3. PREPARING FOR THE ASSESSMENT

3.1 Task 1: Review Your Manual and Attend the In-Person Training

Before attending the in-person training, you will need to carefully review this manual in its entirety so that you will be prepared to attend the training session. The in-person training session will give an overview of your tasks as an assessment administrator (AA). However, you are responsible for learning the details associated with each task. In addition, the procedures for completing your timesheet (described in Chapter 5) will not be covered at the in-person training. You should bring any questions you may have to the training session so they can be discussed with the trainer or your supervisor.

The in-person training will combine a presentation, group discussions, and practice exercises to help teach the procedures and provide experience with the forms and materials. At the training session, the contents of this manual will be reviewed, so please bring it with you.

3.2 Task 2: Understand the Assessment Materials

A. Session Types

Long-term trend assessments occur during specific time periods. Students born in 1990 are assessed in the fall. Students born in 1994 are assessed in the winter, and students born between October 1, 1986 and September 30, 1987 are assessed in the spring. Assessments will be conducted in the subject areas of reading and mathematics.

The two basic methods of administration are spiral and tape. In spiral sessions, there are many different booklets in use within a given assessment session. Each booklet contains three blocks (or sections) of cognitive items. Because the blocks are "spiraled" among all booklets of an assessment type, not all students may be working on the same questions within any given time. Students are given a set period of time to work in a particular section of the assessment booklet, but within the section, they work at their own pace. In spiral sessions, the role of the AA is to read the directions where appropriate, distribute any materials needed, and to time the sections.

In tape sessions, a tape recording is used to administer the sessions. The tape "reads" the directions and the questions to students at appropriate time intervals. Since the questions are "read aloud" on the tape, all students in a tape session use identical booklets. There are one to two different tape booklets per age level, each of which is used in a separate assessment session.

Although your supervisor has primary responsibility for making sure that the correct session types are held in each school, **you** are responsible for making sure that you know what session type you are to administer, that you have the correct booklets and materials for each session, and that sampled students attend the correct session.

There are three session types: Reading/Math LTT Operational and pilot test (**RM**); Math Bridging study (**MA** or **MB**), and Reading Bridging study (**RB**) (see table 3-1). For ages 9 and 13, up to 128 students will be selected with up to 80 selected for Reading/Math LTT, up to 26 for a single Math Bridge paced-tape session, and up to 22 students for the Reading Bridge session. For age 17, up to 121 students will be selected with up to 81 students assigned to Reading/Math LTT, up to 18 for a Math Bridge paced-tape session, and up to 22 students assigned to a Reading Bridge session.

Table 3-1. Long-Term Trend Session Types

	Session # Prefix	**Session Size**	**Paced Tape?**	**Accommodation Offered?**
Reading/Math LTT Operational and Pilot Test	RM	12-80 (age 9 and 13) 12-81 (age 17)	No	Yes
Math Bridging Study	MA (age 9 and 13 only) MB (all ages)	12-26 (age 9 and 13) 12-18 (age 17)	Yes 2 tapes each for ages 9 & 13 1 tape for age 17	No
Reading Bridging Study	RB	12-22	No	No

The Math Bridge study will use 5 paced tapes, one for age 17 and 2 each for ages 9 and 13. No more than 1 session each of Math Bridge and/or Reading Bridge will be assigned to a school. The SDS sampling program will designate Math Bridge sessions as MA or MB depending upon the paced tape to be used for the session.

B. The Administration Schedule

The Administration Schedule, shown on pages 3-6 and 3-7, is the central document that will be used during the assessment to keep track of the selected students. As part of the NAEP sampling process, your supervisor prepared an Administration Schedule for each session. An important part of your job is to record the results of each session you conduct on the Administration Schedule. Only students whose names appear on the Administration Schedule may participate in the assessment (except if the school requires a nonsampled student to participate). When you receive the Administration Schedules, they will contain each selected student's name, grade, birth date, gender, and indicators of student with disability (SD) and/or limited English proficiency (LEP) status. They may also include the student's homeroom or other locating information, race/ethnicity, and an indication of the student's eligibility for the National School Lunch Program (NSLP)[1] and Title I services.[2]

The **NAEP School ID Number** appears at the top center of the Administration Schedule. This number is unique for each school and should be used on all NAEP materials for that school.

The **Session Number** appears at the top left and top right of the Administration Schedule. The first two letters indicate the subject(s) being assessed. There will be an **RM** for reading/math operational and pilot test sessions for ages 9, 13, and 17 schools. **MA** will indicate the math bridging study at ages 9 and 13 using a paced tape. **MB**, also using a paced tape, will indicate a second session type of the math bridging study at ages 9 and 13, and one at age 17. **RB** will indicate the reading bridging study for ages 9, 13, and 17. Next to the subject indicators will be two numerals—09, 13, or 17—to indicate the age being assessed. The last two numerals are used to identify the session because there may be more than one session in a school. For example, an age 9 school with three reading/math sessions would have three Administration Schedules: one Administration Schedule for session RM0901, the second for session RM0902, and the third for session RM0903.

On assessment day, you will use column **A**, labeled **Student Name**, to indicate whether a student was present or absent for the assessment by entering a ✓ for present or an **A** for absent.

---

[1] The National School Lunch Program (NSLP) is a federally assisted meal plan that provides low-cost or free lunches to eligible students.

[2] Title I, formerly Chapter 1, assists economically and educationally disadvantaged students in achieving academically at the same level as their peers.

Column **B** of the Administration Schedule, labeled **Homeroom or Other Locator**, is used to notify the students of their selection for NAEP.

Although sessions contain both reading and math assessments, each student will be assessed in only one subject. Therefore, column **C**, labeled **Line #/Subject**, is used to indicate the subject of each student's assessment booklet. There will either be an **R** for Reading or an **M** for Math in this column. School staff will also refer to this subject indicator when determining student accommodations.

Column **D**, labeled **Grade,** is used to record the grade in which each student is enrolled.

Column **E**, labeled **Birth Date**, is used to record each student's month and year of birth.

Column **F**, labeled **Sex**, is used to record each student's sex.

Column **G,** labeled **SD**, is used to record each student's disability status.

Column **H,** labeled **Final SD Code**, will be used to record a student's SD status if it has changed from what was originally recorded on the Administration Schedule.

Column **I**, labeled **LEP**, is used to record each student's limited English proficiency status.

Column **J**, labeled **Final LEP Code**, will be used to record a student's LEP status if it has changed since it was originally recorded on the Administration Schedule.

Column **K**, labeled **Race/Eth.**, is used to record each student's race/ethnicity.

Column **L**, labeled **School Lunch**, is used to record each student's eligibility status in the National School Lunch Program (NSLP).

Column **M**, labeled **Title I**, is used to record each student's Title I status.

Column **N**, labeled **New Enrollee**, will be used to identify each student selected from the list of new enrollees.

In column **O,** labeled **Original Booklet ID #**, assessment booklets have been preassigned to each selected student. The number printed in this column opposite each student's name corresponds to the assessment booklet the student must receive. This number is used to track the booklet from the time it leaves the warehouse until it is returned and processed. **All booklets must be accounted for throughout the assessment process.**

Column **P**, labeled **Accommodation Booklet ID #**, will be used when a student identified as SD or LEP must be reassigned a special accommodation booklet.

Following the session, you will use column **Q**, labeled **Admin. Code**, to record each student's participation status. The two-digit Admin. Codes or Administration Codes used in this column are listed along the right-hand side of the Administration Schedule in column **S**. The Administration Codes are further defined on pages 4-46 through 4-49.

Column **R**, labeled **Observ Race,** is used to record each student's race/ethnicity as determined by the AA's observation of each student.

Writing in the shaded areas on the Administration Schedule is permitted; however, no extraneous marks may be made in white (scannable) space.

The Administration Schedule is perforated, so student names can be removed before it is sent to NCS Pearson. Due to NAEP's pledge of confidentiality, **under no circumstances should a student's name appear on any assessment materials leaving the school.**

Exhibit 3-1. Administration Schedule - Side 1

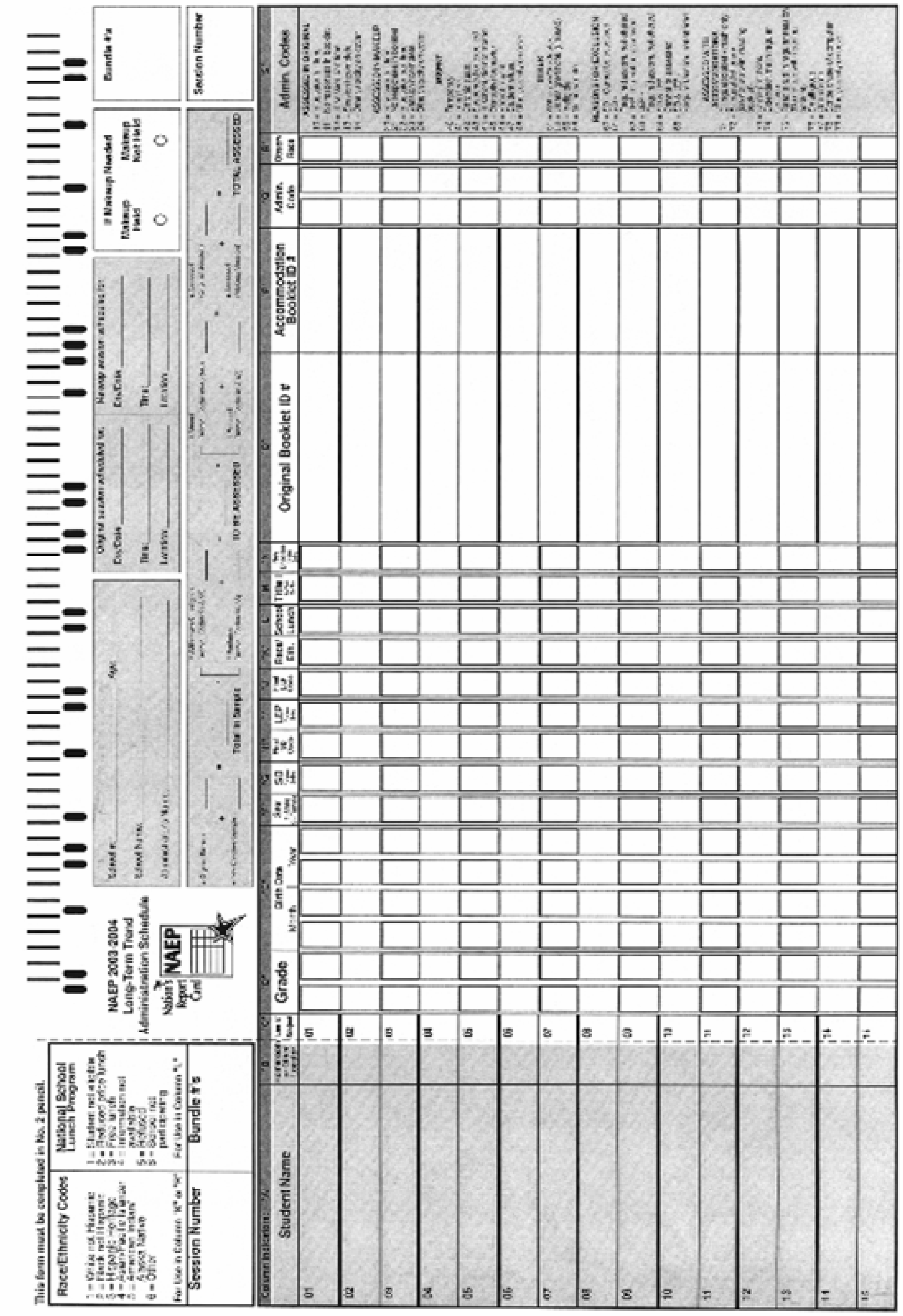


Exhibit 3-1. Administration Schedule - Side 2

Student Name	[illegible]	[illegible]	Grade	Birth Date Month	Birth Date Year	Sex	SD	[illegible]	LEP	[illegible]	Race/Eth.	School Lunch	Title I	[illegible]	Original Booklet ID #	Accommodation Booklet ID #	Admin Code	[illegible]	Admin. Codes
16		16																	
17		17																	
18		18																	
19		19																	
20		20																	
21		21																	
22		22																	
23		23																	
24		24																	
25		25																	
26		26																	
27		27																	
28		28																	
29		29																	
30		30																	
31		31																	
32		32																	
33		33																	
34		34																	

This form must be completed in No. 2 pencil.

C. SD/LEP Roster

Your supervisor is provided with an SD/LEP Roster (Exhibit 3-2) to keep track of the SD/LEP questionnaires distributed at the school. Questionnaires are distributed to the teachers of selected students with SD and/or LEP status.

The instructions for distributing the SD/LEP Questionnaires are printed on the right side of the Roster. On occasion your supervisor may request that you assist with the collection and coding of SD/LEP Questionnaires.

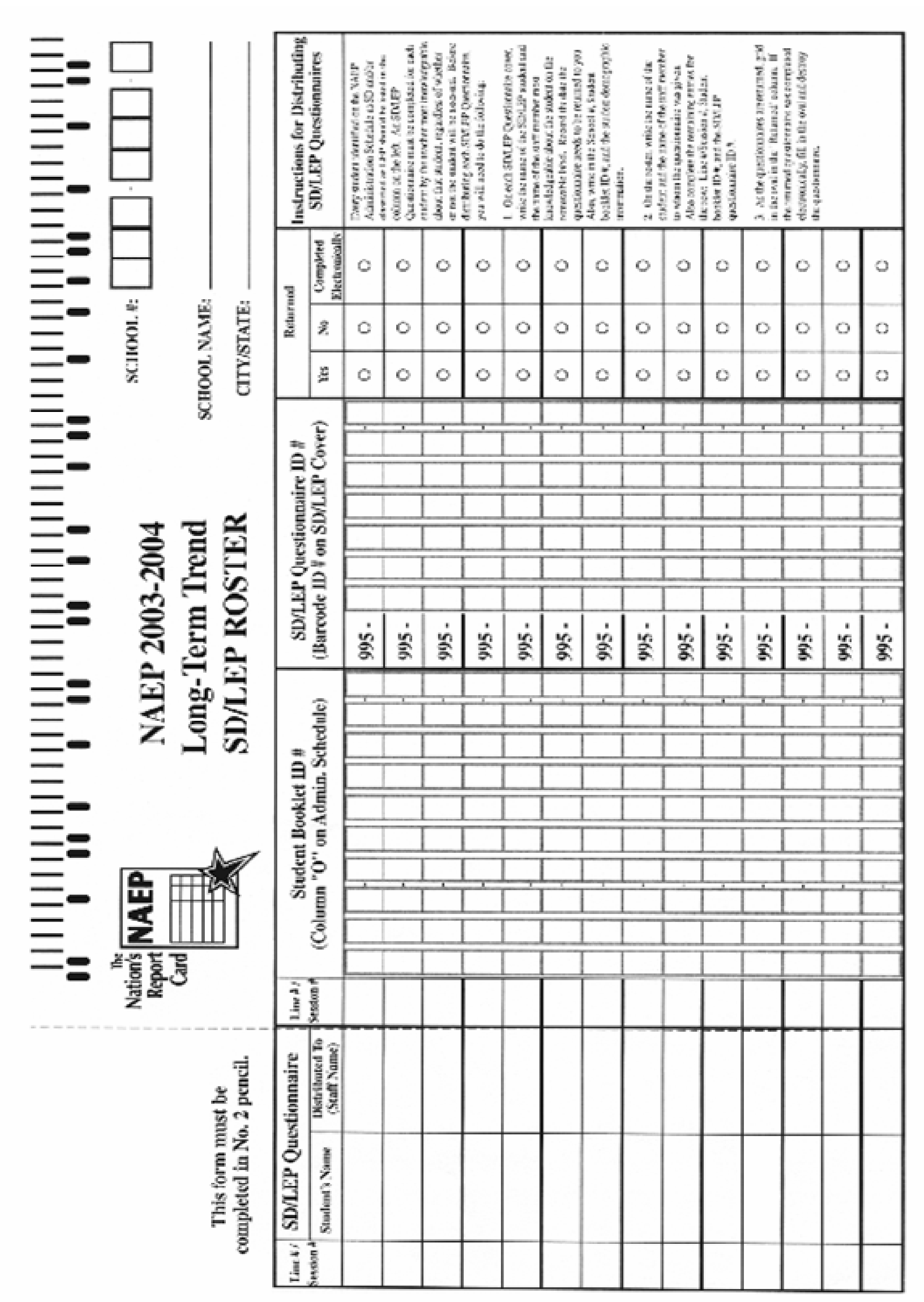
D. SD/LEP Questionnaire

For every student identified on the Administration Schedule as SD and/or classified as LEP, an SD/LEP Questionnaire (Exhibit 3-3) must be filled out by the staff member most knowledgeable about that student. A questionnaire should be completed for each student, regardless of whether or not that student will be assessed. The SD/LEP Questionnaire can be completed online or in the hard-copy version.

When the school coordinator receives the SD/LEP Questionnaires, your supervisor will have entered the following information on each **SD/LEP Questionnaire cover**:

- The NAEP School ID Number;
- The date the questionnaire should be returned;
- The 10-digit student booklet ID (from the Administration Schedule);
- The student's demographic information (from the Administration Schedule);
- The student's line number and session number (from the Administration Schedule); and
- The name of the student for whom the questionnaire needs to be completed (on the removable label).

Exhibit 3-2. SD/LEP Roster - Side 1



This form must be completed in No. 2 pencil.

The Nation's Report Card NAEP

NAEP 2003-2004
Long-Term Trend
SD/LEP ROSTER

SCHOOL #:

SCHOOL NAME:

CITY/STATE:

Line #/ Session #	SD/LEP Questionnaire: Student's Name	Distributed To (Staff Name)	Line #/ Session #	Student Booklet ID # (Column "O" on Admin. Schedule)	SD/LEP Questionnaire ID # (Barcode ID # on SD/LEP Cover)	Returned: Yes	No	Completed Electronically	Instructions for Distributing SD/LEP Questionnaires
					995 -	○	○	○	
					995 -	○	○	○	
					995 -	○	○	○	
					995 -	○	○	○	
					995 -	○	○	○	
					995 -	○	○	○	
					995 -	○	○	○	
					995 -	○	○	○	
					995 -	○	○	○	
					995 -	○	○	○	
					995 -	○	○	○	
					995 -	○	○	○	
					995 -	○	○	○	
					995 -	○	○	○	

Exhibit 3-2. SD/LEP Roster - Side 2

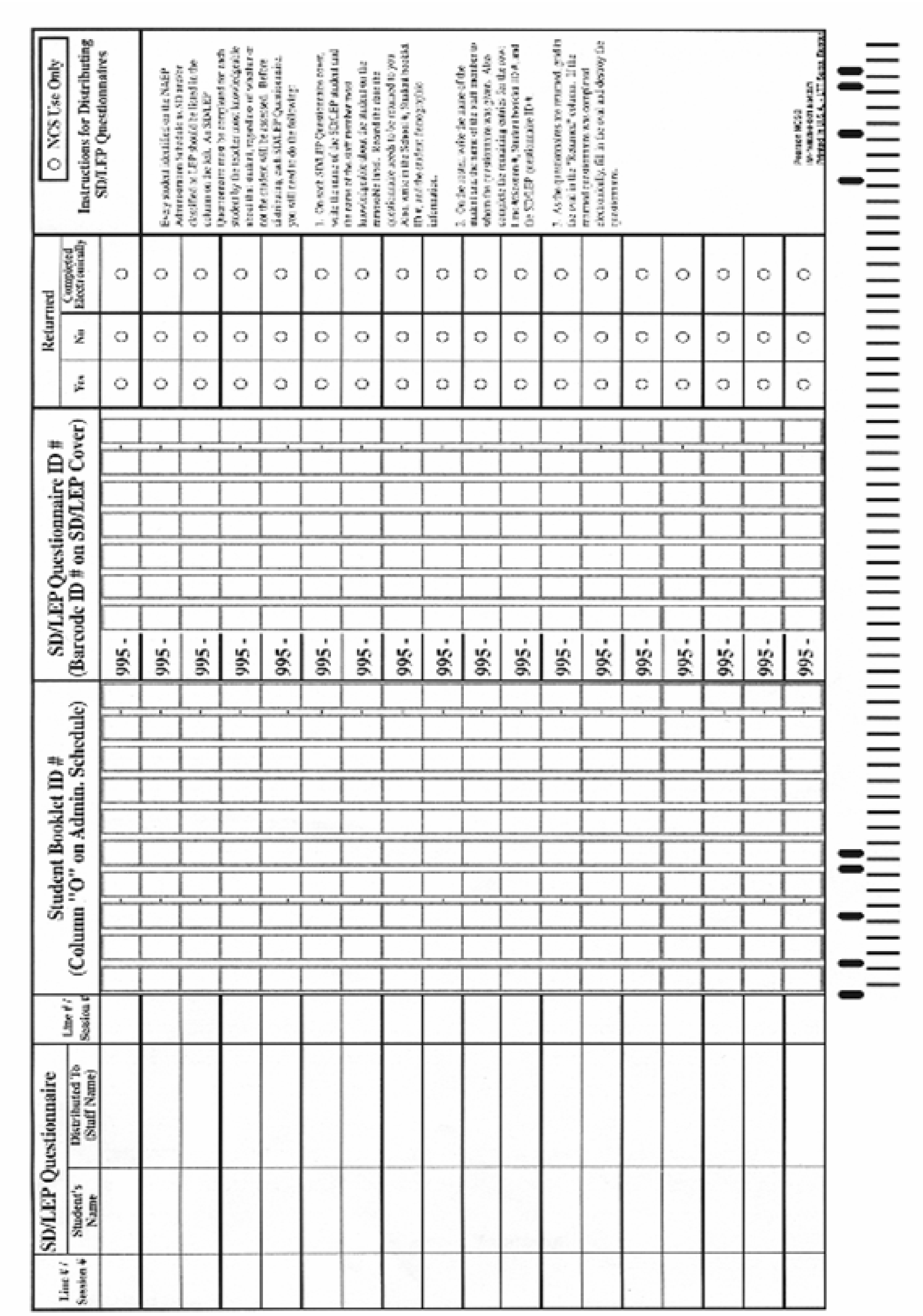
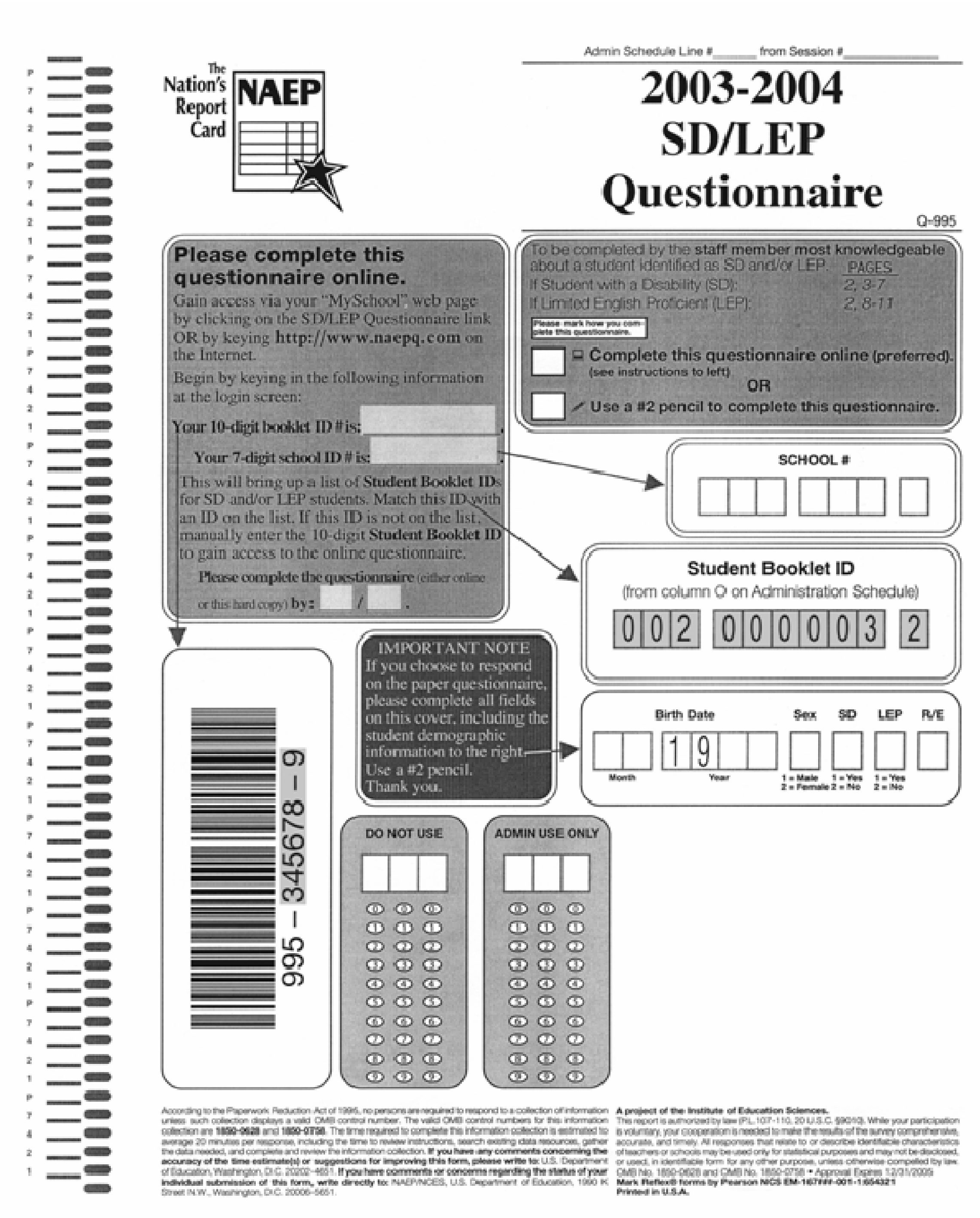


Exhibit 3-3. SD/LEP Questionnaire Cover


Admin Schedule Line #______ from Session #____________

The Nation's Report Card NAEP

2003-2004 SD/LEP Questionnaire

Q-995

Please complete this questionnaire online.

Gain access via your "MySchool" web page by clicking on the SD/LEP Questionnaire link OR by keying **http://www.naepq.com** on the Internet.

Begin by keying in the following information at the login screen:

Your 10-digit booklet ID # is: ________.

Your 7-digit school ID # is: ________.

This will bring up a list of **Student Booklet IDs** for SD and/or LEP students. Match this ID with an ID on the list. If this ID is not on the list, manually enter the 10-digit **Student Booklet ID** to gain access to the online questionnaire.

Please complete the questionnaire (either online or this hard copy) **by:** ____ / ____.

To be completed by the **staff member most knowledgeable** about a student identified as SD and/or LEP.

	PAGES
If Student with a Disability (SD):	2, 3-7
If Limited English Proficient (LEP):	2, 8-11

Please mark how you complete this questionnaire.

☐ Complete this questionnaire online (preferred). (see instructions to left)

OR

☐ Use a #2 pencil to complete this questionnaire.

SCHOOL #

Student Booklet ID (from column Q on Administration Schedule)

002 000003 2

IMPORTANT NOTE

If you choose to respond on the paper questionnaire, please complete all fields on this cover, including the student demographic information to the right. Use a #2 pencil. Thank you.

Birth Date: Month, Year 19__ | Sex (1 = Male, 2 = Female) | SD (1 = Yes, 2 = No) | LEP (1 = Yes, 2 = No) | R/E

995 – 345678 – 9

DO NOT USE

ADMIN USE ONLY

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control numbers for this information collection are **1850-0628** and **1850-0738**. The time required to complete this information collection is estimated to average 20 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, Washington, D.C. 20202-4651. **If you have comments or concerns regarding the status of your individual submission of this form, write directly to:** NAEP/NCES, U.S. Department of Education, 1990 K Street N.W., Washington, D.C. 20006-5651.

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. All responses that relate to or describe identifiable characteristics of teachers or schools may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law. OMB No. 1850-0628 and OMB No. 1850-0738 • Approval Expires 12/31/2005

Mark Reflex® forms by Pearson NCS EM-167###-001-1:654321

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Your supervisor will have entered the following on the Roster:

- The student's name;
- The name of the staff member who will complete the questionnaire;
- The 10-digit student booklet ID (from the Administration Schedule); and
- The SD/LEP Questionnaire ID (from the SD/LEP Questionnaire cover).

When the supervisor collects the completed questionnaires on assessment day, he/she will record how each questionnaire was completed in the **Returned** column on the Roster. The supervisor will also need to remove the label bearing the student's name from the questionnaire cover prior to shipping the material back to NCS Pearson. If there is any information missing from the cover or Roster, the supervisor will need to enter it after the assessment.

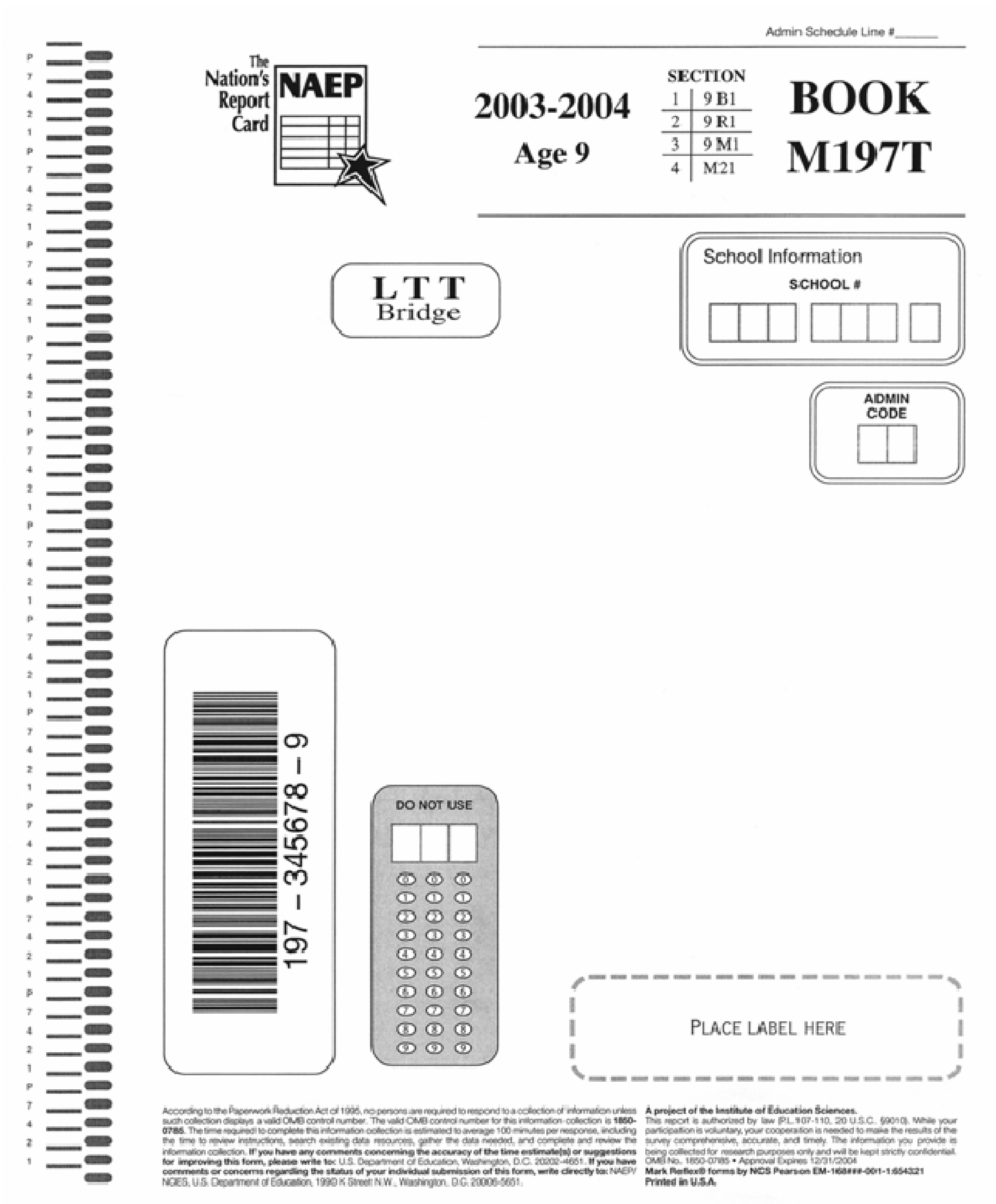
E. Assessment Booklets

Your supervisor will be shipped one box of materials for each scheduled session. These are referred to as session boxes. Your supervisor will give you the session box needed to conduct your session on assessment day. The session box will contain the assessment booklets and most of the other materials you will need to conduct the session. Detailed information on assessment booklets and a complete list of additional assessment materials, along with the procedures for preparing the booklets with these materials, can be found in Chapter 4.

Each assessment booklet has an alphanumeric code in the upper right corner (Exhibit 3-4). Numerals identify the booklet number. Letters that follow the numeral identify the session type, either spiral or tape. All tape booklets have a "T" following the numeral for tape subjects.

In Long-Term Trend Reading/Math sessions and Bridge Reading sessions, students are given a set period of time to work on a particular section of the assessment booklet, but within the section, they work at their own pace. The supervisor or assessment administrator reads the directions, distributes any materials needed, and times the sections. Since the students work on their own, the booklets can have different questions within sections; different booklets are used within a given assessment session.

Exhibit 3-4. Assessment Booklet Cover



Admin Schedule Line #______

The Nation's Report Card NAEP

2003-2004

Age 9

SECTION

1	9 B1
2	9 R1
3	9 M1
4	M21

BOOK

M197T

LTT Bridge

School Information

SCHOOL #

ADMIN CODE

197 – 345678 – 9

DO NOT USE

PLACE LABEL HERE

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1850-0785**. The time required to complete this information collection is estimated to average 100 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, Washington, D.C. 20202-4651. **If you have comments or concerns regarding the status of your individual submission of this form, write directly to:** NAEP/NCES, U.S. Department of Education, 1990 K Street N.W., Washington, D.C. 20006-5651.

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. 1850-0785 • Approval Expires 12/31/2004
Mark Reflex® forms by NCS Pearson EM-168###-001-1:654321
Printed in U.S.A.

In the Bridge Math session, a tape recording is used to administer the sessions. The tape reads the directions and the questions to students at appropriate time intervals. Since the questions are read aloud on tape, all students in a tape session use identical booklets. There are different tape booklets, each of which is used in a separate assessment session. The booklet numbers used in the Long-Term Trend Math bridge assessment are shown in Table 3-2.

Table 3-2 Math Bridging Study Book Numbers

Age(s)	Session Prefix	Book Number	Tape
9	MA	M197T	NAEP Winter LTT - Book 197T
	MB	M198T	NAEP Winter LTT - Book 198T
13	MA	M197T	NAEP Fall LTT - Book 197T
	MB	M198T	NAEP Fall LTT - Book 198T
17	MB	M197T	NAEP Spring LTT - Book 197T

To help further distinguish the correct booklets for a session, the booklet covers are printed in different colors: age 9 in blue ink, age 13 in brown ink, and age 17 in gray/charcoal ink.

F. Tape Recorders

If you are scheduled to conduct a tape session, you will receive a tape recorder from your supervisor. Check to be sure that the tape recorder is in proper working order and that you are familiar with its operation prior to conducting the assessment. Report any problems with the tape recorder immediately to your supervisor. Do not leave a tape recorder in a car overnight in freezing weather. It will not work the next morning.

G. Cassettes for Tape Sessions

There are 1-2 different tape booklets for each age level. If you are assigned to conduct a tape session, in addition to a tape recorder, you will also receive the appropriate cassette tape from your supervisor. Check to be sure the label on the cassette you receive matches that of the tape booklet code and the age to be assessed.

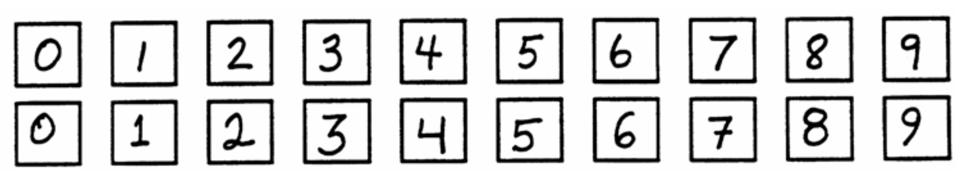
H. Guidelines for Completing Scannable Documents

When entering pertinent information onto the Administration Schedule, Roster of Questionnaires, questionnaire covers, and assessment booklet covers, you must adhere to the following guidelines:

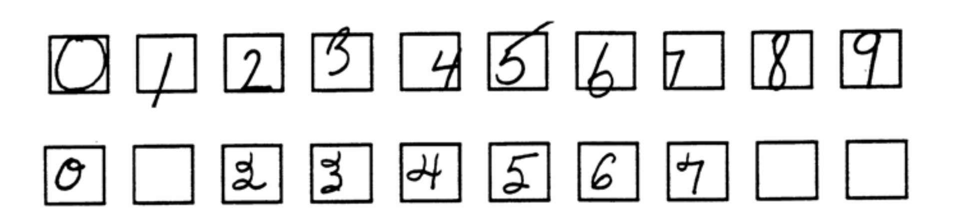
- Use only No. 2 pencils;
- Print all information neatly within the boxes. Numbers should be written clearly in the center and should not touch the sides of the boxes;
- Right justify all numerals entered in multicolumn blocks;
- Erase completely and clearly to correct entries. Do not cross out or strike through numbers entered incorrectly; and
- Other than single-digit birth date months, blocks for which no entry is needed may be left blank.

Shown below are examples of acceptable and unacceptable writing styles for completing scannable documents.

The following are **acceptable** writing styles:



The following examples are **unacceptable** due to edges touching the sides of the box and extraneous loops on characters:



3.3 Task 3: Assist Supervisor with Student Sampling Activities

From mid-September through November 2003 for age 13, mid-December 2003 through February 2004 for age 9 and February through April 2004 for age 17, your supervisor will select the sample of students to be assessed in each school. When you begin your assignment, you may be asked to assist your supervisor with student sampling activities. These activities will require you to do the following:

- Review student lists to ensure they are complete, clarifying confusing markings and partially erased or crossed-off names;
- Double-check the lists for the identification of students selected;
- Number students sequentially on the lists;
- Compare total number of students listed with the total enrollment recorded on the Student Listing Form (SLF);
- Enter the sampled students' names and other available demographic information into the Student Data System (SDS) on your supervisor's computer;
- Print forms from the SDS for inclusion in the school folders;
- Prepare Teacher Notification Letters; and
- Prepare Student Appreciation Certificates.

Your participation in these activities will depend on the number of sampling activities that have been successfully completed in your area before you begin your assignment. Your supervisor will detail your responsibilities with regard to student sampling and provide further instruction.

3.4 Task 4: Planning the Assessment Sessions

In a typical age 9 or age 13 long-term trend assessment school, there may be up to 128 students sampled. Of these students, 80, or 63 percent, will be selected for the operational and pilot **spiral** assessment. Twenty-six students, or 20 percent, will be selected for the math bridge **tape** sessions and 22 students, or 17 percent, will be selected for the reading bridge spiral session.

In age 17 long-term trend assessment schools, up to 121 students will be sampled. In such schools, 81 students, or 67 percent, will be selected for the operational and pilot spiral assessment. Eighteen students, or 15 percent, will be selected for the math bridge tape sessions and 22 students, or 18 percent, will be selected for the reading bridge spiral session.

For smaller schools, the same proportions will be used as noted above. However, sessions will not be created for fewer than 12 students; instead, one of the bridge sessions will be dropped.

Since NAEP prefers manageable sessions of approximately 25 students, your supervisor and the school coordinator will discuss dividing the large spiral samples into smaller sessions. Available space and the amount of time that the school permits for the assessments will be important factors in setting the number of spiral sessions. Since there is only one type of operational spiral assessment (RM), there is some flexibility in assigning students to sessions, as a student selected for the spiral assessment may attend any spiral session. Further, if the student is scheduled to attend one spiral session and misses that session for some reason, s/he may attend another spiral session if one is scheduled.

For each tape assessment type (each type uses a particular tape booklet), typically between 12 and 26 students will be sampled. Thus, your supervisor will probably plan one session for each tape type. Therefore, each student sampled for a tape assessment usually has only one opportunity to attend the assessment.

Remember, students sampled for a particular type of assessment must attend a session of that type.

Accommodations sessions will only be offered in the operational and pilot spiral sessions (RM) for students that have been identified as SD and/or LEP. Accommodations will **not** be available for students sampled for the bridging study sessions (MA, MB, and RB).

3.5 Task 5: Your Assessment Schedule

Your supervisor will formulate a schedule for each AA on your team. You will receive a preliminary schedule at the AA training in September. This schedule will be reviewed frequently and possibly revised by your supervisor.

Prior to hiring, AAs were asked to be available for a minimum of 30 hours per week. AAs will be expected to work at least 30 hours if the work is available for them. Your supervisor may ask you to work up to 40 hours per week, if necessary. You will be paid on an hourly basis for the actual number of hours you work.

A. Effective Communication with Your Supervisor

Effective communication between you and your supervisor is crucial to NAEP's success. The Assessment Information Form (shown on the following page) has been developed for supervisors to communicate specific information to the AAs about their assignment. Your supervisor will either mail your Assessment Information Forms or give the forms to you in person. The form will contain the following:

- The supervisor's name, phone number, and cell phone number;
- The school name and NAEP ID;
- The school address and telephone number;
- The school coordinator's name;
- The assessment date and time;
- The time you should arrive at the school;
- The session number you are assigned;
- The room where the session will be held;
- Directions to the school and where to park at the school;
- Information about accommodations, such as the number and types in the session;
- Instructions for meeting the assessment team; and
- Any other pertinent information, such as the policy for dismissing students, how to handle persistently disruptive students, and students who arrive after the session has begun.

This form will be distributed to you 1 to 2 weeks before each assessment.

Exhibit 3-5. Long-Term Trend Assessment Information Form

NAEP 2003-2004 LONG-TERM TREND ASSESSMENT INFORMATION FORM

SUPERVISOR: ______ AAs: ______

PHONE NUMBER: ______

CELL PHONE #: ______

REGION/AREA: ______

SCHOOL: ______ ID #: ______

ADDRESS: ______

PHONE #: ______ COUNTY: ______

SCHOOL COORDINATOR: ______

ASSESSMENT DATE: ______ ASSESSMENT TIME: ______ ARRIVAL TIME: ______

SESSION NUMBER: ______ ROOM: ______

DIRECTIONS TO SCHOOL: ______

PARKING: ______

ACCOMMODATIONS INFORMATION: ______

INSTRUCTIONS FOR MEETING ASSESSMENT TEAM: ______

OTHER INFORMATION (Policy for dismissing students, how to handle latecomers, etc.): ______

*****REMEMBER – ARRIVE ONE HOUR BEFORE ASSESSMENT TIME*****

7/03