

# NAEP 2003-04

National Assessment of Educational Progress



Assessment  
Administrator  
Manual

2003



## THE NATION'S REPORT CARD

Long-Term Trend Assessment

**NAEP 2003-2004 LONG-TERM TREND  
ASSESSMENT ADMINISTRATOR MANUAL**

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# 1. INTRODUCTION TO NAEP

## 1.1 NAEP Overview

For over 30 years, information on what American students know and can do has been generated by the Nation's Report Card, formally mandated by Congress as the National Assessment of Educational Progress (NAEP). NAEP is a continuing, national survey of the knowledge and skills of young Americans in major learning areas taught in school.

The purpose of NAEP is to gather information that will aid educators, legislators, and others in improving the education experience of youth in our country. Its primary goals are to measure the achievement of young Americans and to report changes and long-term trends in key academic subjects. Other goals include disseminating assessment methods and materials, and assisting those who wish to apply them at local, state, and national levels.

NAEP has been conducted regularly since 1969. Because it makes objective information about student performance available to policymakers at national and state levels, NAEP plays an integral role in evaluating the conditions and progress of the nation's education.

Although the primary purpose of the Nation's Report Card is to document patterns and trends in student achievement, the project is also able to inform educational policy by collecting descriptive background information from students, teachers, and school administrators.

Only information related to academic achievement is collected, and NAEP guarantees that all data related to individuals and their families remain confidential. The authorizing legislation for NAEP dictates a careful and extensive process of background questionnaire design and development. It states that the purpose of NAEP is not "to authorize the collection or reporting of information on student attitudes or beliefs or on other matters that are not germane to the acquisition and analysis of information about academic achievement."

The law further provides that no data shall be collected "that are not directly related to the appraisal of educational performance, achievements, and traditional demographic reporting variables, or to the fair and accurate presentation of such information."

NAEP procedures guarantee the anonymity of participants, as no student names are recorded on the assessment booklets. Results are reported on the national, regional, and state levels, not by schools or individual student. Only group statistics are reported, broken down by gender, race/ethnicity, and a host of variables that illuminate students' instructional experiences.

### **1.1.1 NAEP Background**

The planning and development of NAEP began in 1964 with the appointment by the Carnegie Foundation of an Exploratory Committee on Assessing the Progress of Education. The specific tasks assigned to the Exploratory Committee included the development and testing of an all-inclusive methodology to assess the knowledge and skills of groups of American young people rather than of individuals. With support from both the Fund for the Advancement of Education and the Ford Foundation, the Committee completed the developmental phase of the project in late 1968.

As shown in the Assessment Timetable (Table 1-1) on the next page, NAEP has assessed numerous academic subjects, including mathematics, science, reading, writing, world geography, U.S. history, civics, social studies, and the arts. Prior to 1990, NAEP reported data only at the national and regional levels. In 1988, Congress authorized the expansion of NAEP to permit reporting at the state level. The state assessment component of NAEP began in 1990 and enables participating states to compare their results with those of the nation and other participating states.

In 2001, legislation was passed called "No Child Left Behind." Under this law, beginning in the 2002-2003 school year, any state that receives Title I funds is required to participate in the biennial state-level assessment in reading and mathematics in grades 4 and 8. At the district level, recipients of Title I subgrants must agree to participate in biennial state NAEP assessments in reading and mathematics at grades 4 and 8, if they are selected for the NAEP sample. Participation in NAEP assessments is voluntary for students and schools. The last state-level assessment was conducted from January through March, 2003. During the seven-week assessment period, more than 728,000 students were assessed in over 14,200 schools. Students in grades 4 and 8 were assessed in reading and mathematics and a small number of students in grade 12 participated in reading and mathematics pilot tests. The next state-level assessment will be conducted in 2005 in reading, math, and science.

Table 1-1. Schedule of NAEP Assessments from 1969-2012

Year	National	Long-Term Trend	State
1969-70	Citizenship Science Writing	Science <sup>1</sup>	State assessments began in 1990
1970-71	Literature Reading	Reading <sup>1</sup>	
1971-72	Music Social studies		
1972-73	Mathematics Science	Mathematics, <sup>1</sup> Science <sup>1</sup>	
1973-74	Career & Occupational Development Writing		
1974-75	Art Index of Basic Skills Reading	Reading <sup>1</sup>	
1975-76	Citizenship/Social Studies Mathematics <sup>2</sup>	Citizenship/Social Studies <sup>1</sup>	
1976-77	Basic Life Skills <sup>2</sup> Science	Science <sup>1</sup>	
1977-78	Consumer Skills <sup>2</sup> Mathematics	Mathematics <sup>1</sup>	
1978-79	Art Music Writing		
1979-80	Reading Literature Art	Reading <sup>1</sup>	

Table 1-1. Schedule of NAEP Assessments from 1969-2012 (continued)

Year	National	Long-Term Trend	State
1981-82 <sup>3</sup>	Mathematics Science Citizenship Social Studies	Mathematics, <sup>1</sup> Science <sup>1</sup>	
1984	Reading Writing	Reading, Writing	
1986	Computer Competence U.S. History <sup>2</sup> Literature <sup>2</sup> Mathematics Science Reading	Mathematics, Science, Reading <sup>4</sup>	
1988	Civics Document Literacy <sup>2</sup> Geography <sup>2</sup> U.S. History Reading Writing	Civics, <sup>1</sup> Mathematics, Science, Reading, Writing	
1990	Mathematics Science Reading	Mathematics, Science, Reading, Writing	Mathematics <sup>5</sup> (8)
1992	Mathematics Reading Writing	Mathematics, Science, Reading, Writing	Mathematics <sup>5</sup> (4, 8) Reading <sup>5</sup> (4)
1994	Geography U.S. History Reading	Mathematics, Science, Reading, Writing	Reading <sup>5</sup> (4)
1996	Mathematics Science	Reading, Writing, Mathematics, Science	Mathematics (4, 8) Science (8)
1997	Arts (8)		

Table 1-1. Schedule of NAEP Assessments from 1969-2012 (continued)

Year	National	Long-Term Trend	State
1998	Reading Writing Civics		Reading (4, 8) Writing (8)
1999		Reading, Mathematics, Science	
2000	Mathematics Science Reading (4)		Mathematics (4, 8) Science (4, 8)
2001	U.S. History Geography		
2002	Reading Writing		Reading (4, 8) Writing (4, 8)
2003	Reading (4, 8) Mathematics (4, 8)		Reading (4, 8) Mathematics (4, 8)
2004	Foreign language (12) <sup>6</sup>	Reading, Mathematics	
2005	Reading Mathematics <sup>6</sup> Science		Reading (4, 8) Mathematics (4, 8) <sup>6</sup> Science (4, 8)
2006	U.S. History Economics (12) <sup>6</sup> Civics		
2007	Reading (4, 8) <sup>7</sup> Mathematics (4, 8) Writing (8, 12)		Reading (4, 8) <sup>7</sup> Mathematics (4, 8) Writing (8)
2008	Arts (8) <sup>7</sup>	Reading, Mathematics	
2009	Reading Mathematics Science <sup>7</sup>		Reading (4, 8) Mathematics (4, 8) Science (4, 8) <sup>7</sup>
2010	World History (12) <sup>6</sup> Geography <sup>7</sup>		

Table 1-1. Schedule of NAEP Assessments from 1969-2012 (continued)

Year	National	Long-Term Trend	State
2011	Reading Mathematics Science <sup>7</sup>		Reading (4, 8) Mathematics (4, 8) Science (4, 8) <sup>7</sup>
2012	Civics <sup>7</sup> Foreign Language	Reading, Mathematics	

<sup>1</sup> This assessment appears in reports as part of long-term trend. Note that the civics assessment in 1988 is the third point in trend with citizenship/social studies in 1981-82 and in 1975-76. There are no points on the trend line for writing before 1984.

<sup>2</sup> This was a small, special-interest assessment administered to limited national samples at specific grades or ages and was not part of a main assessment. Note that this chart includes only assessments administered to in-school samples; not shown are several special NAEP assessments of adults.

<sup>3</sup> Explanation of format for year column: before 1984, the main NAEP assessments were administered in fall of 1 year through spring of the next. Beginning with 1984, the main NAEP was administered after the new year in winter, although the assessments to measure long-term trend continued with their traditional administration in fall, winter, and spring. Because the main assessment is the largest component of NAEP, beginning with 1984 we have listed its administration year rather than the 2 years over which trend continued to be administered. Note also that the state component is administered at essentially the same time as the main NAEP.

<sup>4</sup> The 1986 long-term trend reading assessment is not included on the trend line in reports because the results for this assessment were unusual. Further information on this reading anomaly is available in *Beaton and Zwick* (1990).

<sup>5</sup> State assessments in 1990-94 were referred to as trial state assessments (TSA).

<sup>6</sup> Updated or new framework is planned for implementation for this subject. Framework for foreign language approved by Governing Board May 2000; updates to mathematics framework approved November 2001; economics framework approved August 2002.

<sup>7</sup> AGB will decide whether a new or updated framework is needed for this year.

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

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

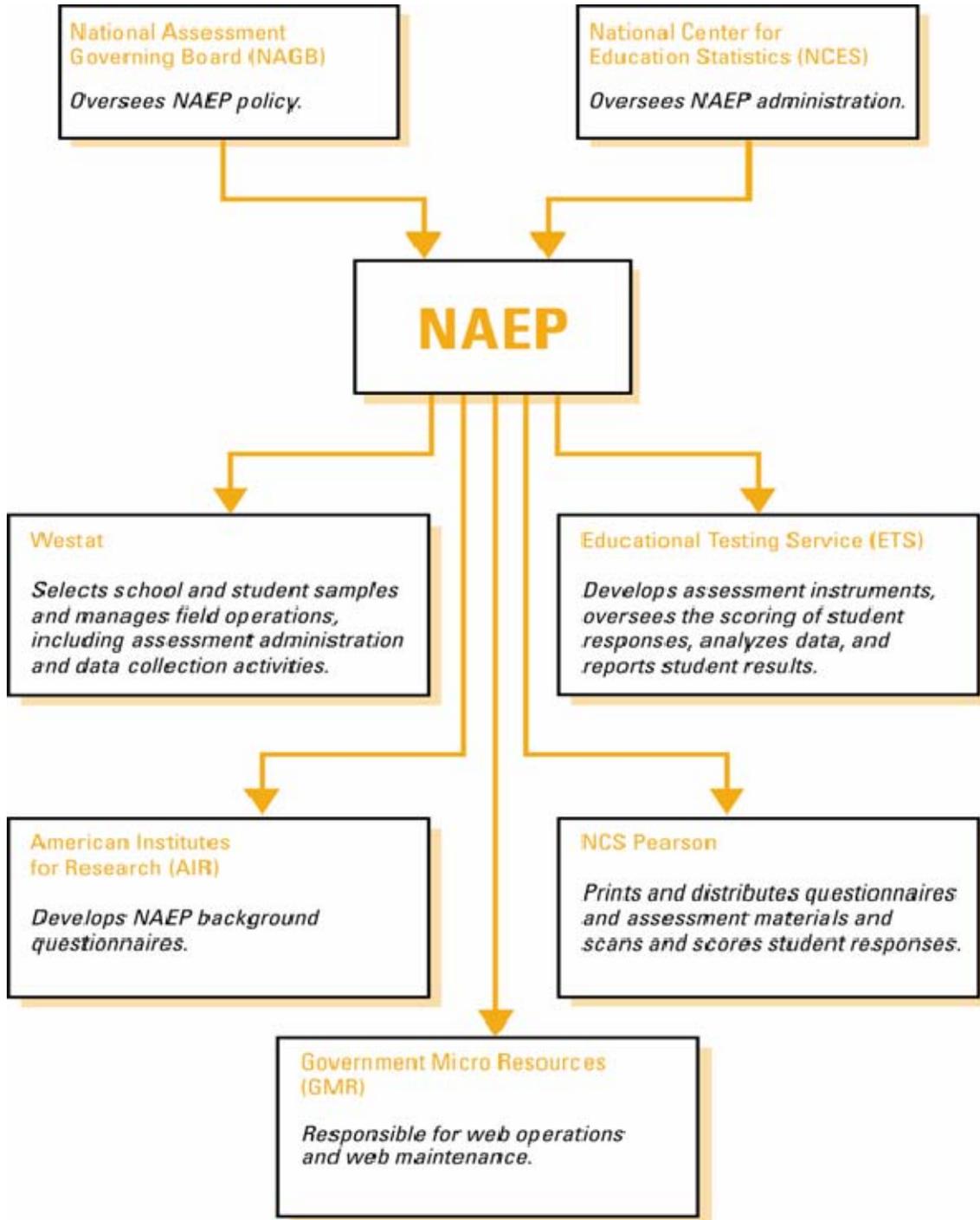
### **1.1.2 NAEP Organizational Structure**

Figure 1-1 on the next page shows the current organizational structure of NAEP. The Commissioner of Education Statistics, who heads the National Center for Education Statistics (NCES) in the U.S. Department of Education, is responsible, by law, for carrying out the NAEP project through competitive awards to qualified organizations. The Associate Commissioner for Assessment at NCES executes the program operations and technical quality control.

The National Assessment Governing Board (NAGB), appointed by the Secretary of Education but independent of the Department of Education, governs the program. Authorized to set policy for NAEP, the Governing Board is broadly representative of NAEP's varied audiences. NAGB selects the subject areas to be assessed and develops guidelines for reporting. While overseeing NAEP, NAGB often works with several other organizations. For example, NAGB has contracted with the Council of Chief State School Officers (CCSSO) to ensure that content is planned through a national process and with ACT, Inc. to identify achievement standards for the subjects and grades tested.

NCES contracts with private companies for test development and administration services. Currently, Educational Testing Service (ETS) is responsible for developing the assessment instruments, overseeing the scoring of student responses, analyzing the data, and reporting the results. Westat is responsible for selecting the school and student samples and managing field operations (including assessment administration and data collection activities). NCS Pearson is responsible for printing and distributing the assessment materials and for scanning and scoring students' responses. American Institutes for Research (AIR) is responsible for developing the background questionnaires. Government Micro Resources Inc. (GMRI) is responsible for NAEP web operations and web maintenance.

Figure 1-1. Organizational Structure of NAEP



NCES publishes the results of the NAEP assessments and releases them to the public. NCES strives to present this information in the most accurate and useful manner possible, publishing reports designed for the general public and specific audiences and making the data available to researchers for secondary analyses.

### **1.1.3 The NAEP Program for 2003/2004**

The 2003-2004 assessments will include the long-term trend assessments in reading and mathematics, a field test in reading, mathematics, and science for the 2005 assessment, and a foreign language pilot test. While no school will participate in more than one type of assessment, some districts will have schools in more than one assessment.

#### **Long-Term Trend Assessments**

From October 2003 through May 2004, NAEP will be conducting the long-term trend assessments in reading and mathematics. The long-term trend assessments are designed to give information on the changes in the basic achievement of America's youth by monitoring trend lines first established in 1971 for reading and in 1973 for mathematics. The last long-term trend assessment took place in 1998-1999.

This year, the long-term trend assessments will be conducted in approximately 1,500 schools across the nation. The assessments will be administered to students at ages 9, 13, and 17. Assessments for 13-year-olds will be conducted from October 6 through December 12, 2003. Assessments for 9-year-olds will be conducted from January 5 through March 12, 2004, and 17-year-olds will be assessed March 15 through May 14, 2004.

The writing and science portions of the long-term trend assessment have been discontinued. There will be three session types as follows:

1. Reading and math operational and pilot long-term trend. This session will be conducted using the new long-term trend questions. Accommodations will be permitted.

2. Math long-term trend bridging study. This session will be conducted using the same math questions and administration procedures that have been used in every long-term trend study since 1973. For this session, the administrator will use a paced-tape to conduct the session, as in the past. Because accommodations were not previously allowed for the trend assessment, they will not be permitted for this session type.
3. Reading long-term trend bridging study. This session will be conducted using the reading questions and administration procedures that have been used in every long-term trend study since 1971. Because accommodations were not previously allowed for the trend assessment, they will not be permitted for this session type.

There will be no School or Teacher Questionnaires for the long-term trend assessment. There will be an SD/LEP Questionnaire for the teacher most knowledgeable about the selected SD/LEP students. The SD/LEP Questionnaire will be assigned for all selected students with an SD and/or LEP classification, including those selected for the bridging studies.

### **Field Test**

NAEP will conduct a field test from January 26 through March 5, 2004 in reading, mathematics, and science at grades 4, 8, and 12. The purpose of the field test is try out new assessment items, materials, and procedures in preparation for the 2005 assessment. There will be one session type for the field test as follows:

- Reading, math, and science session. Students will be assessed in one subject only, but the booklets will be spiraled and bundled together so all subjects can be assessed in one room. All books will use a common booklet design of two 25-minute blocks and student background questions. There will be no hands-on tasks or science kits for the field test science booklets.

Principals will be asked to complete a School Questionnaire. At fourth and eighth grades, one teacher who teaches math in the selected grade will be asked to complete a Teacher Questionnaire. There will also be SD/LEP Questionnaires and LEP Questionnaires to be completed by the teacher most knowledgeable about the student identified as SD or LEP.

### **Foreign Language Pilot Test**

The foreign language pilot test will be conducted from October 6 through December 12, 2003, in approximately 200 high schools throughout the country. Students will be assessed in reading,

writing, listening, and/or conversation in Spanish. The assessment will provide information on how well representative samples of grade 12 students, who have studied Spanish for certain lengths of time, can communicate in Spanish. In addition, students will be asked about other languages they know. Questionnaires will be completed by the school principal and the language department chairperson, and will also be completed for SD/LEP students.

**NAEP 2003-2004 Assessment Comparison Table**

	<b>Long-Term Trend</b>	<b>Foreign Language</b>	<b>Field Test</b>
<b>Students Assessed</b>	9-year-olds 13-year-olds 17-year-olds	Twelfth grade	Fourth grade Eighth grade Twelfth grade
<b>Subjects</b>	Reading Mathematics	Spanish	Math Reading Science
<b>Time Period</b>	Age 13: October 6- December 12, 2003 Age 9: January 5- March 12, 2004 Age 17: March 15- May 14, 2004	October 6- December 12, 2003	January 26- March 5, 2004
<b>Questionnaires</b>	SD/LEP Questionnaires for operational long-term trend only	Department Chair Survey  School Questionnaire	School Questionnaire  SD/LEP Questionnaire or LEP Questionnaire  Math Teacher Questionnaire (Grades 4 and 8 only)

## **1.2 The Security of Assessment Materials and Confidentiality Issues**

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

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

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

To fulfill the first requirement, NAEP has made sure since its inception that no information on individual students or schools is included in its data releases or reports. NAEP does not maintain permanent files of names of students, and student names are removed from completed assessment booklets and questionnaires before they leave the school. All information collected by NAEP about individual students and schools will remain strictly confidential.

To fulfill the second requirement, the National Assessment Governing Board adopted a strict policy on how to handle requests to see NAEP assessment books. Although you won’t be handling assessment booklets during the gaining cooperation activities, it is important that you are familiar with the policies on handling requests. All requests to view NAEP assessment booklets must be handled in the following ways:

- If a request is made to view the background questions asked in the student’s assessment booklets, you must provide copies of the NAEP Demonstration Booklets. The Demonstration Booklets contain the student background questions. You will receive a supply of the Demonstration Booklets from Westat and the booklets will also be posted to the MySchool and NAEP web sites.
- If a request is made to view the actual test questions by school staff members, parents, or anyone else, that person or persons must submit a written request to the National Center of Education Statistics (NCES). Under the statute, all secure cognitive questions must be made available within 45 days after a written request, provided test security is maintained. All written requests to view test questions should be directed to the NAEP State Coordinator.

Following each assessment, NAEP releases approximately 25 percent or more of the test questions. The questions appear in the NAEP reports and on the web site. You should encourage any interested party to view the previously released NAEP test questions on the NAEP web site at <http://nces.ed.gov/nationsreportcard>.

### 1.2.1 Requests from News Media

Superintendents or school principals may wish to publicize participation in NAEP, either in the local press or in a school newsletter. A press release explaining NAEP has been prepared (see Appendix A). There is also the possibility that representatives of local news media will ask you for information about the national assessment and the local school's involvement. **All such inquiries should be referred to school officials who are responsible for handing out any press releases.** If a reporter wants more information than is provided in the release, **refer them to the name and phone number on the press release.**

Occasionally, school personnel or the media have requested to photograph or videotape NAEP sessions. **UNDER NO CIRCUMSTANCES WILL NAEP PERMIT VIDEOTAPING OR PHOTOGRAPHS TO BE TAKEN OF ANY PART OF AN ACTUAL ASSESSMENT.** Also, newspaper or broadcast reporters and photographers are not permitted to observe a NAEP session. These restrictions are based on the following concerns:

- A key strength of NAEP is that the assessment procedures are standardized; that is, the assessment is administered under uniform procedures. Obviously, television lighting, zooming camera lenses, or journalists arriving for interviews would alter this uniform setting.
- NAEP booklets contain items to be used in future assessments. Just as these booklets may not be removed from the room or photocopied, they may not be photographed in any way.
- Last, and certainly not least in importance, the confidentiality of students participating in NAEP is guaranteed, and the presence of cameras would seriously jeopardize that guarantee.

### 1.2.2 Oath of Confidentiality

All Westat staff working on NAEP must sign an oath of confidentiality. By signing this oath, staff agree to keep school and student names confidential. They also accept the responsibility for keeping all materials secure before and after the assessments are given. Some school officials may be concerned about the security of the tests. You can assure them that all NAEP staff will have signed this oath.

## 2. ROLES AND RESPONSIBILITIES

### 2.1 Overview of the NAEP Team Responsibilities

In order to conduct all assessments within the required period, NAEP assembles a team that includes employees of state and local education agencies as well as Westat employees working throughout the country. The NAEP team is composed of NAEP State Coordinators, district/school staff, and the Westat field staff, which includes field managers, supervisors, and assessment administrators (AAs). Each member of the NAEP team is critical to the success of the program. The responsibilities of the team members are outlined in the chart shown on the following pages.

Table 2-1.	
NAEP State Coordinator	
<ol style="list-style-type: none"> <li>1. Receive school sample from the Westat home office staff.</li> <li>2. Contact each sampled district and public school to inform them about their selection, and in many cases, to obtain cooperation.</li> <li>3. Secure the participation of public schools.</li> <li>4. Confirm the assessment date for each participating public school.</li> <li>5. Obtain the name of the school coordinator responsible for working with the NAEP representative at each school.</li> </ol>	<ol style="list-style-type: none"> <li>6. In public schools, send the school coordinator instructions for parental notification.</li> <li>7. Keep NAEP field managers and supervisors informed of any changes in scheduled assessment dates.</li> <li>8. Be available to districts and schools for any questions or problems.</li> </ol>
District/School Staff	
<ol style="list-style-type: none"> <li>1. Assign a school coordinator at each school to work with the NAEP representative.</li> <li>2. Send NAEP a list of all age-eligible students by hard-copy list or by E-File by a specified date.</li> <li>3. Receive the preassessment packet at least 2 weeks before the school's assessment date.</li> <li>4. Maintain a list of students who have enrolled in the school after the original list has been submitted.</li> <li>5. Supply any information missing from the Administration Schedule for each sampled student.</li> </ol>	<ol style="list-style-type: none"> <li>6. Determine how to include SD and/or LEP students according to NAEP criteria.</li> <li>7. Distribute SD/LEP Questionnaires to appropriate school staff members.</li> <li>8. Make arrangements for suitable space for the assessment.</li> <li>9. Notify parents, students, and teachers about the assessment.</li> <li>10. Keep a log of parent refusals.</li> <li>11. Collect all SD/LEP questionnaires not completed online from school staff.</li> <li>12. Be available after the session to discuss the assessments with the NAEP representative.</li> </ol>
Field Manager	
<ol style="list-style-type: none"> <li>1. Coordinate all field activities with the State Departments of Education and the Westat home office staff.</li> <li>2. Recruit, hire, and train the assessment teams.</li> </ol>	<ol style="list-style-type: none"> <li>3. Manage all field activities.</li> <li>4. Supervise assessment teams.</li> <li>5. Conduct quality control field visits.</li> </ol>

**Table 2-1. (continued)**

**Supervisor**

- |   |   |
|---|---|
| <ol style="list-style-type: none"><li>1. Complete the homestudy and attend the in-person training.</li><li>2. Prepare preassessment packets and School Folders (including Administration Schedules).</li><li>3. Contact nonpublic schools and, in some states, public schools to obtain cooperation.</li><li>4. Receive and secure assessment materials.</li><li>5. In nonpublic schools, send the school coordinator instructions for parental notification.</li><li>6. Arrange to receive a list of all age-eligible students from each participating nonpublic school or have the school submit its list by E-File.</li><li>7. Conduct preassessment visit with the school coordinator.</li><li>8. Conduct the confirmation phone call and schedule the preassessment visit.</li><li>9. Verify that parents/ guardians have been notified about NAEP.</li><li>10. Complete the Administration Schedule.</li><li>11. Select the sample of students for each participating school in his/her assignment.</li><li>12. Review status of SD/LEP Questionnaires.</li><li>13. Determine student accommodations with knowledgeable school staff.</li><li>14. Make assessment arrangements.</li></ol> | <ol style="list-style-type: none"><li>15. Confirm the assessment date for each participating nonpublic school.</li><li>16. Assemble preassessment packets for participating public and nonpublic schools.</li><li>17. Verify assessment materials and request additional materials, if necessary.</li><li>18. Distribute assessment schedule to AAs.</li><li>19. Coordinate the work of a team of AAs.</li><li>20. Prepare for the school's assessment.</li><li>21. Report to the school on assessment day.</li><li>22. Monitor the sessions and evaluate the work of the AAs.</li><li>23. Collect the SD/LEP questionnaires not completed online from school coordinator.</li><li>24. Prepare the NAEP Storage Envelope.</li><li>25. Schedule makeup session(s), if necessary.</li><li>26. Collect Session Debriefing Forms from AAs.</li><li>27. Debrief the school coordinator.</li><li>28. Ship assessment materials to NCS Pearson.</li><li>29. Report assessment results in the SCS.</li><li>30. Enter assessment results and shipment information in the School Control System web site.</li><li>31. Finalize and ship the School Folder.</li><li>32. Report time and expenses weekly to Westat.</li><li>33. Report weekly to Field Manager.</li></ol> |
|---|---|

**Assessment Administrator (AA)**

- |  |  |
|--|--|
| <ol style="list-style-type: none"><li>1. Complete the home study and attend the in-person training.</li><li>2. Assist supervisor with sampling activities.</li><li>3. Assist supervisor with preparing for preassessment visits.</li><li>4. Report to the school on assessment day.</li><li>5. Complete initial activities at the school.</li><li>6. Prepare the assessment booklets.</li><li>7. Prepare the assessment room.</li><li>8. Administer the session.</li><li>9. Monitor the session.</li><li>10. Assess students with disabilities or limited English proficiency, when necessary.</li></ol> | <ol style="list-style-type: none"><li>11. Secure and account for all materials used.</li><li>12. Record administration codes on the Administration Schedule.</li><li>13. Complete the top of the Administration Schedule.</li><li>14. Code the booklet covers.</li><li>15. Complete the Session Debriefing Form.</li><li>16. Prepare materials for shipping.</li><li>17. Conduct makeup session, if necessary.</li><li>18. Report time and expenses weekly to Westat.</li><li>19. Assist supervisor with other assessment related tasks.</li></ol> |
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## 2.2 Schedule of Data Collection Activities

Preparations in the field for long-term trend 2003-2004 began during the summer of 2003. The chart below provides an overview of this year's data collection activities.

Exhibit 2-1. Schedule of NAEP 2003-2004 Long-Term Trend Activities

July 2003	Westat sends lists of sampled schools to NAEP State Coordinators.
August 24-27, 2003	NAEP long-term trend supervisor training session.
August through October 3, 2003	Supervisors hire and train AAs.
September through November, 2003	Supervisors contact nonpublic schools to secure cooperation. Some supervisors will also have to secure cooperation for public schools if the State Coordinator is not available.  Substitute schools are activated to replace refusal schools.
September - November, 2003	Supervisors send preassessment information to principals and school coordinators.
Mid-September through November, 2003	Supervisors conduct preassessment sampling visits at the schools selected for the fall assessment.
October 6, 2003 through December 12, 2003	Fall long-term trend assessments conducted (13)
Mid-December, 2003 through February, 2004	Supervisors conduct preassessment sampling visits at the schools selected for the winter assessment.
January 5, 2004 through March 12, 2004	Winter long-term trend assessments conducted. (9)
February - April, 2004	Supervisors conduct preassessment sampling visits at the schools selected for the spring assessment.
March 15 through May 14, 2004	Spring long-term trend assessments conducted. (17)

## **2.3 Questions About NAEP**

In addition to understanding the procedures described in this manual, you will need to be prepared for questions school staff or students may ask about NAEP. Because you are a NAEP representative, you are expected to have enough knowledge of NAEP's history, objectives, and operations to answer questions that may arise from students and school staff. Some of the questions will be about NAEP procedures and should be easy to answer because you will be familiar with the required procedures. Other questions may be technical in nature and will require a basic understanding of the design of the assessment in order to give a credible response.

As a general rule, answer a question only when you are confident that you know the correct answer. Refer to the Appendix for a list of some of the most common questions you may be asked and suggested responses. If you do not know the answer to a question, say so, and refer the school personnel to your supervisor. You may also refer them to the NAEP web site located at <http://nces.ed.gov/nationsreportcard>.

## **2.4 Attitude and Conduct**

The NAEP assessment teams are critical to NAEP's success. You conduct the assessments and are the face of NAEP in the schools. Assessment sessions must be administered in a standardized and professional manner for the results to accurately reflect the achievement of American students. Only if the sessions are conducted properly will each child have the opportunity to show what he/she knows and can do in the subject being assessed. If the data are not valid, not only will all analyses and reports be incorrect, but the 30-plus-year reputation of NAEP will be discredited.

Because you serve as a representative of NAEP, your attitude and conduct in working with school officials, teachers, and students must reflect the importance and seriousness of this project. Fulfilling your responsibilities in a professional manner will indicate to others that you consider the project worthy of the time and effort that students, parents, teachers, and school, district, and state staff have devoted to NAEP.

As visitors to the schools, NAEP staff should always remember that schools are busy places with ongoing activities and procedures that are essential to their functioning. Thus, it is important that participation in NAEP cause minimal disruption in the school's routine. Occasionally a school will request that a NAEP procedure be modified to better conform with school routine. We will make every

effort to comply with such a request as long as NAEP standards are not compromised. This requires that you work with school officials and teachers in a courteous, rather than a demanding fashion, and that you convey respect for school rules and procedures at all times.

## **2.5 Assessment Code of Ethics**

In addition to the general attitude and conduct standards discussed above, as a member of the NAEP data collection team, you are expected to abide by the NAEP Code of Ethics for Assessment Administration and Data Collection. This Code of Ethics, provided on pages 2-6 and 2-7, defines the principles that guide NAEP assessment administration and details how these principles translate into the procedural guidelines necessary for fair and accurate collection of data. It is very important that you become thoroughly familiar with the content of the Code of Ethics prior to accepting your position as a member of the assessment team.

At the conclusion of your in-person training session, you will be asked to sign the following Oath of Office committing yourself to uphold the principles stated in the Code:

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

**Table 2-2 NAEP Code of Ethics: Test Administration and Data Collection**

The National Assessment of Educational Progress (NAEP) is firmly committed to the collection of high quality, independent, and unbiased measures of student academic performance. This Code of Ethics defines the principles that are the foundation for fair and accurate test administration and data collection. NAEP grantees, contractors, and subcontractors must ensure that all procedures, materials, training programs, and administrative guidelines are derived from these principles.

This Code of Ethics applies to all staff and contracted employees who are involved in the collection of NAEP data. Each individual must have the opportunity to review the Code before becoming a part of the NAEP team. Prior to collecting NAEP data, an individual must swear or affirm his/her commitment to uphold the principles stated in this Code.

The basic principles guiding NAEP data collection are:

**Accuracy**

- All sampled schools are to be included in the assessments.
- All sampled students who are eligible for the assessment are to be included.
- All students requiring accommodations offered by NAEP are to receive them.
- All necessary materials and equipment are to be provided by NAEP.
- An appropriate testing atmosphere is to be maintained in all NAEP sessions.

**Integrity**

- Assessments are to be conducted according to rigorous and independent procedures.
- All improprieties and the appearance of impropriety are to be avoided.
- NAEP staff members administering assessments are to be trained in appropriate testing practices and procedures and in procedures for working in and with schools.
- School personnel working with NAEP assessments will receive guidance in the management of the assessments and in handling NAEP materials.
- All confidential NAEP materials must be kept secure before, during, and after testing.

**Respect**

- NAEP staff members are to ensure the confidentiality of personally identifying information and responses given by students and school staff to assessment and questionnaire items.
- NAEP staff members are to treat all students, parents, teachers, and school staff with respect and address their concerns promptly, openly, and courteously.

**Table 2-2 NAEP Code of Ethics: Test Administration and Data Collection (continued)**

These principles translate into the following operational guidelines:

**Security**

1. Student and teacher names and other personally identifiable information shall be removed from all test booklets and questionnaires prior to those materials leaving the school.
2. Tests shall be stored and transported in secure, dry, and locked areas.
3. Only personnel employed by NAEP or otherwise authorized by NAEP shall have access to testing materials.
4. Test content shall not be copied, reproduced, or paraphrased in any manner or for any reason without the expressed, prior, written consent of the National Center for Education Statistics (NCES).
5. Breaches of security, loss of materials, failure to account for materials, or any other deviation from required administrative and security procedures shall be reported immediately to the NCES, or its designee.

**Preparation for testing**

1. Schools shall be notified in advance of the assessment and provided all relevant information about NAEP, NAEP assessment procedures and schedules, and NAEP personnel who might be entering the school.
2. NAEP materials shall be maintained in dry, secure, locked storage before and after testing.
3. Persons with access to NAEP test materials before, during, and after the assessments shall be identified and provided with clear, unambiguous guidance on materials handling.
4. Persons administering and monitoring NAEP assessments shall be trained in NAEP testing, data collection procedures, and school visitation procedures, including these principles.

**Test administration**

1. The NAEP testing environment shall be correctly structured and a positive atmosphere established so that all students have a fair chance to perform to full capacity.
2. Students shall be assessed using accommodations as specified in their education plans and offered by NAEP.
3. Testing personnel shall comply with NAEP administration guidelines included in this manual and any subsequent updates.
4. Testing personnel shall maintain high standards of professional conduct.
5. Testing personnel shall be sensitive to the needs of students, teachers, and the school in administering NAEP.
6. Teachers and other proctors assigned to the testing session by the school shall be provided clear, unambiguous guidance on testing procedures. Deviations from proper procedures shall be documented, and those affecting student performance shall be reported immediately.
7. All students, teachers, and other personnel in schools participating in the assessments are to be treated fairly and with the utmost respect. Any issues that arise shall be resolved in a courteous and professional manner.
8. All improprieties and appearances of impropriety shall be avoided. All NAEP procedures for visiting schools shall be followed.

**General**

1. Test takers and other stakeholders shall have access to information about NAEP.
2. Any complaint or concern about a NAEP assessment shall be addressed directly by testing personnel in the field and promptly reported to NCES, or its designee.

## 2.6 Working as a Team

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

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

### How a Team Develops

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

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

<b>Table 2-3. First five stages of the Drexler Sibbet Team Performance Model™</b>		
<b>Team development stage</b>	<b>Question(s) team must answer</b>	<b>Additional information</b>
<b>I.</b> Orientation	Why am I here?	Explain value of each person to the team.
<b>II.</b> Trustbuilding	Who are you?	<ul style="list-style-type: none"> <li>■ Share answers from Orientation.</li> <li>■ Remember people give trust differently. Some offer it up front; others demand “proof” that trust is “deserved” before extending it.</li> </ul>
<b>III.</b> Goal & Role Clarification	What are we doing?	<p>Be sure you are clear about the following:</p> <ul style="list-style-type: none"> <li>■ Each person’s roles and responsibilities;</li> <li>■ The tasks each role performs to meet the overall goal;</li> <li>■ The sequence, guidelines, and processes to follow when carrying out specific tasks;</li> <li>■ Whom to call for what;</li> <li>■ What to communicate to whom; and</li> <li>■ The decisionmaking process.</li> </ul>
<b>IV.</b> Commitment	How are we doing it?	<ul style="list-style-type: none"> <li>■ Finalize priorities.</li> <li>■ Uncover unspoken assumptions about processes and procedures.</li> <li>■ Validate or correct assumptions.</li> </ul>
<b>V.</b> Implementation	Who does what, where, and when?	Transition to this stage occurs naturally if previous stages’ work is done.

### **Individual Styles and Preferences**

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

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

- Gathering information;
- Making decisions;

- Obtaining energy; and
- Relating to the outside world.

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

### **Data Gathering**

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

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

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

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

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

### **Making Decisions**

Do you make decisions logically and analytically, using a cause and effect approach? Do you think about solving the problem first, as a way of helping the person, or are you more subjective? Do you think about how the other person feels and then work on the problem? Both preferences consider the

problem and the people involved – just in a different order. Each way results in some good decisions and some bad ones. Neither way is more effective or efficient.

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

### **Obtaining Energy**

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

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

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

### **Organizing Your Outside World**

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

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

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

### **Be a Contributing Team Member**

- As you read over the following bullets, think about additional things you can do to help everyone work together more effectively.
- **Demonstrate a positive attitude and a professional manner.** As a member of a NAEP assessment team, you represent the face of NAEP to the people you meet in the schools and communities you visit. Be positive and act professionally. Be sensitive to your appearance and conversation. Sometimes innocent comments are taken out of context because they were said at an inappropriate time or in an inappropriate place. Be respectful of the schools, staff, and students. Follow procedures to avoid any problems. Always ask your supervisor if you are not sure about something.
- **Do your homework and be prepared.** Your supervisor and others on the NAEP team are working to provide you with training and resources to help you do your job. Be sure you understand what you are doing and why. Read your manual and the other materials provided. Remember you may have to be flexible in your approach, if circumstances call for a change in procedure.
- **Focus on the moment and listen to others.** Try not to get so caught up in what to say next that you miss what is being said now. Focus on the moment, and listen to what is being communicated.
- **Ask questions.** Do you understand the team's goals, policies, and procedures? Do you know what you are supposed to do? Have you some idea of what others on your team are doing, so you can help out if necessary? Are you clear about specific details of your role as an AA? Do you know when you can exercise your own best judgment and when you need to get an answer from your supervisor? Do you know what your supervisor's preferences are in terms of making decisions, gathering information, etc.?
- **Communicate.** Help others on your team understand your preferences regarding receiving information, being energized, etc. Not everyone's preferences are similar to our own. Volunteer important information about what you need to be successful in your work and listen to others' needs.
- **Support your teammates.** A team succeeds when members support each other. No one is fabulous at everything. No one always gets it right. Be observant about tasks not getting done. Help support each other when someone is having a problem. Ask for help when you need it.

- **Support your supervisor.** Your supervisor wants you to succeed. Communicate with your supervisor. In addition to asking questions, give input and feedback if something doesn't seem to work. Let your supervisor know as quickly as possible if an incident occurred. Give your supervisor a "heads up" if you anticipate a problem in performing your tasks.
  
- **Ask for and accept feedback.** Your supervisor will let you know what is expected of you. Find out if you are meeting expectations. Ask if you are doing a good job and how you might improve. Be sure that you understand what is working and what needs to be changed. Discuss with your supervisor how to apply any suggestions you receive. Ask for examples and suggestions for applying the feedback. Above all, treat feedback as a gift. Accept feedback with a positive attitude.