may be restricted to maintain security if such questions are to be reused, and breaches of security are punishable as a felony.

To fulfill the first requirement, NAEP has made sure since its inception that no information on individual students or schools is included in its data releases or reports.

As part of its administration procedures, the names of students who have taken NAEP never leave the school building in which the assessment is given.

Although test questions may be kept secure, a substantial number of questions are released after each assessment in order to aid public understanding of the exam. In addition, under the statute, all secure cognitive questions must be made available within 45 days after a written request “in a secure setting that is convenient to both parties.” Local school districts must make “reasonable efforts” to inform parents and others about the access provided under law.

By statute, NAEP may “only collect information that is directly related to the appraisal of academic achievement, and to the fair and accurate presentation of such information.”

The National Assessment is conducted by the Commissioner of Education Statistics under the policy guidance of the National Assessment Governing Board. The Board’s areas of responsibility include the assessment methodology; guidelines for reporting and dissemination; and “appropriate actions needed to improve the form, content, use, and reporting” of the National Assessment.

To carry out these responsibilities, the Board hereby adopts guiding principles, policies, and procedures for public access to test questions, item release, and confidentiality of data for the National Assessment of Educational Progress. The policy shall be implemented in a manner that promotes wide public confidence in the integrity and appropriateness of NAEP questions and in the absolute confidentiality of all individual data obtained.

## **GUIDING PRINCIPLES**

1. By law, all questions and instruments of the National Assessment shall be accessible to the public, consistent with security considerations which pertain to test items that may be reused. The procedures for public access shall be user-friendly and designed to make the assessment as open to the public as possible.
2. Since security considerations do not apply, all background questionnaires shall be readily available to parents, state and local officials, and interested members of the public. Such questionnaires shall be available before field tests and operational use or at any other time members of the public wish to obtain them.
3. After each assessment, a substantial number of test questions shall be made publicly available with performance data to provide concrete examples of NAEP contents and results. Released items shall be widely distributed to promote public understanding of the National Assessment.

4. As required by law, within 45 days of a written request, all NAEP test questions shall be available for public inspection, consistent with requirements for test security. Any breach of security is punishable as a felony.
5. All information collected by NAEP about individual students and schools shall remain strictly confidential. The names of students who have taken NAEP shall not leave the school building in which the assessment is administered.
6. The Governing Board shall monitor the implementation of this policy. The Board shall review all procedures regarding public access and confidentiality of NAEP, which are established by the National Center for Education Statistics.

## **POLICIES AND PROCEDURES**

1. NCES and its contractors shall assist school districts in informing parents and members of the public about the National Assessment. Special efforts shall be made to inform parents about the content, survey methodology, and uses of the assessment. Background questionnaires and released cognitive test items shall be available at schools participating in NAEP samples. Districts shall be given information about public access to current assessment questions and instruments, provided test security is maintained.

2. Background questionnaires shall be sent promptly to anyone wishing to obtain them and shall be posted on the Internet, accompanied by explanations and rationales.

3. Following each administration of the National Assessment, approximately 25 percent or more of the test questions shall be made public at the same time as the initial release of test results. These items shall illustrate the range of item types, difficulty levels, and content covered in the assessment, and shall also be useful as exemplars of achievement levels. Items shall be accompanied by performance data. A selection of released items shall be available in NAEP reports and information booklets. All released items shall be posted on the Internet.

4. Procedures shall be developed for the examination of secure NAEP items by members of the public within 45 days of a written request, provided test security is maintained. Efforts shall be made to permit such examination promptly within the state of persons making such a request. As provided by law, the review must take place in a secure setting, such as the offices of a state or local education agency that is convenient to both parties.

5. Detailed procedures shall be established to ensure the confidentiality of all information obtained by NAEP about individual students and schools in accordance with

provisions of the Federal Privacy Act (Section 552a of Title 5, U.S. Code). No names of students who have taken the assessment shall leave the school building. No records shall be maintained by NCES or its contractors containing personally identifiable information about individual students and their families. These guarantees of privacy shall be mentioned in NAEP publications and reports, and details regarding their implementation shall be made available upon request.

**NCES Draft Procedures  
for Providing Public Access  
to Secure NAEP Questions and Instruments**

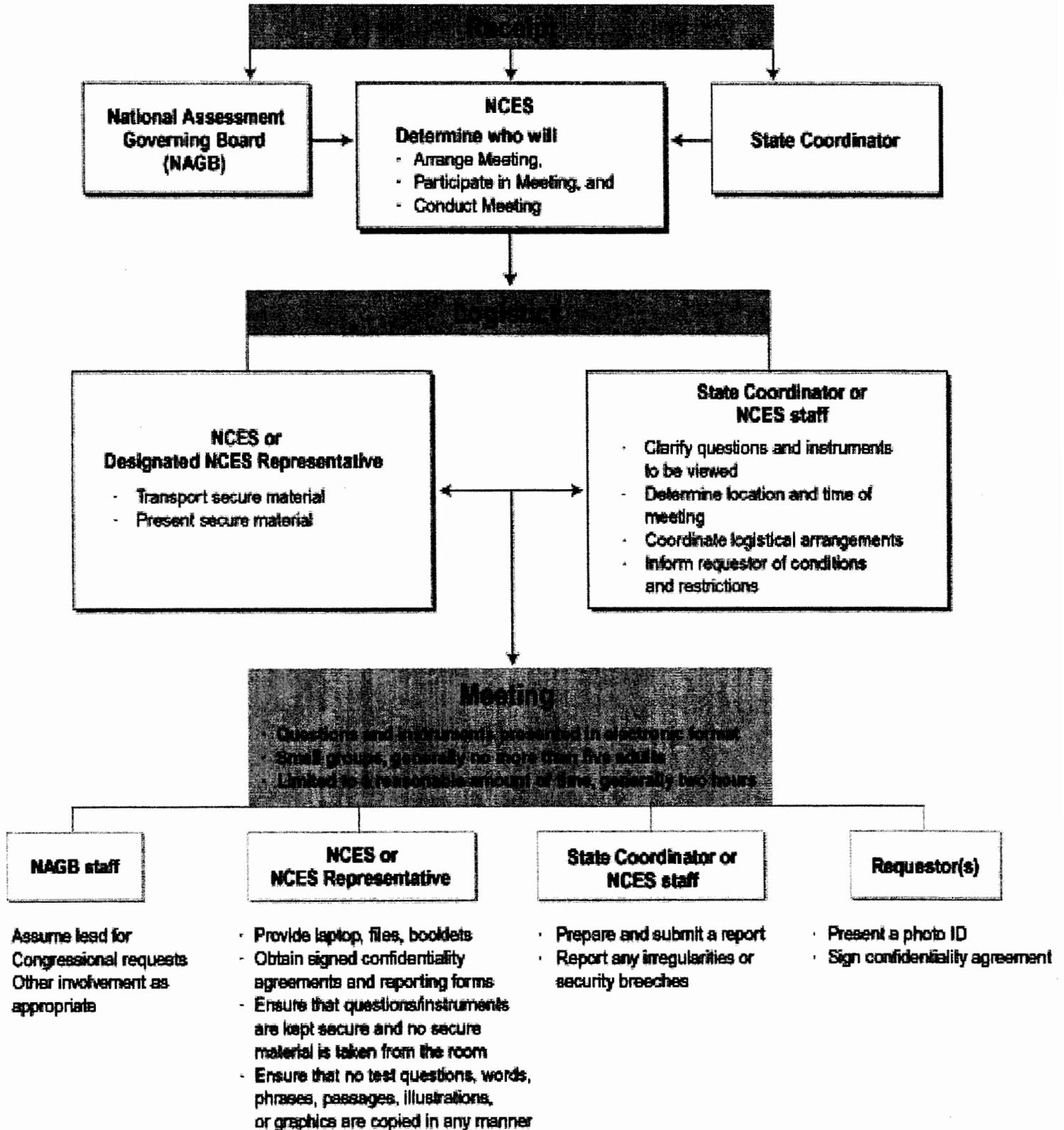
**Principles**

- **NCES will be proactive in providing the public with access to released questions and other information about NAEP.**
- **Upon request, adult members of the public will have access to all questions and instruments from all previous or current assessments.**
- **NCES will employ procedures that are designed to**
  - **Make the assessment as open to the adult public as possible while maintaining security and protecting the integrity of the assessment.**
  - **Respond to requests in a timely manner, within the 45 days required by law.**
- **NCES may employ contractors to serve as Designated NCES Representatives.**

**DRAFT**

## Providing Access to Secure NAEP Questions and Instruments

### Draft NCES Procedures



**NAEP 2003 ASSESSMENT GUIDE**

<b>GRADE LEVEL/ TYPE OF SCHOOL</b>	<b># OF STUDENTS THAT WILL (OR CAN BE) SELECTED</b>	<b>QUESTIONNAIRES TO BE COLLECTED</b>
4th Grade Public and Nonpublic	According to the size of the school and the school's choice: (1) If 68 or less students are in the grade, <u>all</u> will be selected. (2) In schools with enrollments over 68 and up to and including 120, <u>the school may choose</u> to have <u>ALL</u> students assessed in <u>intact classrooms</u> . (3) In schools with enrollments over 68, 62 will be selected.	School, Teacher, and SD/LEP
8th Grade Public and Nonpublic	(1) If 68 or less students are in the grade, <u>all</u> will be selected. (2) In schools with enrollments over 68, 62 will be selected.	School, Teacher, and SD/LEP
12th Grade Public	(1) If 150 or less students are in the grade, <u>all</u> will be selected. (2) In schools with enrollments over 150, 136 will be selected.	Only SD/LEP
12th Grade Nonpublic	(1) If 80 or less students are in the grade, <u>all</u> will be selected. (2) In schools with enrollments over 80, 72 will be selected.	Only SD/LEP

**APPENDIX O**

**NAEP 2003**

**ASSESSMENT TEAM QUALITY CONTROL FORM  
TELEPHONE FOLLOW-UP VERSION**

**QUESTION -BY-QUESTION SPECIFICATIONS (Q x Q's)**

**NAEP 2003  
ASSESSMENT TEAM QUALITY CONTROL FORM  
TELEPHONE FOLLOW-UP VERSION**

SCHOOL ID:		Region:	Area:	<b><u>Enter AA Conducting Sessions:</u></b>		
SCHOOL		<u>Session</u>	<u>Date</u>		<u>Time</u>	<u>Type</u>
ADDRESS:						
NAME OF SC:						
SC PHONE:						
AC:						

RECORD OF CALL ATTEMPTS				
DATE	TIME	CALLER	SPOKE WITH	RESULT
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
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_____	_____	_____	_____	_____

<b>OVERALL RATING BASED ON THIS CALL:</b>	
EXCELLENT .....	1
GOOD .....	2
SATISFACTORY/ADEQUATE .....	3
UNSATISFACTORY.....	4
UNACCEPTABLE/PROBLEM .....	5
NOT ENOUGH INFORMATION TO RATE .....	8

**INTRODUCTION FOR SCHOOL COORDINATOR:**

Hello, this is \_\_\_\_\_ from the National Assessment of Educational Progress. I (am/work with) the NAEP Supervisor for this area. A few days ago, our assessment team conducted (a/# SESSIONS) session(s) at your school. NAEP would like to thank you for all of your work in making the assessment at (SCHOOL) possible. As part of our efforts to improve the performance of our assessment teams, we typically call a sample of school coordinators to find out how the assessment went. This call should only take a few minutes.

Just as a reminder, the assessment team at your school was led by (AC). Additionally, the team included: (AAs AND SESSIONS THEY CONDUCTED). When responding to these questions, please feel free to speak openly. We are only trying to improve the quality of the assessments.

QUALITY CONTROL FORM  
TELEPHONE FOLLOWUP VERSION

You will use the telephone followup version of the Quality Control Form to document your contacts with school coordinators after the assessment. The purpose of the call is to obtain the school coordinator's (SC) reaction to the assessment team's organization, professionalism, and overall performance, as well as any comments the SC has about individual team members. Schools have been pre-designated for this followup. Another school may not be substituted for the selected school. The interview will take about 3 – 5 minutes. Please review the general interviewing techniques presented in Appendix C of the Assessment Coordinator's Manual prior to making these calls so that you will be familiar with the technique of "probing" correctly. The followup should be completed within 3 working days of the assessment in order that the assessment experience is still fresh in the SC's mind. Negative reports you obtain from these calls should be immediately brought to the attention of your field manager and reviewed with the assessment team.

Westat will preselect 25% of the schools for telephone follow-up. For each selected school you will receive an Assessment Team Quality Control Telephone Follow-up Form with a preprinted label and a Supervisor QC log to track your results. You will also receive a supply of blank forms for additional follow-up.

**Front Cover** If there is a preprinted label you will only need to enter the assessment administrator's (AAs) names on the front cover prior to the call. Otherwise, you will need to complete the top portion of the front cover prior to the call (shown with the shaded areas in the example form on the opposite page). Home office staff reviews these forms, so it is very important to include all necessary information.

Each call attempt should be recorded on the Record of Call Attempts.

Once the follow-up call is complete, you will assign an overall rating. The rating values range from "1", signifying "excellent" to "5", meaning the performance was "unacceptable". A "not enough information" option is provided, but unless the SC consistently answers your questions with "don't know", assign a rating based on the opinions the SC was able to express.

1. Overall, how would you say the NAEP team handled the assessment at your school?  
Would you say very well, satisfactorily, or unsatisfactorily?

- VERY WELL ..... 1 (Q2)
- SATISFACTORILY ..... 2 (Q2)
- UNSATISFACTORILY ..... 3 (Q1a)

1a. Why do you feel the assessment team handled things unsatisfactorily?  
(PROBE FOR SPECIFICS)

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2. Did the team arrive on time?

- YES ..... 1 (Q3)
- NO ..... 2 (Q2a)
  
- DON'T KNOW..... 8 (Q3)

2a. IF POSSIBLE, OBTAIN DETAILS ABOUT LATE ARRIVAL.

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3. How would you rate the organization of the assessment team?  
Would you say it was very good, adequate, or poor?

- VERY GOOD ..... 1 (Q4)
- ADEQUATE ..... 2 (Q3a)
- POOR ..... 3 (Q3a)
  
- DON'T KNOW..... 8 (Q4)

## SPECIFICATIONS FOR THE TELEPHONE FOLLOWUP VERSION OF THE QCF (P. 2)

- Q1 With this item, we are interested in the SC 's overall reaction to the team's performance. Don't attempt to interpret the phrase "handle the assessment" for the SC. While we hope this will trigger the SC to provide an overall evaluation, he or she may choose to include any aspect of the assessment when answering this very general question. If the SC is dissatisfied with some aspect of the AC's performance, even something from before the assessment (e.g., an unpleasant encounter during the preassessment call), this should be considered in the overall response.
- Q1a If the SC indicates that the assessment was handled "unsatisfactorily", you will followup with Q1a. Record the response you receive **word-for-word** in order that the home office gains a clear understanding of the problem. Be prepared to probe if the response is vague or not specific. Indicate your probe with an X in a circle.
- Q2 During the pre-assessment call, the assessment coordinator (AC) established the time that the team would arrive, one hour before the assessment. The AC may arrange to arrive one-half hour before the rest of the team to get things underway. If the SC indicates that any member of the team arrived later than anticipated, code this item as "no." We are interested in learning about the promptness of the team, even if the SC volunteers that a late arrival did not negatively affect this assessment.
- Q2a Use this area to record any details about the team's late arrival. For example, "Phil and Sue were on time, but the 3<sup>rd</sup> member of the team, the one conducting the 8:15 math session (Lorraine) got caught up in traffic and was 30 minutes late." If the SC is reluctant to comment on this, simply enter "no details offered."
- Q3 Again, we are interested in anything the SC has to say about how well organized the team appeared to be. We are hoping that the question leads the SC to recollect the initial activities of the AC on assessment day, namely reviewing the Administration Schedules, giving the AAs their session materials, and getting the sessions started with a minimum of confusion.

3a. RECORD ANY DETAILS MENTIONED. (PROBE: Could you tell me more about that?)

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4. As far as you know, did (all of) the session(s) start on time?

- YES ..... 1 (Q5)
- NO (SOME OR ALL WERE DELAYED) 2 (Q4a)
  
- DON'T KNOW ..... 8 (Q5)

4a. RECORD ANY DETAILS OFFERED ABOUT THE DELAY.  
(PROBE: Could you tell me more about that?)

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4b. CODE ONE: DELAY WAS CAUSED BY:

- TEAM ..... 1
- OTHER REASON ..... 2
  
- COULD NOT DETERMINE..... 8

5. How would you rate the overall professionalism of the assessment team?  
Would you say it was very good, adequate, or poor?

- VERY GOOD ..... 1 (Q6)
- ADEQUATE ..... 2 (Q5a)
- POOR ..... 3 (Q5a)
  
- DON'T KNOW ..... 8 (Q6)

## SPECIFICATIONS FOR THE TELEPHONE FOLLOWUP VERSION OF THE QCF (P.3)

- Q3a Be sure to capture verbatim any information the SC offers about a “poorly” organized assessment team. Probe only for clarification. If the SC is reluctant to comment on this, simply enter “no details offered.” Note that if the SC responds with “adequate”, we are also interested in any details he or she offers about the team’s organization. (Sometimes the selection of “adequate” may indicate that the SC has some reservation about the team’s performance but is reluctant to say it was “poor.”) Indicate your probe with an X in a circle. (X)
- Q4 As you know, a school’s willingness to cooperate with NAEP is in part based on an understanding that assessment sessions will start at their pre-arranged times and take about 90 minutes to complete. If a session begins later than scheduled, this potentially presents problems for the school.
- Code “no” to this question if the SC indicates that one or more of the sessions started later than scheduled, even if the delay was beyond the control of the team.
- Q4a At Q4a, record any details about the delay. Be sure to specify, when possible, the name of any team member responsible for any delay. If the SC is reluctant to comment on this, simply enter “no details offered.” Indicate a probe with an X in a circle. (X)
- Q4b At Q4b, code your final judgment as to whether the delay was caused by the team (i.e., could have been prevented) or if the delay was due to some reason beyond the control of the team.” If two sessions were delayed, code 4b as “team” if either of the sessions were delayed as a result of the assessment team’s performance.
- Q5 This item asks the SC to evaluate the professionalism of the team. This could include the team members’ dress, inappropriate or offensive remarks, interaction with school staff, interaction with the students, knowledge of the material, business-like attitude, general “with-it-ness”, etc. Even if the SC was not witness to a specific incident, we are interested in any thing that may have come to the attention of the SC via other school staff members.

5a. RECORD ANY DETAILS MENTIONED. (PROBE: Could you tell me more about that?)

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6. Did you have the opportunity to observe (any of) the assessment session(s)?

YES ..... 1 (Q6a)  
NO ..... 2 (Q7)

6a. How would you rate the way the assessment administrator(s) handled the session(s) you observed? Would you say very well, adequately, or poorly?

VERY WELL ..... 1 (Q7)  
ADEQUATELY ..... 2 (Q6b)  
POORLY ..... 3 (Q6b)  
  
DON'T KNOW ..... 8 (Q7)

6b. RECORD ANY DETAILS MENTIONED. (PROBE: Could you tell me more about that?)

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7. At the end of the session(s), did (AC) give you the NAEP storage envelope and tell you when materials should be destroyed? (REVIEW IF NECESSARY).

YES ..... 1  
NO ..... 2  
  
DON'T KNOW ..... 8

8. How would you rate the way the assessment team interacted with the other school staff? Would you say the interaction was very good, adequate, or poor?

VERY GOOD ..... 1 (Q9)  
ADEQUATE ..... 2 (Q8a)  
POOR ..... 3 (Q8a)  
DON'T KNOW ..... 8 (Q9)

SPECIFICATIONS FOR THE TELEPHONE FOLLOWUP VERSION OF THE QCF (P. 4)

- Q5a Be sure to capture verbatim any information the SC offers about a rating of “poor” or “adequate” professionalism. Be sure to obtain sufficient information so that you can identify the team member involved. If the SC is reluctant to comment on this, simply enter “no details offered.” Indicate your probe with an X in a circle.
- Q6 If the SC observed portions of a session, we would like an evaluation of the AA’s performance along the basic 3-point scale. If the SC had the opportunity to see multiple sessions, the evaluation should summarize the SC’s reaction to all of the sessions. If the SC says, “I only popped in for a minute”, ask for a rating based on what the SC witnessed.
- Q6a
- Q6b Be sure to capture verbatim any information the SC offers about an AA’s “poor” or “adequate” administration of a session. Be sure to obtain sufficient information so that you can identify the team member involved. If the SC is reluctant to comment on this, simply enter “no details offered.” Indicate your probe with an  in a circle.
- Q7 After concluding the “debriefing interview” with the SC, the AC should have given the SC the NAEP Storage Envelope and explained its contents and the schedule for destroying the materials. If you get a “no” response to this item, be prepared to look into this matter a bit further. The SC may have simply forgotten about the envelope or did not appreciate its significance. If it appears that the SC never received the envelope, you will need to follow up with the AC.
- Q8 This item is simply another avenue for prompting the SC to convey information that will help you determine whether any members of the assessment team are acting inappropriately. It will not be unusual for a SC to say “I have no idea, I wasn’t in the room or I did not observe any interactions and no one made any comments to me”. In that case, code “Don’t Know”.

8a. RECORD ANY DETAILS MENTIONED. (PROBE: Could you tell me more about that?)

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9. How would you rate the way the assessment team interacted with the students?  
Would you say the interaction was very good, adequate, or poor?

- VERY GOOD ..... 1 (Q10)
- ADEQUATE ..... 2 (Q9a)
- POOR ..... 3 (Q9a)
  
- DON'T KNOW ..... 8 (Q10)

9a. RECORD ANY DETAILS MENTIONED. (PROBE: Could you tell me more about that?)

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10. Is there anything (else) you would like to say about the assessment team or any of its members?

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11. NAEP is conducted regularly and we continue to refine the materials and procedures for future assessments. Do you have any suggestions on how we can make it easier for schools to participate in the future?

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12. These are all of the questions I have. On behalf of the National Assessment, I want to thank you again for all of your help.

## SPECIFICATIONS FOR THE TELEPHONE FOLLOWUP VERSION OF THE QCF (P. 5)

- Q8a If the SC reports that the interaction between a team member and other school staff person was “poor” or “adequate”, be sure to record the response in as much detail as possible. You will want to be able to identify the team member involved. You will also want to record the title of any individual at the school who may have been involved. If the SC is reluctant to comment on this, simply enter “no details offered.” Indicate your probe with an (X) in a circle.
- Q9 Again, we are interested in anything the SC has to say about how the AC or AA interacted with the students. Reports of “poor” or “adequate” performance could signify that the AA needs to develop better classroom management skills or simply be aware that there are aspects of his or her behavior that is off-putting to students.
- Q9a Be sure to capture verbatim any information the SC offers about an AA’s “poor” or “adequate” rapport with the students. Obtain sufficient information so that you can identify the team member involved. If the SC is reluctant to comment on this, simply enter “no details offered.” Indicate your probe with an (X) in a circle.
- Q10 This is a general probe designed to elicit any other untapped comments about the team’s performance. We anticipate that most SC’s will have positive remarks to offer at this item. Be sure to capture this information in as much detail as possible.
- Q11 This question is provided as an upbeat means of exiting the interview. The item is similar to Question 4 of the debriefing interview, conducted by the AC at the end of the assessment.

**APPENDIX P**

**NAEP 2003  
ASSESSMENT TEAM QUALITY CONTROL FORM  
IN-PERSON VERSION**

**QUESTION -BY-QUESTION SPECIFICATIONS (Q x Q's)**

## ASSESSMENT TEAM QUALITY CONTROL FORM (QCF)

To the extent possible, we want you to observe each team two times. Teams that are identified as needing additional observations should be observed as soon as possible. The QCF is completed during the observations you will be making at the schools you select. There are three basic parts to the form.

- The front cover: Specifications for completing entries on the cover are provided in this appendix and in Chapter 10 of the NAEP Supervisor’s manual.
- Section A: This contains observations you will make about the AC’s coordination of all the assessment activities at the school;
- Section B: This contains observations you will make about a specific session conducted by the AA. Three copies of Section B are included in each form, which will accommodate almost all multi-session schools you encounter.

The form uses a simple three-column format.

- **Column A** specifies the observation you are to make.
- **Column B** provides an area for you to code your evaluation of the observation you make. You will typically code "very good", "satisfactory, or "unsatisfactory", or in some cases, "yes" or "no".
- When you have assigned an "unsatisfactory" rating or otherwise indicated that the AC’s or AA’s performance has been deficient, you must record a description of the problem in **Column C**.

Most of the observation items require that you that you assign a rating of “1” to “3” on a “very good” to “unsatisfactory” scale. The following descriptions are given to provide a frame of reference:

Very Good: The AC or AA conducted this phase of the assessment according to the procedures, in a professional manner, with no or only very minor deviations.

Satisfactory: The AC or AA performance for this phase of the assessment, while adequate, had rough spots that need improvement.

Unsatisfactory: The AC or AA conducted this phase of the assessment in a manner that is unacceptable and must be corrected. Whenever it is necessary for you to intervene, an “unsatisfactory” rating should be assigned. Ratings of “3” must be elaborated upon in the adjacent column or in the back of Section B.

Please consult the specifications on the following pages for additional guidelines on what you should consider when assigning these ratings.

**NAEP 2003  
ASSESSMENT TEAM QUALITY CONTROL FORM  
IN-PERSON VERSION**

SCHOOL ID:			Region:		
SCHOOL:			Area:		
ADDRESS:		<u>Session #</u>	<u>Date</u>	<u>Time</u>	<u>Type</u>
NAME OF SC:					
PHONE:					

**PERFORMANCE OF AA's IN SESSIONS**

	Name of AC/AA	(✓) IF AC:	SESSION # ASSIGNED	TYPE OF SESSION OBSERVED:	HOW MUCH DID YOU OBSERVE?	RATING ASSIGNED:
				(R) REGULAR (M) MAKEUP (A) ACCOM	(1) COMPLETE SESSION (2) PARTIAL SESSION (3) COULD NOT OBSERVE	(1) EXCELLENT (2) GOOD (3) ADEQUATE (4) NEEDS IMPROVEMENT (5) UNACCEPTABLE (8) COULD NOT RATE
AA #1:		<input type="checkbox"/>		R M A	1 2 3	1 2 3 4 5 8
AA #2:		<input type="checkbox"/>		R M A	1 2 3	1 2 3 4 5 8
AA #3:		<input type="checkbox"/>		R M A	1 2 3	1 2 3 4 5 8
AA #4:		<input type="checkbox"/>		R M A	1 2 3	1 2 3 4 5 8

**OVERALL TEAM PERFORMANCE**

AC Name <i>(IF NOT LISTED ABOVE)</i>		<b>ASSESSMENT COORDINATOR RATING</b>	<b>1 2 3 4 5</b>
<b>OVERALL TEAM RATING</b> <i>Overall rating should factor in performance of individual Assessment Administrators, organization and leadership of the AC, and the functioning of the team as a whole.</i> →			<b>1 2 3 4 5</b>

QC OBSERVATION MADE BY:		OFFICE USE ONLY
DATE OF OBSERVATION:		DATE: _____
ARRIVAL TIME:		
DEPARTURE TIME:		INIT: _____

**Front Cover:** Complete the top portion of the front cover prior to the start of the assessment (shown with the shaded areas in the example form on the opposite page). Complete the top of the form including:

School ID  
School Name  
School Address  
Name of the School Coordinator  
Phone number  
Region  
Area  
Session numbers with date and time and type

Complete the middle section of the form including:

Names of staff assigned to each session – be sure to check the box if the person is the AC  
Session numbers  
Circle type of session

Complete the bottom section of the form including:

Name of the AC  
Your name as the observer  
Date of the observation  
Your arrival time

**It is very important to include all of the information.**

Once the assessment is complete, you will indicate how much of the AA sessions you observed and assign a rating for each AA observed. You will also assign a rating for the assessment coordinator and an overall rating. The rating values range from “1”, signifying “excellent” to “5”, meaning the performance was “unacceptable”.

You will assign a rating of 8 “could not rate” if due to the session scheduling, you were unable to observe any portion of the AA’s performance or enough to rate the AA.

Record your departure time as you leave the school.

**SECTION A: EVALUATION OF AC'S COORDINATION OF THE ASSESSMENT**

**PREPARING FOR THE ASSESSMENT**

(✓ If did not observe)

	(A) OBSERVATION	(B) SUPERVISOR'S EVALUATION	(C) DESCRIPTION OF ANY PROBLEM (RATINGS OF "UNSATISFACTORY" MUST BE EXPLAINED)
1 <input type="checkbox"/>	AC arrived on time?	YES..... 1 NO ..... 2→	
2 <input type="checkbox"/>	AC's attire and general demeanor	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3→	
3 <input type="checkbox"/>	Was AC wearing the NAEP ID badge upon arrival?	YES..... 1 NO ..... 2→	
4 <input type="checkbox"/>	Did the AC have a copy of the parent notification letter?	HAS LETTER..... 1 HAS LETTER BUT DID NOT BRING..... 2 DID NOT OBTAIN A COPY ..... 3→	
5 <input type="checkbox"/>	Did the AC bring a copy of Assessment Coordinator Manual and scripts?	YES..... 1 NO ..... 2→	
6 <input type="checkbox"/>	Session scheduling, workload management, and general organization	VERY GOOD ..... 1 SATISFACTORY ..... 2→ UNSATISFACTORY ..... 3	
7 <input type="checkbox"/>	Interaction with School Coordinator and other school staff	VERY GOOD ..... 1 SATISFACTORY ..... 2→ UNSATISFACTORY ..... 3	
8 <input type="checkbox"/>	Level of preparedness ( <i>i.e., team has sufficient materials for all sessions and problem situations</i> )	VERY GOOD ..... 1 SATISFACTORY ..... 2→ UNSATISFACTORY ..... 3	
9 <input type="checkbox"/>	AC's completion of the activities just prior to the assessment: reviewing Administration Schedule(s), assigning accommodation booklets, and giving out session materials	VERY GOOD ..... 1 SATISFACTORY ..... 2→ UNSATISFACTORY ..... 3	
10 <input type="checkbox"/>	Did the AC update the Administration Schedule with the parent refusal codes?	YES..... 1 NO ..... 2→	

**SECTION A: EVALUATION OF AC'S COORDINATION OF THE ASSESSMENT**

<b>Observation</b>	<b>Factors to Consider as You Assign a Rating</b>
<b>PREPARING FOR THE ASSESSMENT</b>	
1 AC arrived on time?	<ul style="list-style-type: none"> <li>• Did AC arrive at school at least one hour before the first scheduled session?</li> <li>• Did AC check in at the school office or otherwise follow protocol?</li> </ul>
2 AC's attire and general demeanor	<ul style="list-style-type: none"> <li>• Did AC follow suggestions in the Assessment Coordinator Manual?</li> <li>• Was AC neat and clean?</li> </ul>
3 Was AC wearing the NAEP ID badge upon arrival?	<ul style="list-style-type: none"> <li>• Was the NAEP ID badge worn where it could be easily seen?</li> <li>• Enter an explanation if AC was not wearing badge.</li> </ul>
4 Did the AC have a copy of the parent notification letter?	<ul style="list-style-type: none"> <li>• If AC does not have the parent letter, did s/he ever receive it?</li> <li>• If AC received the letter but does not have it, enter an explanation.</li> <li>• If AC did not receive the letter, enter an explanation.</li> </ul>
5 Did the AC bring a copy of Assessment Coordinator Manual and scripts?	<ul style="list-style-type: none"> <li>• AC has AC Manual and Session scripts?</li> <li>• Enter an explanation if any of these materials missing.</li> </ul>
6 Session scheduling, workload management, and general organization	<ul style="list-style-type: none"> <li>• Did the AC arrive sufficiently in advance of the team to prepare materials?</li> <li>• Did it appear that the AC had adequately briefed AAs before assessment (i.e., no confusion about arrival time, location, sessions they would be responsible for, accommodations sessions, special requirements, etc.)?</li> <li>• Is the AC effective in getting AAs to work together as a team during the preparatory stages of the assessment?</li> <li>• Did the AC make arrangements for bilingual staff if needed at the assessment?</li> <li>• Did the AC make arrangements for staff to cover predetermined accommodation sessions?</li> </ul>
7 Interaction with School Coordinator and other school staff	<ul style="list-style-type: none"> <li>• Is it apparent that the AC and SC have a good working relationship?</li> <li>• From what you can observe, does it seem that all of the objectives of the preassessment call were accomplished?</li> <li>• Are the AC and AAs following the correct protocol for visiting this school?</li> <li>• Is the AC striking the right tone with other school staff?</li> </ul>
8 Level of preparedness ( <i>i.e., team has sufficient materials for all sessions and problem situations</i> )	<ul style="list-style-type: none"> <li>• Does the AC have all the session boxes, ancillaries and bulk supplies?</li> <li>• Do the materials appear to be in good condition?</li> <li>• Have bundles remained sealed? (Note: for schools with many sessions, the bundles may be prepared the night before the assessment.)</li> <li>• Does the team have sufficient bulk supplies for this school?</li> <li>• If the school has special requirements (e.g., large print booklets), has the AC taken care of this?</li> </ul>
9 AC's completion of the activities just prior to the assessment: reviewing Administration Schedule(s), assigning accommodation booklets, and giving out session materials	<ul style="list-style-type: none"> <li>• Did the AC review the Admin. Schedule(s) for missing information?</li> <li>• Was any missing information added correctly?</li> <li>• Did the AC review the Admin. Schedule(s) to verify any Admin. Codes entered by the SC for SD or LEP students requiring accommodations?</li> <li>• Were these codes assigned correctly?</li> <li>• If there are students requiring accommodations, were the accommodation booklets assigned correctly and the necessary recordkeeping completed?</li> <li>• Did the AC correctly complete the computations in the first summary box of the Admin? Schedule(s)?</li> <li>• Did the AC prepare the AAs with everything they needed to conduct sessions, including a copy of the Admin. Schedule if concurrent sessions?</li> <li>• Did AC inform AAs about how students were notified about the assessment, dismissal procedures, and emergency procedures?</li> </ul>

**SECTION A: EVALUATION OF AC'S COORDINATION OF THE ASSESSMENT**

**PREPARING FOR THE ASSESSMENT**

(✓ *If did not observe*)

	(A) OBSERVATION	(B) SUPERVISOR'S EVALUATION	(C) DESCRIPTION OF ANY PROBLEM (RATINGS OF "UNSATISFACTORY" MUST BE EXPLAINED)
1 <input type="checkbox"/>	AC arrived on time?	YES..... 1 NO ..... 2→	
2 <input type="checkbox"/>	AC's attire and general demeanor	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3→	
3 <input type="checkbox"/>	Was AC wearing the NAEP ID badge upon arrival?	YES..... 1 NO ..... 2→	
4 <input type="checkbox"/>	Did the AC have a copy of the parent notification letter?	HAS LETTER..... 1 HAS LETTER BUT DID NOT BRING..... 2 DID NOT OBTAIN A COPY ..... 3→	
5 <input type="checkbox"/>	Did the AC bring a copy of Assessment Coordinator Manual and scripts?	YES..... 1 NO ..... 2→	
6 <input type="checkbox"/>	Session scheduling, workload management, and general organization	VERY GOOD ..... 1 SATISFACTORY ..... 2→ UNSATISFACTORY ..... 3	
7 <input type="checkbox"/>	Interaction with School Coordinator and other school staff	VERY GOOD ..... 1 SATISFACTORY ..... 2→ UNSATISFACTORY ..... 3	
8 <input type="checkbox"/>	Level of preparedness ( <i>i.e., team has sufficient materials for all sessions and problem situations</i> )	VERY GOOD ..... 1 SATISFACTORY ..... 2→ UNSATISFACTORY ..... 3	
9 <input type="checkbox"/>	AC's completion of the activities just prior to the assessment: reviewing Administration Schedule(s), assigning accommodation booklets, and giving out session materials	VERY GOOD ..... 1 SATISFACTORY ..... 2→ UNSATISFACTORY ..... 3	
10 <input type="checkbox"/>	Did the AC update the Administration Schedule with the parent refusal codes?	YES..... 1 NO ..... 2→	

10	Did the AC update the Administration Schedule with the parent refusal codes?	<ul style="list-style-type: none"><li>• Did the AC obtain the parent refusals from the SC and record the information on the Administration Schedule(s)?</li><li>• Was the information added correctly?</li></ul>
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**SECTION A: EVALUATION OF AC'S COORDINATION OF THE ASSESSMENT (continued)**

**RESPONSIBILITIES DURING THE SESSION**

(✓ If did not observe)

	(A) OBSERVATION	(B) SUPERVISOR'S EVALUATION	(C) DESCRIPTION OF ANY PROBLEM (RATINGS OF "UNSATISFACTORY" MUST BE EXPLAINED)
11 <input type="checkbox"/>	Assist the AA's in locating and accounting for all students	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3 →	
12 <input type="checkbox"/>	Observing each session/AA	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3 →	
13 <input type="checkbox"/>	Identifying and managing problem situations	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3 →	
14 <input type="checkbox"/>	Answering questions appropriately	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3 →	

**RESPONSIBILITIES OF THE AC AFTER ALL SESSIONS**

15 <input type="checkbox"/>	Did the AC correctly review the completed Administration Schedule(s) for makeups?	YES..... 1 NO ..... 2 →	
16 <input type="checkbox"/>	IF MAKEUP NEEDED: Negotiating makeup schedule with School Coordinator	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ... 3 → <i>MAKE-UP NOT REQ'D .. 7</i>	
17 <input type="checkbox"/>	Collecting questionnaires and completing/reviewing the Rosters	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ... 3 →	
18 <input type="checkbox"/>	Supervising the packing of materials and shipment preparation	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ... 3 → <i>N/A (AAs PACKED OWN SHIPMENTS ... 7</i>	
19 <input type="checkbox"/>	Did the AC prepare the NAEP Storage Envelope correctly?	YES..... 1 NO ..... 2 →	
20 <input type="checkbox"/>	Integrating information from sessions to complete Part 2 of the Contact Log	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ... 3 →	
21 <input type="checkbox"/>	Debriefing the School Coordinator	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ... 3 →	

**SECTION A: EVALUATION OF AC'S COORDINATION OF THE ASSESSMENT (continued)**

	<b>Observation</b>	<b>Factors to Consider as You Assign a Rating</b>
<b>RESPONSIBILITIES DURING THE SESSION</b>		
11	Assist the AA's in locating and accounting for all students	<ul style="list-style-type: none"> <li>• Did the AC help the AAs round up the students for the assessment?</li> <li>• If there were missing students did the AC locate them or identify that they were absent?</li> </ul>
12	Observing each session/AA	<ul style="list-style-type: none"> <li>• Did AC check to be sure all AA started on time?</li> <li>• Did AC observe part of the assessment for all AAs during the session?</li> </ul>
13	Identifying and managing problem situations	<ul style="list-style-type: none"> <li>• Did AC appear observant about potential problems during the assessment?</li> <li>• Did AC handle problem situations appropriately?</li> <li>• If necessary, did AC seek help from school personnel?</li> </ul>
14	Answering questions appropriately	<ul style="list-style-type: none"> <li>• Did AC correctly respond to questions?</li> </ul>

**RESPONSIBILITIES OF THE AC AFTER ALL SESSIONS**

15	Did the AC correctly review the completed Administration Schedule(s) for makeups?	<ul style="list-style-type: none"> <li>• Did the AC review the entries made by AAs to the summary box of the Admin? Schedule?</li> <li>• If there are absent students, did the AC correctly make the response rate calculation or review what had been done?</li> </ul>
16	IF MAKEUP NEEDED: Negotiating makeup schedule with School Coordinator	<p>CODE "7" IF MAKEUP NOT NEEDED AT THIS SCHOOL</p> <ul style="list-style-type: none"> <li>• If a makeup was necessary, did the AC work with the SC to schedule it?</li> <li>• If the SC is reluctant to schedule a makeup, did AC attempt to convince the SC of its importance?</li> <li>• Did the AC correctly complete the entries at the top of the Admin? Schedule(s) that pertain to a makeup?</li> <li>• Did AC give you the impression that s/he understood how materials were to be secured until the makeup is completed?</li> </ul>
17	Collecting questionnaires and completing/reviewing the Rosters	<ul style="list-style-type: none"> <li>• Did AC initiate effort to obtain questionnaires from the SC?</li> <li>• Are the roster entries made by the AC (and AAs) correct?</li> <li>• Did the AC review the cover entries to the questionnaires and make any necessary corrections?</li> <li>• Did the AC verify that all names were removed from the questionnaire and detached from the Roster?</li> <li>• Are all booklets (used and unused) accounted for?</li> </ul>
18	Supervising the packing of materials and shipment preparation	<p>CODE "7" IF AC NOT INVOLVED IN COORDINATION OF PACKING FOR ALL SESSIONS</p> <ul style="list-style-type: none"> <li>• Did the AC make certain that booklet IDs were checked against the Admin? Schedule(s)?</li> <li>• Are all used and unused booklets accounted for?</li> <li>• All SD/LEP questionnaires accounted for?</li> <li>• Final check that all Teacher and Principal questionnaires are accounted for?</li> <li>• Did the packing order appear to be correct, based on the session type?</li> <li>• All other edit and packing guidelines in Task 14 followed?</li> </ul>

**SECTION A: EVALUATION OF AC'S COORDINATION OF THE ASSESSMENT (continued)**

**RESPONSIBILITIES DURING THE SESSION**

(✓ If did not observe)

	(A) OBSERVATION	(B) SUPERVISOR'S EVALUATION	(C) DESCRIPTION OF ANY PROBLEM (RATINGS OF "UNSATISFACTORY" MUST BE EXPLAINED)
11 <input type="checkbox"/>	Assist the AA's in locating and accounting for all students	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3 →	
12 <input type="checkbox"/>	Observing each session/AA	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3 →	
13 <input type="checkbox"/>	Identifying and managing problem situations	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3 →	
14 <input type="checkbox"/>	Answering questions appropriately	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3 →	

**RESPONSIBILITIES OF THE AC AFTER ALL SESSIONS**

15 <input type="checkbox"/>	Did the AC correctly review the completed Administration Schedule(s) for makeups?	YES..... 1 NO ..... 2 →	
16 <input type="checkbox"/>	IF MAKEUP NEEDED: Negotiating makeup schedule with School Coordinator	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ... 3 → <i>MAKE-UP NOT REQ'D .. 7</i>	
17 <input type="checkbox"/>	Collecting questionnaires and completing/reviewing the Rosters	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ... 3 →	
18 <input type="checkbox"/>	Supervising the packing of materials and shipment preparation	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ... 3 → <i>N/A (AAs PACKED OWN SHIPMENTS ... 7</i>	
19 <input type="checkbox"/>	Did the AC prepare the NAEP Storage Envelope correctly?	YES..... 1 NO ..... 2 →	
20 <input type="checkbox"/>	Integrating information from sessions to complete Part 2 of the Contact Log	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ... 3 →	
21 <input type="checkbox"/>	Debriefing the School Coordinator	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ... 3 →	

**SECTION A: EVALUATION OF AC'S COORDINATION OF THE ASSESSMENT (continued)**

<b>Item #</b>	<b>Observation</b>	<b>Factors to Consider as You Assign a Rating</b>
19	Did the AC prepare the NAEP Storage Envelope correctly?	<ul style="list-style-type: none"> <li>• Has the AC arranged for the Admin? Schedule(s) and Rosters to be photocopied?</li> <li>• Are all the appropriate materials, including all student and teacher name lists, in the Envelope?</li> <li>• Was the “destroy by” date recorded on the postcard?</li> </ul>
20	Integrating information from sessions to complete Part 2 of the Contact Log	<ul style="list-style-type: none"> <li>• Did the AC review all of the Session Debriefing Forms?</li> <li>• Did the AC effectively summarize the information from the Debriefing Forms on to the Part 2 of the Contact Log?</li> </ul>
21	Debriefing the School Coordinator	<ul style="list-style-type: none"> <li>• Did the AC effectively introduce debriefing interview to SC and arrange to conduct it immediately after the assessment?</li> <li>• Did the AC ask all questions from Part 2 as written?</li> <li>• Did the AC probe as necessary?</li> <li>• Did the AC record comments clearly and word-for-word?</li> <li>• Did the AC discuss all flagged items from the Session Debriefing Forms?</li> <li>• Did the AC give the SC the storage envelope at the end of the interview?</li> </ul>



**SECTION A: EVALUATION OF AC'S COORDINATION OF THE ASSESSMENT (continued)**

22	<p>Use the space at this item to pull together a summary of the deficiencies that you observed in the AC's performance in terms of coordinating the assessment sessions. This should include what you noticed as you went through the preceding checklist of 11 observations, as well as anything else not specifically covered by the observation items. Take this opportunity to pull together what the common threads of the performance might be, such as "AC is still not familiar with the material", "AC was oblivious to agitation of SC and needs to be more aware of the school staff", etc. You should focus on the AC's activities as assessment coordinator. (Problems you witnessed while the AC conducted a specific session should be covered in Section B.) You will want to review the problems you record here with the AC, and depending on the situation, you may need to discuss them with your field manager. Use the additional comments section below or additional sheets of paper as necessary.</p>
23	<p>We also want you to record the details of anything that you feel the AC did particularly well in the area of coordinating the assessment activities. Be sure to mention the positive aspects to the AC after the assessment. Use the additional comments section below or additional sheets of paper as necessary.</p>
Additional Comments	<p>Record any additional comments or details about the AC/Team Ratings. Be sure to reference the corresponding observation item number.</p>

**AA #1**

**SECTION B: EVALUATION OF AA ADMINISTERING THE SESSION**

SESSION #:  _____	SESSION TYPE: <i>R Regular</i> <i>M Makeup</i> <i>A Accommodation</i>	AA CONDUCTING SESSION:  _____ <input type="checkbox"/> ✓ IF THIS IS AC
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**PREPARING FOR THE SESSION**

(✓ If did not observe)

	(A) OBSERVATION	(B) SUPERVISOR'S EVALUATION	(C) DESCRIPTION OF ANY PROBLEM (RATINGS OF "UNSATISFACTORY" MUST BE EXPLAINED)
1 <input type="checkbox"/>	AA arrived on time?	YES..... 1 NO ..... 2→	
2 <input type="checkbox"/>	AA's attire and general demeanor	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3→	
3 <input type="checkbox"/>	Was AA wearing the NAEP ID badge upon arrival?	YES..... 1 NO ..... 2→	
4 <input type="checkbox"/>	Did the AA bring the background clearance letter?	BROUGHT LETTER ..... 1 HAS LETTER BUT DID NOT BRING..... 2→ HAS YET TO RECEIVE .... 3	
5 <input type="checkbox"/>	Did the AA bring a copy of Assessment Administrator Manual and scripts?	YES..... 1 NO ..... 2→	
6 <input type="checkbox"/>	Bundles opened at correct time?	YES..... 1 NO ..... 2→ PREPARED IN ADVANCE 3	
7 <input type="checkbox"/>	Preparing the assessment booklets	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3→ PREPARED IN ADVANCE 4	
8 <input type="checkbox"/>	Preparing the room	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3→	

**ADMINISTERING THE SESSION**

9 <input type="checkbox"/>	Checking students in, handling latecomers, accounting for all students to maximize participation	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3→	
10 <input type="checkbox"/>	Starting the session on time	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3→	

## AA#1

## SECTION B: EVALUATION OF AA ADMINISTERING THE SESSION

Item #	Observation	Factors to Consider as You Assign a Rating
	TOP ROW	<ul style="list-style-type: none"> <li>• Enter the Session #.</li> <li>• Circle the session type (regular, makeup, or accommodation).</li> <li>• Enter the name of the AA (or AC) conducting the session.</li> <li>• Check the box if the individual conducting the session is the AC.</li> </ul>

## PREPARING FOR THE SESSION

1	AA arrived on time?	<ul style="list-style-type: none"> <li>• Did AA arrive at school at least one hour before the first scheduled session?</li> <li>• Did AA check in at the school office or otherwise follow protocol?</li> </ul>
2	AA's attire and general demeanor	<ul style="list-style-type: none"> <li>• Did AA follow suggestions in the Assessment Administrator Manual for the style of clothing to wear?</li> <li>• Was AA neat and clean?</li> <li>• Was there anything about AA's appearance or demeanor that would be distracting to the students?</li> </ul>
3	Was AA wearing the NAEP ID badge upon arrival?	<ul style="list-style-type: none"> <li>• Was the NAEP ID badge worn where it could be easily seen?</li> <li>• Enter an explanation if AA was not wearing badge.</li> </ul>
4	Did the AA bring the background clearance letter?	<ul style="list-style-type: none"> <li>• If AA does not have the clearance letter, did s/he ever receive it?</li> <li>• If AA received the letter but does not have it, enter an explanation.</li> </ul>
5	Did the AA bring a copy of Assessment Administrator Manual and scripts?	<ul style="list-style-type: none"> <li>• AA has AA Manual and Session scripts?</li> <li>• AA has Assessment Information Form?</li> <li>• Enter an explanation if any of these materials missing.</li> </ul>
6	Bundles open at correct time?	<p>CODE 3 IF THE BOOKLETS WERE PREPARED IN ADVANCE.</p> <ul style="list-style-type: none"> <li>• Did AA wait until arriving at the school to open booklet bundles?</li> <li>• Did AA open bundles approximately one hour before the start of the session? Was this enough time for preparing the materials?</li> </ul>
7	Preparing the assessment booklets	<p>CODE 3 IF THE BOOKLETS WERE PREPARED IN ADVANCE.</p> <ul style="list-style-type: none"> <li>• Did the AA appear organized for this task?</li> <li>• Did the AA check that s/he had all necessary materials for the session?</li> <li>• Did AA check to make sure s/he had proper booklets for the session being administered by checking booklet color and code?</li> <li>• Did AA review all preprinted student ID labels and create new ones where necessary?</li> <li>• Did AA follow the procedures for assembling any required accommodation booklets?</li> <li>• Booklets for withdrawn, ineligible, and excluded students set aside?</li> <li>• Was AA completely prepared by the time the session was to start?</li> </ul>

**AA #1**

**SECTION B: EVALUATION OF AA ADMINISTERING THE SESSION**

SESSION #:  _____	SESSION TYPE: <i>R Regular</i> <i>M Makeup</i> <i>A Accommodation</i>	AA CONDUCTING SESSION:  _____ <input type="checkbox"/> ✓ IF THIS IS AC
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**PREPARING FOR THE SESSION**

(✓ If did not observe)

	(A) OBSERVATION	(B) SUPERVISOR'S EVALUATION	(C) DESCRIPTION OF ANY PROBLEM (RATINGS OF "UNSATISFACTORY" MUST BE EXPLAINED)
1 <input type="checkbox"/>	AA arrived on time?	YES..... 1 NO ..... 2→	
2 <input type="checkbox"/>	AA's attire and general demeanor	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3→	
3 <input type="checkbox"/>	Was AA wearing the NAEP ID badge upon arrival?	YES..... 1 NO ..... 2→	
4 <input type="checkbox"/>	Did the AA bring the background clearance letter?	BROUGHT LETTER ..... 1 HAS LETTER BUT DID NOT BRING..... 2→ HAS YET TO RECEIVE.... 3	
5 <input type="checkbox"/>	Did the AA bring a copy of Assessment Administrator Manual and scripts?	YES..... 1 NO ..... 2→	
6 <input type="checkbox"/>	Bundles opened at correct time?	YES..... 1 NO ..... 2→ PREPARED IN ADVANCE 3	
7 <input type="checkbox"/>	Preparing the assessment booklets	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3→ PREPARED IN ADVANCE 4	
8 <input type="checkbox"/>	Preparing the room	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3→	

**ADMINISTERING THE SESSION**

9 <input type="checkbox"/>	Checking students in, handling latecomers, accounting for all students to maximize participation	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3→	
10 <input type="checkbox"/>	Starting the session on time	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3→	

**SECTION B: EVALUATION OF AA ADMINISTERING THE SESSION (continued)**

Item #	Observation	Factors to Consider as You Assign a Rating
8	Preparing the room	<ul style="list-style-type: none"> <li>• If school gave permission, were blackboards erased of any extraneous information?</li> <li>• Has AA concealed any school materials (e.g., multiplication tables) that might assist students during the test?</li> <li>• Are desks arranged to maximum advantage given the room layout, i.e., facing away from sources of distraction, without students facing each other?</li> <li>• Are all necessary supplies and materials set out in proper order?</li> <li>• Are calculators set out? Are calculator and mathematics posters hung up in the front of the room?</li> <li>• For grades 4 and 8: Are teacher names and two-digit teacher numbers written on the blackboard?</li> <li>• For all sessions, grades 8 and 12, is school ID written on board?</li> </ul>

**ADMINISTERING THE SESSION**

9	Checking students in, handling latecomers, accounting for all students to maximize participation	<ul style="list-style-type: none"> <li>• Did AA check students in, in an efficient manner?</li> <li>• Did AA follow the protocol for handling latecomers outlined in the Assessment Administrator Manual?</li> <li>• If late students, was the AA proactive in determining their status?</li> <li>• Did AA check Administration Schedule to make sure all students on the schedule were present or accounted for?</li> <li>• Did the AA allow sufficient time for latecomers to arrive?</li> </ul>
10	Starting the session on time	<ul style="list-style-type: none"> <li>• Did the AA make an effort to start the session at the scheduled time?</li> <li>• If there were missing students, did the AA successfully balance the need for a timely start with that of maximizing participation?</li> </ul>

**AA #1 (CONTINUED)**

**SECTION B: EVALUATION OF AA ADMINISTERING THE SESSION**

(✓ *If did not observe*)

	(A) OBSERVATION	(B) SUPERVISOR'S EVALUATION	(C) DESCRIPTION OF ANY PROBLEM (RATINGS OF "UNSATISFACTORY" MUST BE EXPLAINED)
11 <input type="checkbox"/>	Passing out booklets and materials	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3 →	
12 <input type="checkbox"/>	Reading the script	VERBATIM..... 1 MINOR REVISIONS ..... 2 MAJOR REVISIONS ..... 3 →	
13 <input type="checkbox"/>	Handling of calculator training or questions about calculators	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3 → <i>NOT APPLICABLE</i> ..... 7	
14 <input type="checkbox"/>	Distribution and collection of calculators	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3 → <i>NOT APPLICABLE</i> ..... 7	
15 <input type="checkbox"/>	Assessment sections timed correctly?	YES..... 1 NO ..... 2 →	
16 <input type="checkbox"/>	Engaging and interacting with students	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3 →	
17 <input type="checkbox"/>	Monitoring the session and walking around the room	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3 →	
18 <input type="checkbox"/>	Managing disorderly students and problem situations	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3 → <i>NO PROBLEMS</i> ..... 7	
19 <input type="checkbox"/>	Answering questions appropriately	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3 → <i>NO QUESTIONS</i> ..... 7	
20 <input type="checkbox"/>	IF ACCOMMODATED STUDENTS IN SESSION: Handling of accommodated students	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3 → <i>NO ACCOM STUDENTS</i> ..... 7	

**SECTION B: EVALUATION OF AA ADMINISTERING THE SESSION (continued)**

Item #	Observation	Factors to Consider as You Assign a Rating
11	Passing out booklets and materials	<ul style="list-style-type: none"> <li>• Did the AA record the attendance status on the Administration Schedule?</li> <li>• Did AA distribute booklets and other materials according to the manual protocol and session script?</li> <li>• Was this done with a minimum of confusion and disruption?</li> </ul>
12	Reading the script	<p>CODE WHETHER THE SCRIPT WAS READ:</p> <p><b>Verbatim:</b> Word-for-word (not counting unintentional slips)</p> <p><b>With Minor revisions:</b> AA missed words or phrases, inserted material</p> <p><b>With Major revisions:</b> Omitted entire sentences or made substantial additional comments.</p> <p>NOTE: IF AA READS SCRIPT WITH “MAJOR REVISIONS”, YOU WILL NEED TO INTERVENE.</p> <p>Also note in comments area if AA:</p> <ul style="list-style-type: none"> <li>• Did not begin with the correct script.</li> <li>• Did not appear knowledgeable about the contents of the script.</li> <li>• Did not read the script clearly or at the right pace?</li> </ul>
13	Handling questions about calculators	<p>CODE ‘7’ IF NO CALCULATOR QUESTIONS</p> <ul style="list-style-type: none"> <li>• Did the AA use the calculator and mathematics posters?</li> <li>• Did students appear to understand the calculator instructions?</li> </ul>
14	Distribution and collection of calculators	<p>CODE ‘7’ IF NO CALCULATORS WERE USED</p> <ul style="list-style-type: none"> <li>• Did AA follow script for distributing calculators for appropriate sections of the assessment?</li> <li>• Did AA walk around room to be certain students were using calculators when they were supposed to?</li> <li>• Did AA collect calculators as directed by the script?</li> </ul>
15	Assessment sections timed correctly?	<ul style="list-style-type: none"> <li>• Was AA completely familiar with the use of the timer and its operation?</li> <li>• Did AA give all warnings (e.g., “10 minutes left”) at the correct time?</li> <li>• Did AA stop all sections at the correct time?</li> </ul> <p>NOTE: IF AA ALLOWS SESSION TO RUN TOO LONG OR STOPS SESSION PREMATURELY, YOU WILL NEED TO INTERVENE.</p>
16	Engaging and interacting with students	<ul style="list-style-type: none"> <li>• Did AA assume control of the classroom so that interruptions were kept to a minimum?</li> <li>• Did AA use strategies described in the manual for managing the classroom and engaging the students?</li> <li>• Did AA appear to have the attention of the majority of students?</li> <li>• Did AA use respectful behavior with students?</li> <li>• Did AA use behavior and language appropriate to the age group of the students?</li> </ul>

**AA #1 (CONTINUED)**

**SECTION B: EVALUATION OF AA ADMINISTERING THE SESSION**

(✓ *If did not observe*)

	(A) OBSERVATION	(B) SUPERVISOR'S EVALUATION	(C) DESCRIPTION OF ANY PROBLEM (RATINGS OF "UNSATISFACTORY" MUST BE EXPLAINED)
11 <input type="checkbox"/>	Passing out booklets and materials	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3 →	
12 <input type="checkbox"/>	Reading the script	VERBATIM..... 1 MINOR REVISIONS ..... 2 MAJOR REVISIONS ..... 3 →	
13 <input type="checkbox"/>	Handling of calculator training or questions about calculators	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3 → <i>NOT APPLICABLE</i> ..... 7	
14 <input type="checkbox"/>	Distribution and collection of calculators	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3 → <i>NOT APPLICABLE</i> ..... 7	
15 <input type="checkbox"/>	Assessment sections timed correctly?	YES..... 1 NO ..... 2 →	
16 <input type="checkbox"/>	Engaging and interacting with students	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3 →	
17 <input type="checkbox"/>	Monitoring the session and walking around the room	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3 →	
18 <input type="checkbox"/>	Managing disorderly students and problem situations	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3 → <i>NO PROBLEMS</i> ..... 7	
19 <input type="checkbox"/>	Answering questions appropriately	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3 → <i>NO QUESTIONS</i> ..... 7	
20 <input type="checkbox"/>	IF ACCOMMODATED STUDENTS IN SESSION: Handling of accommodated students	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3 → <i>NO ACCOM STUDENTS</i> ..... 7	

**SECTION B: EVALUATION OF AA ADMINISTERING THE SESSION (continued)**

Item #	Observation	Factors to Consider as You Assign a Rating
17	Monitoring the session and walking around the room	<ul style="list-style-type: none"> <li>• Did AA make sure students were working in the correct booklet sections?</li> <li>• Did AA check that students were not moving ahead in the booklet or returning to previous sections?</li> <li>• Did AA walk up and down the aisles during the session?</li> <li>• Did AA appear observant about student behavior during the assessment?</li> </ul>
18	Managing disorderly students and problem situations	<p>CODE '7' IF THERE WERE NO DISORDERLY STUDENTS OR PROBLEMS</p> <ul style="list-style-type: none"> <li>• Was the AA effective in the handling of disruptive students? Did s/he use any of the strategies outlined in the manual?</li> <li>• Did AA handle any other problem situation appropriately, e.g., a student becoming ill or having to leave the classroom for some other reason?</li> <li>• If behavior problem was out of control, did AA seek help from school personnel?</li> </ul>
19	Answering questions appropriately	<p>CODE '7' IF THERE WERE NO QUESTIONS ASKED</p> <ul style="list-style-type: none"> <li>• Did AA follow the QxQ's in the session scripts for answering questions about the general background section?</li> <li>• Did AA correctly respond to questions about how and where to record answers?</li> <li>• Did AA provide the "I'm sorry, I can't..." response for other questions?</li> <li>• Did AA answer questions individually as opposed to unnecessarily addressing entire group?</li> </ul>
20	IF ACCOMMODATED STUDENTS IN SESSION: Handling of accommodated students.	<p>CODE '7' IF NO ACCOMMODATED STUDENTS</p> <ul style="list-style-type: none"> <li>• Did AA adjust the script to handle the special needs of the students in this session?</li> <li>• If school provided staff member to assist with accommodation students, did AA work effectively with this person?</li> <li>• Did AA give instructions both orally and visually?</li> <li>• Was AA attuned to any problems or needs of the students?</li> <li>• Did AA avoid providing assistance on assessment items?</li> <li>• Did AA avoid providing special accommodations not on the student's IEP or not normally used by the student during testing?</li> <li>• Did AA keep track of time taken for cognitive sections for students requiring "extended time"?</li> </ul>

**AA #1 (CONTINUED)**

**SECTION B: EVALUATION OF AA ADMINISTERING THE SESSION**

(✓ *If did not observe*)

	(A) OBSERVATION	(B) SUPERVISOR'S EVALUATION	(C) DESCRIPTION OF ANY PROBLEM (RATINGS OF "UNSATISFACTORY" MUST BE EXPLAINED)
21 <input type="checkbox"/>	IF ACCOMMODATED STUDENTS IN SESSION: Sensitivity	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3 → NO ACCOM STUDENTS..... 7	
22 <input type="checkbox"/>	Ending the session, collection of materials, and dismissal of students	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3 →	
23 <input type="checkbox"/>	Administration Codes assigned correctly?	YES..... 1 NO ..... 2 →	
24 <input type="checkbox"/>	Top portion of the Administration Schedule completed correctly?	YES..... 1 NO ..... 2 →	
25 <input type="checkbox"/>	Booklet covers coded correctly?	YES..... 1 NO ..... 2 →	
26 <input type="checkbox"/>	Quality of scannable entries made by AA	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3 →	
27 <input type="checkbox"/>	Completing the Session Debriefing Form	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3 →	
28 <input type="checkbox"/>	Final review of materials prior to packing	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3 →	
29 <input type="checkbox"/>	Shipment packed in correct order and all packing procedures followed?	YES..... 1 NO ..... 2 →	

**SECTION B: EVALUATION OF AA ADMINISTERING THE SESSION (continued)**

Item #	Observation	Factors to Consider as You Assign a Rating
21	IF ACCOMMODATED STUDENTS IN SESSION: Sensitivity	<p>CODE '7' IF NO ACCOMMODATED STUDENTS</p> <ul style="list-style-type: none"> <li>• Was AA attuned to any problems or needs of the students?</li> <li>• Did AA take advantage of information available about the student(s) from school personnel?</li> <li>• Did AA provide aid to accommodation students who seemed to need it without singling them out?</li> <li>• Did AA employ strategies outlined in the manual to keep the student on task and manage disruptive behavior?</li> </ul>
22	Ending the session, collection of material, and dismissal of students	<ul style="list-style-type: none"> <li>• Did AA collect all materials in an orderly fashion, most appropriate for the size of the session and room layout?</li> <li>• Did AA allow students to keep the pencils?</li> <li>• If Grade 4: Did AA distribute Student Appreciation Certificates?</li> <li>• Did AA account for all booklets before dismissing students?</li> <li>• Did AA follow school procedures for dismissing students?</li> </ul>

**AFTER THE SESSION**

23	Administration Codes assigned correctly?	<ul style="list-style-type: none"> <li>• Did AA record the correct Administration Code for each student listed on the Administration Schedule? (NOTE: For students who will be invited to a makeup, this will not be possible at this time.)</li> <li>• Did AA appear to have a good understanding of how to assign these codes?</li> <li>• Includes parent refusal codes</li> </ul>
24	Top portion of the Administration Schedule completed correctly?	<ul style="list-style-type: none"> <li>• Did AA have a good understanding of this process?</li> <li>• Were "Not in Sample students" excluded from "# Assessed"?</li> <li>• Were correct numbers entered for absent and assessed students?</li> <li>• If a makeup session will be held, were "# Assessed (Makeup Session)" and "TOTAL ASSESSED" left blank?</li> <li>• If this is a makeup: "# Assessed (Makeup Session)" and "TOTAL ASSESSED" entered correctly?</li> </ul>
25	Booklet covers coded correctly?	<ul style="list-style-type: none"> <li>• Does AA have a booklet for every student on the Administration Schedule?</li> <li>• If Grade 4: Did AA enter NAEP school ID number?</li> <li>• Did AA check that grade 8 and 12 students entered school ID numbers and the grade 4 and 8 students entered teacher ID numbers?</li> <li>• Were Admin. Codes correctly transferred to booklets?</li> <li>• If extended time accommodation: Total time entered?</li> <li>• Were all student ID labels removed from booklets?</li> <li>• Booklets in correct order?</li> </ul>
26	Quality of scannable entries made by AA	<ul style="list-style-type: none"> <li>• Did AA use only No. 2 pencil?</li> <li>• Did AA enter all information in an acceptable writing style for scanning?</li> </ul>

**AA #1 (CONTINUED)**  
**SECTION B: EVALUATION OF AA ADMINISTERING THE SESSION**

(✓ *If did not observe*)

	(A) OBSERVATION	(B) SUPERVISOR'S EVALUATION	(C) DESCRIPTION OF ANY PROBLEM (RATINGS OF "UNSATISFACTORY" MUST BE EXPLAINED)
21 <input type="checkbox"/>	IF ACCOMMODATED STUDENTS IN SESSION: Sensitivity	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3 → NO ACCOM STUDENTS..... 7	
22 <input type="checkbox"/>	Ending the session, collection of materials, and dismissal of students	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3 →	
23 <input type="checkbox"/>	Administration Codes assigned correctly?	YES..... 1 NO ..... 2 →	
24 <input type="checkbox"/>	Top portion of the Administration Schedule completed correctly?	YES..... 1 NO ..... 2 →	
25 <input type="checkbox"/>	Booklet covers coding correctly?	YES..... 1 NO ..... 2 →	
26 <input type="checkbox"/>	Quality of scannable entries made by AA	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3 →	
27 <input type="checkbox"/>	Completing the Session Debriefing Form	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3 →	
28 <input type="checkbox"/>	Final review of materials prior to packing	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3 →	
29 <input type="checkbox"/>	Shipment packed in correct order and all packing procedures followed?	YES..... 1 NO ..... 2 →	

**SECTION B: EVALUATION OF AA ADMINISTERING THE SESSION (continued)**

<b>Item #</b>	<b>Observation</b>	<b>Factors to Consider as You Assign a Rating</b>
27	Completing the Session Debriefing Form	<ul style="list-style-type: none"><li>• Did the AA fill out the debriefing form accurately, based on what you had observed?</li><li>• If there were problems or unusual circumstances, were they described completely?</li><li>• Did the AA have the form completed and ready for the AC in a timely manner?</li></ul>
28	Final review of materials prior to packing	<ul style="list-style-type: none"><li>• All used and unused booklets accounted for?</li><li>• All SD/LEP questionnaires accounted for?</li><li>• Final check that all Teacher and Principal questionnaires are accounted for?</li><li>• All identifiers removed?</li><li>• All other final edit guidelines followed?</li></ul>
29	Shipment packed in correct order and all packing procedures followed?	<ul style="list-style-type: none"><li>• Were materials packed in the order described in the manual?</li><li>• Was this activity well organized and conducted with a minimum of confusion?</li></ul>



**SECTION B: EVALUATION OF AA ADMINISTERING THE SESSION (continued)**

30	<p>Use the space at this item to pull together a summary of the deficiencies that you observed in the AA's (or AC's) handling of all the tasks associated with conducting this specific session. This should include what you noticed as you went through the preceding checklist of 29 observations, as well as anything else not specifically covered by the observation items. Take this opportunity to pull together what the common threads of the performance might be, such as "AA is unsure of herself in the classroom, and it shows" or "AA is having difficulties with the recordkeeping", etc. For AC's conducting sessions, you should focus on the AC's activities as assessment administrator. (Problems you witnessed in the way the AC coordinated the assessment should be covered in Section A.) You will want to review the problems you record here with the AA, and depending on the situation, you may need to discuss them with your field manager. Use additional sheets of paper as necessary.</p>
31	<p>We also want you to record the details of anything that you feel the AA did particularly well in conducting the session. Be sure to mention the positive aspects to the AA after the assessment. Use additional sheets of paper as necessary.</p>
Additional Comments	<p>Record any additional comments or details about the AC/Team Ratings. Be sure to reference the corresponding item number.</p>