10. NAEP QUALITY CONTROL:

FIELD VISITS AND POST-ASSESSMENT CALLS TO SCHOOLS

10.1 Overview of Quality Control Activities

Westat has established detailed quality control procedures for all stages of NAEP 2003, beginning with the selection of the school and student samples, and extending to all aspects of the data collection. As part of this overall focus, we have put in place a quality control program to ensure that assessment coordinators (ACs) and assessment administrators (AAs) are performing their duties according to the established procedures. A thorough training program for the assessment teams is the first step of the quality control process. At the conclusion of training, responsibility for maintaining the assessment teams' performance shifts to you. Throughout the data collection period, supervisors will make visits to a subset of schools to observe assessment teams as they implement all aspects of the assessment. To supplement this measure, supervisors and others will also make telephone follow-up calls to a random sample of schools a few days after the assessment to obtain any comments the school coordinators have about the performance of the assessment teams. It will be your responsibility to monitor the results of both of these quality control steps and keep your Field manager informed if you identify assessment team members who may require additional training or other corrective actions.

10.2 Quality Control Field Visits

10.2.1 Overview of Responsibilities

The purpose of the field visit is to give you a first hand view on how the team handles the full array of assessment responsibilities. The field visit will afford you the best opportunity to decide whether ACs and AAs are functioning effectively, need additional training, or in rare cases, lead you to the conclusion that an individual may not be suited for the role of AC or AA. It goes without saying that, given the compact field period for the 2003 assessment, it is extremely important that you identify AAs who are having difficulties as soon as possible. The QC field visits will help you do that.

Below is a summary of the tasks associated with the QC field visits.

In general, for the field visits, it will be your responsibility to:

- Identify ACs and AAs during training who you feel are most in need of immediate early observation.
- Schedule observations during the early assessment weeks so that all ACs and AAs that you supervise are observed in a timely manner.
- Monitor the performance of the teams through the post assessment QC calls you conduct and your regularly scheduled telephone calls with the AC. These activities will help you to identify the teams or team members most in need of additional observation. To the extent possible, we want you to observe each team two times. Teams that are identified as needing additional observation should be observed as soon as possible.
- Discuss problem situations you identify from your observations with your field manager, the assessment team and possibly the home office.

For each QC visit you make, it will be your responsibility to:

- Inform the assessment team that you will be observing them in advance.
- Arrive at the school before the team so that you are in position to observe the complete assessment process as it unfolds.
- Initiate an Assessment Team Quality Control Form to document the results of your observation.
- Record observations about the AC's coordination of the team, as directed by the QC Form (Section A).
- Record observations about the individual sessions conducted by AAs, as directed by the Form (Section B).
- Discuss what you have observed with the AC and AAs after the assessment.
- Review the entries and written comments you have made on the Assessment Team Quality Control Form immediately after the assessment.
- Enter key information from the Assessment Team Quality Control Form into the SCS and the supervisor QC log.
- Keep the completed forms in your possession until your field manager asks for them. Your field manager will review the first five forms for completeness. The rest will be collected at the end of the field period.

10.2.2 Scheduling Field Visits

The intensity of the six-week field period makes it impractical for Westat to pre-designate schools for supervisory quality control visits. Instead, you will have the flexibility to schedule the visits in a manner so that they will have the maximum effect, given the constraints on your time.

Here are some guidelines for scheduling the visits:

- Each AA and AC should be observed within the first 7 days of the field period. During the initial visit, all members of the team should be observed, to the extent possible.
- The order in which you observe teams will depend on a number of factors, including:
  - Your impressions of the assessment team from the training session;
  - Your own schedule, weather, and logistical factors;
  - The schedules of your assessment teams during the first 7 days of the assessment period.
- After the first observation, you will schedule another observation. The scheduling of the team's next observation should be based on a variety of factors, including:
  - Your evaluation of the team and individual team members after the first observation;
  - The results of post-assessment telephone calls to School Coordinators;
  - Any negative feedback you receive about the team from school representatives;
  - Your overall impression of the quality of the team's work, based on your supervisory telephone contacts and other communications.

To the extent that your schedule permits, you should observe all of your assessment teams twice during the assessment field period. These observations should be "front-loaded" in the first half of the field period. If meeting this goal presents operational problems for you, be sure to consult with your field manager in order that he or she can help you arrange an observation schedule that is optimum for your region.

10.2.3 Using the Field Assessment Team Quality Control Form

You will use the In-person version of the Assessment Team Quality Control Form (QCF) to help structure the observations you make. The form has been set up to capture information about the team's overall cohesion under the direction of the AC, as well as the performance of each AA as he or she administers an assessment. There is only one version of the form and it accommodates all session types and grades.

10.2.3.1 Basic Contents of the Form

The QCF has two distinct sections:

- Section A: This contains observations you will make about the AC's supervision and 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.

Exhibit 10-1 lists the observation items that are covered by each section of the form.

Exhibit 10-1: List of Items in the Assessment Team Quality Control Form

<u>Section A:</u> AC's Coordination of Assessment Activities

PREPARING FOR THE ASSESSMENT:

AC arrived on time?
AC's attire and general demeanor
AC wearing the NAEP ID badge upon arrival?
Did the AC obtain a copy of the parent notification letter?
Did the AC bring a copy of manual and scripts?
Session scheduling and organization
Interaction with SC and other school staff
Level of preparedness – sufficient and appropriate materials…
Review of the Administration Schedules prior to the sessions
Update the Administration Schedules with parent refusals

DURING THE ASSESSMENT

Accounting for all students to maximize participation
Observing the sessions/AAs
Identifying and handling problems

AFTER ALL SESSIONS:

Reviewing Administration Schedules for makeups
IF MAKE-UP NEEDED: Negotiating makeup schedule with SC
Collecting questionnaires and completing/reviewing the Rosters
Supervising the packing of materials and shipment preparation
Accounting for all secure materials
Preparing the NAEP Storage Envelope
Integrating information from sessions to complete Part 2 of the Call Log
Debriefing the School Coordinator

<u>Section B:</u> Evaluation of AA Administering the Session (2 copies within each form)

PREPARING FOR THE SESSION:

AA arrived on time?
AA's attire and general demeanor
AA wearing the NAEP ID badge upon arrival?
Did the AA bring the background clearance letter?
Did the AA bring a copy of Manual and scripts?
Bundles opened at correct time?
Preparing the assessment booklets
Preparing the room

ADMINISTERING THE SESSION

Accounting for all students to maximize participation
Starting the session on time
Passing out booklets and materials
Reading the script verbatim
Handling of calculator training (MATH ONLY)
Distribution and collection of calculators (MATH ONLY)
Timing of the assessment sections
Engaging and interacting with students
Monitoring the session and walking around the room
Managing disorderly students and problem situations
Answering questions appropriately
Handling of accommodated students
Sensitivity shown to accommodated students
Ending the session, collection of materials, and dismissal of students

AFTER THE SESSION

Assigning Administration Codes
Completing the top portion of the Administration Schedule
Coding booklet covers
Quality of scannable entries made by AA
Completing the Session Debriefing Form
Final review of materials prior to packing
Accounting for all secure materials
Packing the Shipment

At the core of the form is a simple three-column format, as seen in the example below:

	(A) OBSERVATION	(B) SUPERVISOR'S EVALUATION	(C) DESCRIPTION OF ANY PROBLEM (*RATINGS OF "UNSATISFACTORY" MUST BE EXPLAINED)*
2 ☐	Interacting with School Coordinator and other school staff	VERY GOOD ..... 1 SATISFACTORY ..... 2 UNSATISFACTORY ..... 3 →	

This is the observation item #

Check this box if you could not observe the task

- **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 or AA's performance has been deficient, you should record a description of the problem in **Column C**.

As a general rule, you are encouraged to observe each team member during the visit, particularly for the first visit. For schools with simultaneous sessions, this means that you will only be able to observe portions of a session administered by each AA. The QCF accommodates this by providing a checkbox under the observation number to indicate that you "could not observe" a certain item.

As in the example above, most of the observation items require that you assign a rating of "1" to "3" on a "very good" to "unsatisfactory" scale. It is difficult to define precisely how a "1" rating differs from a "2'", or when you would assign "3" rather than "2". The ratings are meant to be largely intuitive. The following descriptions are given to provide a frame of reference:

1. 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.
2. Satisfactory: The AC or AA performance for this phase of the assessment, while adequate, had rough spots that could have been better. (In other words, this is an "OK" job, but not great.)

3. 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, you should assign a rating of "unsatisfactory." Ratings of "3" must be explained in the adjacent column or on the last page of the section.

Generally, the "very good" to "unsatisfactory" rating scheme is used for those activities for which we expect variations in performance. For other items, you will assign a yes/no rating to indicate whether the activity was done correctly or not. "Did the AC prepare the NAEP Storage Envelope correctly" is an example of this. For a narrowly defined activity like this, it is either correct or incorrect; there is really no middle ground. To give you more guidelines for assigning these ratings, Appendix P provides question-by-question (Q x Q) specifications for each observation item.

10.2.3.2 Initiating the Form

You will receive QCF's as a bulk supply. Since you will be selecting the schools for the QC visit, it will not be possible to provide pre-labeled forms. Prior to visiting a school you have selected for a visit, please "label" the front cover of the form, as shown by the example below.

SCHOOL ID:	100-100-1		Region:	CT2		
SCHOOL	Central Middle School		Area:	5		
ADDRESS:	1100 Swan Way	**SESSION #**	Date	Time	Type	
	Anywhere, CT 00220	RM0801	2/7	8:05	A	
NAME OF SC:	Jill Jackson	RM0802	2/7	8:05	A	
PHONE:	(640) 555-1212					

For each session you will be observing, completely or partially, you will need to complete the information at the top of the first page of Section B.

SECTION B: EVALUATION OF AA ADMINISTERING THE SESSION

SESSION #:	SESSION TYPE:	AA CONDUCTING SESSION:
RM0802	(R) Regular M Makeup A Accommodation	Richard Lester ☐ CHECK IF THIS IS AC

10.2.4 Conducting the QC Observation at the School

During the visit, your primary focus should be on observing the activities of the team. You may have to resist a natural tendency to "pitch-in" to help the team "get things moving". You really want to use this visit as an opportunity to see how the team interacts with school staff, stays on schedule, and follows the assessment procedures for administering sessions, and completes all the necessary recordkeeping and packing duties. In short, once you have made your introductions to the school staff, try to stay in the background and observe. Of course, if the AC or an AA is running into difficulties that could be harmful to the assessment, you will need to step in to get things back on track.

Here are some guidelines for making your observations while at the school:

1. The QC visits are not meant to be unannounced. Give the AC advance notice of the visit in order that you can better coordinate arrival times.

2. Arrive in advance of the assessment team so that you can see the early interaction the team has with school staff and how the AC organizes the critical early activities on assessment day.

3. For schools holding simultaneous sessions, you will not be able to observe an AA conduct an entire session. For these situations, use your instincts and impressions from training to determine which AAs are more in need of observation. For AAs whom you suspect may need more observation, you will definitely want to be present as the AA prepares the assessment materials and begins the session. Once the session has started, you will have an opportunity to move to another session, perhaps returning to the original session later.

4. While you want to observe all AAs during your first visit, inevitably you may spend more time with one AA than another. When you make your second visit for the team, be sure to focus on team members whom you did not fully observe during the first visit.

5. If you are able to observe only a partial session, please indicate those items you were unable to observe at all by placing a checkmark in the "did not observe" boxes. Even with simultaneous sessions, you should be able to observe portions of each session. If this proves to be impossible, you will not need to initiate a Section B for the session. Simply make a note by the AA and session on the first page.

6. You should accompany the AC and observe the debriefing he or she conducts with the School Coordinator. (This is an item on the QCF.)

7. If you are visiting a school that is holding a separate accommodation session, you may use Section B to observe portions of that session, if your schedule permits. Similarly, makeups can also be observed with Section B.

8. If you have more comments than a section of the form will hold, use additional sheets of paper. Record the school ID, session ID, AA or AC name, and QC item number on these inserts and staple to the form.

9. Each form contains 3 Section B's. This will be sufficient for almost all schools in the sample. If you observe a school with more than 3 sessions, start a second QC form for sessions #4, #5 & #6, etc. Enter the appropriate cover information on the second booklet and label the QCF's 1 of 2 and 2 of 2, etc.

10. The QC items provided in the form are meant to reflect the most common assessment situations you will encounter. If an observation item does not apply to the school you are observing, simply note this.

11. Your observation style should give AAs or ACs some latitude. Allow events to unfold to a degree before you step in so that you can get a better sense of how the AA or AC will perform when you are not there. Of course, if the AA or AC is having serious difficulties that could negatively impact the assessment, you will need to step in and remedy the situation.

12. If you are at a school and a scheduled team member does not show up, is late, or becomes ill, the assessment takes precedence over your role as observer. You will need to suspend the observation and assist the team.

13. Give some thought to the manner in which you will provide the AC and AAs feedback on their performances. In general, for minor performance issues that can easily be remedied (e.g., making an incorrect entry on the Roster) you should provide feedback immediately. Other more sensitive comments are best delivered after the team has left the school. Specific concerns you have about individual AAs should be shared with the AC. All concerns should be shared with your field manager.

10.2.5 Completing the Front Cover of the Form

During your observation, you will need to complete the chart found on the front cover of the QCF. Enter the basic AA and session information before the observations. Complete the last two columns after you have completed the observation.

	FROM THE COVER OF THE FORM			TYPE OF SESSION OBSERVED:	HOW MUCH DID YOU OBSERVE?	RATING ASSIGNED:
	Name of AC/AA	☑ IF AC:	SESSION # 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:	*Sam Irwin*	☑	*RM0801*	(R) M A	1 (2) 3	(1) 2 3 4 5 8
AA #2:	*Richard Lester*	☐	*RM0802*	(R) M A	1 2 3	1 (2) 3 4 5 8
AA #3:	*Richard Lester*	☐	*RM0801*	R M (A)	1 2 (3)	1 2 3 4 5 (8)
AA #4:		☐		R M A	1 2 3	1 2 3 4 5 8

To complete this chart:

- Account for every session by entering the name of each AA, and the AC, if he or she is conducting a session. If sessions are scheduled consecutively and an AA or the AC conducts two sessions, enter each on a separate row of this chart.
- Place a checkmark in the adjacent column to indicate whether the AC conducted the session.
- Enter the "session number" from the Administration Schedule.
- Circle whether the session is a "regular", "makeup" or separate "accommodation" session.
- Circle how much of the assessment session you observed. Reserve the category "complete session" for when you are able to code all of the QC form items because you have witnessed the session from beginning to end. When you move between simultaneous sessions, you will code each as "partial" observations. If you observed only a small portion of a session, such as packing the shipment, this should still be considered a "partial."
- Assign a rating between 1 and that summarizes your judgment of the AA's performance, based on what you have been able to observe.

The ratings you assign are very important. This information will be entered into NAEP 2003 SCS, permitting you, your field manager and the home office staff to also monitor the performance of

AAs throughout the field period. You will also use this information to determine which assessment teams require additional observations.

The rating consists of a five-category scale, with values ranging from "1", signifying "excellent" to "5", meaning the performance was "unacceptable". Ratings of "4" and "5" should be extremely rare and, when assigned, you will need to provide more details about the AA's performance. You should promptly discuss any AA or AC that receives an overall rating of 4 or 5 with your field manager. There is a considerable subjective aspect to this, but the following guidelines illustrate how the rating scale should be applied.

Excellent	(1)	The AA was totally prepared, initiated all stages of assessment, and worked with a high degree of accuracy. Almost all observation items are coded "1".
Good	(2)	AA was prepared, knew the material, worked accurately but there were a few small missteps or hesitations that kept this from being an "excellent" session.
Adequate	(3)	AA was adequate, got the job done, but was weak in one or more areas of the assessment. AA needs to spend some time studying the materials.
Needs Improvement	(4)	AA acted unprepared and/or unprofessional at times. You may have had to intervene at times. The AA's performance definitely requires improvement. Additional briefing or training may be in order. The individual item ratings you have recorded consist of 2's and 3's.
Unacceptable	(5)	AA was totally unprepared and you had to intervene at critical points to get the AA through the session. This performance was unacceptable and remedial action is definitely required.
Could Not Rate	(8)	Due to the session scheduling, you were unable to observe any portion of the AA's performance or enough to rate the AA.

Once you have completed the AA rating chart you will need to assign the AC and the team rating.

AC *(IF NOT LISTED ABOVE)*	_____	**ASSESSMENT COORDINATOR RATING**	**1 2 3 4 5**
OVERALL TEAM RATING *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.*			**1 2 3 4 5**

To complete this section of the QCF, you will:

- Enter the name of the AC, if the AC's name is not recorded in the session listing because he or she did not conduct a session.
- Assign a rating between "1" and "5" that summarizes your judgment of the **ACs** overall performance, based on what you have been able to observe.
- Assign a rating between "1" and "5" that summarizes your judgment of the **team's** overall performance, based on what you have been able to observe. Your overall evaluation of the team should include:
  - The overall organization of the team and the leadership provided by the AC.
  - The performance of each AA while administering a session.

As with the AA ratings, the team rating is very important. This information will be entered into NAEP 2003 SCS, permitting you, your field manager and the home office staff to also monitor the performance of assessment teams throughout the field period. You will also use this information to determine which assessment teams require additional observations.

At the conclusion of your observation, you will also need to complete the remaining items on the cover of the form: your name, the date of the observation, and your arrival and departure times.

QC OBSERVATION MADE BY:	Janet Thompson	OFFICE USE ONLY
DATE OF OBSERVATION:	2/7/01	DATE: _____
ARRIVAL TIME:	7:00 am	
DEPARTURE TIME:	11:15 am	INIT: _____

Blank Supervisor QC Logs (Exhibit 10-2) will be provided to track your in-person visit results. The logs will have columns for you to enter school and session information, AC and AA Names & ratings, team rating, date ratings were entered in the SCS, and any relevant comments.

Region/Area:

NAEP 2003
In-Person QC Log

Date:

NAEP ID # School Name AC Name	Session Numbers Session Type (circle one) Session Date	AA Names	Overall AA Rating (circle one)	Overall AC Rating	Team Rating (circle one)	Date Entered in SCS	Rater's Name / Comments
NAEP ID#_____ Sch Name _____ AC Name_____	Session_____ R M A Date_____ Session_____ R M A Date_____ Session_____ R M A Date_____ Session_____ R M A Date_____	_____ _____ _____ _____	1 2 3 4 5 8 1 2 3 4 5 8 1 2 3 4 5 8 1 2 3 4 5 8		1 Excellent 2 Good 3 Satisfactory 4 Unsatisfactory 5 Unacceptable 8 Could Not Rate		
NAEP ID#_____ Sch Name _____ AC Name_____	Session_____ R M A Date_____ Session_____ R M A Date_____ Session_____ R M A Date_____ Session_____ R M A Date_____	_____ _____ _____ _____	1 2 3 4 5 8 1 2 3 4 5 8 1 2 3 4 5 8 1 2 3 4 5 8		1 Excellent 2 Good 3 Satisfactory 4 Unsatisfactory 5 Unacceptable 8 Could Not Rate		
NAEP ID#_____ Sch Name _____ AC Name_____	Session_____ R M A Date_____ Session_____ R M A Date_____ Session_____ R M A Date_____ Session_____ R M A Date_____	_____ _____ _____ _____	1 2 3 4 5 8 1 2 3 4 5 8 1 2 3 4 5 8 1 2 3 4 5 8		1 Excellent 2 Good 3 Satisfactory 4 Unsatisfactory 5 Unacceptable 8 Could Not Rate		

Exhibit 10-2. Blank Supervisor QC Logs

10.3 Quality Control Telephone Follow-up Calls

As an additional quality control check, supervisors will call school coordinators from a 25% pre-designated random sample of schools after the assessment. The follow-up call should be placed within three working days of the assessment so that the assessment experience is still fresh in the school coordinator's mind, although it is probably advisable not to call on the same day as the assessment. The purpose of the call is to obtain the school coordinator's impression of the assessment team, specifically, the team's level of organization, professionalism, and overall performance. You will use a short questionnaire, the Telephone Follow-up QC Form, for the call. Many of the questions will be "open-ended"; that is, the answer categories are not specified so that you can record exactly what the school coordinator has to say about a topic. The brief interview will take only 3 – 5 minutes to complete. Any negative reports you receive through this call should be brought to the attention of your field manager the assessment team responsible for the school and project staff.

For each selected school you will receive an Assessment Team Quality Control Telephone Follow-up Form with a preprinted label. You will also receive a supply of blank forms for additional follow-up. Corresponding Supervisor QC Logs will be printed to track your results. The Logs will have all of the school and session information preprinted. You will enter the date you completed the follow-up call, the date the information was entered in the SCS, and any relevant comments.

10.3.1 Content of the Form

The sample of schools for the quality control follow-up calls has been pre-designated and you will receive labeled forms for this purpose. Another school cannot be substituted for the preselected school. Appendix O contains an example of the entire form, including specifications for each of the questions.

Label

The label provides all the information you will need to organize your work and make the post-assessment contact, including:

- School ID, name, and address;

- NAEP region and area #;
- School Coordinator name and telephone number;
- Name of the AC assigned to the school;
- Session # and type for each session at the school, including the originally scheduled date and time for the session, to the extent that this information was available before the assessment.

Before you place the call, enter the names of the AAs who conducted the sessions so that you may reference the team by name during the call. Also, update the label to reflect any late-breaking changes to the assessment dates or times.

LABEL

SCHOOL ID:	100-100-1	Region:	CT2	Area:	6	
SCHOOL			Date	Time	Type	Enter AA Conducting Session:
	Central Middle School	Session				
ADDRESS:	1100 Main St.					
	Anywhere, CT 00220	RM0801	2/8	9:00	A	*Jason Thomas*
SC:	Bill Lewis	RM0802	2/8	9:00	A	*Olivia Svenson*
PHONE:	(640) 555-1222					
AC:	Jason Thomas					

The telephone follow-up version of the Assessment Team Quality Control Form contains the following items:

1. How well did the team handle the assessment?
2. Did the team arrive on time?
3. How organized was the team?
4. Did the sessions start on time?
5. How professional was the team?

6. If the School Coordinator observed any sessions, how well were they conducted?

7. Did the AC give the School Coordinator the NAEP storage envelope?

8. How well did the team interact with the school staff?

9. How well did the team interact with the students?

10. Any other comments about the assessment team?

11. Any comments about NAEP in general?

10.3.2 Using the Form

You can make your first attempt to reach the School Coordinator on the day after the assessment. If you do not reach the SC by the 3rd working day after the assessment, contact the AC for the best time to reach the SC. Make additional attempts for the next few days/weeks before discontinuing your attempts. Document your attempts to conduct this interview on the "record of call attempts" located on the cover of the form.

RECORD OF CALL ATTEMPTS

DATE	TIME	CALLER	SPOKE WITH	RESULT
2/12	2:30pm	GMC	Ms. Taylor	BL is sick today, try tomorrow same time
2/13	2:30pm	GMC	Bill Lewis	Completed

To administer this brief interview correctly, you should be aware of some of the basic techniques used by survey interviewers. Basically you will want to:

- Read the questions as worded;
- Remain "neutral";
- Use "probing" techniques when you feel the response given by the SC needs expansion or clarification.

An overview of these techniques is provided in Appendix C of the Assessment Coordinator Manual.

After the interview, you will need to assign a summary rating that reflects the responses to the items listed above, as well as any unsolicited comments the School Coordinator makes during your conversation that is relevant to the team's performance. The rating should factor in the SC's overall evaluation of the team, as well as any positive or negative reports about individual AAs. In assigning your rating, be sure to differentiate, when possible, a negative attitude about the NAEP program versus a negative evaluation of the assessment team's performance.

The rating is identical to the five-category scale used for the QC observation forms, with values ranging 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.

OVERALL RATING BASED ON THIS CALL:

EXCELLENT 1
GOOD 2
SATISFACTORY/ADEQUATE 3
UNSATISFACTORY.....4
UNACCEPTABLE/PROBLEM.....5
NOT ENOUGH INFORMATION TO RATE 8

10.4 Administrative Procedures and Recordkeeping Associated with the Quality Control Forms

As you complete quality control field visits and make telephone followup calls, you will document your efforts and findings by making entries on the Supervisor QC logs and into the SCS. A description of this process, as well as other recordkeeping tasks associated with each of the quality control activities, will be fully described in an SCS update memorandum. Entry in the SCS needs to be made immediately after the observation or call so that the field managers and the home office can monitor the results. Plan to send the first five completed forms to your field manager. The others should be kept until requested.

11. OTHER ACTIVITIES

This chapter details additional activities that you will perform in the January to March time period. You will supervise assessment coordinators, review and approve time and expense reports from assessment coordinators and assessment administrators, continue to FedEx school packages, and report to your field manager.

11.1 Your Role at the AC and AA Trainings

Supervisors will participate in the December and January training sessions by leading two training exercises. The first exercise will be to review the materials included in the preassessment packets that will be sent to school coordinators beginning in January. Section 9.7 provides a list of the materials that will be included in each preassessment packet. It is important that the school coordinator receives the packet before the preassessment visit is made or the preassessment call is completed. ACs will be required to verify receipt of the school packet and to review the contents with the school coordinator.

The second training exercise will involve opening and reviewing the contents of a grade 4 or grade 8 session box. Exhibit 11-1 details the materials that will be received in the session boxes for grades 4 and 8, nonpublic and public schools. After each preassessment visit or call, ACs will need to check the session boxes received for that school, gather any additional material from the bulk supplies, and request additional material, if necessary. It is important that assessment coordinators verify school materials immediately after each preassessment visit or call, so they will have time to request and receive additional supplies from NCS Pearson and/or Westat.

11.2 Supervise Assessment Coordinators

All of the ACs in your region should report to you weekly at a set time. Allow an hour for the initial calls. The calls should include a discussion of the following topics:

Exhibit 11-1 Materials in Reading/Math Session Boxes (Page 1 of 2)

Materials for Reading/Math Sessions

Grade 4 Public Schools	
Quantity	Item
2 Bundles	Grade 4 Reading and Math Booklets (Public) (14 per bundle; 28 total booklets)
10	Grade 4 Math Set "X"
10	Grade 4 Math Set "G"
10	Rulers "R"
1 Set	No. 2 Pencils (35 per set)
1	Sign **Testing in Progress – Do Not Disturb**
2	Rubber Bands
28	Preprinted Student ID Labels
1	Return Shipment Label

Grade 4 Private Schools	
Quantity	Item
2 Bundles	Grade 4 Reading and Math Booklets (Private) (14 per bundle; 28 total booklets)
10	Grade 4 Math Set "X"
10	Grade 4 Math Set "G"
10	Rulers "R"
1 Set	No. 2 Pencils (35 per set)
1	Sign **Testing in Progress – Do Not Disturb**
2	Rubber Bands
28	Preprinted Student ID Labels
1	Return Shipment Label

Exhibit 11-1 Materials in Reading/Math Session Boxes (Page 2 of 2)

Grade 8 Public Schools	
2 Bundles	Grade 8 Reading and Math Booklets (Public) (16 per bundle; 32 total booklets)
10	Grade 8 Math Set "Y"
10	Grade 8/12 Math Set "G"
10	Protractors/Rulers "P"
1 Set	No. 2 Pencils (35 per set)
1	Sign **Testing in Progress – Do Not Disturb**
2	Rubber Bands
32	Preprinted Student ID Labels
1	Return Shipment Label

Grade 8 Private Schools	
2 Bundles	Grade 8 Reading and Math Booklets (Private) (16 per bundle; 32 total booklets)
10	Grade 8 Math Set "Y"
10	Grade 8/12 Math Set "G"
10	Protractors/Rulers "P"
1 Set	No. 2 Pencils (35 per set)
1	Sign **Testing in Progress – Do Not Disturb**
2	Rubber Bands
32	Preprinted Student ID Labels
1	Return Shipment Label

- Confirmation phone calls: All ACs will conduct a confirmation phone call to each school in their assignment between December 16 and January 17. The purpose of the phone call is to verify the assessment date and to schedule a date and time for the preassessment visit or phone call;

- Preassessment contacts: The decision on whether to visit or phone a school will usually be made based on school size, school location, selected grade, and number of students to be assessed. Upon review of the school folders with the AC, you will determine which schools will be better served with an in-person visit or by a phone contact. All preassessment contact must be completed at least two weeks before the assessment date;

- For assessments in the upcoming week, review the schedule of AAs to be sure all assessments are properly staffed;

- Any materials missing at NCS Pearson 4 days after being shipped; and

- Any problems or procedural questions.

ACs will be provided with a Log of Schools to track their preassessment and assessment activities. Supervisors will also receive a copy of this log. It is important that ACs are organized and ready for the report call. If you sense that the log is not up to date or the school folders for the previous and upcoming week(s) are not readily available, you should suggest that the AC take a few minutes to prepare for the call and that you will call back in 15 minutes.

After taking the report, allow a few minutes to "chat" about how assessments are going, how AAs are performing and the reaction of students and school staff to the assessment. It is also useful to ask about the kinds of questions that are asked by school staff and if the AC is able to respond to them.

11.3 Review and Approve Time and Expense and Trip Expense Reports

ACs and AAs will complete their Time and Expense report (T&E) and, if applicable, a Trip Expense report (TER), weekly and give or send them to you for approval. You will promptly conduct this review, sign them and FedEx them to Mei Tan at the home office.

As you know, Westat will process about 3000 timesheets a week for NAEP field staff alone, therefore it is critical that you review the following carefully before sending them to the home office:

- WINS number and name entered
- Project number is entered 7707.03.52.05
- The employee has signed the T & E or TER
- Mileage expenses are added correctly, at 36.5¢ per mile
- Hours are entered correctly
- You have signed (approved) the T & E or TER

Please refer to the Assessment Coordinator Manual, pages 7.9 – 7.16 for a full description of completing the Westat time and expense report. You will also enter information in the SCS about receiving timesheets and trip expense reports from ACs and AAs and sending them to Westat. A description of this process will be fully documented in the SCS update memorandum.

11.4 Ship School Packages

It is the supervisor's responsibility to ship school preassessment packets to arrive at schools two weeks before the assessment date. Work closely with your AC so he/she will know the date each package will be shipped so he/she can schedule the preassessment contacts accordingly. Specifications for preparing these packages will be discussed in the November training session. Details can be found in Chapter 9 of this manual.

11.5 Booklet Security

Upon receipt of session boxes from NCS Pearson, assessment coordinators will record in the SCS that they have received the correct boxes for each session. You will be able to monitor the record-keeping in the SCS. Details on this procedure will be fully described in the SCS update memorandum. Assessment coordinators will ship the completed assessment materials to NCS Pearson as soon as possible after each session, but no later than the following day (except if a makeup session is scheduled). The tracking number and date shipped must be recorded in the SCS for each shipment. You will be responsible to oversee the accounting process for all booklets and to verify that ACs have updated the SCS for each of the schools and sessions assigned to them.

11.6 Report to Your Field Manager

Just as it is critical that the ACs report to you, you should report weekly to your field manager. Be prepared for this call, just as you would want the AC prepared for your call. The following topics should be discussed:

- Status of assessments in your region
- Status of quality control activities
- Staffing issues
- Procedural questions
- Problems
- Review of reports
- Consistent comments or questions from NAEP staff or school staff