

6. SPECIAL STUDIES

6.1 Overview

In addition to the regular assessments, there are five special studies being conducted during the field test. The first of these special studies relate to the greater inclusion of SD/LEP students in the assessment. The second special study captures data that is of interest to researchers. Three sets of data will be collected on the student booklet cover. The third special study is the pilot testing of a Mathematics Student Background Questionnaire in some schools. The fourth one is an online check of student demographic variables during sampling. The fifth special study is an over sample of American Indian/Alaska Native students. The National Indian Education Study (NIES) is being conducted for the Office of Indian Education (OIE).

6.2 SD/LEP Special Studies

The intent of NAEP is to include all students. To this end several procedures are being tested that may lead to greater inclusion. They are:

- Redesigned SD/LEP and LEP Questionnaire;
- An inclusion booklet;
- A letter from the Office of Special Education Programs (OSEP) encouraging inclusion; and
- A “Decision Tree” to use with the new SD/LEP or LEP Questionnaire to determine inclusion.

A description of each follows.

6.2.1 SD/LEP and LEP Questionnaire

A revised version of the SD/LEP Questionnaire (Exhibit 3-12) and stand-alone LEP Questionnaire (Exhibit 3-13) will be piloted during the field test. The revised SD/LEP Questionnaire focuses more on the accommodations required by students than previous versions of the SD/LEP Questionnaire and aims to guide school staff in making exclusion decisions regarding NAEP. The LEP Questionnaire has been designed for schools and districts with significant LEP populations. Instead of receiving a large number of the SD/LEP Questionnaires, they will receive LEP Questionnaires that contain questions that pertain only to LEP students.

A teacher most knowledgeable about the student will be asked to complete the SD/LEP and LEP Questionnaires for SD and/or LEP students. Questionnaires will be completed for fourth-, eighth-, and twelfth-grade students. You will receive a supply of SD/LEP and LEP Questionnaires in the sampling materials that you receive from NCS Pearson.

You will use the Roster to keep track of these questionnaires. Instructions for preparing and collecting the questionnaires are provided in Chapters 5 and 7. If you need additional SD/LEP or LEP Questionnaires, you will need to contact NCS Pearson and request a short shipment.

6.2.2 Inclusion Booklet

The inclusion booklet (Exhibit 6-1) is a booklet (Reading and Mathematics) that contains at least one block at the lower end of the difficulty scale. After the decision is made by a school staff member to exclude a student during the preassessment visit, you will inquire whether the student can participate in the assessment if he/she is given an inclusion booklet. Students that will be assessed in reading or mathematics at all three grade levels are eligible for this study.

This special study will be conducted in all field test schools except the NIES schools. Go through the process of identifying all students to be assessed, accommodated, and excluded as described in Chapter 5. After the decision is made to exclude some students scheduled for reading or mathematics, ask the school coordinator if that student could be assessed using a booklet with an “easier” block as described above.

If the school coordinator agrees to let the excluded student try the assessment with the inclusion booklet, use the Administration Code “30” for this student. This code is considered an exclusion code. The inclusion booklet will be offered in all schools, even those schools flagged to participate in other inclusion studies described in the remainder of this chapter. In order for the results of these studies to be clear, this inclusion booklet should be offered only to students who are still “excluded” after the Decision Tree (Exhibit 6-2) and OSEP letter have been discussed.

You will receive bundles of Reading and Mathematics inclusion booklets for each grade in your NCS Pearson bulk supplies. In order to distinguish the inclusion booklet from the other assessment booklets, a small, white permanent label with “ADMIN CODE 30” is affixed to the booklet cover. You will provide the AAs with a supply of booklets to assign to the students who will be assessed with the inclusion booklet. Details for assigning and coding these booklets are provided in the AA manual.

Exhibit 6-1. Inclusion Booklet

Admin Schedule Line # _____



2004
Grade 4

SECTION	
1	MX43
2	M11
3	D1

BOOK
M151C

School Information

SCHOOL #

<input type="text"/>						
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TOTAL TIME for ACCOMMODATION

ADMIN CODE

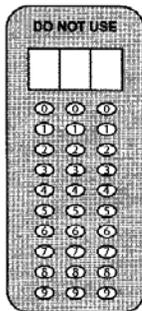
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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ADMIN CODE 30

ACCOMMODATIONS

None	<input type="radio"/>
71	<input type="radio"/>
72	<input type="radio"/>
73	<input type="radio"/>
74	<input type="radio"/>
75	<input type="radio"/>
76	<input type="radio"/>
77	<input type="radio"/>
78	<input type="radio"/>
79	<input type="radio"/>
80	<input type="radio"/>
81	<input type="radio"/>
82	<input type="radio"/>
83	<input type="radio"/>
84	<input type="radio"/>
85	<input type="radio"/>

no	<input type="radio"/>
W	<input type="radio"/>
B	<input type="radio"/>
A	<input type="radio"/>
I	<input type="radio"/>
P	<input type="radio"/>
H	<input type="radio"/>



PLACE LABEL HERE

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6.2.3 SD/LEP Decision Tree

In about one-half of the schools sampled, school coordinators will be asked to use key answers to the questions in the SD/LEP or LEP Questionnaire to determine whether a student should be assessed and if any accommodation should be provided. The Decision Tree is shown as Exhibit 6-2. Instructions for using it are provided on the other side of the Decision Tree.

In the schools identified for this study, the preassessment visit cannot be conducted until all of the SD/LEP and LEP Questionnaires are completed. You may have to make two preassessment visits in these schools.

Schools selected for this study will be flagged in the SCS and identified on the Log of Schools.

6.2.4 Letter from OSEP

The final inclusion study involves a letter from the Office of Special Education Program (OSEP), for students with disabilities. You will present this letter to the school coordinator, and provide copies for all school staff that complete the SD/LEP and LEP Questionnaires. The letter will encourage inclusion by emphasizing that NAEP is a low-stakes test for students. This study will be conducted in about one-fourth of schools.

Schools selected for this study will be flagged in the SCS and identified on the Log of Schools.

6.2.5 SD/LEP Special Study Groups

The following chart shows which component(s) of the SD/LEP Special Study should be conducted in each school. In all cases, please consider the following:

- This is a field test.
- Participation has no consequences for the student.
- In all cases, the decision to include the student in NAEP or not is the school's decision.

SD/LEP Special Study Components		
<ul style="list-style-type: none"> - Component 1 - Use of “Decision Tree” with the SD/LEP or LEP Questionnaire. - Component 2 - Use of alternative “inclusion booklet” student booklet in reading and mathematics. - Component 3 - Use of OSEP letter, which encourages schools to differentiate between low and high stakes tests. 		
Assignment of Schools on School Log and in SCS		
Group A: Inclusion booklet (Component 2 only)	Group B: Decision Tree Component 1, then Component 2	NIES schools are not participating in this special study.
Group C: OSEP letter Component 3, then Component 2	Group D: All Component 3, then Component 1, then Component 2.	NOTE: All schools will use the revised SD/LEP or LEP only questionnaire.

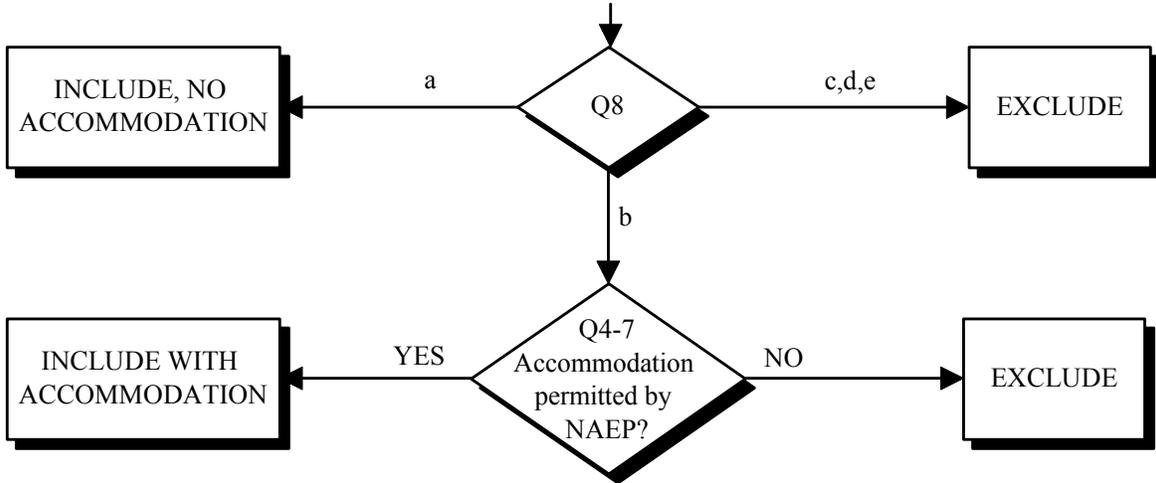
After determining to which treatment group a school belongs, use the appropriate checklist (A-D) (Exhibits 6-3 – 6-6) to walk you through the preassessment activity that determines whether SD/LEP students can be assessed. Enter the school name and ID # on the form/checklist.

At the end of the form, there is space to record the reaction of the school to the SD/LEP special study. We are interested in knowing if school staff were willing to consider the components of this special study in the inclusion decision, as well as any reluctance to deviate from inclusion specifications in the students IEP. Place the completed checklist/form in the School Folder after the preassessment visit.

Exhibit 6-2. Decision Tree

DECISION TREE

STUDENT WITH A DISABILITY: USE QUESTIONS 8 AND 4-7 OF SD/LEP QUESTIONNAIRE



**STUDENT WITH LIMITED ENGLISH PROFICIENCY:
USE QUESTIONS 24 AND 25 OF SD/LEP QUESTIONNAIRE
OR 11 AND 12 OF LEP QUESTIONNAIRE**

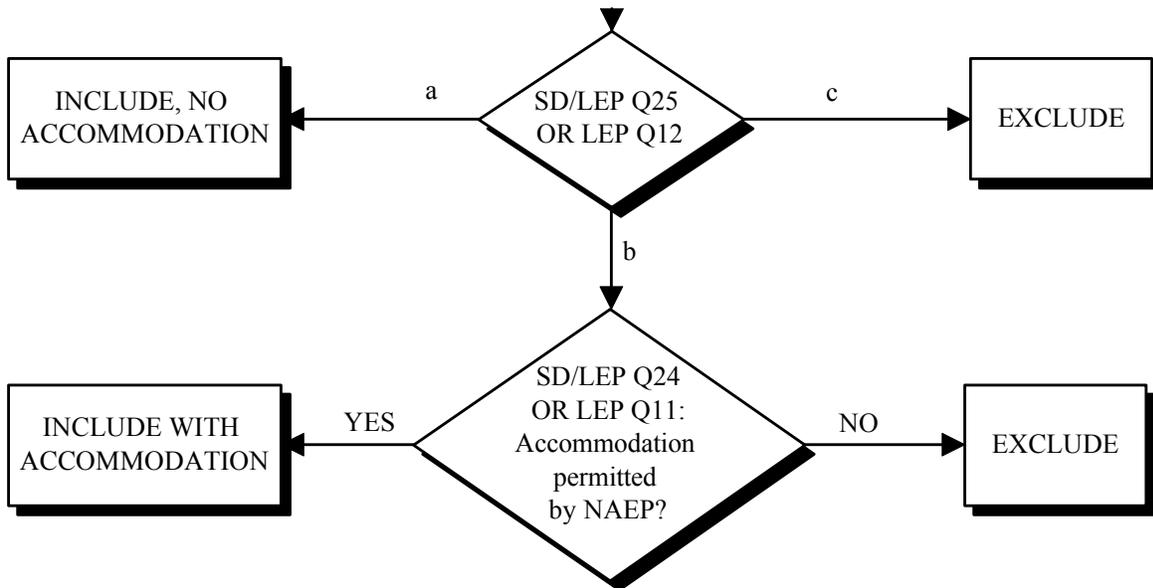


Exhibit 6-3. Checklist A

SD/LEP SPECIAL STUDY – GROUP A

School Name: _____

School ID Number: _____

1. Follow the “usual” procedures described in manual Section 5.14 to:

Determine which SD/LEP students need an accommodation and which accommodation(s) they will receive – Enter code in Col P on the Administration Schedule.

Determine which SD/LEP students cannot be assessed and the reason – Enter code in Col P on the Administration Schedule.

2. After inclusion and accommodation decisions have been made for ALL students sampled for the assessment:

Describe the Inclusion Booklet: “NAEP does have a booklet that contains a block of items at the lower end of the NAEP difficulty scale. If we made sure that this booklet is given to the students that currently are excluded, could we include these students in the assessment?”

If yes, enter code 30 in Col P on the Administration Schedule and include the students.

NOTE: IN ALL CASES, THE DECISION TO INCLUDE THE STUDENT IN NAEP, OR NOT, IS THE SCHOOL’S DECISION.

3. Record below any comments from the school regarding the availability of the inclusion booklet on their decision:

Exhibit 6-4. Checklist B

SD/LEP SPECIAL STUDY – GROUP B

School Name: _____

School ID Number: _____

You will need to make 2 preassessment visits to the school: one to prepare the SD/LEP and LEP Questionnaires and another to review accommodation and inclusion decisions with the school coordinator.

1. During visit #1, follow the instructions in Section 5.13 of your manual to identify SD/LEP students and prepare SD/LEP and LEP Questionnaires.
2. Make arrangements to have questionnaires distributed and collected prior to your second preassessment visit.
3. During visit #2, for each SD/LEP student on the Administration Schedule, use the completed SD/LEP or LEP Questionnaire and the “Decision Tree” on the back of this sheet to guide inclusion and accommodation decisions.
4. Determine which SD/LEP students need an accommodation and which accommodation(s) they will receive – Enter code in Col P on the Administration Schedule.
5. Determine which SD/LEP students cannot be assessed and the reason – Enter code in Col P on the Administration Schedule.
6. After inclusion and accommodation decisions have been made for ALL SD/LEP students sampled for the assessment, describe the Inclusion Booklet: “NAEP does have a booklet that contains a block of items at the lower end of the NAEP difficulty scale. If we made sure that this booklet is given to the students that currently are excluded, could we include these students in the assessment?”

If yes, enter code 30 in Col P on the Administration Schedule and include the students.

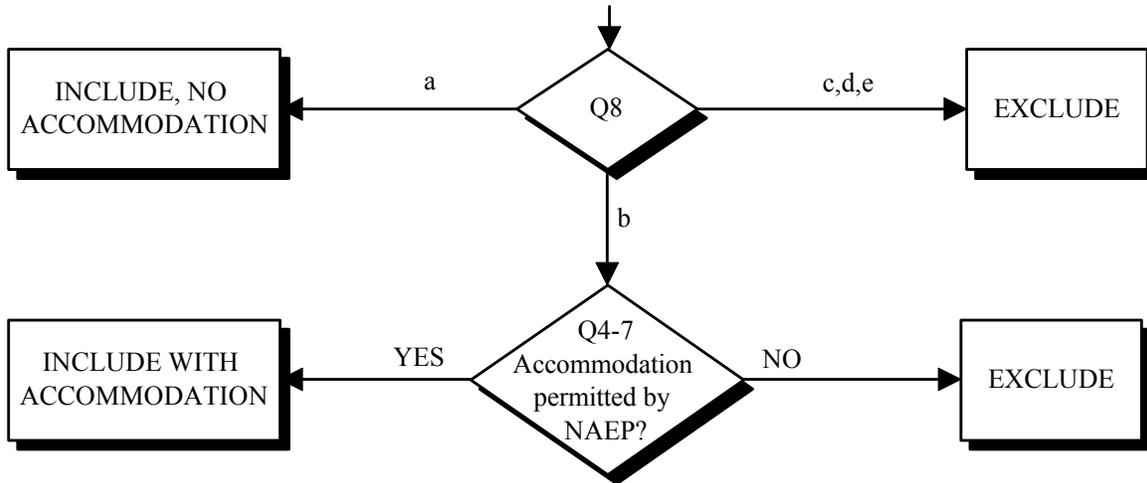
NOTE: IN ALL CASES, THE DECISION TO INCLUDE THE STUDENT IN NAEP, OR NOT, IS THE SCHOOL’S DECISION.

Record below any comments from the school regarding the impact of the use of the SD/LEP or LEP Questionnaire and the availability of the inclusion booklet on their decision:

Exhibit 6-4. Checklist B (continued)

DECISION TREE

STUDENT WITH A DISABILITY: USE QUESTIONS 8 AND 4-7 OF SD/LEP QUESTIONNAIRE



**STUDENT WITH LIMITED ENGLISH PROFICIENCY:
USE QUESTIONS 24 AND 25 OF SD/LEP QUESTIONNAIRE
OR 11 AND 12 OF LEP QUESTIONNAIRE**

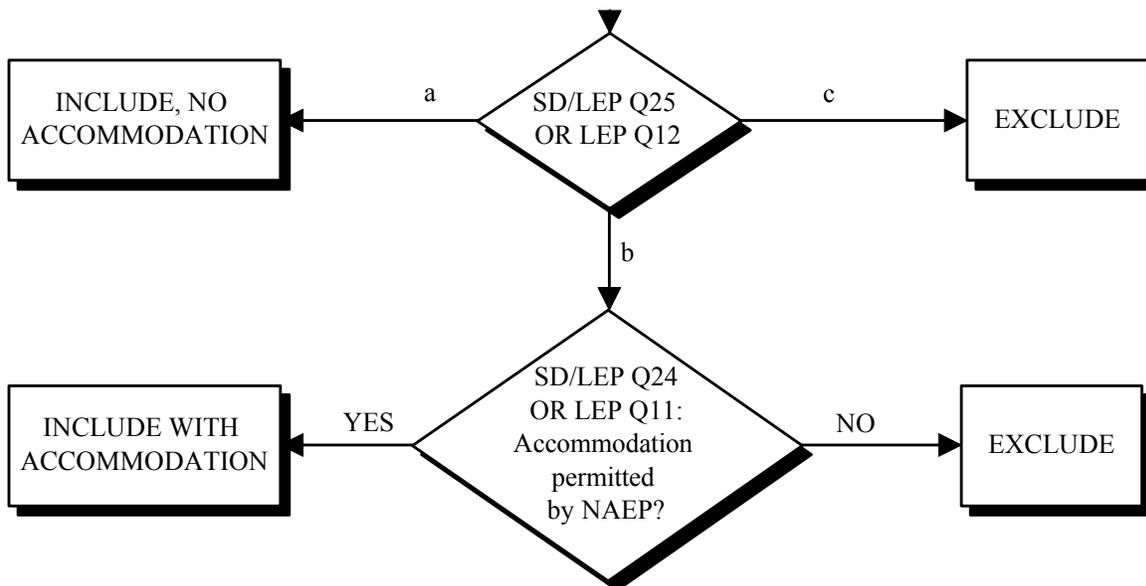


Exhibit 6-5. Checklist C

SD/LEP SPECIAL STUDY – GROUP C

School Name: _____

School ID Number: _____

1. Give the school coordinator or person making the inclusion and accommodation decisions a copy of the letter from the Office of Special Education Programs (OSEP), saying: “Please consider this information as we review the list of SD/LEP students.”

2. Follow the “usual” procedures described in manual Section 5.14 to:

Determine which SD/LEP students need an accommodation and which accommodation(s) they will receive – Enter code in Col P on the Administration Schedule.

Determine which SD/LEP students cannot be assessed and the reason – Enter code in Col P on the Administration Schedule.

3. After inclusion and accommodation decisions have been made for ALL students sampled for the assessment, describe the Inclusion Booklet: “NAEP does have a booklet that contains a block of items at the lower end of the NAEP difficulty scale. If we made sure that this booklet is given to the students that currently are excluded, could we include these students in the assessment?”

If yes, enter code 30 in Col P on the Administration Schedule and include the students.

NOTE: IN ALL CASES, THE DECISION TO INCLUDE THE STUDENT IN NAEP, OR NOT, IS THE SCHOOL’S DECISION.

4. Record below any comments from the school regarding the impact of the letter and the availability of the inclusion booklet on their decision:

Exhibit 6-6. Checklist D

SD/LEP SPECIAL STUDY – GROUP D

School Name: _____

School ID Number: _____

You will need to make 2 preassessment visits to the school: one to prepare the SD/LEP and LEP Questionnaires and another to review accommodation and inclusion decisions with the school coordinator.

1. During visit #1, follow the instructions in Section 5.13 of your manual to identify SD/LEP students and prepare SD/LEP and LEP Questionnaires.
2. Insert a copy of the letter from the Office of Special Education Services (OSEP) at the front of each questionnaire.
3. Make arrangements to have questionnaires distributed and collected prior to your second preassessment visit.
4. During visit #2, give the school coordinator or person making the inclusion and accommodation decisions a copy of the OSEP letter, saying: “Please consider this information as we review the list of SD/LEP students.”
5. For each SD/LEP student on the Administration Schedule, use the completed SD/LEP or LEP Questionnaire and the “Decision Tree” on the back of this sheet to guide inclusion and accommodation decisions.
6. Determine which SD/LEP students need an accommodation and which accommodation(s) they will receive – Enter code in Col P on the Administration Schedule
7. Determine which SD/LEP students cannot be assessed and the reason – Enter code in Col P on the Administration Schedule
8. After inclusion and accommodation decisions have been made for ALL SD/LEP students sampled for the assessment, describe the Inclusion Booklet: “NAEP does have a booklet that contains a block of items at the lower end of the NAEP difficulty scale. If we made sure that this booklet is given to the students that currently are excluded, could we include these students in the assessment?”

If yes, enter code 30 in col P on the Administration Schedule and include the students.

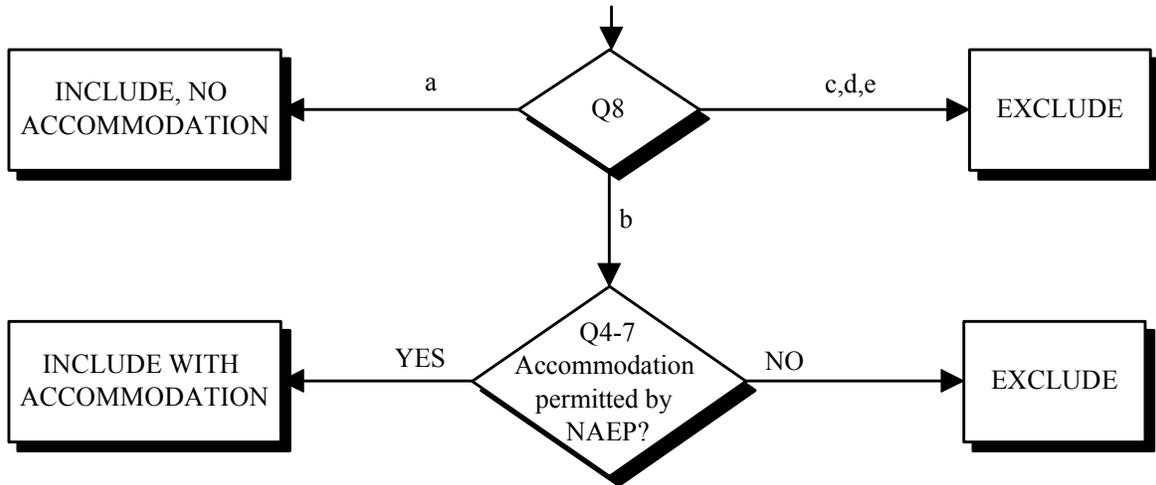
NOTE: IN ALL CASES, THE DECISION TO INCLUDE THE STUDENT IN NAEP, OR NOT, IS THE SCHOOL’S DECISION.

9. Record below any comments from the school regarding the impact of the letter, the use of the SD/LEP or LEP Questionnaire and the availability of the inclusion booklet on their decision:

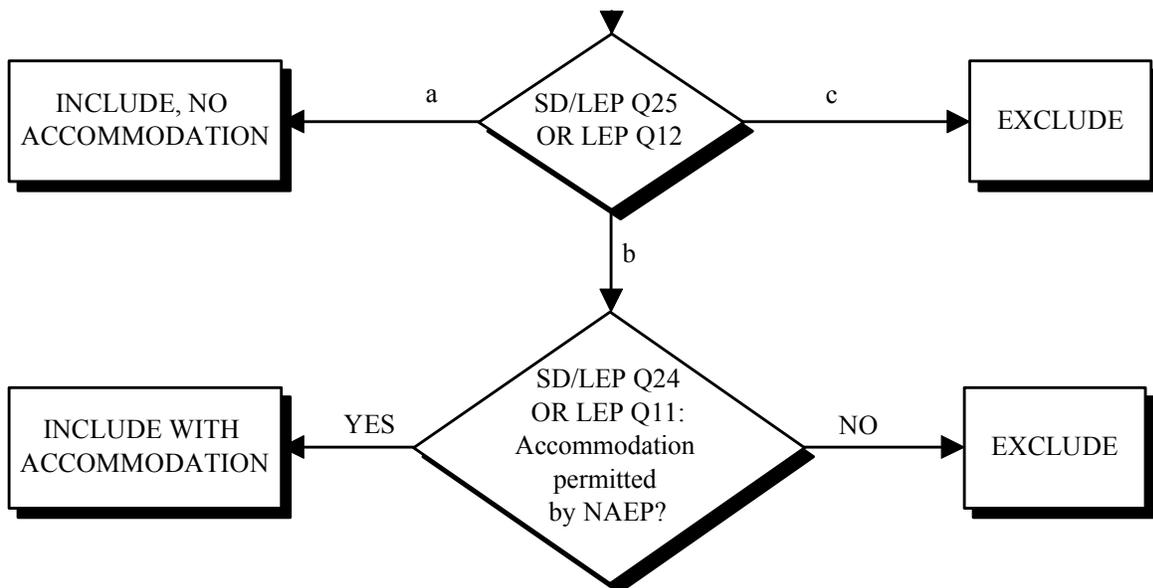
Exhibit 6-6. Checklist D (continued)

DECISION TREE

STUDENT WITH A DISABILITY: USE QUESTIONS 8 AND 4-7 OF SD/LEP QUESTIONNAIRE



**STUDENT WITH LIMITED ENGLISH PROFICIENCY:
USE QUESTIONS 24 AND 25 OF SD/LEP QUESTIONNAIRE
OR 11 AND 12 OF LEP QUESTIONNAIRE**



6.3 Mathematics Student Background Questionnaires

Mathematics Student Background Questionnaires (Exhibit 6-7) will also be piloted this year and administered to approximately 500 students at each grade. These questionnaires are stand-alone documents that contain grade-specific math background questions. It will take about 10-15 minutes for students to complete these questionnaires.

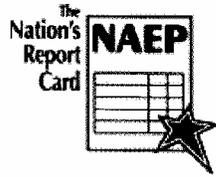
Each supervisor should plan to have one session of the Mathematics Student Background Questionnaires administered in their region for grades 4, 8, and 12. Since the questionnaires only need to be administered to a small sample of students, you should select schools that are highly cooperative for this study and discuss this pilot with the school coordinator during the preassessment visit. You will need to indicate on the Assessment Information Form the schools that will participate in this study and review the procedure for administering the questionnaires with the AA. The procedure will be to keep one group of students at each grade after the regular field test assessment is completed and administer the separate questionnaire.

You will be responsible for providing a supply of Mathematics Student Background Questionnaires from your bulk supplies to the AA administering the session. As indicated on the Bulk Packing List (Exhibit 5-17), you will receive two bundles of 25 questionnaires for each grade. You will use the Math Student Q. Checklist (Exhibit 6-8) to track the questionnaires. On the checklist, you will need to record the following information:

- Date received;
- Date issued;
- School/Session;
- Date/Time Returned; and
- Tracking Number.

The Session Scripts will instruct the AAs to collect the assessment booklets and then distribute the Mathematics Student Background Questionnaires in these sessions. After the session, the questionnaires should be packed with the other questionnaires and returned to NCS Pearson. Detailed instructions for packing the session boxes are provided in Chapter 8.

Exhibit 6-7. Mathematics Student Background Questionnaire Cover



2004
Grade 4

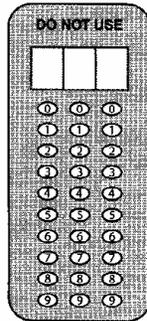
**Student
Mathematics
Questionnaire**

Q-992

School Information

SCHOOL #

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A project of the Institute of Education Sciences. This report is authorized by law (P.L. 107-110, 20 U.S.C. §9010). While your participation is voluntary, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. The information you provide is being collected for research purposes only and will be kept strictly confidential. OMB No. 1850-0628 • Approved Expires 10/31/2006
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Exhibit 6-8. Math Student Q. Checklist

NAEP 2004 Field Test
Math Student Q. Checklist

Grade 4 Math Student Questionnaires

Inventory # - NA00000837

<u>Book ID's</u>	<u>Received</u>	<u>Date Issued</u>	<u>School/Session</u>	<u>Date/Time Returned</u>	<u>Tracking Number</u>
9920000091	_____	_____	_____	_____	_____
9920000092	_____	_____	_____	_____	_____
9920000093	_____	_____	_____	_____	_____
9920000094	_____	_____	_____	_____	_____
9920000095	_____	_____	_____	_____	_____
9920000096	_____	_____	_____	_____	_____
9920000097	_____	_____	_____	_____	_____
9920000098	_____	_____	_____	_____	_____
9920000099	_____	_____	_____	_____	_____
9920000100	_____	_____	_____	_____	_____
9920000101	_____	_____	_____	_____	_____
9920000102	_____	_____	_____	_____	_____
9920000103	_____	_____	_____	_____	_____
9920000104	_____	_____	_____	_____	_____
9920000105	_____	_____	_____	_____	_____
9920000106	_____	_____	_____	_____	_____
9920000107	_____	_____	_____	_____	_____
9920000108	_____	_____	_____	_____	_____
9920000109	_____	_____	_____	_____	_____
9920000110	_____	_____	_____	_____	_____
9920000111	_____	_____	_____	_____	_____
9920000112	_____	_____	_____	_____	_____
9920000113	_____	_____	_____	_____	_____
9920000114	_____	_____	_____	_____	_____
9920000115	_____	_____	_____	_____	_____

You may conduct this session in any school. You should administer this questionnaire to at least 30 students at each grade.

Please let your field manager know if you are unable to complete this special study.

6.4 Student Booklet Cover

Researchers and analysts are interested in obtaining additional information about the following three student data elements on NAEP:

- All accommodations provided to a student;
- Multiple race codes from school records; and
- Twelfth-grade students with option of bringing their own calculator to the mathematics assessment.

In order to collect this information about the students assessed, two additional boxes have been added to the student booklet cover. The first box is the accommodations box (Exhibit 6-9) which will be used to obtain a more comprehensive record of student accommodations. All of the accommodations that a student receives should be coded on the student booklet cover. AAs will be instructed to fill in the appropriate “yes” oval(s) for the accommodations received in the accommodations box. The “none” oval in the accommodations box will only be filled in for students receiving no accommodations. This special study will be conducted in all schools.

The race code box (Exhibit 6-9) on the student booklet cover will be used to capture additional race codes for students in schools that keep multiple race code records. You will ask the school coordinator during the preassessment visit if the school keeps multiple race code records and document his/her response. If the school keeps these records, you will inform the school coordinator that NAEP would like to collect this information for the students selected for the assessment on assessment day. You will be responsible for collecting the multiple race code information from the school coordinator for students in schools that keep multiple records on the day of the assessment and giving it to the AAs to record on the booklet cover after the assessment.

The race code box should be filled in on each student’s booklet cover. If the school does not keep multiple race code records, the AA will fill in the “no” oval in the race code box. If the school keeps multiple race code records, the AA will fill in the race code(s) in the race code box on each student’s booklet cover.

Over the next few years, school systems will be required to keep race/ethnicity student records that allow students and parents to report multiple races. NAEP collects student race from school records mapped to the six codes on the Administration Schedule. In addition, students self-report their race in the student booklet using a format that allows reporting of “all that apply.” In this special study, we want to capture and analyze multiple race codes kept in school records.

This special study will only be conducted in schools that keep multiple race codes in their records.

Twelfth-grade students that are selected for mathematics may bring their own calculator to use during the calculator blocks of the mathematics assessment. If a twelfth-grade student selected for mathematics does not bring his/her own calculator, a NAEP calculator will be used. The Session Script will ask the student to record on their booklet cover whether they brought their own calculator, was it a scientific or graphic calculator, or whether they used the NAEP calculator.

After the session, AA’s will use the first column of the “DO NOT USE” block (Exhibit 6-9) to code the following:

- 0 – No calculator
- 1 – NAEP calculator
- 2 – Own scientific
- 3 – Own graphing
- 9 – Don’t know (student did not indicate)

6.5 NIES

About 25 schools will participate in a special study of the American Indian population called the National Indian Education Study. These schools are flagged in the SCS. During the field test data collection period, these schools will conduct field test activities. After the assessment is completed in a school, the supervisor will discuss this special study with the school coordinator. This study consists of another data collection point in April-May.

At that time, a student questionnaire will be completed by all American Indian or Alaska Native assessed students in these schools. The teachers of these students will complete a Teacher Questionnaire and each participating school will complete a School Questionnaire.

The plan is to have Westat field staff go back to half of the main assessment schools in April/May. The staff will administer questionnaires to students, and distribute and collect the Teacher and School Questionnaires. In the other half of schools, we will mail the questionnaires to the school coordinator for administration, dissemination, collection, and return. The school coordinator will be given a small honorarium for this task. Schools selected for this study will be flagged in the SCS and identified on the Log of Schools.

In January 2004, you will receive materials about this study to share with the schools identified to participate.

6.6 Online Checks of Student Demographics

In preparation for student sampling in up to 20,000 schools for the 2005 NAEP Assessment, we are piloting online consistency checks of student demographics. These checks have already been run for the schools that E-Filed. For those that did not E-File, this check is run in the SDS after sampling. Each supervisor should select two public schools at sampling, one at grade 4 and one at grade 8. After the line numbers are identified, all information, including student name and demographics should be entered into the SDS. After entry, the supervisor can run the edit checks that compare entries to other sources of data such as the NCES Common Core of Data (CCD). If the entries are outside an acceptable range, an error message will display. Follow up with the school coordinator to see if the data provided to the supervisor is accurate.

Exhibit 6-9. Accommodations, Race Code, and Do Not Use Boxes on the Student Booklet Cover

Accommodations Box →

ACCOMMODATIONS	
none	(N)
71	(Y)
72	(Y)
73	(Y)
74	(Y)
75	(Y)
76	(Y)
77	(Y)
78	(Y)
79	(Y)
80	(Y)
81	(Y)
82	(Y)
83	(Y)
84	(Y)
85	(Y)

- 71 – Bilingual booklet
- 72 – Bilingual dictionary
- 73 – Large-print booklet
- 74 – Extended time
- 75 – Read aloud
- 76 – Small group
- 77 – One-on-one
- 78 – Scribe/computer
- 79 – Other, specify on cover
- 80 – Students who take assessment in more than one sitting
- 81 – Magnification device
- 82 – Clarification of directions
- 83 – School staff administers
- 84 – Preferential seating/lighting/furniture
- 85 – Braille writers

Race Codes →

no	(N)
W	(W)
B	(B)
A	(A)
I	(I)
P	(P)
H	(H)

- W - White
- B - Black or African American
- A - Asian
- I - American Indian or Alaska Native
- P - Pacific Islander
- H - Hispanic

DO NOT USE →

DO NOT USE		
0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

7. ASSESSMENT DAY ACTIVITIES

This chapter describes the activities that you, as supervisor, will complete on assessment day, beginning with your arrival at the school and continuing through the completion of the last assessment session. Because you will be responsible for supervising the work of your AAs and, on occasion, conducting sessions, you will need to familiarize yourself with the tasks performed by AAs on assessment day. Those activities are described in detail in Chapter 4 of the AA Manual.

7.1 Preparing for the School's Assessment

To be prepared for the school's assessment, you will need to complete the following tasks before you arrive at the school on assessment day:

- Call the school coordinator a few days before the assessment to confirm the date and time of the assessment, review the assessment activities, and verify that student, parent, and teacher notification procedures are in place;
- Review the materials in the School Folder to ensure that you bring the correct materials for the scheduled sessions;
- Review the number and scheduled start times of all sessions to verify that you have scheduled and notified enough AAs to cover all concurrently scheduled sessions; and
- Verify that you have the correct box(es) of materials from NCS Pearson for the school as well as any additional required materials that you will need.

7.2 Materials to Bring to the School

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

- Session boxes assigned to the school;
- General NAEP materials
 - School Folder containing School Data Collection Form, Instructions for Sampling New Enrollees, Administration Schedule and Roster of Questionnaires you will use for each session.
 - Supervisor manual,

- AA manual, and
 - Your NAEP ID badge and spare NAEP Representative badges (Exhibit 7-1) for any AAs who may forget theirs;
- Materials from NCS Pearson bulk supplies
 - 35 sharpened No. 2 pencils for each session,
 - 1 timer for each session,
 - 10 blue calculators for each grade 4 session,
 - 10 grey calculators for each grade 8 and grade 12 session,
 - Accommodation booklets, if necessary,
 - Inclusion booklets, if necessary,
 - Math Student Background Questionnaires, if necessary,
 - 1 math poster for each session and 1 calculator poster for each grade 4 and grade 8 session,
 - Sealing tape for each session box,
 - Supplemental shipping envelope, and
 - Extra grade-appropriate ancillary materials; and
 - Materials from Westat bulk supplies
 - Student Appreciation Certificates,
 - Blank removable student ID labels,
 - Session Debriefing Forms (to distribute to AAs before the session),
 - Quality Control Observation Forms,
 - School Debriefing Form,
 - School Certificates of Appreciation, and
 - Office supplies necessary for preparing assessment forms, packing, and shipping.

7.3 Report to the School on the Day of the Assessment

On the day of the assessment, you should plan to arrive at the school at least 1 hour before the first session is scheduled. The amount of time you will need depends on the number of sessions and the school's schedule. As supervisor, you may wish to arrive a few minutes before the AAs to retrieve the NAEP Storage Envelope, review arrangements for the assessment with the school coordinator, and collect questionnaires and any information missing from Administration Schedules.

7.3.1 Professional Behavior and Dress

Professional behavior and dress are required at any time you are working in a school. In her book, *Successful Subbing*, Carol Fuery discusses the notion that we live in a visual world and that in about 10 seconds students can form an expectation about your ability to handle a class based on your appearance (Fuery, 23). Clothing is one of the most important ingredients in effectively taking charge of a classroom and establishing authority.

Fuery suggests the following proper classroom attire:

For women:

- a suit;
- a tailored dress with a blazer; or
- a blazer and a skirt.

For men:

- a suit and tie; or
- dress trousers with a sports jacket and tie.

The colors that have proven themselves best for establishing authority are navy blue, maroon, rust, gray, and black. In other words, the more conservative your dress without looking overly stuffy, the better (Fuery, 25). Clothing need not be elaborate or expensive but should be neat, business-like, and appropriate.

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

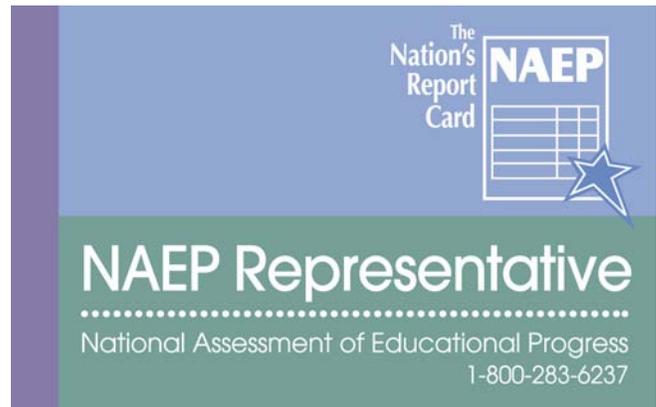
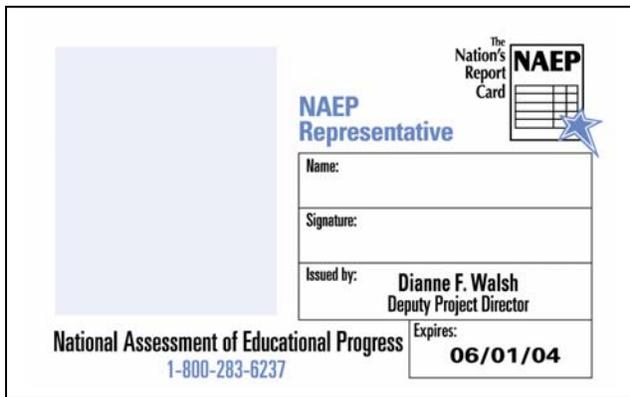
You are responsible for reviewing professional behavior and dress requirements with your staff of AAs and for making certain that they follow the requirements any time they visit schools for preassessment or assessment activities.

7.3.2 Observe School Protocol

You and your AAs should take care to park in spaces reserved for visitors or in spaces specified by the school. When arriving at the school, you must first check in at the school office, identify yourself, and explain why you are there. You should wear your NAEP Photo ID badge when you arrive at

the school to help establish your authority with both school staff and students. Additionally, you should have extra AA NAEP Representative badges for any AAs who may have forgotten their badge. See Exhibit 7-1 for examples of the NAEP ID badges.

Exhibit 7-1. NAEP Supervisor and NAEP Representative Badges



7.4 Complete Initial Activities at the School

After checking in at the school office and obtaining the NAEP Storage Envelope from the school coordinator, you will need to complete the following activities at the school. Ideally, these activities should be completed before the AAs arrive.

7.4.1 Obtain a Copy of the Parent Notification Letter

First, you will need to obtain a copy of the Parent Notification Letter from the school coordinator and place it in the School Folder (if you have not already done so). You will need to work with the school coordinator to determine which students should not be assessed due to parental refusals. You will enter an Administration Code of **46** or **47** in column **P** for all parent and student refusals and review these entries with the AA assigned to the session.

7.4.2 Collect the Questionnaires

During the preassessment visit, you instructed the school coordinator to distribute all questionnaires to appropriate school personnel and collect completed questionnaires the day before the assessment.

You should attempt to collect all completed questionnaires from the school coordinator and other school personnel as necessary on assessment day. If the school coordinator has not collected all the questionnaires, encourage him/her to do so before the assessment sessions are completed.

7.4.3 Assign Accommodation and Inclusion Booklets

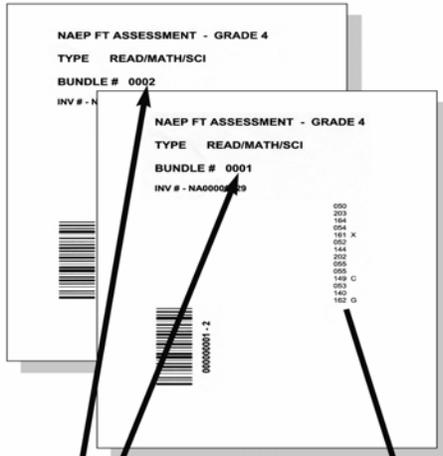
You will need to review the Administration Schedule to make sure that you have entered the correct Administration Code for each student with a disability (SD) and each student with limited English proficiency (LEP) who requires an accommodation. You or the AA will then need to assign an accommodation booklet to any student who requires one based on the type of accommodation he/she will receive. The following accommodations require a special accommodation booklet: bilingual booklet (math only; Admin. Code 71), large-print booklet (Admin. Code 73), and small group (Admin. Code 76) where read-aloud booklets will be required to facilitate administration.

Included in each bundle of accommodation booklets is a Bundle Slip (Exhibit 7-2) listing the ID numbers of the enclosed booklets. Booklets should be assigned in the order in which they are listed on the Bundle Slip, starting with the first student on the Administration Schedule who requires an accommodation booklet. You or the AA should enter the appropriate accommodation booklet ID number in column *O* labeled *Accommodation Booklet ID #* on the Administration Schedule to assign the accommodation booklet in place of the regular booklet preassigned in column *N*. Step-by-step directions for assigning accommodations booklets are presented in the AA manual.

You will also need to review the Administration Schedule to make sure that you have entered the correct Administration Code for each student who will be assessed with an inclusion booklet. You or the AA will then need to assign the inclusion booklet to each student with an Administration Code of 30. You or the AA should enter the appropriate inclusion booklet ID number in column *O* labeled *Accommodation Booklet ID #* on the Administration Schedule to assign the inclusion booklet in place of the regular booklet preassigned in column *N*. Step-by-step directions for assigning inclusion booklets are also presented in the AA manual. See Chapter 6 for a description of the inclusion booklet study.

A student who cannot be assessed without an accommodation and who will not be assessed with an inclusion booklet should be excluded from the assessment and coded with the appropriate exclusion code (Admin. Code 61 – SD-required accommodation not offered, Admin. Code 63 – LEP-required accommodation not offered, or Admin. Code 65 – SD & LEP-required accommodation not offered).

Exhibit 7-2. Bundle Slip and Administration Schedule



This form must be completed in No. 2 pencil.

Race/Ethnicity Codes
 1 = White and Hispanic
 2 = Black and Hispanic
 3 = American Indian
 4 = Asian/Pacific Islander
 5 = American Indian
 6 = Other

National School Lunch Program
 1 = Full-time
 2 = Part-time
 3 = Full-time
 4 = Part-time
 5 = Other

NAEP 2004 Field Test Administration Schedule
 School Name: Johnson Elementary Grade: 4
 Administration's Name: _____
 Original session scheduled for: _____
 Make-up session scheduled for: _____
 If Makeup Needed: Makeup Tests Makeup Not Needed

Session Number: FT0401 Bundle #'s: 0001, 0002

SCHOOL COPY SCHOOL COPY SCHOOL COPY

Student Name	Line #	Subject	Grade	Birth Date	Sex	SD	LEP	Hand	Level	Title	No.	Original Booklet ID #	Accommodation Booklet ID #	Admin. Code	Admin. Codes
HUNTER, JEREMY	01	R	0	1 9 5 1 2	2	2	1	6	2			050 000001 0			
CANVALE, BOBBY	02	S	0	2 9 5 1 2	2	2	2	5	2			203 000001 9			
SMITH, JULIE	03	M	0	3 9 5 2 2	2	2	3	4	2			164 000002 9			
TUCKER, AMY	04	R	0	4 9 5 2 1	2	2	4	3	2			054 000003 8			
WHITE, RODNEY	05	M	0	5 9 5 1 2	1	1	5	2	2			161 000004 7			
MILLER, PAM	06	R	0	6 9 5 2 2	2	1	6	1	2			052 000005 6			
HELM, STEVE	07	M	0	7 9 5 1 2	2	1	6	1	2			144 000006 5			
HARRISON, TOM	08	S	0	8 9 5 1 2	1	2	5	2	2			202 000007 4			
REED, TONYA	09	R	0	9 9 4 2 2	2	2	3	4	2			055 000008 3			
WILSON, DENNY	10	R	1	0 9 4 1 2	2	2	4	3	2			055 000009 2			
PETE, HOLLY	11	M	1	1 9 4 2 2	2	2	5	2	2			149 000010 1			
STOCKMAN, JERRY	12	R	1	2 9 4 1 2	2	2	6	1	2			053 000011 0			
O'SULLIVAN, KEVIN	13	M	0	1 9 5 1 2	2	2	1	6	2			140 000012 9			
FESLER, MARY	14	R	0	2 9 5 2 2	2	2	2	5	2			162 000013 8			
RIES, CHRISTOPHER	15	R	0	3 9 5 1 2	2	2	3	4	2			054 000014 7			

Reasons for Exclusion:
 10 - Not assessed
 11 - No response to booklet
 12 - Assessment conditions
 13 - Student absent
 14 - Other (specify per center)

Admin. Codes:
 1 - Assessed by computer
 2 - Assessed by teacher
 3 - Assessed by other
 4 - Assessed by other
 5 - Assessed by other
 6 - Assessed by other
 7 - Assessed by other
 8 - Assessed by other
 9 - Assessed by other
 10 - Assessed by other
 11 - Assessed by other
 12 - Assessed by other
 13 - Assessed by other
 14 - Assessed by other
 15 - Assessed by other

7.4.4 Complete the Top of the Administration Schedule

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

1. The number of students in the original sample should already be entered on the line labeled # **Original Sample**. If not, enter the number of students originally listed on the Administration Schedule.
2. Likewise, on the line labeled # **New Enrollee Sample**, if the number of students selected from the list of new enrollees has not been entered, you should do so now. If there are no new enrollees, or it was not necessary to draw the new enrollee sample in this school, **0** should be entered.
3. If not already entered, add the number of new enrollees to the number in the original sample. Enter the sum on the line labeled **Total in Sample**.
4. On the line labeled # **Withdrawn and Ineligible**, enter the total number of selected students who have withdrawn (or graduated) from school between the time of the preassessment visit and the assessment day (Admin. Code = 51), and any selected students who have been found to be ineligible (Admin. Code = 55) (e.g., foreign exchange student or not in correct age group).
5. On the line labeled # **Excluded**, enter the total number of selected students who were excluded from the assessment by the school (Admin. Codes = 60-65). Students who will be assessed with an inclusion booklet (Admin. Code = 30) should also be included in the # **Excluded** count.
6. Subtract the number of withdrawn and ineligible students and the number of students excluded from the **Total in Sample**, and enter the sum on the line labeled **TO BE ASSESSED**.

7.4.5 Collect Multiple Race Code Information

If the school has been identified as a school that keeps multiple race code records, you will need to collect this information from the school coordinator. You will give this information to the AA after the assessment, and he/she will code this information on the student booklet covers.

7.5 Give AAs Their Session Materials

After the AAs arrive at the school, you will provide each AA with the following materials:

- The session box containing the booklet bundles appropriate to the session assigned to the AA.
- The original Administration Schedule with parent and student refusals indicated by the Administration Code;
- If this is a multi-session school, a copy of the Administration Schedules for the other sessions in the school;
- Grade-appropriate calculators;
- 1 math poster for all sessions and 1 calculator poster for grade 4 and grade 8 sessions;
- Timer;
- Sharpened No. 2 pencils;
- “Testing in Progress – Do Not Disturb” sign;
- Accommodation booklets, if necessary;
- Inclusion booklets, if necessary;
- Mathematics Student Background Questionnaires, if necessary; and
- A Session Debriefing Form.

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

7.5.1 Distribute the Booklets to the AAs

In order to protect the security of the booklets, as a general rule, bundles of booklets are **not** to be opened until you are at the school on assessment day. In some instances, in schools where back-to-back sessions are taking place on a given day, the supervisor may decide that there will be insufficient time to complete all preassessment activities before the sessions are scheduled to begin. In these cases, you may schedule to meet with AAs the day before the scheduled assessment day to prepare the booklets. It is important to note that even if this preparation is done the day before the assessment, assessment booklets must remain with the supervisor until the day of the assessment in order to protect the security of the assessment materials.

You will receive assessment materials packed by session. Booklets will be shrink-wrapped in bundles that will remain sealed until the morning of the assessment. Booklets will be bundled in sets of 16 at grades 8 and 12 and sets of 14 at grade 4. Each session will use two bundles of booklets. Packed with each bundle will be a numbered Bundle Slip (Exhibit 7-2) listing session information and the first three digits of the booklet ID numbers contained in that bundle. These prefix numbers of the booklet IDs will match those that are preprinted in column *N* on the Administration Schedule. The Bundle Slip numbers will also match those preprinted in the upper-left and upper-right corners of the Administration Schedule. Be sure AAs open the bundles in the order indicated on the Administration Schedule, and that they **never use booklets for any session other than those booklets specified on the Administration Schedule.**

Note that each booklet has a code in the upper-right corner (see examples on the following pages). The codes for each session are constructed as follows:

Sessions are made up of reading, math, and science booklets spiraled together within the same session. The booklet ID numbers begin with the letter **R, M, or S** to designate subject type. For reading booklets, the **R** is followed by a one to two-digit booklet version number. For math booklets, the **M** is followed by a three-digit booklet version number, and for science booklets, the **S** is followed by a three-digit booklet version number.

To help further distinguish the correct booklets for a session, the booklet covers are printed in different colors: grade 4 in blue ink, grade 8 in brown ink, and grade 12 in gray/charcoal ink. See Exhibit 7-3 for examples of booklet covers.

Exhibit 7-3. Booklet Cover Examples

The image displays three overlapping examples of NAEP booklet covers for different grades and sections. Each cover features the NAEP logo and 'The Nation's Report Card' branding. The covers are for 2004 Grade 12 (BOOK S201), 2004 Grade 8 (BOOK M140), and 2004 Grade 4 (BOOK R50). Each cover includes an 'Admin Schedule Line #' field, 'School Information' (SCHOOL #), 'ADMIN CODE', and 'ACCOMMODATIONS' (with options like none, W, B, A, I, P, H). The Grade 4 cover also includes a barcode with the number 050 000001 0, a 'DO NOT USE' field, and a 'PLACE LABEL HERE' area. The covers are shown in a layered fashion, with the Grade 4 cover in the foreground, the Grade 8 cover in the middle, and the Grade 12 cover in the background.

7.5.2 Provide Student ID Labels

Because students' names are **never** written directly on the assessment booklets, **preprinted removable student ID labels** will be used to help AAs distribute booklets to the correct students. An example of the information contained on a student ID label is shown on page 5-50.

The first line contains the unique school ID number, the specific session ID number from the Administration Schedule, and the sequence number that is used by NCS Pearson only. The second line of the label lists the preassigned booklet ID number from the Administration Schedule and the line number on which the student's name appears on the Administration Schedule. The student's name appears on the last line of the label.

The labels are always printed in Administration Schedule order by session. For schools whose students were sampled electronically, the labels will be shipped in the session boxes to the supervisor with the student names preprinted on them. For most of the schools, the NAEP supervisor will print the labels and give them to the AA.

7.6 Oversee the Preparation of Booklets

While it is generally the responsibility of the AAs to prepare the assessment materials for the individual sessions they will administer, you will need to supervise this process carefully to ensure that all session materials are prepared correctly and are ready for distribution before AAs go to the session locations. The steps for preparing booklets are described in detail in the AA manual. Your responsibilities as supervisor are summarized below:

- Verify that AAs have the correct booklets for their session;
- Verify that AAs are accurately affixing the preprinted removable student ID labels to the assessment booklets; and
- Verify that AAs set aside any booklets assigned to ineligible, withdrawn, and excluded students; booklets assigned to students for whom participation has been refused and booklets assigned to any student with an accommodation booklet or inclusion booklet.

7.7 Give AAs School-Specific Instructions

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

- The location of the session they will administer;
- How the students were notified of the assessment (Student Appreciation Certificate or other means);
- How the school wants students returned to their classes at the end of the session (it is important that we follow school procedure in dismissing students);
- How to call the principal's office from the assessment room in the event of an emergency; and
- Where to send a student who refuses to participate before or after the session begins.

7.8 Your Responsibilities Immediately Before the Session

Once the AAs have received their session materials, you will need to complete the following activities:

- Encourage the school coordinator to accompany you and your AAs to the assessment locations in time for the rooms to be prepared. The school coordinator can quickly identify the assessment rooms, and his/her presence helps with introductions with teachers.
- If the assessment will be conducted in classrooms, introduce yourself and the assigned AA to each teacher, showing by words and actions that you understand you are guests in the teacher's classroom and that you appreciate the use of the classroom for the NAEP assessment.
- Explain to the teacher that the AA will conduct the 90-minute session reading from a script; distribute the booklets and pencils; monitor the session; and answer any questions the students may have. This explanation is necessary so that the teachers realize they should not be monitoring and answering questions.
- Move from room to room to ensure that the AAs are preparing the rooms properly, that they have all the materials they need, that all **Testing in Progress – Do No Disturb** signs are posted and visible, and to answer any last-minute questions.

In all schools, you should see that all students attend the correct session, in the correct location, including any accommodation students. For twelfth-grade students and some eighth-grade students, it is also very important that you work closely with the school coordinator to ensure that all participating students who are in school at the time of the assessment go to their assessment location. The following are suggested methods to accomplish these tasks:

- Give copies of Administration Schedules for all sessions to each AA so they can quickly direct any students who are not in their session to the correct assessment location, thereby ensuring that each student attends the correct session.
- Give copies of Administration Schedules for all sessions to the school coordinator so that he/she can quickly direct students to the appropriate session.
- Be available in halls and near the assessment rooms with copies of all Administration Schedules to work with the teachers and school coordinator to get the students to the correct assessment locations as quickly as possible.
- Work with the school coordinator to retrieve missing students who are in school but have not come to the assessment location. Some schools will agree to call out the names of missing students over the PA system and ask teachers to release the students, while other schools prefer to have staff members available to go to the student's classroom and bring the student to the assessment location.

Finally, you should also encourage the school coordinator, principal, teacher, or other school official to introduce you, if present, and your AA to the students prior to beginning the script, thereby showing school support for the NAEP assessment. You will discuss these arrangements with the school coordinator prior to assessment day and verify on the morning of the assessment.

7.9 Supervisor Responsibilities Once the Session Has Begun

It is the responsibility of the supervisor to ensure that the assessment is administered in a professional and timely manner, correct procedures are followed, and all of the selected students attend the correct session. You will work closely with the school coordinator to accomplish these tasks. During the session, you will need to do the following:

- Verify that each session is underway and running properly;
- Observe AAs conducting sessions;
- Visit each session to observe AAs to ensure that students who require accommodations are being assessed properly;

- Be available and close to the assessment locations in the event that your AAs need assistance or have questions;
- Answer questions that the school coordinator, teachers, or other school staff may have about the field test or the individual assessments;
- Keep track of the progress of each session in order to inform the school coordinator of the approximate ending time; and
- Review the Administration Schedules for students requiring separate accommodation sessions that will be conducted after the regular sessions and verify the arrangements with the school coordinator.

When sessions are held simultaneously at a school, you will not be able to observe an AA conduct an entire session. You may observe an AA at the beginning of the session and then move to another session. You should use your instincts and impression from the AA training to determine which AA is more in need of observation. If you are unable to observe an AA at a school, make sure that you observe that AA at the next school.

While observing the session, you may have to resist a natural tendency to assist your AAs. You should allow your AAs to perform their duties independently so that you can accurately evaluate their work. However, if an AA is having difficulties that could negatively impact the assessment, you will need to step in and remedy the situation.

You will also work with the school coordinator to identify reasons for student absences and schedule a makeup session, if necessary. Remember to keep in mind the importance of being available for your AAs if questions or problems arise.

8. POST-ASSESSMENT ACTIVITIES

This chapter describes the activities that you will complete immediately following the assessment in a school. You should also familiarize yourself with the material in Chapter 4 of the AA Manual, as you will be responsible for supervising the work of your AAs and performing the quality control checks necessary to assure that all forms and materials are completed accurately before being shipped to NCS Pearson.

8.1 Account for All Materials Used

You are responsible for collecting and securing all NAEP materials immediately following the assessment(s) in a school. Each and every assessment booklet whether completed by a student or blank must be accounted for and returned to NCS Pearson. No booklets can be left in the school or thrown away for any reason. You are expected to use all materials properly and to return them in good condition. Only by maintaining rigid control over all booklets and other materials will you protect your accountability.

After each session, you will need to visit the assessment location to verify that all assessment materials including **Testing in Progress – Do Not Disturb** signs have been removed from the assessment locations and that classrooms have been restored to their original condition. You should also thank the teachers again for the use of their classroom and their assistance if they are still in the classroom.

8.2 Complete the Roster of Questionnaires

You should attempt to collect all completed questionnaires from the school coordinator and other school personnel as necessary on assessment day. As completed questionnaires are returned to you, you should fill in the Yes ovals in the last column labeled Returned, on the Roster of Questionnaires.

As described in Chapter 5, questionnaires must be completed in the traditional booklet format. You will need to fill in the *No* oval in the *Returned* column on the Roster for any unreturned questionnaires. You will not need to collect SD/LEP Questionnaires for any student who is no longer classified as SD or LEP. Just draw a line through the entry on the Roster and code the change in classification in column *G*, *FINAL SD*, and/or column *I*, *FINAL LEP*, on the Administration Schedule.

As a quality control measure, before leaving the school you will need to do the following for the Roster of Questionnaires and each questionnaire returned to you:

- Enter any missing information on the Roster and the questionnaire cover;
- Review all information that is entered on the Roster and questionnaire cover to make sure it is correct;
- Remove the label on the front cover of the questionnaire; and
- Detach the list of names from the Roster of Questionnaires (you will leave the names at the school in the NAEP Storage Envelope).

If there are any outstanding questionnaires from the school, you may send an AA to the school in a few days to collect the completed questionnaires. If this is not possible, a postage-paid Supplemental Shipping Envelope (included in your bulk supplies) must be left with the school coordinator so that the completed questionnaires can be returned directly to NCS Pearson.

8.3 Give AAs Multiple Race Code Information

If the school keeps multiple race code records, you will need to give that information to the AA so that he/she can code the race code box on each student's booklet cover.

8.4 Oversee Completion of AA Tasks

8.4.1 Review Administration Codes on the Administration Schedule

After accounting for all assessment materials used during the session, the AA should record on the Administration Schedule in column **P**, labeled **Admin. Code**, the appropriate Administration Code for each student. An Administration Code should be recorded **on every line** of the Administration Schedule containing a booklet ID number, including blank lines (i.e., booklets that were never assigned to students). Because NCS Pearson will not process unused assessment booklets, an Administration Code of **52** must be entered for all booklets not assigned on the Administration Schedule and all booklets replaced by accommodation booklets. For students assessed with inclusion booklets, the original exclusion code must be entered on the cover of the original booklet assigned to the student, and an Administration Code of **30** should be entered on the inclusion booklet and Administration Schedule. Step-by-step instructions for completing this task, along with complete descriptions of the codes in column **R**, are recorded in Chapter 4 of the AA Manual.

8.4.2 Review the Summary Box at the Top of the Administration Schedule

It is very important that the summary information at the top of the Administration Schedule is accurately recorded. You should review the summary box totals entered by the AA carefully following the steps below:

1. On the line labeled # *Absent*, enter the total number of students who were to be assessed but who did not participate in the assessment session at all (Admin. Codes 40-45, and 48). This includes students who were absent on assessment day and students who arrived at the session too late to participate. It does not include student or parent refusals, withdrawn, ineligible, or excluded students.
2. On the line labeled # *Refused*, enter the total number of parent and student refusals (Admin. Codes 46 and 47).
3. On the line labeled # *Assessed (Original Session)*, enter the actual number of eligible students who were present for the assessment and received a booklet (Admin. Codes 10-14 and 71-79). Students who attended the session, received a booklet, but did not record any answers **are** included in this category. **This number should also include any students assessed separately in an accommodation session.** Do not include any *Not In Sample* students (Admin. Code 56) or students assessed with an inclusion booklet (Admin. Code 30) in this count.

8.4.3 Schedule and Conduct a Makeup Session, if Necessary

Schedule the Makeup Session

If the attendance in an assessment is too low (less than 90%), a makeup must be held. You will compute the response rate for all sessions combined and determine if a makeup session is necessary at the school. You will work with the school coordinator to schedule any required makeup sessions.

The response rate should be calculated by using the numbers entered in the summary boxes at the top of the Administration Schedule to complete the following steps:

1. Combine the # *TO BE ASSESSED* from all Administrations Schedules.
2. Combine the # *Assessed (Original Session)* from all Administration Schedules.
3. Combine the # *Refused* from all Administration Schedules. (Parent and student refusals do not count in determining the need for a makeup session because those students will not be invited to attend a makeup.)

4. Subtract the combined **#Refused** from the combined **# TO BE ASSESSED** and divide the combined **# Assessed (Original Session)** by the **# TO BE ASSESSED** subtracted by the **# Refused**.

Use the following formula and the combined sums from steps 1, 2, and 3 to determine the need for a makeup session:

$$\frac{\text{\# Assessed (Original Session)}}{\text{\# To Be Assessed} - \text{\# Refused}}$$

For Example: $\frac{26}{28-1} = 96\%$ – no makeup needed

This number should be rounded up to the next whole number if 0.5 or greater and rounded down if 0.4 or less.

Hold only one makeup at a school (unless the school had assessments at more than one grade). Once the makeup session is scheduled, you need to record the day, date, time, and location in the box at the top of the Administration Schedule, as shown in Exhibit 8-1. The same Administration Schedule will be used for the makeup session as was used for the original session.

If the school is reluctant to schedule a makeup, you will need to stress the importance of a high participation rate for the accuracy of the assessment results. If the school still is reluctant, you should be sure to record the situation on the School Summary Sheet and discuss the matter with your field manager during your next reporting call. In some situations, a makeup may be difficult, as in the case of chronically absent students. If a makeup session is needed but the school refuses to allow a member of the assessment team to return and conduct the makeup, you should shade in the **Makeup Not Held** oval at the top of the Administration Schedule.

Exhibit 8-1. Administration Schedule With Makeup Box Highlighted

This form must be completed in No. 2 pencil.

Race/Ethnicity Codes
 1 = White not Hispanic
 2 = Black not Hispanic
 3 = Hispanic Heritage
 4 = Asian/Pacific Islander
 5 = American Indian/ Alaska Native
 6 = Other

National School Lunch Program
 1 = Student not eligible
 2 = Reduced price lunch
 3 = Free lunch
 4 = Information not available
 5 = Released
 6 = School not participating

For Use in Column "J"
 Session Number: FT0401

For Use in Column "K"
 Bundle #'s: 0001, 0002

NAEP 2004 Field Test Administration Schedule
 School #: 041-345-3
 School Name: Johnson Elementary Grade: 4
 Administrator's Name: _____

Original session scheduled for: Day/Date: 2/25/04
 Time: 9:00 a.m.
 Location: Classroom 12

Makeup session scheduled for: Day/Date: 2/25/04
 Time: 9:00 a.m.
 Location: Classroom 8

If Makeup Needed:
 Makeup Held:
 Makeup Not Held:

Bundle #'s: 0001, 0002
Session Number: FT0401

Statistics:
 # Original Sample: 28
 # New Enrolled Sample: 1
 Total in Sample: 29
 # Absent (NAEP Codes 01-43 & 46): 4
 # Absent (Makeup Session): 2
 # Assessed (Original Session): 22
 # Assessed (Makeup Session): 2
 TOTAL ASSESSED: 24
 TO BE ASSESSED: 1

Student Name	Homeroom or Other	Line #/Subject	Birth Date	Sex	SD	Free or Only	LEP	Race/Eth.	School Lunch	Title I	Accommodation	Booklet ID #	Other

Secure Assessment Materials for Makeup

If a makeup session is scheduled, you must retain all materials from the original session until the makeup session has been conducted by doing the following:

- Place all booklets and other materials used in the original session in the original session box.
- Gather together the booklets and any required materials, such as the timer and the **Testing in Progress – Do Not Disturb** sign, to be used in the makeup session, and place them on top of the original session materials.
- If an AA will be sent alone to conduct the makeup, insert the AA Checklist for One Session School or Makeup in the session box as a reminder to the AA to update NAEP documents and leave updated copies in the NAEP Storage Envelope.
- Protect the security of these materials. The AA assigned to conduct the makeup session should keep the materials in his/her possession until returning to the school to conduct the makeup. **The original Administration Schedule with the student names, however, must remain at the school in the NAEP Storage Envelope.**

Conduct the Makeup Session and Complete the Administration Schedule

You should make every attempt to get the students who were absent to attend the makeup session. You will instruct the AA assigned to conduct the makeup session to follow the same procedures used in the original session.

After the makeup is held, the AA will enter the results of the makeup session on the Administration Schedule from the original session as follows:

1. Shade in the ***Makeup Held*** oval at the top of the Administration Schedule.
2. Mark students attending the makeup session by putting a checkmark in the ***Student Name*** column.
3. Change the Administration Code for participating students to the appropriate **Assessed in Makeup Session** codes (20 – 24) on the Administration Schedule and on the students' booklet covers.
4. Complete the summary box at the top of the Administration Schedule as follows:
 - Enter the number of students assessed on the line labeled # ***Assessed (Makeup Session)***; and
 - Add the numbers assessed in the original and makeup sessions to obtain the ***TOTAL ASSESSED***.

8.4.4 Code the Booklet Covers

Using the information from the Administration Schedule, the AA should also code the covers of the booklets for all students invited to attend the makeup session, as described in Section 8.4.5.

After completing these tasks, the AA will return the assessment materials to you. You will be responsible for shipping the materials as soon as possible after the makeup session.

8.4.5 Review the Coding of the Booklet Covers

There must be an assessment booklet for every student listed on the Administration Schedule. You should verify that AAs have correctly entered the following information on the front cover of each booklet:

- The seven-digit NAEP School ID number from the Administration Schedule in the boxes labeled **School #**;
- The Administration Code from the Administration Schedule to the boxes labeled **Admin. Code** on the booklet cover; and
- For any student offered the extended time accommodation, the number of minutes the student used to complete the cognitive sections in the ***TOTAL TIME FOR***

ACCOMMODATION boxes on his/her booklet cover, even if the student did not take extra time. If the student did not use any additional time, enter “50.”

For twelfth-grade students, you will also need to verify that AAs have filled in the correct oval (0-3) in the first column of the **Do Not Use** box on the booklet cover. Twelfth-grade students will be instructed to record the type of calculator that they used for the assessment on the booklet cover. The AA should use the information provided by the students on the booklet cover and the following guidelines to fill in the correct oval in the first column of the **Do Not Use** box:

- 0 = Student did not have a calculator block.
- 1 = Student used a NAEP calculator.
- 2 = Student used his/her own scientific calculator.
- 3 = Student used his/her own graphing calculator.

You should also verify that the AA has correctly filled in the accommodations box and race code box on the student booklet cover. There should be one booklet for each selected student regardless of whether or not the student was assessed. Booklets not assigned to students must be accounted for as well.

If a makeup session is needed, you should set aside the booklets and materials for the absent students, holding them for the makeup as described in Section 8.4.3. These booklets will be coded after the makeup session.

8.4.6 Oversee Preparation of Materials for Shipping

Your final edit of assessment materials should include the following tasks:

1. Double-check that there is an assessment booklet for every booklet ID number listed on the Administration Schedule in columns **N** and **O**. The supervisor must verify that all demographic data on the Administration Schedule is complete (i.e., race, birth date, Title I, SD/LEP and NSLP).
2. Verify that the required information has been coded on the front cover of each booklet and that all student labels have been removed.
3. Be sure to account for all unused booklets from the session.
4. If a student did not attend an entire assessment session, make sure the circumstances are fully documented on the booklet cover and the correct Administration Code has been recorded on the booklet cover.

5. Double-check that there is a completed SD/LEP or LEP Questionnaire for each student classified as SD and/or LEP.
6. Inspect the physical condition of each booklet (inside and outside), Administration Schedule, and Roster, making sure that any stray marks that would interfere with scanning have been erased.
7. Make sure AAs place any damaged booklet containing a bio-hazard (blood, vomit, etc.) in a separate ziplock bag with the barcode ID clearly visible.
8. All assessment materials for a school should be repacked in their original boxes for shipping to NCS Pearson according to the diagrams and instructions in Exhibit 8-2.

For all sessions:

- On the bottom of the box, place all assessment booklets in Administration Schedule order (with the first bundle of booklets on the top of the stack of booklets);
- Next, the Administration Schedule;
- Next, the Roster of Questionnaires and completed School, Teacher, SD/LEP, LEP, and Math Student Questionnaires;
- Next, the Ancillary Items; and
- At the top of the shipment, place the packing list.

Exhibit 8-2. Return Shipment Packing Diagram

NAEP Field Test Return Shipment Instructions

Top

Grade 4 Session	Grade 8 Session	Grade 12 Session
Session Packing List	Session Packing List	Session Packing List
Ancillary Items	Ancillary Items	Ancillary Items
School, Teacher, SD/LEP, LEP, and Math Student Questionnaires	School, Teacher, SD/LEP, LEP, and Math Student Questionnaires	School, SD/LEP, LEP, and Math Student Questionnaires
Lt. Blue (Original Administration Schedule)	Lt. Blue (Original Administration Schedule)	Lt. Blue (Original Administration Schedule)
Test Booklets in Administration Schedule Order w/Accommodation Booklets	Test Booklets in Administration Schedule Order w/Accommodation Booklets	Test Booklets in Administration Schedule Order w/Accommodation Booklets

Bottom

The inside front cover of the School Folder contains a checklist (Exhibit 3-2) for determining which NAEP documents to copy and where to place the various copies. You should check off the items on the list in the folder to double-check that you are not forgetting a step before leaving the school. The Assessment Checklist (Exhibit 3-2) is on the opposite flap of the inside of the School Folder. All items must be checked “yes” before you leave the school.

Although there isn't a designated area on the School Folder to record the Shipping Transmittal Date and Airbill Information, you should document this information on the front or back cover for reference. In addition, this information should be recorded on your Log of Schools and in the SCS for each school.

The actual shipping of the completed assessment materials will usually be the responsibility of the supervisor. On occasion, however, you may elect to ask an AA to assist with this task. In that case, you must provide the AA with complete instructions for shipping the assessment materials.

8.5 Prepare the NAEP Storage Envelope

In the event that questions or concerns about the assessment arise in the future, you will prepare the following materials and leave them at the school in the NAEP Storage Envelope (Exhibit 8-3).

- First, before detaching the student names column, make a set of copies of all pages of the completed original Administration Schedule(s) with student names and of the Roster of Questionnaires.
- Next, at the perforation, tear off the column of student names from the original Administration Schedule(s) and the column of student/teacher names from the original Roster and make a set of copies for the School Folder.
- Place all name lists from the original documents (including school copies), along with the complete set of document copies in the NAEP Storage Envelope to be left at the school. **Names of students and teachers participating in NAEP must not leave the school.** The original documents (without names) will be shipped back to NCS Pearson with the other assessment materials from the school.
- Then, record the NAEP School ID Number on the ***Destroy by ...*** postcard, shown on the following page, and staple it to the front of the NAEP Storage Envelope.

8.6 Collect and Review Session Debriefing Forms

The Session Debriefing Form (Exhibit 8-4) will serve as a written record of the conduct of each individual session and as a resource for answering any questions raised after the assessment. A Session Debriefing Form must be completed for each original session, each separate accommodation session, and each makeup held in the school. The supervisor or AA who conducted the session should complete the form. You should collect and file in the School Folder a Session Debriefing Form for each session administered in the school.

As sessions are completed, you should thoroughly review each Session Debriefing Form and speak with the AA about any problems or unusual situations that arose. It is important to document exactly what happened, how it affected the performance of students in the session, and how and by whom the situation was resolved.

8.7 Debrief the School Coordinator

After sessions have ended, paperwork has been completed, and the NAEP Storage Envelope has been prepared, you will use the School Coordinator Debriefing Form (Exhibit 8-5) to conduct a debriefing interview with the school coordinator. In this interview, you will obtain the school coordinator's reaction to assessment activities, ask about any special preparations undertaken before the assessment, and obtain feedback about how NAEP can improve participation. Westat's interviewing conventions and techniques, which apply to the interview, are presented in Appendix I.

The purpose of the interview is to obtain feedback from the school coordinator about the assessment and to elicit any suggestions for improving procedures. At the end of the interview, you are prompted to thank the school coordinator, leave the NAEP Storage Envelope, and present the School Certificate of Appreciation.

When it is necessary to schedule makeup sessions, you should conduct the debriefing interview on the original assessment day. After the makeup session, you will contact the school coordinator again only if something unusual happened during the makeup.

Exhibit 8-4. Session Debriefing Form

NAEP 2004 FIELD TEST SESSION DEBRIEFING FORM

COMPLETE THIS FORM FOR EACH SESSION - REGULAR, ACCOMMODATION, AND MAKEUP.

Assessment Date: _____	Region #: _____
School Name: _____	School ID #: _____
Person Completing Form: _____	Supervisor: _____
Other NAEP Staff Assisting with Session: _____	
Other Observers Present: _____	
Session Number: _____ (e.g. FT0401, FT0801 or FT1201)	
This session was <i>CIRCLE ONE</i> :	
1. Regular Session	3. Accommodation Session
2. Makeup Regular Session	4. Makeup Accommodation Session

SESSION SUMMARY

ITEM	YES/NO	DETAILS
Were there problems setting up for this session?	Yes 1 No..... 2	
Were there problems getting students to this session?	Yes 1 No..... 2	
Were there problems with the session timing?	Yes 1 No..... 2	
Any problems with the session materials- including the distribution and use of ancillary items?	Yes 1 No..... 2	
Were there any student refusals?	Yes 1 No..... 2	
Did any student(s) leave the session?	Yes 1 No..... 2	
Were students cooperative and orderly during assessment? If no, explain.	Yes 1 No..... 2	
Were there any problems with accommodations given in this session?	Yes 1 No..... 2	
Any problems with the location?	Yes 1 No..... 2	
Interruptions	Yes 1 No..... 2	
Other, specify	Yes 1 No..... 2	

REACTION TO SESSION

ATTITUDE OF THE:	CIRCLE ONE.	COMMENTS/COMPLAINTS
Students	1. Positive 3. Negative 2. Mixed/Indifferent 4. Can't say	
School Staff	1. Positive 3. Negative 2. Mixed/Indifferent 4. Can't say	
Other Observers	1. Positive 3. Negative 2. Mixed/Indifferent 4. Can't say	

Exhibit 8-5. School Coordinator Debriefing Form

**NAEP 2004 FIELD TEST
DEBRIEFING INTERVIEW WITH SCHOOL COORDINATOR**

School Name: _____ ID: _____
School Coordinator: _____ Assessment Date: _____

1. Overall, how do you think the assessments went in your school? Would you say:

- Very Well 1
- Satisfactory 2
- Unsatisfactory 3

2. What suggestions can you offer for making it easier for schools to participate in NAEP?

3. NAEP is interested in the feedback you have received from other school staff members about this assessment. Would you say it has been:

- Positive 1
- Neutral 2
- Negative 3

COMMENTS:

4. Did anyone meet with the students to explain the purpose of the assessment?
CIRCLE ONE.

- Yes 1
- No 2
- Don't Know 3

Exhibit 8-5. School Coordinator Debriefing Form (continued)

5. Did the students receive any special instructions to prepare them for the assessment?
CIRCLE ONE.

Yes 1
No 2
Don't Know 3

IF "YES," RECORD TYPE OF INSTRUCTIONS RECEIVED:

6. Will the students receive (or have they already received) something from the school
for participating in the assessment? CIRCLE ONE.

Yes 1
No 2
Don't Know 3

IF "YES," SPECIFY WHAT (E.G., FOOD, CANDY, MONEY, PARTY): _____

7. Did the students know in advance that they would receive something? CIRCLE ONE.

Yes 1
No 2
Don't Know 3

8. DISCUSS ANY ISSUES THAT SHOULD BE BROUGHT TO THE SCHOOL COORDINATOR'S
ATTENTION.

9. IF THE SCHOOL HAS BEEN SELECTED TO PARTICIPATE IN THE NIES SPECIAL STUDY, INFORM
THE SCHOOL COORDINATOR AT THIS TIME.

I have placed copies of all the documents used in the assessment in the NAEP Storage Envelope. NAEP would like you to retain the envelope until June or the end of the school year in case there should be questions about the assessment. A postcard is stapled to the outside as a reminder for you to destroy the contents after the "Destroy By" date. Please drop the card in the mail when the package has been destroyed.

Thank you for everything you have done to make this a successful assessment.
I have a Certificate of Appreciation I'd like to give the school as a token of our appreciation for your participation.

GIVE SCHOOL COORDINATOR THE SCHOOL CERTIFICATE OF APPRECIATION.

You should make every effort to conduct the debriefing interview with the school coordinator on the day of the assessment. If, under extenuating circumstances, you are unable to meet with the school coordinator before leaving the school, leave the NAEP Storage Envelope and the School Certificate of Appreciation with the school secretary and call the school coordinator within the next day or two to confirm that he/she has received the envelope and to conduct the debriefing interview over the phone.

The questions in the next section of the School Debriefing Form are school level and asked only once. The interview should always be conducted with the school coordinator. Comments should be recorded clearly and verbatim whenever possible.

In Question 1, we are interested in the opinion of the school coordinator in general. If he/she gives multiple responses because more than one session was held, probe for the overall rating. Be prepared to probe if the school coordinator's response is not specific or is vague. If the school coordinator gives an "Unsatisfactory" rating, record comments next to the question.

A high participation rate is critical for the validity and reliability of NAEP results. Therefore, in Question 2 it is important that we learn as much as possible about ways of increasing the likelihood that a school will participate in NAEP. Please record responses in as much detail as possible. You may continue on another sheet if necessary. If the school coordinator offers no comment, it is not necessary to probe. However, you should enter "No comment" on the response line.

In Question 3, you are asking the school coordinator to summarize the attitudes of all school staff members whether or not they actually observed a session. We are interested in knowing how school staff view the NAEP assessment and how it impacts the school. Do not directly ask other school staff this question. Please record the school coordinator's response in as much detail as possible including the title of the person to whom the response is attributed. You may continue on another sheet if necessary. If the school coordinator offers no comment, it is not necessary to probe. However, you should enter "No comment" on the response line.

Question 4 refers to a meeting held by the school coordinator or other staff before the assessment to explain the assessment's purpose or to explain how students were selected. Include meetings conducted with the students individually or as a group. You may record comments next to this question if you wish.

In Question 5, we are interested in learning what special steps, if any, the school took (that normally would not have been taken) to prepare students for the assessment. Examples include a shift in the curriculum to cover certain topics before the assessment or a review of test-taking techniques. We do not want to include meetings with the students simply to announce the assessment or to explain its purpose, which are covered in Question 4. Please record responses in as much detail as possible. You may continue on another sheet if necessary. If the school coordinator offers no comment, it is not necessary to probe. However, you should enter "No comment" on the response line.

In Question 6, an incentive or reward could be almost anything, such as a free lunch pass, ice cream, pizza party, gift, or anything in addition to the NAEP Certificate of Appreciation. Schools are not breaching assessment procedures by providing token items such as these. NAEP is simply interested in learning to what extent this practice occurs. Record verbatim any incentive and/or reward mentioned.

For Question 7, it is also important for NAEP to know whether students were told in advance they would receive the item for participating (i.e., it possibly acted as an incentive) or if the school surprised the students after the assessment with the gift as a reward.

Question 8 of the interview prompts you to review with the school coordinator any items from the Session Debriefing Forms. You should discuss with the school coordinator any problems or irregularities with the following items:

- **Student Refusals:** The school coordinator should be advised about any student who reported to the session but refused to take the assessment either before or after the session began.
- **Student(s) Left and Did Not Return:** It is not necessary to mention students who left for reasons such as illness or doctor's appointments. Do advise the school coordinator if a student was injured or left for some other urgent reason.
- **Behavior:** Minor infractions handled by the AA should not be discussed. Only if a student had to be removed from the session for bad behavior should the school coordinator be informed.
- **Accommodations:** Any problem providing a required accommodation should be brought to the school coordinator's attention.
- **Session Materials:** Discuss problems with session materials only if they may have affected student performance.
- **Interruptions:** Discuss only if interruptions were so prolonged or frequent that they affected student performance.
- **Other:** Report any other information that the school coordinator should know about the assessment.

Question 9 of the interview prompts you to discuss school selection for the NIES Special Study, if applicable. If schools in your region have been selected for this study, you will receive additional instructions from your field manager on what to say to these schools.

8.8 Leave the NAEP Storage Envelope with the School Coordinator

At the end of the debriefing interview with the school coordinator, you should give the NAEP Storage Envelope to him/her and explain that the contents of the envelope should be retained until June 2004 or the end of the school year. At that time, the school should destroy the contents of the envelope and complete and mail the **Destroy by** ... postage-paid postcard (see Exhibit 8-3). You should suggest to the school coordinator that he/she write a reminder on his/her school calendar to complete this activity.

NAEP places great importance on confidentiality. In order to confirm that all information linking a student to a particular assessment booklet is destroyed, NAEP asks that the school coordinator return a postcard indicating that he/she has complied with the requirement that all NAEP student data be destroyed after a specified date.

The School Certificate of Appreciation is an important and visible expression of NAEP's gratitude for a school's participation in the assessment. Many schools frame this document and hang it in the office.

8.9 Quality Control and Observation

8.9.1 Overview of Quality Control Activities

Westat has established detailed quality control procedures for all stages of NAEP 2004, 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:

- NAEP field staff are properly trained for the tasks assigned to them;
- Student samples are selected correctly;
- Sessions are administered and data collected according to established procedures; and
- NAEP materials are kept secure at all times.

8.9.2 Successfully Completing Training

At the conclusion of your training, responsibility for training the other members (AAs) of your assessment team shifts to you. You will schedule a half-day training in each of the geographical locations in which you work and use a prepared script and exercise to train AAs and provide opportunities for them to practice reading from the scripts. This process is described in greater detail in Chapter 4 of this manual. To evaluate how well AAs have mastered the skills emphasized in training, you should arrange to observe each AA on your team as quickly as possible, beginning with those with the least experience. If you identify assessment team members who are not following NAEP procedures or have not mastered the paperwork responsibilities, you should plan immediately for additional training or other corrective actions. Should you identify a team member who is not suited for the role of AA, discuss the situation immediately with your field manager. You will also observe each AA using the Assessment Administrator In-Person Observation form. Appendix B covers the specifications for completing the in-person observations.

8.9.3 Quality Control Field Visits

School Visits by NAEP Staff

Staff members from the National Center for Education Statistics (NCES), Educational Testing Service (ETS), Human Resources Research Organization (HumRRO), and Westat will occasionally conduct quality control visits to schools on assessment day. These visits are randomly scheduled. While at the school, NAEP observers will do the following:

- Check that the assessment team arrives on time and with the necessary materials;
- Check the preparedness of the room and booklets, and verify that the appropriate materials were given to students;
- Review the Administration Schedule(s) to see if it has been completed according to NAEP guidelines;
- Observe that each session is conducted and supervised according to procedure;
- Review each session box to check that it is packed according to procedure;
- Check that the NAEP Storage Envelope left at the school contains the proper information; and
- Verify that NAEP documents and materials are kept secure at all times.

This quality check is an integral and necessary part of NAEP's quality control program and is primarily designed to obtain an overall evaluation of how well the field procedures are being followed by all field staff and to guide corrective actions, if necessary.

School Visits by Your Field Manager

In addition to the observation by NAEP staff, your field manager will conduct school visits to observe each assessment team periodically throughout the assessment period. These visits will be scheduled with you in advance. The purpose of the field manager visits is similar to that of the NAEP staff visits. He/she will observe each supervisor and AA conducting assessment sessions and verify that all administrative procedures conducted by the assessment team are carried out according to proper procedure. The field manager will discuss his/her observations with you following the assessment and assist you in dealing with any situations requiring corrective action.

The field manager will also be available during these visits to answer questions that school staff may have about NAEP and to assist the NAEP team as necessary with assessment procedures.

AA Observations

You will conduct an observation of each AA. See Appendix B for procedures and the AA Observation Form.

Followup Phone Calls

As a further quality control check, your field manager will call a subset of schools within several days after the assessment date to review with the school coordinator how the session(s) went and to obtain suggestions and comments about NAEP assessments.